

Desired Results for Children and Families





Agenda

- Introduction/Overview of the Desired Results System
- Program Guidelines
- Desired Results Developmental Profile (DRDP)
- Parent Survey
- Environmental Rating Scale
- Program Self Evaluation
- Follow Up Webinars
- Closing

BREAK

What are your desired results?



DIRECTIONS:

1. Introduce yourself to others
2. What are your desired results
3. Use the google link to take notes on:
 1. What you already KNOW
 2. What do you WANT to know



Session I: Overview

California's Early Learning and Development System

California's Early Learning and Development System

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41

Program
Guidelines
& Resources

Curriculum
Framework

Learning &
Development
Foundations

Professional
Development,
Supports, &
Competencies

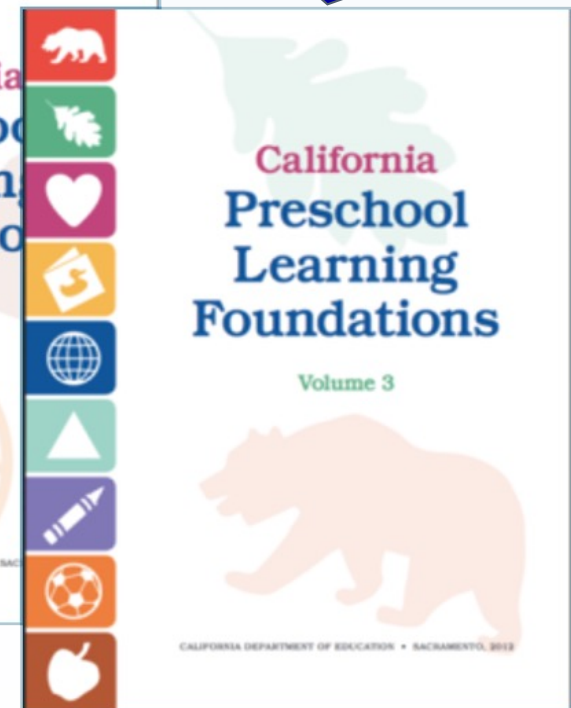
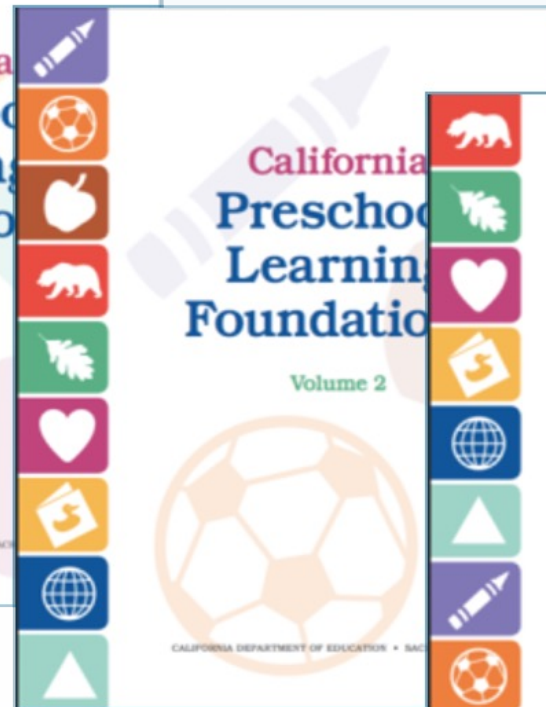
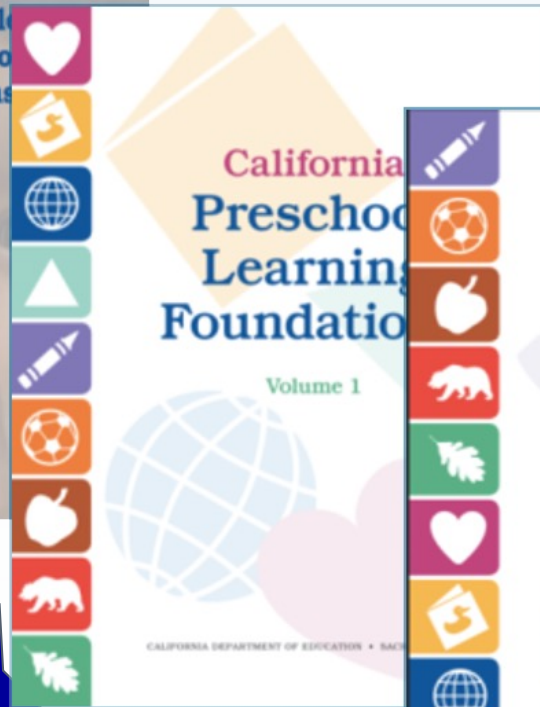
Desired Results
Assessment
System

Learning Foundations

What Children Know and Are Able to Do

CPIN
offers
training

CECO
modules



California's Early Learning and Development System

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**Program
Guidelines
& Resources**

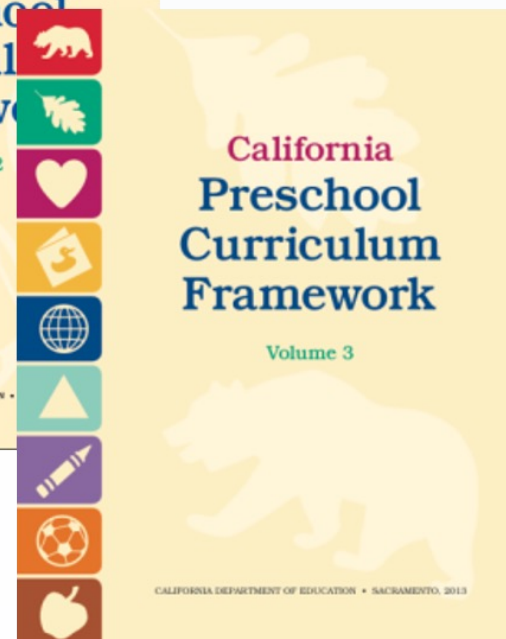
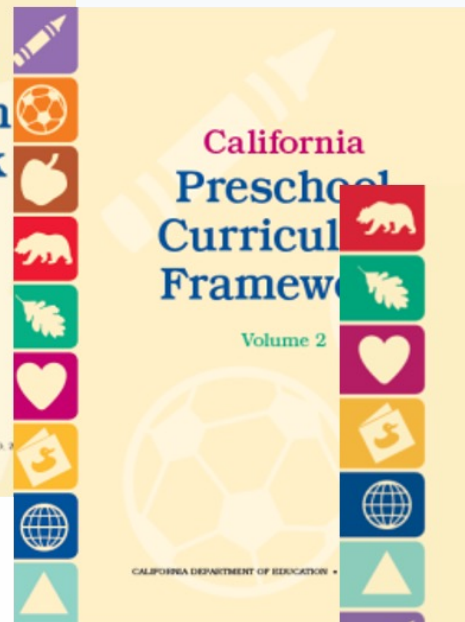
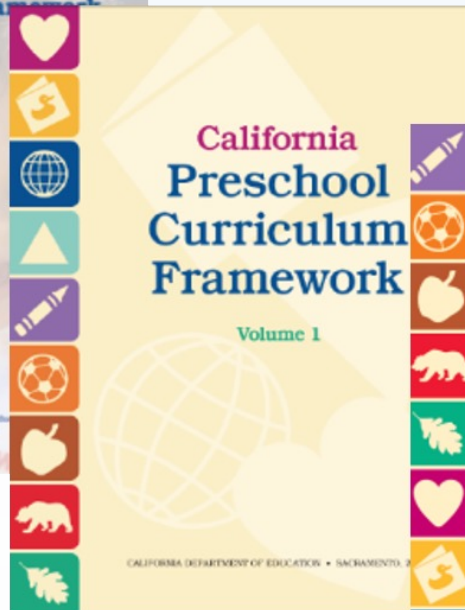
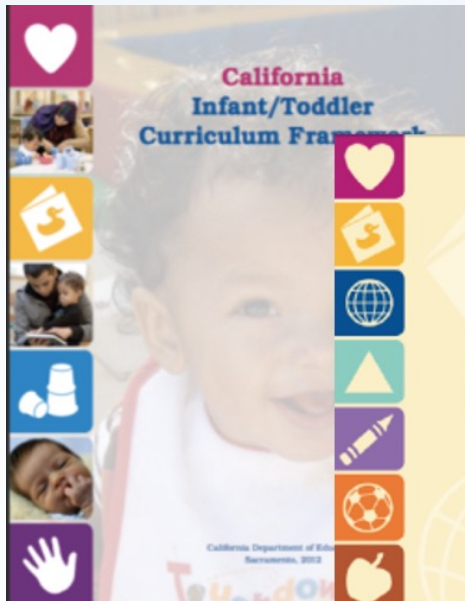
**Curriculum
Framework**

**Learning &
Development
Foundations**

**Professional
Development,
Supports, &
Competencies**

**Desired Results
Assessment
System**

Curriculum Frameworks



California's Early Learning and Development System

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Program
Guidelines
& Resources

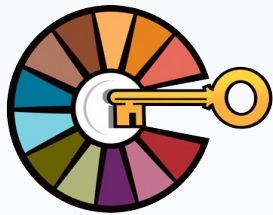
Curriculum
Framework

Learning &
Development
Foundations

Professional
Development,
Supports, &
Competencies

Desired Results
Assessment
System

Professional Development Supports & Competencies



CompSAT



Professional Development, Supports & Competencies

- [California Early Childhood Online](#)
 - DRDP
 - Dual Language Learner
 - Rater Certification
- [Family Childcare at its Best](#)
- [California School Age Consortium](#)

California's Early Learning and Development System

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**Program
Guidelines
& Resources**

**Curriculum
Framework**

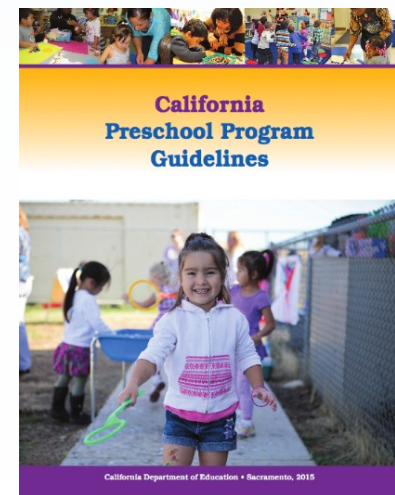
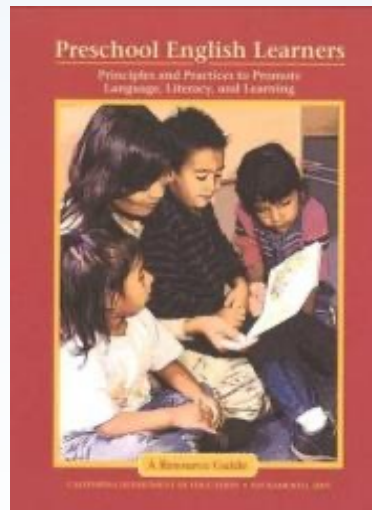
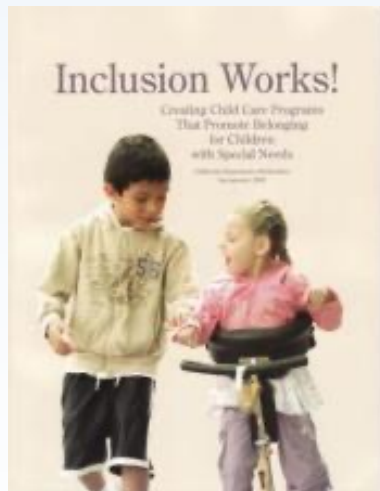
**Learning &
Development
Foundations**

**Professional
Development,
Supports, &
Competencies**

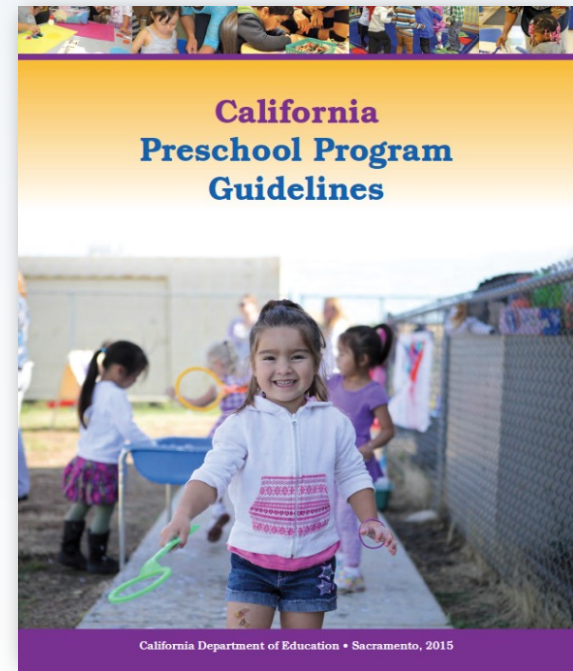
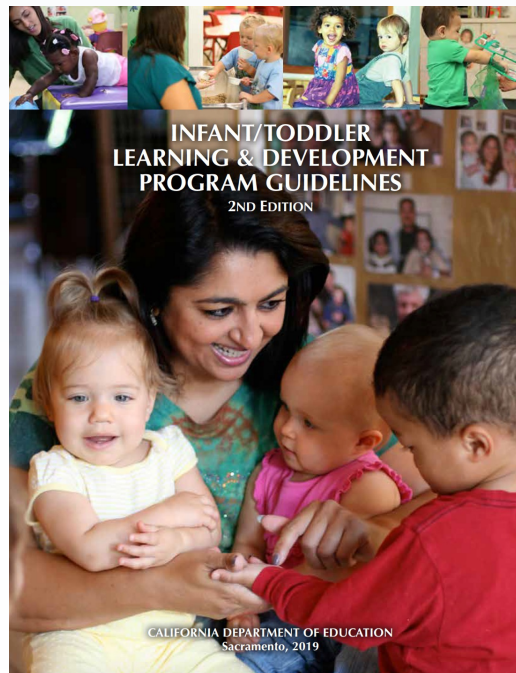
**Desired Results
Assessment
System**

Program Resources

CPIN
DLL link
CECO



Program Guideline Publications



Continuous Improvement Activity



- Choose one guideline
- As a team brainstorm
 - What are we already doing to support this guideline?
 - How can we make it better?
 - What resources are available?

Continuous Program Improvement



Information from the Program Guidelines

“The(..) Program Guidelines provide information on **how** to provide high quality early care and education, including recommendations for program policies and day to day practices that will improve program services.”

-Infant/Toddler Learning and Development Program Guidelines, p. 2

California's Early Learning and Development System

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Program
Guidelines
& Resources

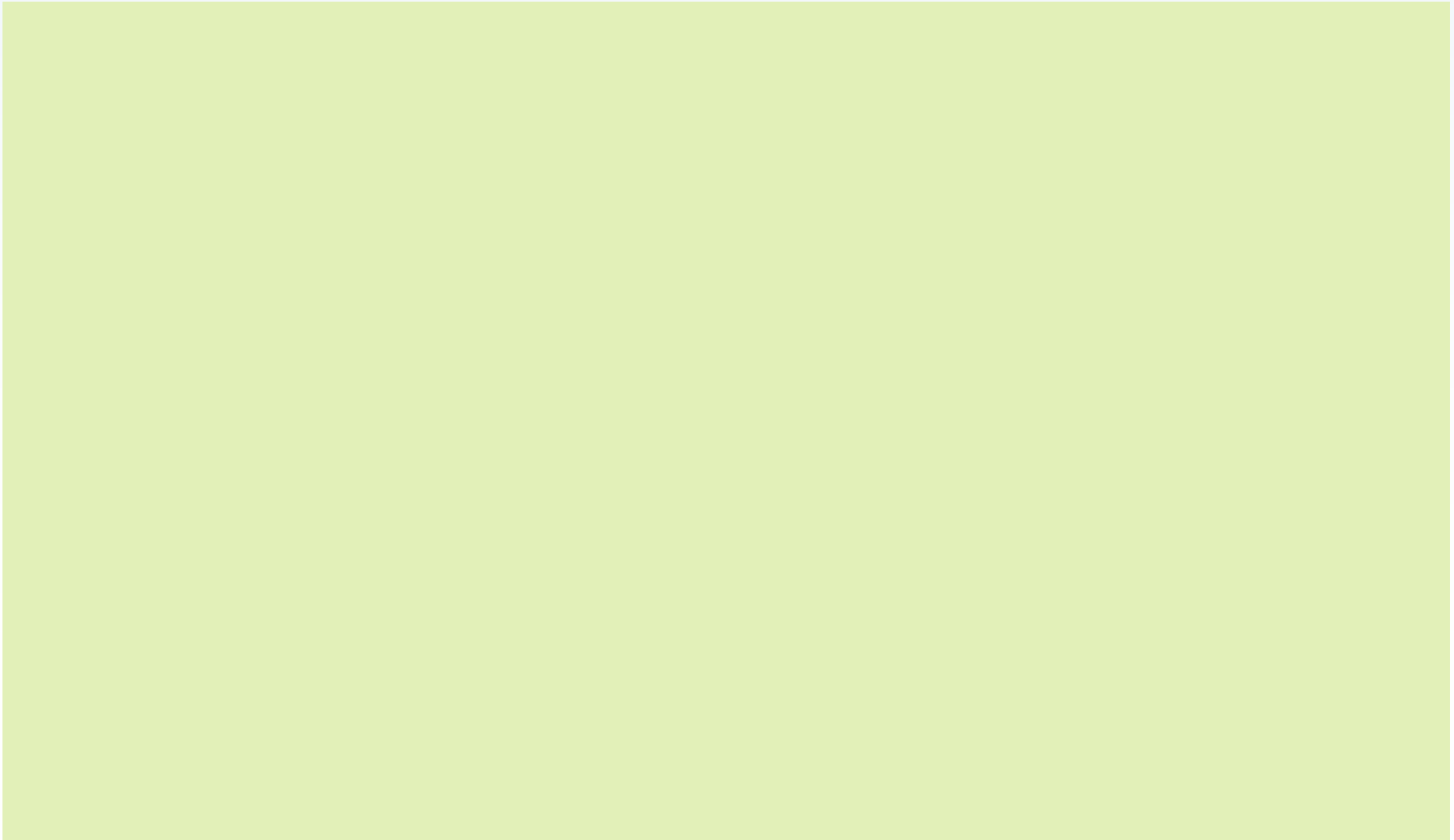
Curriculum
Framework

Learning &
Development
Foundations

Professional
Development,
Supports, &
Competencies

Desired Results
Assessment
System

What do you know about the Desired Results Assessment System?



Desired Results Assessment System

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry



Infant/Toddler View
for use with infants and toddlers

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry



Preschool View
for use with preschool-age children



Desired Results Developmental Profile School-Age®



DRDP-SA® (2010)
Simplified Version



California Department of Education
Child Development Division
Sacramento, 2010

FAMILY CHILD CARE ENVIRONMENT RATING SCALE REVISED EDITION

EARLY CHILDHOOD ENVIRONMENT RATING SCALE REVISED EDITION

SCHOOL-AGE CARE ENVIRONMENT RATING SCALE

INFANT/TODDLER ENVIRONMENT RATING SCALE REVISED EDITION

Thelma Harms Debby Cryer Richard M. Clifford

Desired Results for Children and Families — Parent Survey

This survey asks for your feedback about the child care and development program your child attends. The California Department of Education is very interested to know the program helps you to support your child's learning, self-development and meet your family's needs. Your responses will be completely confidential and will help us to improve the services provided to you. Please take about 10-15 minutes to complete this program. Please answer the following questions about your youngest child in the program.

1. How satisfied are you with the overall quality of this program?

Very Satisfied ☐ Satisfied ☐ Not Satisfied ☐ Not Satisfied at All ☐

2. Do you feel that:

a. Your child is safe in the program? ☐ Yes ☐ No ☐ Not Sure

b. Your child is happy in the program? ☐ Yes ☐ No ☐ Not Sure

3. How much information from the program about the following?

a. How children develop at different ages (e.g., walk, talk, etc.) ☐ None ☐ Little ☐ Some ☐ A lot

b. How your child is growing and developing ☐ None ☐ Little ☐ Some ☐ A lot

c. How your child is doing in the program ☐ None ☐ Little ☐ Some ☐ A lot

d. Individual child's activities ☐ None ☐ Little ☐ Some ☐ A lot

4. What services do you need to help your child learn and develop?

a. Learning skills ☐ None ☐ Little ☐ Some ☐ A lot

b. How to find other services in the community (e.g., transportation and testing opportunities, parenting classes, health care) ☐ None ☐ Little ☐ Some ☐ A lot

5. When to report health or safety concerns and complaints ☐ None ☐ Little ☐ Some ☐ A lot

6. Discipline procedures ☐ None ☐ Little ☐ Some ☐ A lot

7. How your child's behavior compares to other children ☐ None ☐ Little ☐ Some ☐ A lot

8. What you like about the program ☐ None ☐ Little ☐ Some ☐ A lot

Early Education and Support Division March 2014

Program Self-Evaluation Cover Page (CE 4000)

1. Contributor's Legal Name _____ Vendor Number _____

Category and Age	Number of Children	Number of Classrooms
0-24 Months (Infant/Toddler)		
2-5 Years (School Age)		
6-12 Years (Elementary)		
13-18 Years (Middle/Junior High)		
19-24 Years (Postsecondary)		
25-30 Years (Adult)		
31-35 Years (Adult)		
36-40 Years (Adult)		
41-45 Years (Adult)		
46-50 Years (Adult)		
51-55 Years (Adult)		
56-60 Years (Adult)		
61-65 Years (Adult)		
66-70 Years (Adult)		
71-75 Years (Adult)		
76-80 Years (Adult)		
81-85 Years (Adult)		
86-90 Years (Adult)		
91-95 Years (Adult)		
96-100 Years (Adult)		

2. Describe the Program Self-Evaluation Process (From Title 5, it is required to be necessary.) _____

3. A copy of the Program Self-Evaluation will be submitted to the _____ Date _____

4. A copy of the Program Self-Evaluation will be submitted to the _____ Date _____

5. A copy of the Program Self-Evaluation will be submitted to the _____ Date _____

6. Signature of the Program Self-Evaluation _____ Date _____

7. Signature of the Program Self-Evaluation _____ Date _____

8. Signature of the Program Self-Evaluation _____ Date _____

9. Signature of the Program Self-Evaluation _____ Date _____

10. Signature of the Program Self-Evaluation _____ Date _____

11. Signature of the Program Self-Evaluation _____ Date _____

12. Signature of the Program Self-Evaluation _____ Date _____

13. Signature of the Program Self-Evaluation _____ Date _____

14. Signature of the Program Self-Evaluation _____ Date _____

15. Signature of the Program Self-Evaluation _____ Date _____

16. Signature of the Program Self-Evaluation _____ Date _____

17. Signature of the Program Self-Evaluation _____ Date _____

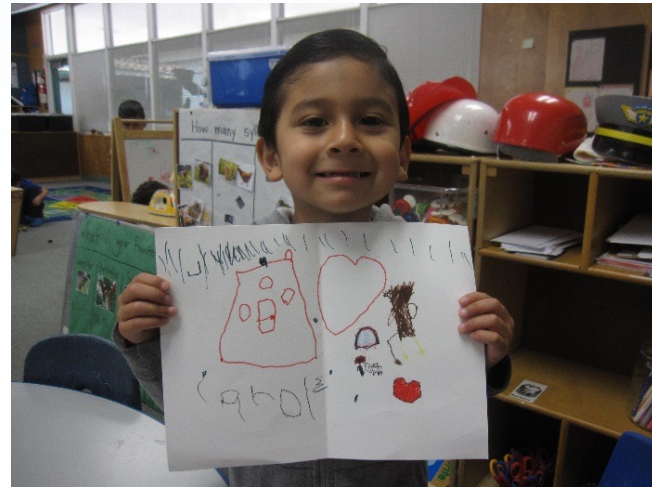
18. Signature of the Program Self-Evaluation _____ Date _____

19. Signature of the Program Self-Evaluation _____ Date _____

20. Signature of the Program Self-Evaluation _____ Date _____

Desired Results for Children

- Children are personally and socially competent.
- Children are effective learners.
- Children show physical and motor competence.
- Children are safe and healthy.



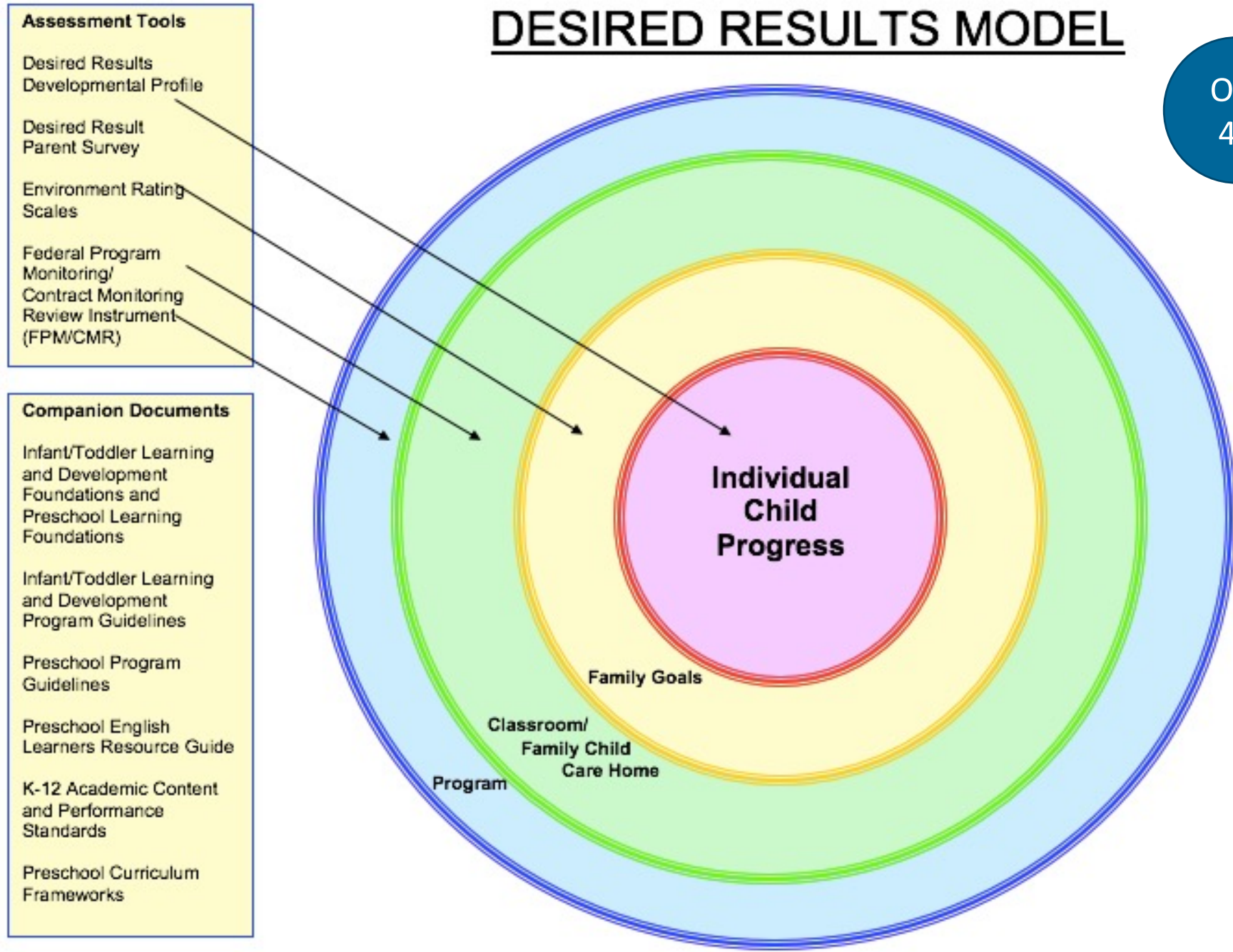
Desired Results for Families



- Families achieve their goals.
- Families support their children's learning and development.

DESIRED RESULTS MODEL

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The Desired Results System Model

Foundations and the DRDP

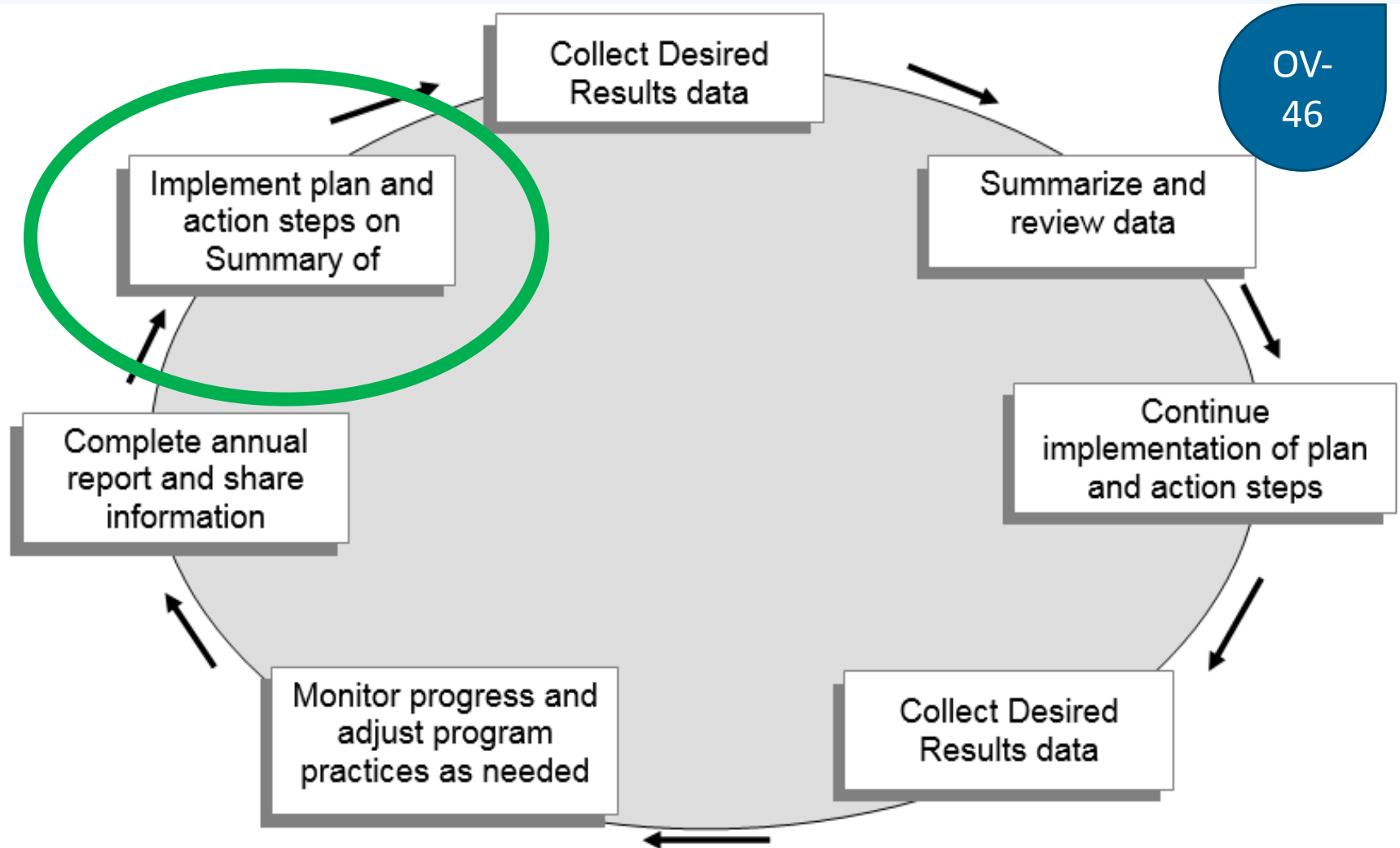
Foundations

- A guide and teaching tool
- At around 8, 18 & 36 months for I/T
- At around 48 months and 60 months for PS
- For all children, including English language learners and children with disabilities

DRDP

- An observational assessment tool
- Developmental continuum
- For all children, including English language learners and children with disabilities

Desired Results System Process for Continuous Improvement



Desired Results Developmental Profile



DRDP (2015)

An Early Childhood Developmental Continuum

Infant/Toddler Comprehensive View



for use with infants and toddlers



DRDP (2015)

An Early Childhood Developmental Continuum

Preschool Comprehensive View



for use with preschool-age children



Desired Results Developmental Profile School-Age[®]



DRDP-SA[®] (2011)
Complete Version



California Department of Education
Child Development Division
Sacramento, 2011

CECO
modules



DRDP enables us to...



determine how children are benefiting from programs.

The DRDP Assists Providers

in meeting each child's developmental needs in each classroom or family child care home.



The DRDP provides a

framework for
showing children's
progress over time



DRDP Guidelines

An age-appropriate version of the DRDP must be completed within 60 calendar days of the child's enrollment and every six months thereafter.

60 calendar days and
every 6 months
thereafter



Desired Results Access Project



The screenshot shows the homepage of the Desired Results Access Project website. The header features the project logo, a navigation bar with links like Home/Updates, About, FAQ, and a search bar. A left sidebar contains a 'DRDP (2015) Timeline' and various resource links. The main content area includes a 'News and Updates' section with articles on training reports and physical disabilities, and a 'Welcome' section with a description of the project's purpose and a list of supported groups.

Desired Results Access Project
Under the direction of the
California Department of Education, Special Education Division

Home/Updates About FAQ Subscribe Contact Us Links Site Map

DRDP (2015) Timeline

- DRDP (2015) Preschool View
- DRDP (2015) Infant/Toddler View
- Teachers/Service Providers
- Learning Center
- Assessment Timeline
- Reports Systems
- SELPA Data Submission
- Families
- Video Library
- Trainer/Faculty Materials
- Policy & Research

News and Updates

Training Report Fall 2018

In August 2018, the California Department of Education, Special Education Division began requiring that all special education DRDP (2015) assessors complete a training program to increase the accuracy of the DRDP (2015) data. This report describes the results of the first six months of this new training requirement.

[Read more...](#)

Using the DRDP (2015) with Children with Physical Disabilities

Guidance for assessing children with physical disabilities (PD) with the DRDP (2015).

[Read more...](#)

Welcome

The Desired Results Access Project supports special educators, administrators, and families in implementing the California Department of Education's Desired Results Developmental Profile, [DRDP (2015)] for:

- All infants and toddlers with Individualized Family Service Plans (IFSPs); and
- All preschool-age children (age 3 through age 5, not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs).

This site provides you with a wealth of essential information and resources – we encourage you to look around and revisit periodically for the latest guidance, professional development, tools, and other resources. We also invite you to [join our mailing list](#) to receive our newsletter.

<http://www.draccess.org>

Teachers and staff need to be familiar with the DRDP

DRDP (2015)
A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance
Preschool Comprehensive View

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Approaches to Learning – Self-Regulation	ATL-REG	1	Attention Maintenance	1
		2	Self-Comforting	2
		3	Imitation	3
		4	Curiosity and Initiative in Learning	4
		5	Self-Control of Feelings and Behavior	5
		6	Engagement and Persistence	6
		7	Shared Use of Space and Materials	7
Social and Emotional Development	SED	1	Identity of Self in Relation to Others	8
		2	Social and Emotional Understanding	9
		3	Relationships and Social Interactions with Familiar Adults	10
		4	Relationships and Social Interactions with Peers	11
		5	Symbolic and Sociodramatic Play	12
Language and Literacy Development	LLD	1	Understanding of Language (Receptive)	13
		2	Responsiveness to Language	14
		3	Communication and Use of Language (Expressive)	15
		4	Reciprocal Communication and Conversation	16
		5	Interest in Literacy	17
		6	Comprehension of Age-Appropriate Text	18
		7	Concepts About Print	19
		8	Phonological Awareness	20
		9	Letter and Word Knowledge	21
		10	Emergent Writing	22
English Language Development	ELD	1	Comprehension of English (Receptive English)	23
		2	Self-Expression in English (Expressive English)	24
		3	Understanding and Response to English Literacy Activities	25
		4	Symbol, Letter, and Print Knowledge in English	26
Cognition, Including Math and Science	COG	1	Spatial Relationships	27
		2	Classification	28
		3	Number Sense of Quantity	29
		4	Number Sense of Math Operations	30
		5	Measurement	31
		6	Patterning	32
		7	Shapes	33
		8	Cause and Effect	34
		9	Inquiry Through Observation and Investigation	35
		10	Documentation and Communication of Inquiry	36
		11	Knowledge of the Natural World	37
Physical Development – Health	PD-HLTH	1	Perceptual-Motor Skills and Movement Concepts	38
		2	Gross Locomotor Movement Skills	39
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		3	Ecology	50
		4	Conflict Negotiation	51
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DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool Comprehensive View – July 1, 2016 © 2015–2016 California Department of Education – All rights reserved. Intro-15 of 16

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Preschool Comprehensive View
For use with preschool-age children

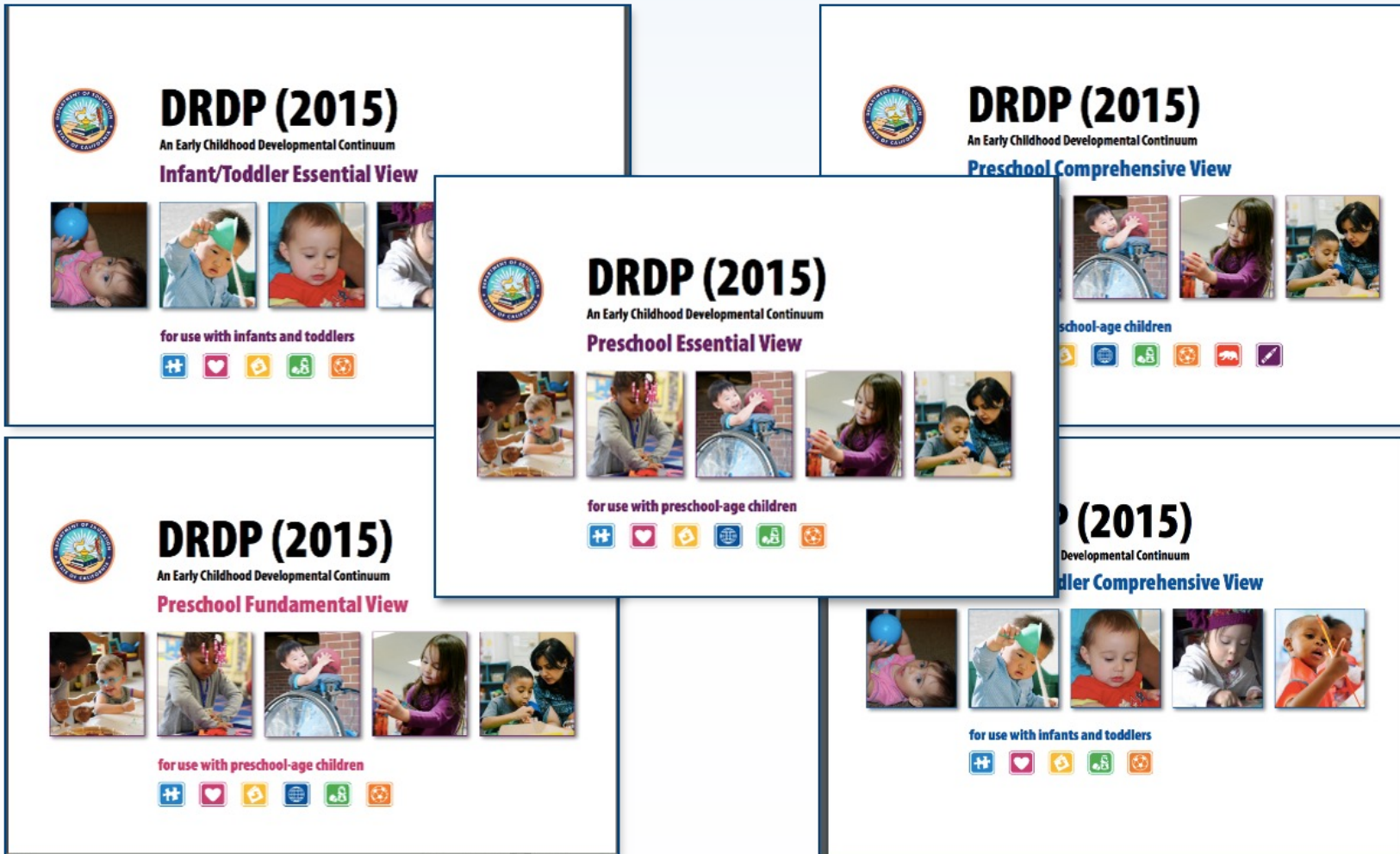
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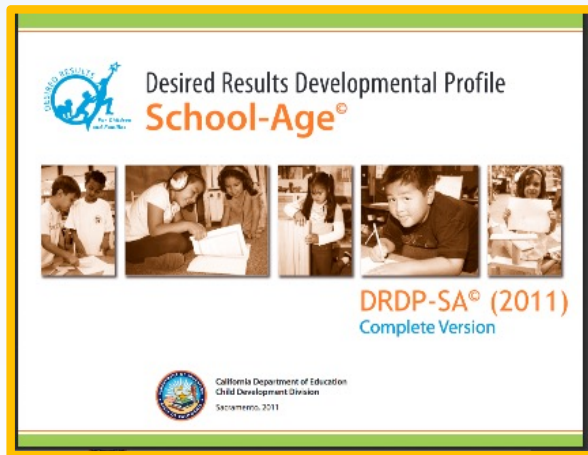
DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool Comprehensive View – July 1, 2016 © 2015–2016 California Department of Education – All rights reserved.

Intro-1 of 16

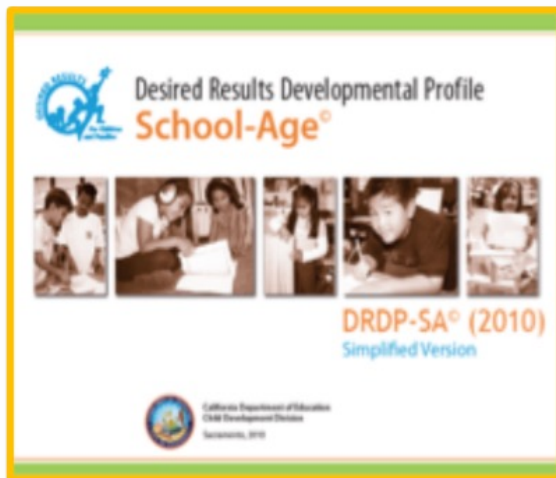
A Full Continuum Assessment



DRDP School-Age



6 domains
31 measures



2 domains
13 measures

DRDP (2015)

An Early Childhood Developmental Continuum

Summary of Measures in Preschool Views



Domain Name: Approaches to Learning-Self-Regulation • Domain Abbreviation: ATL-REG

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Attention Maintenance	Conditional	Conditional	Not included
2	Self-Comforting	Conditional	Conditional	Not included
3	Imitation	Conditional	Conditional	Not included
4	Curiosity and Initiative in Learning	Required	Required	Required
5	Self-Control of Feelings and Behavior	Required	Required	Required
6	Engagement and Persistence	Required	Required	Required
7	Shared Use of Space and Materials	Required	Required	Required



Domain Name: Social and Emotional Development • Domain Abbreviation: SED

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Identity of Self in Relation to Others	Required	Required	Required
2	Social and Emotional Understanding	Required	Required	Required
3	Relationships and Social Interactions with Familiar Adults	Required	Required	Required
4	Relationships and Social Interactions with Peers	Required	Required	Required
5	Symbolic and Sociodramatic Play	Required	Required	Not included



Domain Name: Language and Literacy Development • Domain Abbreviation: LLD

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Understanding of Language (Receptive)	Required	Required	Required
2	Responsiveness to Language	Required	Required	Not included
3	Communication and Use of Language (Expressive)	Required	Required	Required
4	Reciprocal Communication and Conversation	Required	Required	Required
5	Interest in Literacy	Required	Required	Not included
6	Comprehension of Age-Appropriate Text	Required	Required	Required
7	Concepts About Print	Required	Required	Not included
8	Phonological Awareness	Required	Required	Required
9	Letter and Word Knowledge	Required	Required	Required
10	Emergent Writing	Required	Required	Required



Domain Name: English Language Development • Domain Abbreviation: ELD

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Comprehension of English (Receptive English)	Conditional	Conditional	Conditional
2	Self-Expression in English (Expressive English)	Conditional	Conditional	Conditional
3	Understanding and Response to English Literacy Activities	Conditional	Conditional	Conditional
4	Symbol, Letter, and Print Knowledge in English	Conditional	Conditional	Conditional



Domain Name: Cognition, Including Math and Science • Domain Abbreviation: COG

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Spatial Relationships	Conditional	Conditional	Not included
2	Classification	Required	Required	Required
3	Number Sense of Quantity	Required	Required	Required
4	Number Sense of Math Operations	Required	Required	Required
5	Measurement	Required	Required	Required
6	Patterning	Required	Required	Required
7	Shapes	Required	Required	Required
8	Cause and Effect	Required	Not included	Not included
9	Inquiry Through Observation and Investigation	Required	Not included	Not included
10	Documentation and Communication of Inquiry	Required	Not included	Not included
11	Knowledge of the Natural World	Required	Not included	Not included



Domain Name: Physical Development-Health • Domain Abbreviation: PD-HLTH

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Perceptual-Motor Skills and Movement Concepts	Required	Required	Required
2	Gross Locomotor Movement Skills	Required	Required	Required
3	Gross Motor Manipulative Skills	Required	Required	Required
4	Fine Motor Manipulative Skills	Required	Required	Required
5	Safety	Required	Conditional	Not included
6	Personal Care Routines: Hygiene	Required	Conditional	Not included
7	Personal Care Routines: Feeding	Conditional	Conditional	Not included
8	Personal Care Routines: Dressing	Conditional	Conditional	Not included
9	Active Physical Play	Required	Required	Not included
10	Nutrition	Required	Conditional	Not included



Domain Name: History-Social Science • Domain Abbreviation: HSS

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Sense of Time	Required	Not included	Not included
2	Sense of Place	Required	Not included	Not included
3	Ecology	Required	Not included	Not included
4	Conflict Negotiation	Required	Not included	Not included
5	Responsible Conduct as a Group Member	Required	Not included	Not included



Domain Name: Visual and Performing Arts • Domain Abbreviation: VPA

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Visual Art	Required	Not included	Not included
2	Music	Required	Not included	Not included
3	Drama	Required	Not included	Not included
4	Dance	Required	Not included	Not included

Compare and Contrast

Developmental Domain: SED — Social and Emotional Development
SED 1: Identity of Self in Relation to Others
 Child shows increasing awareness of self as distinct from and also related to others

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later
Responds in basic ways to others	Uses senses to explore self and others	Recognizes self and familiar people	Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)	Expresses simple ideas about self and connection to others	Describes self or others based on physical characteristics	Describes own preferences or feelings and describes the feelings or desires of family members, friends, or other familiar people
Possible Examples • Attends to a familiar adult during feeding • Quies when near a familiar adult • Grasps an adult's finger when palm of child's hand is touched	• Examines own hand or foot by looking at it or mouthing it • Touches others' hair when it is within reach • Plays with sound by repeating grunts and squeals	• Directs toward a familiar adult when own name is spoken or signed • Points to picture of self on the wall • Smiles when a familiar adult enters the room	• Communicates "Me" (e.g., "dada," "mama," "grandma," or sibling's name) • Communicates "The end of the world" (e.g., "dada," "mama," "grandma," or sibling's name) • Communicates "The end of the world" (e.g., "dada," "mama," "grandma," or sibling's name) • Looks to new baby sister and communicates her name	• Acts out roles from own family to pretend play • Communicates "The end of the world" (e.g., "dada," "mama," "grandma," or sibling's name) • Identifies own height as indicated on a growth chart posted on the wall • Narrates details while drawing a picture of a hand	• Communicates, using communication board, "Me" (e.g., "dada," "mama," "grandma," or sibling's name) • Identifies own height as indicated on a growth chart posted on the wall • Narrates details while drawing a picture of a hand	• Describes own preferences or feelings and describes the feelings or desires of family members, friends, or other familiar people

☐ Child is emerging to the next developmental level
☐ Unable to rate this measure due to extended absence

SED 1 Identity of Self in Relation to Others



Developmental Domain: SED — Social and Emotional Development
SED 1: Identity of Self in Relation to Others
 Child shows increasing awareness of self as distinct from and also related to others

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later
Responds in basic ways to others	Uses senses to explore self and others	Recognizes self and familiar people	Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)	Expresses simple ideas about self and connection to others	Describes self or others based on physical characteristics	Describes own preferences or feelings and describes the feelings or desires of family members, friends, or other familiar people
Possible Examples • Attends to a familiar adult during feeding • Quies when near a familiar adult • Grasps an adult's finger when palm of child's hand is touched	• Examines own hand or foot by looking at it or mouthing it • Touches others' hair when it is within reach • Plays with sound by repeating grunts and squeals	• Directs toward a familiar adult when own name is spoken or signed • Points to picture of self on the wall • Smiles when a familiar adult enters the room	• Communicates "Me" (e.g., "dada," "mama," "grandma," or sibling's name) • Communicates "The end of the world" (e.g., "dada," "mama," "grandma," or sibling's name) • Looks to new baby sister and communicates her name	• Acts out roles from own family to pretend play • Communicates "The end of the world" (e.g., "dada," "mama," "grandma," or sibling's name) • Identifies own height as indicated on a growth chart posted on the wall • Narrates details while drawing a picture of a hand	• Communicates, using communication board, "Me" (e.g., "dada," "mama," "grandma," or sibling's name) • Identifies own height as indicated on a growth chart posted on the wall • Narrates details while drawing a picture of a hand	• Describes own preferences or feelings and describes the feelings or desires of family members, friends, or other familiar people

☐ Child is emerging to the next developmental level
☐ Unable to rate this measure due to extended absence

SED 1 Identity of Self in Relation to Others



Developmental Domain: SED — Social and Emotional Development
Measure 1: Identity of self and connection to others
 Definition: Child shows increasing awareness or understanding of self and his or her connection to others

School-Age

1. Mark the developmental level the child has mastered.

Developing	Understanding	Integrating	Expanding	Connecting
Accurately describes self in terms of physical characteristics, preferences, and things he or she can do Examples • "I know how to play checkers but not chess." • "I like this game, it's my favorite." • "I can swim in the shallow end but not the deep end." • Draw a picture of himself, showing he doing things he really does or with her favorite things. • "I use a wheelchair."	Describes physical characteristics, preferences and things he or she can do in relation to another person Examples • "I can run faster than Tommy, but he can throw the ball farther." • "I am as tall as you are." • "I like cheese crackers, but my brother likes the peanut butter ones." • "I'm right-handed, and she's left-handed." • "I'm older than you are."	Describes self in terms of roles within one or more groups of people he or she knows Examples • "We're making a city. I make the houses, and you play the cars and makes roads." • "I'm the singer in the band, and he plays the guitar and keyboard." • "I'm the one in my family who sets the table for dinner."	Describes self in terms of a role in a community that includes people he or she may not know (the whole school, the town where he or she lives) Examples • "At school, I'm in charge of bringing attendance sheets to the main office." • "Last year I helped in a fund-raiser—I asked people to give food for the bake sale." • "It's my job to find places to volunteer for a service-learning project." • "I'm a parkmaster at school that means I help other children solve their problems." • "I'm a study buddy to younger children."	Describes self in terms of roles he/she may have in the future Examples • "I think I'd make a good coach because I'm a good athlete and I can come up with good plays." • "I like helping children with their math homework, that's why I want to be a teacher." • "I'd like to be a nurse because I like to help people, especially when they are sick."

2. Record evidence for this rating here. >
 3. Mark here if child is emerging to the next level. >
 4. If you are unable to rate this measure, explain here. >

Measure 1 Identity of self and connection to others **SSD 1 (of 9)**



Developmental Domain

Developmental Domain: PD-HLTH - Physical Health

PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

Measure

Mark the latest developmental level the child has mastered:

Definition

Responding		Exploring		Building		Integrating	
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A	Earlier N/A
Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts Possible Examples <ul style="list-style-type: none">• Turns head in response to a light being turned on.• Quiets in response to an adult singing.• Responds to being touched on the cheek.	Responds to sensory information by moving body or limbs to reach for or move toward people or objects <ul style="list-style-type: none">• Moves toward a familiar adult while being picked up.• Bats or kicks at a hanging mobile.• Turns toward, then grasps, a rattle being shaken.• Gazes at, then reaches toward, glasses on someone's face.	Uses sensory information to control body while exploring people, objects, or changes in the physical environment <ul style="list-style-type: none">• Shifts body to stabilize it, in order to reach up toward an adult's face while sitting on the adult's lap.• Repositions body in order to manipulate levers and buttons on a busy box.• Dabs fingers in water before placing whole hand in.• Pats play dough with whole hand, then leans forward to roll it.	Demonstrates awareness of major body parts by exploring their movement potential <ul style="list-style-type: none">• Moves arm up and down, with increasing momentum, to shake bells louder.• Uses arms to push against a container of wooden blocks that does not move, then leans body forward to push harder.	Tries different ways to coordinate movements of large or small body parts <ul style="list-style-type: none">• Starts and stops movements of different body parts during a freeze-dance game.• Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them.	Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects <ul style="list-style-type: none">• Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones.• Raises knees high when following an adult marching.• Moves away from a nearby child after an adult communicates, "Make sure you have enough room to stretch without bumping your neighbor."	Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader. <ul style="list-style-type: none">• Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.• Uses feet to slow self when coming down a ramp.• Reaches for a small pitcher of milk without bumping into other objects on the table.	Anticipates and then <ul style="list-style-type: none">• Moves other wheel toys closer together to make room for a new wheel toy when putting it away during outdoor play.• Tries several different ways to move through sections of a new obstacle course.• Walks carefully after slipping on wet leaves or grass during a nature walk.
Emerging		Unable to rate		Developmental Level			
		Descriptor		Example			

Developmental Level

Descriptor

Example

Emerging

Unable to rate

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

PD-HLTH 1

Perceptual-Motor Skills and Movement Concepts

PD-HLTH 1

Remember, the examples listed...

are only a few ways a
child might
demonstrate a
particular
developmental level.



Treasure Hunt - Version 1



Treasure Hunt - Version 1

Your group is going on a treasure hunt, looking for answers about the DRDP®. Use the FAQs as a resource to answer the questions below. Make sure you note which FAQ you used to answer each question.

1. If the program is closed one Friday every month for staff training and clean up. How do I calculate when that first DRDP® is due?
2. Our program likes the Creative Curriculum System. Must we use the CDE proposed curriculum instead?
3. One of the children in my group is amazing! I rated several measures at "Integrating Earlier" and she does more than what is at Integrating Earlier. Is this one of those times I use "Emerging" to show she's emerging to the next level?

The Four Ds

Domains

Definitions

Developmental levels

Descriptors

LOOK to the 4 Ds:

Domains, definitions, developmental levels, and descriptors to clarify the intent of each measure.

Break

Raffle!!

The **wider** the range
of **possibilities**
we offer **children**,
the more **INTENSE** will be
their **MOTIVATIONS**
and the **RICHER** their
EXPERIENCES

Loris Malaguzzi



Parent Survey

All
About
Young
Children



Desired Results Parent Survey

- Determines parent satisfaction with their child's program
- Provides information about how parents are achieving their goals
- Gives programs access to information from parents to use to improve program quality
- Is conducted at least once per year

Parent Surveys

California Department of Education
Early Education and Support Division

Name of Agency: _____
Site/Program: _____
Date: _____

Desired Results for Children and Families — Parent Survey

This survey asks for your feedback about the child care and development program your child attends. The California Department of Education is very interested in how the program helps you to support your child's learning and development and meet your family's needs. Your responses will be completely confidential and will help us to improve the services provided to you. If you have more than one child who attends this program, please answer the following questions about your *youngest* child in the program.

1. How satisfied are you with the overall quality of this program?

Very Satisfied ☐
Satisfied ☐
Not Satisfied ☐

2. Do you feel that

	Yes	No
A. Your child is safe in this program?	<input type="checkbox"/>	<input type="checkbox"/>
B. Your child is happy in this program?	<input type="checkbox"/>	<input type="checkbox"/>

3. Have you received information from the program about the following?

	Yes	No
A. How children develop at different ages (e.g., walk, talk, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
B. How your child is growing and developing	<input type="checkbox"/>	<input type="checkbox"/>
C. How your child is doing in the program	<input type="checkbox"/>	<input type="checkbox"/>
D. Schedule of daily activities	<input type="checkbox"/>	<input type="checkbox"/>
E. What you can do to help your child learn and develop	<input type="checkbox"/>	<input type="checkbox"/>
F. Parenting skills	<input type="checkbox"/>	<input type="checkbox"/>
G. How to find other services in the community (e.g., employment and training opportunities, parenting classes, health care)	<input type="checkbox"/>	<input type="checkbox"/>
H. Where to report health or safety concerns and complaints	<input type="checkbox"/>	<input type="checkbox"/>
I. Experience and training of program staff	<input type="checkbox"/>	<input type="checkbox"/>
J. Discipline procedures	<input type="checkbox"/>	<input type="checkbox"/>
K. How you can get involved with your child's program	<input type="checkbox"/>	<input type="checkbox"/>

4. Would you like more information about any topics related to your child's care and development?

Yes ☐ (please specify topics: _____)
No ☐

Page 1 of 3

California Department of Education
Early Education and Support Division

Nombre de Agencia: _____
Local/Programa: _____
Fecha: _____

Encuesta – Resultados Esperados en los Niños y Familias

El propósito de esta encuesta es conocer su opinión sobre el programa de desarrollo y cuidado infantil al cual asiste su hijo(a). El Departamento de Educación del Estado de California tiene mucho interés en saber cómo este programa ha ayudado al desarrollo y aprendizaje de su hijo(a), y cómo ha contribuido a resolver las necesidades de su familia. Sus respuestas serán completamente confidenciales y nos ayudarán a mejorar los servicios que le brindamos. Si tiene más de un hijo(a) asistiendo al programa, por favor conteste las siguientes preguntas con la información de su hijo(a) más pequeño.

1. ¿Cómo definiría el grado de satisfacción con el programa?

Muy Satisfecho ☐
Satisfecho ☐
Nada ☐

2. ¿Está Ud. seguro que

	Sí	No
A. su hijo(a) está bien cuidado en este programa?	<input type="checkbox"/>	<input type="checkbox"/>
B. su hijo(a) está feliz asistiendo a este programa?	<input type="checkbox"/>	<input type="checkbox"/>

3. ¿Ha Ud. recibido la siguiente información en el programa?:

	Sí	No
A. Cómo es el desarrollo del niño(a) a ciertas edades (por ejemplo: caminar, hablar, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
B. Cómo está creciendo y desarrollándose su hijo(a)	<input type="checkbox"/>	<input type="checkbox"/>
C. Cómo se desenvuelve su hijo(a) en el programa	<input type="checkbox"/>	<input type="checkbox"/>
D. Horario de las actividades diarias	<input type="checkbox"/>	<input type="checkbox"/>
E. Cómo puede Ud. contribuir al desarrollo y aprendizaje de su hijo(a)	<input type="checkbox"/>	<input type="checkbox"/>
F. Consejos para padres de familia	<input type="checkbox"/>	<input type="checkbox"/>
G. Cómo encontrar otros servicios en la comunidad (por ejemplo, oportunidades de capacitación, trabajo, clases para padres de familia, cuidado de la salud)	<input type="checkbox"/>	<input type="checkbox"/>
H. Dónde obtener información para resolver las dudas sobre salud y normas de seguridad	<input type="checkbox"/>	<input type="checkbox"/>
I. Información acerca de la experiencia y capacitación del personal del programa	<input type="checkbox"/>	<input type="checkbox"/>
J. Procedimientos de disciplina	<input type="checkbox"/>	<input type="checkbox"/>
K. Cómo puede Ud. involucrarse en el programa infantil	<input type="checkbox"/>	<input type="checkbox"/>

4. ¿Desea Ud. que este programa le brinde más información acerca de cualquier asunto relacionado con el cuidado y desarrollo de sus hijos(as)?

Sí ☐ (por favor especifique: _____)
No ☐

Parent Survey Information

- The requirement is for Parent Surveys to be distributed one time a year.
- Getting parents to return surveys is important.
- Good strategies for getting surveys back does NOT include punishing children for parents not returning the survey.

PAR
113-114

Important Considerations When Working with Families

- Developing Family Partnerships
- Parent/Family Conferences



Strategies for Building Relationships

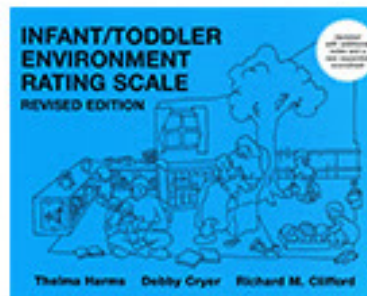
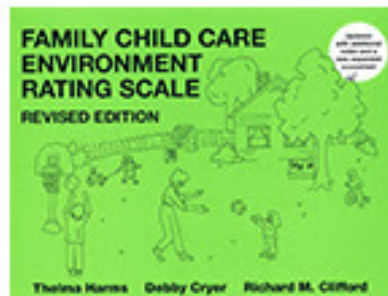
- Learn first, teach second.
- Participate in community cultural gatherings that are open to the public.

<http://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf>



The Environment Rating Scales are...

a required tool for the Program Self-Evaluation and the ongoing continuous improvement process.

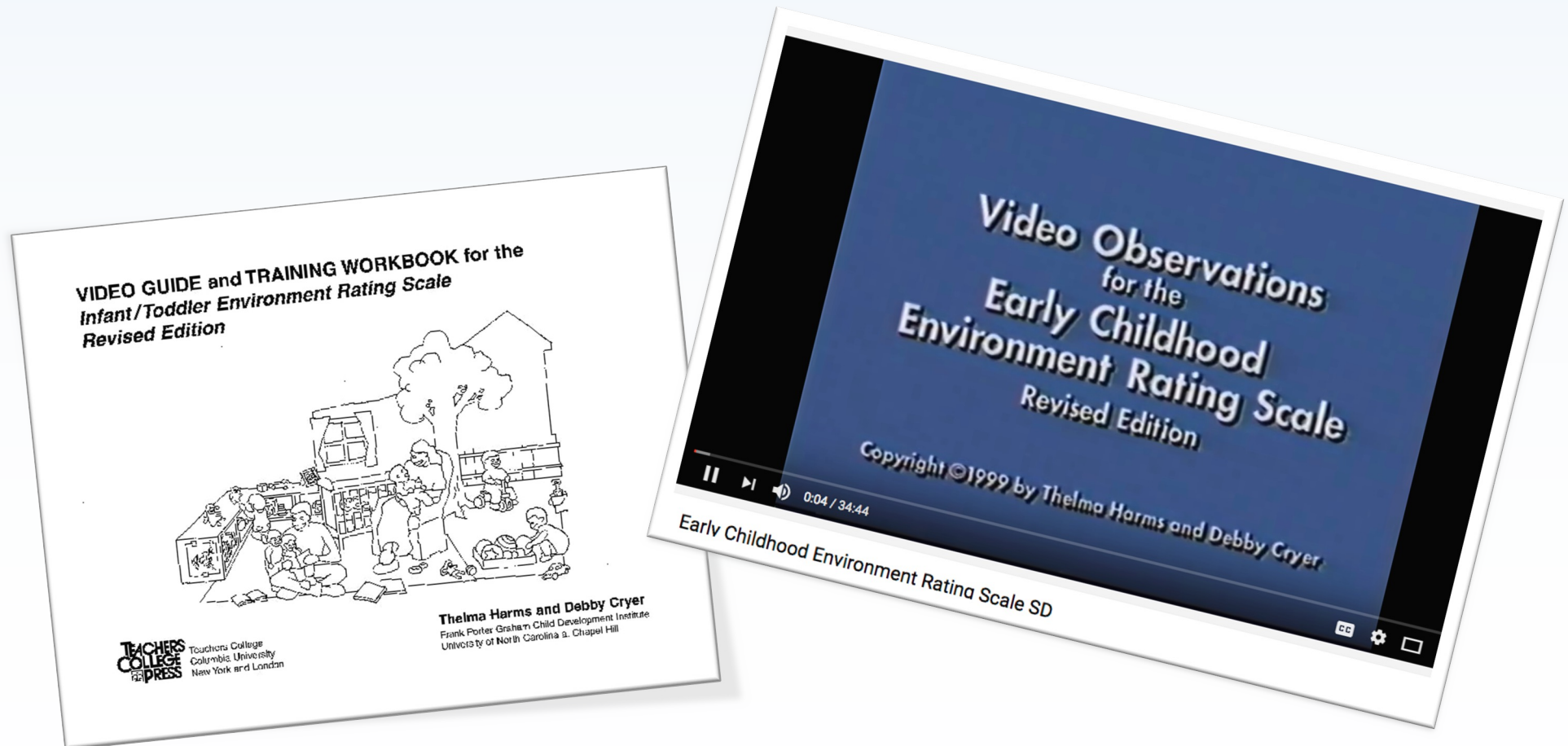


Environment Rating Scale Requirement:

- Classroom
- Site
- Contract



Training Workbook and Videos



ERS Inter-Rater Reliability

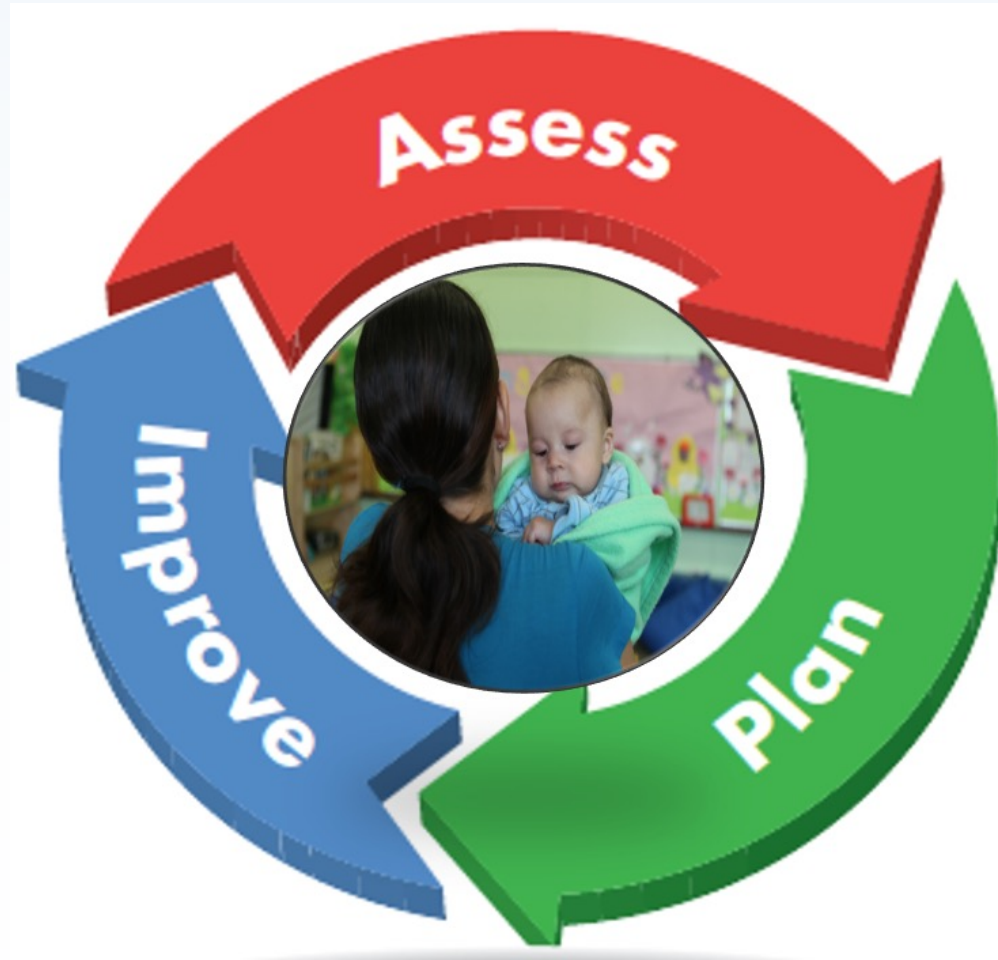
Example:

Item	Observer Name			Percentage Agreement
	Harms	Jacobs	White	
1	4	4	4	100%
2	3	3	2	67%
3	5	6	6	67%
4	3	2	4	33%

Sample Summary Score Sheet

Adapted from the "Environment Rating Scales" or ECERS-R by Harms, Cryer & Riley

Program Self-Evaluation



Steps to Completing the Agency Environment Rating Scale

Classroom



Scores ER Scale



Completed Profile



Completed Classroom/FCC Home Summary of Findings

Agency

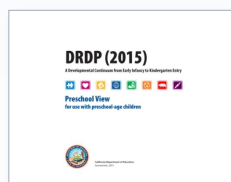
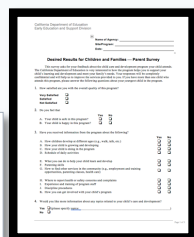
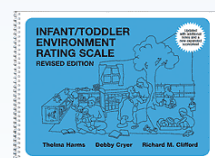
Completed ER Scale Profile Data by Contract



Completed Summary of Findings by Contract

Steps to Completing the Program Self Evaluation

Classroom



Assessments

Complete Profile/Survey

Subcategory and Average Score	Key Findings from Environment Rating Scale (ERS items)	Action Steps (Include instructional materials, learning needs, change to schedule, space, and supervision)	Expected Completion Date and Person Responsible	Follow-up and Reflection (Changes made, date completed, and time extended)
Space and Furnishings 3.3	Classroom has insufficient soft furnishings, lacks a cozy area, and more than 60% of child related displays are above the child's eye level	Add washable pillows, carpeting, and soft furniture to reading area. Add beach bowls, washable pillows and blankets, to outdoor areas, under tree shade and rock.	12/1/2016 Ms. Roberts	
Personal Care Routines 3.6	Children need to wash hands upon entering the room. Tables must be disinfected between children using the same space.	Provide staff development on proper hand washing technique. Provide family information/newsletter on importance of hand washing.	12/15/2016 Ms. Roberts	
			12/15/2017 Ms. Johnson	

Completes Classroom/FCC Home Summary of Findings

Agency

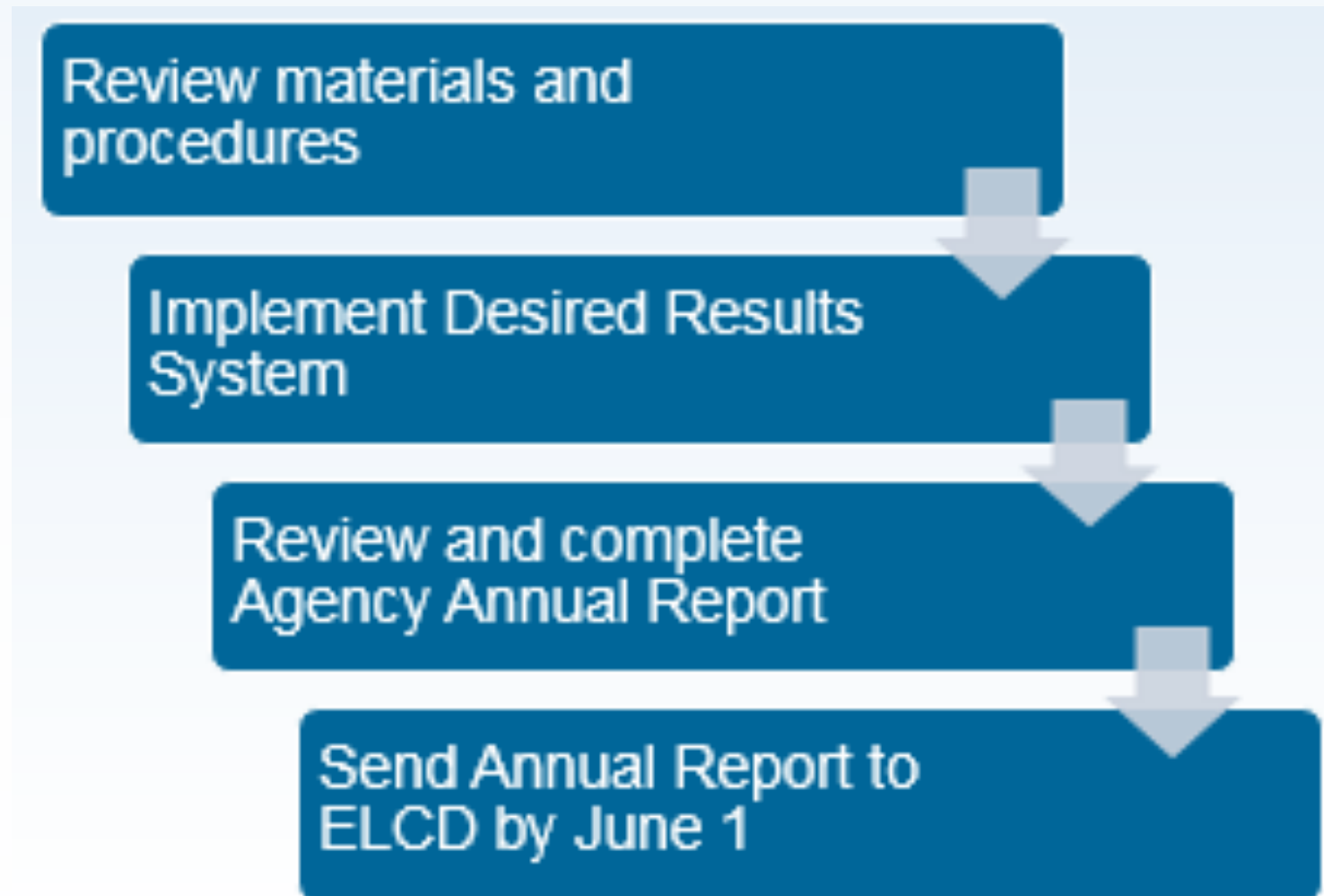
Compiles Data by Contract

Subcategory and Average Score	Key Findings from Environment Rating Scale (ERS items)	Action Steps (Include instructional materials, learning needs, change to schedule, space, and supervision)	Expected Completion Date and Person Responsible	Follow-up and Reflection (Changes made, date completed, and time extended)

Completes Summary of Findings by Contract



Program Self-Evaluation and Compliance Review



Self Study Checklist for Program/ Agency Administrators

Use the Self-Study Checklist for Program/Agency Administrators to plan agency/contract calendar

Desired Results System
Desired Results Developmental Profile (DRDP) Self-Study Checklist for
Program/ Agency Administration

Program Start	Month 2	Month 3	Month 4	Month 5	Month 6
<ul style="list-style-type: none"> Train and support staff in the collection of evidence and documentation to complete the DRDP. Ensure each child has a completed DRDP within 60 days of enrollment Create DRDPtech account or re-enroll children into new rating period in current account Train and support staff in set up, review, reflection of children's collected evidence and documentation Complete Environment Rating Scale for each classroom or Family Child Care home once annually 	<ul style="list-style-type: none"> Compile DRDP Group Data Summary for all classrooms /FCC homes by contract Complete ERS score Profile by classroom/FCC home Complete ERS Summary of Findings by classroom/FCC home 	<ul style="list-style-type: none"> Distribute Parent Surveys Complete ERS Summary of Findings for each contract Implement DRDP Summary of Findings action steps Begin Agency CPM/CMR Self-Evaluation 	<ul style="list-style-type: none"> Compile Group Data Summary for Parent Surveys Complete Parent Survey Summary of Findings Implement ERS actions steps 	<ul style="list-style-type: none"> Implement Parent Survey Summary of Findings action steps Optional* - Use Summaries of Findings to complete one-time annual Program Action Plan for each contract ("or in May) 	

Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
<ul style="list-style-type: none"> Ensure each child has a second completed DRDP six months after the first completion Ongoing implementation of action steps Optional* Implement Program Action Plan ("If Program Action Plan was completed previous month) 	<ul style="list-style-type: none"> Implement ongoing action steps Optional* Distribute second Parent Survey Optional* Compile Group Data Summary for 2nd Parent Survey 	<ul style="list-style-type: none"> Compile 2nd DRDP Group Data Summary by classrooms /FCC homes Complete Agency CPM/CMR Summary of Findings for each contract Use Summaries of Findings to complete annual Program Action Plan for each contract 	<ul style="list-style-type: none"> Optional* -Use Summaries of Findings to complete follow up on Program Action Plan for each contract ("If Program Action Plan completed in month 6) Complete Agency Annual Report for each contract 	<ul style="list-style-type: none"> Submit June 1 to EESD for each contract: <ul style="list-style-type: none"> Agency Annual Report Agency CPM/CMR Summary of Findings Program Action Plan Environment Rating Scale Summary of Findings Personnel Roster 	<ul style="list-style-type: none"> Ongoing implementation of action steps and Program Action Plan

* Items marked with *Optional** and in italicized text can be completed at several optional times during the year.

Visit <http://www.desiredresults.us> for all forms, resources, and updated information on the Desired Results system.

Tips on Training Staff on the Desired Results System

- Acknowledge and validate program staff's hesitancy and resistance to change. Help them effectively learn how to use the DR tools to improve the quality of care in your program.
- Provide training time for staff to practice observing children's activities and interactions, writing objective anecdotal notes, and reflecting on their observations for rating the DRDP. Use the free online training systems.
- Share that the Desired Results assessment tools are designed to reveal "snapshots" of each child, classroom, and the entire program to adjust and inform instruction to move children forward to meet Desired Results. Each tool identifies unique strengths and areas of improvement.
- Complete the DRDP two times annually. Effective education and care professionals are already observing, gathering evidence and documentation to demonstrate children's knowledge and skills.
- Post information about DRDP measures, and developmental domains around classrooms or in staff meeting rooms so that the staff can become familiar with them, at a glance and over time.

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Self Study Checklist for Classroom/FCCHN

Use the Self-Study Checklist for Classroom/Family Childcare Home Network staff to plan classroom/group calendar

Desired Results System
Desired Results Developmental Profile (DRDP) Self-Study Checklist for
Classroom/Family Child Care Home Network Staff

Program Start	Month 2	Month 3	Month 4	Month 5	Month 6
<ul style="list-style-type: none"> Begin to record observations, anecdotal records, photos, and documentation to complete the DRDP Set up children's portfolio system for organizing observations, work samples and other forms of evidence and documentation Complete the first DRDP on each child within 60 days of enrollment Complete annual Environment Rating Scale for classroom or Family Child Care home 	<ul style="list-style-type: none"> Complete Child's Developmental Progress form Conduct parent conferences Compile DRDP Group Data Summary by classroom/ FCC home Analyze DRDP data to inform individual, classroom, and group planning 	<ul style="list-style-type: none"> Continue to gather evidence and documentation Implement ERS actions steps. Use results to inform individual, classroom, and group planning 	<ul style="list-style-type: none"> Continue to gather evidence and documentation Use results to inform individual, classroom, and group planning 	<ul style="list-style-type: none"> Continue to gather evidence and documentation Use results to inform individual, classroom, and group planning 	<ul style="list-style-type: none"> Continue to gather evidence and documentation Use results to inform individual, classroom, and group planning
Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
<ul style="list-style-type: none"> Continue to gather evidence and documentation Use results to inform individual, classroom, and group planning 	<ul style="list-style-type: none"> Review and Reflect upon gathered evidence and documentation and complete 2nd DRDP six months after completion of first DRDP Use results to inform individual, classroom, and group planning 	<ul style="list-style-type: none"> Complete Child's Developmental Progress form Conduct Parent conferences Compile DRDP (Group Data Summary by classroom/ FCC home Use results to inform individual, classroom, and group planning 	<ul style="list-style-type: none"> Continue to gather observations, anecdotal records, and documentation Use results to inform individual, classroom, and group planning 	<ul style="list-style-type: none"> Continue to gather observations, anecdotal records, and documentation Use results to inform individual, classroom, and group planning 	<ul style="list-style-type: none"> Continue to gather observations, anecdotal records, and documentation Use results to inform individual, classroom, and group planning

Visit <http://www.desiredresults.us> for all forms, resources, and updated information on the Desired Results system.

- Desired Results Developmental Profiles are available in English; Parent Surveys and Child Development Progress forms are available in English, Spanish, Vietnamese, and Mandarin Chinese.

Suggestions for Completing the DRDP

- Know the DRDP contents and make observation notes that will help to complete more than one measure.
- Observe children daily (indoors and outdoors), keep running records, journals, work samples, and anecdotal notes.
- Choose a domain to focus on, look for integrated learning opportunities.
- Use time management and review your evidence before the due date of the assessment.
- Use simple recording methods. Use a journal for each child. Encourage staff and parents to note observations, anecdotal records, and share photos showing children's progress and growth.
- Review and reflect on gathered observations and documentation to inform and complete the DRDP.

To summarize, the Desired Results system is used to:

- Increase program quality for children and families.
- Measure the developmental progress of children and families in achieving desired results.
- Identify program strengths, as well as areas that may need improvement.
- Provide a results-based accountability system that is measurable.



Taking it Back to the Agency

Thank you!

