Components of California’s Early Learning and Development System:

- 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.

- 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.
Where does the DRDP come into the process in the vignette on pages 29–35 of the *California Preschool Curriculum Framework, Volume 3*?

- As the teachers in the vignette observe the children, they recognize some behavior as evidence of progress on some DRDP measures.
- Documentation could be used to support teachers’ periodic assessment of a child’s progress using the DRDP.
STEP 1: Observation and the DRDP

Related to the DRDP

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

Sample DRDP Individual Rating Record for Measures Relating to History-Social Science and Science

<table>
<thead>
<tr>
<th>History-Social Science</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Time</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Sense of Place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History through Observations and Transcripts</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentary and Communication of Inquiry</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Planning and Integrating Curriculum: Unit 4, Key Topic 2

http://facultyinitiative.wested.org/
Integrated Planning Using California’s Early Learning and Development System

• 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?

Integrated Planning Using California’s Early Learning and Development System

STEP 2: Supporting Development Using the Foundations

• Look at the foundations to get an idea of the development to support over time.
• Use the foundations as goal-like statements describing key areas of development where research indicates it is particularly important to see children make progress.
• Foundations help us see how children move along a continuum of development.
Integrated Planning Using California’s Early Learning and Development System

• 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?

STEP 3: The Curriculum Framework

• Use the curriculum framework as a resource to find ways to support development in the substrands.

• Look for suggested environments and materials that may be helpful to the child.

• How would suggestions from one domain support development in another domain?
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?
Integrated Planning Using California’s Early Learning and Development System

The DRDP 2015 has been developed to include all children in assessment and curriculum planning.

How would you include in your curriculum planning a child with an IEP who has been assessed by a staff person from special education?
Integrated Planning Using California’s Early Learning and Development System

- 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?

- 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?
Integrated Planning Using California’s Early Learning and Development System

How is this process the same as the planning process for any child or for any small group of children?

The Reflective Curriculum Planning Process

- **Observe**
  - Implement
  - Plan

- **Document**
  - Implement
  - Plan

- **Plan**
  - Observe
  - Document

- **Implement**
  - Observe
  - Document

Reflection
Integrated Planning Using California’s Early Learning and Development System

- 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?

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?
Integrated Planning Using California’s Early Learning and Development System

- 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 (*California Preschool Curriculum Framework, Volume 3, p. 5*)
- Find statements in the rationale paragraphs that tell or suggest how each principle relates to integrated curriculum.