Santa Clara County Office of Education

UNIVERSAL PRE-KINDERGARTEN

WEBINAR #3 : CURRICULUM AND ASSESSMENT

January 25, 2022

TODAY'S PRESENTERS

Universal Pre-Kindergarten – Curriculum and Instruction

COUNTY SUPERINTENDENT OF SCHOOLS

Dr. Mary Ann Dewan

MILLS COLLEGE CO-DIRECTOR FOR THE CENTER FOR EQUITY IN ECE

Dr. Julie Nicholson

CPIN REGION 5 MANAGER

Cynthia Fong-Wan

MANAGER, EARLY CHILDHOOD INTEGRATED DATA SYSTEMS

Veronica Garza

SCCOE: Equity | Diversity | Inclusion | Partnership

WEBINAR OUTLINE

01

WHOLE CHILD, WHOLE FAMILY APPROACH TO EDUCATION

- Transformational Period
- Importance of Early Learning
- Whole Child, Whole Family State Investments

02

LEARNING THROUGH PLAY

- Developmentally appropriate considerations for lesson design

03

CURRICULUM

- Preschool Foundations and Framework
- Universal Design for Learning
- Alignment with K standards
- Resources

04

ASSESSMENT

- Developmentally appropriate assessment
- Readiness assessment – Invitation to participate

CDE & DOF: WE ARE ENTERING A
"TRANFORMATIONAL PERIOD"
IN CALIFORNIA EDUCATION

DISRUPTION
COVID-19 required schools and families to think differently about education: how to facilitate learning when students are not physically present, how to engage students who are experiencing trauma and heightened family stressors, how to establish universal connectivity and access to technology.

REFOCUSING
The experience highlighted that schools and teachers are much more than educators. Schools are a place for socialization, community connectedness, and often nutrition and health/mental health care. Teachers are trusted adults and mandatory reporters who monitor and care for students' wellbeing.

REALIGNING
These realizations, coupled with decades of research demonstrating the relationship between academic success and social, behavioral, economic, and health factors, encouraged policy makers to invest in new school-based initiatives that support the "whole child and whole family."

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RESEARCH: THE STRONGEST INDICATORS OF ACADEMIC SUCCESS ARE NON-ACADEMIC

MENTAL HEALTH

- There is a significant causal relationship between student mental health and dashboard indicators (chronic absenteeism, suspension/ expulsion, and graduation rates)
- Research demonstrates that trauma impedes the brain's ability to absorb and process information.

SOCIO-ECONOMIC FACTORS

- The two strongest indicators of academic success are family income and parent educational attainment.
- When schools help to meet the needs of the family, families are able to free up time and resources to support students' academic achievement.

EARLY LEARNING

- Early learning is, dollar for dollar, the most effective investment to close the socio-economic achievement gap.
- Students who attend a high-quality full-day early learning program are 40% more likely to read at grade level

PHYSICAL WELL-BEING

- Students experiencing hunger and pain perform less well academically.
- Children's basic needs (food, housing, nurture) must be met before they can meaningfully engage in learning.*

*See Maslow's Hierarchy of Needs: https://www.edutopia.org/blog/addressing-our-needs-maslow-hierarchy-lori-desautels

THEME OF STATE INVESTMENTS :
WHOLE CHILD, WHOLE FAMILY

- **Universal Pre-Kindergarten (UPK)**
  - All 4 year-olds eligible for TK by 2025/26
  - 8,700 new full-day preschool slots & 200,000 new childcare slots

- **Expanded Learning Opportunities Program (ELOP)**
  - New after, before, and summer school opportunities for TK to 6th grade unduplicated students
  - Universal access for districts with 80%+ unduplicated pupils

- **Universal Meals***
  - Two free meals for all students requesting one regardless of FRPM eligibility

- **CA Community Schools Partnership Program (CCSPP)**
  - Establish integrated systems with social services and health agencies to increase access to services and community decision-making

- **Children & Youth Behavioral Health Initiative**
  - Increase school-based mental health services for students

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CURRICULUM AND ASSESSMENT WHOLE CHILD APPROACH

K ACADEMICS
Recognizes numbers
Recognizes shapes
Recognizes letters
Counts 20 objects
Writes own first name
Recognizes rhyming words
Understands details in literature
Understands basic features of books

SELF-REGULATION
Stays focused
Follows rules
Follows directions
Plays cooperatively
Participation in circle time
Handles frustration well

SOCIAL EXPRESSION
Eager to learn
Expresses empathy
Expresses needs and wants
Tells about a story/experience

MOTOR SKILLS ITEMS
Uses pencil with proper grip
General coordination

Implementing a whole child approach to curriculum and assessment in the early years ensures that all children can have the foundations for success in school and life.

To achieve this, it is key to:
- Use developmentally appropriate curriculum, frameworks and assessments
- Implement a social-emotional and self-regulation lens to lesson planning
- Use observational tools and assessments that contain the characteristics of high-quality assessment

Image Source: Santa Clara County Kindergarten Readiness Assessment, 2018-19, ASR

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THE POWER OF PLAY–BASED LEARNING IN EARLY CHILDHOOD

Julie Nicholson, Ph.D.
Mills College
Center for Equity in ECE

PRINCIPALS AS EARLY LEARNING LEADERS
Effectively Supporting Our Youngest Learners

Julie Nicholson, Helen Maniates, Serene Yee, Thomas Williams Jr., Veronica Ufoegbune, and Raul Erazo-Chavez

BEST PRACTICES FOR PLANNING CURRICULUM FOR YOUNG CHILDREN
The Powerful Role of Play in Early Education
California Department of Education, Sacramento, 2021
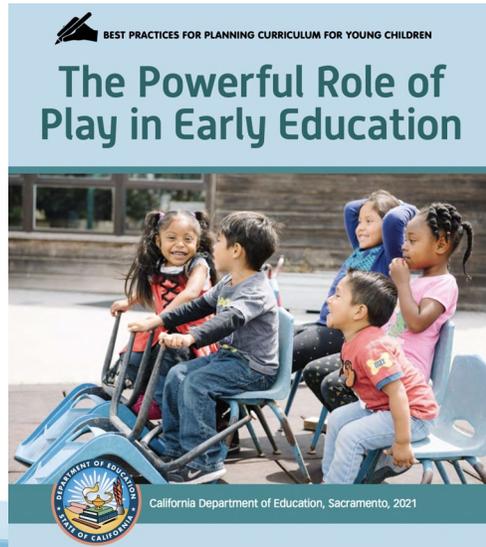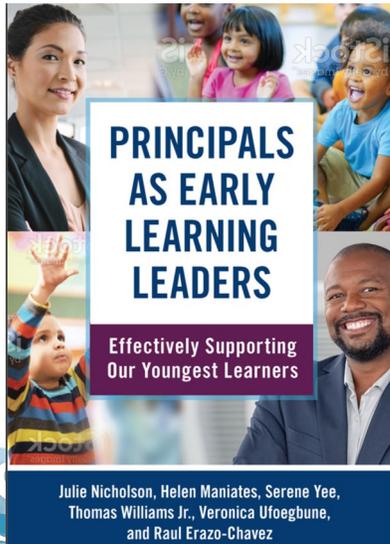
What does research tell us about how children learn?

- Children are active learners.

- Children learn best when their social and emotional needs are met and they are surrounded by responsive and caring adults.

- Children learn best when new information is presented in a meaningful context.

- The process of learning is as important as the outcome of learning for young children.

- All children have diverse needs and different backgrounds that influence their learning.

Why is Play Important for Young Children?

What are the Benefits of Play?
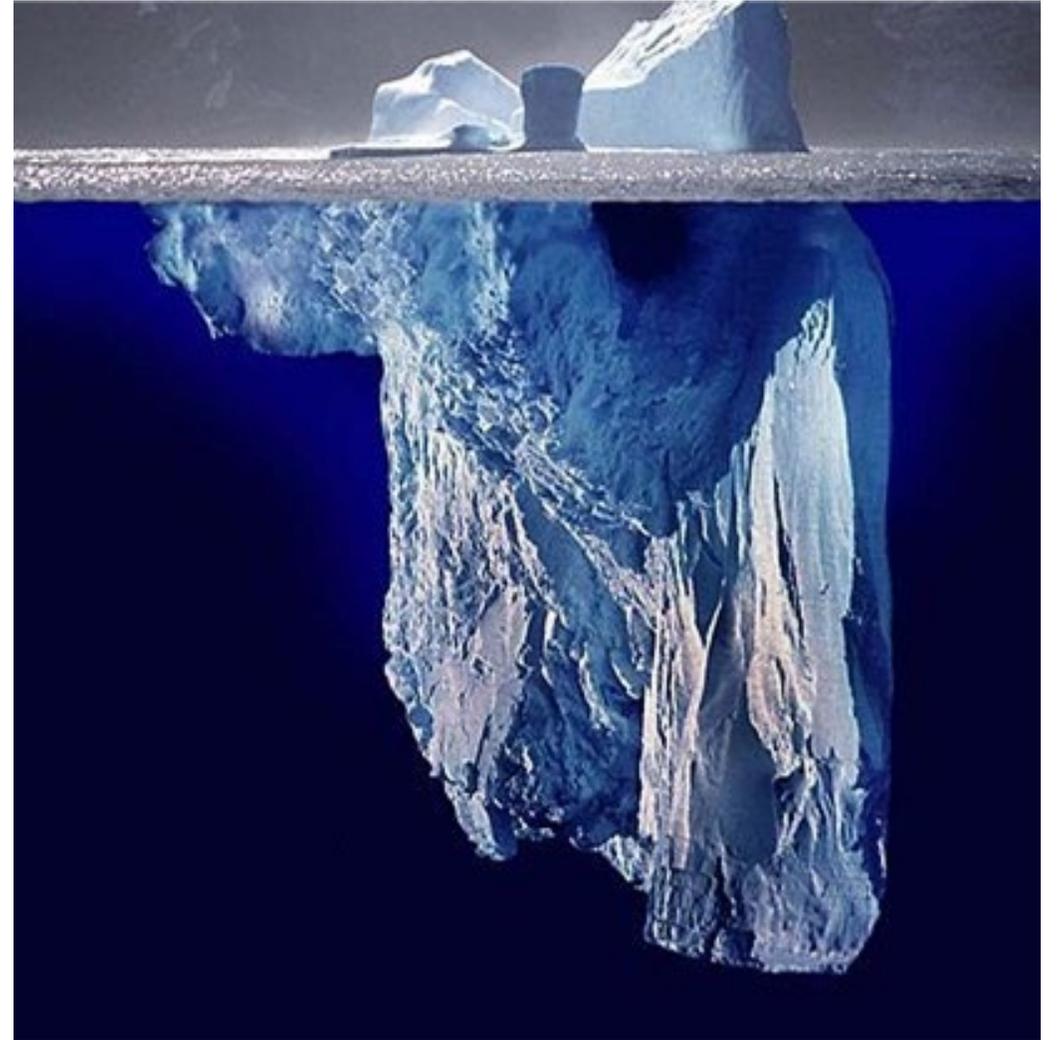
Healthy brain and body development
Imagination
Perspective taking
Share, negotiating, problem-solving
Creativity
Self-regulation
Self-advocacy
Mathematical and scientific thinking
Language and vocabulary
Fine motor control
Physical development
Identity development
Healing trauma; managing anxiety

Young Children Learn in an Integrated Manner

- Filling containers - fine motor skills
- Sequencing, volume - mathematical thinking.
- Story narrative - oral language.
- Understands that speech can be written down and read back - literacy and symbolic representation.
- Deep engagement and high level of sustained attention as well as enjoyment in the activity - cognitive and social emotional skills.

Child Self-Determined Play

Play is voluntary and intrinsically motivated

Centered on capacities, skills, and interests of the children

Teachers observe, listen to, document and acknowledge children. Support and extend children's interests and skills.

Minimal Guidance → **Moderate Guidance** → **More Intensive Guidance**

Adult-Child Collaborative Play

Children and adults share responsibility for the meaning, direction, flow, and outcomes associated with the play

Adult Planned and Directed Play

Adults plan, initiate and direct the play. The role of the child is to follow along with adult directions.

Practice in specific concepts, skills and dispositions.

Instruction towards a predetermined outcome.

Photo credit: Edutopia

Young children…

Need many opportunities to engage in child self-determined play

And should be continuously supported through adult-child collaborative play.

Adult planned and directed play **should be limited**, especially for children birth-kindergarten.

Play is a leading force in children's cognitive development.

Why?

What are Children Learning when they Play with Wooden Blocks?

- Spatial Understandings, measurement, length, area and volume, shapes

- Quantity/Counting

- Weight (heavy and light)

- Number Concept

- Sequence

- Pattern

- Classification

- Equivalency

- Cause and Effect

- Inquiry and hypothesis generation (exploration, invention, discovery)

- Math and Science Vocabulary

Learning to Symbolize with Pivots

- Realistic objects

- Around age 2 children will begin to use less realistic pivots

- Imagine objects and events without any support or pivots from the real world.

Building foundations for literacy and abstract thinking

Literacy in Children's Play

Play supports children to process and heal from stressful and traumatic experiences.

Create opportunities for children to communicate their fears and worries and express their anger and big feelings in constructive ways.

Sensory/Structured Play

Expressive Arts

Loose Parts

Big Body/Active Play

Repetitive Rhythmic Movements

Outdoor play/Nature play

Storybooks

Sensory Play

Structured Play

Support Children to Engage in Repetitive Rhythmic Movements
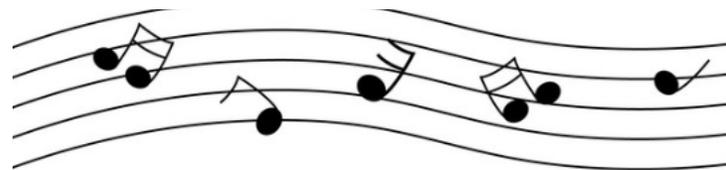
When children reenact a traumatic experience over and over in reenactment play, they can turn an overwhelming and frightening traumatic event into something predictable that they feel a sense of control over. Pattern and repetition are the key to creating predictability and a sense of control for a child. This is why it is not unusual to see a child reenacting worries and concerns in play in a manner that can feel "stuck" for observing teachers. For many children, this repetition is helpful—the surprise and fear of the trauma becomes familiar and predictable and, therefore, under their control.

We want to create opportunities for children to learn to engage in self-assessment of their ability to take risks

QUESTIONS?

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RESOURCES TO SUPPORT TRANSITIONAL KINDERGARTEN CURRICULUM PLANNING
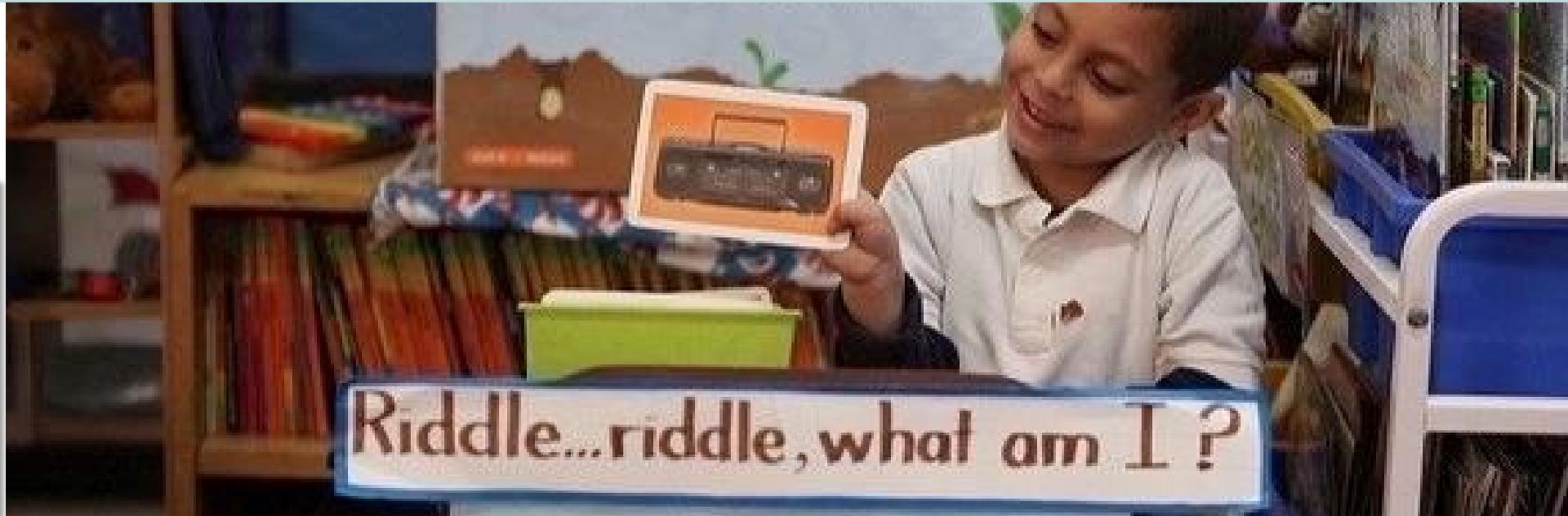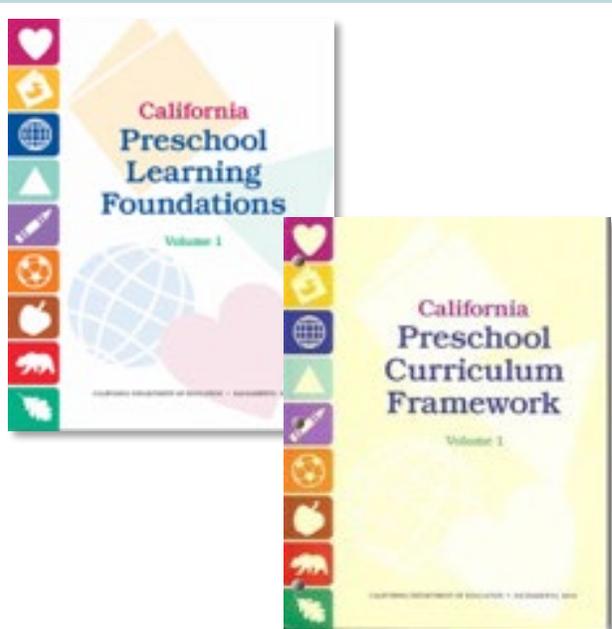
OVERVIEW

CDE PUBLICATIONS AND RESOURCES THAT SUPPORT TK IMPLEMENTATION

Preschool Curriculum Frameworks

Preschool Alignment Documents

Developmentally Appropriate Practice

Preschool Learning Foundations

DRDP Specific to TK and K

Mathematics Framework

English Language Arts/English Language Development Framework

California Standards
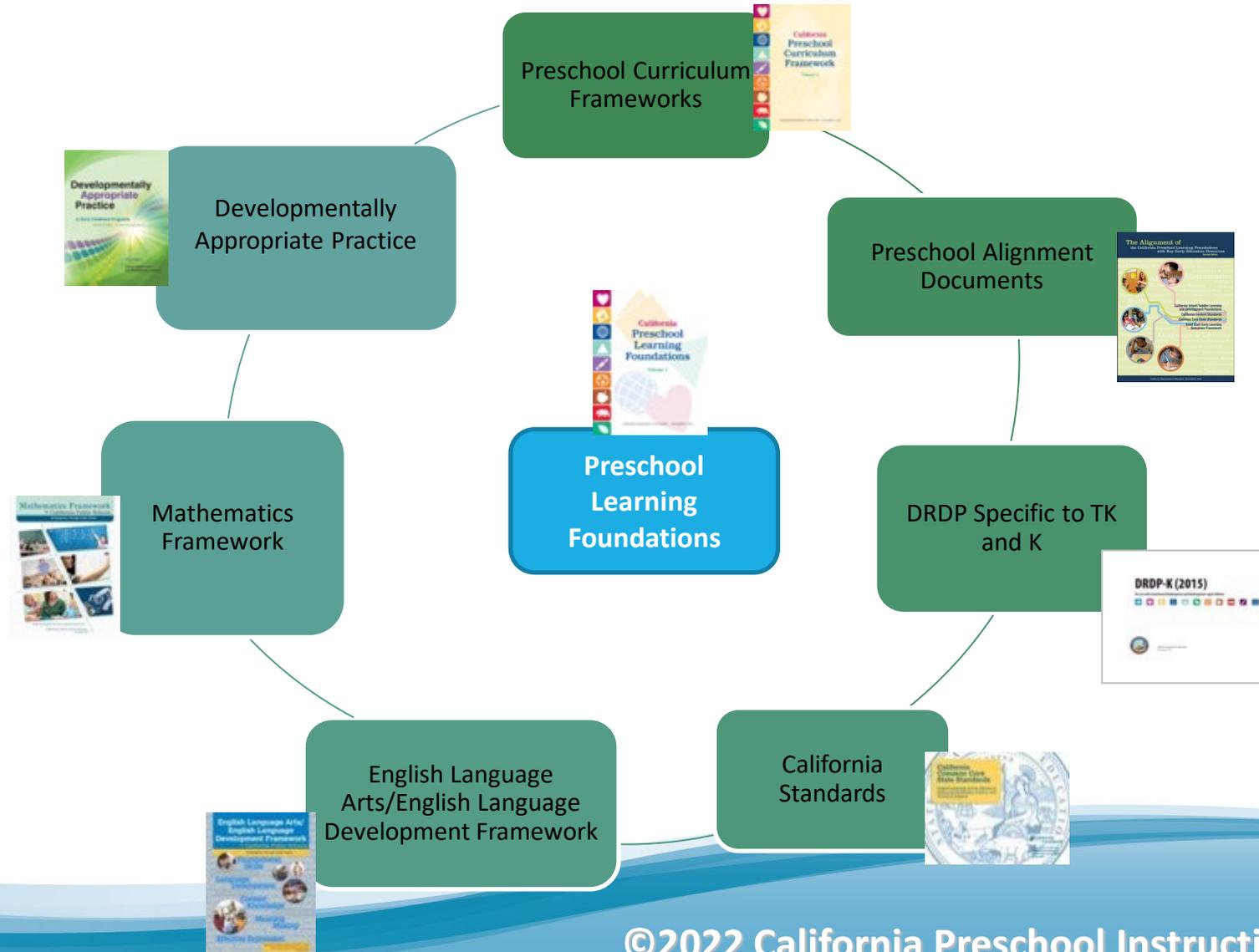
WHAT ARE THE IMPLICATIONS FOR PRACTICE?

Relationships are central.

Play is a primary context for learning.

Learning is integrated.

Intentional teaching enhances children's learning experiences.

Family and community partnerships create meaningful connections.

Individualization of learning includes all children.

Responsiveness to culture and language supports children's learning.

Time for reflection and planning enhances teaching.

Eight Overarching Principles

THE PRESCHOOL LEARNING FOUNDATIONS

- Describe what children should be able to do at around 48 and 60 months

- Assume children have access to appropriate support and high-quality programs

MAP OF THE FOUNDATIONS

Domain

Social-Emotional Development

Strand

Self

Substrand

1.0 Self-Awareness

Age

At around 48 months of age	At around 60 months of age
1.1 Describe their physical characteristics, behavior, and abilities positively.	**1.1** Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.
Children view their characteristics and abilities positively, enjoy demonstrating them, and assert their own preferences and desires. Children also want to be viewed ~~favorably~~ by adults who matter to them.	Children are confident in their abilities and characteristics, sometimes (depending on cultural values) comparing them favorably with those of others. Children also regard themselves in terms of their past abilities and remain sensitive to how they are viewed by adults, peers, and other people whose opin~~ions~~ matter to them.

Foundation

Foundation Description

Examples

Examples	Examples
• Seeks to do things by himself, sometimes refusing an adult's assistance, and communicates, "Do it myself."	• Communicates, "I can ride a bike, but my baby sister doesn't."
• Communicates, "I like rice!" or "See my picture!" or "I don't like getting wet" or "Look what I did!"	• Smiles with delight at accomplishing something that was difficult to do and looks to the teacher for acknowledgment.
• Shows a painting or demonstrates an accomplishment to elicit the acknowledgment of the teacher or parent and smiles when the adult responds.	• Communicates, "I couldn't do that when I was little."
	• Communicates, "Sometimes I just want to be by myself."

PRESCHOOL CURRICULUM FRAMEWORK

"Created as a companion to the *California Preschool Learning Foundations, Volume 1,* this framework presents strategies and information to enrich learning and development opportunities for all of California's preschool children." PLF, Vol. 1, p. v
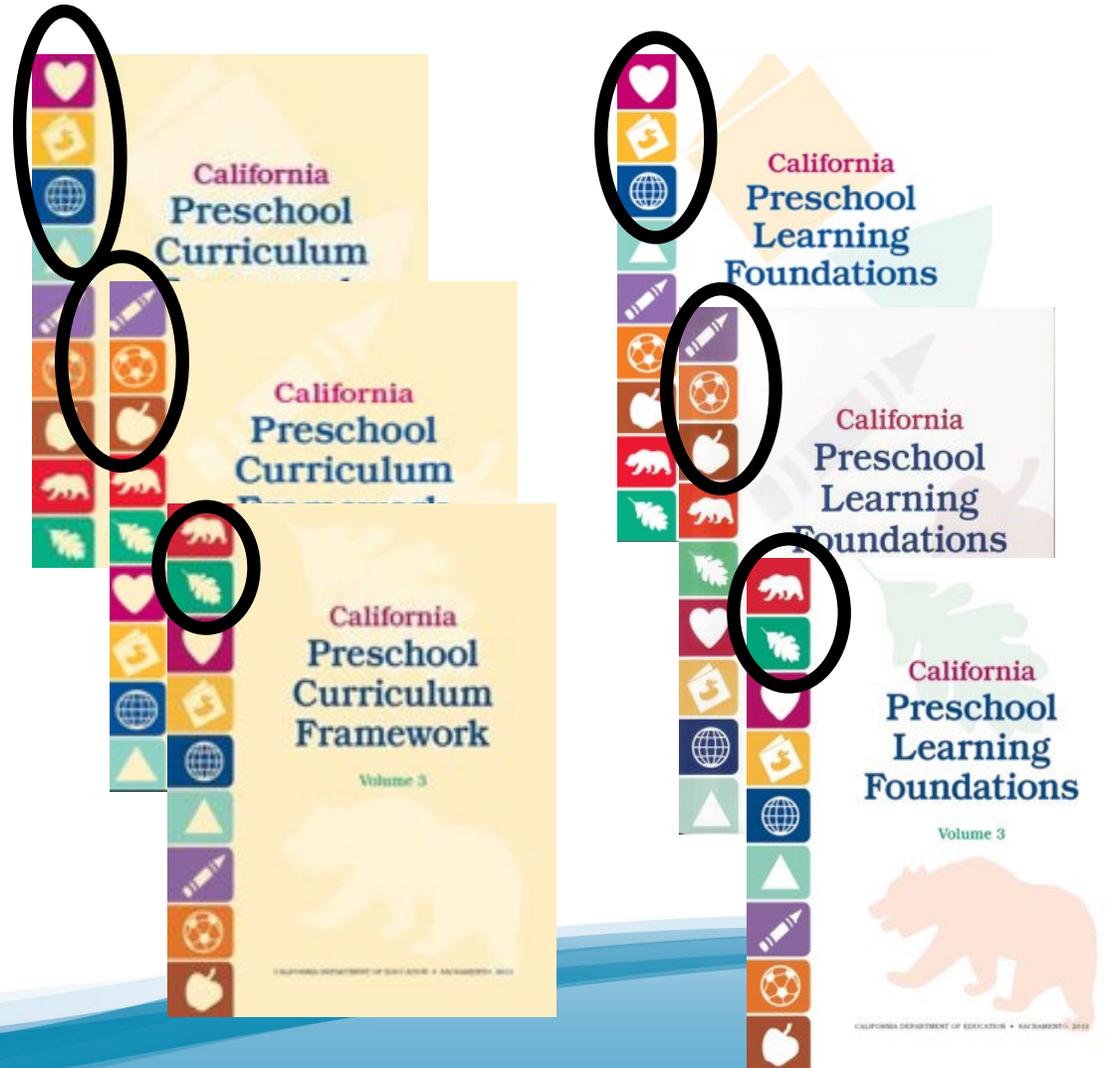
Overarching Principles

Organization

Curriculum Planning
PCF, Vol. 1, pp. 13-16

Universal Design for Learning
PCF, Vol. 1, p. 13

Daily Schedule
PCF, Vol. 1, pp. 16-19

Chapter 1

California's Children
PCF, Vol. 1, pp. 3-5

English-Language Development in All Domains
PCF, Vol. 1, pp. 10-13
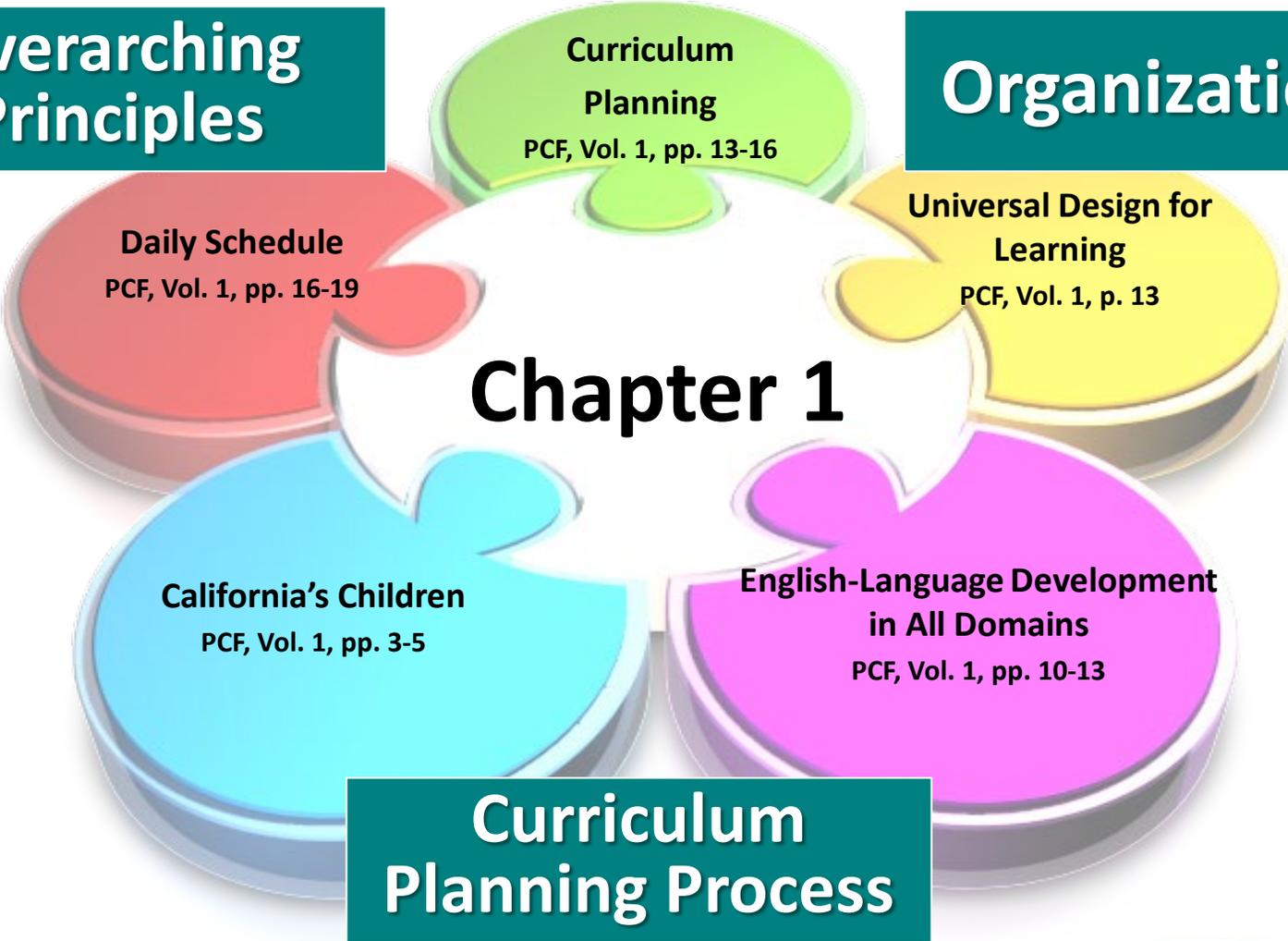
Curriculum Planning Process

DUAL LANGUAGE LEARNER SUPPORT

English Language Development Foundations

Home Language Development

Language and Literacy Foundations

English Language Development
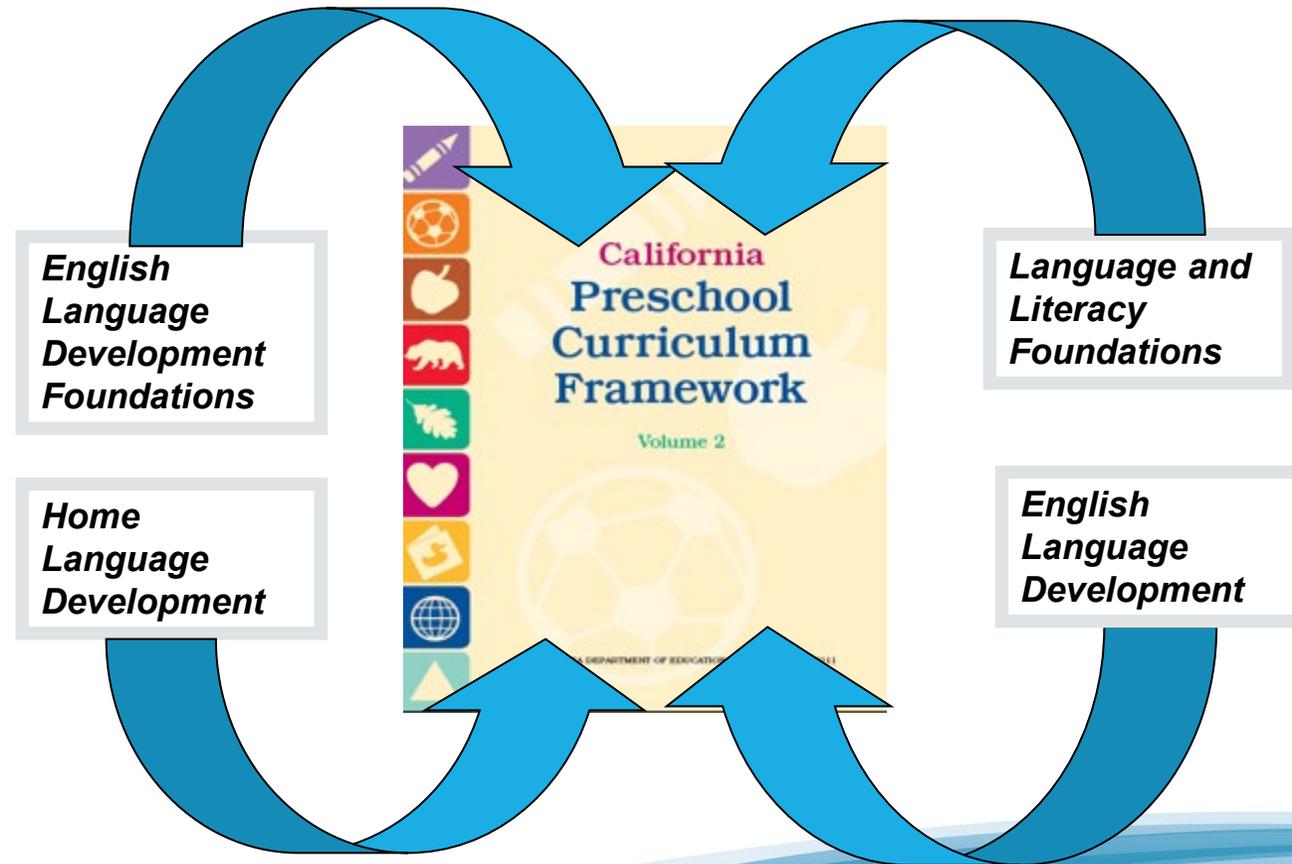
ELA/ELD TK FRAMEWORK
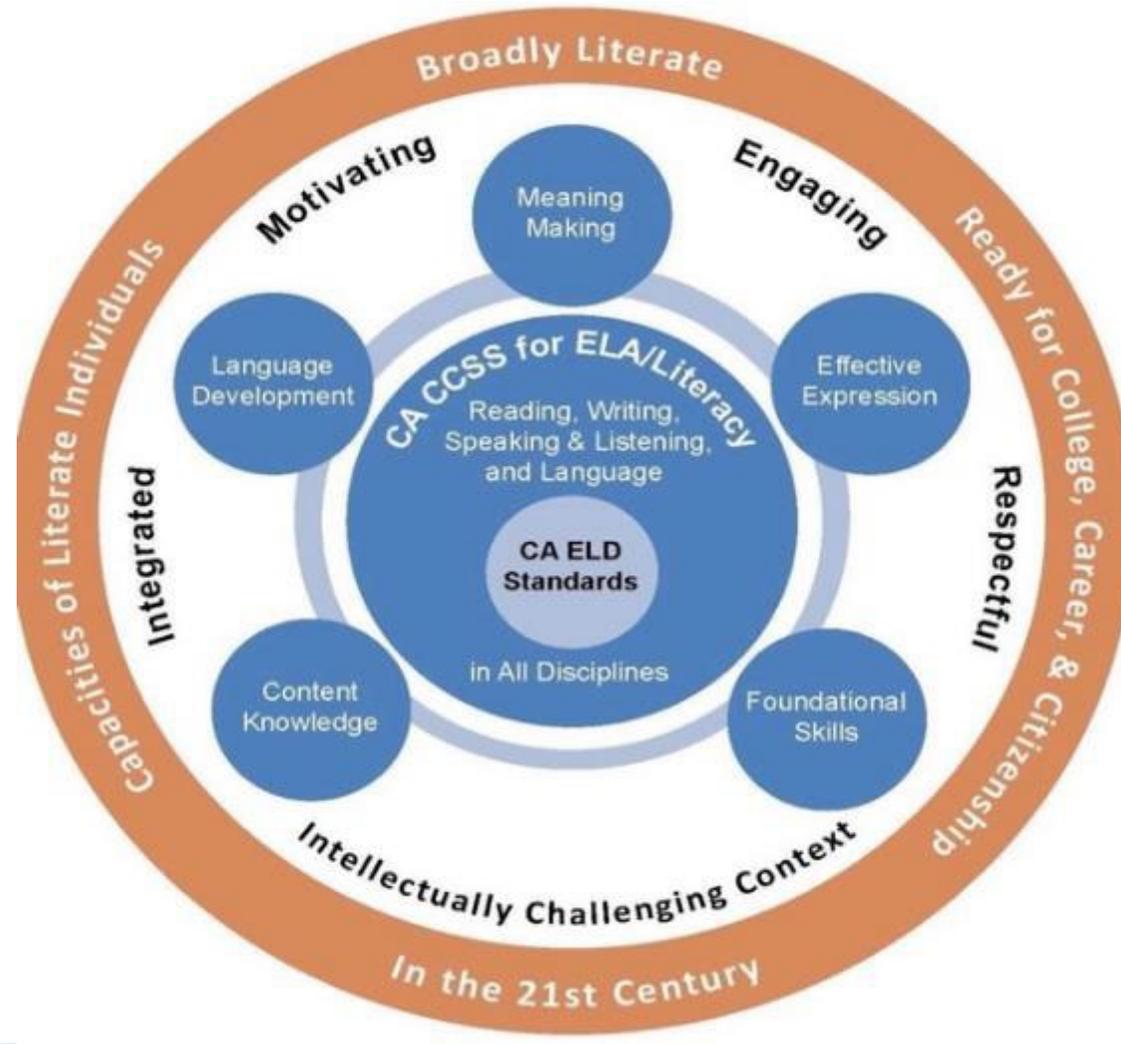
UNIVERSAL DESIGN FOR LEARNING

Inclusive of children with disabilities or other special needs.

Multiple means of...

- Expression
- Engagement
- Representation

THE ALIGNMENT OF THE CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS WITH KEY EARLY EDUCATION RESOURCES
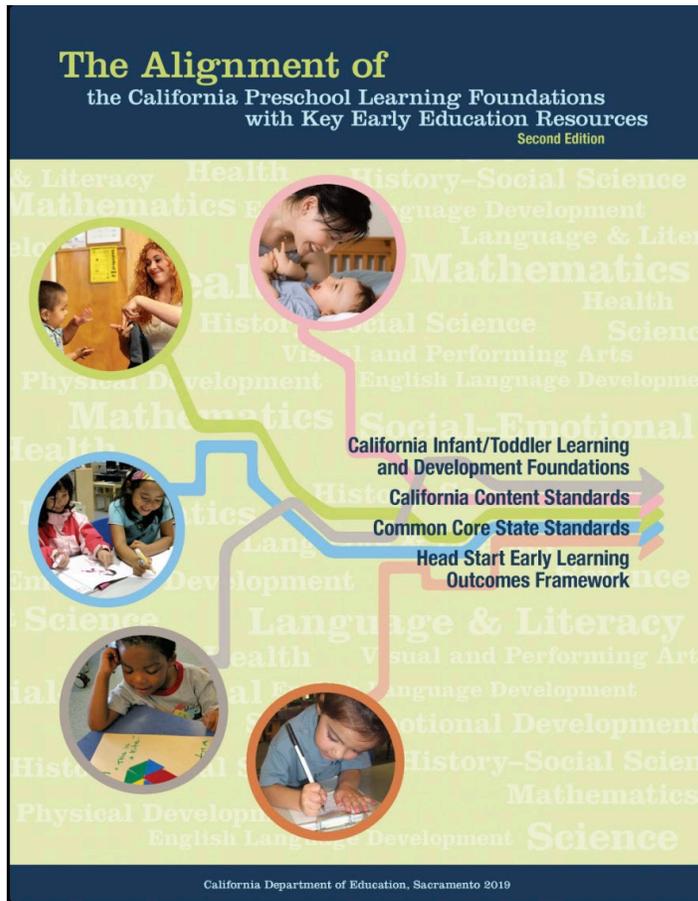
California Preschool Learning Foundations	California Kindergarten Content Standards	Common Core State Standards
Social-Emotional Development	Health, Education Mental, Emotional, and Social Health	
Language and Literacy	English-Language Arts	English-Language Arts
English-Language Development	English-Language Development	
Mathematics	Mathematics	Mathematics
Visual and Performing Arts	Visual and Performing Arts	
Physical Development	Physical Education	
Health	Health Education	
History-Social Science	History-Social Science	
Science	Science	

Source: *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources*, CDE, 2012.

CPIN RESOURCES

- California Early Childhood Online
  - https://www.caearlychildhoodonline.org
- California Preschool Instructional Network (CPIN) local trainings (Region 5)
  - https://cpin.us

UPK RESOURCES

- Universal Design for Learning
- Teaching Pyramid/Center on the Social Emotional Foundations for Early Learning (CSEFEL)
  - http://csefel.vanderbilt.edu
  - https://cainclusion.org/teachingpyramid/
  - Email: inclusion@sccoe.org
  - http://www.inclusioncollaborative.org/docs/Menu-of-Services.pdf

QUESTIONS?

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WHOLE CHILD APPROACH TO ASSESSMENT

A whole child approach to assessment takes into consideration observations about...

- LITERACY
- LANGUAGE DEVELOPMENT
- MATHEMATICS
- SOCIAL EMOTIONAL
- SELF-REGULATION
- PHYSICAL DEVELOPMENT
- HEALTH
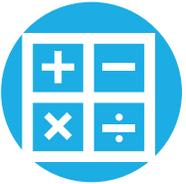
WHAT MAKES HIGH QUALITY EARLY LEARNING ASSESSMENT?

ASSESSES MULTIPLE DOMAINS (WHOLE CHILD)	**PRACTICAL FOR TEACHERS**	**USED TO INFORM INSTRUCTION**
CULTURALLY RELEVANT	**FAIR AND EQUITABLE**	**VALID TEST RESULTS FOR ALL CHILDREN**
	DEVELOPMENTALLY APPROPRIATE	

Observation of children occurs in regular activities and real-world performance tasks

DESIRED RESULTS DEVELOPMENTAL PROFILE FOR KINDERGARTEN (2015)©

What is the DRDP–K (2015)?

- An observation-based assessment instrument, **_not_** a test, that provides kindergarten teachers with a valid and reliable measurement tool in five key areas of school readiness

- The results can be used to differentiate instruction and experiences.

- A tool to assist teachers in observing, documenting, and reflecting on the learning, development, and progress of their students

Key Features of the DRDP-K

- An observation-based assessment tool, **_not_** a test

- Individual child assessment

- Completed by each child's teacher

- Based on developmental research and theory

- Includes developmental sequences of behaviors along a continuum

- Spans the developmental continuum of children in a two year kindergarten program (TK)

DRDP-K: A Developmental Continuum between Foundations and CA Standards

Measures at a Glance

DRDP-K (2015)
A Developmental Continuum for Kindergarten
Measures at-a-Glance
For use with transitional kindergarten and kindergarten-aged children

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Approaches to Learning – Self-Regulation	ATL-REG	1	Curiosity and Initiative in Learning
		2	Self-Control of Feelings and Behavior
		3	Engagement and Persistence
		4	Shared Use of Space and Materials
Social and Emotional Development	SED	1	Identity of Self in Relation to Others
		2	Social and Emotional Understanding
		3	Relationships and Social Interactions with Familiar Adults
		4	Relationships and Social Interactions with Peers
		5	Symbolic and Sociodramatic Play
Language and Literacy Development	LLD	1	Understanding of Language (Receptive)
		2	Responsiveness to Language
		3	Communication and Use of Language (Expressive)
		4	Reciprocal Communication and Conversation
		5	Interest in Literacy
		6	Comprehension of Age-Appropriate Text
		7	Concepts about Print
		8	Phonological Awareness
		9	Letter and Word Knowledge
		10	Emergent Writing
English Language Development	ELD	1	Comprehension of English (Receptive)
		2	Self-Expression in English (Expressive)
		3	Understanding and Response to English Literacy Activities
		4	Symbol, Letter, and Print Knowledge in English

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Cognition, Including Math and Science	COG:MATH	1	Classification
		2	Number Sense of Quantity
		3	Number Sense of Math Operations
		4	Measurement
		5	Patterning
		6	Shapes
Cognition, Including Math and Science	COG:SCI	1	Cause and Effect
		2	Inquiry Through Observation and Investigation
		3	Documentation and Communication of Inquiry
		4	Knowledge of the Natural World
Physical Development	PD	1	Perceptual-Motor Skills and Movement Concepts
		2	Gross Locomotor Movement Skills
		3	Gross Motor Manipulative Skills
		4	Fine Motor Manipulative Skills
Health	HLTH	1	Safety
		2	Personal Care Routines
		3	Active Physical Play
		4	Nutrition
		5	Knowledge of Wellness
History - Social Science	HSS	1	Sense of Time
		2	Sense of Place
		3	Ecology
		4	Conflict Negotiation
		5	Responsible Conduct as a Group Member
Visual and Performing Arts	VPA	1	Visual Art
		2	Music
		3	Drama
		4	Dance
Language and Literacy Development in Spanish	SPAN	1	Language Comprehension in Spanish (Receptive)
		2	Language Production in Spanish (Expressive)
		3	Phonological Awareness in Spanish
		4	Emergent Writing In Spanish

DRDP-K Resources

DRDP Tech

- Provides Individual and Group Reports
- Free to all LEAs
- Supports Differentiated Instruction and Experiences

DRDP Website:

- Observation Aids
- DRDP Online Tutorials and Modules

For more information visit: http://www.drdpk.org

INVITATION TO CONTRIBUTE TO
EARLY LEARNING ASSESSMENT EFFORTS

JOIN US

Schedule a 1:1 discovery session to share your early learning efforts and needs.

If you've already participated, an email will be sent to you inviting you to refer an educator to inform our countywide efforts

DISCOVERY SESSIONS

- District Curriculum & Instruction Leadership
- TK and Kindergarten Educators
- District Assessment Leadership

Contact: Veronica Garza at vgarza@sccoe.org

POLL

What other supports related to curriculum and assessment would you find helpful?

https://sccoe.to/upk3

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UPK PLANNING TEMPLATE
FOCUS AREA D: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Reminders and Recommendations:
- Multiple choice answers are mandatory while the guiding questions are discretionary and can be used to help with planning and alignment
- UPK Plan is due to your board by June 30
- CDE will send a survey after submitting
- We encourage districts to use the guiding questions throughout the next couple of years to plan for full UPK implementation
- Encourage LEAs to align UPK plans with LCAPs

Coming soon: webinar to support with completing the UPK template in February

QUESTIONS?

THANK YOU!

Contacts

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