CDE/ECE Faculty Initiative Project Instructional Guide


Unit 7
California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum
Focus Statement

Students explore three “lenses” through which the curriculum framework can provide guidance for planning curriculum for young children. These are the eight overarching principles, the curriculum-planning process, and the breadth of the curriculum framework across domains.

Students also explore considerations regarding cognitive development, which is not developed as a domain in either the foundations or the framework.

Before You Start

The California Preschool Curriculum Framework, Volume 1 (PCF, V1) is “grounded in evidence-based practices that have evolved in the field over decades” (PCF, V1, p. 24). It has been developed to provide “guidance on planning learning environments and experiences for young children” (PCF, V1, p. 3).

One way to make use of this guidance is to use the framework as a series of lenses through which to view off-the-shelf curricula or curriculum developed within one’s program. The framework provides three lenses or three ways in particular to do this.

- The first is to use the eight overarching principles (PCF, V1, pp. 5-8) as a way to reflect on curricula.
- The second is to use the curriculum-planning process (PCF, V1, pp. 19-24) as a way to review curriculum planning and curriculum decisions.
- The third is to use the breadth of the PCF, V1 across domains to ensure that curriculum serves each child as an individual and each child as a whole child. Volume 1 of the framework provides four domains to consider, but the completed system will consist of nine domains.

The thrust of this key topic is to provide questions that can be used to look through these lenses and then to suggest some ways that students can apply this approach. The eight overarching principles are explored in Key Topic 2 of Unit 1 of this instructional guide. Opportunities to practice using the curriculum-planning...
process are provided in Key Topic 2 in this unit, and Key Topic 3 in this unit provides opportunities to look at English-language development across domains.

There is also a short exercise in this key topic for students to consider cognitive development, which is not developed as a domain in either the foundations or the framework.

If you have not used the exercise that introduces Unit 1 of this instructional guide, “Getting Ready for the Unit and Connecting to Experience,” you might find that useful here. That exercise helps students develop a working definition of a framework and considers the eight overarching principles, the curriculum process, and environments and materials and interactions and strategies in that context.

Students will be using questions relating to three key features of the PCF, V1 to review curriculum. This will mean that they must have available copies of curricula for early childhood that are available commercially or that they will be exploring programs to find these features in existing programs. This work might be done best as an out-of-class assignment and in pairs. Also, depending on the educational level and experience of students, you may need to provide some explanation and demonstration in class before assigning students to do their reviews out of class. It is recommended that students engage with this key topic after they have become familiar with what is in the domains of the PCF, V1 because this key topic will require some critical thinking and reflection on the part of students.

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**Information Delivery**

There are three subtopics in this key topic, and important information is embedded in the subtopics.

**Active Learning**

**Subtopic 1: Using the Eight Overarching Principles as a Lens for Viewing Curricula**

**Getting it started**

Be sure that students have read pages 5-8 in the PCF, V1 that describe the eight overarching principles. If you wish a fuller introduction to the principles, Key Topic 2 in Unit 1 will help students explore the eight overarching principles.

Explain to students that these eight overarching principles have been developed to emphasize curriculum for young children that is individually, culturally, and linguistically responsive. Using these overarching principles to review curricula can provide a way to see how a commercial curriculum or one that has been developed within a program puts these principles into practice.
There is a set of questions that follows which can be used for reviewing curricula. Each overarching principle is addressed through a key question and one or two follow-up questions that might clarify and/or expand the inquiry.

**Keeping it going**
These questions can be used as they are, or time could be spent in class expanding or clarifying them.

As they go through these questions, suggest that students keep in mind this question: In reviewing curriculum—either a published curriculum or one developed in my program—do I find ways in which these eight overarching principles are put into practice?

1. **How in the curriculum are relationships built, supported, and maintained?** Between whom—children, teachers, families? Is there space that would support relationships? Is there time that would support teachers knowing children and families?

2. **Do opportunities for learning occur in the context of play?** Are there times, materials, and spaces specifically for play?

3. **Are routines, spaces, materials, and interactions designed to address integrated learning across domains?** Are social-emotional development, language and literacy development, and mathematical development addressed together across many activities, and is English-language development supported across all elements of the curriculum?

4. **Is there intentional teaching in both planned learning experiences and attention to moment-to-moment teaching opportunities?** Are systems of assessment, documentation, reflection, and planning in place so that teachers work purposefully to guide children’s developmental progress and learning?

5. **How are family and community partnerships developed and maintained?** Are there both informal and systematic ways to exchange information with families? What connections to community groups exist?
6. **How do teachers recognize and adapt to individual children?** Are there specific teaching strategies or professional supports that ensure this?

7. **How are children’s cultures and languages respected?** Do learning materials and environments reflect home languages and cultures? How does regular communication between families and teachers happen?

8. **Is there specific time allotted to the curriculum-planning process, so that teaching is enhanced through reflection and discussion?** Are there specific procedures and times for professionals to maintain the products of documentation, engage in individual reflection, and plan curriculum as a team?

**Putting it together**

Students can investigate these questions in a number of ways.

- They could interview a program director or teacher.

- A panel of directors or teachers from different programs could be invited to a class session, and students could record the panelists’ responses to these questions.

- The questions could be used for an observational assignment, with students recording concrete examples or descriptions of how each overarching principle is played out in practice.

**Taking it further**

Ask students who may be currently working as teachers or as administrators how they could incorporate this principle-based review into their program planning and curriculum development.

Also ask students how they could communicate these overarching principles to families. To deepen the work regarding families and the eight principles, ask students to plan a family night to acquaint families with the principles.
Subtopic 2: Using the Curriculum-Planning Process as a Lens for Viewing Curricula

Getting it started
Before introducing students to a way to use the curriculum-planning process to review curricula, it will be important that students have read pages 19-24 in the *California Preschool Curriculum Framework, Volume 1* (PCF, V1). It might also be helpful to develop some agreed upon descriptions of the key parts of the process.

Information on these key parts can be found on the following pages in the PCF, V1:

- Observation (p. 20)
- Documentation (p. 21)
- Reflection, discussion, and planning (p. 21)
- Implementation (p. 22)

Once they have a clear idea of how these are described in the PCF, V1, ask students to consider the following questions as they review curricula. Again, you might want to spend some time going through these questions with students and asking if there are additional clarifying or expanding questions they might want to ask.

Keeping it going
As students consider the following questions, suggest that they keep in mind this question: How are the parts of the curriculum-planning process seen in the curriculum I am reviewing?

- How is observation supported? Are there times available for teachers to carefully watch and listen?
- How is documentation supported? What processes are in place to develop documentation for each child? Are multiple means of documentation available and used? How are time and materials provided for maintaining documentation? How is family input gathered and included in documentation?
- What planned opportunities are in place for teachers to reflect, discuss their observations, and review their
documentation? How is documentation shared with families?

- Is planning done based on reflection and discussion? Is documentation consulted when planning is done? How are family culture and language included in the planning process?

**Putting it together**

Students can explore the above questions in a number of ways.

- They could interview a program director or teacher.

- A panel of directors or teachers from different programs could be invited to a class session, and students could record the panelists’ responses to these questions.

- The questions could be used for an observational assignment, with students recording concrete examples or descriptions of where they see these parts of the planning cycle played out in practice.

**Note to faculty:** Be sure that students are not viewing documentation on individual children without family permission. Additionally, suggest that students look at what the planning cycle procedures and systems are, not necessarily how they look for any individual child.

**Subtopic 3: Using the Domains of the PCF, V1 as a Lens to View Integration Across Domains in Curricula**

The PCF, V1 addresses the learning and development domains of social-emotional development, language and literacy, English-language development, and mathematics. Many of the environments and materials and interactions and strategies in all these domains provide examples where students can see that they support development across domains. As one way to begin this subtopic, you might go back to the domains in the PCF, V1 and ask students to look specifically for environments and materials and interactions and strategies that would support learning and development in more than one domain. Because there are many of these, you might want to focus on social-
emotional development, language and literacy, or mathematics. (English-language development is addressed in a separate key topic in this unit.) This could be done as a review or as an extended exploration.

As students review other curricula, ask them to consider these questions:

- Where is the need for integrated curriculum specifically addressed?
- How is English-language development addressed?
- As a way to get to know all children, what is available to be used in the planning process to gauge each child's current comprehension and use of English?
- Are there environments and materials designed to address multiple developmental domains? For example, are there books and writing materials in all areas? Are there opportunities to sort or count in many areas? How do environments and materials reflect children's language, culture, and family life?
- Do environments and materials designed for specific domains show evidence that other domains are considered also? For example, does a book area contain books on feelings and number? Are there books in the home language(s) of children in the program?
- Are interactions and strategies used that cut across domains? For example, is writing used in many areas to make lists or notes? Are counting rhymes and songs used throughout the day?

The preceding questions might be hard to deal with in a published curriculum, and exploring these questions might be more fruitful as an observational assignment, with students recording concrete examples or descriptions of where they see integrated curriculum played out in practice.

Note to faculty: Integrated curriculum might also be seen on video that is available.
Reflection

The following questions can be addressed as a journaling exercise or as a class discussion:

- What stood out for you in this key topic?
- What new insights do you have?
- How will this influence your work with young children now or in the future?

Deeper Understanding

Integrating Cognitive Development Across the Domains

Cognitive development is a developmental domain that is considered important in many curricula for young children.

The foundations and curriculum framework are organized by content that maps onto the California K-12 curriculum frameworks and educational standards, where there is no separate area of cognitive development. Therefore, it is not a separate domain in either the foundations or the curriculum framework. However, there are many developmental and learning processes that cut across domains in early childhood and are considered important to overall cognitive development.

Ask students to address this issue by developing their own version of what a cognitive domain might look like in the curriculum framework. To do this, they will have to develop a list of what is considered cognitive development in other curricula and early childhood documents, including texts on child development.

Then ask them to review the substrands in the PCF, V1 and decide which might fit into a cognitive domain. Depending on their level of education and experience, students might go deeper into the challenge and look for environments and materials or interactions and strategies that could apply directly to cognitive development.
Three Lenses for Viewing Curriculum

California Preschool Curriculum Framework
Volume 1

Relationships are central
Learning is integrated
Play is a primary context for learning
Individualization of learning includes all children
Responsiveness to culture and language supports children’s learning
Time for reflection and planning enhances teaching
Intentional teaching enhances children’s learning experiences
Family and community partnerships create meaningful connections
Overarching Principles in Practice

- How in the curriculum are relationships built, supported, and maintained?
- Do opportunities for learning occur in the context of play?
- Are routines, spaces, materials, and interactions designed to address integrated learning across domains?
- Is there intentional teaching in both planned learning experiences and attention to moment-to-moment teaching opportunities?

Overarching Principles in Practice

- How are family and community partnerships developed and maintained?
- How do teachers recognize and adapt to individual children?
- How are children’s cultures and languages respected?
- Is there specific time allotted to the curriculum-planning process, so that teaching is enhanced through reflection and discussion?
The Curriculum-Planning Process as a Lens for Viewing Curricula

• How is observation supported? Are there times available for teachers to carefully watch and listen?
• How is documentation supported? What processes are in place to develop documentation for each child? Are multiple means of documentation available and used?
How are time and materials provided for maintaining documentation? How is family input gathered and included in documentation?

What planned opportunities are in place for teachers to reflect, discuss their observations, and review their documentation? How is documentation shared with families?
• Is planning done based on reflection and discussion? Is documentation consulted when planning is done? How are family culture and language included in the planning process?
Integration Across Domains in Curricula

- Where is the need for integrated curriculum specifically addressed?
- How is English-language development addressed? As a way to get to know all children, what is available to be used in the planning process to gauge each child’s current comprehension and use of English?

Integration Across Domains in Curricula

- Are there environments and materials designed to address multiple developmental domains? Are there books and writing materials in all areas? Are there opportunities to sort or count in many areas? How do environments and materials reflect children’s language, culture, and family life?
Integration Across Domains in Curricula

- Do environments and materials designed for specific domains show evidence that other domains are considered also? For example, does a book area contain books on feelings and number? Are there books in the home language(s) of the children in the program?

- Are interactions and strategies used that cut across domains? For example, is writing used in many areas to make lists or notes? Are counting rhymes and songs used throughout the day?
Lenses for Viewing Curriculum

- What stood out for you in this key topic?
- What new insights do you have?
- How will this influence your work with young children now or in the future?
Focus Statement

Students explore a curriculum-planning process that includes using the Desired Results Developmental Profile, the *California Preschool Learning Foundations, Volume 1*, and the *California Preschool Curriculum Framework, Volume 1*. They are provided with questions to consider as they make curriculum decisions in this planning process.

Before You Start

This key topic is designed to help students see how the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) fits into the planning process as defined in Chapter 1 of the PCF, V1. This exercise is limited to the domains in the PCF, V1. There will be an expanded discussion of the planning process across all nine domains upon the release of the *California Preschool Curriculum Framework, Volume 3*.

Two prior key topics in this instructional guide might be helpful to prepare students for this experience with the curriculum framework in this key topic.

First, the sole key topic for Unit 2 can be used to familiarize students with the components of the California Department of Education’s (CDE) Early Learning and Development System.

This system is graphically represented on page 303 of the PCF, V1. Note that the center box is mislabeled in the graphic. It should read “Learning and Development Foundations.” Handout 1, following this key topic, is the corrected version of the graphic.

Several of CDE’s early childhood initiatives and publications provide substance for this system. Three that are mentioned in the graphic and that are relevant for this key topic are the learning foundations, the curriculum frameworks, and the Desired Results Assessment System. There are several components of the Desired Results Assessment System, but only the Desired Results Developmental Profile (DRDP) will be addressed in this key topic.
These are brought to bear on the planning process in the following ways:

• The learning foundations are goal-like statements in key areas of learning to guide planning. They describe the kind of learning and development we want to support through intentional curriculum planning.

• The observational assessment (DRDP) provides information regarding how individual children and groups of children are progressing in the different learning and development domains.

• The curriculum framework provides guidance in planning and implementing curriculum that supports children as they progress in their learning and development in each domain.

Keep in mind that these parts of California’s system are combined with other resources such as additional documentation and published curricular resources to fill out the curriculum-planning process.

Second, Key Topic 3 in Unit 1 will help students get a firm idea of what is meant by various terms in the curriculum-planning cycle graphic on page 20 of the PCF, V1. That graphic will be central to the exercise below, and it might be worth going through that fairly short and straightforward exercise before you start the active learning for this key topic. This will give all students the same working definitions and understandings.

What follows is a skeleton discussion and a pattern for using the DRDP, the foundations, and the PCF, V1 in the curriculum-planning process. The exercise can be used as an introductory experience, or, depending on the experience and education level of students and the course in which it is being used, it can be expanded with more samples and examples. The key topic as written takes students through observation, documentation, discussion, and reflection before introducing the PCF, V1 as a resource. This will be review for some students and some classes, but the process will help get students ready to explore how to use the curriculum framework as a resource.

This key topic will not address how to administer or score the DRDP. Extensive DRDP resources for trainers, administrators, teachers, and families are online at http://www.wested.org/desiredresults/training/index.htm. The DRDP is included here as part of California’s Early Learning and Development system so that students will experience including it in the planning process.

Students will explore contextual information for the planning process, a pattern for considering CDE initiatives and publications in that process, and ideas and questions for reflection. This exploration of the planning process will not provide students with the right answers to the questions that are offered for consideration.
and reflection; instead students will have an opportunity to practice the planning process with these questions to consider. It is important to do this work in small groups so that students can experience the process of reflecting with their peers and/or families. The groups will be doing concentrated work and might need fairly intensive support and guidance.

**Information Delivery**

Discuss California’s context for planning, using the components of the California Early Learning and Development System as presented in the corrected version of the graphic on page 303 of the PCF, V1. Handout 1, following this key topic, is the corrected version of the graphic.

Several of CDE’s early childhood initiatives and publications provide substance for this system. Three that are relevant here are the Desired Results Assessment System, the preschool learning foundations, and the curriculum frameworks.

These are brought to bear on the planning process in the following ways:

- The learning foundations are goal-like statements in key areas of learning to guide planning. They describe the kind of learning and development we want to support through intentional curriculum planning.

- The observational assessment – Desired Results Developmental Profile (DRDP) – provides information regarding how individual children and groups of children are progressing in the different learning and development domains.

- The curriculum framework provides guidance in planning and implementing curriculum that supports children as they progress in their learning and development in each domain.

**Active Learning**

**Getting it started**

Organize students into groups of three. Let students know that they are going to look more closely at how to use the curriculum framework as a resource in the planning process.
Review the graphic on page 20 called “The curriculum-planning cycle.”

Remind students that this is an ongoing, cyclical, evolving process. Teachers are continually observing, documenting, reflecting, discussing, and planning to make adjustments in environments, materials, interactions, and strategies based on what they observe and document.

**The first step in the process is observation and documentation.**

Direct students to the sections entitled “observe, reflect, record” and “document” that begin on page 20 of the PCF, V1.

Ask each group to find definitions of the terms “observation” and “documentation” and write them on separate sheets of paper so that they can keep them at hand.

Remind students that observation and documentation are processes; they involve more than just products. These two processes help teachers document a picture of the child and get to know the child’s story, which they then can reflect on when they are planning curriculum.

Now ask students to find examples in the text of ways to document and ask them to write them on their sheets of paper. Ask them to add any other methods that they have used, seen, or heard of.

**Keeping it going**

Next, ask students to find where the DRDP comes into the process in the text on pages 20-21 of the PCF, V1.

Point out that the DRDP is used in two ways:

- As the teacher in the vignette observes the children, she recognizes some behavior as evidence of progress for a few children on some DRDP measures.
- Documentation could be used to support a
teacher’s periodic assessment of a child’s progress using the DRDP.

The next step in the process is discussion and reflection.

This step involves looking at documentation, reflecting on it, and discussing it with coworkers. This is an ongoing process, and, periodically in this process, the DRDP is brought in for discussion about what curricular adjustments its results indicate might be made. Remind students that the DRDP is a measurement tool based on samples of observable behaviors in each domain. The DRDP is one of many sources for curricular decisions.

The following three steps are to guide students in practicing using the DRDP, foundations, and framework in the planning process.

Step 1
We do not have specific documentation samples to work from, but let’s look at the DRDP and see what we can learn from that.

Sample documentation is available for downloading at http://www.wested.org/desiredresults/training/resource_drdp.htm#pstools, but it is related to scoring the DRDP from documentation and could be used here only to see what documentation would look like that relates to DRDP use. If scored, it will not match the sample DRDP provided here.

Have the students remain in their groups and ask them to review the sample DRDP Rating Record of an individual child that is provided as Handout 2 following this key topic. Then they should consider these questions:

- Overall, what do you see about the individual child?
- Where are there strengths that can be enhanced?
- Where are there areas that need specific intentional support to encourage progress?
Step 2
Next, direct students to the foundations to explore areas of development that can be supported or strengthened. Make sure they consider all four domains in the *California Preschool Learning Foundations, Volume 1* (PLF, V1).

A look at the foundations can be included here to get an idea of what we want this child to learn over time. We are using the foundations here as goal-like statements describing key areas of development where we would like to see children make progress. They help us see where children are on a continuum of development.

It is helpful if students have previously explored the foundations, but the appendix in the *California Preschool Learning Foundations, Volume 1* (pp. 173-192) can help them think through where they might like to see this child make progress.

Point out to students that they will not find exact mapping of the DRDP onto the foundations. There are some similarities, but they should be looking for developmental areas—or domains—and then the substrands to identify knowledge and skills that curriculum planning should aim to support.

Ask students to think about these questions:

- What strands and substrands in each domain will be important for supporting this child’s learning and development?
- What might be some later-developing areas that we can intentionally plan to support?

Step 3
Now it is time to use the curriculum framework as a resource to find ways to support development in those designated substrands. It is very important here for students to understand that they will not find specific foundations in the curriculum framework but will see guidance for supporting children’s progress within domains, strands, and substrands.

Next, in their groups, direct students to go to the PCF,
V1 and look in their designated strands or substrands for suggested environments and materials that might be helpful to this child.

As they do this, ask them to consider how suggestions from one domain would support development in another domain. For example, how could environments and materials suggested in the mathematics domain support social-emotional development? Language development? English-language development? Encourage this cross-domain thinking as much as possible.

Then, ask students to look for interactions and strategies that might be helpful to this child. Again, as they do this, ask them to consider how suggestions from one domain would support development in another domain. For example, how could interactions and strategies suggested in the language and literacy domain support social-emotional development? Mathematical development? English-language development? Encourage this cross-domain thinking as much as possible.

**Taking it further**
You can repeat this process with the DRDP “Group Data Summary,” provided following this key topic as Handout 3. Remind them that, as with the individual child data, the DRDP is being reviewed along with other observations and documentation. The DRDP comes into the process only periodically, but we are using it here so we can see how the pieces of the California Early Learning and Development System work together.

As they did in Step 1 for the individual child, have students begin by asking these questions:

- Overall, what do you see about this small cluster of children?
- Where are there strengths that can be enhanced?
- Where are there specific areas that need support to encourage progress?

Then continue the process by looking through the foundations as you did above, and then go on to the
curriculum framework.

Again ask students to work in groups and go to the PCF, V1 for suggested environments and materials that might be helpful for this cluster of children, and to look across domains wherever possible, as they did with the individual child profile.

Then ask students to look for interactions and strategies that might be helpful for this cluster of children and, again, to look across domains as much as possible.

**Putting it together**
Go back to the cycle graphic on page 20 of the PCF, V1 and remind students that this is an ongoing, cyclical, evolving process. Once they have found guidance in the curriculum framework, decisions are made about how to implement these intentional adjustments, and then the cycle begins again.

Close this exercise by posing these questions:

- What did you learn about how the California Early Learning and Development System works?
- What did you learn about using the PCF, V1 as a resource in the curriculum-planning cycle, as illustrated on page 20 of the PCF, V1?

**Reflection**
The following questions can be addressed as a journaling exercise or as a class discussion:

- What ideas stood out for you today?
- What has been most helpful?
- Where are there still challenges?
- What do you need to do to fill in any gaps in your understanding of the *California Preschool Curriculum Framework, Volume 1* as a resource for curriculum planning?
Deeper Understanding

The above effort has asked students to work across documents and across domains. This has been designed to promote curriculum that is integrated across domains. Ask students to review the eight overarching principles that guided the development of the PCF, V1, as well as the rationales for these overarching principles. These begin on page 5 of the PCF, V1. Go through these overarching principles one at a time and ask students to find statements in the rationale paragraphs that tell or suggest how this principle relates to integrated curriculum. As you go through these, point out to students how foundational these eight overarching principles are to our daily work with young children.
California’s Early Learning and Development System

Program Guidelines and Resources

Curriculum Frameworks

Learning and Development Foundations

Professional Development

Desired Results Assessment System

California Department of Education, Child Development Division
### Desired Results Developmental Profile—Preschool® (2010)

**Rating Record**

**Date of assessment:** April 4, 2010  
**Child:** Any child

**Classroom:** Blue room  
**Site:** Center Street  
**Observer:** Teacher A  
**Agency:** ABC

Use an unmarked instrument to review the definitions and descriptors for each measure to rate the child. Mark the column of the Developmental Level the child has mastered. Mark the column Emerging if the child is emerging to the next level for a measure. Mark the column Unable to Rate in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. 1a)

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<tr>
<th>PS Measure</th>
<th>DOMAIN: Self and Social Development (SSD)</th>
<th>Not yet at first level</th>
<th>Developmental Level</th>
<th>Emerging</th>
<th>Unable to Rate</th>
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<tr>
<td>1</td>
<td>SSD1: Identity of self</td>
<td>Exploring</td>
<td>Developing</td>
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<td>2</td>
<td>SSD2: Recognition of own skills and accomplishments</td>
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<td>3</td>
<td>SSD3: Expressions of empathy</td>
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<td>Building</td>
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<td>SSD4: Impulse control</td>
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<td>Integrating</td>
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<td>SSD5: Taking turns</td>
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<td>SSD11: Conflict negotiation</td>
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<td>SSD12: Shared use of space and materials</td>
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<th>Developmental Level</th>
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<th>Unable to Rate</th>
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<tr>
<td>13</td>
<td>LLD1: Comprehension of meaning</td>
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<td>Developing</td>
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<td>14</td>
<td>LLD2: Following increasingly complex instructions</td>
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<td>LLD3: Expression of self through language</td>
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<td>LLD4: Language in conversation</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>LLD5: Interest in literacy</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>LLD6: Comprehension of age-appropriate text presented by adults</td>
<td>x</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>LLD7: Concepts about print</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>LLD8: Phonological awareness</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>LLD9: Letter and word knowledge</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>LLD10: Emergent writing</td>
<td>x</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PS Measure</td>
<td>DOMAIN: English Language Development (ELD)</td>
<td>PS Measure</td>
<td>DOMAIN: Cognitive Development (COG)</td>
<td>PS Measure</td>
<td>DOMAIN: Mathematical Development (MATH)</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------</td>
<td>-----------</td>
<td>-----------------------------------</td>
<td>-----------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>23</td>
<td>ELD1: Comprehension of English ( receptive English)</td>
<td>28</td>
<td>COG1: Cause and effect</td>
<td>32</td>
<td>MATH1: Number sense of quantity and counting</td>
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<tr>
<td>24</td>
<td>ELD2: Self-expression in English (expressive English)</td>
<td>29</td>
<td>COG2: Problem solving</td>
<td>33</td>
<td>MATH2: Number sense of mathematical operations</td>
</tr>
<tr>
<td>25</td>
<td>ELD3: Understanding and response to English literacy activities</td>
<td>30</td>
<td>COG3: Memory and knowledge</td>
<td>34</td>
<td>MATH3: Classification</td>
</tr>
<tr>
<td>26</td>
<td>ELD4: Symbol, letter, and print knowledge in English</td>
<td>31</td>
<td>COG4: Curiosity and initiative</td>
<td>35</td>
<td>MATH4: Measurement</td>
</tr>
</tbody>
</table>

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the Developmental Level the child has mastered. Mark the column Emerging if the child is emerging to the next level for a measure. Mark the column Unable to Rate in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. ix.)

**Desired Results Developmental Profile—Preschool® (2010)**

**Rating Record**

**Date of assessment:** April 4, 2010  **Child:** any child  **Observer:** teacher A

**Classroom:** Blue Room  **Site:** Center Street  **Agency:** ABC

**California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:**

CDE/Child Development Division and WestEd Center for Child and Family Studies

May be duplicated for educational purposes only.
### DRDP-PS® (2010) Group Data Summary

#### Overview Chart

**Three Years To Kindergarten**

<table>
<thead>
<tr>
<th>Domain: SSD – Self and social development</th>
<th>0%</th>
<th>1%</th>
<th>26%</th>
<th>45%</th>
<th>19%</th>
<th>Total level percents</th>
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</thead>
<tbody>
<tr>
<td>Measure 1 – Identity of self</td>
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<td>0</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>91%</td>
</tr>
<tr>
<td>Measure 2 – Recognition of own skills and accomplishments</td>
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<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
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</tr>
<tr>
<td>Measure 3 – Expressions of empathy</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 4 – Impulse Control</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 5 – Taking Turns</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Measure 6 – Awareness of Diversity in self and others</td>
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<td>0</td>
<td>0</td>
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<td>4</td>
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<tr>
<td>Measure 7 – Relationships with adults</td>
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</tr>
<tr>
<td>Measure 8 – Cooperation play with peers</td>
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<td>0</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Measure 9 – Socio-dramatic play</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 10 – Friendships with peers</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Measure 11 – Conflict negotiation</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Measure 12 – Shared use of space and materials</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain: LLD - Language and literacy development</th>
<th>0%</th>
<th>5%</th>
<th>52%</th>
<th>43%</th>
<th>0%</th>
<th>Total level percents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 13 – Comprehension of meaning</td>
<td>0</td>
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<td>3</td>
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<td>100%</td>
</tr>
<tr>
<td>Measure 14 – Following increasingly complex instructions</td>
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<td>6</td>
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<tr>
<td>Measure 15 – Expression of self through language</td>
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<td>2</td>
<td>4</td>
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<td></td>
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<tr>
<td>Measure 16 – Language in conversation</td>
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<td>2</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Measure 17 – Interest in literacy</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Measure 18 – Comprehension of age-appropriate text, presented by adults</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Measure 19 – Concepts about print</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 20 – Phonological awareness</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Measure 21 – Letter and word knowledge</td>
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<td>4</td>
<td>1</td>
<td>0</td>
<td></td>
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<tr>
<td>Measure 22 – Emergent writing</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
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</tbody>
</table>
### DRDP-PS® (2010) Group Data Summary

#### Overview Chart

**Three Years To Kindergarten**

<table>
<thead>
<tr>
<th>Domain: ELD - English language development</th>
<th>Number of children listed on previous page: 6</th>
<th>Number of children who have ELD ratings: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent of ratings at each level for the 4 measures in the ELD domain – Only for children whose home language is other than English</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 23 – Comprehension of English (Receptive English)</td>
<td>0%</td>
<td>38%</td>
</tr>
<tr>
<td>Measure 24 – Self expression in English (Expressive English)</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Measure 25 – Understanding and response to English literacy activities</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Measure 26 – Symbol, letter, and print knowledge in English</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Domain: COG - Cognitive Development**

| Percent of ratings at each level for the 7 measures in the COG domain | 0% | 3% | 24% | 66% | 7% | 100% |
| Measure 27 - Cause and effect | 0% | 0% | 1% | 4% | 1% |
| Measure 28 – Problem solving | 0% | 0% | 1% | 5% | 0% |
| Measure 29 – Memory and knowledge | 0% | 1% | 5% | 0% |
| Measure 30 – Curiosity and initiative | 0% | 1% | 3% | 1% |
| Measure 31 – Engagement and persistence | 0% | 0% | 1% | 4% | 1% |

**Domain: MATH - Mathematics Development**

| Percent of ratings at each level for the 6 measures in the MATH domain | 0% | 11% | 41% | 49% | 0% | 100% |
| Measure 32 – Number sense of quantity and counting | 0% | 0% | 3% | 4% | 0% |
| Measure 33 – Number sense of mathematical operations | 0% | 3% | 3% | 0% |
| Measure 34 – Classification | 0% | 0% | 1% | 5% |
| Measure 35 – Measurement | 0% | 1% | 3% | 2% |
| Measure 36 – Shapes | 0% | 0% | 2% | 4% |
| Measure 37 – Patterning | 0% | 0% | 3% | 3% |

**Domain: MPD - Motor and perceptual development**

| Percent of ratings at each level for the 3 measures in the MPD domain | 0% | 0% | 17% | 72% | 11% | 100% |
| Measure 38 – Gross motor movement | 0% | 0% | 0% | 5% | 1% |
| Measure 39 – Balance | 0% | 0% | 2% | 4% |
| Measure 40 – Fine motor skills | 0% | 0% | 1% | 4% |

**Domain: Included above as part of the SSD domain**

| Percent of ratings at each level for the 2 Saify and Heath measures separately | 0% | 0% | 17% | 83% | 0% | 100% |
| Measure 41 – Personal care routines | 0% | 0% | 0% | 6% |
| Measure 42 – Healthy lifestyle | 0% | 0% | 0% | 6% |
| Measure 43 – Personal safety | 0% | 0% | 3% | 3% |
Integrated Planning Using the Planning Process

California Preschool Curriculum Framework
Volume 1

California Early Learning and Development System

Program Guidelines and Resources
Curriculum Frameworks
Learning and Development Foundations
Professional Development
Desired Results Assessment System

California Department of Education, Child Development Division
The **learning foundations** are goal-like statements in key areas of learning to guide planning. They describe the kind of learning and development we want to support through intentional curriculum planning.

The **observational assessment – Desired Results Developmental Profile (DRDP)** – provides information regarding how individual children and groups of children are progressing in the different learning and development domains.
The curriculum framework provides guidance in planning and implementing curriculum that supports children as they progress in their learning and development in each domain.

The Curriculum-Planning Cycle

- OBSERVE
- REFLECT
- RECORD (Document)

- REFLECT
- DISCUSS
- PLAN

IMPLEMENT
The DRDP is used in two ways:

- As the teacher in the vignette observes the children, she recognizes some behavior as evidence of progress for a few children on some DRDP measures.
- Documentation could be used to support a teacher’s periodic assessment of a child’s progress using the DRDP.

Reviewing the DRDP Rating Record:

- Overall, what do you see about the individual child?
- Where are there strengths that can be enhanced?
- Where are there areas that need specific intentional support to encourage progress?
The Curriculum-Planning Cycle

Using the Foundations:

- What strands and substrands in each domain will be important for supporting this child’s learning and development?
- What might be some later-developing areas that we can intentionally plan to support?

Using the Curriculum Framework:

- What are environments and materials that might be helpful to this child?
- How do suggestions from one domain support development in another domain?
- How could environments and materials suggested in the mathematics domain support social-emotional development? Language development? English-language development?
Using the Curriculum Framework:
- Which interactions and strategies might be helpful to this child?
- How do suggestions from one domain support development in another domain?
- How could interactions and strategies suggested in the language and literacy domain support social-emotional development? Mathematical development? English-language development?

Using the DRDP Group Data Summary:
- Overall, what do you see about this small cluster of children?
- Where are there strengths that can be enhanced?
- Where are there specific areas that need support to encourage progress?
The Curriculum-Planning Cycle

- What did you learn about how the California Early Learning and Development System works?
- What did you learn about using the Preschool Curriculum Framework, Volume 1 as a resource in the curriculum-planning cycle?

What ideas stood out for you today?
- What has been most helpful?
- Where are there still challenges?
- What do you need to do to fill in any gaps in your understanding of the California Preschool Curriculum Framework, Volume 1 as a resource for curriculum planning?
Focus Statement
Students become familiar with ways to support children who are English learners as they plan across domains.

Before You Start
Integrating English-language development considerations across the domains in the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) will require familiarity with the domain principles, environments and materials, and interactions and strategies presented in the English-language development domain of the PCF, V1. Students will be better equipped to consider English-language development in other domains after working through the key topics in Unit 5 of this instructional guide for the English-language development domain.

The *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed.* (PEL Resource Guide) is a rich source of information and strategies to support working with children who are English learners. This PEL Resource Guide is referred to throughout this key topic.

The National Association for the Education of Young Children (NAEYC) has also created a document titled *Pathways to Cultural Competence Project Program Guide* (2010). This document is also referred to and used in this key topic and is available on the CDE links section of the Faculty Initiative Project Web site at www.wested.org/facultyinitiative/links_cde.html.

The Child Development Division (CDD) of the California Department of Education (CDE) has also produced a DVD called *A World Full of Language: Supporting Preschool English Learners*. The DVD can be used independently of this unit to acquaint students with practices to support children who are English learners. It can also be used as a tool for deepening students’ understanding of how supports for children who are English learners can be integrated across curriculum.
There are two exercises and viewing guides for this DVD in the instructional guide for the PEL Resource Guide. The viewing guides relate to observing children at different stages of learning English and observing examples of special supports for children who are English learners as they progress in developing skills for literacy.

The practice in the exercise is intended to familiarize students with a way to consider English-language development when they are planning across domains. It can be done as it is presented here, or it can be used with more intensity as a written assignment. As an assignment, each student is asked to explore English-language development across all three of the other domains in the PCF, V1 rather than engaging just in the introduction to the practice.

The following exercise will require that you preview the vignettes. It will also be helpful if students have worked through Unit 5 in this instructional guide. That will familiarize them with the English-language development domain in the PCF, V1.

As students do this exercise, questions might arise about where a child in the vignette is in the stages of second language acquisition. You could bring into this discussion the information in Chapter 5 of the PEL Resource Guide, which would systematize students’ understanding of the stages. Or you could provide a description of a child, such as a child who has some English vocabulary but is still mostly listening and watching.

Having students do this in pairs or small groups will work best, as discussion and collaborative problem solving are important aspects of the process to be practiced in the exercise.

**Information Delivery**

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Slide 2
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What works for children who are English learners works for all children, but children who are English learners might need specific adaptations to make them effective (PCF, V1, p. 178):

- Specific teaching strategies
- Individualized interaction approaches
- Enhanced environments

“It is recommended that, when planning curriculum for all areas of learning, teachers begin by reading and considering the information in the English-language development foundations and the curriculum framework as they gauge each child’s current comprehension and use of English” (PCF, V1, p. 179).
This statement tells us that, as we are planning curriculum, we should be referring to the English-language development domain before looking at other domains and then using it in tandem with other domains.

There are two questions to keep in mind as we do this:

1. How are we helping children continue developing in their home language?

2. In all we do, as the child is learning English, how do we support learning and development in the social-emotional, language and literacy, and mathematics domains?

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**Active Learning**

**Getting it started**

How do we consider the needs of English learners in other domains?

Let students know that they will have opportunities to incorporate some of the environments and materials and interactions and strategies of the English-language development domain into the vignettes in other domains of the PCF, V1. Listed below are the page numbers for 11 representative vignettes for the strands of the other three domains in the PCF, V1. Assign these vignettes to students in pairs or small groups, as your class size allows. Give them time to find and read through these vignettes from the PCF, V1.

**Social-Emotional Development Strand**

- Self (p. 48)
- Social Interaction (p. 65)
- Relationships (p. 79)

**Language & Literacy Strand**

- Listening and Speaking (p. 123)
- Reading (p. 147)
- Writing (p. 161)
Mathematics Strand

• Number Sense (p. 253)
• Algebra and Functions (p. 266)
• Measurement (p. 279)
• Geometry (p. 288)
• Mathematical Reasoning (p. 291)

Keeping it going
Ask students first to refer to the English-language development domain section on environments and materials (PCF, V1, pp. 181-183). Ask them to consider their vignette in light of these recommendations and respond to these initial questions:

• Are any of the recommended environments and materials evident in the vignette?
• If not, how could they be incorporated to support children in this vignette if they were English learners?
• Do you have any other ideas about how the environments and materials could come into play in this vignette if the child was an English learner?

Taking it further
Students can now go through the same process with interactions and strategies. Because the interactions and strategies occur with strands, you will need to assign specific strands for each pair or group of students to use with their vignettes. For students whose vignettes are in the language and literacy domain, ask them to find the parallel strand in the English-language development domain. (Listening and Speaking are combined in the language and literacy domain.)

Assign the English-language development strands of Listening, Speaking, and Writing to those with vignettes in the mathematics domain.

Assign the English-language development Reading strand to those whose vignettes are in the social-emotional development domain.
Next, ask students to do the following with their vignettes and assigned English-language development strands.

Consider how the interactions and strategies in the English-language development strand could be used to adapt the teaching in the vignette for a child who is an English learner. Ask them to record their thinking so that it can be shared with the larger group.

Students will need time to scan the interactions and strategies. Not all interactions and strategies will be needed or useable in the particular situation in the vignette. It is mainly important for students to consider what adaptations could be made and then discuss those with their peers.

If each pair or small group brings a report back to the whole group, students will experience repeated engagement with the practice of reflection and discussion that supports the intentional use of interactions and strategies for children who are English learners. There will probably be several specific adaptations that are repeatedly found to be helpful.

**Another approach**
You could put the strand name and page number of each vignette on large chart paper and tape them up around the room. Students could then write out their selected interactions and strategies, and these could be attached to the appropriate chart paper. In this way, students can read the vignettes that other students have worked with and see what adaptations were selected as useful. They could also be collected, recorded, and distributed to students as a resource for future reference.

**Putting it together**
The above strand assignments could be used as a basis for observation. This could be done with the DVD: *A World Full of Language: Supporting Preschool English Learners*, or students could observe in a preschool program, with permission. They could observe for either environments and materials or interactions and strategies or both. Provide time for reporting to the whole group and discussion for what they observed.
Reflection

Direct students to the reflective questions following each strand. These can help students reflect on the content of the strand.

For reflection on their experience with this material, the following questions can be done as a journaling exercise or as a class discussion:

- What new insights emerged?
- What was something you already do in your work or have seen others do?
- What was most challenging about this work?
- What can you incorporate into your work now or into the future?

Deeper Understanding

Direct students to the National Association for the Education of Young Children paper titled *Pathways to Cultural Competence Project Program Guide* (2010), which is available on the CDE links section of the Faculty Initiative Project Web site at www.wested.org/facultyinitiative/links_cde.html. This paper provides checklists that program directors and teachers can use to assess how culturally competent practices are being used in their programs. The checklists are arranged by eight concepts that have been developed by a national team. The first checklist can be used by program directors with teachers to discuss the practices in their program. The second checklist can be used by teachers for daily reflection on their practice and then discussed with their program director.

Ask students to read through the paper. The paper can then be used for further exploration through an individual interview with a program director or teacher. As student and teacher and/or program director read through the checklist, ask for examples of how these practices are carried out and/or supported in their program. Ask students to record these examples as a written assignment or to bring to class for discussion.
What works for children who are English learners works for all children, but children who are English learners might need specific adaptations to make them effective (PCF, V1, p. 178), including:

- Specific teaching strategies
- Individualized interaction approaches
- Enhanced environments
English-Language Development Across Curriculum

1. How are we helping children continue developing in their home language?
2. In all we do, as the child is learning English, how do we support learning and development in the social-emotional, language and literacy, and mathematical domains?

Are any of the recommended environments and materials evident in the vignette?
If not, how could they be incorporated to support children in this vignette if they were English learners?
Do you have any other ideas about how the environments and materials could come into play in this vignette if the child was an English learner?
What new insights emerged?
What was something you already do in your work or have seen others do?
What was most challenging about this work?
What can you incorporate into your work now or into the future?

Pathways to Cultural Competence Project Program Guide (NAEYC, 2010)