

TM VPA ELCD Resources

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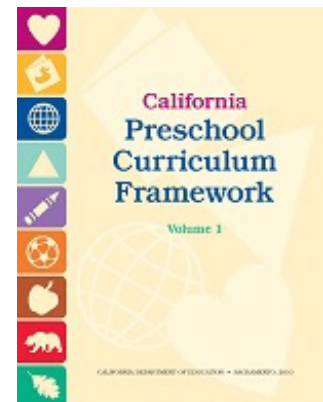
Learning Foundations

At the center of the California Early Learning and Development System are learning foundations for preschool-age children. The foundations describe competencies knowledge and skill's 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 visual and performing arts can be found in Volume 2, pp. 1-36.

Curriculum Frameworks

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-tos 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 visual and performing arts can be found in Volume 2, pp. 39-130.

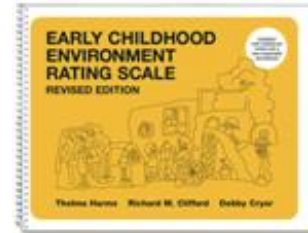
DRDP (Desired Results Developmental Profile©)

The DRDP 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 is aligned with

the *Preschool Learning Foundations, Volume 1 DRDP (2015): A Developmental Continuum from Early Infancy up to Kindergarten Entry* web page

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



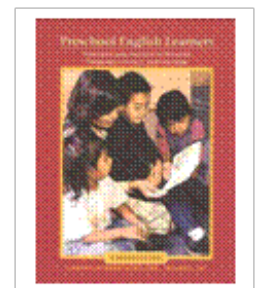
The scales have items to evaluate *Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; and Parent and Staff Education*. The scales are suitable for use in evaluating inclusive and culturally diverse programs. The scales have proven reliability and validity. (<http://www.fpg.unc.edu/~ECERS/>) See items 17 and 26.

Learning and Development Guidelines

The *California Preschool Program Guidelines* provides 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. [California Preschool Program Guidelines](#) (PDF; 5MB); [Guia a del Programa Preescolar de California](#) (PDF; 3MB; Posted 20-Dec-2017)

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: Principles and Practices to Promote Language, Literacy, and Learning: A Resource Guide](#)



(2nd Edition) PDF; 8MB); [Ninos de edad preescolar que aprenden ingles: Principios y practicas que fomentan el lenguaje, la lecto-escritura y el aprendizaje: Guia de Recursos](#) (PDF; 14MB

World Full of Language: Supporting Preschool English Learners DVD

This DVD and accompanying booklet provides information on how young children acquire English as a second language. Research-based strategies are featured for teachers to support English learners. The DVD is closed-captioned and formatted so that viewers can see it in its entirety or in sections. Companion DVD for Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning. This DVD is available in both English and Spanish on one disk.



Inclusion Works!

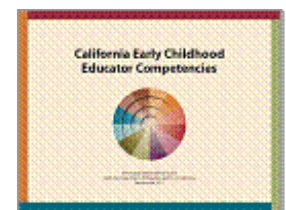
Inclusion Works! is a new California Department of Education publication designed to provide guidance on proven strategies that promote belonging and inclusion for all children. This publication was written and developed by California Map to Inclusive Child Care director, Linda Brault. Building on research 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 children with special needs in an inclusive environment. [Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs](#) (PDF; 9MB

Early Childhood Educator (ECE) Competencies

This resource describes the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families. The California ECE Competencies are organized into twelve overlapping areas: (1 Child Development and Learning; (2 Culture, Diversity and Equity; (3 Relationships, Interactions, and Guidance; (4 Family and Community Engagement; (5 Dual-Language Development; (6 Observation, Screening, Assessment, and Documentation; (7 Special Needs and Inclusion; (8 Learning Environments and Curriculum; (9 Health, Safety, and Nutrition; (10 Leadership in Early



Childhood Education; (11) Professionalism; and (12) Administration and Supervision. The California ECE Competencies are research-based, and aligned with the California Preschool Learning Foundations and the California Infant/Toddler Learning & Development Foundations to guide professional development and related quality improvement activities.