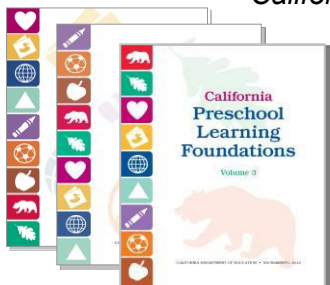## Key Publications from the Early Education & Support Division (EESD)
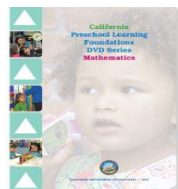
California's Early Learning Foundations

At the center of **The California Early Learning & Development System** are two sets of learning foundations: 1*) Infant-Toddler Learning and Development Foundations* covering 4 domains of development; and 2) the *California Preschool Learning Foundations* (Volumes 1, 2, & 3). The foundations describe the knowledge and skills that young children typically acquire when given support in high quality early care & education programs. The preschool foundations identify 9 key domains of learning. Disponibles en Español.
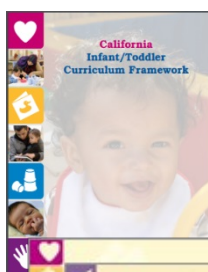
Foundations DVD Series includes 2 DVD sets: *The Infant-Toddler Learning and Development Foundations* Series (3 DVDs) and The *Preschool Learning Foundations* DVD Series (9 DVDs).
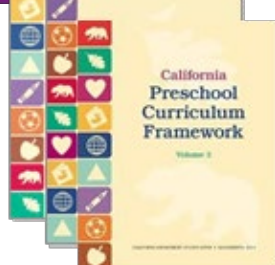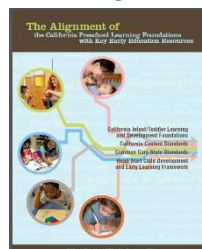
California's Curriculum Frameworks

Aligned with the foundations, the curriculum frameworks provide specific guidance to early childhood educators working in programs serving children birth to five years of age. *The California Infant Toddler Curriculum Framework* (1 volume) and the *California Preschool Curriculum Framework* both give research-based strategies on teaching approaches, relationships, environments, and activities to early childhood educators that promote children's healthy development and learning so that young children are better prepared for success in school and in life. Disponibles en Español.
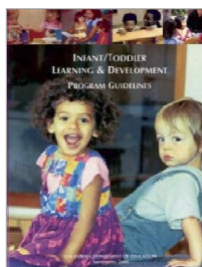
Alignment of the California Preschool Learning Foundations with Key Early Education Resources (2012)

Features descriptions of how California's preschool foundations are aligned with the California Infant-Toddler Learning & Development Foundations, California Content Standards, Common Core State Standards and Head Start Child Development & Early Learning Framework. Online format only. *An abbreviated version can be found in the Preschool Learning Foundations Volume 3 (Appendix B)*
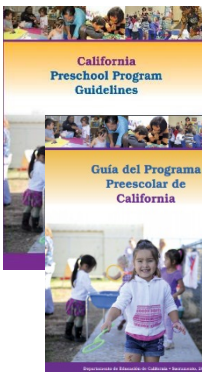
The Infant/Toddler Learning and Development Program Guidelines is aligned

with the *California Preschool Program Guidelines* and emphasizes a family-focused approach. It describes research-based strategies on early care and education that help ensure the healthy development and learning for very young children ages birth to 3 years old. A companion DVD Set (2 DVDs) includes conversations with experts, teachers, family childcare providers, and families. It also features clips highlighting best practices in infant and toddler care settings. Disponibles en Español.

The California *Preschool Program Guidelines (2015)* are designed for administrators, directors,
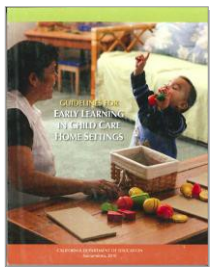
supervisors, college faculty, and policy makers. This comprehensive publication includes effective approaches for creating high- quality preschool programs. Special chapters include *"Support for Young Dual Language Learners"* and *"Using Technology and Interactive Media with Preschool-Age Children." Guía del Programa Preescolar de California* is the Spanish translation of this document. Companion DVD Set (2 DVDs). Subtitulos disponibles en Español.

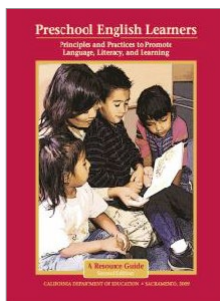### Guidelines for Early Learning in Child Care Home

Settings (2010) Because of the vital importance of home-based child care settings in today's society, this publication was created to provide guidance to family child care providers so that they can offer high-quality early learning and development experiences to the young children in their care. Includes topics such as the roles and relationships involved in home-based child care; and how to create safe, inclusive care environments that foster healthy development and a love for learning.
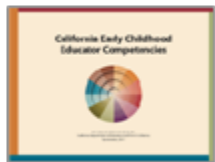
Preschool English Learners (PEL) Guide: The *Preschool English Learners- Principles and Practices to Promote Language, Literacy, and Learning,* provides guidance and strategies for teachers to promote high-quality language, literacy, & learning experiences for young English learners. Disponibles en Español. disponibles en Español.

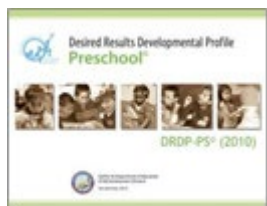**World Full of Language: Supporting Preschool English Learners DVD** This DVD & booklet set is the companion DVD for *Preschool English Learners (PEL) Guide:* It covers how young children acquire English as a second language. Research- based strategies are featured to guide teachers on how to support English learners. This DVD is closed-captioned. Disponibles en Español.

Desired Results Developmental Profile©

(DRDP©) 2015 is an observation-based assessment instrument used to assess children's developmental progress.

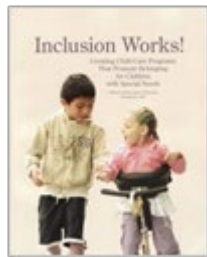The DRDP was developed for the following four age groups:
1) Infant Toddler (I/T) - Birth to 36 months;
2) Preschool (PS) – 3-5years
3) Kindergarten entry;4) School Age (SA); Kindergarten through twelve years; School Readiness (SR); Transitional Kindergarten (TK); and Kindergarten (K). Disponibles en Español. https://www.desiredresults.us/drdp-forms

Watching My Child Grow is an introduction for families to the Desired Results system and is dubbed in English, Spanish, and Mandarin. Disponibles en Español. http://www.desiredresults.us/for_families.htm

Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs (2009) is a handbook for early care and education programs caring for children birth through 5 years old. This publication provides guidance and resources on specific ways to fully include young children who have disabilities or other special needs into regular preschool programs. This publication includes family-friendly approaches, strategies on environmental adaptations, and how to access inclusion resources.

The California Early Childhood Educator Competencies (2011) describes the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children birth through 5 years old. It contains twelve competency areas. Print copy is a binder-ready product. A companion video clip series (13 video clips) is available on the CDE website: http://www.cde.ca.gov/sp/cd/re/ececomps.asp

Key Publications from the Early Education & Support Division (EESD)

PITC Resources through WestEd:

The Program for Infant/Toddler Care (PITC) is a
high-quality training system
providing professional learning
materials based on sound
theoretical principles and
research. Developed for trainers,
program administrators, and
teachers of infants and toddlers,
these materials spell out a
responsive, relationship-based
approach to early care in which
teachers learn to understand children's cues,
interests, and skills and use them as the basis for an
integrated curriculum that includes cognitive,
communication- language, perceptual-motor, and
social-emotional development. The importance of
forming a close, caring relationship with each child
and family is emphasized throughout all PITC
materials. Program for Infant Toddler Care
resources can be found at:
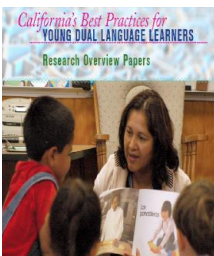http://www.pitc.org/pub/pitc_docs/products4.html

The Transitional Kindergarten Implementation Guide (2013) describes the essential components

for school district administrators
and teachers to consider as they
develop comprehensive TK
programs. The first chapter of the
guide focuses on considerations
for the structure and design of TK
programs. Chapters 2– 8 provide
in-depth discussion of effective
instructional and curricular approaches, including
the importance of family and community
partnerships and other systems of support for
transitional kindergarten. Links to videos are
embedded in the online version:
http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf

California's Best Practices for Young Dual Language Learners Research Overview

Papers spans the disciplines
of neuroscience, cognitive
science, developmental
psychology, assessment,
educational research, family
engagement, and the inclusion
of children with special needs.
These research summaries
provide guidance to early childhood educators on
how to best support the learning and development

of young dual language learners in high quality
preschool programs.

Best Practices for Planning Curriculum for Young Children Series (online only):

Family Partnerships & Culture emphasizes the
importance of being
responsive to the cultures of
the families as we develop
meaningful partnerships with
family members. Providing
high quality care demands that
we explore ways to connect
with the families we serve. The
result is high-quality learning
experiences that contribute to children's well-being
and successful development.
http://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf

The Integrated Nature of Learning explores how
children learn across multiple
domains simultaneously. This
publication illumines best-
practice approaches to teaching
with the integrated nature of
learning in mind.

Call toll-free: 1-800-995-4099 Ask for Spanish
publication. E-mail: sales@cde.ca.gov

CDE Educational Resources catalog:
http://www.cde.ca.gov/re/pn/rc/

CDE/EESD Publication Resources:
http://www.cde.ca.gov/sp/cd/re/cddpublications.asp

Questions? Contact Laura Bridges
Nieuwenhuyse at 916-323-1340 or
lbridges@cde.ca.gov