

Unit 4 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum: Key Topic 2: Integrated Planning Using California’s Early Learning and Development System

California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:
Key Topic 2 – Integrated Planning Using California’s Early Learning and Development System

Focus Statement

Students explore a curriculum-planning process that includes using the Desired Results Developmental Profile, the *California Preschool Learning Foundations, Volume 3*, and the *California Preschool Curriculum Framework, Volume 3*. Students are provided with questions to consider as they make curriculum decisions in this planning process.

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.

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

Instructional Methodologies

- Class discussion
- Jigsaw reading
- Pairs or small groups
- Problem solving
- Reflective discussion

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
- 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 4 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum: Key Topic 2: Integrated Planning Using California’s Early Learning and Development System

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Key Topic 2 – Integrated Planning Using California’s Early Learning and Development System

Before You Start

This key topic is designed to help students see how the *California Preschool Curriculum Framework, Volume 3* fits into the planning process as defined in Chapter 1 on pages 29–37 of the *California Preschool Curriculum Framework, Volume 3*. This key topic is limited to the domains in Volume 3.

The active learning in this key topic is a skeleton discussion and a pattern for using the Desired Results Developmental Profile (DRDP), the preschool learning foundations, and the *California Preschool Curriculum Framework, Volume 3* in the curriculum-planning process. The active learning segments provide an introduction to using California’s Early Learning and Development System for planning. However, faculty can expand the topic with more samples and examples depending on the students’ experience and education level and the specific course in which it is being used.

The key topic as written takes students through observation, documentation, discussion, and reflection before introducing the *California Preschool Curriculum Framework, Volume 3* as a resource. The “Active Learning” section takes students through an exploration of DRDP results first for an individual child and then for a small group of children. This work with the DRDP will be a review for some students and some classes, but the process will help students get ready to explore how to use the curriculum framework as a resource.

There are several parts of this key topic that will require time for students to review text and handouts. It is strongly recommended that instructors work through this key topic themselves before introducing it to students. As an introduction to California’s Early Learning and Development System, it would take a full three-hour class or several shorter classes. Even for students who are familiar with the planning process, working through this system with the active learning presented in this key topic would require a three-hour class.



In preparing students for this key topic experience with the curriculum framework, consider using:

Instructional Guide for the California Preschool Curriculum Framework, Volume 1

- Unit 2, Key Topic 1: Getting to Know the California Early Learning and Development System

Instructional Guide for the California Preschool Curriculum Framework, Volume 3

- Unit 1, Key Topic 3: Getting to Know the Curriculum-Planning Process

First, Key Topic 1, the sole key topic, for Unit 2 in the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1* can be used to familiarize students with the components of California Department of Education’s Early Learning and Development System. This instructional guide is available on the Faculty Initiative Project Web site at <http://facultyinitiative.wested.org/>.

This system is graphically represented on page 303 of the *California Preschool Curriculum Framework, Volume 1* publication. Note that the center box is mislabeled in the graphic on the hardcopy publication. That box should read “Learning and Development Foundations.” Handout 1, following this key topic, is the corrected version of the graphic.

Several of the California Department of Education’s early childhood initiatives and publications provide substance for California’s Early Learning and Development System. Three that are mentioned in the graphic and that are relevant for this key topic are the preschool learning foundations, the preschool curriculum framework, and the Desired Results Assessment System. There are several aspects to the Desired Results Assessment System, but only the Desired Results Developmental Profile (DRDP) will be addressed in this key topic.

The three components of California’s Early Learning and Development System 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 of this *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* will help students acquire a common understanding of what is meant by various terms in the curriculum-planning cycle graphic on page 31 of the *California Preschool Curriculum Framework, Volume 3* publication. This graphic will be central to the active learning described in the following pages. Consider going through Key Topic 3 in Unit 1 of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* before starting the active learning on the following pages.

For easy access, the curriculum-planning cycle graphic, “The Reflective Curriculum Planning Process” is Handout 2 of this key topic.

This unit’s 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.desiredresults.us>. This key topic also does not address how programs funded by the California Department of Education are required to complete the program Summary of Findings and Program Action Plan. The DRDP is included here as part of California’s Early Learning and Development System so that students who will work in any early care and education setting will experience including the DRDP in the planning process.

Students will explore contextual information for the planning process, a pattern for considering California Department of Education 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.

Note: The discussion and examples used here relate to the DRDP 2015 (Calibration Study Version 2014) which includes measures related to the two domains of learning and development that are addressed in the *California Preschool Curriculum Framework, Volume 3*. The DRDP 2015 (Calibration Study Version 2014) has been developed as a birth through five observational assessment instrument, but not all measures span that whole age range. The measures used in this key topic relate only to preschool- aged children and do not include the earliest level(s) of the developmental continuum.

Also keep in mind that the visual representations of the DRDP 2015 (Calibration Study Version 2014) used in this key topic are forms or tables created for purposes



of this instructional guide only. They have been provided here to facilitate students' reflections on the curriculum process but not to provide any training or practice administering the DRDP.

Additionally, the DRDP 2015 (Calibration Study Version 2014) has been developed to be appropriate for all children. This means that children with special needs and/or Individual Education Programs (IEPs) are to be assessed using this instrument also. This is intended to make all curriculum accessible to all children. Even so, it is always important that use of adaptations for assessment and curriculum be developed and implemented with the support and guidance of special educators and/or other support staff and families. There is an opportunity in the "Active Learning" section of this key topic to support students in thinking about how to include a child with an IEP in curriculum planning.

When the DRDP 2015 is finalized, following the completion of the calibration study, this key topic will be reviewed to ensure that it continues to reflect recommended practices and measures. Major revisions will likely not be needed; nonetheless, at that point, an updated version of this key topic will be posted to the Faculty Initiative Project Web site.

There are four handouts provided with this key topic. Electronic versions of these handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org/>.

Information Delivery



Slides 2-3

Discuss California's context for planning, using the components of California's Early Learning and Development System as presented in the graphic on Handout 1 with this key topic.

Several of the California Department of Education's early childhood initiatives and publications provide substance for this system. Three that are relevant in this key topic are the preschool learning foundations, the Desired Results Assessment System, and the preschool curriculum framework.

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. The foundations describe the kind of learning and development we want to support through intentional curriculum planning.



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- 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 pairs or small groups. Ask one student in each pair or half the students in each group to work with one of the two domains in the *California Preschool Curriculum Framework, Volume 3*. Students will work in their assigned domains in other segments of this active learning experience. 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.



Slide 5

Review the graphic on page 31 of the *California Preschool Curriculum Framework, Volume 3*, or reference Handout 2 with this key topic. This graphic is called “The Reflective Curriculum Planning Process.” 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 part of the process is observation and documentation.

Direct students to the section titled “Observe, reflect, document” that begins on page 30 of the *California Preschool Curriculum Framework, Volume 3*. 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, heard of, or seen.



Slide 6

Next, ask students to find where the DRDP comes into the process in the vignette on pages 29–35 of the *California Preschool Curriculum Framework, Volume 3*.

Point out that the DRDP is used in two ways:

- As the teachers in the vignette observe the children, they recognize some behavior as evidence of progress for a few children on some DRDP measures.
- Documentation could be used to support teachers' periodic assessment of a child's progress using the DRDP.

The next part of the process is reflection and discussion.

This 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 might be made based on its results. 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.

Keeping it going

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

Step 1: Observation and the DRDP

If faculty would like students to explore samples of what documentation looks like that might be used with the DRDP, it might be possible to use some from a local program or from students who are currently teaching in a preschool setting. Caution must be taken that no names of children or other identifying information are included in any samples used in class.

If there are not specific documentation samples or anecdotal records to work from, ask students to look at the DRDP and see what can be learned from the instrument itself.

With or without accompanying samples of other documentation, the following directions relate to reviewing results of the DRDP.



Slide 7

Discuss with students that children are assessed through observing their behavior during regular activities and interactions. The assessment is structured with different developmental levels, and children are rated based on how their observable behavior fits with the descriptions of each level.



Slides 8-9

Ask the students to remain in their groups and to review the sample DRDP Rating Record of an individual child that is provided as Handout 3 with this key topic. This sample has been developed and provided for the purposes of this instructional guide only.

Then they should consider these questions:

- Overall, what do you notice about the individual child?
- Are there ways to build upon the child's strengths? Please describe.
- What areas need more intense or focused intentional support to encourage progress?

Step 2: Supporting Development Using the Foundations

Next direct students to the foundations of their assigned domain to explore areas of development that can be supported or strengthened.

To cover both domains in the *California Preschool Learning Foundations, Volume 3*, consider asking students who are assigned to one domain to compare and share their findings with students who worked on the other domain.



Slide 10

A look at the foundations will help students get an idea of the development we want to support over time. We are using the foundations here as goal-like statements describing key areas of development where research indicates it is particularly important to see children make progress. They help us see how children move along a continuum of development.

It is helpful if students have previously explored the foundations, but Appendix A in the *California Preschool Learning Foundations, Volume 3* (pp. 103–112) can help them think through and understand the developmental continuum. It is important that students understand that the examples in the foundations are not criteria or objectives but just some ways in which they might see how children at that level of that foundation reveal their learning and development.

Point out to students that they will not find exact mapping of the DRDP onto the foundations. Rather, the DRDP indicates children's progress in reaching foundational knowledge and skills by assessing a subset of learning and behavior. There are some similarities between the DRDP and the foundations. Even so, students should



use the developmental areas—or domains—and then the substrands of the foundations to identify knowledge and skills that curriculum planning should aim to support.

Ask students to think about these questions:



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- What strands and substrands in each domain will be important for supporting this child’s learning and development?
- What might be some foundations we can intentionally plan to support that will encourage the child’s continuing progress in the domain?



Slide 12

Step 3: The Curriculum Framework

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.

Direct students to remain in their groups and to look in their assigned domain’s strands or substrands in the *California Preschool Curriculum Framework, Volume 3* for suggested environments and materials that might be helpful to this child. As they do this, ask them to consider how suggestions from their domain would support development in another domain. Encourage this cross-domain thinking as much as possible.

Then ask students to look for interactions and strategies in their assigned domain that might be helpful to this child. Again, as they do this, ask them to consider how suggestions from their domain would support development in another domain. For example, how could interactions and strategies suggested in the history–social science domain support development in the science domain? If students are familiar with foundations in any of the other seven domains—or eight domains in the case of dual language learners—ask them to think about how supporting development in those domains could promote learning in history–social science or science.

Taking it further

You can repeat this process with the DRDP “Group Data Summary,” which is provided as Handout 4. This sample has been developed and provided for the purposes of this instructional guide only.

Remind students that, as with the individual child data, the DRDP is reviewed along with other observations and documentation. Though



Slide 13



the DRDP is completed only periodically, using DRDP results as a point of reference during planning will help students see how the pieces of California's Early Learning and Development System work together.

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



Slide 14

- Overall, what do you notice about this small cluster of children?
- What are the ways to build upon strengths?
- Where are there specific areas that need more intense or focused support to encourage progress?

Continue the process by looking through the foundations as you did in Step 2 and then go on to the curriculum framework.

Again ask students to work in groups and go to the *California Preschool Curriculum Framework, Volume 3* 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.



Slides 15-16

Including all children

Because the DRDP 2015 (Calibration Study Version 2014) has been developed to include all children in assessment and curriculum planning, ask students to consider the following question: How would you include in your curriculum planning a child with an IEP who has been assessed by a staff person from special education?

Let's use as an example a child who on the DRDP 2015 (Calibration Study Version 2014) measure for "Inquiry Through Observation and Investigation" scored at a considerably earlier level than anyone else in the group. The results for that child and other children are presented in this sample table:

Cognition 10: Inquiry Through Observation and Investigation						
	Exploring		Building			Integrating
	Earlier	Later	Earlier	Middle	Later	Earlier
	Shows interest in people or things in the environment	Engages in simple purposeful explorations of familiar objects in the environment	Engages in sustained explorations	Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions	Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)	Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest
Small group of 4 children				XX	XX	
Child with IEP		X				

Source: DRDP 2015 (Calibration Study Version 2014). This table is developed and provided for purposes of this instructional guide only. Do not distribute or use it for any other purpose.

As the instructor leads a discussion on this example, students' responses can be recorded in a way that will contribute to ongoing



reflection on this topic. This can be done with chart paper, whiteboard, or electronic devices.

Students can be asked to work in pairs or in groups here to record what they find and then share with the entire group. A discussion is crucial to this segment of active learning, as discussion with peers is essential in the planning process for all children.

Ask students the following questions:



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- What would you need to know about this child in order to plan inclusive curriculum?
- Where in the curriculum framework would you look for ideas that would support this child's inclusion in activities relating to inquiry through observation and investigation?
- What other resources could you use?

Continue the discussion with these questions:



Slides 18-19

- With whom would you consult regarding environments and materials that might be implemented?
- With whom would you consult regarding some interactions and strategies that might be implemented?
- How could you be sure that adaptations and/or adjustments related to curriculum would be consistent with the child's IEP?

Conclude the discussion with this final question: How is this process the same as the planning process for any child or for any small group of children?

Putting it together

Go back to the graphic of the reflective curriculum planning process on page 31 of the *California Preschool Curriculum Framework, Volume 3*, or Handout 2 with this key topic. 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 planning cycle begins again.

Close this active learning by posing these questions:



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Slide 21

- What did you learn about how California’s Early Learning and Development System works?
- What did you learn about using the *California Preschool Curriculum Framework, Volume 3* as a resource in the curriculum-planning cycle, as illustrated on page 31 of that publication, or Handout 2 of this key topic?

Reflection

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



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- 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 any gaps in your understanding of the *California Preschool Curriculum Framework, Volume 3* as a resource for curriculum planning?

Deeper Understanding

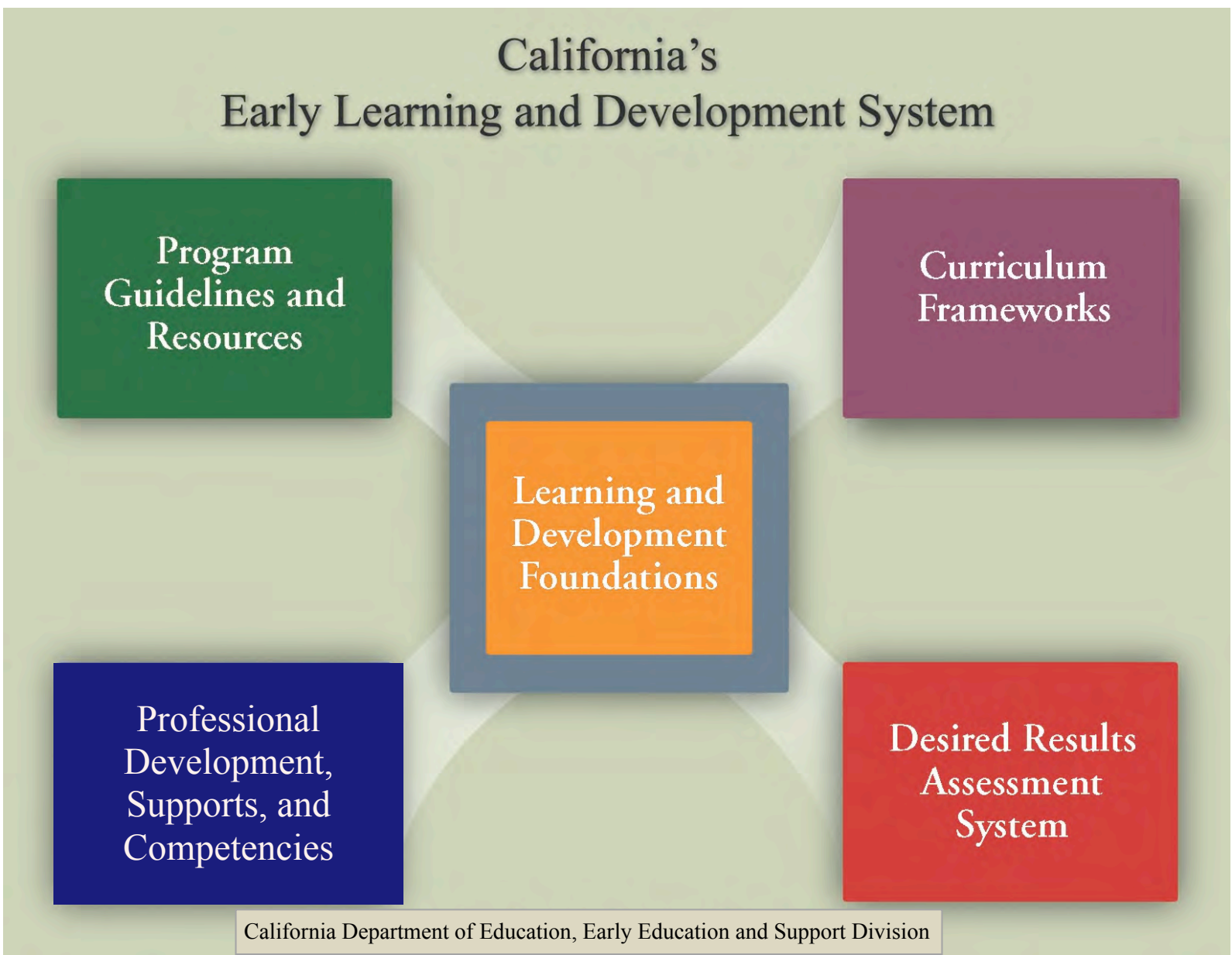


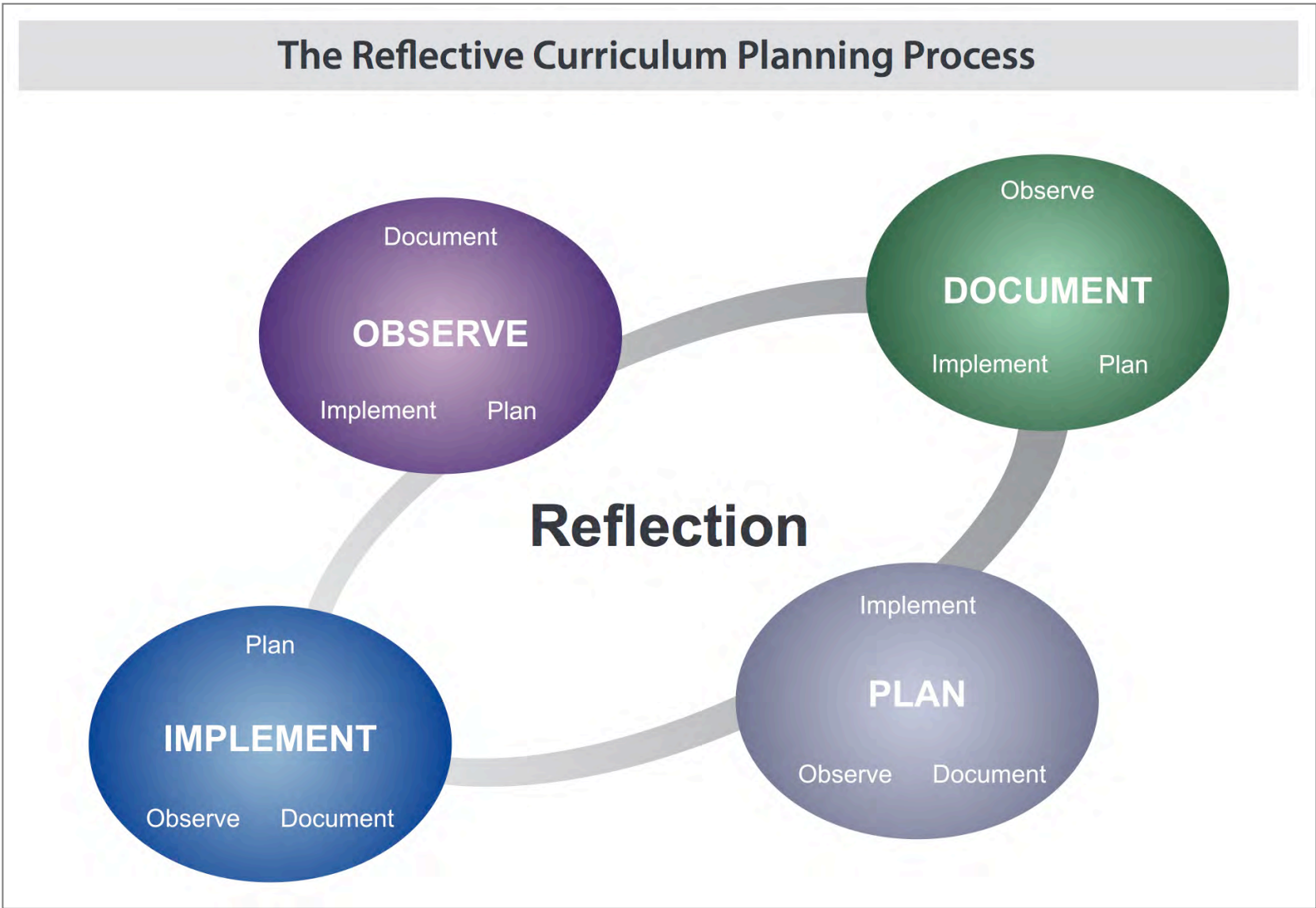
Slide 23

The active learning segments in this key topic have 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 entire curriculum framework, across all domains, as well as the rationales for these overarching principles. These begin on page 5 of the *California Preschool Curriculum Framework, Volume 3* publication. Go through these overarching principles one at a time and ask students to find statements in the rationale paragraphs that tell or suggest how each principle relates to integrated curriculum. As you go through the eight overarching principles, point out to students how fundamental they are to our daily work with young children.



California Preschool Curriculum Framework as a Resource for
Planning and Integrating Curriculum:
Key Topic 2
Handout 1 – California’s Early Learning and Development System





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California Preschool Curriculum Framework as a Resource for
 Planning and Integrating Curriculum:
 Key Topic 2
 Handout 2 – The Reflective Curriculum Planning Process



Sample DRDP Individual Rating Record for Measures Relating to History–Social Science and Science						
Child _____ Date _____						
	Exploring		Building			Integrating
	Middle	Later	Earlier	Middle	Later	Earlier
History–Social Science						
Sense of Time			X			
Sense of Place		X				
Ecology		X				
Science						
Inquiry through Observation and Investigation			X			
Documentation and Communication of Inquiry		X				
Knowledge of the Natural World		X				

Source: DRDP 2015 (Calibration Study Version 2014). This table is developed and provided for purposes of this instructional guide only. Do not distribute or use it for any other purpose.

This rating sheet is designed to provide students with an opportunity to look at an individual child as she or he might be rated on the DRDP 2015 (Calibration Study Version 2014) on three measures that relate to each of the domains in the *California Preschool Curriculum Framework, Volume 3*. Each of these measures shown do not have earlier levels, although other measures do have other levels.

Here is what the ratings at these levels tell us about this child:

Sense of Time: Building (Earlier)

Communicates about or acts out events that just happened; *and* Asks about activities that will happen soon

Sense of Place: Exploring (Later)

Recognizes or navigates familiar environments, anticipating the people and activities routinely associated with them

Ecology: Exploring (Later)

Explores living things in the environment, especially animals

Inquiry through Observation and Investigation: Building (Earlier)

Engages in sustained explorations

Documentation and Communication of Inquiry: Exploring (Later)

Communicates simple observations about objects or events in the environment

Knowledge of the Natural World: Exploring (Later)

Explores how objects in the natural world will behave or function

California Preschool Curriculum Framework as a Resource for
 Planning and Integrating Curriculum:
 Key Topic 2
 Handout 3 – Sample DRDP Individual Rating Record





Sample DRDP Small Group Summary for Measures Relating to History–Social Science and Science						
Child _____ Date _____						
	Exploring		Building			Integrating
	Middle	Later	Earlier	Middle	Later	Earlier
History–Social Science						
Sense of Time		2	2			
Sense of Place		3	1			
Ecology		2	2			
Science						
Inquiry through Observation and Investigation		3	1			
Documentation and Communication of Inquiry		1	3			
Knowledge of the Natural World		2	2			

Source: DRDP 2015 (Calibration Study Version 2014). This table is developed and provided for purposes of this instructional guide only. Do not distribute or use it for any other purpose.

This rating sheet is designed to provide students with an opportunity to look at a small group of children as they might be rated on the DRDP 2015 (Calibration Study Version 2014) on three measures that relate to each of the two domains in the *California Preschool Curriculum Framework, Volume 3*. Each of these measures shown do not have earlier levels, although other measures do have other levels.

Here is what the ratings at these levels tell us about these children:

Sense of Time

Exploring (Later): Recalls familiar routines, people, activities, or places, anticipating their occurrence

Building (Earlier): Communicates about or acts out events that just happened; and Asks about activities that will happen soon

Sense of Place

Exploring (Later): Recognizes or navigates familiar environments, anticipating the people and activities routinely associated with them

Building (Earlier): Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)

Ecology

Exploring (Later): Explores living things in the environment, especially animals

Building (Earlier): Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)

Inquiry through Observation and Investigation

Exploring (Later): Engages in simple purposeful explorations of familiar objects in the environment

Building (Earlier): Engages in sustained explorations

Documentation and Communication of Inquiry

Exploring (Later): Communicates simple observations about objects or events in the environment

Building (Earlier): Communicates similarities or differences in the characteristics of objects

Knowledge of the Natural World

Exploring (Later): Explores how objects in the natural world will behave or function

Building (Earlier): Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)

California Preschool Curriculum Framework for Planning and Integrating Curriculum:
Key Topic 2
Handout 4 – Sample DRDP Small Group Summary