

Completing a Classroom Summary of Findings

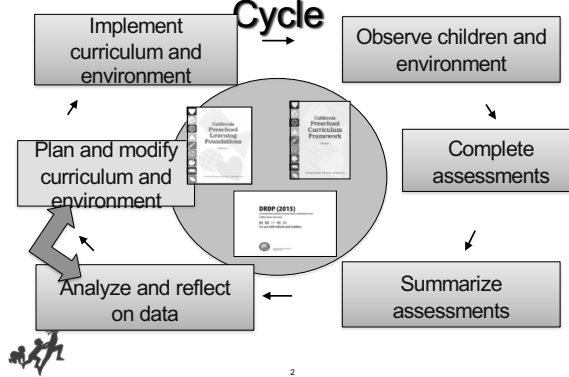


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The Curriculum Assessment Cycle



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Start Big

Ask Questions

Go Deeper



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Summary of Findings

The Summary of Findings identify the *what*, *how*, *who*, and *when* that will be addressed in each classroom and agency.

This process:

- Assists teachers and families in supporting the child's development
- Provides easier-to-access data for reflection and planning



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California Department of Education
Early Education and Support Division
March 2017

EESD 3900

Desired Results Developmental Profile Summary of Findings Classroom and Family Child Care Home (EESD 3900)

Contractor Legal Name	
Contract Type and/or FCCHEN	Age Group (Infant/Toddler, Preschool, School-Age)
Planning Date	Lead Planner Name and Position
Follow-up Date(s)	Lead Planner Name and Position

This form can be expanded and is not limited to a single page.

Key Findings from Developmental Profile	Action Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)
Ask: Developmentally, what do we know about the children currently enrolled in our classroom?	Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?	Ask: How do we accomplish our classroom goals??	Ask: By when?

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When Choosing a Key Finding...

- Look at domain.
- View the California Learning Foundations.
- Think about what the data reflects:
 - Consider all factors of the classroom
 - How old are the children?
 - Are there dual language learners?
 - Are there children with IEPs?

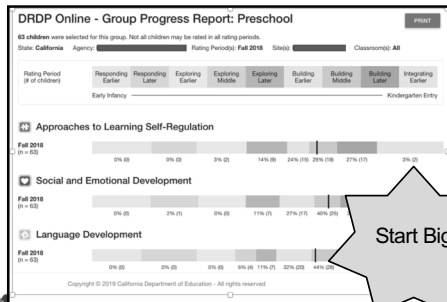


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Analyze and Reflect on the Data



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Learning Foundations

What Children Know and Are Able to Do



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Why is the Key Finding at the Domain Level?

- Learning is integrated.
- Planning for a group at the measure level is discrete.
- Planning at the domain level enables use of action steps to focus on specific measures.



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Questions to Ask About the Data

Questions to Ask About the Data

Reflective Questions for Teachers about the Family Planning Process

- What does my data tell me about my classroom, groups of children and individual children?
 - What are areas of strength?
 - What are the areas that need additional support?
- Do I know where my children should be developmentally at 48 and 60 months?
- Have I looked at the Preschool Curriculum Framework for strategies that will support children's area of need at the domain level?

When considering the following questions, consider areas of need as well as areas of strength:

- What changes can I make to my classroom environment to support children's learning and development? Consider what you already know about classroom environments, refer to the ECC or framework.
- What can I do during the course of the day routine to support children's learning and development? Consider what you already know and refer to the framework.
- What can I do in my interactions with children to support their learning and development? Consider what you already know and refer to the framework.
- What type of teacher-guided activities can I plan that would support children's learning and development during:
 - Large group time (planned)
 - Individual or small group time
 - Transitions
 - Quiet time

Ask Questions

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Intentional Planning

How am I responding to the data?

- Planned learning opportunities
- Child-staff interactions
- Teacher strategies
 - Collaboration with service provider
- Family engagement
- Use of environment and/or materials, including adaptations

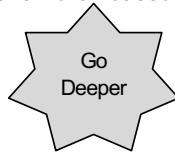
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Role of the Teacher

The role of the teacher includes making plans to facilitate learning. Written activity plans are based upon teachers knowledge of children, observations of children, and DRDP data.

Plan for small groups and individual children based upon their level of development.



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Class Planning Report

Approaches to Learning—Self Regulation

Approach	Self Regulation	Approach	Self Regulation	Approach	Self Regulation	Approach	Self Regulation	Approach	Self Regulation
Approach 1		Approach 2		Approach 3		Approach 4		Approach 5	
Approach 6		Approach 7		Approach 8		Approach 9		Approach 10	
Approach 11		Approach 12		Approach 13		Approach 14		Approach 15	
Approach 16		Approach 17		Approach 18		Approach 19		Approach 20	
Approach 21		Approach 22		Approach 23		Approach 24		Approach 25	
Approach 26		Approach 27		Approach 28		Approach 29		Approach 30	
Approach 31		Approach 32		Approach 33		Approach 34		Approach 35	
Approach 36		Approach 37		Approach 38		Approach 39		Approach 40	
Approach 41		Approach 42		Approach 43		Approach 44		Approach 45	
Approach 46		Approach 47		Approach 48		Approach 49		Approach 50	
Approach 51		Approach 52		Approach 53		Approach 54		Approach 55	
Approach 56		Approach 57		Approach 58		Approach 59		Approach 60	
Approach 61		Approach 62		Approach 63		Approach 64		Approach 65	
Approach 66		Approach 67		Approach 68		Approach 69		Approach 70	
Approach 71		Approach 72		Approach 73		Approach 74		Approach 75	
Approach 76		Approach 77		Approach 78		Approach 79		Approach 80	
Approach 81		Approach 82		Approach 83		Approach 84		Approach 85	
Approach 86		Approach 87		Approach 88		Approach 89		Approach 90	
Approach 91		Approach 92		Approach 93		Approach 94		Approach 95	
Approach 96		Approach 97		Approach 98		Approach 99		Approach 100	



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Action Steps Should...

- Identify new approaches
- Reflect the teachers sphere of influence
- Be specific and child centered

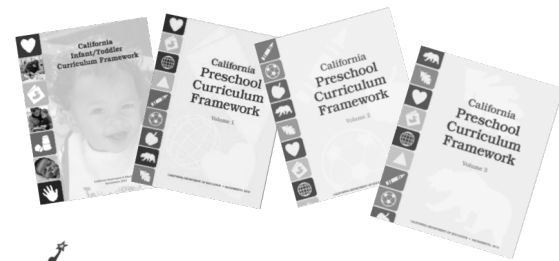


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Program Resources



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The Developmental Levels

The number of levels in a measure varies depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating.

Responding (Earlier, Later)

Knowledge, skills, or behavior that develop from basic responses through using senses and through actions to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.

Exploring (Earlier, Middle, Later)

Knowledge, skills, or behavior that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful conversation, and the beginning of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.

Building (Earlier, Middle, Later)

Knowledge, skills, or behavior that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.

Integrating (Earlier)

Knowledge, skills, or behavior that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social emotional, self regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

Note that the developmental levels for the EL domain differ from the above format as they represent the developmental progression for the acquisition of English as a second language during the early childhood years.

When thinking about supporting your classroom from one level to the next, Intro-4 can provide some insight.



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Resources

<https://www.youtube.com/watch?v=yp3vK5qS7ys>



 keeping it alive classroom summary of findings

Keeping Summary of Findings Alive
World Cavewits

 211 views

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All About Young Children

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All About Young Children

36個月到48個月

18 months to 36 months

SOCIAL-EMOTIONAL DEVELOPMENT

De 18 meses a 36 meses

DESARROLLO DE IDIOMAS Y ALFABETIZACIÓN

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What's in the Curriculum Frameworks?

California Infant/Toddler Curriculum Framework

California Preschool Curriculum Framework Volume 1

California Preschool Curriculum Framework Volume 2

California Preschool Curriculum Framework Volume 3

School-age frameworks available on CDE Web site

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