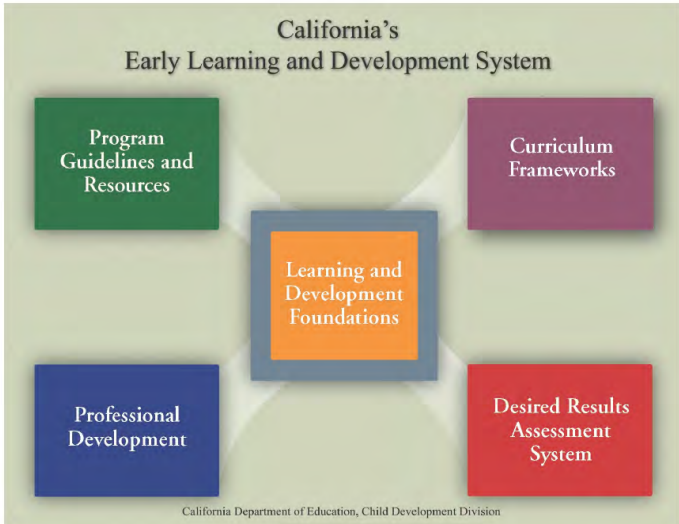


California  
Preschool  
Curriculum  
Framework  
Volume 3

CALIFORNIA DEPARTMENT OF EDUCATION • SACRAMENTO, 2013

Planning and Integrating Curriculum: Unit 4, Key Topic 2 <http://facultyinitiative.wested.org/> 1

## Integrated Planning Using California's Early Learning and Development System



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

Planning and Integrating Curriculum: Unit 4, Key Topic 2 <http://facultyinitiative.wested.org/> 2

## Integrated Planning Using California's Early Learning and Development System

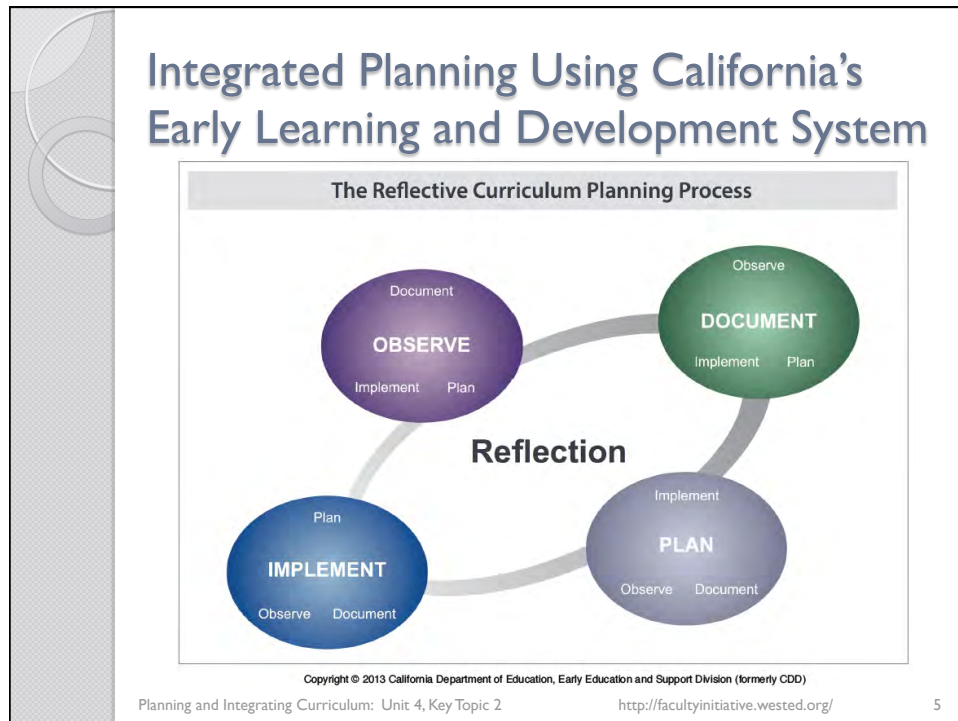
### **Components of California's Early Learning and Development System:**

- 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.

## Integrated Planning Using California's Early Learning and Development System

### **Components of California's Early Learning and Development System:**

- 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.



## Integrated Planning Using California's Early Learning and Development System

**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.

Planning and Integrating Curriculum: Unit 4, Key Topic 2 <http://facultyinitiative.wested.org/> 6

## Integrated Planning Using California's Early Learning and Development System

### 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.

## Integrated Planning Using California's Early Learning and Development System

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
<b>History–Social Science</b>						
Sense of Time			X			
Sense of Place		X				
Ecology		X				
<b>Science</b>						
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 in the DRDP 2015 (Calibration Study Version 2014) on three measures that relate to each of the domains in the California Preschool Curriculum Framework, Volume 2. 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/or 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.

## 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?

Planning and Integrating Curriculum: Unit 4, Key Topic 2

<http://facultyinitiative.wested.org/>

9

## 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.

Planning and Integrating Curriculum: Unit 4, Key Topic 2

<http://facultyinitiative.wested.org/>

10

## 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?

Planning and Integrating Curriculum: Unit 4, Key Topic 2

<http://facultyinitiative.wested.org/>

11

## Integrated Planning Using California's Early Learning and Development System

### **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?

Planning and Integrating Curriculum: Unit 4, Key Topic 2

<http://facultyinitiative.wested.org/>

12

## Integrated Planning Using California's Early Learning and Development System

**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
<b>History–Social Science</b>						
Sense of Time		2	2			
Sense of Place		3	1			
Ecology		2	2			
<b>Science</b>						
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 educators 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 earlier levels.

Here is what the ratings 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 use 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): Expresses basic concepts in the natural world with behavior 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).

## Integrated Planning Using California's Early Learning and Development System

- 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

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.



## 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?

Planning and Integrating Curriculum: Unit 4, Key Topic 2

<http://facultyinitiative.wested.org/>

17

## Integrated Planning Using California's Early Learning and Development System

- 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?

Planning and Integrating Curriculum: Unit 4, Key Topic 2

<http://facultyinitiative.wested.org/>

18

## 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?

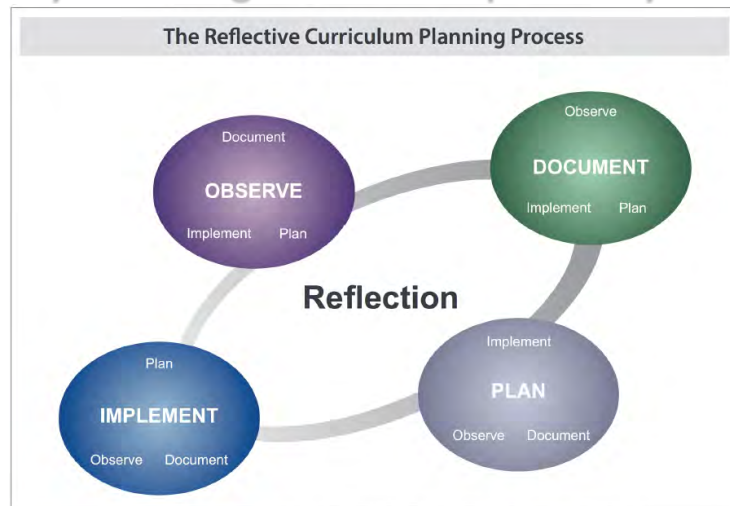


Planning and Integrating Curriculum: Unit 4, Key Topic 2

<http://facultyinitiative.wested.org/>

19

## Integrated Planning Using California's Early Learning and Development System



Copyright © 2013 California Department of Education, Early Education and Support Division (formerly CDD)

Planning and Integrating Curriculum: Unit 4, Key Topic 2

<http://facultyinitiative.wested.org/>

20

## 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?

Planning and Integrating Curriculum: Unit 4, Key Topic 2

<http://facultyinitiative.wested.org/>

21



- 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?

Planning and Integrating Curriculum: Unit 4, Key Topic 2

<http://facultyinitiative.wested.org/>

22

## 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.