Who Am I in the Lives of Children?

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CALIFORNIA VERSION
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Who Am I in the Lives of Children?

An Introduction to Early Childhood Education

Stephanie Feeney
University of Hawai'i at Mānoa, Emerita

Eva Moravcik
Honolulu Community College

Sherry Nolte
Honolulu Community College

330 Hudson Street, NY NY 10013

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A Letter to Readers

Dear Reader,

You are enrolled in a course that introduces you to the underlying theoretical principles of developmentally appropriate practices in early childhood care and education. Your textbook, *Who Am I in the Lives of Children? An Introduction to Early Childhood Education,* 11th ed., provides a rich overview of the field's past and present. It provides you with a wealth of information about the early care and education field and how to be a reflective, effective teacher of young children.

Who Am I in the Lives of Children? addresses how current trends and movements occurring nationally and internationally affect our field. This supplement provides you with additional information specific to California. California has a unique structure for

- teacher certification
- ensuring that its state-funded child care and development programs are of the highest quality, and
- easing your progress through the higher education system

Since the last edition of this text, the authors have added information and resources that will make this course more meaningful to you as you explore a career working with young children. Also since that last update, the California Department of Education, Early Learning and Support Division has also continued developing and implementing new documents, tools, and resources to support high-quality services to children and families. We have included those available at press time.

Both your text book and the California Early Learning System emphasize the important of reflective practice. Throughout the text you have many opportunities to reflect on your knowledge, skills, and experiences. You will see this emphasis on reflection in the various California tools and initiatives as well.

In keeping with the emphasis on reflective practice, *Who Am I in the Lives of Children?* includes digital opportunities for you to assess your own understanding of the text content. By using A Quick Check, A Final Check, Application Exercises, and Shared Writing, you can make sure you have mastered the content of the chapters. (*Note:* The new digital version of *Who Am I in the Lives of Children?* is available in REVEL, which has an accompanying app. Your instructor sets up the course in REVEL, shares an access code with you, and you gain access via your laptop, tablet or Pearson REVEL app.)

Another addition to both the text and the California Learning and Development System is the addition of video to enhance your understanding of important concepts. Links to video examples and video-based Application Exercises are included in every chapter of your text in REVEL. As you explore the programs and initiatives that comprise the Learning and Development System you will also find video clips to support your thinking and learning. The Competencies Self-Assessment Toolkit has an especially helpful collection of videos to help you think about the ways you implement the competencies in your work with children and families.

The Early Childhood Education field is fortunate to have access to a constructivist text as respectful to children, families, and educators as *Who Am I in the Lives of Children?* The text is described as being "a warm, comprehensive, child-centered approach to early childhood education," and I agree wholeheartedly. The California Learning and Development System is also child- and family-centered and supports the use of observation and reflection to meet the diverse needs of California's children and families. This text and the California system are companions in your learning. Together they will give you a wealth of knowledge and skills to become a capable and reflective educator of young children.

This supplement will enable you to see how national trends in early childhood education are being implemented in California. Early Childhood Education is a dynamic field. As the authors of *Who Am I in the Lives of Children?* explain, ". . . you have lots of learning challenges and joys ahead as you become an early childhood educator." Enjoy the journey!

Sydney Fisher Larson, Professor Emeritus
College of the Redwoods Eureka, CA

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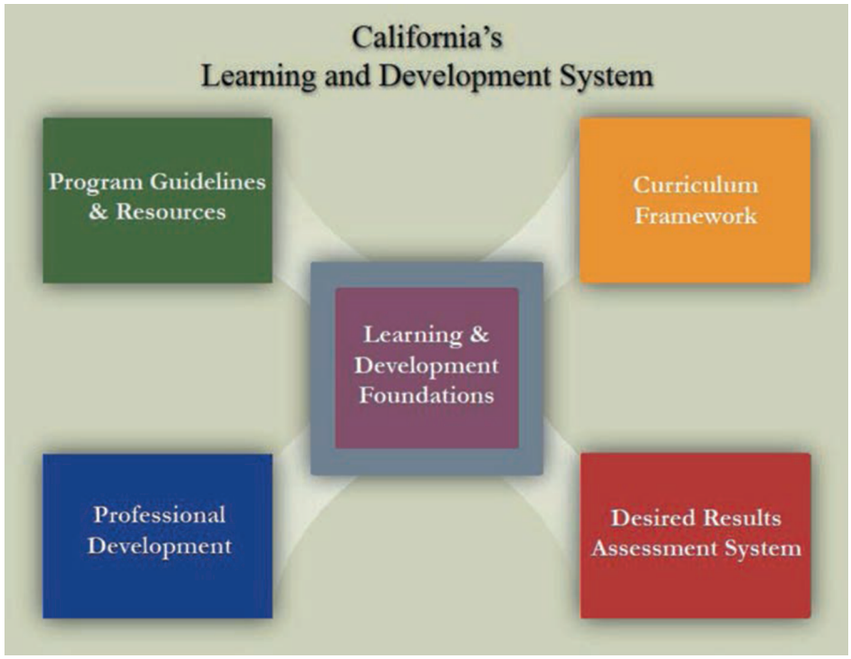

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California's Learning and Development System provides a comprehensive approach to ensuring California's children have access to high-quality child care and development services. According to State Superintendent of Public Instruction, Tom Torlakson, "We know that investments in early learning pay off for our state, our society, and for California's children."

The Learning Foundations are at the core of California's Learning and Development System and they will inform all other parts of the system including staff development, curriculum frameworks, program and child assessment, and guidelines and resources. These initiatives will help you when you become a teacher to make a contribution to an excellent system of early care and education programs for the children of California.

The supplement will introduce you to the following California Department of Education/Early Education and Support Division Initiatives and Documents. *Note: Websites do change and links break. If you encounter a broken link, simply search for the content using the website name and search words. Precede URLs with "http://www.". Full addresses are shown for those that do not include http://www*

Learning and Development Foundations

- California Infant/Toddler Learning and Development Foundations
  cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf
- California Preschool Learning Foundation, Volume 1
  cde.ca.gov/sp/cd/re/documents/preschoollf.pdf
- California Preschool Learning Foundation, Volume 2
  cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf
- California Preschool Learning Foundation, Volume 3
  cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf

Curriculum Framework

- California Infant/Toddler Curriculum Framework
  cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf
- California Preschool Curriculum Framework, Volume 1
  cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf
- California Preschool Curriculum Framework, Volume 2
  cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf
- California Preschool Curriculum Framework, Volume 3
  cde.ca.gov/sp/cd/re/documents/preschoolframeworkvol3.pdf

Desired Results Assessment System

- DRDP System
  https://www.desiredresults.us/about-desired-results
- DRDP Tutorials
  https://www.desiredresults.us/drdp-tutorials
- Desired Results Developmental Profile for School-Age, Preschool, & Infant/Toddler

desiredresults.us/sites/default/files/docs/forms/DRDP-SA%282011%29%20Complete100311.pdf
cde.ca.gov/sp/cd/ci/documents/drdp2015preschool.pdf
cde.ca.gov/sp/cd/ci/documents/drdp2015infanttoddler.pdf

Professional Development

(Only programs with services for students/early childhood educators are included.)

- California Early Childhood Mentor Program
  ecementor.org
- California Preschool Instructional Network
  cpin.us
- Child Development Training Consortium
  https://www.childdevelopment.org
- California Early Childhood Online
  caearlychildhoodonline.org
- California School-Age Consortium
  https://calsac.org
- Family Child Care at Its Best
  humanservices.ucdavis.edu/ChildDev/Programs/FamilyChildCare.aspx?unit=CHLDEV
- Program for Infant/Toddler Care
  pitc.org/pub/pitc_docs/home.csp
- Child Development Permit Matrix
  ctc.ca.gov/credentials/CREDS/child-dev-permits.html
- California Early Childhood Educator Competencies
  cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf
- CompSAT, Competencies-Based, Self-Assessment Toolkit
  ececompsat.org/about.html
- California Community College Curriculum Alignment Project
  https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm
- California Quality Rating and Improvement System (QRIS)
  cde.ca.gov/sp/cd/rt/californiaqris.asp

Program Guidelines and Resources

- California Infant/Toddler Learning and Development Guidelines
  cde.ca.gov/sp/cd/re/documents/itguidelines.pdf
- California Preschool Program Guidelines
  cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf
- The Integrated Nature of Learning (Best Practices for Planning Curriculum for Young Children)
  cde.ca.gov/sp/cd/re/documents/intnatureoflearning2016.pdf
- Family Partnerships and Culture (Best Practices for Planning Curriculum for Young Children)
  cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf
- Preschool English Learners, Principles and Practices to Promote Language, Literacy, and Learning: A Resource Guide (2nd. ed)
  cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf
- California's Best Practices for Young Dual Language Learners: Research Overview Papers
  cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf
- Inclusion Works! Promoting Child Care Programs That Promote Belonging for Children with Special Needs
  cde.ca.gov/sp/cd/re/documents/inclusionworks.pdf
- California Child Care Disaster Plan
  http://cchp.ucsf.edu/sites/cchp.ucsf.edu/files/CA-ChildCare-Disaster-Plan.pdf
- All About Young Children
  http://allaboutyoungchildren.org
- The Alignment of the California Preschool Learning Foundations with Key Early Education Resources (California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, Head Start Child Development and Early Learning Framework)
  cde.ca.gov/sp/cd/re/documents/psalignment.pdf

Learning and Development Foundations

In 2002, the National Association for the Education of Young Children in collaboration with the National Association of Early Childhood Specialists in State Departments of Education adopted a joint position statement entitled "Early Learning Standards: Creating the Conditions for Success," recommending that states develop Early Learning Standards. California's response to this recommendation was to develop Early Learning Foundations.

"The term 'foundations' is used "because the focus on preschool learning in California includes the full range of domains, the term 'foundation' is used rather than 'standards' (PLF V1, p. xi–xii). This term is intended to convey that learning in every domain affects young children's readiness for school." California identifies nine domains in its Preschool Learning Foundations. Volume 1 of the California Preschool Learning Foundations covers social-emotional development, language and literacy, English-language development, and mathematics. Volume 2 addresses visual and performing arts, physical development, and health. Volume 3 includes history/social science and science. "The foundations describe competencies—knowledge and skills—that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool" (PLF V3, p. xi).

"The foundations are designed to promote understanding of young children's development of knowledge

and skills and to help teachers, program administrators, families, and policymakers consider appropriate ways to support children's learning. In essence, the foundations serve as a cornerstone for informing early childhood educators about children's learning and development" (PLF V3 p. xvi).

California also developed the Infant/Toddler Learning and Development Foundations, which includes the early months (from 0 to 4 months), social-emotional development, language development, cognitive development, and perceptual and motor development.

The Infant/Toddler Foundations "describe competencies infants and toddlers typically attain during the birth-to-three-year period." The infant/toddler foundations are built on the belief that "during the infant/toddler years, all children depend on responsive, secure relationships to develop and learn" (I/TLDF, ix).

The Infant/Toddler Learning and Development Foundations address the following topics.

- Social Emotional Development
  - Interactions with Adults: The developing ability to respond to and engage with adults
  - Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance
  - Interactions with Peers: The developing ability to respond to and engage with other children
  - Relationships with Peers: The development of relationships with certain peers through interactions over time
  - Identity of Self in Relation to Others: The developing concept that the child is an individual operating within social relationships
  - Recognition of Ability: The developing understanding that the child can take action to influence the environment
  - Expression of Emotions: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words
  - Empathy: The developing ability to share in the emotional experiences of others
  - Emotion Regulation: The developing ability to manage emotional responses with assistance from others and independently
  - Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules
  - Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people
- Language Development
  - Receptive Language: The developing ability to understand words and increasingly complex utterances
  - Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances
  - Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally
  - Interest in Print: The developing interest in engaging with print in books and in the environment
- Cognitive Development
  - Cause and Effect: The developing understanding that one event brings about another
  - Spatial Relationships: The developing understanding of how things move and fit in space
  - Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works
  - Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later
  - Memory: The developing ability to store and later retrieve information about past experiences
  - Number Sense: The developing under standing of number and quantity
  - Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
  - Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
  - Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
  - Understanding Personal Care Routines: The developing ability to understand and participate in personal care routines
- Perceptual and Motor Development
  - Perceptual Development: The developing ability to become aware of the social and physical environment through the senses
  - Gross Motor: The developing ability to move the large muscles
  - Fine Motor: The developing ability to move the small muscles

The Preschool Learning Foundations Volume 1 covers these domains.

- Social Emotional Development—"The competencies covered by the social-emotional development foundations

underscore the multiple ways in which young children's development in this domain influences their ability to adapt successfully to preschool and, later on, in school" (PLF V1, p. xii).

- Self
  - Self-Awareness
  - Self-Regulation
  - Social and Emotional Understanding
  - Empathy and Caring
  - Initiative in Learning
- Social Interaction
  - Interactions with Familiar Adults
  - Interactions with Peers
  - Group Participation
  - Cooperation and Responsibility
- Relationships
  - Attachment to Parents
  - Close Relationships with Teachers and Caregivers
  - Friendships

- Language and Literacy—"The foundations that were written for this domain reflect the field's growing interest in and understanding of the knowledge and skills that foster children's language and literacy learning during the preschool years" (PLF V1, p. xiii).
  - Listening and Speaking
    - Language Use and Conventions
    - Vocabulary
    - Grammar
  - Reading
    - Concepts about Print
    - Phonological Awareness
    - Alphabetics and Word/Print Recognition
    - Comprehension and Analysis of Age-Appropriate Text
    - Literacy Interest and Response
  - Writing
    - Writing Strategies

- English Language Development—"The English-language development foundations are specifically designed for children entering preschool with a home language other than English. Some English learners will begin preschool already having had some experience with English. For other English learners, preschool will offer them their first meaningful exposure to English. No matter how much background English learners have with English before they enter preschool, they will be on a path of acquiring a second language. As the English-language development foundations indicate, the learning task for English learners is sequential and multifaceted" (PLF V1 p. xiii).
  - Listening
    - Children Listen with Understanding
    - Beginning Words
    - Requests and Directions
    - Basic and Advanced Concepts
  - Speaking
    - Children Use Nonverbal and Verbal Strategies to Communicate with Others
      - Communication of Needs
      - Vocabulary Production
      - Conversation
      - Utterance Length and Complexity
      - Grammar
      - Inquiry
    - Children Begin to Understand and Use Social Conventions in English
      - Social Conventions
    - Children Use Language to Create Oral Narratives About Their Personal Experiences
      - Narrative Development
  - Reading
    - Children Demonstrate an Appreciation and Enjoyment of Reading and Literature
      - Participate in Read-Aloud Activity
      - Interest in Books and Reading
    - Children Show an Increasing Understanding of Book Reading
      - Personal Connection to the Story
      - Story Structure
      - Children Demonstrate an Understanding of Print Conventions
    - Children Demonstrate Awareness that Print Carries Meaning
      - Environmental Print
    - Children Demonstrate Progress in Their Knowledge of the Alphabet in English
      - Letter Awareness
      - Letter Recognition
    - Children Demonstrate Phonological Awareness
      - Rhyming
      - Onset (Initial Sound)
      - Sound Differences in Home Language and English
  - Writing
    - Children Use Writing to Communicate Their Ideas
      - Writing as Communication
      - Writing to Represent Words and Ideas
      - Writing Their Name

- Mathematics—"Young children's development of mathematics knowledge and skills is receiving increasing attention in research and practice" (PLF V1 p. xiii).
  - Number Sense
  - Algebra and Functions
  - Measurement
  - Geometry
  - Mathematical Reasoning

The Preschool Learning Foundations, Volume 2, addresses the following subjects.

- Visual and Performing Arts—"The foundations written for this domain reflect the many ways in which young children experience the joys of learning, creativity, self-expression, and playful exploration. The arts provide varied and meaningful opportunities for children to engage in integrated learning experiences that contribute to their development in all domains" (PLF V2, p. xiii).
  - Visual Art
    - Notice, Respond, and Engage
    - Develop Skills in Visual Art
    - Create, Invent, and Express through Visual Art
  - Music
    - Notice, Respond, and Engage
    - Develop Skills in Music
    - Create, Invent, and Express through Music
  - Drama
    - Notice, Respond, and Engage
    - Invent, and Express through Drama
  - Dance
    - Notice, Respond, and Engage
    - Develop Skills in Drama
    - Invent, and Express through Dance
- Physical Development—"The competencies covered by the physical development domain center on what preschool children do much of the day. This area of development describes many avenues for young children's play, engagement with others, exploration, and learning" (PLF V2, p. xiii).
  - Fundamental Movement Skills
    - Balance
    - Locomotor Skills
    - Manipulative Skills
  - Perceptual-Motor Skills and Movement Concepts
    - Body Awareness
    - Spatial Awareness
    - Directional Awareness
  - Active Physical Play
    - Active Participation
    - Cardiovascular Endurance
    - Muscular Strength, Muscular Endurance, and Flexibility
- Health—"Young children's development of health knowledge, attitudes, habits, and behaviors is receiving increasing attention in research and practice" (PLF V2, p. xiii).
  - Health Habits
    - Basic Hygiene
    - Oral Health
    - Knowledge of Wellness
    - Sun Safety
  - Safety
    - Injury Prevention
  - Nutrition
    - Nutrition Knowledge
    - Nutrition Choices
    - Self-Regulation of Eating

The Preschool Learning Foundations, Volume 3, covers these areas of development.

- History-Social Science—"The foundations for this domain reflect the many ways in which young children learn about basic concepts of history-social science" The history-social science foundations "center on young children's capacity to operate as members of a community" (PLF V3, p. xiii).
  - Self and Identity
    - Culture and Diversity
    - Relationships
    - Social Roles and Occupations
  - Becoming a Preschool Community Member (Civics)
    - Skills for Demographic participation
    - Responsible Conduct
    - Fairness and Respect for Other People
    - Conflict Resolution
  - Sense of Time (History)
    - Understanding Past Events
    - Anticipating and Planning Future Events
    - Personal History
    - Historical Changes in People and the World
  - Sense of Place (Geography and Ecology)
    - Navigating Familiar Locations
    - Caring for the Natural World
    - Understanding the Physical World through Drawings and Maps
  - Marketplace (Economics)
    - Exchange
- Science—"The competencies covered by the science domain center on content that connects with the natural curiosity of preschool children" (PLF V3 p. xiii).
  - Scientific Inquiry
    - Observation and Investigation
    - Documentation and Communication
  - Physical Sciences
    - Properties and Characteristics of Nonliving Objects and Materials
    - Changes in Nonliving Objects and Materials
  - Life Science
    - Properties and Characteristics of Living Things
    - Changes in Living Things
  - Earth Sciences
    - Properties and Characteristics of Earth Materials and Objects
    - Changes in the Earth

All three volumes of the California Learning and Development Foundations will support your learning as you read *Who Am I in the Lives of Children?* The authors of your text recognize the ways in which "each domain influences the others during every period of early childhood." Chapter 2 – The Field of Early Childhood Education will introduce you to Program Accountability and Program Standards, Chapter 6 – Relationships and Guidance provides a wealth of information about the social-emotional development of children including social interactions and relationships. Chapter 10 – The Curriculum and Chapter 11 – Curriculum Planning cover the role of standards (Foundations in California) in the curriculum and the curriculum planning and assessment process.

Curriculum Framework

The California Learning and Development System includes curriculum frameworks to "provide an overall approach for teachers to support children's learning through environments and experiences that are:

- developmentally appropriate,
- reflective of thoughtful observation and intentional planning,
- individually and culturally meaningful, and
- inclusive of children with disabilities or other special needs" (PCF V1, p. 2).

The frameworks are based on the Infant/Toddler and the Preschool Learning Foundations and continue to support the California Department of Education, Early Education and Support Division's philosophy that high quality child care and development programs can enhance children's learning in all the developmental domains.

The Infant/Toddler Curriculum Framework and the three volumes of the Preschool Curriculum Framework each cover the same learning domains as their corresponding foundations.

Each Curriculum Framework also includes overarching principles, a brief discussion of English-language development in all domains, universal design for learning, curriculum planning including supporting children as active meaning-makers, integrated curriculum, the environment and daily routines as curriculum, the daily schedule, and the curriculum planning process.

The are eight overarching principles for each age group that emphasize developmentally appropriate practice.

Infant/Toddler Curriculum Framework

"The purpose of the *California Infant/Toddler Curriculum Framework* is to provide early childhood professionals with a structure they can use to make informed decisions about curriculum practices. The framework is based on current research on how infants and toddlers learn and develop in four domains: social-emotional, language, cognitive, and perceptual and motor development. It presents principles for supporting early learning, a planning process, and strategies to assist infant/toddler care teachers in their efforts to support children's from learning birth to age three" (I/TCF p.1).

The overarching principles for infants and toddlers focus on the unique needs of infants and toddlers.

- The family is at the core of a young child's learning and development.
- Infant/toddler learning and development is grounded in relationships.
- Emotions drive early learning and development.
- Responsiveness to children's self-initiated exploration fosters learning.
- Individualized teaching and care benefits all children.
- Responsiveness to culture and language supports children's learning.
- Intentional teaching and care enriches children's learning experiences.
- Time for reflection and planning enhances teaching and care (I/T CF, p.4).

The Infant/Toddler Curriculum Framework also emphasizes that "program policies that support effective infant/toddler curriculum planning and implementation include these elements:

- **Primary Care** —assigning a primary infant care teacher to each child and family
- **Small Groups** —creating small groups of children and caregivers
- **Continuity** —maintaining consistent teacher assignments and groups over time
- **Personalized Care** —responding to individual needs, abilities, and schedules
- **Cultural Continuity** —maintaining cultural consistency between home and program through dialogue and collaboration with families
- **Inclusion of Children with Special Needs** —providing appropriate accommodations and support for children with disabilities or other special needs" (I/TCF, p.12)

The Infant/Toddler Framework also points out, in planning and supporting learning for infants and toddlers programs must recognize:

1. Infants follow their own learning agenda.
2. Infants learn holistically.
3. Infants experience major developmental transitions in their first three years.
4. Infants are in the process of developing their first sense of self (I/TCF, p.13).

Another unique aspect to infant/toddler curriculum planning is that teachers must plan for these three contexts for learning.

1. **"The play environment as curriculum.** Curriculum plans include the selection of play materials that add interest and complexity to distinct areas where infants and toddlers freely play. A thoughtful selection of materials invites infants and toddlers to explore experiences that challenge their emerging skills, concepts, and ideas.
2. **Interactions and conversations as curriculum.** Curriculum plans address ways of being with infants and toddlers during interaction, including nonverbal interaction, conversations, cooperation, conflicts, and times when infants express strong feelings such as delight, sadness, anger, or frustration.
3. **Caregiving routines as curriculum.** Curriculum plans include care routines, particularly mealtimes, diaper changes, and naptimes. Intentional teaching invites infants and toddlers to participate in care routines that deepen their relationship experiences and open up possibilities for building emerging skills and concepts" (I/TCF, p. 20–21).

The authors of the Infant/Toddler Curriculum Framework point out, "Planning infant/toddler curriculum begins with teachers discovering, through careful listening and observation, each child's development. Observation is an essential teaching skill. When teachers mindfully observe, they find out how individual children make discoveries and make meaning within everyday moments of play and interactions" (I/TCF p. 26).

Preschool Curriculum Framework

The preschool curriculum frameworks are based on eight overarching principles. "Grounded in early childhood research and practice, the following eight principles emphasize offering young children individually, culturally, and linguistically responsive learning experiences and environments:

1. Relationships are central.
2. Play is a primary context for learning.
3. Learning is integrated.
4. Intentional teaching enhances children's learning experiences.
5. Family and community partnerships create meaningful connections.
6. Individualization of learning includes all children.
7. Responsiveness to culture and language supports children's learning.
8. Teachers need time for reflection and planning" (V1, p. 5).

The Preschool Curriculum Framework includes strategies to support English-language learners that focus on integration of learning in all domains. "In an integrated curriculum, the key to supporting all children is to plan learning activities and environments based on an ongoing understanding of each child's interests, needs, and family and cultural experiences. For young children who are learning English, this approach means focused attention to each child's unique experiences in acquiring a second language and an understanding of how to use a child's first language to help her understand a second language. In applying an integrated approach, teachers take advantage of every moment to provide children with opportunities to communicate with greater understanding and skill while engaged in play or in adult-guided learning activities" (PCF V3, p. 12).

There is also content on universal design which "provides for multiple means of representation, multiple means of expression, and multiple means of engagement" (PLF V3, p. 14).

The foundation suggests that "effective curriculum for young children engages their active minds and nurtures their enthusiastic search for meaning and understanding" (PCF V3, p. 15).

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They identify four aspects of curriculum planning:

1. Curriculum planning to support children as active meaning makers
2. Integrated curriculum
3. The environment as curriculum: interest areas to support children's play and child-initiated learning
4. Daily routines as curriculum

The foundations also address a daily schedule including child-initiated play, teacher-guided activities in small groups, and teacher guided activities in large groups.

Each of the three Preschool Curriculum Frameworks has guiding principles and domain specific suggestion for environments and materials. This is followed by rich explorations of each domain with vignettes, teachable moments, interactions and strategies, and a section on bringing it all together.

The final aspect of curriculum, which is covered by the foundations, is partnering with families and making connections.

The foundations curriculum planning focuses on the reflective process shown below.

The Reflective Curriculum Planning Process

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Desired Results Assessment System

The California Department of Education (CDE) Early Education and Support Division (EESD) Desired Results (DR) system is designed to improve the quality of programs and services provided to all children, birth through 12 years of age, who are enrolled in early care and education programs and before-and after-school programs, and their families.

The Desired Results for Children and Families

DR1: Children are personally and socially competent
DR2: Children are effective learners
DR3: Children show physical and motor competence
DR4: Children are safe and healthy
DR5: Families support their child's learning and development
DR6: Families achieve their goals

The DR system implemented by the California Department of Education is a comprehensive approach that facilitates the achievement of the Desired Results identified for children and families. California is one of the very few states in the nation that has developed its own system designed specifically for measuring child progress toward desired outcomes. The system is aligned to both the state's learning and development foundations for early care and education programs and the content standards for kindergarten.

Components of the DR System

The DR system consists of the following components:

1. **Desired Results Developmental Profile© (2015) A Developmental Continuum from Early Infancy up to Kindergarten Entry**
   The DRDP© (2015) assessment instruments are designed for teachers to observe, document, and reflect on the learning, development, and progress of children, birth through 12 years of age, who are enrolled in early care and education programs and before- and after-school programs. The assessment results are intended to be used by the teacher to plan curriculum for indi-

Who Am I in the Lives of Children? provides an in-depth look at the role of early childhood education programs in facilitating children's learning and development. Based in constructivist theory, *Who Am I in the Lives of Children?* provides detailed information about child development as the foundation for early childhood education programs. The authors recognize that relationships are primary in meeting the developmental needs of children and that observation and assessment are necessary to provide developmentally appropriate programs. They explain the role of the classroom environments "to meet the needs of the children and support your educational values and developmental goals." *Who Am I in the Lives of Children?* also recognizes play as central to children's learning and development. The content of the curriculum and the curriculum planning in the California Curriculum Framework are consistent with the child-centered approach in *Who Am I in the Lives of Children?* The authors of your text and the California Curriculum Foundations emphasize the need to include all children and to develop partnerships with families. As you read *Who Am I in the Lives of Children?* and the California Curriculum Framework, you will find that both put children at the center.

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vidual children and groups of children and to guide continuous program improvement.

2. **Desired Results Parent Survey**
   The Parent Survey is designed to assist programs in gathering information from families about (1) the family members' satisfaction with their child's program and how it supports the child's learning and development; and (2) family members' perceptions of their progress toward reaching the two Desired Results identified for families. Families in the program are asked to complete the Parent Survey once a year and return it to their classroom. Families complete this survey anonymously to ensure that their opinions and concerns are kept confidential.
3. **Environment Rating Scales (ERS)**
   The ERS are used to measure the quality of the program environment (e.g., child-teacher interactions, children's interactions and activities, use of language, health and safety practices, space, and materials). The ERS are required instruments for yearly program self-evaluation and used for the reviews conducted by CDE/EESD program staff.
4. **Program Self Evaluation**
   The Program Self Evaluation addresses: family and community involvement; governance and administration; funding; standards, assessment, and accountability; staffing and professional growth; opportunity and equal educational access; and approaches to teaching and learning. Program quality is assessed annually through the required self-evaluation and the reviews conducted by CDE/EESD program staff.

Professional Development

The California Department of Education, Child Development Division recognizes that to ensure the implementation of its Learning and Development System it must address the professional development of those of you who are already working in the field and those of you considering a career in early care and education. The CDE/CDD has a variety of programs to support pre-service and in-service early childhood educators. Several programs are:

The **California Early Childhood Mentor Program**, also offered at community colleges throughout the state, provides stipends to selected teachers and directors who mentor early childhood education students in filed placements. The mentors are selected by local selection committees through a rigorous application process. When you are ready to enroll in your field experience course you may be able to work with a Mentor Teacher in your community. There are also Director Mentors available to work with directors throughout the community on request. http://www.ecementor.org/

California Preschool Instructional Network (CPIN) "provides high quality professional development for

Who Am I in the Lives of Children? addresses program quality improvement throughout the text. The authors introduce the California Desired Results system in Chapter 5 – Observing and Assessing Young Children. You can deepen your understanding of California's assessment and accountability initiatives by considering the Desired Results for Children and Families as you explore the text. https://www.desiredresults.us Chapter 8 – The Learning Environment introduces you to environmental evaluation tools including the ECERS.

preschool administrators and teachers highlighting current research-based information, resources, and effective instructional practices which are focused on preparing children to flourish in early childhood and succeed in elementary school and beyond. CPIN is organized into 11 regions of the state that will disseminate information, training and resources to their particular region" (CPIN website).

The **Child Development Training Consortium** (CDTC) provides support to early childhood education and child development students in California colleges through tuition reimbursements or stipends, Child Development Permit application fees, and other services which vary campus to campus. These services focus on those of you currently employed in the child care and development field. http://childdevelopment.org

The **California Early Childhood Online** (CECO). CECO is an online learning portal. The CECO website explains, "To support early childhood teachers, the California Early Learning and Development System provides an integrated set of resources based on state-of-the-art information for early learning and development and best practices in early education." This site requires that you log in to create a student profile. It provides access to professional development. http://www.caearlychildhoodonline.org

Family Child Care at Its Best provides high-quality, university-based child development education to thousands of licensed family childcare providers throughout California. The program is funded by a contract from the state Department of Education, which enables the center to offer the courses free to participants who may otherwise be unable to afford them. http://humanservices.ucdavis.edu/ChildDev/Programs/FamilyChildCare.aspx?unit=CHLDEV

The **Program of Infant/Toddler Caregivers** (PITC), in collaboration with the California Department of Education offers Infant/Toddler Learning & Development Academies to provide an opportunity to learn about the California Department of Education's new learning and development system and how these resources can be used to support program quality and optimal child growth and development. http://www.pitc.org/pub/pitc_docs/home.csp

The **California School-Age Consortium (CalSAC)** supports the out-of-school time child care field with training, conferences, and projects specific to the needs of school-age children in child care. https://calsac.org

The **California Association for the Education of Young Children (CAEYC)** is the state affiliate of the National Association for the Education of Young Children, a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. There are over 25 local affiliates of CAEYC throughout the state. https://caeyc.org

In both Chapter 1 – The Teacher and Chapter 14 – Becoming an Early Childhood Professional, *Who Am I in the Lives of Children?* emphasizes that early childhood education is a career with a code of ethical conduct and an obligation to ongoing professional development and participation in professional organizations. California provides many opportunities for you to increase your knowledge and skills and demonstrate your commitment to life-long learning.

Child Development Permit

The California Child Development Permits, currently issued in six levels, by the California Commission on Teacher Credentialing, authorizes individuals to work in child care and development programs. The six permits include:

- Associate Teacher Permit
- Assistant Teacher Permit
- Teacher Permit
- Master Teacher Permit
- Site Supervisor Permit
- Program Director Permit

The Child Development Permit is required for employees of child care and development programs funded through the California Department of Education, Child Development Division. The California Department of Social Services, Community Care Licensing (CDSS, CCL) accepts the Site Supervisor Permit and the Program Director Permit to qualify holders to be the Director of Title 22 licensed child care facilities. CDSS, CCL also accepts the Child Development Associate Teacher Permit, Child Development Teacher Permit, or Child Development Master Teacher Permit as verification of qualifications for a Teacher in a licensed facility.

In the 2014 Budget Act, the California Legislature issued a directive to the Commission on Teacher Credentialing to review the Child Development Permit Matrix. The matrix had not been reviewed or changed since 1994. A Child Development Permit Advisory Panel was convened with members selected from stakeholder groups throughout the state. After an intensive review and public comment period the panel has sent a proposal to the Commission on Teacher Credentialing for their consideration. The proposal suggests four permit levels (rather that the current six) including a 12 unit Associate, Associate Degree level Teacher, Bachelor Degree level Teacher Specialist, and a Post-Baccalaureate Degree Program Administrator. (The full report is available at this link: https://www.ctc.ca.gov/docs/default-source/commission/agendas/2017-02/2017-02-2a.pdf.)

The full commission has not adopted this proposal. If the proposal is adopted it will take time to fully develop and implement to new matrix. All current Child Development Permit holders will be "grandfathered" into the system and will be able to renew their permits as current regulations require.

Child Development Permit Matrix - *with Alternative Qualification Options Indicated*

Permit Title	Education Requirement (Option 1 for all permits)	Experience Requirement (Applies to Option 1 Only)	Alternative Qualifications (with option numbers indicated)	Authorization	Five Year Renewal
Assistant (Optional)	***Option 1:*** 6 units of Early Childhood Education (ECE) or Child Development (CD)	None	***Option 2:*** Accredited HERO program (including ROP)	Authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of an Associate Teacher, Teacher, Master Teacher, Site Supervisor of Program Director.	105 hours of professional growth*****
Associate Teacher	***Option 1:***12 units ECE/CD including core courses**	50 days of 3+ hours per day within 2 years	***Option 2:*** Child Development Associate (CDA) Credential	Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise an Assistant and an aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
Teacher	***Option 1:*** 24 units ECE/CD including core courses** plus 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	***Option 2:*** AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise an Associate Teacher, Assistant and an aide.	105 hours of professional growth*****
Master Teacher	***Option 1:*** 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specializations units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years	***Option 2:*** BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise a Teacher, Associate Teacher, Assistant and aide. The permit also authorizes the holder to serve as a coordinator of curriculum and staff development.	105 hours of professional growth*****
Site Supervisor	***Option 1:*** AA (or 60 units) which includes: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years including at least 100 days of supervision adults	***Option 2:*** BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting: **or** ***Option 3:*** Admin, credential*** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; **or** ***Option 4:*** Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program and serve as a coordinator of curriculum and staff development.	105 hours of professional growth*****
Program Director	***Option 1:*** BA or higher (does not have to be in ECE/CD) including: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	One year of Site Supervisor experience	***Option 2:*** Admin credential*** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; **or** ***Option 3:*** Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting, plus 6 units administration; **or** ***Option 4:*** Master's Degree in ECE/CD or Child/Human Development	Authorizes the holder to supervise a child care and development program operating in a single site or multiple sites; provide service in the care, development, and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****

Note: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation is available.

* One course in each of four general education categories, which are degree applicable. English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

** Core courses include child/human growth & development, child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in each of the core areas.

*** Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

**** A valid Multiple Subject or a Single Subject in Home Economics.

***** Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6080 for assistance in locating an advisor.

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org *or call (209) 572-6080.*

You might want to look over the Child Development Permit matrix as you read, "Specialized Knowledge and Skills" and "Finding Your Path - Educational Requirements" in Chapter 1 – The Teacher and "Becoming a Professional" in Chapter 14. The following websites will be useful:

Child Development Training Consortium (click on Child Development Permit Matrix - right side of the page)
https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_permit.htm
California Commission on Teacher Credentialing
https://www.ctc.ca.gov/credentials/req-child-dev

California Early Childhood Educator Competencies

The California Department of Education, Child Development Division, in collaboration with First 5 California developed and released the California Early Childhood Educators Competencies in 2011. This document supports the belief of the authors of *Who Am I in the Lives of Children*? In the introduction of the competencies, the authors state, "Early childhood educators who work directly with young children are doing the most important work of their profession. The early childhood education field's strength stems from the many professionals who dedicate their life's work to directly serving young children and their families."

The purpose of the Early Childhood Educator Competencies is explained as follows:

> *The ECE competencies serve several interrelated purposes. First, they provide coherent structure and content for efforts to foster the professional development of California's early childhood workforce. Second, they inform the course of study that early childhood educators follow as they pursue study in institutions of higher education. Third, they provide guidance in the definition of ECE credentials and certifications. And fourth, they give comprehensive descriptions of the knowledge, skills, and dispositions that early childhood educators need to support young children's learning and development across program types.*

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The CA ECE Competencies identify 12 competency or performance areas including:

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observations, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision

In 2017, the California Department of Education, Early Learning and Support Division began work to add competencies related to Adult Learning and Coaching into the Professionalism competency.

There are differing levels of competencies depending on the context in which an early childhood educator works. Although where an educator falls on this context rubric may vary, one can assume that the first context would encompass an aide or teacher in a classroom, the second context, a lead or mentor teacher, the third, a site or program director, and the fourth, an agency director, child advocate, community professional trainer, or college/university faculty. All of the competencies build on the base knowledge, skills, and dispositions of the context before them.

Supporting Early Learning and Development

An early childhood educator who supports early learning and development experiences possesses and applies fundamental knowledge, usually in the immediate context of the group or classroom.

Planning and Guiding Early Learning and Development

An early childhood educator who plans and guides early learning and development experiences possesses and applies broad knowledge, usually in the immediate context of the group or classroom.

Creating and Maintaining Program Policies and Practices

An early childhood educator who creates and maintains program policies and practices possesses and applies deep knowledge, usually in the broad context of a program or site, and supervises program staff.

Advancing the Early Childhood Profession

An early childhood educator who advances the early childhood profession models data-informed decision making that often has an impact on policy and practice across programs, or in the early care and education field. http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf

Competencies Self-Assessment Toolkit (CompSAT)

CompSAT is *the* companion to the CA ECE Competencies. CompSAT guides early educators through a process of self-reflection and authentic assessment in the 12 competency areas detailed in the ECE Competencies. This tool allows you to engage in reflection and authentic self-assessment as part of the fabric of your daily practice with children and families, thus enriching and enhancing your work.

CompSAT offers you guidance and support through 12 modules, each one named for one of the CA ECE Competencies. The modules address many of the issues and challenges that come with providing high quality early care and education. http://www.ececompsat.org/about.html

Chapter 14 – Becoming an Early Childhood Professional in *Who Am I in the Lives of Children?* identifies nine areas of knowledge and skills which are included in standards for professional development. California has identified 12 competencies. California includes separate competencies for dual-language learners and children with special needs. The California Competencies also include Leadership in ECE and Administration and Supervision. Both the authors of your text and the California system recognize the wide range of knowledge and skills required to provide high-quality care to children and their families. Like the CompSAT, *Who Am I in the Lives of Children?* encourages you to reflect on your knowledge and skills and how to strengthen them.

Quality Rating and Improvement System (QRIS)

Throughout the country, states have developed Quality Rating and Improvement Systems and are using these to both rate the quality of child care and development programs and to identify areas which could be developed to enhance the experience for young children and their families. "The California QRIS (CA-QRIS) Consortium strives to improve the quality of early learning with a focus in three areas of program quality: child development and readiness for school; teachers and teaching; and program and environment quality." http://www.cde.ca.gov/sp/cd/rt/californiaqris.asp

Unlike other states, California has a collective of county and regional QRISs. The entire state includes some common tiers but each county or region may include tiers specific to their region of the state.

Each QRIS in California must:

- Assess program quality comparably across provider types (publicly and privately funded centers and family child care homes) throughout the state;
- Align program standards with early learning and practitioner standards;
- Support continuous quality improvement for participating programs and their staff; and
- Provide families with information about program quality to assist them in making informed choices.

Understanding the California Quality Rating and Improvement System will enhance your understanding of the section in Chapter 2 of the text regarding national Quality Rating and Improvement Systems as required by the Childcare and Development Block Grants.

Program Guidelines and Resources

Preschool Program Guidelines

In 2015, the California Department of Education, Child Development Division published the *Preschool Program Guidelines*. The guidelines were developed to update information included in the *Prekindergarten Learning and Development Guidelines* published in 2000. The guidelines are designed for those responsible for preschool program planning. These will include a DVD to deepen the understanding of administrators and other program planners. The guidelines include three parts. http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf

PART ONE: Setting the Stage for Program Quality
Chapter 1 **Current Issues in Early Childhood Education**

- Evidence from Research
- Need for High-Quality Preschool Programs
- Early Childhood Investments and Societal Impacts
- Recent Research on Brain Development
- School Readiness
- The California Context

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California Quality Rating and Improvement System (CA-QRIS) Quality Continuum Framework -Rating Matrix with Elements and Points for Consortia Common Tiers 1, 3, and 4

Element	1 Point	2 Points	3 Points	4 Points	5 Points
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	• Not required	• Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	• Program uses valid and reliable child assessment/ observation tool aligned with CA *Foundations & Frameworks*[1] twice a year	• DRDP (minimum twice a year) and results used to inform curriculum planning	• Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	• Meets Title 22 Regulations	• Health Screening Form (Community Care *Licensing form LIC 701 "Physician's Report -Child Care Centers" or equivalent)* used at entry, then: **1.** Annually **OR** **2.** Ensures vision and hearing screenings are conducted annually	• Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter **AND** • Meets Criteria from point level 2	• Program works with families to ensure screening of all children using the **ASQ** at entry and as indicated by results thereafter **AND** • Meets Criteria from point level 2	• Program works with families to ensure screening of all children using the **ASQ & ASQ-SE**, if indicated, at entry, then as indicated by results thereafter **AND** • Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate **AND** • Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	• Meets Title 22 Regulations [**Center**: 12 units of Early Childhood Education (ECE)/Child Development (CD) **FccH:** 15 hours of training on preventive health practices]	• **Center**: 24 units of ECE/CD[2] **OR** Associate Teacher Permit • **FCCH**: 12 units of ECE/CD **OR** Associate Teacher Permit	• 24 units of ECE/CD + 16 units of General Education **OR** Teacher Permit **AND** • 21 hours professional development (PD) annually	• Associate's degree (AA/AS) in ECE/CD (or closely related field) **OR** AA/AS in any field plus 24 units of ECE/CD **OR** Site Supervisor Permit **AND** • 21 hours PD annually	• Bachelor's degree in ECE/CD (or closely related field) **OR** BA/BS in any field plus/with 24 units of ECE/CD (or master's degree in ECE/CD) **OR** Program Director Permit **AND** • 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments (*use tool for appropriate age group as available)	• Not Required	• Familiarity with CLASS for appropriate age group as available by one representative from the site	• Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	• Independent CLASS assessment by reliable observer with minimum CLASS scores: **Pre-K** • Emotional Support - 5 • Instructional Support - 3 • Classroom Organization - 5 Toddler • Emotional [[amp]] Behavioral Support - 5 • Engaged Support for Learning - 3.5 **Infant** • Responsive Caregiving (RC) - 5.0	• Independent assessment with CLASS with minimum CLASS scores: **Pre-K** • Emotional Support - 5.5 • Instructional Support - 3.5 • Classroom Organization - 5.5 **Toddler** • Emotional & Behavioral Support - 5.5 • Engaged Support for Learning - 4 **Infant** • Responsive Caregiving (RC) - 5.5

[1] Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.
[2] For all ECE/CD units, the core eight are desired but not required.
Note: Point values are not indicative of Tiers 1–5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

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Element	1 Point	2 Points	3 Points	4 Points	5 Points
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	• **Center**: Title 22 Regulations **Infant** Ratio of 1:4 **Toddler Option** Ratio of 1:6 **Preschool** Ratio of 1:12 • **FCCH:** Title 22 Regulations *(excluded from point values in ratio and group size)*	• **Center - Ratio: Group Size Infant/Toddler** - 4:16 **Toddler** - 3:18 **Preschool** - 3:36	• **Center - Ratio: Group Size Infant/Toddler** - 3:12 **Toddler** - 2:12 **Preschool**- 2:24	• **Center - Ratio: Group Size Infant/Toddler** - 3:12 or 2:8 **Toddler** - 2:10 **Preschool** - 3:24 or 2:20	• **Center - Ratio: Group Size Infant/Toddler** - 3:9 or better **Toddler** - 3:12 or better **Preschool** - 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	• Not Required	• Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	• Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	• Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	• Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR • Current National Accreditation approved by the California Department of Education
7. Director Qualifications (Centers Only)	• 12 units ECE/CD+ 3 units management/ administration	• 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration **OR** Master Teacher Permit	• Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision **OR** Site Supervisor Permit **AND** • 21 hours PD annually	• Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration **OR** Program Director Permit **AND** • 21 hours PD annually	• Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/administration, **OR** Administrative Credential **AND** • 21 hours PD annually
TOTAL POINT RANGES					
Program Type	**Common-Tier 1**	**Local-Tier 2**[3]	**Common-Tier 3**	**Common-Tier 4**	**Local-Tier 5**[4]
Centers 7 Elements for 35 points	**Blocked** (7 points) - Must Meet All Elements	**Point Range** 8 to 19	**Point Range** 20 to 25	**Point Range** 26 to 31	**Point Range** 32 and above
FCCHs 5 Elements for 25 points	**Blocked** (5 points) - Must Meet All Elements	**Point Range** 6 to 13	**Point Range** 14 to 17	**Point Range** 18 to 21	**Point Range** 22 and above

[3] Local-Tier 2: Local decision if Blocked or Points and if there are additional elements.
[4] Local-Tier 5: Local decision if there are additional elements included California Department of Education, February 2014 updated on May 28, 2015; effective July 1, 2015.

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- Readiness Gap
- Desired Results for Children and Families
- Overview of Preschool Learning Foundations

Chapter 2 **The Preschool Child**
- Executive Function Skills
- Five Essential Domains of School Readiness
  - Social-Emotional Development
  - Language and Literacy
  - Cognition and General Knowledge
  - Physical Well-Being
  - Motor Development
- Approaches toward Learning the Role of Play in Children's Learning and Development

Chapter 3 **The Role of the Preschool Teacher**
- Build and Maintain Positive Relationships with Children
- Build and Maintain Positive Relationships with Families
- Create an Environment for Social and Emotional Learning
- Be Responsive to Children's Linguistic and Cultural Experiences
- Include Children with a Wide Range of Abilities and Approaches to Learning
- Understand Children's Needs and Capabilities
- Balance Child-Initiated and Teacher-Initiated Activities
- Assess How Well the Program Meets Children's Needs

Chapter 4 **The Role of the Administrator**
- Reflective Curriculum Planning
- Setting the Conditions for Work
- Creating a Collaborative Work Environment and Learning Community
- Integrating Reflective Practice, Reflective Supervision, and Mentorship
- Accountability to Maintain Program Quality

PART TWO: Supporting Young Children's Learning and Development

Chapter 5 **Use of the California Preschool Curriculum Framework**
- Eight Overarching Principles
- Integrated Curriculum for Young Dual Language Learners
- Universal Design
- The Curriculum Planning Process
- Implementation of the Curriculum Framework

Chapter 6 **Support for Young Dual Language Learners**
- Guiding Principles for Supporting Young Dual Language Learners
- Characteristics of Preschool Dual Language Learners
- Program Approaches and Teaching Practices
- Assessment of Young Dual Language Learners
- Family Engagement
- Inclusion of Young Dual Language Learners with Special Needs
- Support for the Transition to Kindergarten
- Early Childhood Educator Competencies

Chapter 7 **Using Technology and Interactive Media with Preschool-Age Children**
- Children and Electronic Media
- Technology and Interactive Media in the Preschool Environment
- The Benefits and the Challenges of Using Technology and Interactive Media
- Selecting Technology and Interactive Media to Enhance Children's Learning
- Integrating and Using Technology in the Preschool Environment
- Training and Professional Development Opportunities

PART THREE: Program Guidelines

Chapter 8 **Guidelines for Operating Preschool Programs**

California Preschool Program Guidelines
Guideline 1: Aspiring to Be a High-Quality Program
Guideline 2: Addressing Culture, Diversity, and Equity
Guideline 3: Supporting Relationships, Interactions, and Guidance
Guideline 4: Engaging Families and Communities
Guideline 5: Including Children with Disabilities or Other Special Needs
Guideline 6: Promoting Health, Safety, and Nutrition
Guideline 7: Assessing Children's Development and Learning
Guideline 8: Planning the Learning Environment and Curriculum
Guideline 9: Supporting Professionalism and Continuous Learning
Guideline 10: Administering Programs and Supervising Staff

This document is designed for program administrators who will look at the topics through a different lens from that of a classroom teacher. The topics, like those covered in the California Learning and Development Foundations and the Curriculum Framework, are addressed throughout *Who Am I in the Lives of Children?*

Infant/Toddler Learning and Development Program Guidelines

"This publication, *Infant/Toddler Learning and Development Program Guidelines*, presents information about how to provide high-quality early care and education, including recommendations for program policies and day-to-day practices that will improve program services to all infants and toddlers (children from birth to 36 months of age). It contains vitally important information about early learning

and development. With this publication, the California Department of Education intends to provide a starting point for strengthening all programs that educate and care for infants and toddlers, including centers, family child care homes, and kith and kin care. The guidelines specifically address the concerns of program leaders, teachers, and family members. They also inform community organizations, policymakers, business leaders, and others interested in improving the care and education of California's youngest children.

The guidelines pay particular attention to the role of the family in early care and education, to the inclusion of children with disabilities or other special needs, and to collaboration between programs and families. Because high-quality programming cannot be attained without attention to these topics in all components of care, the topics are woven throughout the publication rather than treated separately. In addition, family child care and care by relatives are included in the main body of the guidelines and, when necessary for clarity, are addressed individually (I/TLDG, p. 2).

Who Am I in the Lives of Children? identifies the specific needs of infants and toddler throughout the text.

The Integrated Nature of Learning

Although California divided the learning foundations and curriculum frameworks into domains (nine for preschool and four for infants and toddlers) the Early Education and Support Division recognizes that children's learning is integrated. *The Integrated Nature of Learning* focuses on this integration.

"The aim of this publication is to:

- explore what it means to teach when working with children birth to five, using current research evidence as the starting point;
- apply this understanding to a broad definition of *curriculum* that includes the learning that occurs within play, within the daily routines, and within conversations and interactions;
- provide examples of how teachers observe, document, and interpret children's play and interactions in order to plan and implement curriculum, to assess learning, and to engage children and families as partners in planning the learning experiences." (http://www.cde.ca.gov/sp/cd/re/documents/intnatureoflearning2016.pdf)

The document addresses the following topics:

Play, Learning, and Curriculum: How They Fit Together
- How Young Children Learn: What Science Reveals
- Play as a Context for Building Knowledge
- Integrated Curriculum
- Learning Occurs in Relationships
- How Teachers Support Children's Active Meaning-Making

Early Childhood Curriculum: A Broad Definition
- Curriculum Occurs Throughout the Day
- Play Spaces as Curriculum
- Daily Routines as Curriculum
- Interaction and Conversation as Curriculum
- Contexts for Written Plans

Reflective Planning
- A Cycle of Observing, Documenting, and Interpreting
- Observe and Reflect
- Document to Hold in Memory
- Interpret the Documentation

Curriculum That Reflects Children's Lives
- Dynamic
- Co-Constructed
- Responsive

Assessment
- Documentation as Ongoing Interpretation of Learning
- Documentation and Periodic Standardized Assessment

The California document, *The Integrated Nature of Learning*, is consistent with Chapter 9 – Understanding and Supporting Play, Chapter 10 – Curriculum, and Chapter 11 - Curriculum Planning in the text. The authors of *Who Am I in the Lives of Children?* agree on the importance of play, of curriculum based on observation of children, and reflective practice by classroom teachers.

Family Partnerships and Culture

California is one of the most diverse states in our country (second only to Hawaii). While this diversity gives California its richness, it also makes it imperative that early education programs and families work together to provide children the most developmentally appropriate experience. California produced *Family Partnerships and Culture* because, "it is important for program staff to learn to collaborate effectively with families. To develop a partnership and to tap into the family as a primary resource, teachers and program staff must reach out to families, learn about, and develop strong partnerships with them. This process requires openness to learning and an effort to understand the individuality of each family and the diversity of the families from which the children come. Culturally competent practices are essential in the early learning setting or environment in order to form authentic partnerships with families that promote children's development. Specific knowledge of the child's cultural or multicultural background and life

at home can be the key to effective teaching and learning." http://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf

This publication aims to assist early childhood professionals in the development of cultural competence in working with children and families from diverse cultural backgrounds, specifically to:

- value families and their contribution to children's learning
- approach cultural diversity with an open mind
- apply knowledge gained about families, including their values and beliefs, to teaching and learning

Guiding Principles for Developing Cultural Competence

- Cognitive Cultural Competence
- Affective Cultural Competence
- Cultural Responsiveness
- NAEYC Cultural Competence Project

Understanding Culture

- Definition of Culture
- Why an Understanding of Culture Is Important
- Distinguishing Between Ethnicity and Culture
- Learning About Cultures
- Exploring Dimensions of Culture
- Collectivist versus Individualist Cultures
- Myths About Cultures
- Support Development of the Home Language

Understanding Contemporary Families and Households

- Family Composition
- Culturally Based Family Strengths
- Family Strains

Culture, Family Life, and the Early Childhood Curricula

- Implications of Culture and Family
- Curriculum Frameworks

Who Am I in the Lives of Children? shares a belief with California's *Family Relationships and Culture* "that family members play a crucial role in young children's lives and are children's first and most important teachers." This document will heighten your understanding of program-family partnerships. Concepts of family collaboration and respect for home culture are infused throughout the text and are emphasized in Chapter 13 – Partnerships with Families.

California Preschool English Learners: A Resource Guide, 2nd ed.

"This guide is designed to help the reader understand the preschool English learner more fully. Each chapter provides important information about the development, abilities, and everyday experiences of the preschool English learner that is based on current and rigorously conducted research. The preschool English learner is (1) a child whose first language is other than English and as a result is learning English as a second language; or (2) a child who is developing two or more languages, one of which may be English. During the preschool years from birth through five years of age, most children are still acquiring the basic knowledge of their home language, even when that language is English. The purpose of this guide is to enrich the reader's understanding of the language and literacy development of young English learners" (PEL, 2nd ed., p. 2).

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

California's State Advisory Committee on Early Learning and Care released research overviews of topics specific to the unique needs of young dual-language learners in the state. These papers cover:

- Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain
- Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social-Emotional Development
- Program Elements and Teaching Practices to Support Young Dual Language Learners
- Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners
- Assessment of Young Dual Language Learners in Preschool
- Early Intervention and Young Dual Language Learners with Special Needs

Who Am I in the Lives of Children? is an introduction to the Early Childhood Education field and does not cover English Language Learners in depth. It is sensitive to the needs of children and families developing their English skills and adapting to American culture. Topics related to serving dual language learners are covered in Chapter 1: The Teacher – Attitudes Towards Diversity, Chapter 10: The Curriculum – Language Curriculum, and Chapter12: Including All Children – Dual Language Learners.

Inclusion Works!

"The purpose of (Inclusion Works!) is to help child care providers learn strategies that promote inclusion of and a sense of belonging for all children.

Child care providers who are not accustomed to enrolling children with disabilities or other special needs into their programs will be reassured by the following considerations:

- Child care providers can successfully include children with disabilities or other special needs in the program while promoting belonging for all children.
- Major modifications to their program or facility probably will not be needed in order to include children with disabilities or other special needs.
- Assistance and support for more significant changes in their program or facility may be available.
- An inclusive child care program is rewarding for all the children, families, and staff in child care programs" (Inclusion Works, p. viii).

Chapter 12 in *Who Am I in the Lives of Children?* provides a rich discussion of working with children with special needs. It addresses legal requirements for serving children with special needs (including IEPs and IFSPs), program types, identification, inclusion, characteristics of young children with specific disabilities, and it includes a section on working with families.

California Child Care Disaster Plan 2016

In cooperation with the University of California–San Francisco, the California State Department of Education published The California Child Care Disaster Plan. This document provides information and resources to support child care providers, children in their care, and their families before, during, and after an emergency or disaster. http://cchp.ucsf.edu/sites/cchp.ucsf.edu/files/CA-ChildCare-Disaster-Plan.pdf

Chapter 7 – Health, Safety, and Well-Being in *Who Am I in the Lives of Children?* includes a reference to "Preparing for Emergencies." The California Child Care Disaster Plan 2016 supports and enhances that information.

All About Young Children

This is a series of videos created to provide families information on children's early development. It is available in eight languages. "As a parent, you are your child's first teacher. You have experienced how fascinating and how puzzling your young child can sometimes be. We invite you to explore with us information that can help you understand your child's learning and discover new ways to support your growing child." http://allaboutyoungchildren.org

As you read Chapter 13 – Partnerships with Families in *Who Am I in the Lives of Children?* you will see how the information provided in the All About Young Children web pages will help parents understand their children and the work that you do in an early childhood education program.

The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: *the California Infant/Toddler Learning and Development Foundations, California Content Standards, Common Core State Standards, and Head Start Child Development and Early Learning Framework*

"This online publication presents the developmental continuum of learning for children from birth through kindergarten. It shows the connections that the nine domains of the preschool learning foundations have with the content of these other important resources. This alignment demonstrates that early learning is a significant part of the educational system and that the knowledge and skills of young children are foundational to future learning" (Alignment p. 6).

This information will deepen your understanding of the section on "Educational Standards" in Chapter 2 of *Who Am I in the Lives of Children?*

California Community College Curriculum Alignment Project

"The California Community Colleges Curriculum Alignment Project has engaged faculty from across the state to develop a lower-division program of study supporting early care and education teacher preparation. The Lower Division 8 represents evidence-based courses that are intended to become a foundational core for all early care and education professionals." http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm

This textbook aligns most closely with the Principles and Practices course. The matrix below shows you how the course student learning outcomes are addressed in *Who Am I in the Lives of Children?*, 11th ed.

Principles and Practices of Teaching Young Children

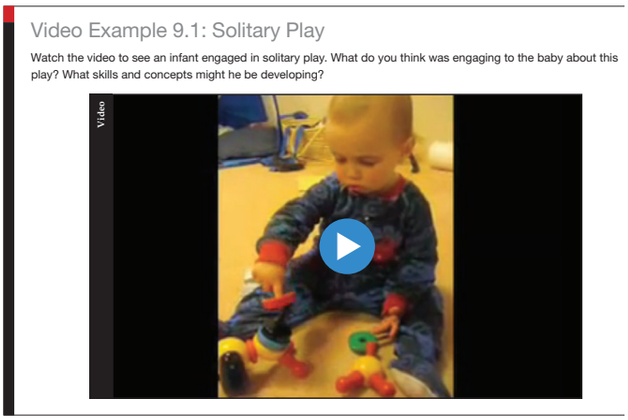
Course Descriptor: Historical context and theoretical perspectives of developmentally appropriate practice in early care and education. Examines the role of the early childhood educator, identification of best practices for environmental design, curriculum, and teaching strategies. Explores teacher–child relationships, professional ethics, career pathways, and professional standards.

Student Learning Outcomes	Where This Material Appears in *Who Am I in the Lives of Children?* 11th ed.
1. Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.	**Chapter 1: The Teacher** **Chapter 2: The Field of Early Childhood Education** **Chapter 3: History and Educational Models** **Chapter 4: Child Development**
2. Describe the role of the early childhood educator, including ethical conduct and professional pathways.	**Chapter 1: The Teacher** **Chapter 5: Observation and Assessment** **Chapter 6: Relationships and Guidance** **Chapter 14: Becoming an Early Childhood Professional** **Appendix A: NAEYC Code of Ethics**
3. Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.	**Chapter 7: Health, Safety, and Well-Being** **Chapter 8: The Learning Environment** **Chapter 9: Understanding and Supporting Play** **Chapter 10: The Curriculum** **Chapter 11: Curriculum Planning** **Chapter 12: Including All Children** **Chapter 13: Partnerships with Families**

Features of this Book

New Contextualized Video Links

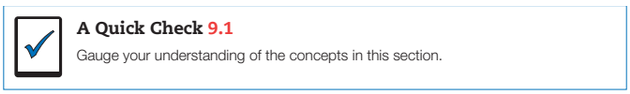
Classroom videos and videos of teachers help you to understand what it is like to teach young children and make practical connections between what you are reading and what teaching is really like. Try answering the question(s) that accompany these videos to deepen your understanding.

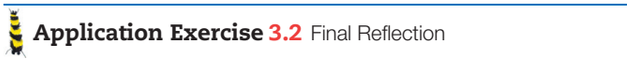


New Comprehension Checks and Application Opportunities

A Quick Check

Click on A Quick Check to check your understanding of the major chapter section you've just read.



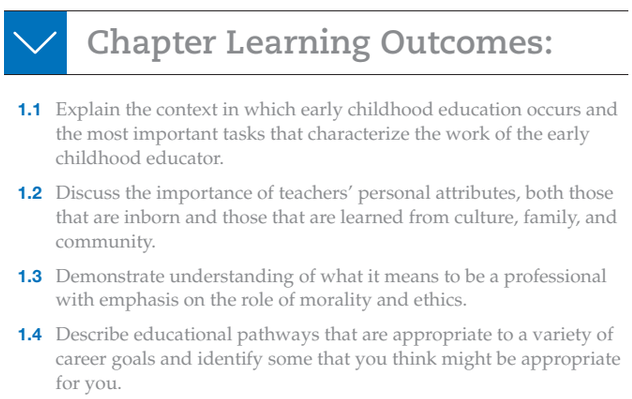


Final Reflection

Respond to a question about chapter content with a short answer at the end of the chapter. This involves reflection and application.

Learning Outcomes

We had a purpose and specific learning outcomes in mind as we wrote each chapter of this book. Review this list to make sure that you are able to demonstrate the knowledge and skills that the items cover. Each outcome aligns with a major section of the chapter, and serves as a useful review of chapter content.



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Reflection Margin Notes

There are two types of reflection notes in the chapters of this book. These margin notes pose questions for you to think, write, and talk about.

"Reflect on . . . " Notes

These questions are intended to help you engage with what you are learning. Thinking and reflecting is a cornerstone of the learning process. Discussing and writing about these topics is a good way to focus your learning and clarify your thinking.

Reflect On

Your Interest in Child Development

How did your interest in young children begin? What did you first notice about them? What interested you then? What intrigues you now about young children?

Reflect On

Your Ethical Responsibilities and Confidentiality

A mother of a child in your class asks you to share how a relative's child (also in your class) is doing in school. She shares that she is concerned about this child's development. You've been worried about the child, too. Using the "Guidelines for Ethical Reflection" box in Chapter 1, reflect on your ethical responsibilities in this situation and think about an ethical response that you might make.

"Ethical Reflection" Notes

Early childhood educators often encounter ethical issues in their work. An overview of professional ethics and discussion of ethical dilemmas that teachers of young children might experience can be found in Chapter 1, "The Teacher." These notes describe ethical dilemmas and ask you to think about the conflicting responsibilities in each situation and to reflect on what the "good early childhood educator" might do to resolve it using guidance from the NAEYC Code of Ethical Conduct.

Related NAEYC Professional Preparation Standards

We show which professional standards apply to the chapter in this brief section.

The NAEYC Professional Preparation Standards

The NAEYC Professional Preparation Standard that applies to this chapter:

Standard 6: Becoming a Professional (NAEYC, 2009).

Key element:

6a: Identifying and involving oneself with the early childhood field

Golden Rules

for Interviewing a Child for Assessment

1. Don't interrupt a child who is actively involved with friends or play activities; instead, invite the child to join you during an interlude after play.
2. Choose a quiet corner for the interview where you can sit at the child's level.
3. Plan a few questions in advance and relate them to your objectives for children—remember, you want to know what children understand and can do, not whether they liked an activity or the way you teach.
4. Use open-ended questions that have many possible answers to avoid the child feeling there is a "right" answer. Start with phrases like "Tell me about . . . " and "What do you think . . . ?"
5. Use language that is easy for the child to understand.
6. If the child doesn't answer a question, try rephrasing the question and asking it again.
7. Use the child's answers and interests to guide the interview.
8. Record children's behavior as well as their words.

Golden Rules

"Golden Rules" boxes contain important principles and practices for teaching, summarized and presented in a clear and useful format.

Connecting with Families

Another feature is guidelines or strategies contained in boxes that we call "Connecting with Families." These give you practical ideas for ways to include families in your program.

Connecting with Families

On Assessment

Families have an important role in assessment. They are not merely "the audience" to whom you present a portfolio. They have valuable contributions to make. Invite families to participate in tangible ways. Have incoming families tell the child's story, describe what the child was like last year, and share who the child is in the family today. You might want to design a questionnaire for incoming families to complete to include in a portfolio.

Document Your Skill & Knowledge About the Learning Environment in Your Professional Portfolio

Include some or all of the following:

- An evaluation of an existing early childhood environment using the Learning Environment Checklist in Appendix B. Include a short written analysis of the strengths of the environment as well as how you might change or modify it to better support children's development.
- A photograph of a classroom, playscape, or learning center you have created with a brief description of why you designed it in this way.

Starting Your Professional Portfolio

Today, professionals in many fields create portfolios in which they document for employers and themselves their qualifications, skills, experiences, and unique qualities. Portfolios are "living documents" that will change as you grow, learn, and have new experiences.

End-of-Chapter Features

- **Final Reflection:** This is an interactive writing opportunity in the Pearson eText that permits you to demonstrate reflection and write about topics when prompted in this pop-up exercise with suggested feedback.
- **Demonstrate Your Understanding:** This section suggests activities and projects to help you learn more about the chapter's content—all organized by learning outcomes. In addition, the Final Check hyperlink is a pop-up multiple-choice quiz (in the Pearson eText) with feedback, designed to help you check your own learning.
- **Document Your Knowledge and Competence:** This section suggests items that you might wish to put in your professional portfolio. Today, professionals in many fields create portfolios in which they document for employers and themselves their qualifications, skills, experiences, and unique qualities. Portfolios are "living documents" that will change as you grow, learn, and have new experiences. Guidelines for starting a portfolio can be found in Chapter 1.
- **To Learn More:** This section lists books and websites that might be of interest if you want to follow up on what you have learned.
- **Shared Writing:** At the end of each chapter is a shared writing exercise intended to give you an opportunity to share your thoughts on some aspect of the chapter with your classmates and instructor.

At the back of the book you will find a Bibliography, which lists the books and articles that we consulted as we wrote each chapter. We hope you will have the opportunity to read some of these references as you develop into a committed early childhood educator.

Application Exercise 3.2 Final Reflection

To Learn More

Read

Absorbent Mind, M. Montessori (1967)
Experimenting with the World: John Dewey and the Early Childhood Classroom, H. K. Cuffaro (1995)
Giants in the Nursery: A Biographical History of Developmentally Appropriate Practice, D. Elkind (2015)
Hidden History of Early Childhood Education, B. Hinitz (2013)
Hundred Languages of Children, C. Edwards, L. Gandini, & G. Forman (1998)

Visit a Website

The following agencies and organizations have websites related to the history of early childhood:

Froebel Foundation USA
Rachel McMillan Nursery School
The Association for Experiential Education: Progressive Education in the United States
High/Scope Educational Research Foundation
Bank Street College of Education
Why Waldorf Works (website of the Association of Waldorf Schools of North America)
American Montessori Society
Association Montessori Internationale
North American Reggio Emilia Alliance

Document Your Skill & Knowledge About the History of ECE in Your Professional Portfolio

Include some or all of the following:

Explore an Educational Approach

- Read about one of the educational approaches discussed in this chapter (High/Scope, DIA, Waldorf, Montessori, Reggio Emilia). Describe what you see as the major features of the program. Analyze how what you read reflects the history of early childhood education described in the chapter. Include your thoughts and reactions to what you learned and the implications for you as an early childhood educator.

Read and Review a Book

- Read a book about one of the historical figures or European educational approaches discussed in this chapter. Write a review of the book that includes your thoughts about what you learned, how it helped you understand themes in the history of early childhood education, and implications for you as an early childhood educator.

Shared Writing 3.1 History of Early Childhood Education

Supplements to this Text

The supplements package for the tenth edition is revised and upgraded. All online ancillaries are available for download by adopting professors via pearsonhighered.com in the Instructor's Resource Center. Contact your Pearson sales representative for additional information.

Instructor's Resource Manual This manual contains chapter overviews and activity ideas for both in and out of class.

Online Test Bank The Test Bank includes a variety of test items, including multiple choice, true/false, and short essay, and is available in Word.

TestGen Computerized Test Bank TestGen is a powerful assessment generation program available exclusively from Pearson that helps instructors easily create quizzes and exams. You install TestGen on your personal computer (Windows or Macintosh) and create your own exams for print or online use. The items are the same as those in the Test Bank. The tests can be downloaded in a variety of learning management system formats.

Online PowerPoint Slides PowerPoint slides highlight key concepts and strategies in each chapter and enhance lectures and discussions.

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