D E S I R E D R E S U L T S

for Children and Families

★ **IN THIS SECTION**

Desired Results Training & Technical Assistance Project

Contents

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California Department of Education, Early Education & Support Division
Statewide and Online Resources

The **Program for Infant Toddler Care (PITC)** is CDE's training system for professionals who work with infants and toddlers (birth to age three). PITC seeks to ensure that America's infants get a safe, healthy, emotionally secure and enriching start in life. http://www.pitc.org/

California Preschool Instructional Network (CPIN) provides professional development and technical assistance to preschool teachers and administrators to ensure preschool children are ready for school. Training is based on Early Education and Support Division (EESD) publications, primarily the preschool learning foundations and preschool curriculum framework. http://www.cpin.us/

Desired Results Training and Technical Assistance Project provides training and technical assistance in the implementation of the Desired Results system, including assessing children with the Desired Results Developmental Profile©. DRDP 2015 is coming soon. http://www.desiredresults.us

California Early Childhood Online (CECO) provides access to comprehensive resources and courses in one centralized location to meet the ever-changing needs of the early childhood field. Within CECO, teachers are able to explore modules on DRDP for preschool and infant toddlers, as well as modules on the California Preschool Learning Foundations and Preschool Curriculum Framework. These courses are offered free of charge. http://www.caearlychildhoodonline.org/

The **California School-Age Consortium (CalSAC)** mission is to enhance the performance of California out-of-school program providers by building connections, competence, and community. http://www.calsac.org/
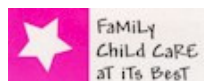
Family Child Care at Its Best provides high-quality education on child development to thousands of licensed and license-exempt family child care providers throughout California. http://humanservices.ucdavis.edu/ChildDev/Programs/FamilyChildCare.aspx?unit=CHLDEV

The **California Early Childhood Mentor Program** provides resources and support to aspiring and experienced teachers and administrators in programs serving children birth to five and before- and after-school programs. http://www.ecementor.org/

CDE/ECE Faculty Initiative Project aligns and integrates essential content and competencies of key CDE/EESD materials and initiatives with core early childhood education curriculum of the California Community College and the California State University systems. http://www.wested.org/facultyinitiative/

The **Child Development Training Consortium** promotes high-quality early education to California's children and families by providing financial and technical assistance to students and professionals in early education. http://www.childdevelopment.org

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The **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** is focused on promoting the social–emotional development and school readiness of young children birth to age five. The CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.
http://csefel.vanderbilt.edu/

The **California Inclusion and Behavior Consultation (CIBC) Network** is a professional development resource that includes on-site consultation, reflective practice conversations, and resources regarding challenging behavior and special needs.
http://www.cibc-ca.org/

Beginning Together Caring for Young Children with Disabilities or other Special Needs in Inclusive Settings is designed to move inclusive experiences for young children with disabilities or other special needs and their families from theory to practice. http://www.CAinclusion.org/bt

The **MAP TO INCLUSION & BELONGING**…**MAKING ACCESS POSSIBLE (MAP)** develops materials and serves as a clearinghouse of resources and information for individuals, organizations, and child care providers in the state about inclusive practices, including current information on successful state and local initiatives.
http://www.CAinclusion.org/camap

CompSAT–Competencies Self-Assessment Tool is an online, professional development Web site filled with interactive and self-reflective activities and videos highlighting research-based guidance on the *California Early Childhood Educator Competencies.*
http://ececompsat.org/index.html

All About Young Children provides family-focused, multimedia products aimed at families and describes the California infant/toddler and preschool foundations. Products available in eight languages.
http://allaboutyoungchildren.org/
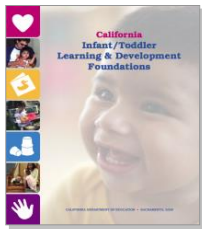
Child Care Initiative Project
The Child Care Initiative Project (CCIP) works through local Child Care Resource and Referral (CCR&R) agencies to recruit, train, and retain licensed family child care providers.
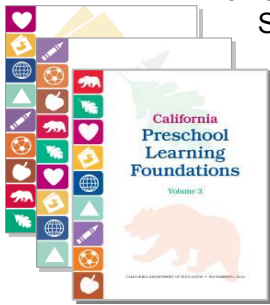http://www.rrnetwork.org/ccip_quality

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California's Early Learning Foundations

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 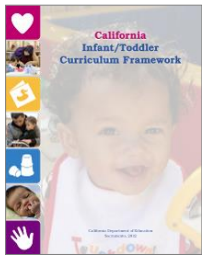of development; and 2) the *California Preschool Learning Foundations* (Volumes 1, 2, & 3). The foundations describe the knowledge and skills that all young children typically acquire when given support in high quality early care and education programs. The preschool foundations identify 9 key domai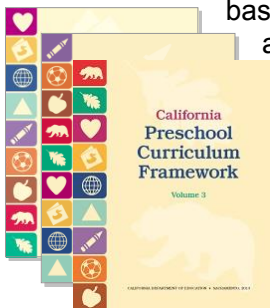ns of learning, and is available in Spanish. A DVD Set (3 DVDs) for the Infant Toddler Learning and Development Foundations is available for purchase. The DVD Series (9 DVDs) for the Preschool Learning Foundations will be available for purchase in Fall 2015.

California's Curriculum Frameworks

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.

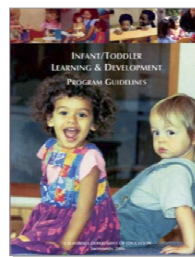## Alignment of the California Preschool Learning Foundations with Key Early Education Resources (2012)
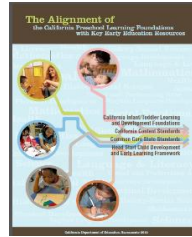
Features descriptions of how California's preschool foundations are aligned with the California Infant-Toddler Learning & Development Foundations, California Content Standards, Common Core State Standards and Head Start Child Development & Early Learning Framework. Online format only. *An abreviated version can be found in the Preschool Learning Foundations Volume 3 (Appendix B)*
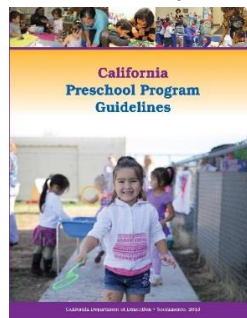
The Infant/Toddler Learning and Development Program Guidelines is aligned

with the *California Preschool Program Guidelines* and emphasizes a family-focused approach. It describes research-based strategies on early care and education that help ensure the healthy development and learning for very young children ages birth to 3 years old. A companion DVD Set (2 DVDs) includes conversations with experts, teachers, family childcare providers, and families. It also features clips highlighting best practices in infant and toddler care settings. Also available in Spanish.

## The California *Preschool Program Guidelines (2015)* is designed for administrators,

directors, supervisors, college faculty, and policy makers. 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."* Companion DVD Set (2 DVDs) available with Spanish subtitles.
http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf

Guidelines for Early Learning in Child Care Home Settings (2010) Because of the vital importance of home-based child care settings in today's society, this publication 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.
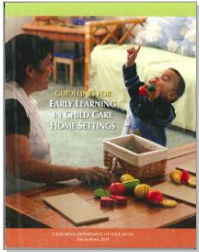
Desired Results Developmental Profile© (DRDP©) 2015 is an observation-based assessment instrument used to assess children's developmental progress. The DRDP was developed for the following four age groups:
1) Infant Toddler (I/T) - Birth to 36 months;
2) Preschool (PS) – 3-5years
3) Kindergarten entry;4) School Age (SA); Kindergarten through twelve years; School Readiness (SR); Transitional Kindergarten (TK); and Kindergarten (K). English & Spanish versions are available. http://desiredresults.us/form_drdp.htm
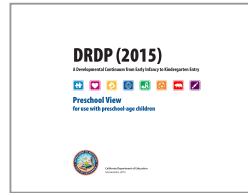
Preschool English Learners (PEL) Guide: The *Preschool English Learners-Principles and Practices to Promote Language, Literacy, and Learning,* provides guidance and strategies that teachers need to promote high-quality language, literacy, and learning experiences for young English learners. Available in English & Spanish.
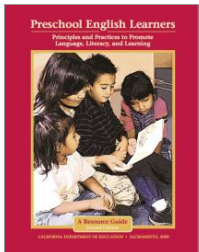
Watching My Child Grow is an introduction for families to the Desired Results system and is dubbed in English, Spanish, and Mandarin.
http://www.desiredresults.us/for_families.htm

World Full of Language: Supporting Preschool English Learners DVD This DVD & booklet set is the companion DVD for *Preschool English Learners (PEL) Guide:* It covers how young children acquire English as a second language. Research-based strategies are featured to guide teachers on how to support English learners. This DVD is closed-captioned, and is available in English & Spanish on one disk.
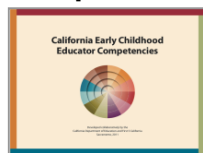
Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs (2009) is a handbook for early care and education programs caring for children birth through 5 years old. This publication provides guidance and resources on specific ways to fully include young children who have disabilities or other special needs into regular preschool programs. This publication includes family-friendly approaches, strategies on environmental adaptations, and how to access inclusion resources.
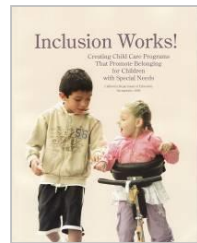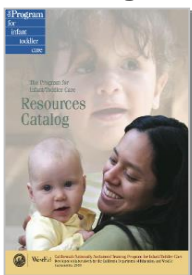
The California Early Childhood Educator Competencies (2011) describes the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children birth through 5 years old. It contains twelve competency areas: Child Development and Learning; Culture, Diversity and Equity; Relationships, Interactions, and Guidance; Family & Community Engagement; Dual-Language Development; Observation, Screening, Assessment, & Documentation; Special Needs & Inclusion; Learning Environments & Curriculum; Health, Safety, & Nutrition; Leadership in Early Childhood Education; Professionalism; and Administration & Supervision. Print copy is a binder-ready product. A companion video clip series (13 video clips) is available on the CDE website: http://www.cde.ca.gov/sp/cd/re/ececomps.asp
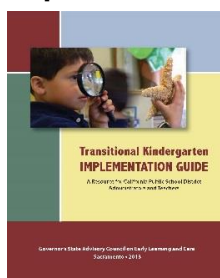
PITC Resources through WestEd:
The Program for Infant/Toddler Care (PITC) is a high-quality training system providing professional learning materials based on sound theoretical principles and research. Developed for trainers, program administrators, and teachers of infants and toddlers, these materials 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. Program for Infant Toddler Care resources can be found at: http://www.pitc.org/pub/pitc_docs/products4.html

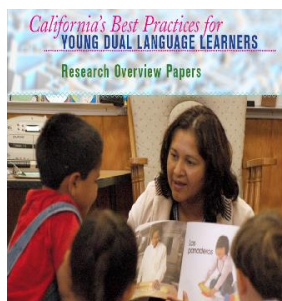**The Transitional Kindergarten Implementation Guide (2013)** describes the essential components for school district administrators and teachers to consider as they develop comprehensive TK programs. The first chapter of the guide focuses on considerations for the structure and design of TK programs. 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. Links to videos are embedded in the online version: http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf

California's Best Practices for Young Dual Language Learners Research Overview Papers This series of research overviews 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.

How to Order CDE-EESD Publications & DVDs:
Call toll-free: 1-800-995-4099
E-mail: sales@cde.ca.gov
Mail: California Department of Education,
CDE Press Sales Office
1430 N Street, Suite 3207
Sacramento, CA 95814-5901

CDE Educational Resources catalog:
http://www.cde.ca.gov/re/pn/rc/

CDE/EESD Publication Resources:
http://www.cde.ca.gov/sp/cd/re/cddpublications.asp

Desired Results
Resources Order Form

Title	Quantity	Price	Total
DVDs			
Getting to Know You Through Observation DVD[1]		$12.00	$
Watching My Child Grow DVD		$12.00	$
Mini Measures			
DRDP (2015) PS view Mini Measures in Color		$15.00	$
DRDP (2015) IT view Mini Measures in Color		$15.00	$
DRDP-K (2015) Mini Measures in Color		$15.00	$
		Subtotal	$
		Shipping & Handling (see chart)	$
		TOTAL	$

Payment Method (no credit cards)

☐ Check

☐ Purchase Order
  (For orders $50 or more)

Shipping & Handling Charges		
Standard UPS	1-3 weeks	$0
Rush Delivery via UPS	UPS 2-Day	$20 per order
	UPS overnight	$30 per order

Shipping Information (Physical Addresses only, No P.O. Boxes)

Name: _____

Address (No P.O. Box): _____

City, State, Zip Code: _____

Telephone number: _____

E-mail address: _____

Mail order form with check payable to WestEd for **Total Amount Due** to:

WestEd
DRTTA Attn: Resource Order
333 N. Lantana St. Suite 277
Camarillo, CA 93010
1-800-770-6339 Fax: 805-465-4444

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[1] To order the Getting to Know you Through Observation DVD by credit card, please visit
http://www.wested.org/resources/getting-to-know-you-through-observation/
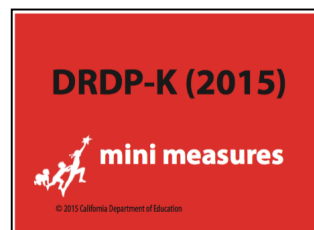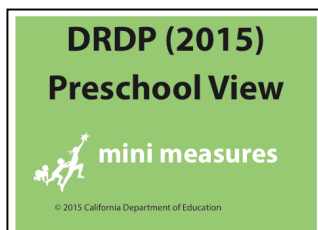
Desired Results
Resources Order Form
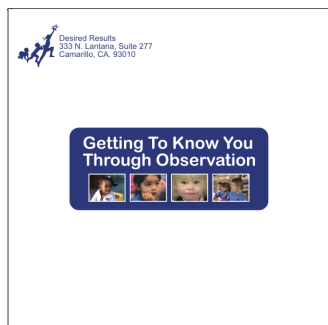
The **Getting to Know You Through Observation DVD** illustrates the importance of observation in early childcare and education settings. It offers strategies for developing accurate and reliable systems of observation and recording. The DVD is subtitled in Spanish. To download the accompanying *Getting to Know You Through Observation Trainer's Guide* and the *Training Workbook*, visit www.desiredresults.us.

Watching My Child Grow is an introduction for families to the Desired Results system. It is dubbed in English, Spanish and Mandarin.

Mini Measures are a pocket-sized format designed to assist teachers working with the DRDP© (2015) in their observations of children. The color versions of the DRDP (2015) © (Preschool view and Infant/Toddler view) and the DRDP-K© (2015) Mini Measures divide the developmental domains by color, providing a quick visual reference point for the measures.

Desired Results System DRDP© Self-Study Checklist for Classroom/Family Child Care Home Network Staff

Program Start	Month 2	Month 3	Month 4	Month 5	Month 6
□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	□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	□Continue to gather evidence and documentation □Implement ERS actions steps. □Use results to inform individual, classroom, and group planning	□Continue to gather evidence and documentation □Use results to inform individual, classroom, and group planning	□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
□Continue to gather evidence and documentation □Use results to inform individual, classroom, and group planning	□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	□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	□Continue to gather observations, anecdotal records, and documentation □Use results to inform individual, classroom, and group planning	□Continue to gather observations, anecdotal records, and documentation □Use results to inform individual, classroom, and group planning	□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.

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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©.

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

Program Start	Month 2	Month 3	Month 4	Month 5	Month 6
□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 DRDPech 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*		□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	□Distribute Parent Surveys □Complete ERS Summary of Findings for each contract □Implement DRDP© Summary of Findings action steps □Begin Agency CPM/CMR Self-Evaluation	□Compile Group Data Summary for Parent Surveys □Complete Parent Survey Summary of Findings □Implement ERS actions steps	□Implement Parent Survey Summary of Findings action steps □*Optional* - Use Summaries of Findings to complete <u>one-time annual</u> Program Action Plan for each contract (*or in May)*

Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
□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)*	□Implement ongoing action steps □*Optional* Distribute second Parent Survey* □*Optional* Compile Group Data Summary for 2nd Parent Survey*	□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 <u>annual</u> Program Action Plan for each contract	□*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	**Submit June 1 to EESD for each contract**: □Agency Annual Report □Agency CPM/CMR Summary of Findings □Program Action Plan □Environment Rating Scale Summary of Findings □Personnel Roster	□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.

<u>Tips on Training Staff on the Desired Results System</u>

‣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.

September 2017

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November 2017

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December 2017

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February 2018

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March 2018

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April 2018

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May 2018

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