

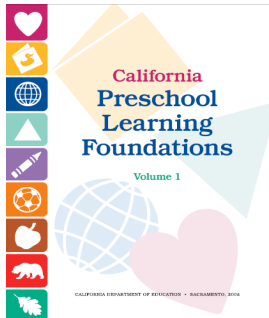


CDD Resources: English Language Development

Learning Foundations

At the center of the California Early Learning and Development System are learning foundations for preschool-age children. The foundations describe competencies knowledge and skills—that all young children typically learn with appropriate support. They identify key domains of learning, and the knowledge and skills that teachers seek to help children acquire through intentional teaching. Volume 1 includes a chapter on English language development.

❖ *The chapter on English-language development foundations can be found on pp. 103-142.*



Curriculum Framework

Aligned with the foundations, the curriculum framework provides general guidance on planning learning environments and experiences for young children. This curriculum framework is an approach to support children's learning through environments and experiences that are:

- ❖ Developmentally appropriate
- ❖ Reflective of thoughtful observation and intentional planning
- ❖ Individually and culturally meaningful
- ❖ Inclusive of children with disabilities or other special needs

The “how-to’s” include setting up environments, encouraging and building upon children’s self-initiated play, selecting appropriate materials, and planning and implementing teacher-guided learning activities.

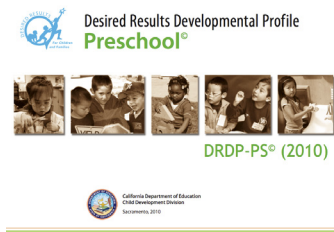
The curriculum framework provides:

- ❖ Principles for supporting young children’s learning
- ❖ *An overview of key components of curriculum planning for young children, including observation, documentation, and reflection*
- ❖ Descriptions of routines, environments, and materials that engage children in learning
- ❖ *A sampling of strategies for building on children’s knowledge, skills, and interests*

Chapter 5 of Volume 1 addresses English-language development, including guiding principles, environments and materials, teachable moments, interactions and strategies, and additional resources.

Resources continued on next page

CDD Resources continued



DRDP© 2010

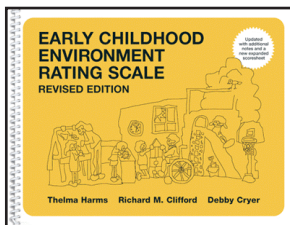
(Desired Results Developmental Profile©)

The DRDP© (2010) is an observation-based assessment instrument used to assess children's developmental progress. It is designed to guide program staff in making and recording observations and tracking individual progress.

The preschool age-level DRDP© (2010) is aligned with the *Preschool Learning Foundations, Volume 1*.

❖ The preschool version contains four measures (Measures 23-26) address English language development.

Environment Rating Scale



(This is not a CDE publication. It has been adopted for use in California programs.)

The *Environment Rating Scale* books, by Thelma Harms, Debby Cryer, and Richard M. Clifford, published by Teachers College Press, are “designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and

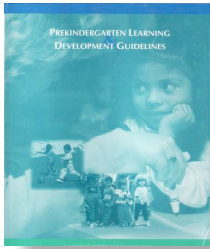
other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions.”

“The scales have items to evaluate *Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; and Parent and Staff Education*. The scales are suitable for use in evaluating inclusive and culturally diverse programs. The scales have proven reliability and validity.” (<http://www.fpg.unc.edu/~ECERS/>)

❖ See items 15, 16, 28, and 32.

CDD Resources continued

Learning and Development Guidelines

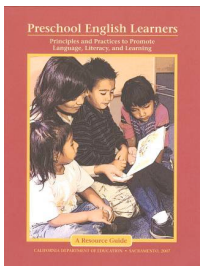


The *Prekindergarten Learning and Development Guidelines* is a user-friendly resource that can help administrators, teachers, and policy makers identify elements necessary for providing quality programming for children prior to their entry into kindergarten. The guidelines are an essential part of the California Department of Education's (CDE) overall plan to expand and increase access to quality preschool programs for young children.

The guidelines bring together information that program administrators and teaching staff can use to prepare appropriate learning environments for children. The foundational skills children should acquire in prekindergarten programs are identified in the guidelines and carefully linked with the California State Board of Education adopted standards for both language arts and mathematics. The guidelines address current issues in early childhood education, such as language acquisition, the role of the teacher, and the learning environment.

❖ See pages 106-108

Preschool English Learners Resource Guide

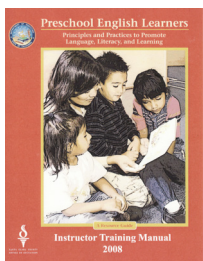


The English-language development (ELD) foundations describe what children whose home language is not English typically demonstrate at three different levels of successive English-language development. The *Preschool English Learners Principles and Practices to Promote Language, Literacy, and Learning* reinforces the information in the introduction to the ELD foundations, and includes additional material about family and community language practices, simultaneous second language acquisition, and supporting the English-language learner with special needs. The guide includes information on creating a supportive classroom

environment, strategies to strengthen children's language acquisition, as well as the crucial role of the family in the education of English learners.

Preschool English Learners - Instructor Training Manual

The *Preschool English Learners Instructor Training Manual* contains powerpoints, powerpoint notes, handouts, and extended activities.



Resources continued on next page

CDD Resources continued

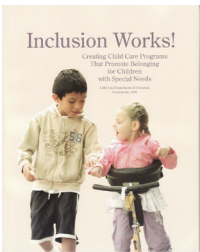
World Full of Language



Provides information on how young children acquire English as a second language and offers strategies teachers can use to support English learners.

DVD is in both English and Spanish on one disk.

Inclusion Works!



Inclusion Works! is a new California Department of Education publication designed to provide guidance on proven strategies that promote belonging and inclusion for all children. This publication was written and developed by California Map to Inclusive Child Care director, Linda Brault. Building on research and the experience of years of effective implementation, this handbook contains stories and examples, as well as background information and resources that support strategies for successful inclusion. Suggestions for ways to adapt the environment are provided, along with examples of inclusive strategies. A glossary and appendixes make this handbook a practical tool for care providers.

❖ *Chapter 3, “Creating Inclusive Child Care Settings”, is a useful resource for ideas on how to support the English language learner with special needs in an inclusive program.*

