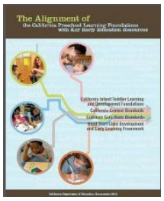
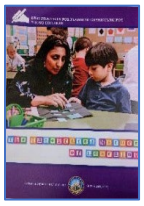
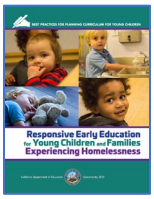
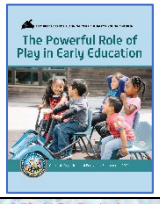
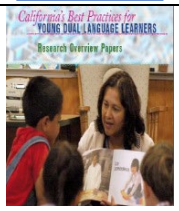
California Department of EDUCATION

Key Publications from the Early Education Division (EED)

Alignment of the California Preschool Learning Foundations with Key Early Education Resources features descriptions of how California's preschool foundations are aligned with the California Infant-Toddler Learning & Development Foundations, California Content Standards, Common Core State Standards and Head Start Child Development & Early Learning Framework. Online format only. An abbreviated version can be found in the Preschool Learning Foundations, Volume 3 (Appendix B).	
Best Practices for Planning Curriculum for Young Children Series (online only) **Family Partnerships & Culture (2016)** emphasizes the importance of being responsive to the cultures of the families as we develop meaningful partnerships with family members. Providing high quality care demands that we explore ways to connect with the families we serve. The result is high-quality learning experiences that contribute to children's well-being and successful development. The **Integrated Nature of Learning (2016)** explores how children learn across multiple domains simultaneously. This publication illuminates best practice approaches to teaching with the integrated nature of learning in mind. **Responsive Early Education for Young Children and Families Experiencing Homelessness (2020)** offers essential factual information and resources about the extent of early childhood homelessness, in addition to concrete research-based strategies teachers can implement that benefit all of the children in their care and are essential for young children and their families impacted by homelessness. **The Powerful Role of Play in Early Education (2021)** This publication discusses the critical role of play for children, particularly in early childhood. Play is an important context in which children learn, experiment with new ideas, and make sense of the world around them.	   
California's Best Practices for Young Dual Language Learners Research Overview Papers spans the disciplines of neuroscience, cognitive science, developmental psychology, assessment, educational research, family engagement, and the inclusion of children with special needs. These research summaries provide guidance to early childhood educators on how to best support the learning and development of young dual language learners in high quality preschool programs	
California's Curriculum Frameworks are aligned with the foundations, the curriculum frameworks provide specific guidance to early childhood educators working in programs serving children birth to five years of age. The California Infant/Toddler Curriculum Framework (1 volume) and the California Preschool Curriculum Framework both give research- based strategies on teaching approaches, relationships, environments, and activities to early childhood educators that promote children's healthy development and learning so that young children are better prepared for success in school and in life. Disponibles en español	

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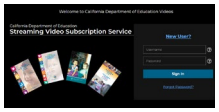
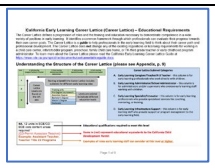
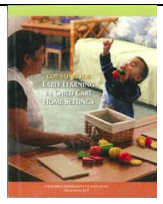
California Department of Education Streaming Video Subscription Service is an online streaming video subscription service. Users may now access the companion videos for California's educational resources on one simple platform. Currently, this service offers access to the following videos: • Infant/Toddler Learning and Development Foundations • Preschool Learning Foundations • Infant/Toddler Learning and Development Program Guidelines • Preschool Program Guidelines	
California Early Childhood Educator Competencies (2011) describes the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children birth through 5 years old. It contains twelve competency areas. Print copy is a binder-ready product. A companion video clip series (13 video clips) is available on the CDE website.	
California's Early Learning Foundations are at the center of The California Early Learning & Development System are two sets of learning foundations: 1) Infant-Toddler Learning and Development Foundations covering 4 domains of development; and 2) the California Preschool Learning Foundations (Volumes 1, 2, & 3). The foundations describe the knowledge and skills that young children typically acquire when given support in high quality early care & education programs. The preschool foundations identify 9 key domains of learning. Disponibles en español. **Foundations Video Series available on the CDE Streaming Video Subscription Service**	
The **California Preschool Program Guidelines (2015)** are designed for administrators, directors, supervisors, college faculty, and policymakers. This comprehensive publication includes effective approaches for creating high-quality preschool programs. Special chapters include "Support for Young Dual Language Learners" and "Using Technology and Interactive Media with Preschool-Age Children." Guía del Programa Preescolar de California is the Spanish translation of this document. Subtitulos disponibles en español.	
Desired Results Developmental Profile© (DRDP©) 2015 is an observation-based assessment instrument used to assess children's developmental progress. The DRDP was developed for the following four age groups: 1) Infant Toddler (I/T) - Birth to 36 months; 2) Preschool (PS) – 3-5 years 3) Kindergarten entry; 4) School Age (SA); Kindergarten through twelve years; School Readiness (SR); Transitional Kindergarten (TK); and Kindergarten (K). Disponibles en español.	
Early Learning Career Lattice The Career Lattice defines a progression of roles and the training and education necessary to demonstrate competence in a wide variety of positions in early learning. • California Early Learning Career Lattice Education Requirements • Guide to the California Early Learning Career Lattice	
Guidelines for Early Learning in Child Care Home Settings (2010) was created to provide guidance to family child care providers so that they can offer high-quality early learning and development experiences to the young children in their care. Includes topics such as the roles and relationships involved in home-based child care; and how to create safe, inclusive care environments that foster healthy development and a love for learning.	

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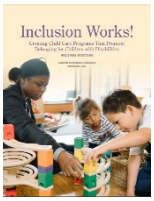
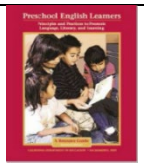
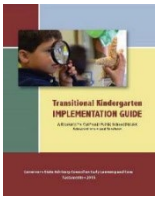
Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs (2021) is a handbook for early care and education programs caring for children birth through 5 years old. This publication provides guidance and resources on specific ways to fully include young children who have disabilities or other special needs into regular preschool programs. It includes family-friendly approaches, strategies on environmental adaptations, and how to access inclusion resources.	
Infant/Toddler Learning and Development Program Guidelines, Second Edition (2019) This publication presents information about how to provide high-quality early and care, including recommendations for program policies and day-to-day practices that will improve program services to all infants and toddlers. The Spanish translation of this document is coming soon.	
The **Preschool English Learners (PEL) Guide: The Preschool English Learners-Principles and Practices to Promote Language, Literacy, and Learning** provides guidance and strategies for teachers to promote high-quality language, literacy, & learning experiences for young English learners. Disponibles en español.	
PITC Resources through WestEd: The **Program for Infant/Toddler Care (PITC)** is a high-quality training system providing professional learning materials based on sound theoretical principles and research. Developed for trainers, program administrators, and teachers of infants and toddlers, these materials spell out a responsive, relationship-based approach to early care in which teachers learn to understand children's cues, interests, and skills and use them as the basis for an integrated curriculum that includes cognitive, communication- language, perceptual-motor, and social-emotional development. The importance of forming a close, caring relationship with each child and family is emphasized throughout all PITC materials.	
The **Transitional Kindergarten Implementation Guide (2013)** describes the essential components for school district administrators and teachers to consider as they develop comprehensive TK programs. The first chapter of the guide focuses on considerations for the structure and design of TK programs. Chapters 2– 8 provide in-depth discussion of effective instructional and curricular approaches, including the importance of family and community partnerships and other systems of support for transitional kindergarten.	
Watching My Child Grow is a video introduction for families to the Desired Results system and is dubbed in English, Spanish, and Mandarin. Disponibles en español.	

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