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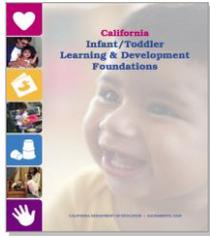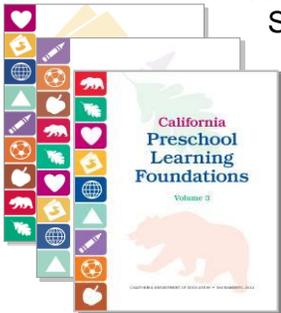
California's Early Learning Foundations

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 domai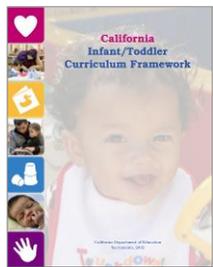ns of development; and 2) the *California Preschool Learning Foundations* (Volumes 1, 2, & 3). The foundations describe the knowledge and skills that all young children typically acquire when given support in high quality early care and education programs. The preschool foundations identify 9 key domains of learning, and is available in Spanish. A DVD Set (3 DVDs) for the Infant Toddler Learning and Development Foundations is available for purchase. The DVD Series (9 DVDs) for the Preschool Learning Foundations will be available for purchase in Fall 2015.
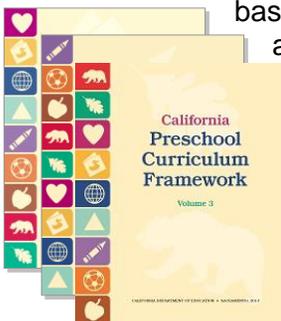
California's Curriculum Frameworks
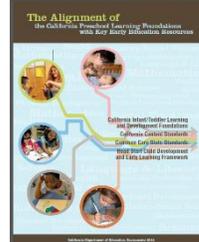
Aligned with the foundations, the curriculum frameworks provide specific guidance to early childhood educators working in programs serving children birth to five years of age. *The California Infant Toddler Curriculum Framework* (1 volume) and the *California Preschool Curriculum Framework* both give 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.
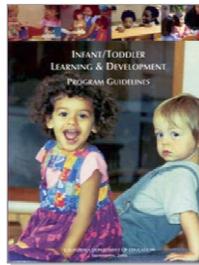
Alignment of the California Preschool Learning Foundations with Key Early Education Resources (2012)

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 abreviated version can be found in the Preschool Learning Foundations Volume 3 (Appendix B)*
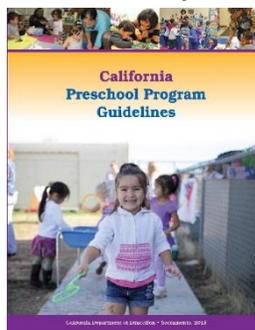
The Infant/Toddler Learning and Development Program Guidelines

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. Also available in Spanish.

The California *Preschool Program Guidelines (2015)*

is 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 Tech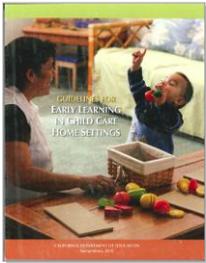nology and Interactive Media with Preschool-Age Children."* Companion DVD Set (2 DVDs) available with Spanish subtitles.
http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf

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

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.
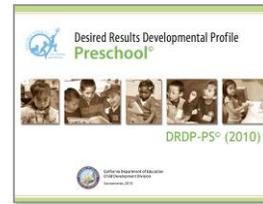
Desired Results Developmental Profile© (DRDP©) 2015 is an observation-based assessment instrument used to assess children's developmental progress. The DRDP was developed for the following four age groups:
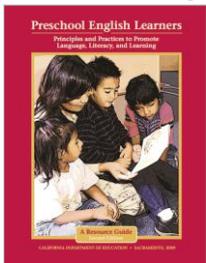 1) Infant Toddler (I/T) - Birth to 36 months; 2) Preschool (PS) – 3-5years 3) Kindergarten entry;4) School Age (SA); Kindergarten through twelve years; School Readiness (SR); Transitional Kindergarten (TK); and Kindergarten (K). English & Spanish versions are available. http://desiredresults.us/form_drdp.htm

Preschool English Learners (PEL) Guide: The *Preschool English Learners-Principles and Practices to Promote Language, Literacy, and Learning,* provides guidance and strategies that teachers need to promote high-quality language, literacy, and learning experiences for young English learners. Available in English & Spanish.

Watching My Child Grow is an introduction for families to the Desired Results system and is dubbed in English, Spanish, and Mandarin.
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.
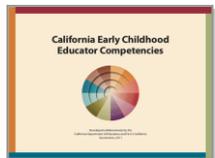
World Full of Language: Supporting Preschool English Learners DVD This DVD & booklet set is the companion DVD for *Preschool English Learners (PEL) Guide:* It covers how young children acquire English as a second language. Research-based strategies are featured to guide teachers on how to support English learners. This DVD is closed-captioned, and is available in English & Spanish on one disk.

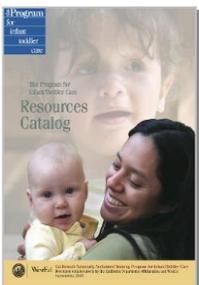# Key Publications from the Early Education & Support Division (EESD)

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: Child Development and Learning; Culture, Diversity and Equity; Relationships, Interactions, and Guidance; Family & Community Engagement; Dual-Language Development; Observation, Screening, Assessment, & Documentation; Special Needs & Inclusion; Learning Environments & Curriculum; Health, Safety, & Nutrition; Leadership in Early Childhood Education; Professionalism; and Administration & Supervision. 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
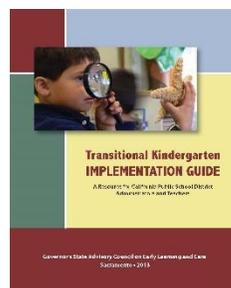
PITC Resources through WestEd:
The Program for Infant/Toddler Care (PITC)

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

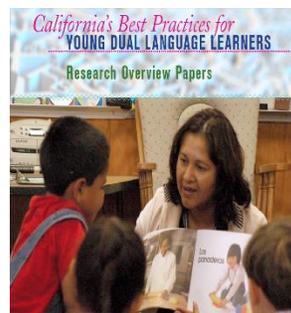## The Transitional Kindergarten Implementation Guide (2013) describes the

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 This series of research overviews 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.

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