

CDE/ECE Faculty Initiative Project Instructional Guide

***Preschool English Learners:
Principles and Practices to Promote Language, Literacy and Learning
A Resource Guide
CDE (2007)***

Introduction to the Faculty Initiative Project

Responding to early childhood priorities in California, the Child Development Division (CDD) of the California Department of Education (CDE) has developed initiatives and published materials to support practitioners, young children, and families involved in early childhood education programs. The Faculty Initiative Project (FIP) has been charged with supporting faculty in institutions of higher education across the state as they infuse these initiatives into their course work.

To support faculty as they prepare the childcare workforce in California to successfully meet the challenges and requirements of implementing recent CDD initiatives and publications, the Faculty Initiative Project is developing instructional guides to accompany several of these initiatives and publications. These instructional guides are intended to connect professional development in systems of higher education, the content of the CDD initiatives, and the knowledge and skills needed by practitioners in the field to implement the initiatives. Among these initiatives and publications is the resource guide entitled *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning* and its companion resources.

About the Instructional Guides

Materials in the FIP instructional guides have been developed and organized with the intention of providing the greatest possible utility across the complexity of California's systems of higher education. They are organized in a way that allows faculty to select curricular content that suits their particular students and their program needs.

At the same time, while responding to the complexity and variety of institutions of higher education in California, the instructional guides are being developed to maintain fidelity to the content of CDD's initiatives and to commonly accepted principles of adult learning. Ultimately, it is hoped that utilization of the instructional guides will enhance the knowledge and skills of the childcare work force in California and enable teachers to more effectively support the children and families they serve.

The major purpose of this first instructional guide is to support faculty in integrating the content of the *Preschool English Learners Resource Guide* into their courses. It is intended to provide resources and suggested activities for use by faculty in community college and university courses in California.

Organizational Framework of the Instructional Guide for the Preschool English Learners Resource Guide

This instructional guide is organized to parallel each chapter of the *Preschool English Learners Resource Guide*, and within each chapter, some key topics are highlighted.

Principles that are foundational to the *Preschool English Learners Resource Guide* are highlighted at the beginning of each chapter of the instructional guide. A summary of all the Principles can be found in Appendix A, page 91, in the *Preschool English Learners Resource Guide*.

A summary of the Principles has been translated into Chinese, Korean, Hmong, Spanish, Tagalog, and Vietnamese for parents. These translated documents can be found on the California Department of Education website.

Practices, which are included in most chapters of the resource guide and are intended to “increase learning opportunities for English learners,” are presented within related key topics of the instructional guide.

Throughout the Instructional Guide, you occasionally will see this symbol in the right margin. The symbol means there are slides within the Instructional Guide PowerPoint presentations that correspond to the particular activity and may be helpful in your classroom.



Slides 1-9

1. Five Core Instructional Components

The instructional guide is intended to promote knowledge acquisition as well as to support the development of habits and skills for reflection. The materials adhere to a framework of five core instructional components and are organized as follows:

Motivator and/or Connection to Experience

This connects the topic to the experience of the learner. It establishes motivation by embedding the topic within a situation or question with which the learner might be familiar, and suggests ways to extend learning by providing challenges or issues to consider. The motivator and/or connection to experience may include a:

- Critical questions
- Challenging situations: short vignette might be text or video or audio
- Challenging quotes or texts

The motivator and/or connector is often accompanied by a set of guiding questions for reflection. These are not assessment questions but are intended to engage the learner in remembering and reflecting on (not evaluating) their own experiences, feelings, personal actions or actions of others.

Information Delivery

This is a segment designed to deliver information to the learner in the class setting. It can be long or short and could be composed of a single topic or several related topics, such as key topics within a given chapter. Information delivery may include:

- Lecture content
- Mini-lecture content
- Review of a reading assignment
- Guest speaker or panel
- Video or other media

In-Class Activities

These are activities that can be conducted within the time frame of a single class by individuals, pairs, small groups or the whole class. The intent is that these activities be conducted in a way that is active, thoughtful, challenging, and relevant to the content.

Out-of-Class Activities

These are activities that can be conducted outside of class time, yet many of these activities are flexible enough to be implemented within class time. Out-of-class activities may include:

- Readings
- Internet resources
- Interviews
- Child observations
- Research on a particular topic
- Visiting exemplary programs

Assessment

This includes methods to evaluate student learning outcomes relevant to the above content. Often faculty members engage in ongoing evaluation throughout a course of study. Opportunities for assessment typically used by faculty include multiple-choice tests, essay exams, written assignments or other modes of evaluation. In this guide, there are no specific evaluation materials provided, but many opportunities for assessment are embedded in the activities and can be tailored to faculty teaching preferences.

2. Knowledge and Skills

Each activity is accompanied by a description of the knowledge and skills students will need to know or have in order to implement the relevant content from that particular chapter. Necessary knowledge and skills linked to each chapter in the *Preschool English Learners Resource Guide* have been aligned with early childhood professional standards from the National Association for the Education of Young Children (NAEYC) and the National Board of Professional Teaching Standards (NBPTS). The knowledge and skills associated with the content of each chapter might be useful in developing student learning outcomes or course or program objectives.

3. Learning Levels and Variations in Professional Experience

Currently, suggested uses for many of the activities in the instructional guide indicate that certain activities might be appropriate for more advanced students. Future versions of the instructional guides and/or ancillary materials will include expanded suggestions for using various activities for different levels of learning and experience. Suggestions will be made regarding the appropriateness of whole activities or adaptations of activities for students who may be at an introductory or emerging level of learning versus those who may be ready for more analytic or integrative work.

In addition, students in early childhood courses across California bring a wide range of experience with children to their coursework. Some activities can be adapted for students who have been or are currently in a practicum or teaching situation, or for students who currently might not have access to young children in group settings.

4. Flexibility for Faculty

The material in each instructional guide is intended to provide great flexibility to faculty. Faculty can:

- Select relevant content and/or activities based on course content and/or student learning outcomes
- Reorganize the sequence, or select sections of the materials, to fit their students and priorities
- Expand or minimize content
- Tailor content to their local needs (e.g. prevalent home language varies from region to region in California)

Activities, approaches, and strategies are described broadly enough so that faculty can be responsive to their own preferred teaching styles, students, and program needs. This flexibility is offered in the hope of providing maximum utility for the initiatives and publications that CDD is preparing for the early childhood professional community in California.