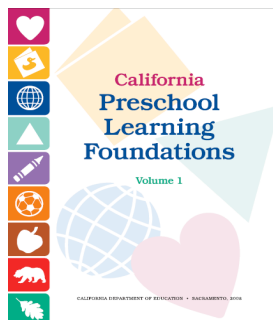




# Early Learning and Care Division (ELCD) Resources: Mathematical Development

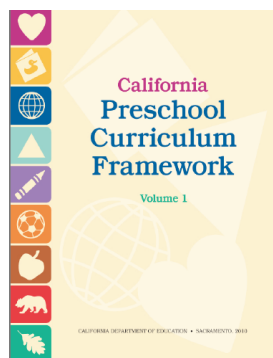
## Learning Foundations

At the center of the California Early Learning and Development System are learning foundations. 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.



❖ *The chapter on mathematical development foundations can be found on pp. 143-172.*

## 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” it presents 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

❖ *The chapter on mathematical development foundations can be found on pp. 231-301.*

*Resources continued on next page*

# ELCD Resources continued

## DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry



Preschool View  
for use with preschool-age children



California Department of Education  
www.cde.ca.gov

## DRDP<sup>©</sup> (2015)

### (Desired Results Developmental Profile<sup>©</sup>)

The Desired Results Developmental Profile<sup>©</sup> (DRDP<sup>©</sup>) is an observation-based assessment instrument used to assess children's developmental progress. The DRDP is designed to guide program staff in making and recording observations and tracking individual progress.

The DRDP-PS<sup>©</sup> (2015) is aligned with the *Preschool Learning Foundations, Volume 1*

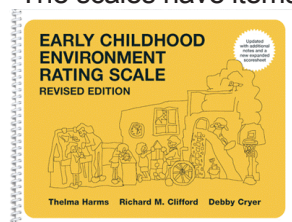
## Environment Rating Scale

(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/>)

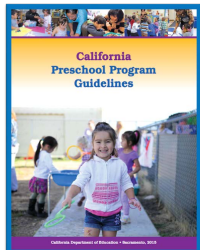
✿ See items 17, and 26.



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# ELCD Resources continued

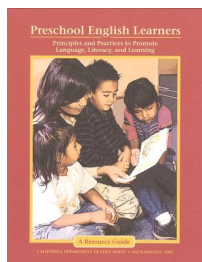
## Learning and Development Guidelines



The *California Preschool Program Guidelines* provide the detailed guidance needed by administrators and teachers to offer high-quality preschool programs that prepare children to arrive in kindergarten with the foundational skills necessary for school success.

## Preschool English Learners Resource Guide

The English-language development (ELD) foundations describe what children whose home language is not

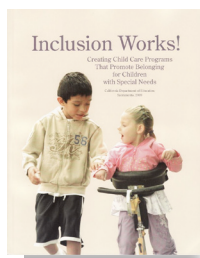


English typically demonstrate at three different levels of successive English-language development. The *Preschool English Learners Principles and Practices to Promote Language, Literacy, and Learning* reinforces the information in the introduction to the ELD foundations, and includes additional material about family and community language practices, simultaneous second language acquisition, and supporting the English-language learner with special needs. The four stages of successive or sequential second language acquisition found in the EL Resource Guide (home language, observational/listening, telegraphic/formulaic, and fluid stages) are approximately “parallel” to the three

levels in the ELD foundations: beginning level - home language and observational/listening stage; middle level - observational/listening and telegraphic/formulaic stages; and later level - fluid stage. 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.

## 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 children with special needs in an inclusive environment.