

CDE/ECE Faculty Initiative Project Instructional Guide

***California Preschool Curriculum Framework,
Volume 3***

Introduction to the Instructional Guide

Introduction to the Faculty Initiative Project: *Supporting Faculty*

Responding to early childhood priorities in California, the Early Education and Support Division of the California Department of Education has developed initiatives and published materials to support practitioners, young children, and families involved in early childhood education programs. The Faculty Initiative Project has been charged with supporting faculty in institutions of higher education across the state as they infuse these initiatives into their course work.

The purpose of the California Department of Education/Early Childhood Education Faculty Initiative Project is to align and integrate essential content and competencies of key California Department of Education/Early Education and Support Division materials and initiatives with core early childhood education curriculum of the California Community College and the California State University systems. Faculty will have information and resources to integrate content of the California Department of Education initiatives and publications into unit-bearing course work required for the attainment of college certificates, permits granted by the Commission for Teacher Credentialing, and campus graduation requirements.

About the Instructional Guides: *Key Topics, Active Learning Experiences, and Resources for Higher Education Faculty*

To support faculty as they prepare the early care and education workforce in California to successfully meet the challenges and requirements of implementing recent Early Education and Support Division initiatives and publications, the Faculty Initiative Project has been developing instructional guides to accompany several of these initiatives and publications. These instructional guides are intended to connect professional development in systems of higher education with the content of the Early Education and Support Division initiatives and the following publications:

- *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*
- *California Preschool Learning Foundations, Volume 1*
- *California Preschool Learning Foundations, Volume 2*
- *California Preschool Learning Foundations, Volume 3*
- *California Preschool Curriculum Framework, Volume 1*

- *California Preschool Curriculum Framework, Volume 2*
- *California Preschool Curriculum Framework, Volume 3*

Instructional guides have been developed for all of the publications listed above, including this *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*. They all are available on the Faculty Initiative Project Web site, <http://facultyinitiative.wested.org/>.

The instructional guides are developed to

- support the greatest possible utility across the complexity of California's systems of higher education;
- maintain fidelity to the content of the Early Education and Support Division's initiatives;
- adhere to commonly accepted principles of adult learning;
- provide maximum flexibility for faculty;
- support faculty as decision makers; and
- allow faculty to select curricular content that suits their particular students, courses, and program needs.

The instructional guides are intended to help faculty acquaint college students who are preparing for work in preschool settings with Early Education and Support Division publications. In the instructional guides, the word "students" refers to college students and not children in the preschool setting.

Purpose of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

The purpose of the Faculty Initiative Project's *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* is to support faculty as they deepen their students' familiarity with the content of the publication and to provide students with understanding and practice in how to use the *California Preschool Curriculum Framework, Volume 3* as a resource in planning curriculum and reflecting on intentional curriculum decisions. This instructional guide is designed to encourage students to consistently open and explore the *California Preschool Curriculum Framework, Volume 3*.

Organization of the Publication: *California Preschool Curriculum Framework, Volume 3*

The *California Preschool Curriculum Framework, Volume 3* has an organization that parallels that of the *California Preschool Learning Foundations, Volume 3*. Both of these publications address two domains of early learning and development: history–social science and science. Each domain has a specific organizational format, but generally domains are organized as strands and substrands. Within each domain of the *California Preschool Curriculum Framework, Volume 3* are sections relating to domain guiding principles, to environments and materials, and to interactions and strategies that are appropriate for implementing. There are also vignettes to illustrate the strategies and interactions as well as teachable moments and planning learning opportunities. Each domain has reflective questions and ideas for connecting to families. In addition, there is information in each domain that is specific to that domain.

The *California Preschool Curriculum Framework, Volume 3* also contains an introductory chapter with contextual information, information relating to several critical topics when planning curriculum, and a description of eight overarching principles that guided the development of the framework. This introduction parallels the introduction in the *California Preschool Curriculum Framework, Volume 1* and the *California Preschool Curriculum Framework, Volume 2*, with some adjustments for the domain content of the earlier volumes. The eight overarching principles are consistent for all three volumes of the curriculum framework.

Organization of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*: *Flexible Use for Faculty in Individual Courses and Across Programs*

Like the instructional guide for previous volumes of the curriculum framework, the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* is organized into instructional units. Each unit then consists of key topics. This design enables faculty to use the instructional guide in different courses in a variety of ways. The intent is to support faculty as decision makers as they piece together what will work in an individual course or across a program.

The Organizational Chart for the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* illustrates the organization of the instructional guide. The location of this chart can be found in the Table of Contents of this instructional guide. This graphic suggests how faculty can explore individual domains or how they can explore some topics—such as environment and materials or interactions and strategies—across domains. For example, each

domain has a key topic for environments and materials and one for interactions and strategies, so faculty could choose to work with environments and materials and/or with interactions and strategies across both domains.

To support working across domains, both in this volume and across domains in earlier volumes, some of the suggested instructional methodology for one domain could be used in other domains. This makes it easier for faculty to expand that topic for work across all domains. This is especially true for the key topic called “Universal Design, Individualizing, and Family Partnerships.” In all domain units, the instructional design for this key topic is essentially the same with adjustments for the specific content of each domain.

This approach also supports faculty if they choose to work individually in each domain and ensures that students are getting essential information and experience in depth for that domain. Some repetition of instructional design across key topics is also intended to deepen habits of exploration and reflection that students then carry into their work.

Topics in Chapter 1 of the *California Preschool Curriculum Framework, Volume 3*, the introduction to Volume 3 of the framework, are addressed in Unit 1 of this instructional guide. Unit 1 can be used with Units 2 and/or 3 of the instructional guide, or it can be used independently of them as an overview of the *California Preschool Curriculum Framework, Volume 3*.

Units 2 and 3 of the instructional guide relate to the domains of early learning and development that are explored in the *California Preschool Curriculum Framework, Volume 3*: history–social science and science.

Unit 4 of the instructional guide provides support and practice for students in understanding how to use the *California Preschool Curriculum Framework, Volume 3* as a resource for curriculum decisions in their work. For most students, Unit 4 will work best after they are familiar with the domain content in the *California Preschool Curriculum Framework, Volume 3* and in the instructional guide. However, there will be situations, perhaps with more experienced students, where Unit 4 can be used to familiarize students with the domains within the context of curriculum planning.

Wherever possible within the instructional guide, relevant page numbers are provided as well as possible connections to the previous publications, including the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*. Key topics, active learning experiences, approaches, and strategies are described broadly enough so that faculty can choose, adapt, tailor, and shape these to their own preferred teaching styles, students, and program needs. This flexibility is offered in the hope of providing maximum utility for the initiatives and publications that the

Early Education and Support Division is preparing for the child care community in California.

Note: When the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)* and the first volumes of the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework* were published, the terms “preschool English learners” and “English-language development” were used. Please note that this instructional guide is using the term “young dual language learners” instead of “preschool English learners” or “young English language learners” in order to be consistent with the current policy of the California Department of Education/Early Education and Support Division. However, the domain in the foundations and curriculum framework is still referred to as the English-language development domain.

Structure of the Key Topics in Each Unit: *Preview Pages and Core Instructional Components*

Each key topic begins with Preview Pages that include the Focus Statement for that key topic, the Curriculum Alignment Project’s (CAP) Courses/Student Learning Outcomes for that key topic, Instructional Methodologies for that key topic, and California Early Childhood Educator Competency Areas to Consider for that key topic.

Following the Preview Pages, the key topic opens with a section titled “Before You Start.” This section provides an overview of the activity to help faculty decide if the key topics fit into their purpose and goals for a class session. Background information and a few tips for faculty preparation or reflection are also included.

Following this section, the materials in each unit and key topic adhere to a framework of core instructional components and are organized into the following six components:

1. *Motivator and Connection to Experience*

These connect the content of the unit to the personal and/or professional experience of the learner. It establishes motivation by embedding the topic within a situation or question with which the learner might be familiar and suggests ways to extend learning by providing challenges or issues to consider. The “Motivator and Connection to Experience” may include the following elements:

- *Critical question*
- *Challenging situation: short vignette that might be text, video, or audio*
- *Challenging quote or text*

The “Motivator and Connection to Experience” is often accompanied by a set of guiding questions for reflection. These are not assessment questions but are intended to engage the learner in remembering and reflecting on—not evaluating—their own experiences, feelings, personal actions, or actions of others.

2. *Information Delivery*

For each key topic, this component is designed to introduce specific content to students in the class setting. The delivery of information may be brief or long and may be composed of a single topic or several related topics, such as key concepts within a given chapter. “Information Delivery” may include lecture content, reading assignments, and/or location of key information in the *California Preschool Curriculum Framework, Volume 3* as well as the preschool learning foundations or the first two volumes of the curriculum framework.

3. *Active Learning*

In some previous instructional guides there were learning experiences designated to be used in class or out of class. In this instructional guide, these are part of the “Active Learning” instructional components. Many of these can be fashioned into work that is done in class or out of class based on faculty determination of what will work best for a particular situation. The intent of the suggested active learning is to engage students in the key topic through learning experiences that will be active, thoughtful, challenging, and relevant to the content. This work might include, but is not limited to, these instructional approaches:

- Class discussion
- Small group work
- Demonstrations
- Observations
- Interviews or panels
- Internet resources
- Research on a particular topic

4. *Questions for Reflection*

These provide opportunities for students to reflect on the experience of working with the key topic. There are also questions for reflection at the end of each strand in the *California Preschool Curriculum Framework, Volume 3*,

but they differ from the instructional guide’s questions in that the curriculum framework questions generally ask students to reflect on the information in the framework. Across many but not all of the key topics in the instructional guide is a set of questions with a repeated structure. This is intentional and is designed to impart to students a useful set of questions to carry with them for reflection in their current or future work.

5. *Deeper Understanding*

This segment provides suggestions for independent research and/or ways to take students deeper into some important issues or concepts related to the key topic.

6. *Online Options*

Suggestions are made for ways to implement or adapt active learning to student work that is done online. This might be in online courses or as online assignments for face-to-face courses. These are not meant to be exhaustive but to indicate the kinds of adaptations that can be made to support faculty and students who work online.

PowerPoint Presentations



Slide 1

This symbol appears in the left margin of the instructional components through most of the key topics in the instructional guide. This symbol indicates that there are PowerPoint slides that correspond to a particular part of the “Active Learning” component of the key topic.

**Organization of Each Active Learning Component:
*Flexible Segments***

Active Learning

This component describes learning sessions that can be conducted within the time frame of a single class or over several class sessions by individuals, pairs, small groups, or the whole class. Each “Active Learning” component is organized in a sequence by which the work can unfold for students as they move progressively deeper into the topic. These learning sessions are intended to be active, thoughtful, challenging, and relevant to the content. “Active Learning” is further divided into the following segments:

- *Getting it started*
- *Keeping it going*
- *Taking it further*

- *Putting it together*
- *Another approach*

Not every key topic contains all of these segments of “Active Learning.” They are included when they are relevant and enhance learning or instructional possibilities.

Working Across the Nine Domains

Because Volume 3 of the *California Preschool Curriculum Framework* completes the publication of the preschool curriculum framework for all nine domains of learning for preschoolers in California’s Early Learning and Development System, it presents some opportunities to work across all of the nine domains contained in Volumes 1, 2, and 3 of the *California Preschool Curriculum Framework*. There are many ways to do this, but this instructional guide, combined with previous instructional guides, provides some explicit ways to address all nine domains.

First, there is the possibility, mentioned previously, of working across environments and materials in all domains or across interactions and strategies in all domains. This approach is specifically supported in Unit 4 of this instructional guide.

Additionally, Appendix C and Appendix D of this instructional guide are provided as comprehensive resources.

There are also opportunities in each domain in this instructional guide that can be used, individually or in combination, to support students in exploring some ways in which the domains are connected. This is intended to support an understanding that learning in young children is integrated and multifaceted. Rather than attempting to connect each domain to every other domain, learning experiences were developed to highlight selected connections.

Features of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

Student Learning Outcomes

To support faculty in decisions regarding how and where they can best use the *California Curriculum Framework, Volume 3* in their course work or across their program, the student learning outcomes developed by the Curriculum Alignment Project for the eight core lower division early childhood courses have been mapped onto each key topic in this instructional guide for consideration. More information about the Curriculum Alignment Project and the student learning

outcomes can be found at https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm. At the beginning of each key topic, the Preview Pages will provide the list of courses that have been mapped onto the specific key topic.

The Curriculum Alignment Project's student learning outcomes, objectives, and examples of course content and topics indicated for this instructional guide for the *California Preschool Curriculum Framework, Volume 3* can be found in Appendix A of this instructional guide. Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by unit/domain. The location of the Student Learning Outcomes Index is listed in the Table of Contents for this instructional guide.

These student learning outcomes are organized by the Curriculum Alignment Project's core lower division early childhood courses. This is not an exhaustive list, and faculty might find ways to use the key topics to address student learning outcomes in ways other than what has been indexed. Working through these selected key topics does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To assist faculty in using these student learning outcomes as supports for decision making, the instructional guide key topics are indexed first by units and domains, then by the Curriculum Alignment Project's courses and student learning outcomes so that faculty can select what is most relevant to their particular needs. Student learning outcomes are matched to specific key topics in the instructional guide that will support attainment of that outcome. Not all student learning outcomes map onto the specific content of the instructional guide.

Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by units/domains. Refer to Appendix A of this instructional guide for more detailed and specific student learning outcomes, objectives, and examples of course content and topics.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcome mapping with this instructional guide is done with the understanding that not all institutions will use these particular student learning outcomes or objectives. This is particularly true for faculty at the California State University and University of California campuses. The student learning outcomes do provide learning outcomes that can be used selectively or with adaptations for courses at the California State University and University of California campuses and indicate what can be accomplished by students through using the key topics in this instructional guide.

Instructional Methodologies

Each key topic is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they encounter the curriculum framework. It also provides another variable for faculty to use in deciding which key topics will best suit the needs of their students and programs. In this instructional guide, these methodologies are identified for each key topic and are listed on the key topic Preview Pages. These instructional methodologies are also indexed so that faculty can get an overview of which methodologies are used across all units and key topics. The index also includes working definitions of each of the instructional methodologies used in the instructional guide. The location of the Instructional Methodologies Index is listed in the Table of Contents for this instructional guide.

California Early Childhood Educator Competency Areas

In this instructional guide, the competency areas of the California Early Childhood Educator Competencies are listed on the key topic Preview Pages. This list is titled “California Early Childhood Educator Competency Areas to Consider.” These are preliminary connections and are not meant to be exhaustive. Faculty will find more connections in their courses to both competency areas and competency contexts as they become more familiar with them. Competency areas are listed in this instructional guide as an initial exploration of how particular areas might be addressed through these key topics. There is no index for them in this instructional guide due to the preliminary nature of the mapping.

Instructional Guide Resources: Appendixes

To support the preparation of the early care and education workforce in California, this instructional guide offers several appendixes containing relevant content. To locate these appendixes, refer to the Table of Contents of this instructional guide.

Appendix A – “Student Learning Outcomes and CAP Lower Division Courses Mapped Onto the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*”

Because Volume 3 of the *California Preschool Curriculum Framework* completes the publication of the preschool curriculum framework for all nine domains of learning for preschoolers in California’s Early Learning and Development System, it presents some opportunities to work across all of the nine domains contained in Volumes 1, 2, and 3 of the *California Preschool Curriculum Framework*.

The following appendixes provide comprehensive resources for faculty and students to work across all nine domains.

Appendix B – Summary of the *California Preschool Learning Foundations All Nine Domains*

Appendix C – Sample Environments and Materials for All Nine Domains of the *California Preschool Curriculum Framework*

Appendix D – Sample Interactions and Strategies for All Nine Domains of the *California Preschool Curriculum Framework*

Appendix E – Overarching Principles and Domain Guiding Principles All Nine Domains of the *California Preschool Curriculum Framework*

The following appendix provides links and resources for online access.

Appendix F – Related Links and Resources

For additional instructional guide resources, continue to check out the Faculty Initiative Project’s Web site at <http://facultyinitiative.wested.org/>.