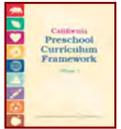




Unit 1 – Introduction to the Framework: Key Topic 2: Getting to Know the Eight Overarching Principles



Introduction to the Framework:
Key Topic 2 – Getting to Know the Eight Overarching Principles

Focus Statement

Students become familiar with each of the eight overarching principles that guided the development of the *California Preschool Curriculum Framework, Volume 3*.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child Growth and Development
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Notetaking outline or guide
- Pairs or small groups
- Reflective discussion
- Short paper or report

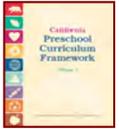
California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will undertake a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies*. The "Competency Areas to Consider" below are listed in this instructional guide as a



preliminary exploration of how particular competency areas might be addressed through these learning experiences.

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



Unit 1 – Introduction to the Framework: Key Topic 2: Getting to Know the Eight Overarching Principles

Introduction to the Framework:
Key Topic 2 – Getting to Know the Eight Overarching Principles

Before You Start

This is an opportunity for students to become familiar with the eight overarching principles that have guided the development of all three volumes of the curriculum framework.

For this learning experience, students will need to read the pages in Chapter 1 of the *California Preschool Curriculum Framework, Volume 3* that describe the eight overarching principles. Students can read this material and do the first part of the active learning before they come to class, or class time could be used for this initial reading and writing. This first part is to be done by students individually, and then there is a full class discussion. The initial segments that are done individually could also be done as an online assignment. A Portable Document Format version of the curriculum framework can be downloaded from the California Department of Education’s Web site at <http://www.cde.ca.gov/sp/cd/re/psframework.asp>.

For students who have had more experience working or observing in early care and education settings, moving directly to the “Putting it together” section is suggested.

Before beginning the discussion segment, it is helpful to prepare one large label for each of the eight overarching principles. These can be made by writing one principle on a sheet of chart paper or other sheets of paper; half sheets that have a sticky backing (e.g., large Post-it® Notes) work particularly well. The labels are then taped or posted around the room. For very large classes, small groups could be developed for the discussion. Each group could then respond to the questions as a group and share their responses with the whole class.

Handout 1, which lists the eight overarching principles with a question for each principle, is provided at the end of this key topic. Handout 2, which students use to relate the guiding principles for each domain to the eight overarching principles, is also included with this key topic. Electronic versions of both handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org>.



Information Delivery



Slides 2-4

The following statements are three of the main concepts for this key topic:

- Some dictionary definitions of “principle” are basic assumption, value-based standard, belief- and ethics-based characteristics.
- The eight overarching principles in the *California Preschool Curriculum Framework, Volume 3* are derived from research on what is effective practice and what supports children’s learning and development (*California Preschool Curriculum Framework, Volume 3*, pp. 5–6).
- These eight overarching principles have guided the development of the curriculum framework and are intended to provide children “individually, culturally, and linguistically responsive learning experiences and environments” (*California Preschool Curriculum Framework, Volume 3*, p. 5).

Active Learning

Getting it started

Ask each student to read pages 5–9 of the *California Preschool Curriculum Framework, Volume 3*. For each of the eight overarching principles, the students are to find one key sentence or phrase that they think would be important to remember in their work.

The students then write out these key sentences or phrases on separate half sheets or half-sheet Post-it® Notes. If they do the reading and writing out of class or online, ask them to bring the written statements to class.

Keeping it going

Then ask the students to attach each of their half sheets under the appropriate labels that have been posted around the room. Each student should have one statement for each of the eight labels or overarching principles. After the students have posted all their statements, provide time for them to view each of the collections of key sentences or phrases.

Online Options

If there is document-sharing capability for the course, faculty could facilitate the identification of key sentences or phrases online. Or students individually could post their key phrases online and review their classmates’ postings in preparation for an instructor facilitated in-class discussion.



Taking it further

The following questions could then be used to prompt a reflective discussion of their review:



Slides 5-6

- What did you notice about the key points and phrases?
- Where did you see similarities? Where did you see differences? What do you think accounts for the similarities and differences?
- Which phrases or sentences occurred more frequently than others in each principle? Why might that be so?
- Would you change any of your sentences or phrases after seeing some that were different? If so, how and why would you change them? If not, why not?
- What did this learning experience tell you about the eight overarching principles?

Putting it together

Ask students where they have seen these eight overarching principles carried out in settings where they have done observations or worked. If this segment is done in pairs or small groups, try to ensure that each group includes someone who has had access to an early care and education setting.



Slides 7-8

This discussion of the implementation of the eight principles is not intended to be an exhaustive discussion but rather an opportunity for students to reflect on what the principles may look like in a classroom setting. Handout 1, provided at the end of this key topic, lists the eight overarching principles with a question for each principle. The following questions are suggested to stimulate discussion:

Online Options

If there is online-discussion capability, faculty could facilitate a discussion of the eight questions in the “Putting it together” section. A separate discussion thread could be done for each question, and students will post examples of how they have seen the principle implemented and comment or ask questions about the examples.

Relationships are central

- How are relationships made central?

Play is a primary context for learning

- What evidence is there that play is a primary context for learning?



Slides 9-11

Learning is integrated

- What do you see that suggests that learning is integrated?

Intentional teaching enhances children's learning experiences

- What examples of intentional teaching have you seen?

Family and community partnerships create meaningful connections

- How are meaningful connections made with families and communities?

Individualization of learning includes all children

- How are learning opportunities provided for all children as individuals?

Responsiveness to culture and language supports children's learning

- How is children's learning supported with responsiveness to culture and language?

Time for reflection and planning enhances teaching

- How is time provided for teachers to reflect and plan?

Another approach

Another way for students to work with the eight overarching principles is to have them relate the guiding principles for the two domains to the eight overarching principles. This can be done by students individually or as an online assignment but would be most effective if done in class with a full class discussion.



Slides 12-14

Ask students to form pairs or groups of three and then assign a domain to each pair or trio. Students are then to use Handout 2, which is provided at the end of this key topic, to review the guiding principles for their domain and relate them to the eight overarching principles. They can do this by listing in the blank column next to each overarching principle any of the guiding principles for the domain that relate to that overarching principle.

After the students have completed the handout, bring them together for a class discussion on the following questions:

- Which overarching principles or domain guiding principles stood out for you?
- What was relatively easy about doing this comparison? What was more difficult? Why?



- Where did you find some close matches between the overarching principles and the domain guiding principles? Where were there some guiding principles for a domain that did not seem to relate to any of the eight overarching principles?
- What did this comparison tell you about the eight overarching principles? About the guiding principles for each domain?

Reflection

This first set of questions can be used as an individual reflection or a class discussion on the key topic:



Slides 15-16

- What stood out for you from this learning experience?
- What was particularly interesting or engaging?
- What new insights or perspectives did you develop about the eight overarching principles?
- Which overarching principle do you feel you need to learn more about in order to apply it to young children's learning in history and the social sciences or science? What is a first step you can take to start your learning?

This second set of questions is more general and can be used for individual reflection for this key topic and with the other key topics in this instructional guide.



Slides 17-18

- What are some ideas, concepts, or strategies that you learned from this class session?
- Which ones reinforced what you have already learned or experienced? Which ones were new or caused 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?
- How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding

Ask students to review the guiding principles in the following documents:



Slides 19-20

1. *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2009. 2nd ed.* Sacramento: California Department of Education.

Ten principles are found throughout the guide and summarized in Appendix A on page 93.

2. “*Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8.*” Position statement with expanded resources by the National Association for the Education of Young Children (NAEYC), 2003.

The guiding principles and values are on page 5 of the NAEYC document, which is available at

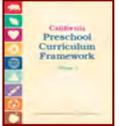
<http://naeyc.org/positionstatements/cape>.



Slide 21

Ask students to write a short paper in which they compare these principles with the eight overarching principles in the *California Preschool Curriculum Framework, Volume 3* and respond to the following questions:

- Where are there similarities? What do these similarities tell us about what is important in the field of early care and education?
- Where are the differences? Why might there be these differences?



Exploring the Overarching Principles

Instructions: In the column titled “Notes,” write examples of how you have observed each principle implemented in early care and education settings by responding to the question for each principle.

Overarching Principle	Notes
<p><i>Relationships are central</i></p> <ul style="list-style-type: none"> How are relationships made central? 	
<p><i>Play is a primary context for learning</i></p> <ul style="list-style-type: none"> What evidence is there that play is a primary context for learning? 	
<p><i>Learning is integrated</i></p> <ul style="list-style-type: none"> What do you see that suggests that learning is integrated? 	
<p><i>Intentional teaching enhances children’s learning experiences</i></p> <ul style="list-style-type: none"> What examples of intentional teaching have you seen? 	
<p><i>Family and community partnerships create meaningful connections</i></p> <ul style="list-style-type: none"> How are meaningful connections made with families and communities? 	
<p><i>Individualization of learning includes all children</i></p> <ul style="list-style-type: none"> How are learning opportunities provided for all children as individuals? 	
<p><i>Responsiveness to culture and language supports children’s learning</i></p> <ul style="list-style-type: none"> How is children’s learning supported with responsiveness to culture and language? 	
<p><i>Time for reflection and planning enhances teaching</i></p> <ul style="list-style-type: none"> How is time provided for teachers to reflect and plan? 	

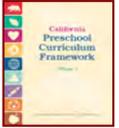
Introduction to the Framework
 Key Topic 2
 Handout 1 – Exploring the Overarching Principles



Relationships of the Overarching Principles to the Domain Guiding Principles

Domain: _____

Instructions: Review the guiding principles in your assigned domain. In the column headed “Domain Guiding Principle(s),” write the guiding principle(s) that you think relate to each of the overarching principles.



Introduction to the Framework
Key Topic 2
Handout 2 – Relationships of the Overarching Principles to the Domain Guiding Principles

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