

CDE/ECE Faculty Initiative Project Instructional Guide

***California Preschool Learning Foundations,
Volume 2***

Introduction to the Instructional Guide

Introduction to The Faculty Initiative Project: *Supporting Faculty*

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

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

About the Instructional Guides: *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 CDD 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 CDD initiatives.

Among these initiatives and publications are *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*; *California Preschool Learning Foundations, Volume 1*; and *California Preschool Curriculum Framework, Volume 1*.

Instructional guides have been developed for the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*, the *California Preschool Learning Foundations, Volume 1*, and the *California Preschool Curriculum Framework, Volume 1*. These instructional guides are available on the Faculty Initiative Project Web site, <http://www.wested.org/facultyinitiative>.

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 CDD’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 CDD 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 Learning Foundations, Volume 2: Deepening Students’ Understanding of the Content of the Foundations*

The purpose of the CDE/ECE Faculty Initiative Project’s *Instructional Guide for the California Preschool Learning Foundations, Volume 2* is to support faculty in deepening their students’ understanding of the foundations contained in the *California Preschool Learning Foundations, Volume 2* (PLF, V2). This instructional guide provides suggested learning experiences and resources for use by faculty in community college and university courses in California. The learning experiences in the instructional guide are intended to promote college students’ development of knowledge and skills as well as to support the development of habits and skills for reflection.

The foundations “. . . describe competencies – knowledge and skills – that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool.” (PLF, V2, p. xi) They provide research-based identification of the skills and knowledge children need to be successful in school and in life. The foundations themselves are neither curriculum nor assessment but can serve as guides to help teachers develop curriculum and assessment practices.

The *Instructional Guide for the California Preschool Curriculum Framework, Volume 1* addresses curriculum development that will support children’s’ progress toward achieving the foundations in the *California Preschool Learning Foundations, Volume 1*.

California Preschool Learning Foundations, Volume 2 addresses three domains of development and learning: visual and performing arts, physical development, and health. Each domain has a specific organizational format, but domains are generally organized as strands, substrands, foundations, and examples. The instructional guide

also addresses each of the three domains. A map of each specific domain's organizational format is provided with each domain in this instructional guide.

Flexibility for Faculty: *Choose, Adapt, Tailor*

The material in the instructional guide is intended to provide great flexibility to faculty. The following options are examples of ways faculty can use the instructional guide:

- Select relevant content and/or learning experiences based on course content and/or student learning outcomes
- Reorganize the active learning segments or select sections of the materials to fit their students and priorities
- Expand or minimize content
- Tailor content to their local needs (e.g., prevalent home language varies from region to region in California)

Learning experiences, active learning, and strategies are described broadly enough so that faculty can choose, adapt, tailor, and shape these to their own preferred teaching styles, their students, and/or their program needs. This flexibility is offered in the hope of providing maximum utility of the initiatives and publications that CDD is preparing for the early care and education community in California.

Features of the Instructional Guide for the *California Preschool Learning Foundations, Volume 2*

Student Learning Outcomes

To support faculty in decisions regarding how and where they can best use the *California Preschool Learning Foundations, Volume 2* in their course work or across their program, the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) (http://www.childdevelopment.org/cs/cdctc/print/htdocs/services_cap.htm) for the eight core lower division early childhood courses have been mapped onto each learning experience in this instructional guide for consideration. At the beginning of each learning experience the Preview of the Learning Experience will provide the list of courses that have been mapped onto the specific learning experience.

The Curriculum Alignment Project's SLOs, objectives, and examples of course content and topics indicated for this instructional guide for the *California Preschool Learning Foundations, Volume 2* can be found in Appendix A of this instructional guide. Refer to Appendix A of this instructional guide for detailed and specific student learning outcomes, objectives, and examples of course content and topics. Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by

domain. The location of the SLO Index is listed in the Table of Contents for this instructional guide.

These SLOs are organized by the CAP core lower division early childhood courses. This is not an exhaustive list, and faculty might find ways to use the learning experiences to address SLOs in ways other than what has been indexed. Working through these selected learning experiences 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 SLOs as supports for decision making, the instructional guide learning experiences are indexed first by *California Preschool Learning Foundations, Volume 2* domains then by CAP courses and SLOs so that faculty can select what is most relevant to their particular needs. Student learning outcomes are matched to specific learning experiences 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 domain. Refer to Appendix A of this instructional guide for more detailed and specific student learning outcomes, objectives, and examples of course content and topics.

Instructional Methodologies

Each learning experience is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they encounter the foundations. It also provides another variable for faculty to use in deciding which learning experiences will best suit the needs of their students and programs. In this instructional guide, for the first time, these methodologies are identified for each learning experience, and are indexed so that faculty can get an overview of which methodologies are used across all the learning experiences. The location of the Instructional Methodologies Index is listed in the Table of Contents for this instructional guide.

California Early Childhood Educator Competency Areas

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Early Childhood Educator Competencies. In this instructional guide, competency areas are listed for each learning

California State University and University of California

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

experience that could be addressed in the learning experience. This list can be found at the beginning of each learning experience on the page(s) labeled Preview of Learning Experience 1 and so forth. 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. They are listed in this instructional guide as an initial exploration of how particular competency areas might be addressed through these learning experiences. There is no index for them in this instructional guide due to the preliminary nature of the mapping.

Learning Experiences and Instructional Themes

The instructional guide is composed of 39 learning experiences that can be used to support students in learning about the foundations in the *California Preschool Learning Foundations, Volume 2*. They are presented by domain and each learning experience is designed to address one of six instructional themes:

- helping students connect to their own experiences with the domain
- learning the content of the domain foundations
- understanding the rationale and research base of the domain
- connecting the domain to children's families and cultural communities
- exploring the foundations in the early care and education setting
- connecting the foundations across domains

These themes are not explicitly identified within each learning experience. Because of the holistic nature of development for children and for students, many of the learning experiences cross themes. Nevertheless, to support faculty decision-making, the dominant theme for each learning experience is identified in the Organizational Chart for the Instructional Guide for the *California Preschool Learning Foundations, Volume 2*.

Structure of the Learning Experiences in the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Each learning experience is introduced with a preview page(s) containing information that will help faculty get an overview of that learning experience. Each of these Preview of Learning Experience page(s) contains:

- a focus statement that describes what students will experience in the learning experience
- a list of the Curriculum Alignment Project (CAP) courses for which CAP student learning outcomes have been mapped onto the learning experience
- a list of the instructional methodologies used in the learning experience
- a list of possible California Early Childhood Educator Competency Areas to consider that could be addressed in this learning experience.

Before You Start: Information For Preparation

Following the Preview of Learning Experience page(s), each learning experience begins with a section titled *Before You Start*. This section can be found on the first page of

every learning experience following the preview page(s) and provides an overview to help faculty decide if this learning experience fits into their purpose and goals for a class session. In this section there might also be prior readings, background information, connections to other CDD publications, or logistical details to consider before engaging with students.

Instructional Components

Information Delivery

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. *Information Delivery* might include these elements:

- Lecture content
- Readings or video
- Direct engagement with content in an active way

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. These learning sessions are intended to be active, thoughtful, challenging, and relevant to the content. Active learning is further divided into:

- *Getting it started.*
- *Keeping it going*
- *Taking it further*
- *Another approach/way*

Not every learning experience contains all of these segments of active learning. They are included when they are relevant and enhance learning or instructional possibilities.

Reflection

Questions for reflection are offered that will challenge students to reflect on their experiences with the content and process of the learning experience. These questions usually ask students to reflect on their experiences and then come to some action or make a decision based on those reflections. This is intended to establish habits of reflection in students that can be carried over to their work with colleagues and young children and families.

Deeper Understanding

Topics for additional study or research by students are included at the end of some learning experiences. Again, these are included as they are relevant and will enhance or extend learning. They are intended to take students into deeper engagement with the concepts, issues, and/or research base that are related to the content of the domain.

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 3

Throughout the instructional guide, you will sometimes see this symbol in the left margin of the instructional components. This symbol indicates that there are PowerPoint slides that correspond to a particular part of the learning experience.

Additional Thoughts

The learning experiences in this guide are written to be adapted and, therefore, are not intended to be used as scripts. Each learning experience provides a framework within which faculty will need to plan and reflect on what will work best with their particular students.

CDE has published a resource guide titled *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*. This guide provides foundational information regarding language and literacy development in all children, with special attention to English-language development in children for whom English is not their home language. Many faculty have found this publication to be helpful in supporting their own students who are learning about the foundations and the language of early care and education. The Faculty Initiative Project has produced an instructional guide for this publication, the *Instructional Guide for the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*, which is available online at www.wested.org/facultyinitiative/pelguide.html.