



# **California Preschool Learning Foundations**

## **Volume 3, Appendix B:**

### **Exploring the Overview of the *Alignment* of the California Preschool Learning Foundations with Key Early Education Resources**

#### **Focus Statement**

Students are provided opportunities to become acquainted with and/or explore more deeply the alignment of the *California Preschool Learning Foundations* with the *California Infant/Toddler Learning and Development Foundations*, *California Kindergarten Content Standards*, *Common Core State Standards*, and *Head Start Child Development and Early Learning Framework*.

#### **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
- Principle and Practices of Teaching Young Children
- Practicum-Field Experience

#### **Instructional Methodologies**

- Class discussion
- Class presentation
- Creation of visual representation
- Lecture
- Pairs or small groups
- Panel/guest speaker
- 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
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



# **California Preschool Learning Foundations, Volume 3, Appendix B: Exploring the Overview of the Alignment of the California Preschool Learning Foundations with Key Early Education Resources**



## **Before You Start**

The *California Preschool Learning Foundations, Volume 3*, contains an appendix that addresses the alignment of the foundations with key early education resources (Appendix B, pp. 113–166). The appendix contains an overview of alignment work that the California Department of Education completed to respond to the following question: “How do the preschool learning foundations align with the infant/toddler learning and development foundations, the kindergarten content standards, the CCSS [Common Core State Standards], and the *Head Start Learning Framework (California Preschool Learning Foundations, Volume 3, p. 114)?*”

It is important to recognize that the appendix is an overview. The full alignment document can be found at <http://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf>. The full 218-page document can be viewed online or downloaded as a PDF document.

The overview of the alignment document in Volume 3 of the *California Preschool Learning Foundations* does not address any alignment at a level below the level of domains and strands. A description of the alignment at the level of the individual foundations is available in the full document.

The overview in Volume 3 first reviews the alignment of each domain of the preschool foundations to the other three related initiatives in California: *Infant/Toddler Learning and Development Foundations, Common Core State Standards*, and *California Content Standards for Kindergarten*. This alignment is presented on pages 117–160.

Keep in mind that alignment to the *Common Core State Standards* is available for only two domains of the preschool foundations: mathematics and language and literacy. Other domains are aligned with *California Content Standards for Kindergarten*. This alignment is presented in the tables in Appendix B of the *California Preschool Learning Foundations, Volume 3*, especially in Table 1 on page 115.

Then, a separate alignment between California preschool foundations and the *Head Start Child Development and Early Learning Framework* is covered on pages 161–165.

This learning experience is designed to support students in exploring what is in the overview of the alignment document in the *California Preschool Learning Foundations*,



*Volume 3*, Appendix B and to help them understand the relation of the foundations to other key early education resources. It is not designed as an in-depth exploration of the full-length alignment document.

It is recommended that faculty be familiar with, and have available, copies of the documents to which the preschool learning foundations are aligned. These resources would include the *California Infant/Toddler Learning and Development Foundations*, the *Common Core State Standards*, *California Content Standards for Kindergarten* and the *Head Start Child Development and Early Learning Framework*. All of these documents are available for viewing online or for download:

- *California Infant/Toddler Learning and Development Foundations*  
<http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>
- *Common Core State Standards*  
<http://www.cde.ca.gov/be/st/ss/>
- *California Content Standards for Kindergarten*  
<http://www.cde.ca.gov/be/st/ss/>
- *Head Start Child Development and Early Learning Framework* (2010 revised versions in English and Spanish used in the alignment document)  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/assessment/child-outcomes/revised-child-outcomes.html>

In addition, a version of the alignment with the Head Start frameworks as the base can be accessed at

<http://www.cde.ca.gov/sp/cd/re/documents/alignmentheadstart.doc>

This learning experience is divided into three parts. These three parts can be addressed singly, as a sequence, or in any combination that fits the students and their knowledge base, experience, and needs.

If instructors choose to provide their students with a brief introduction to the alignment overview, it can be done with Part I. If this is the only segment of this learning experience that will be used with students, it could also be a written assignment or done online.

Part II will support students in going deeper into specific domains of the foundations and exploring how they are aligned with other key resources and engaging students in some critical thinking regarding these alignments.

Part III will give students an opportunity to explore how the preschool foundations specifically relate to the Head Start framework.

The reflection questions that bring the learning experience to a close can be used after any or all parts.



Three handouts are provided with this learning experience. Handout 1 shows the cover or cover page of the California early education resources—the *California Infant/Toddler Learning and Development Foundations*, the *California Preschool Learning Foundations Volumes 1 – 3*, the *California Common Core State Standards*, and the *California Kindergarten Content Standards*. Handout 2 is a graphic of the *Head Start Learning and Development Framework*. Handout 3 is Table 1 from Appendix B of the *California Preschool Learning Foundations, Volume 3*, found on page 115. Electronic versions of these handouts will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).

## Active Learning

### Part I: Becoming acquainted with the alignment document

Direct students to pages 113–117 of the *California Preschool Learning Foundations, Volume 3*. Introduce them to the alignment document and to the other resources addressed in it. Instructors may wish to show students Handout 1 and Handout 2, included with this learning experience, which provide a visual orientation to the resources.

Much of the information in the first paragraphs of the “Before You Start” section of this learning experience can be used for this purpose, especially the following three paragraphs:



Slide 2-5

The overview of the alignment document in Volume 3 of the *California Preschool Learning Foundations* first reviews the alignment of each domain of the preschool foundations to the other three initiatives in California: *Infant Learning and Development Foundations*, *Common Core State Standards*, and *California Content Standards for Kindergarten*. This alignment is done on pages 117 through 160.

Keep in mind that alignment to the *Common Core State Standards* is available for only two domains of the preschool foundations: mathematics and language and literacy. Other domains are aligned with *California Content Standards for Kindergarten*. This alignment is presented in a clear way in the tables in the Appendix B of the *California Preschool Learning Foundations, Volume 3*, especially in Table 1 on page 115.

Then, a separate alignment between California preschool foundations and the *Head Start Child Development and Early Learning Framework* is covered on pages 161–165.

Emphasize that the alignment lets us know how California’s research-based preschool foundations are consistent with other



systems of learning and development in the early years and support *California's Kindergarten Content Standards*.



Slide 6

The alignment provides opportunities to see that California's foundations

- are related to other initiatives across the nation,
- share the perspective of other systems about early learning and development, and
- link us to broader contexts in the nation's efforts relating to early learning and development.



Slide 7-8

Ask students to read through pages 113 up to the last paragraph on 117 of Appendix B of the *California Preschool Learning Foundations, Volume 3*, and think of at least one question that they have about what they have read.

Also ask them to look at Handout 3 or Table 1 on page 115 and think of at least one thing they learn by looking at the table.

Give them some time to do this, and then ask them to report their questions and statements to the whole group. Individuals could make oral statements to the whole group, or each individual could report to one other individual and they could report orally as a pair. If the decision is made to further engage students in exploring the overview of the alignment document, proceed to Part II.

### **Part II: Deeper engagement with the alignment document**

Ask students to look at Handout 3 or Table 1 on page 115 of Appendix B of the *California Preschool Learning Foundations, Volume 3*. This table summarizes the alignment of each of the nine domains of the preschool learning foundations with three other key California resources.

Organize students into pairs. Assign at least one domain to each pair. Depending on the number of student pairs, instructors might have to assign more than one domain to each pair or assign each domain to more than one pair. Ask each pair to work on the following questions:



Slide 9-11

- Where do you see strong similarities or differences across the resources?
- Why do you suppose this is the case for your assigned domain(s)? For example, are there some reasons why one resource might emphasize particular skills and understandings and another one not do so?



- What are some advantages to the field of early care and education in California of having the preschool learning foundations aligned with the other three resource documents for this domain?
- What might be some cautions in looking across the resource documents?
- How does this continuum help us understand children's development from birth to five in this domain?
- How does this alignment support children's optimal development in preparation for successful experiences in kindergarten and beyond?

These questions can be addressed in a number of ways depending on the knowledge and experience of students, time available, and the focus of the particular course in which this is being presented.

- Pairs can work on the questions and report orally to the whole group.
- Responses to the questions could be organized on a whiteboard, large chart paper, or other highly visible media, and responses could then be compared across domains and/or across pairs' interpretations.
- Students could develop poster presentations that would highlight their findings and include responses to the questions.
- The questions could also be used for a panel discussion or as an assignment for individual interviews, with local administrators and/or center directors as a panel of interviewees. Additional questions could be developed in class.
- Each pair can team up with another pair and discuss similarities and differences in the alignments relating to their domains.

After students present their findings to the whole class, in whatever format has been chosen, move to Part III or to the questions for reflection that follow Part III.

### **Part III: Alignment of the preschool learning foundations with the Head Start framework**

The last two columns in Handout 3 or Table 1 on page 115 of Appendix B of the *California Preschool Learning Foundations, Volume 3* indicate how the *Head Start Child Development and Early Learning Framework* aligns with California's preschool learning foundations. Direct students' attention to those columns and emphasize that Head Start is included in the alignment



because it is an important national program for young children. It is important to recognize the consistency between the two programs.

As stated in bold on page 162 in the *California Preschool Learning Foundations, Volume 3*, the “alignment shows the ways in which these two sources correspond in content and share similar goals for children in all areas of learning and development.”

Remind students that Head Start’s framework is aligned with the California preschool foundations that describe what children will achieve with optimal support at **48 months**, which is the midpoint of the age range represented in the Head Start framework.

Also direct students to Table 14, page 164 of the *California Preschool Learning Foundations, Volume 3*, to see how the organization of the two resources is similar but with some differences. Table 13, on page 163, shows how similar the domains are in the two documents and also where there are additional domains in the Head Start framework. Within those additional domains, there is content that corresponds to content in California’s preschool foundations but might be placed differently in the organization of the Head Start framework. The main point to emphasize is that there is great similarity and, even when something might have a slightly different emphasis or location in the documents, the overall correspondence is very strong.

Let students know that they will be looking closer at this alignment. They will use the tables in Appendix B of the *California Preschool Learning Foundations, Volume 3*, on pages 119–160 to explore the alignment of the preschool foundations with the Head Start framework. There is a table for each domain, and the preschool foundations are in the middle column of each table.



Slide 12-13

Here are the page numbers for the relevant tables:

- Social-Emotional Development: pages 119–120
- Language and Literacy: pages 123–124
- English Language Development: pages 130–131
- Mathematics: pages 134–136
- Visual and Performing Arts: pages 142–144
- Physical Development: pages 147–148
- Health: pages 151–152
- History–Social Science: pages 155–156
- Science: pages 159–160





Note that there are additional tables for language and literacy and mathematics because they are also aligned with common core standards, which none of the other domains are.

Assign students to one domain of the foundations. This exercise will work better in pairs or small groups, because students will have to make decisions that will be helped by discussion with their peers. Have students find the table for their assigned domain. Handout 2 provided with this learning experience presents a graphic of the Head Start framework. For their assigned domain in the preschool foundations, ask students to find the domain elements in the framework that correspond to strands and substrands in the foundations. If they do not immediately find the correspondence in the domains with the same name, ask them to look in other domains of the framework. Handout 3 or Table 1, on page 115 in Appendix B of the *California Preschool Learning Foundations, Volume 3* should help them find as many matches as they can.

Ask students to note where there are direct correspondences between the two documents and where strands, substrands, or domain elements might be located in different domains. As they do this, ask them to consider these two questions:



Slide 14

- Why might there be these differences?
- What might be some advantages to the field of early care and education in California of having the preschool learning foundations aligned with the Head Start framework?

When they have had some time to work on their domains, reconvene the whole group and ask for their responses to the two questions.

## Reflection

### Questions for Reflection

Following any of the three parts of this learning experience, these questions can be used for reflection:

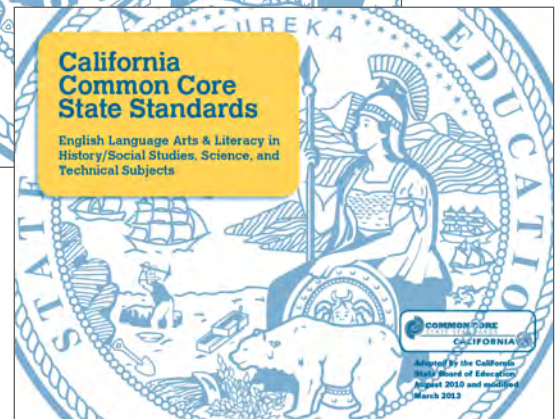
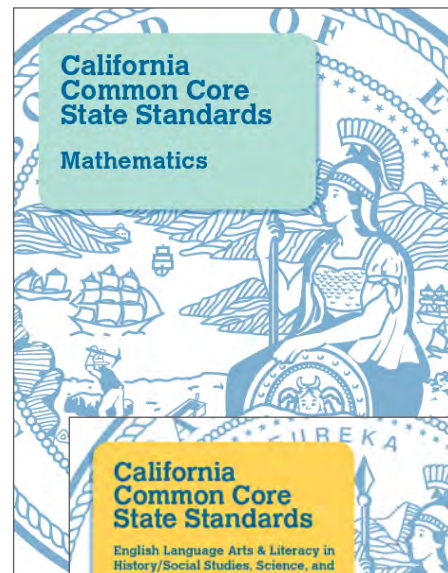
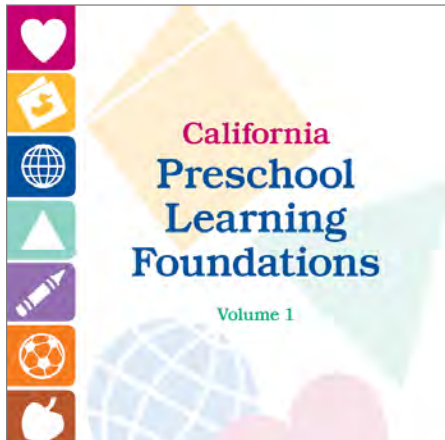


Slide 15-16

- What stands out to you about these alignments?
- What does this alignment document suggest about the field of early care and education?
- How will this exploration of the alignment document affect your work in the field of early care and education?
- What more would you like to know about the resources other than the preschool foundations?
- How can you find out more about them?



# California Early Education Resources Visual



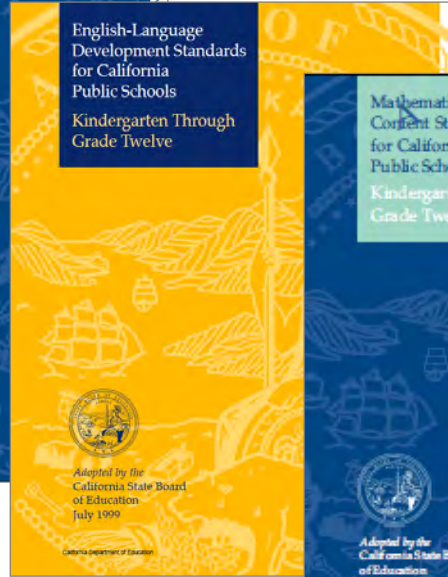
California Preschool Learning Foundations Volume 3, Appendix B: Exploring the Overview of the Alignment Handout 1 – California Early Education Resources Visual



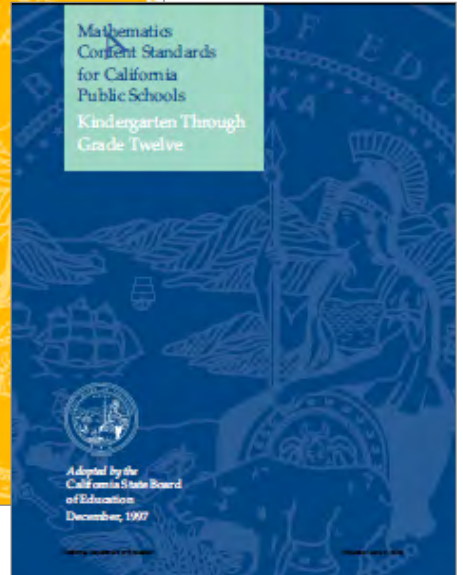
Health Education Content Standards for California Public Schools



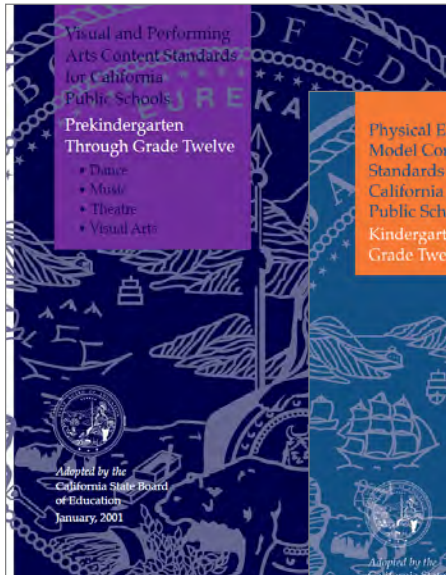
English-Language Arts Content Standards for California Public Schools



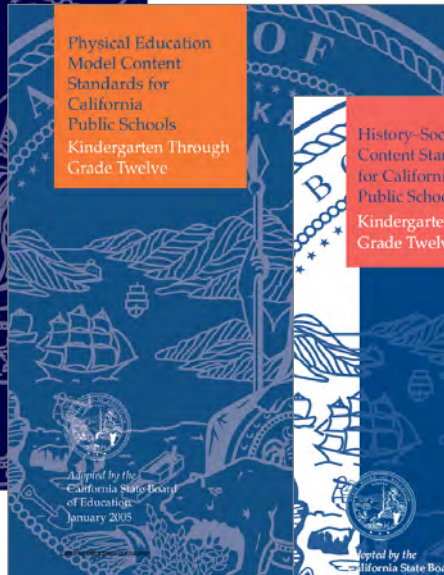
English-Language Development Standards for California Public Schools



Mathematics Content Standards for California Public Schools



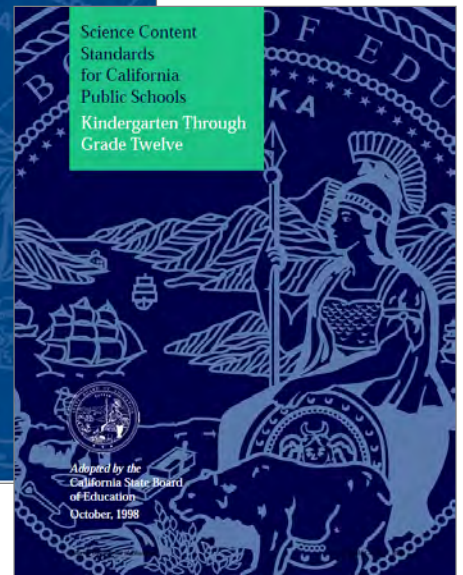
Visual and Performing Arts Content Standards for California Public Schools



Physical Education Model Content Standards for California Public Schools



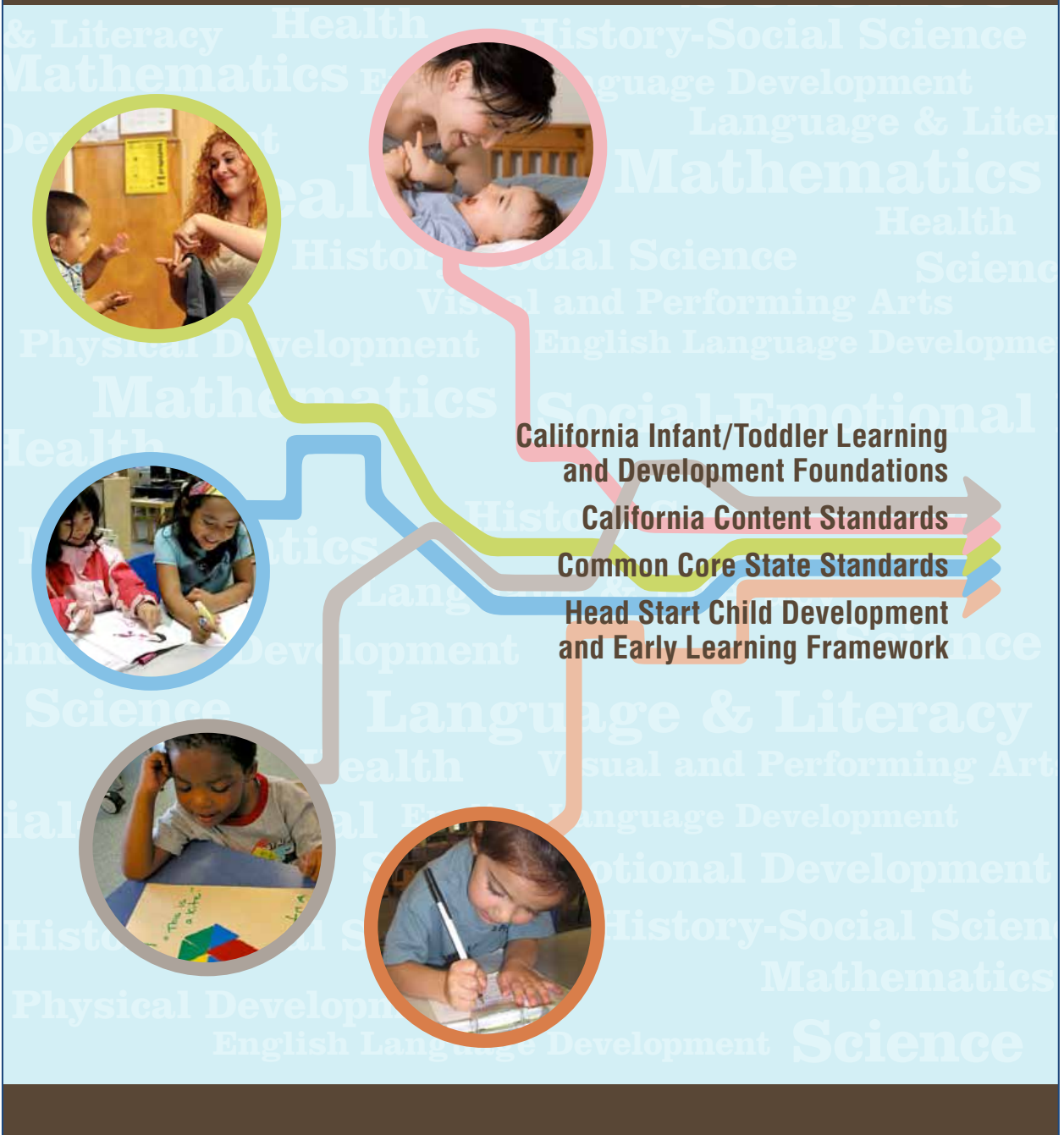
History-Social Science Content Standards for California Public Schools



Science Content Standards for California Public Schools



# The Alignment of the California Preschool Learning Foundations with Key Early Education Resources





# The Head Start Child Development and Early Learning Framework Cover Page

## THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

Promoting Positive Outcomes in Early Childhood Programs  
Serving Children 3–5 Years Old



U.S. Department of Health and Human Services  
Administration for Children and Families  
Office of Head Start

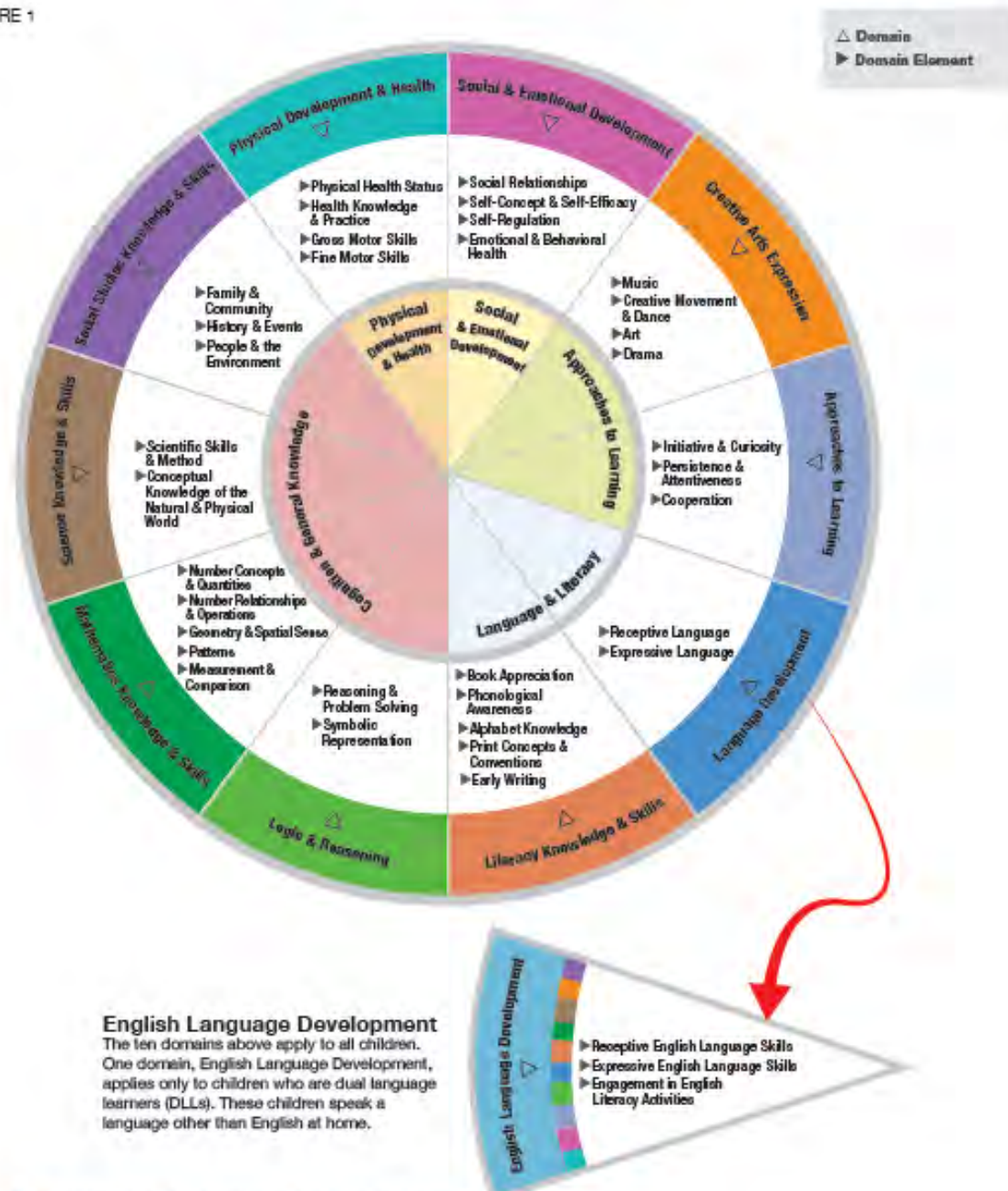


California Preschool Learning Foundations Volume 3,  
Appendix B: Exploring the Overview of the Alignment  
Handout 2 – The Head Start Child Development and Early  
Learning Framework Cover Page and Graphic



### The Head Start Child Development and Early Learning Framework Graphic

FIGURE 1



6 The Head Start Child Development and Early Learning Framework



**Table 1**  
**Overview Alignment of the Domains in the California Preschool Learning Foundations with Domains in Key Early Education Resources**

Domains					
California Preschool Learning Foundations	California Infant/Toddler Learning and Development Foundations	California Kindergarten Content Standards	Common Core State Standards	Head Start Child Development and Early Learning Framework	Additional Domains in the Head Start Child Development and Early Learning Framework with Corresponding Content
Social–Emotional Development	Social–Emotional Development	Health Education Mental, Emotional, and Social Health		Social & Emotional Development	Approaches to Learning Logic & Reasoning
Language and Literacy	Language Development	English–Language Arts	English–Language Arts	Language Development Literacy Knowledge & Skills	
English–Language Development	Language Development	English–Language Development		English Language Development	Literacy Knowledge & Skills
Mathematics	Cognitive Development	Mathematics	Mathematics	Mathematics Knowledge & Skills	Logic & Reasoning Approaches to Learning
Visual and Performing Arts	All Domains	Visual and Performing Arts		Creative Arts Expression	Logic & Reasoning
Physical Development	Perceptual and Motor Development Cognitive Development	Physical Education		Physical Development & Health	
Health	All Domains	Health Education		Physical Development & Health	
History–Social Science	Social–Emotional Development Cognitive Development	History–Social Science		Social Studies Knowledge & Skills	Social & Emotional Development
Science	Cognitive Development Language Development	Science		Science Knowledge & Skills	Approaches to Learning Logic & Reasoning

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