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

http://www.wested.org/facultyinitiative/
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 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?
The Curriculum-Planning Cycle

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?

![Diagram of 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?