DESIRED RESULTS

for Children and Families

IN THIS SECTION

DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)

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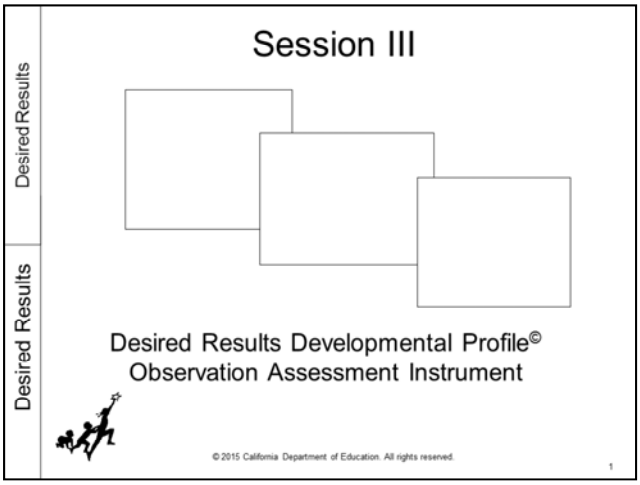
Act: Activity

H/O: Handout

Handout



None

In this session, participants will learn about the Desired Results Developmental Profile.

We will focus on observation skills, rating the DRDP, collecting the DRDP data, the Summary of Findings, and the Child's Developmental Progress form.

Handout

None

Teachers observe children in their natural, daily activities. Agencies will be able to describe children's achievements in learning and development to advocate the strengths and benefits of the program to families and the larger community.

Handout

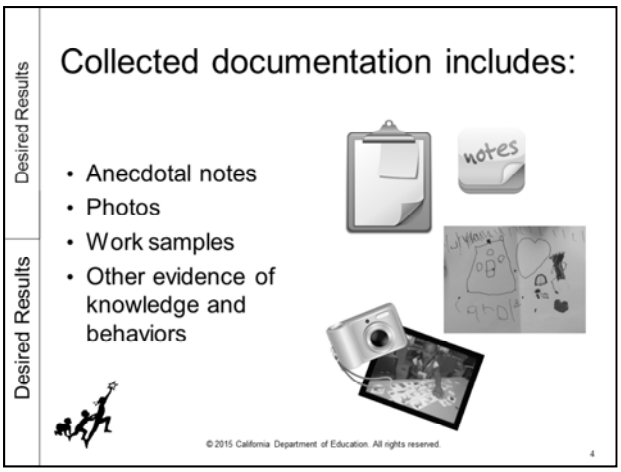
None

Good observation and recording methods over time are the cornerstones for using the DRDP effectively.

The DRDP is not a test, but an observation based assessment for children

The person who is the designated teacher should complete the DRDP. Assistants, parents, and other staff should contribute observations.

Note: Family Child Care Networks have a “teacher identified” person complete the DRDP. This person may be the case manager who oversees the network care providers. The case manager consults with care providers and parents in completing the DRDP.

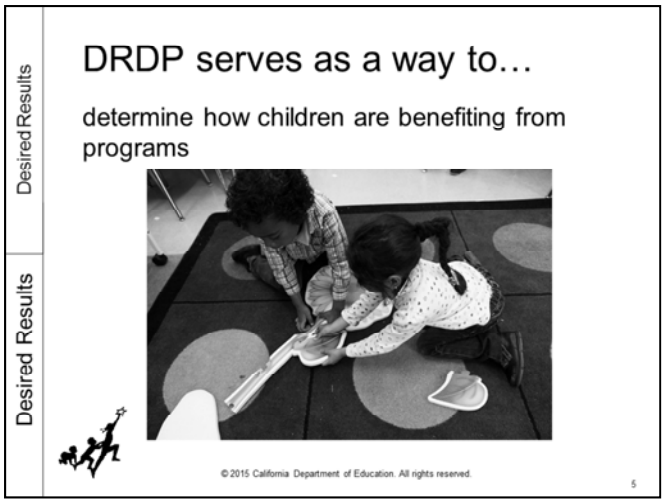


Handout

None

Teachers collect a substantial number of anecdotal notes, photos, work samples, and other pieces of documentation from family members and other staff, that demonstrate the children's mastered developmental levels. The organization of collected documentation can be achieved through "portfolios."

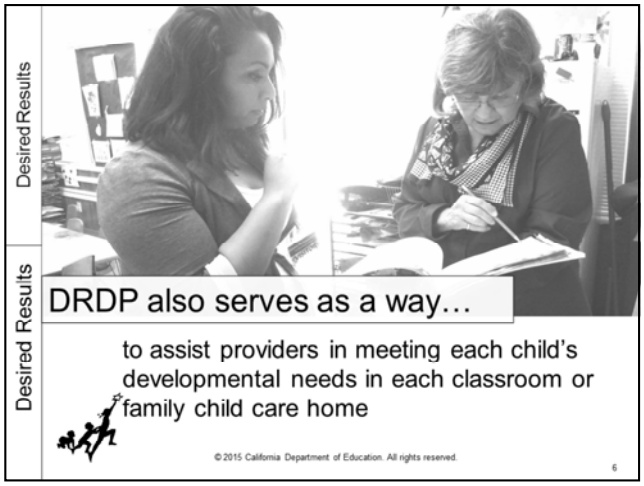
Handout



None

- The DRDP findings provide information for agencies to use to improve programs.
- Information is shared with families during parent conferences to support parents in supporting the child's progress.
- Information can also be shared with the community to demonstrate how children benefit from involvement in the program.

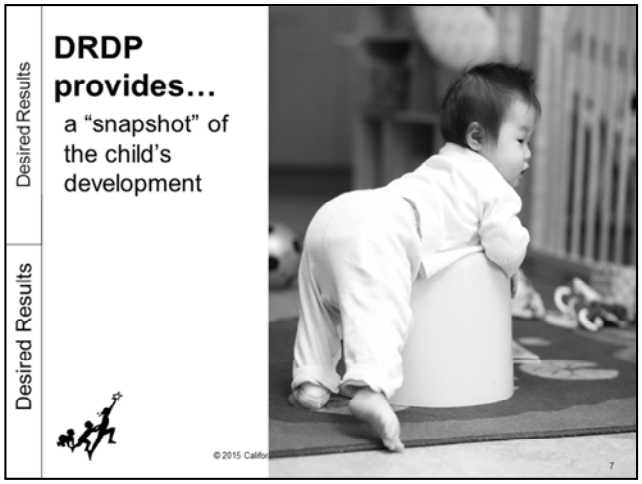
Handout



None

- The DRDP documents the kind of work that quality programs are already doing every day.
- As teachers learn more about the children in their care, the DRDP information assists them in adapting and modifying curriculum plans and activities for the individual child, as well as activities for small and large groups.

Handout

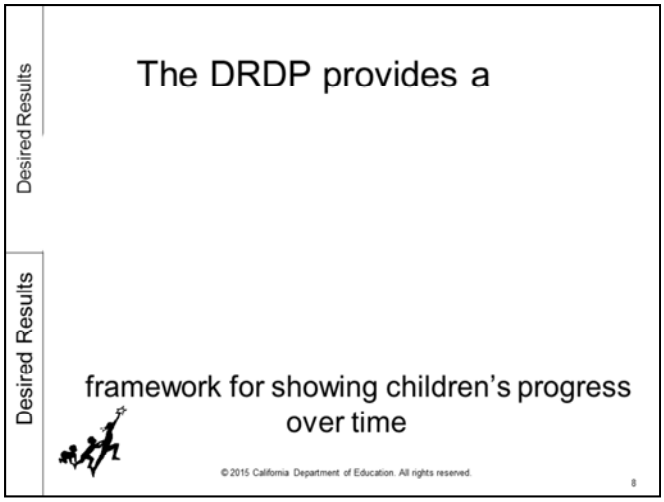


None

Children grow and change quickly, so a completed DRDP is a “snapshot” (i.e., a representative moment in time) of a child’s development.

All succeeding observations will document changes that result from growth and progress.

Handout



None

Each age-level instrument provides a framework that serves in monitoring children's progress throughout the program year.

There are 2 DRDP instruments:

DRDP (2015) – this is one instrument with two views. The DRDP (2015) is a full continuum instrument used for all children infancy through kindergarten entry including children with special needs.

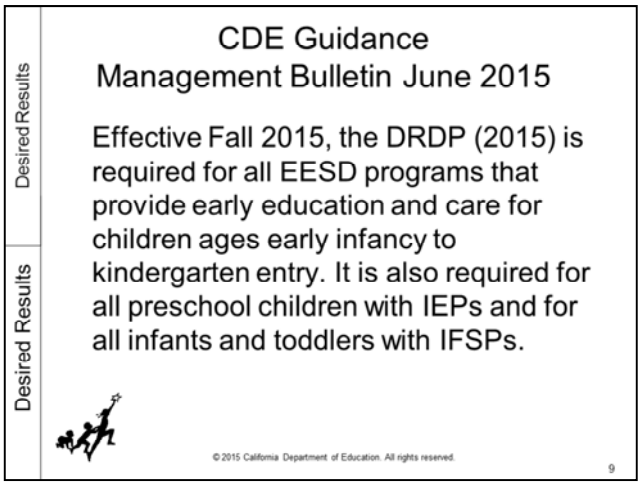
There is an infant/toddler view for use with children infancy to 36 months and there is the preschool view for preschool age children until kindergarten entry.

•DRDP SA - 2 versions to choose from: first, the DRDP–SA complete version which has all 35 measures ; second, the DRDP-SA© (2010) simplified version, which has 2 domains with 13 measures.

The DRDP-SA©(2010) was simplified because the other areas were already being assessed during the school day (e.g., reading, math, etc.). EESD felt it was still important to assess *Self and Social Development* as well as *Heath and Safety*.

Each profile provides guidance in documenting observations that reflect the developmental growth for each age group.

Handout



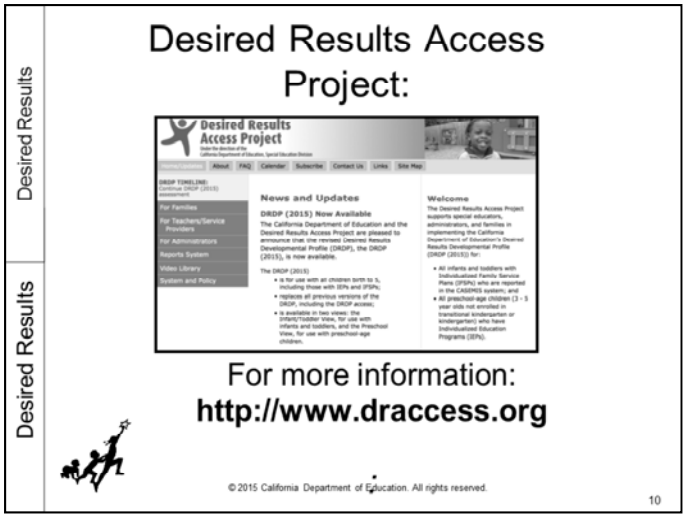
Management Bulletin 15-03

Early Education and Support Division

Reference management Bulletin 15-03

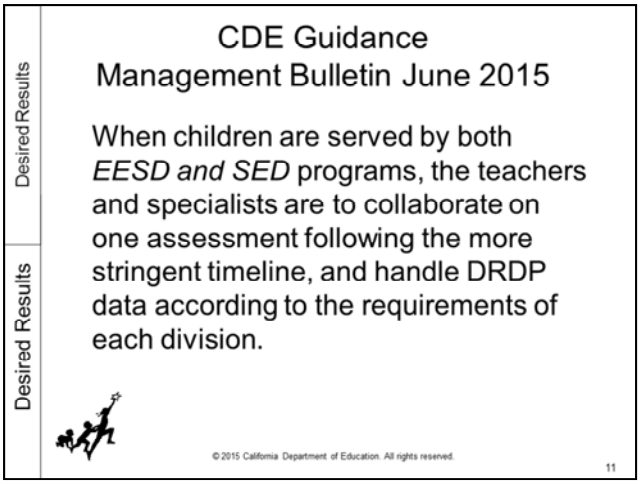
If you are providing services to children with an IEP or IFSP, you are encouraged to visit the DRaccess website to get additional information about training and specific requirements.

Handout



None

Trainer note: Participants may have additional questions about DRDPaccess. They are encouraged to visit the website listed on the screen to get additional information.

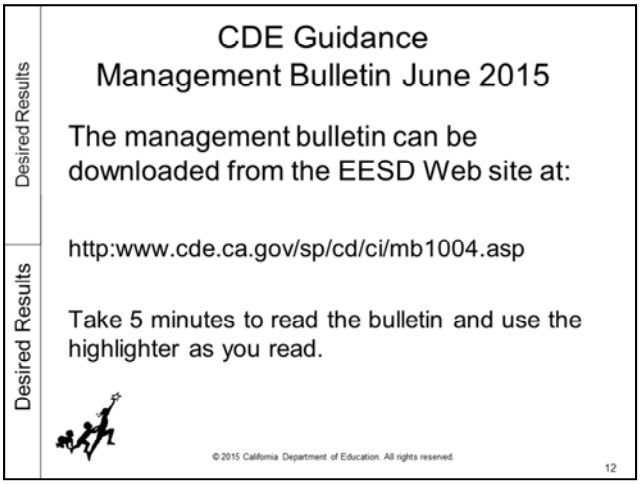


Handout

Management Bulletin 15-03

Early Education and Support Division

More details can be found on Management Bulletin 15-03.



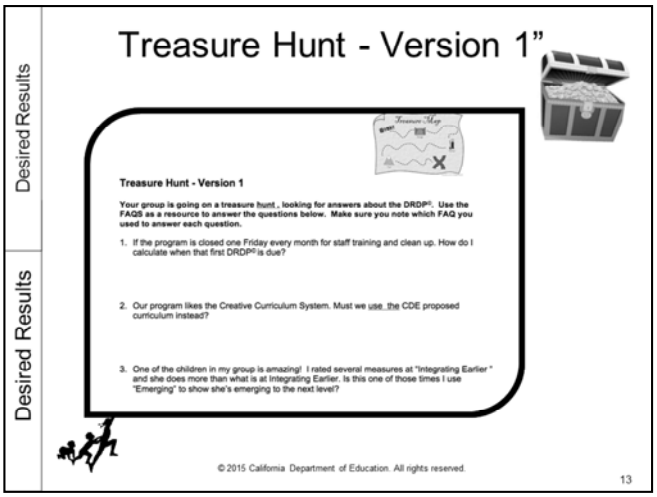
Handout

Management Bulletin 15-03

Early Education and Support Division

Trainer note: Direct participants to read the bulletin and use a highlighter as they read it.

The entire bulletin provides information on collaboration between ECE staff and the special education provider. It also gives the requirement of using DRDPtech for all EESD programs. Take five minutes to read the bulletin. We recommend that you provide this bulletin to your staff or share it at a staff meeting.



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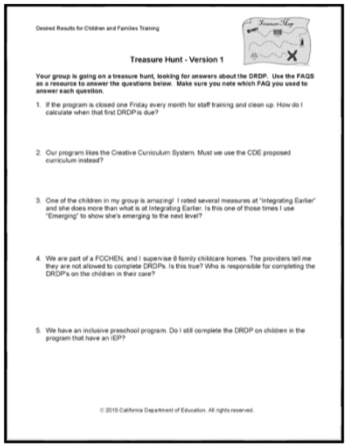
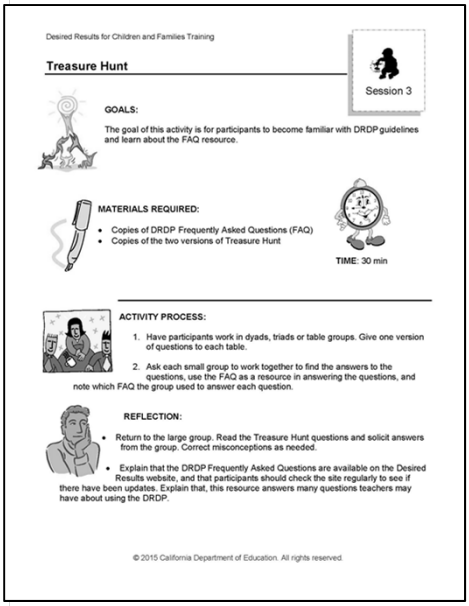


Activity: Treasure Hunt



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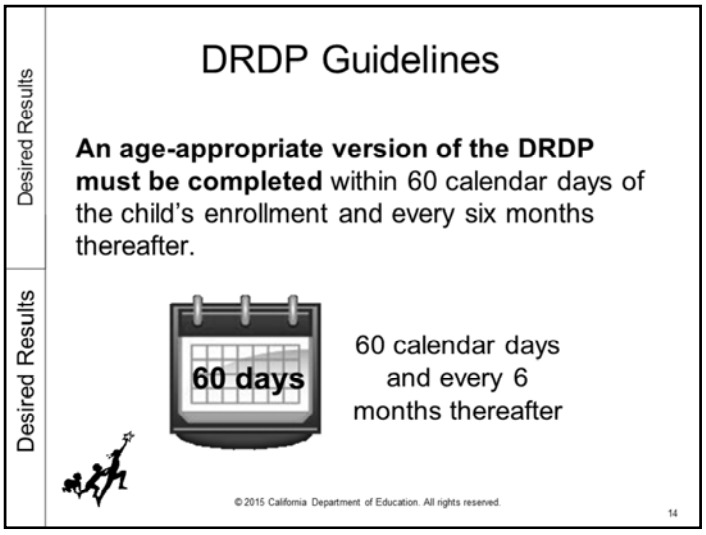
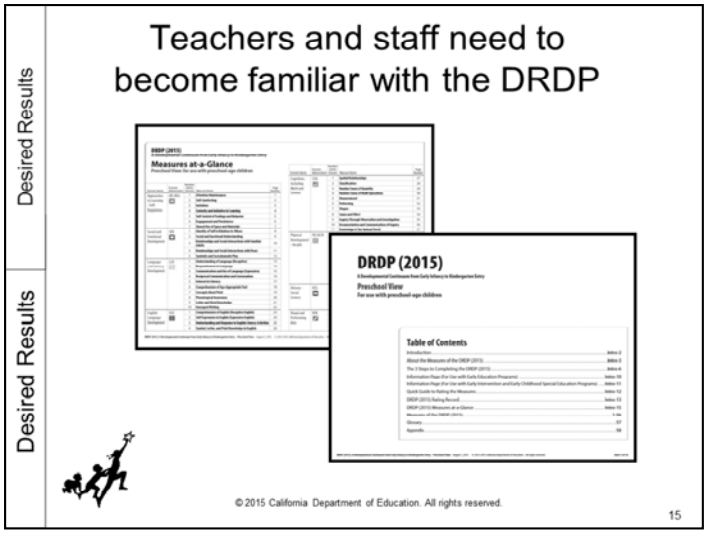


None

•An age-appropriate version of the DRDP must be completed for all children enrolled in a CDE/EESD funded center or family child care home network.

Trainer note: Clarify how often and when DRDPs are required to be completed. Emphasize 60 calendar days from the enrollment date of children. Enrollment is typically determined to be the first date the child receives care.

Handout

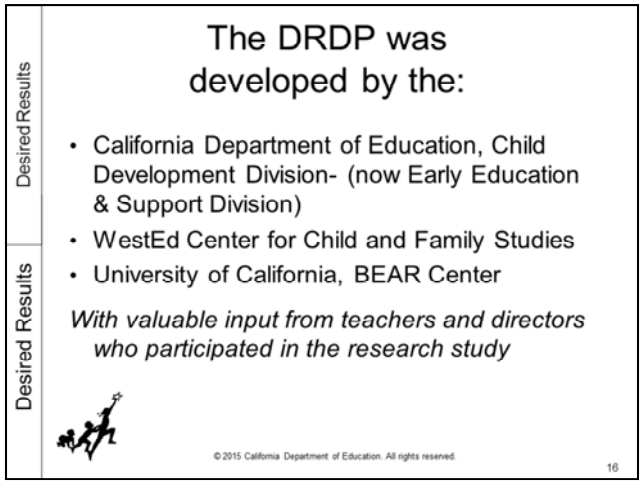


None

•Get to know the Desired Results, developmental domains, measures, definitions, developmental levels, and descriptors. Read through the introduction and appendices of the assessment for clarification.

•The DRDP tool kit ideas, such as the mini-measures, are on the DR website and helpful in becoming familiar with the DRDP.

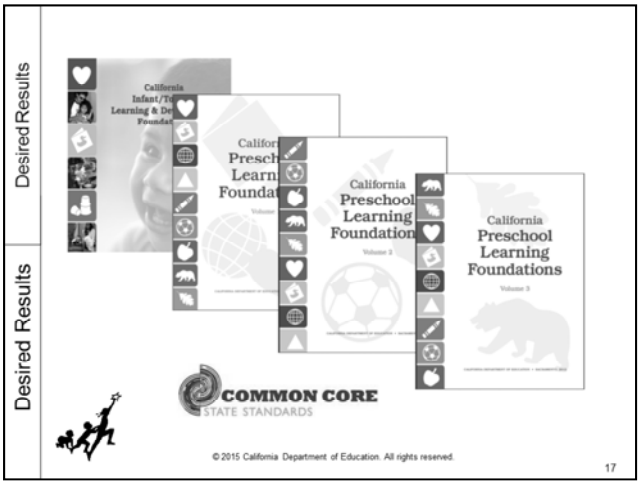
Handout



None

- WestEd and BEAR aligned the instruments and developed new measures.
- BEAR provided overall direction for the study and summarized the data.
- BEAR is the Berkeley Evaluation and Assessment Research Center.

Handout



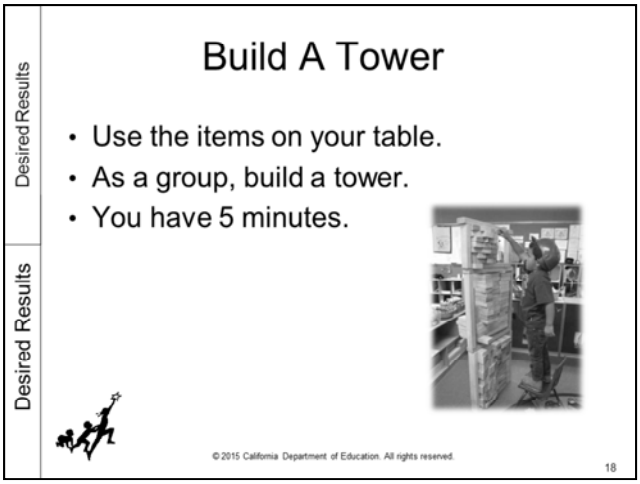
None

The DRDP aligns with the:

- Infant and Toddler Early Learning and Development Foundations
- Preschool Learning Foundations, Volumes 1-3
- Common Core Standards
- Head Start Child Development and Early Learning Framework

Now let's look at the instrument in more detail…

Handout

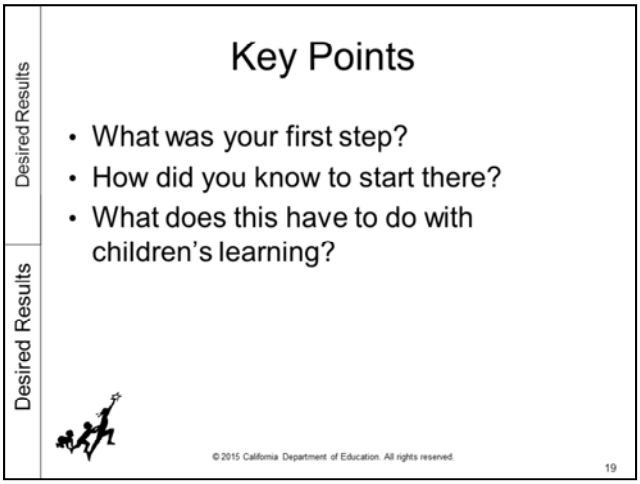


None

Refer to DR-2015 Activity Sheet #2 – Build a Tower

Have participants build a tower using (cups, blocks, paper) any accessible material.

Handout

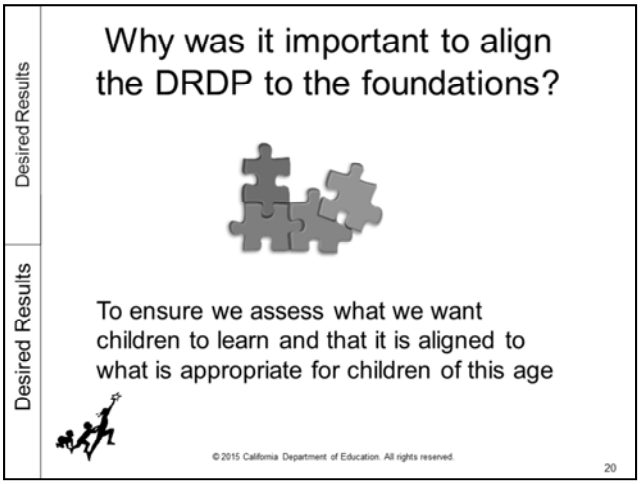


None

This is the debrief slide.

The purpose of the activity is to make a connection between having a foundation in order to support a structure. For us that structure is children's learning. Our foundation is our California Preschool and Infant toddler Learning and development Foundations. These are important first steps in understanding child development and understanding the skills that children are capable of.

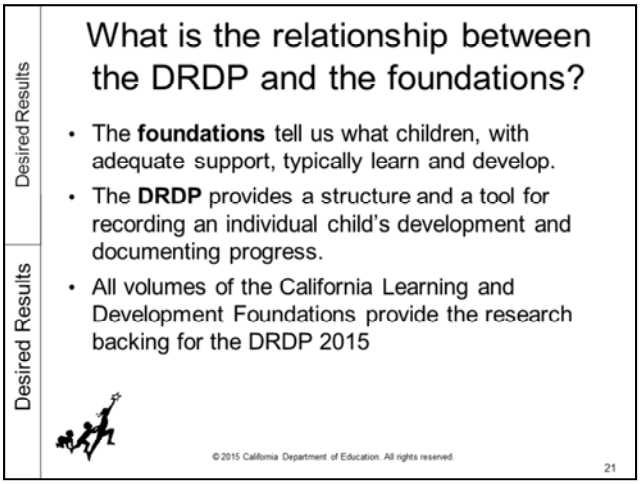
Handout



None

- The state has taken care to build a cohesive system.
- The foundations describe children's learning and development.
- Thus it is important that we are assessing what we want children to learn, and that we align it to what is appropriate for children of this age.

Handout



None

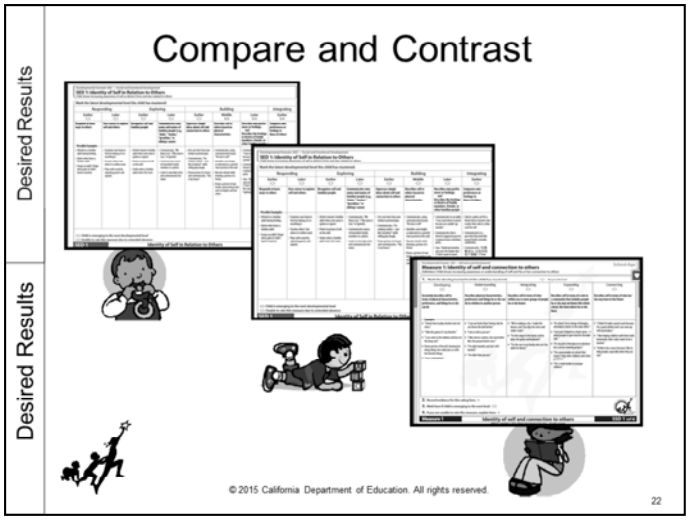
The developmental domains work in an integrated fashion to support all four Desired Results. Ways to use the foundations and DRDP together:

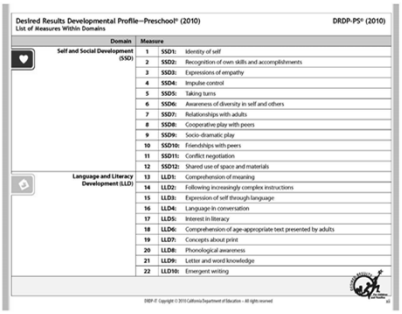
•Read foundations at the beginning of the school year to understand development in a general way.

•Complete the DRDP twice each year to see children's progress.

Foundations provide the overall developmental landscape or backdrop. The DRDP helps determine where an individual child is on that backdrop.

Handout




Desired Results Developmental Profile—Preschool[2] (2010) DRDP-PS[2] (2010)
List of Measures Within Domains

Domain		Measure
Self and Social Development (SSD)	1	SSD1: Identity of self
	2	SSD2: Recognition of own skills and accomplishments
	3	SSD3: Expressions of empathy
	4	SSD4: Impulse control
	5	SSD5: Taking turns
	6	SSD6: Awareness of diversity in self and others
	7	SSD7: Relationships with adults
	8	SSD8: Cooperative play with peers
	9	SSD9: Socio-dramatic play
	10	SSD10: Friendships with peers
	11	SSD11: Conflict negotiation
	12	SSD12: Shared use of space and materials
Language and Literacy Development (LLD)	13	LLD1: Comprehension of meaning
	14	LLD2: Following increasingly complex instructions
	15	LLD3: Expression of self through language
	16	LLD4: Language in conversation
	17	LLD5: Interest in literacy
	18	LLD6: Comprehension of age-appropriate text presented by adults
	19	LLD7: Concepts about print
	20	LLD8: Phonological awareness
	21	LLD9: Letter and word knowledge
	22	LLD10: Emergent writing

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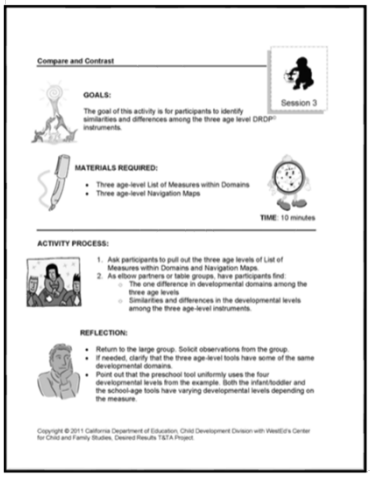
Activity: Compare and Contrast

Trainer notes:

Point out the differences between the Infant toddler view and the Preschool view of the DRDP 2015

Point out the difference in the School Age assessment (developmental levels, measures numbered consecutively)


Compare and Contrast

Session 3

GOALS:

The goal of this activity is for participants to identify similarities and differences among the three age level DRDP[2] instruments.

MATERIALS REQUIRED:

- Three age-level List of Measures within Domains
- Three age-level Navigation Maps

TIME: 10 minutes

ACTIVITY PROCESS:

1. Ask participants to pull out the three age levels of List of Measures within Domains and Navigation Maps.
2. As elbow partners or table groups, have participants find:
   - The one difference in developmental domains among the three age levels
   - Similarities and differences in the developmental levels among the three age-level instruments.

REFLECTION:

- Return to the large group. Solicit observations from the group.
- If needed, clarify that the three age-level tools have some of the same developmental domains.
- Point out that the preschool tool uniformly uses the four developmental levels from the example. Both the infant/toddler and the school-age tools have varying developmental levels depending on the measure.

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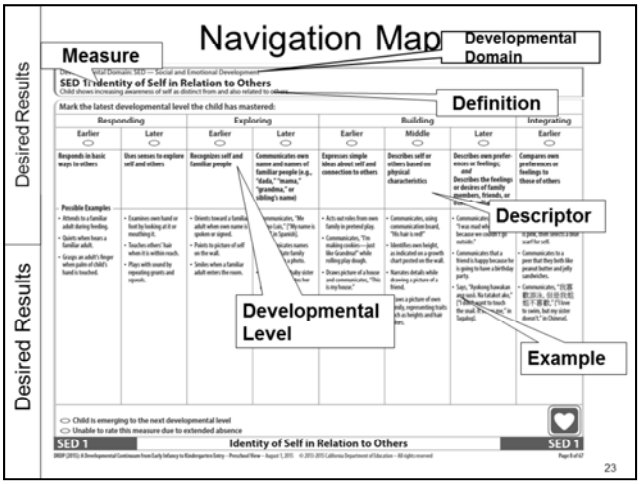
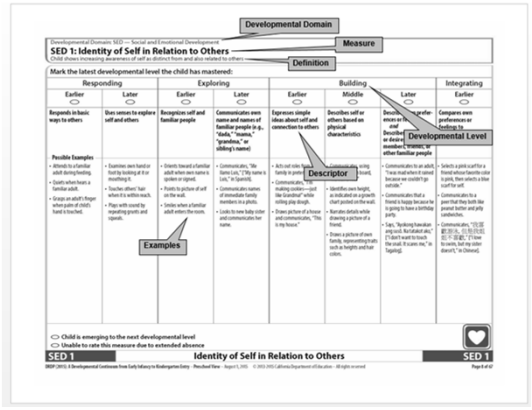
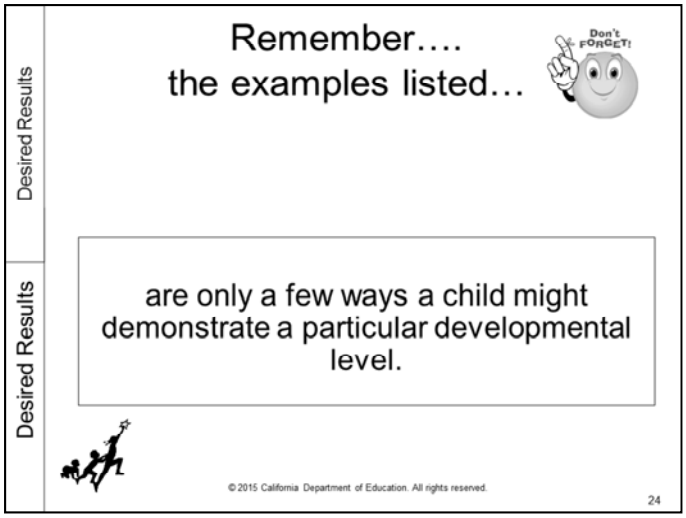
Handout





- The back side provides the terms and definitions.
- The DRDP (2015) and the DRDP 2010

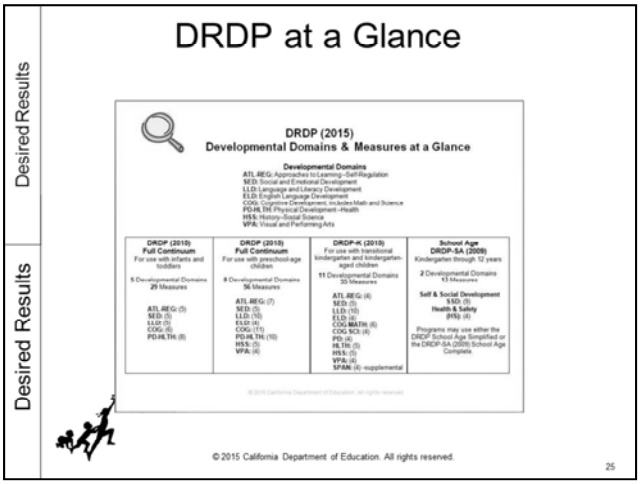
Handout

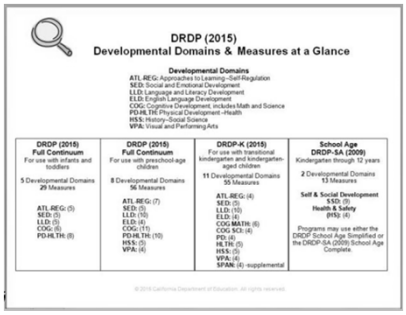


None

- The purpose of the examples is to help teachers clarify where the skills could be demonstrated; e.g., "Some ways a teacher might see the behavior."
- Encourage staff to add examples of what they observe for the developmental levels.
- DRDP examples activity to do with staff is in the binder.

Handout

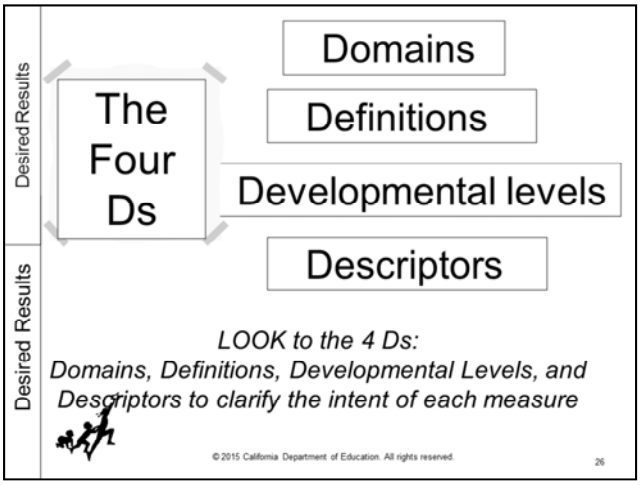




This is DRDP at a Glance.

- The DRDP at a Glance shows the developmental domains and number of measures in parenthesis for all age-level instruments.
- The number of measures in the DRDP 2015 IT view are 29
- The number of measures in the DRDP 2015 PS view are 56
- The number of measures in the DRDP K are 55
- The SA DRDP-complete version had 31 measures and the DRDP-SA - simplified version(2010) has 13.

Handout



None

These are the four components of the DRDP – the 4 Ds.

Trainer note: Review them and emphasize that reading these components can assist staff in knowing the *intent* or purpose of the measure.

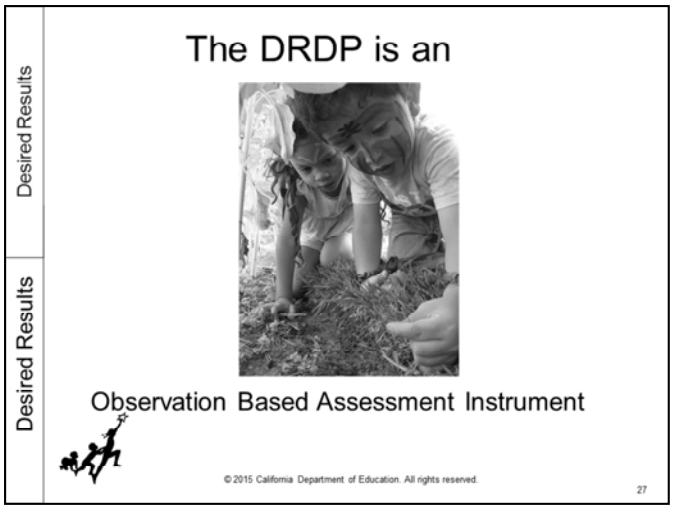
The Domain represents a crucial area of learning and development for children.

The Definition specifies the aspect of development that is being observed.

The Descriptor describes observable child behaviors associated with that developmental level.

The Developmental Levels for each measure represent a developmental continuum.

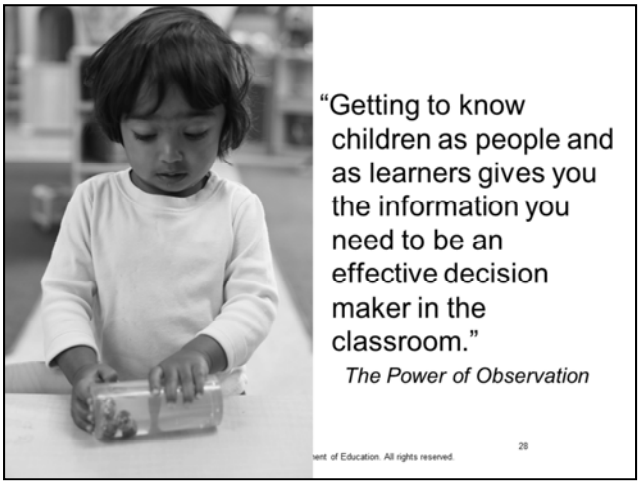
Handout



None

We will focus on observation skills, rating the DRDP, collecting the DRDP data, the Summary of Findings, and the Child's Developmental Progress form.

Handout

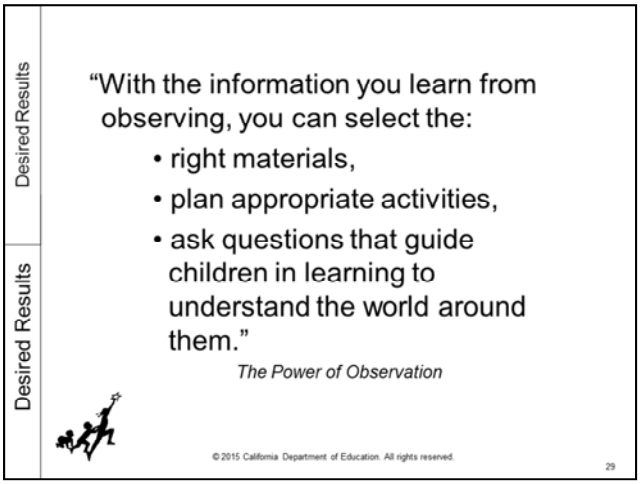


None

Trainer note: Share quote and show book, *The Power of Observation*, if available.

Click to next slide.

Handout



None

•EESD requires programs to use the DRDP for assessment as a motivator. The real reason we use observation is to get to know children.

•Through observation, we get to know how children learn best, as well as their strengths, need for support materials, and language. In addition, it helps teachers plan engaging activities to help them progress in their development.

•Observation is a skill that can be learned and gets easier with practice. The observations we are making should provide good information that can inform our ratings on the DRDP.

•The next activity will assist in writing meaningful anecdotal notes.

Handout

None

•Before teachers can rate the DRDP, they need to collect relevant information about the children.

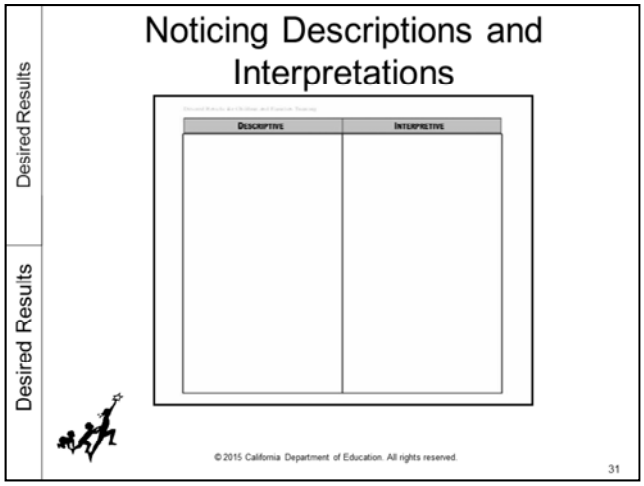
•Once teachers know the “what,” “when,” and “how” they are ready to plan to observe, record, and collect evidence on children’s typical behaviors.

•Teachers and staff can collect a wide variety of documentation to provide evidence of children’s mastered developmental levels across all of the measures, such as anecdotal notes, work samples, use frequency count sheets, take photos, and other forms of evidence.

•Enlist all classroom staff, support staff, and parents to contribute documentation to the child’s portfolio. We know that teachers who are successful in implementing an observation-based assessment, plan for observations.

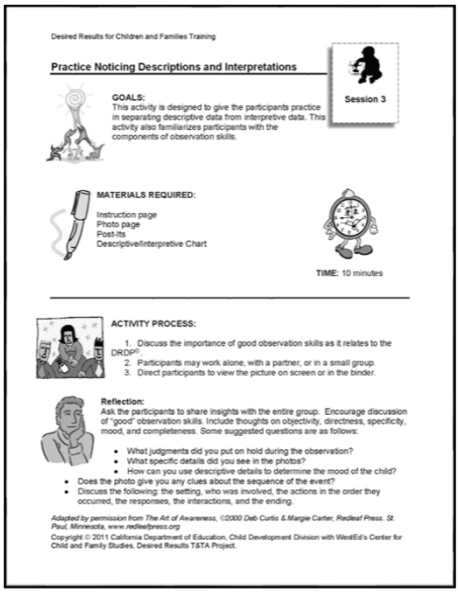
Trainer note: Remind participants to look at the gallery during breaks for samples.

Handout



None

Activity: Noticing Descriptions and Interpretations



Desired Results for Children and Families Training

Practice Noticing Descriptions and Interpretations

Session 3

GOALS:
This activity is designed to give the participants practice in separating descriptive data from interpretive data. This activity also familiarizes participants with the components of observation skills.

MATERIALS REQUIRED:

Instruction page
Photo page
Post-its
Descriptive/Interpretive Chart

TIME: 10 minutes

ACTIVITY PROCESS:

1. Discuss the importance of good observation skills as it relates to the DRDP.
2. Participants may work alone, with a partner, or in a small group.
3. Direct participants to view the picture on screen or in the binder.

Reflection:
Ask the participants to share insights with the entire group. Encourage discussion of "good" observation skills. Include thoughts on objectivity, directness, specificity, mood, and completeness. Some suggested questions are as follows:

- What judgments did you put on hold during the observation?
- What specific details did you see in the photos?
- How can you use descriptive details to determine the mood of the child?
- Does the photo give you any clues about the sequence of the event?
- Discuss the following: the setting, who was involved, the actions in the order they occurred, the responses, the interactions, and the ending.

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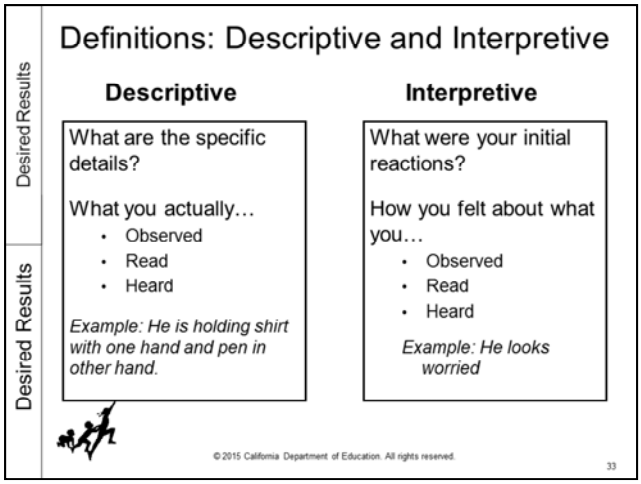
Handout

None

Trainer note: Keep this slide up during the activity.

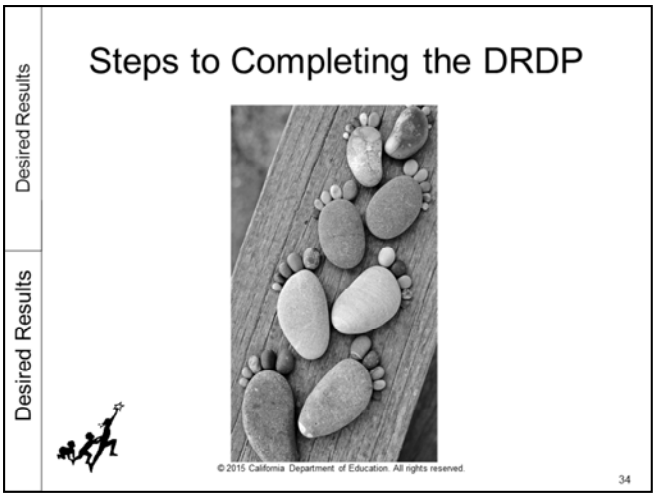
Handout



None

This is a reminder of what quality notes have.

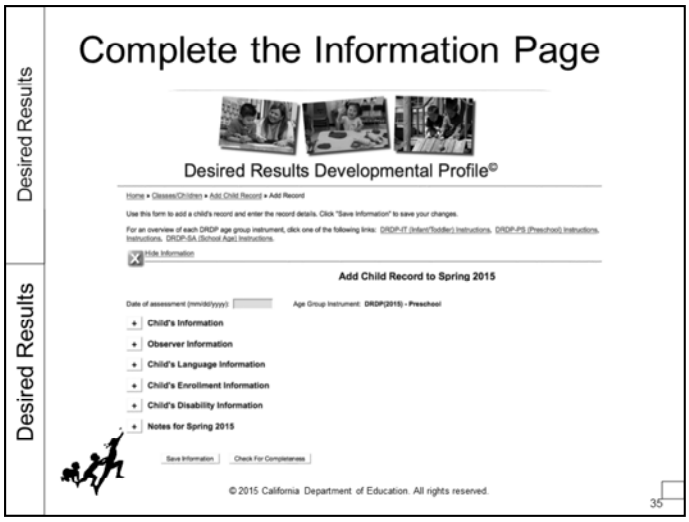
Handout



None

The next section of the presentation provides the steps to completing the instrument.

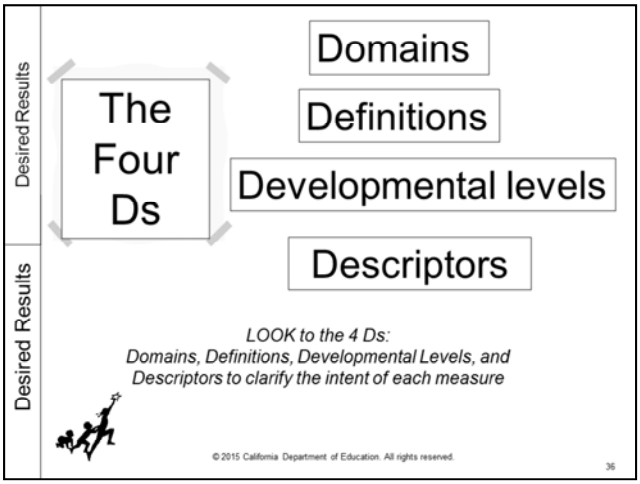
Handout



None

- One of the first steps, is to enter children into the DRDPtech system.
- The Child record will need to be completed for all children
- Ensure that the date of assessment at the top of the page is within 60 days of the child's enrollment
- The information page will already be completed for each rating period inside of DRDPtech. Teachers can edit the information page when necessary
- A tutorial on on Steps to Completing the DRDP is available on the website .

Handout



None

One of the first steps, is to become familiar with the components of he assessment.

The 4Ds of the DRDP assessment instrument are crucial to helping staff clarify the intent or purpose of each measure.

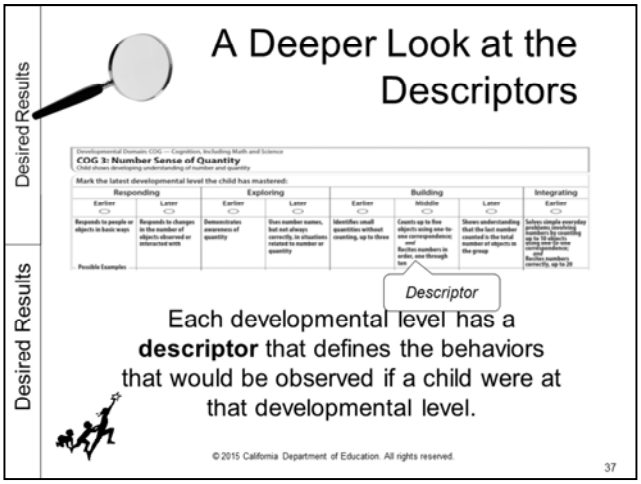
The domain represents a crucial area of learning.

The definition specifies the aspect of development that is being observed.

The developmental levels represent a developmental continuum. Each level specifies a point along the developmental continuum.

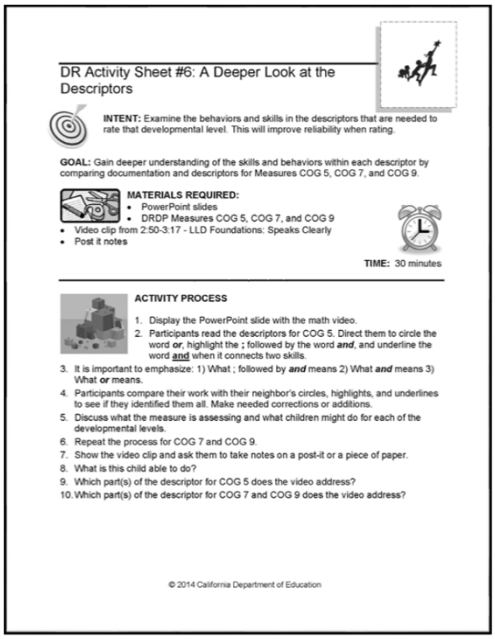
The descriptors give you the behaviors and or skills you must see with mastery to rate at that developmental level.

Handout



None

The descriptor can be found right under the developmental level, in every measure.



DR Activity Sheet #6: A Deeper Look at the Descriptors

INTENT: Examine the behaviors and skills in the descriptors that are needed to rate that developmental level. This will improve reliability when rating.

GOAL: Gain deeper understanding of the skills and behaviors within each descriptor by comparing documentation and descriptors for Measures COG 5, COG 7, and COG 9.

MATERIALS REQUIRED:
- PowerPoint slides
- DRDP Measures COG 5, COG 7, and COG 9
- Video clip from 2:50-3:17 - LLD Foundations: Speaks Clearly
- Post it notes

TIME: 30 minutes

ACTIVITY PROCESS

1. Display the PowerPoint slide with the math video.
2. Participants read the descriptors for COG 5. Direct them to circle the word ***or***, highlight the **;** followed by the word ***and***, and underline the word ***and*** when it connects two skills.
3. It is important to emphasize: 1) What ; followed by ***and*** means 2) What ***and*** means 3) What ***or*** means.
4. Participants compare their work with their neighbor's circles, highlights, and underlines to see if they identified them all. Make needed corrections or additions.
5. Discuss what the measure is assessing and what children might do for each of the developmental levels.
6. Repeat the process for COG 7 and COG 9.
7. Show the video clip and ask them to take notes on a post-it or a piece of paper.
8. What is this child able to do?
9. Which part(s) of the descriptor for COG 5 does the video address?
10. Which part(s) of the descriptor for COG 7 and COG 9 does the video address?

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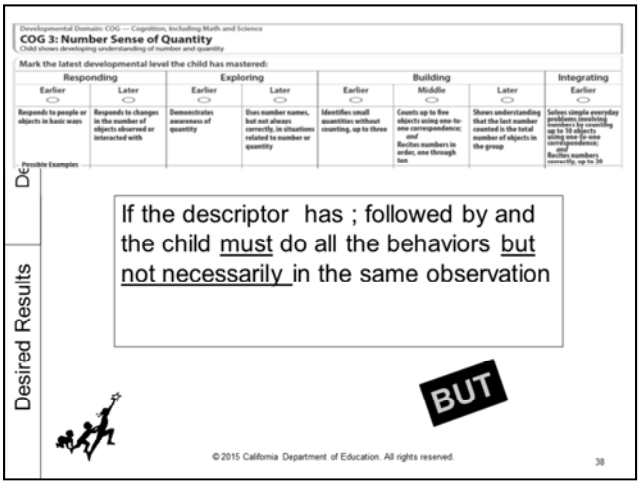
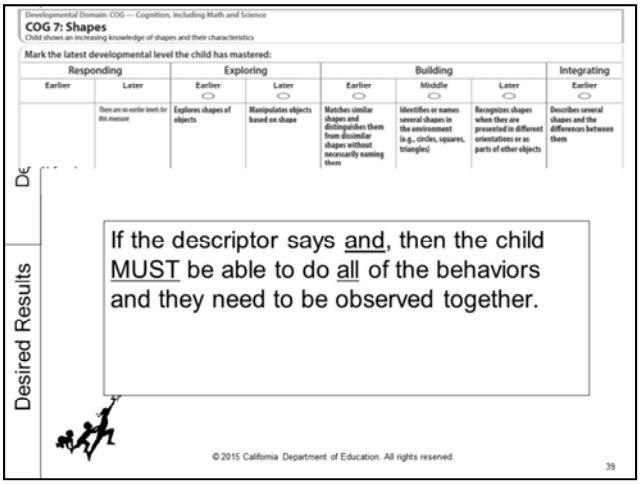
Handout



None

- The language inside the descriptors is very important.
- If the descriptor has a ; AND the child must do all the behaviors but not necessarily in the same observation.
- For example, if the descriptor says walk; and skips, the child needs to exhibit both behaviors. He could walk today and skip tomorrow.

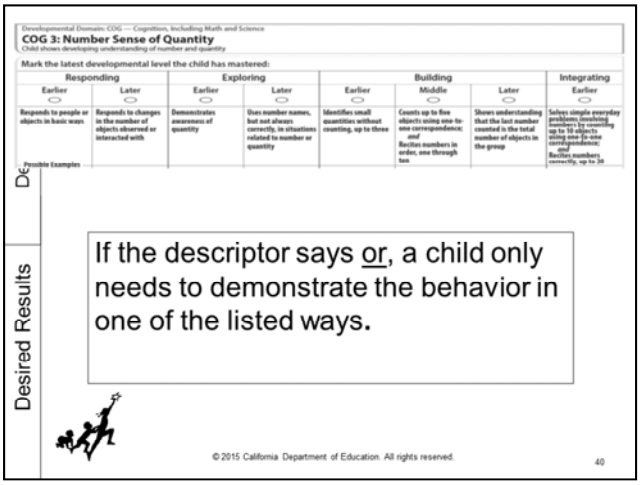
Handout



None

- BUT if the descriptor says AND then the child must do all the behaviors and they need to be observed together.
- For example, if the descriptor says “walk AND skip” the child needs to walk and skip in the same observation.

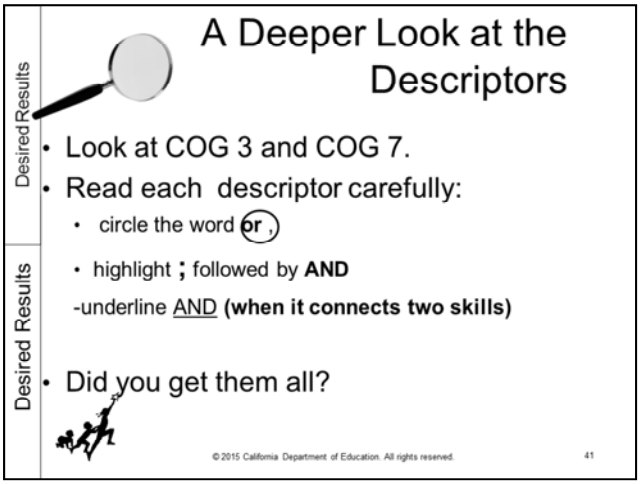
Handout



None

If the descriptor says or, a child only needs to demonstrate the behavior in one of the listed ways.

Handout



None

Refer Activity Sheet #6 – A Deeper Look at the Descriptors

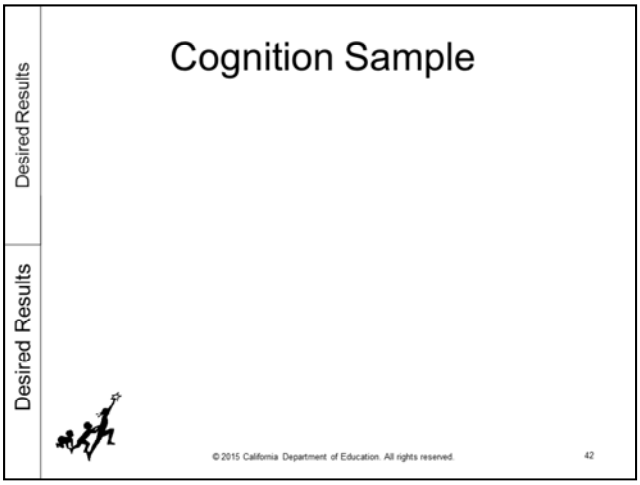
•Now we are going to practice.

•It's important to understand what the descriptors are asking you to observe. As you read the descriptor think about what skills you are looking for. Are they asking you to observe a specific skill? Are they asking you to observe the child displaying more than one skill? Read through each descriptor for each measure and circle the word ***or*** and highlight the word ***and.***

•Turn to COG 3 and COG 7 and circle the ORs, highlight the ;AND and underline the AND in the descriptors (only in descriptors).

•Now that we are done turn to COG 3. How many ORs did you find? How many ;AND? How many ANDs? (TRAINER: Repeat this for COG 7.)

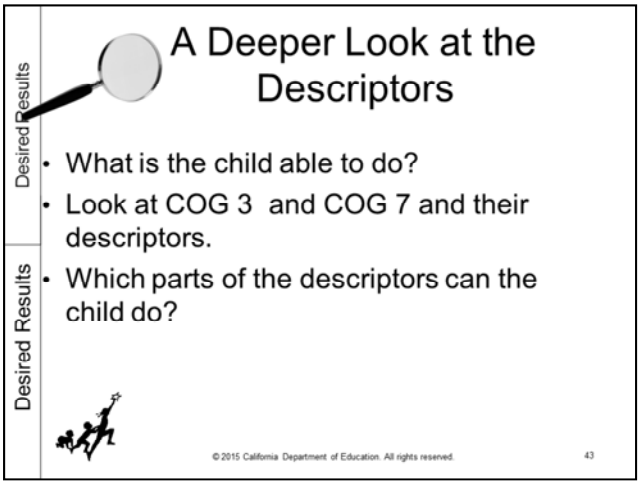
Handout



None

Administrators can show there own video and have staff analyze the descriptors. See Activity Sheet Deeper Look at Descriptors.

Handout



None

•Remember we are not rating. We are looking at the child's behavior to see how those behaviors may be related to the descriptors.

•What did you see the child do? What did the child demonstrated during the clip?

Handout

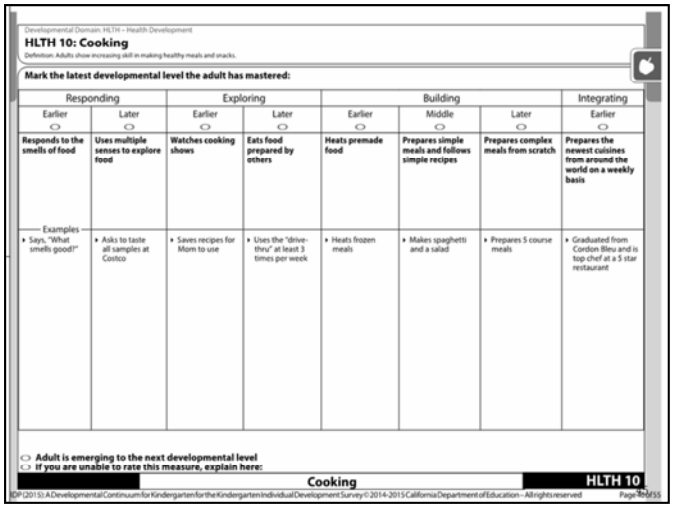
None

Trainer note: Explain that now the training will move to learning more about developmental levels in the DRDP.

Read slide… “Where are you in your development…as a cook?”

This practice model is a playful creation to assist staff consider how circumstances may change behaviors - not just developmental progress.

Handout



Developmental Domain: HLTH – Health Development

HLTH 10: Cooking

Definition: Adults show increasing skill in making healthy meals and snacks.

Mark the latest developmental level the adult has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
Responds to the smells of food	**Uses multiple senses to explore food**	**Watches cooking shows**	**Eats food prepared by others**	**Heats premade food**	**Prepares simple meals and follows simple recipes**	**Prepares complex meals from scratch**	**Prepares the newest cuisines from around the world on a weekly basis**
Examples • Says, "What smells good?"	• Asks to taste all samples at Costco	• Saves recipes for Mom to use	• Uses the "drive-thru" at least 3 times per week	• Heats frozen meals	• Makes spaghetti and a salad	• Prepares 5 course meals	• Graduated from Cordon Bleu and is top chef at a 5 star restaurant

○ **Adult is emerging to the next developmental level**
○ **If you are unable to rate this measure, explain here:**

Cooking HLTH 10

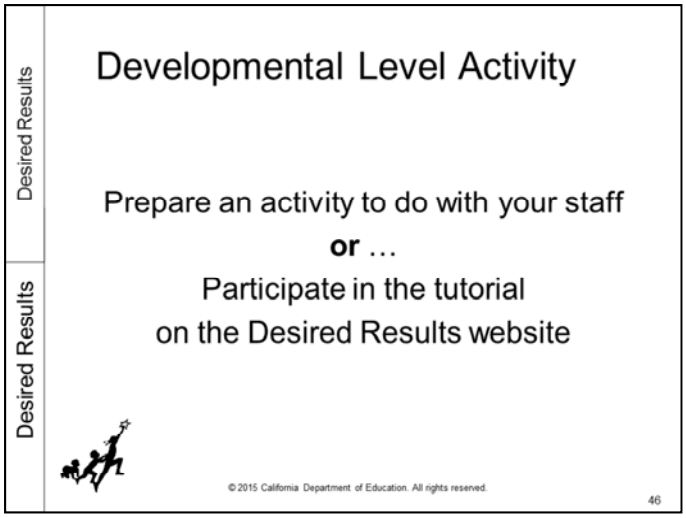
IDP (2015): A Developmental Continuum for Kindergarten for the Kindergarten Individual Development Survey © 2014-2015 California Department of Education – All rights reserved Page 1 of 55

None

Trainer note: Ask participants to raise hands or stand up to show pride for the level of “mastery” attained.

It does not matter where the participants are on the continuum, each one is making continuous progress towards the desired result!

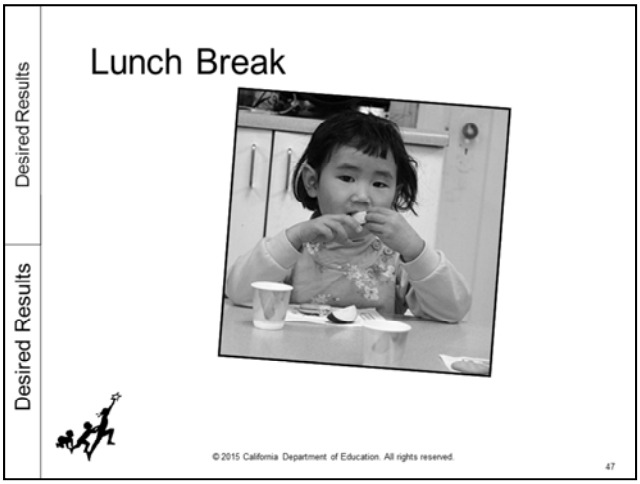
Handout



None

Trainer note: Hold up the developmental level activity and show.

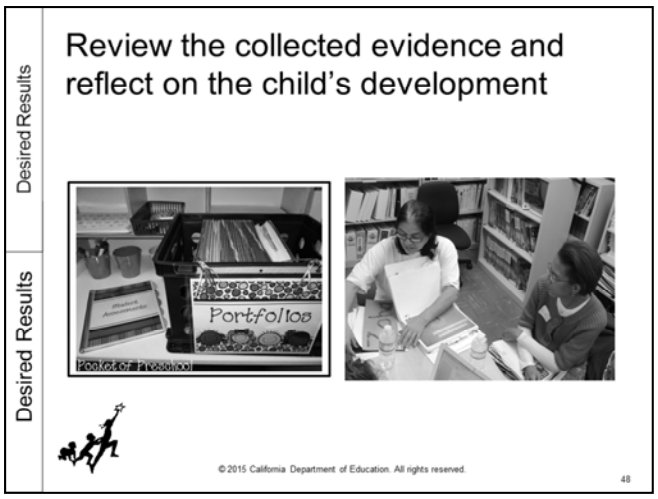
Handout



None

Take a 15 minute break.

Trainer note: Remind participants to check out the gallery.

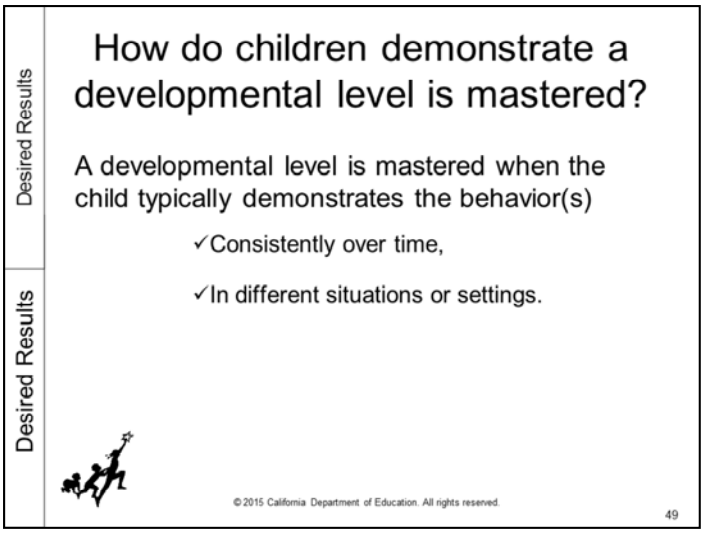


Handout

None

As the due date to complete the DRDP nears, review the collected evidence to ensure documentation exists to support the developmental level the child has mastered.

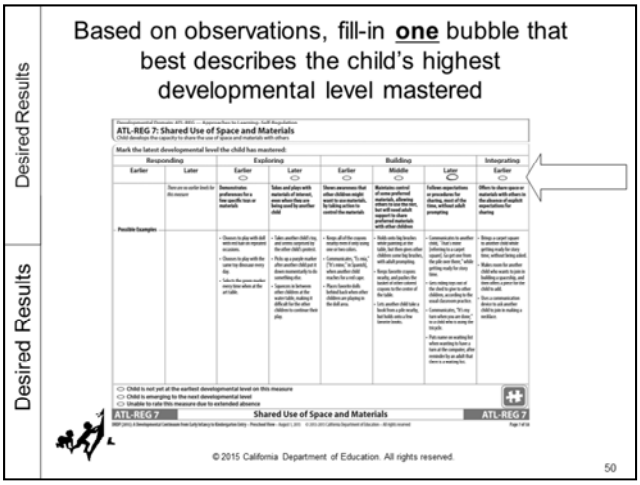
Handout



None

Trainer note: Read slide. Give pause to let participants think about the criteria for “mastered.” Suggest participants make poster to put around center to help staff learn this as a *mantra*.

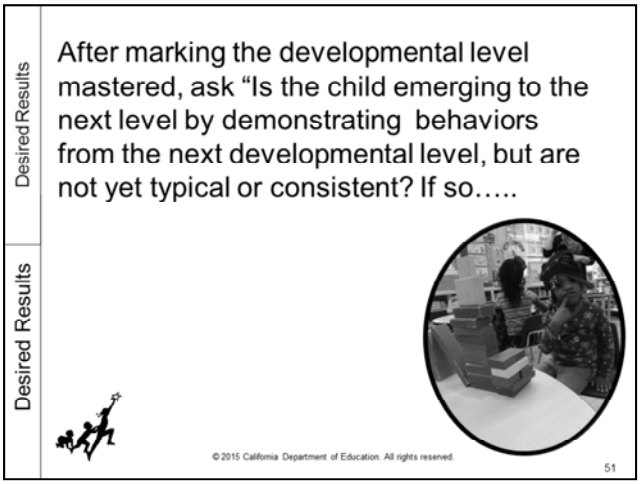
Handout



None

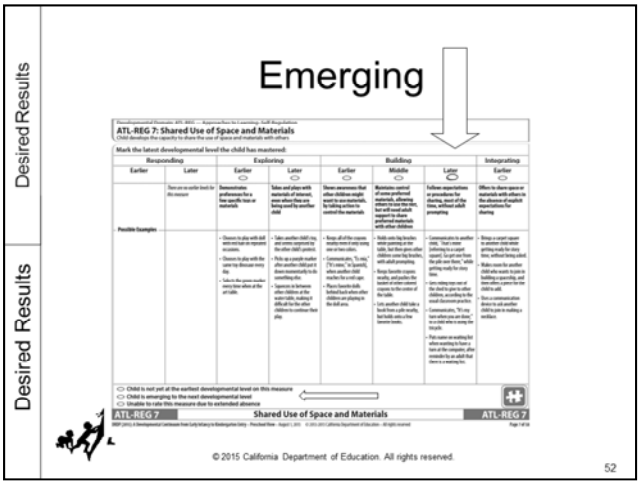
•Based on observations, fill-in **one** bubble that best describes the child's highest developmental level mastered

Handout



None

Handout



None

•After marking the developmental level mastered, consider if the child is beginning to sometimes demonstrate behaviors from the next level. As compared to mastered behaviors which are consistent, emerging behaviors are not yet typical or consistent.

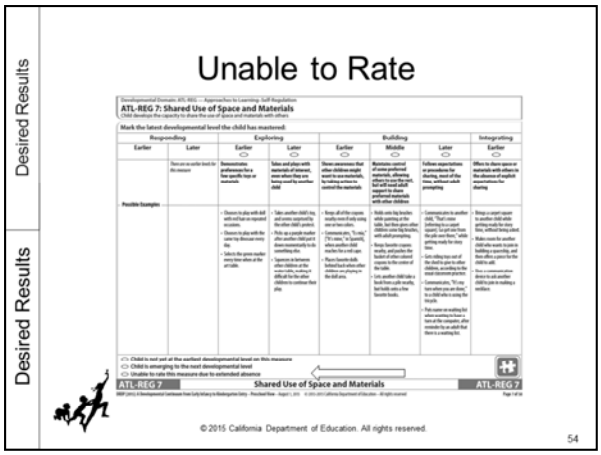
•If you determine that the child is emerging to the next level, you may mark the bubble labeled, “emerging.”
•Using the emerging bubble is optional and up to the individual teacher.
•If the child is at the last developmental level do not rate the child as emerging to the next level

Handout

None

•Not yet at the earliest developmental level" means that you do not see mastered skills or behaviors that would allow you to mark the first developmental level.
•Note that the "not yet at earliest developmental level" bubble is not available in the infant/toddler instrument because that instrument begins with the reflexive stage which children typically evidence at birth.

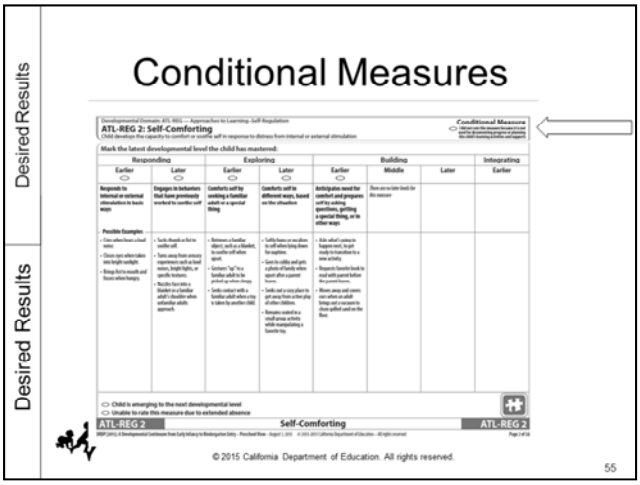
Handout



None

In the rare circumstance that a you are unable to rate a child on a specific measure, explain in detail the reason for a lack of rating in the box at the bottom of the page. Unable to rate is only used for extended absences

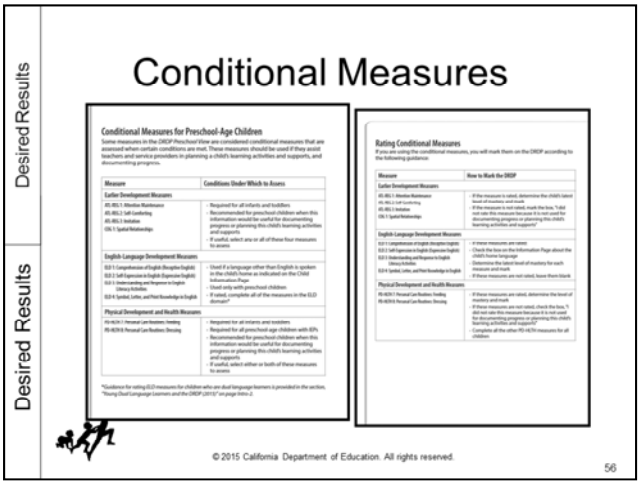
Handout



None

- If you determine that a conditional measure is not used for documenting progress or planning for this child's learning activities and supports there is an option in the top right corner for Conditional Measures.
- If the conditions are met the measures are required.

Handout



None

Refer to the charts on Intro 4 and Intro 6 for more information.

Handout

None

The DRDP (2015) Preschool view instrument contains four measures for English Language Development.

Handout

None

The four English Language Development measures used for children learning English are:

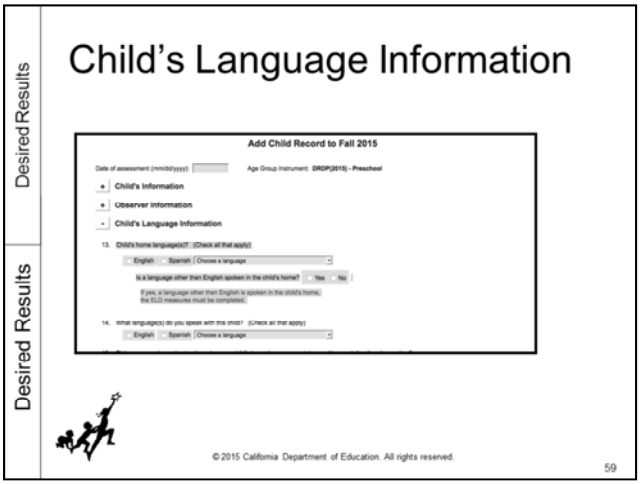
•ELD 1 :Comprehension of English (Receptive English)

•ELD 2: Self expression in English (Expressive English)

•ELD 3: Understanding and response to English literacy activities

•ELD 4: Symbol, letter, and print knowledge in English

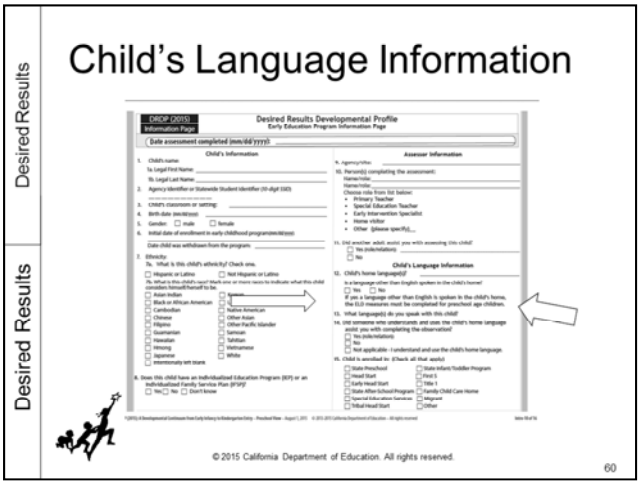
Handout



None

When completing the child record sheet inside of DRDPtech. It is important to answer question number 13 correctly. If you answer Yes, another language other than English is spoken in the child's home, the ELD measures will be available. If you select NO, the ELD measures will be marked NA.

Handout



None

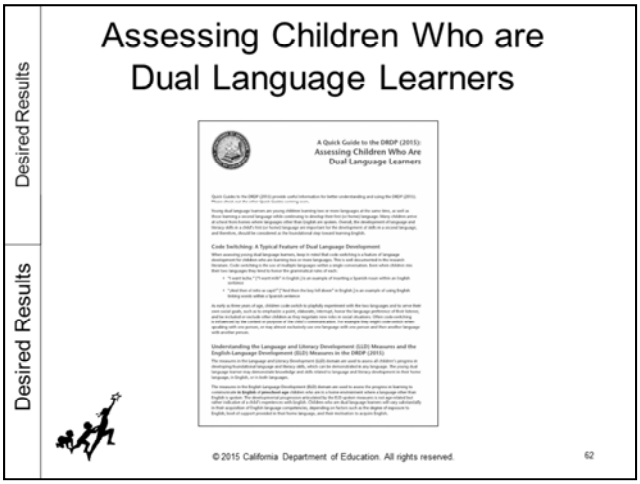
On Intro 10. Question #12 gives directions on when to use the ELD measures

If another language other than English is spoken in the child's home, the ELD measures must be completed for preschool age children.

Handout

None

There are two new developmental levels for all of the ELD measures. The descriptors in the first two levels (Discovering language and Discovering English) refers to the child's use of their home language.



Handout

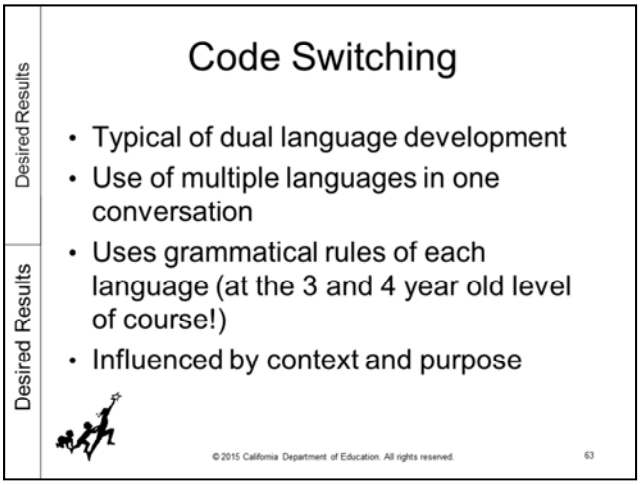
In your folder is a handout Assessing Children Who are Dual Language Learners which explores code switching.

Give teachers time to read the handout (8-10) minutes and circle what is important to them.

What are some things that stood out to you from the handout?

Use chart paper to chart responses about Code Switching.

Handout



None

What we observed the children doing is code switching. What is code switching?

•Typical of dual language development

•Use of multiple languages in one conversation

•Uses grammatical rules of each language-of course at the three and four year old level!

•Influenced by context and purpose

Handout

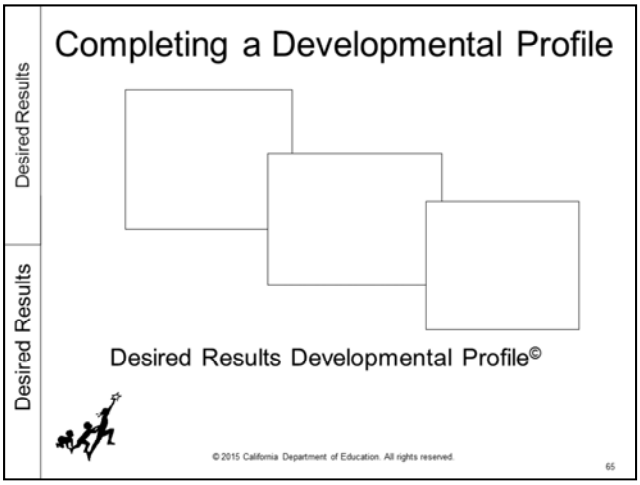
None

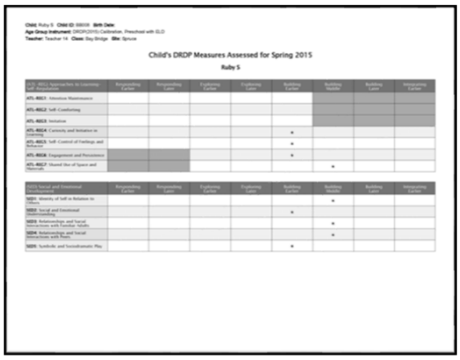
1. The Language and Literacy Development measures are used to assess progress in developing foundational language and literacy skills. These measures are used with all children. Children who are dual language learners may demonstrate mastery in their home language, in English, or in both. This is true not only for Language and Literacy Development, but for all other domains as well, except for the English Language Development domain.
2. The four English Language Development measures are used to document and assess progress in learning to communicate in English. These four measures are used if another language other than English is spoken in the child's home.

3.Communication in *all* languages the child uses should be considered when collecting documentation and completing the measures in all domains

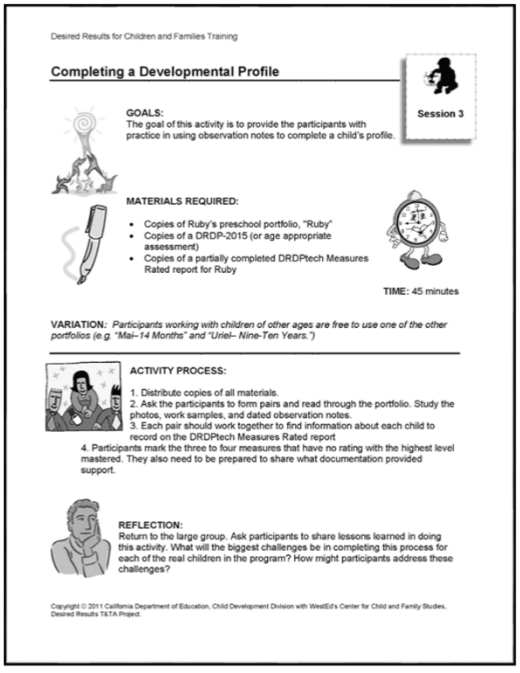
Refer to Intro 6 and the appendices for more information on Assessing Dual Language Learners.

Handout





Activity: Completing a Developmental Profile



Desired Results for Children and Families Training

Completing a Developmental Profile

Session 3

GOALS:
The goal of this activity is to provide the participants with practice in using observation notes to complete a child's profile.

MATERIALS REQUIRED:

- Copies of Ruby's preschool portfolio, "Ruby"
- Copies of a DRDP-2015 (or age appropriate assessment)
- Copies of a partially completed DRDPtech Measures Rated report for Ruby

TIME: 45 minutes

VARIATION: *Participants working with children of other ages are free to use one of the other portfolios (e.g. "Mai– 14 Months" and "Uriel– Nine-Ten Years.")*

ACTIVITY PROCESS:

1. Distribute copies of all materials.
2. Ask the participants to form pairs and read through the portfolio. Study the photos, work samples, and dated observation notes.
3. Each pair should work together to find information about each child to record on the DRDPtech Measures Rated report
4. Participants mark the three to four measures that have no rating with the highest level mastered. They also need to be prepared to share what documentation provided support.

REFLECTION:
Return to the large group. Ask participants to share lessons learned in doing this activity. What will the biggest challenges be in completing this process for each of the real children in the program? How might participants address these challenges?

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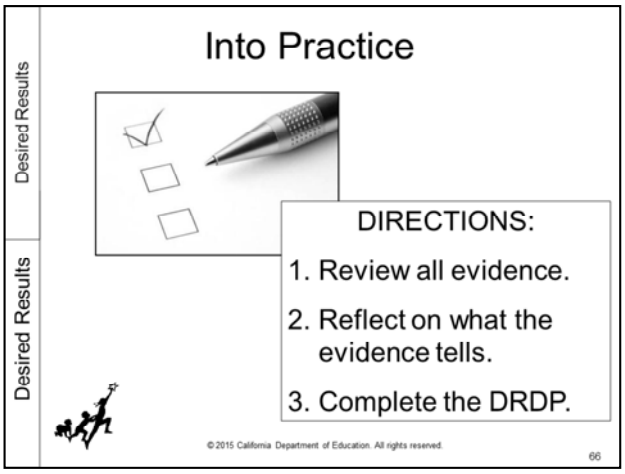
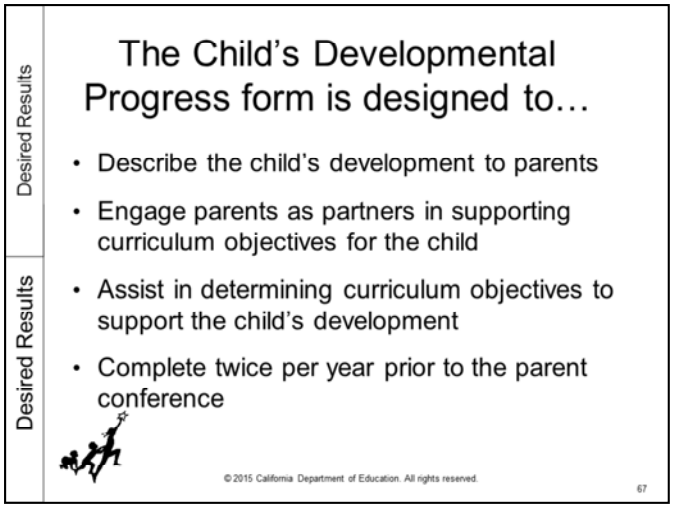


Handout

None

Handout



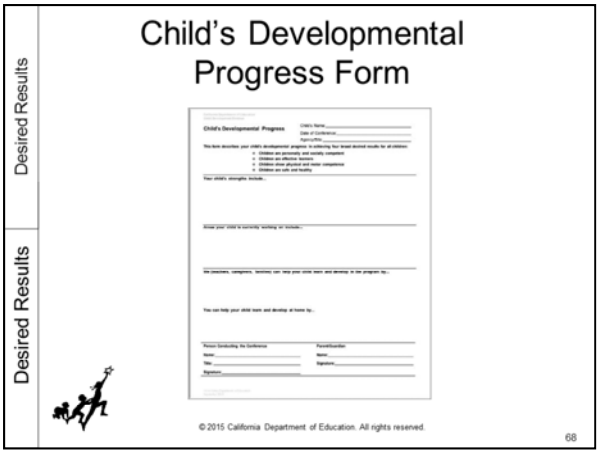
None

•A progress form is used during parent conferences to describe children's development and growth.

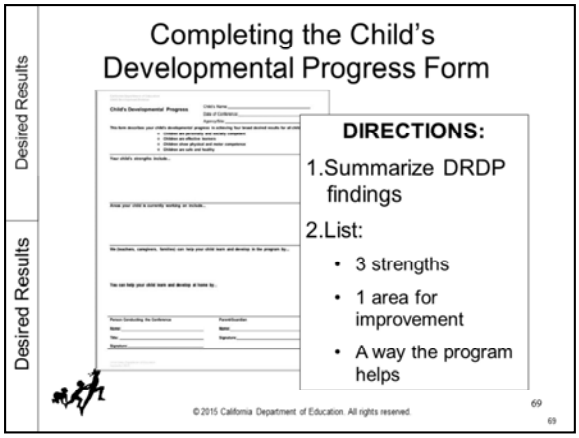
•The progress form provides a review of the child's strengths, areas that need improvement, and goals for developmental growth in the program and at home.

•The information teachers write on the form is based on the DRDP, observations, work samples, and other evidence from the child's portfolio, as well as information provided by parents.

Handout



- This format may be used to encourage a conversation with parents about their role as the child's first and most important teacher, as well as stressing the importance of the parents' involvement and participation in the process of the child's learning and growth.
- Scheduled parent conferences are to occur at least two times each program year.



Handout

Child's Developmental Progress

Child's Name:_____
Date of Conference:_____
Agency/Site:_____

This form describes your child's developmental progress in achieving four broad desired results for all children:

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

Your child's strengths include...

Areas your child is currently working on include...

We (teachers, caregivers, families) can help your child learn and develop in the program by...

You can help your child learn and develop at home by...

Person Conducting the Conference
Name:_____
Title:_____
Signature:_____

Parent/Guardian
Name:_____
Signature:_____

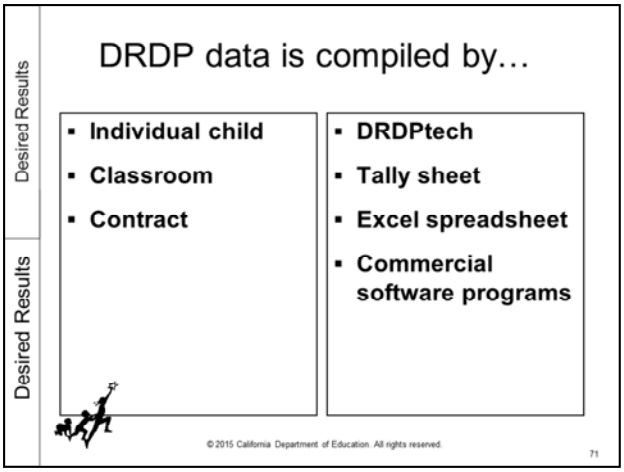
Activity: Completing a Child's Developmental Progress Form

Handout

None

DRDPtech CLOUD accounts are free for CDE funded programs, head start programs, California tribal CCDF, and for California K-12 school districts.

Handout



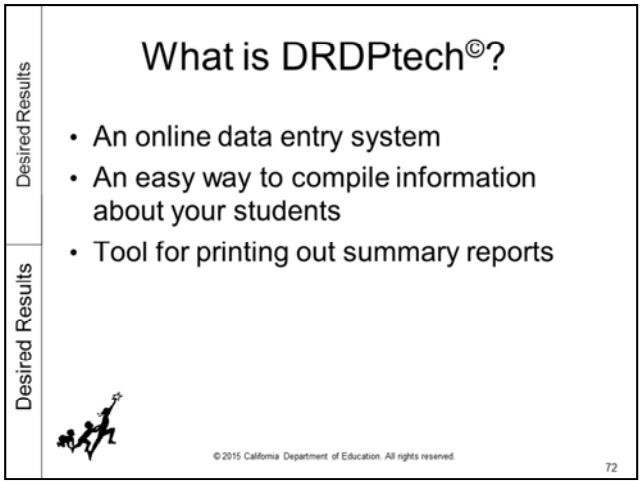
None

•Data on the DRDP is collected first at the individual child level, then at the classroom level, and then compiled at the contract level.

• DRDPtech, provides an online system of tools for summarizing DRDP data.

•Although the individual child and classroom data is kept on site and is not sent to EESD, it will be reviewed during your CPM/CMR. This data is also compiled and used to complete the Agency Program Action Plan.

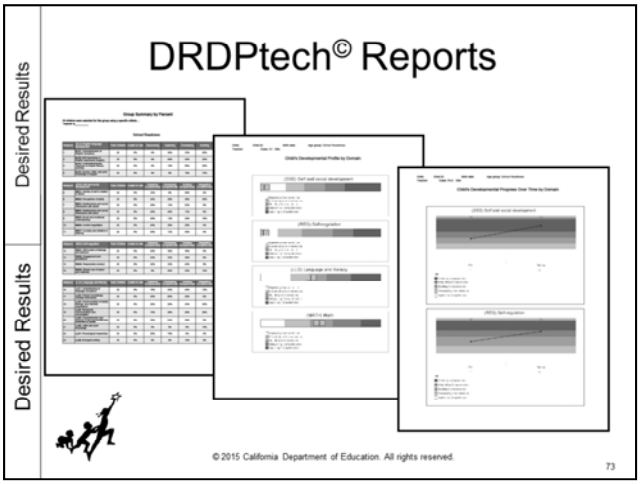
Handout



None

Teachers can complete the DRDPtech online, via the internet using a password and username. The system allows for automatic storage of DRDP data. The data entry system compiles all the data and provides multi level summary reports by student, or by group, and even sub group that can be shared with families and administrators.

Handout



None

All reports are designed in collaboration with EESD. They provide information about children's competencies across developmental domains, and overtime progression. Three types of reports are featured in this slide.

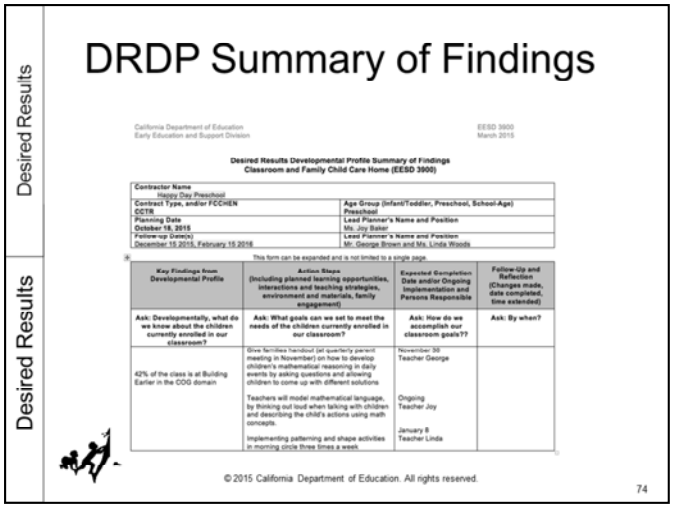
1st Group Summary by Percentage (on left) - Breaks down the data measure by measure so you can see exactly how the measures are being rated. We will look at a sample of this a bit later.

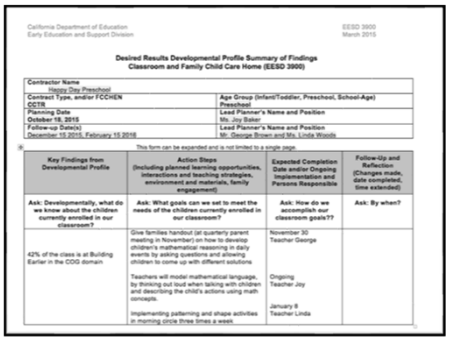
2nd Child's Developmental Progress by Domain- The bar graph displays where the average rating is for the child within a domain. This report gives you the overall developmental level based on how the child was rated on the measures in that domain.

3rd Child's Developmental Progress Over Time by Domain Report - Displays how the individual child is progressing from each reporting period, including a child who moves from an infant/toddler class to preschool.

These reports can be pulled at both the child level and the group level to help teachers plan curriculum and meet the individual needs of children.

Handout





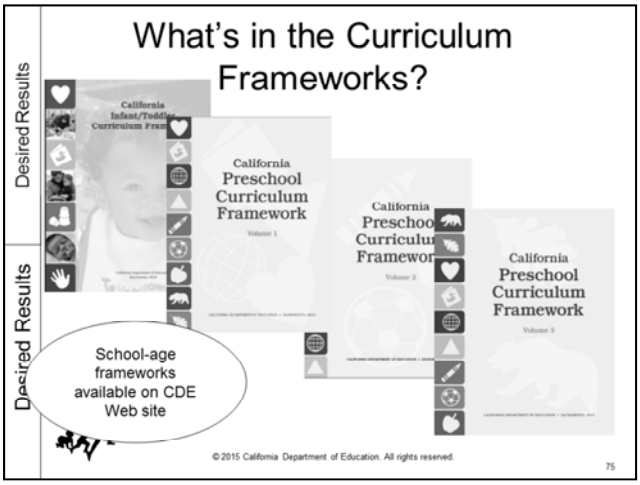
Programs are required to summarize the data both at the classroom and the contract level to determine key findings and action steps. These are trends or main points that require action.

Trainer note: After sharing, ask participants to view the sample DRDP Classroom Summary of Findings.

These findings will inform administrators and guide them in making continuous program improvements.

EESD field service consultants will be checking the DRDP Classroom Summary of Findings forms to make sure programs are using the data to inform the "continuous improvement" process.

Handout



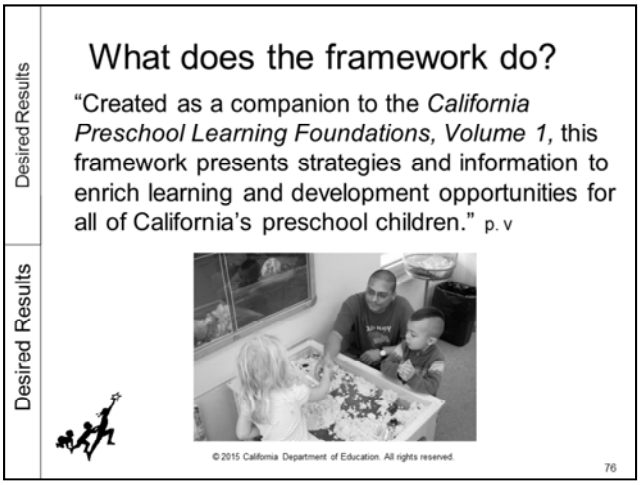
None

After compiling your data, action steps must be written to address the data.

The Curriculum Framework chapters provide information to support children's learning in the areas described in the *California Learning and Development Foundations*

• The icons and their colors are used to identify domain sections inside of the book. We will look at the sections of the book on the next slide.

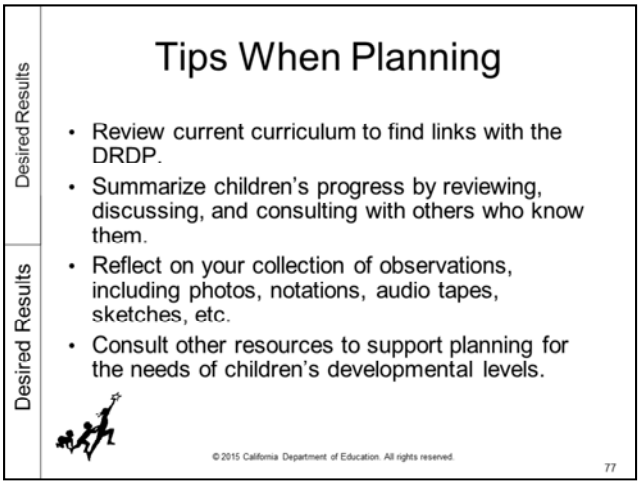
Handout



None

There is a companion Curriculum Framework for each volume of the California Learning and Development Foundations.

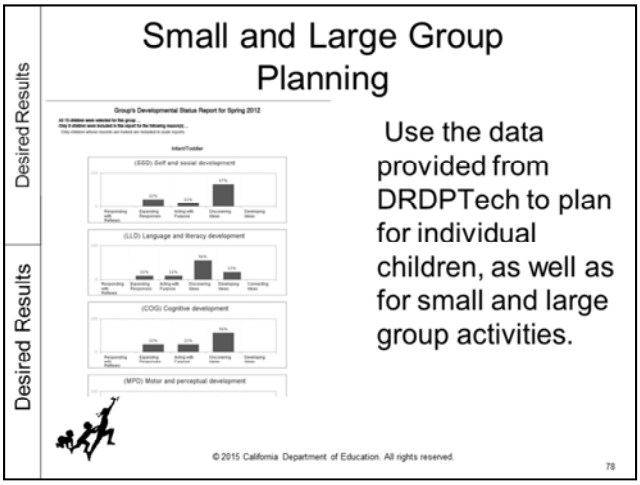
Handout



None

•It's important to plan to observe. When planning an activity for children, think about what to plan in relation to the DRDP. This does not mean setting up a testing situation, rather creating an invitation for children to have interactions with materials, their peers, or an adult that might provide an observation opportunity related to the DRDP.

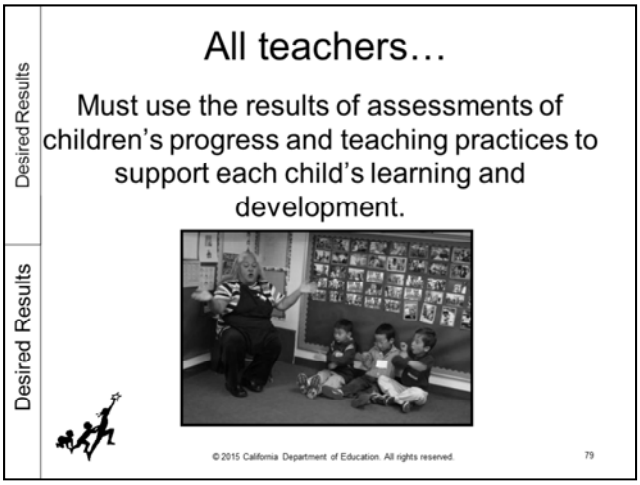
Handout



None

This is one example of the data can look like. In your classroom or agency planning process, you would look at the DRDP data that is provided through your DRDPtech reports to support planning for the specific children in your own classroom. The data identifies what developmental level children have mastered for each domain.

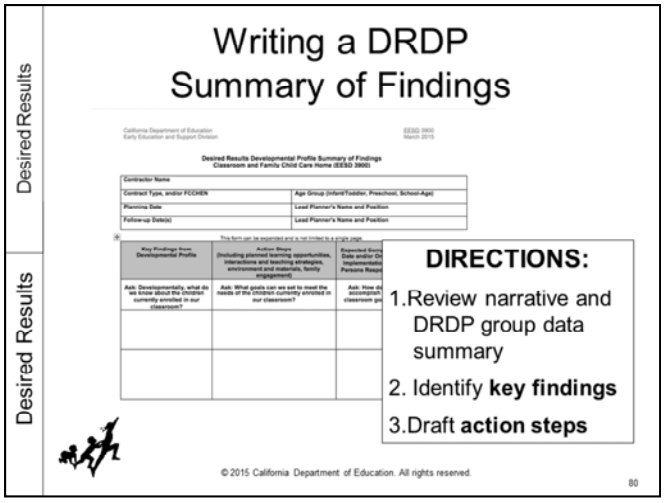
Handout

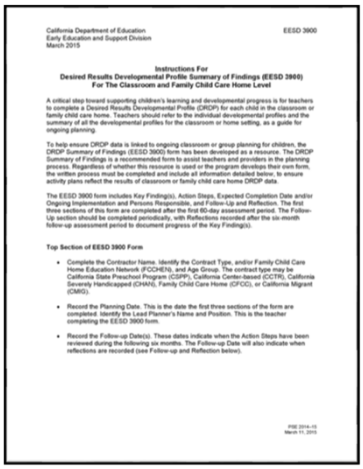


None

All teachers, whether teaching in a Head Start or state preschool program, must use the results of the DRDP to support each child's learning and development.

Handout





California Department of Education
Early Education and Support Division
March 2015

EESD 3900

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

A critical step toward supporting children's learning and developmental progress is for teachers to complete a Desired Results Developmental Profile (DRDP) for each child in the classroom or family child care home. Teachers should refer to the individual developmental profiles and the summary of all the developmental profiles for the classroom or home setting, as a guide for ongoing planning.

To help ensure DRDP data is linked to ongoing classroom or group planning for children, the DRDP Summary of Findings (EESD 3900) form has been developed as a resource. The DRDP Summary of Findings is a recommended form to assist teachers and providers in the planning process. Regardless of whether this resource is used or the program develops their own form, the written process must be completed and include all information detailed below, to ensure activity plans reflect the results of classroom or family child care home DRDP data.

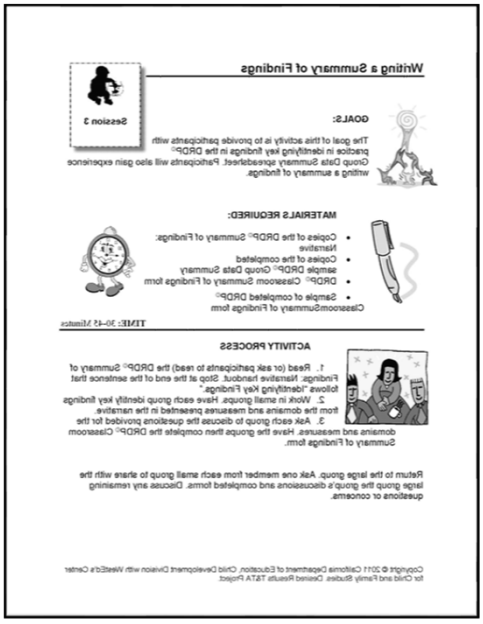
The EESD 3900 form includes Key Finding(s), Action Steps, Expected Completion Date and/or Ongoing Implementation and Persons Responsible, and Follow-Up and Reflection. The first three sections of this form are completed after the first 60-day assessment period. The Follow-Up section should be completed periodically, with Reflections recorded after the six-month follow-up assessment period to document progress of the Key Finding(s).

Top Section of EESD 3900 Form

- Complete the Contractor Name. Identify the Contract Type, and/or Family Child Care Home Education Network (FCCHEN), and Age Group. The contract type may be California State Preschool Program (CSPP), California Center-based (CCTR), California Severely Handicapped (CHAN), Family Child Care Home (CFCC), or California Migrant (CMIG).
- Record the Planning Date. This is the date the first three sections of the form are completed. Identify the Lead Planner's Name and Position. This is the teacher completing the EESD 3900 form.
- Record the Follow-up Date(s). These dates indicate when the Action Steps have been reviewed during the following six months. The Follow-up Date will also indicate when reflections are recorded (see Follow-up and Reflection below).

FISE 2014-15
March 11, 2015

Activity: Writing a Summary of Findings



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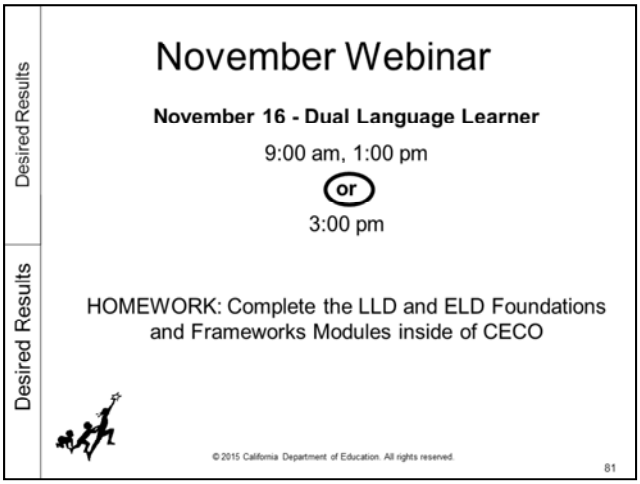
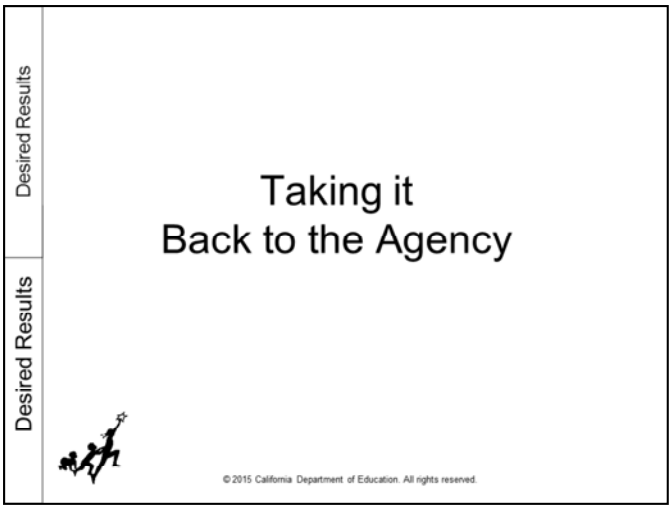


None

Handout



None

Participants may use calendar pages to plan when they will:

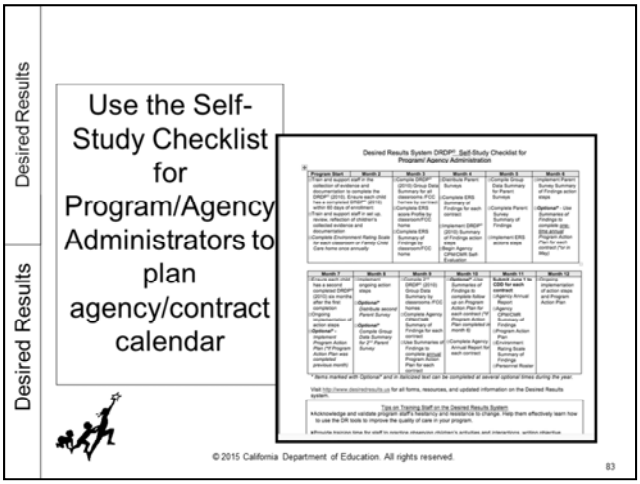
-Train staff to complete the DRDP

-Complete the first and second DRDP, complete each Child's Developmental Progress Form, and schedule parent/teacher conferences

-Group the DRDP data

-Complete the DRDP Summary of Findings per classroom and agency

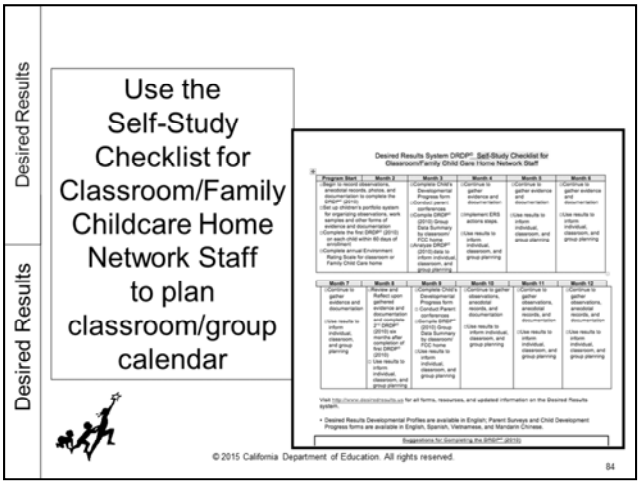
Handout



None

- To support participants in planning month to month training activities, direct participants to the DR system self-study checklist on the DIMEN 23-24 pages in their DR binder. In the Resources section, at the back of the binder, participants will find calendar pages.
- Requirements are listed on the checklist with suggested times (months) for completion.

Handout



None

Note that there are two sides to the checklist. One is for classroom/FCC home staff and the other side addresses the requirements of program/agency administrators.

Desired Results

Desired Results

Session III

Desired Results Developmental Profile©
Observation Assessment Instrument

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1

Desired Results

Desired Results

We observe…

- As each child interacts with other children, adults, and environment

- In the natural program setting

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2

Desired Results

Desired Results

As children participate in the typical daily program

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3

Desired Results

Desired Results

Collected documentation includes:

- Anecdotal notes
- Photos
- Work samples
- Other evidence of knowledge and behaviors

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4

Desired Results

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DRDP serves as a way to…

determine how children are benefiting from programs

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5

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DRDP also serves as a way…

to assist providers in meeting each child's developmental needs in each classroom or family child care home

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Desired Results

Desired Results

DRDP provides…

a "snapshot" of the child's development

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7

Desired Results

Desired Results

The DRDP provides a

framework for showing children's progress over time

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8

Desired Results

Desired Results

CDE Guidance Management Bulletin June 2015

Effective Fall 2015, the DRDP (2015) is required for all EESD programs that provide early education and care for children ages early infancy to kindergarten entry. It is also required for all preschool children with IEPs and for all infants and toddlers with IFSPs.

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Desired Results

Desired Results

Desired Results Access Project:

For more information:
http://www.draccess.org

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Desired Results

Desired Results

CDE Guidance Management Bulletin June 2015

When children are served by both *EESD and SED* programs, the teachers and specialists are to collaborate on one assessment following the more stringent timeline, and handle DRDP data according to the requirements of each division.

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Desired Results

Desired Results

CDE Guidance Management Bulletin June 2015

The management bulletin can be downloaded from the EESD Web site at:

http:www.cde.ca.gov/sp/cd/ci/mb1004.asp

Take 5 minutes to read the bulletin and use the highlighter as you read.

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Desired Results

Desired Results

Treasure Hunt - Version 1"

Treasure Hunt - Version 1

Your group is going on a treasure hunt , looking for answers about the DRDP[2]. 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[2] 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?

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Desired Results

Desired Results

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

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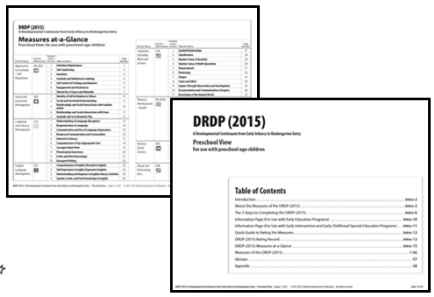
14

Desired Results

Desired Results

Teachers and staff need to become familiar with the DRDP



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Desired Results

Desired Results

The DRDP was developed by the:

- California Department of Education, Child Development Division- (now Early Education & Support Division)
- WestEd Center for Child and Family Studies
- University of California, BEAR Center

With valuable input from teachers and directors who participated in the research study

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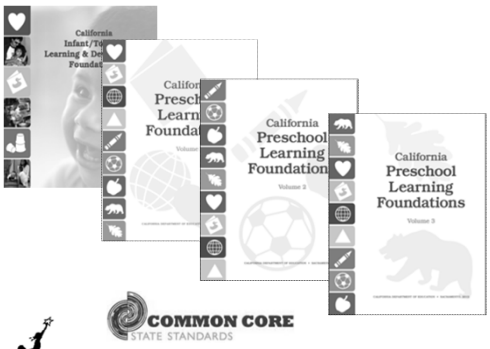
Desired Results

Desired Results



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Desired Results

Desired Results

Build A Tower

- Use the items on your table.
- As a group, build a tower.
- You have 5 minutes.

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Desired Results

Desired Results

Key Points

- What was your first step?
- How did you know to start there?
- What does this have to do with children's learning?

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Desired Results

Desired Results

Why was it important to align the DRDP to the foundations?

To ensure we assess what we want children to learn and that it is aligned to what is appropriate for children of this age

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Desired Results

Desired Results

What is the relationship between the DRDP and the foundations?

- The **foundations** tell us what children, with adequate support, typically learn and develop.
- The **DRDP** provides a structure and a tool for recording an individual child's development and documenting progress.
- All volumes of the California Learning and Development Foundations provide the research backing for the DRDP 2015

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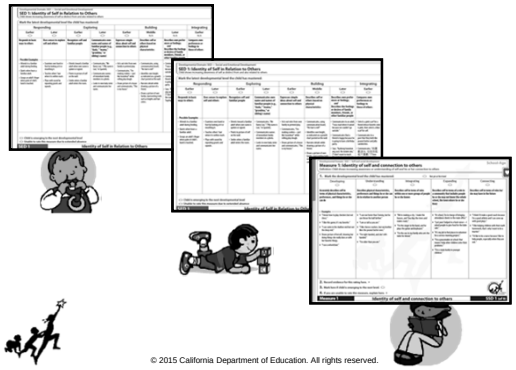
Desired Results

Desired Results

Compare and Contrast



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Desired Results

Desired Results

Navigation Map

Measure

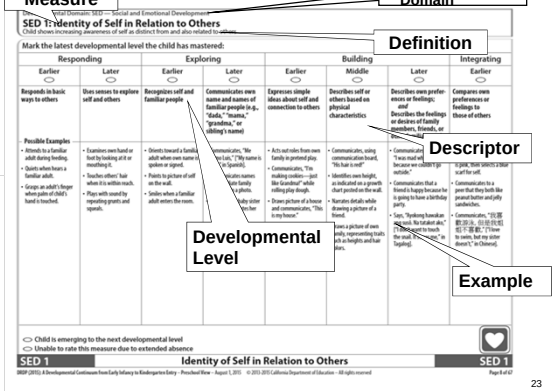
Developmental Domain

Definition

Descriptor

Developmental Level

Example



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	Earlier
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 [illegible]	Compares own preferences or feelings to those of others
Possible Examples							
• Attends to a familiar adult during feeding. • Quiets when hears 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.	• Orients 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.	[illegible]	• Acts out roles from own family in pretend play. • Communicates, "I'm making cookies—just like Grandma" while rolling play dough. • Draws picture of a house and communicates, "This is my house."	• Communicates, using communication board, "His hair is red" • Identifies own height, as indicated on a growth chart posted on the wall. • Narrates details while drawing a picture of a friend.	• Communicates, "I was mad when [illegible] because we couldn't go outside." • Communicates that a friend is happy because he is going to have a birthday party. • Says, "Ilyokong hawaiian pizza ayo. Na tokaet ahe," to indicate want to touch the snail [illegible] in Tagalog).	[illegible] scarf for self. • Communicates to a peer that they both like peanut butter and jelly sandwiches. • Communicates, "[illegible] to swim, but my sister doesn't," in Chinese).

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 — SED 1

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool View – August 1, 2015 © 2013-2015 California Department of Education – All rights reserved

Desired Results

Desired Results

Remember….
the examples listed…

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

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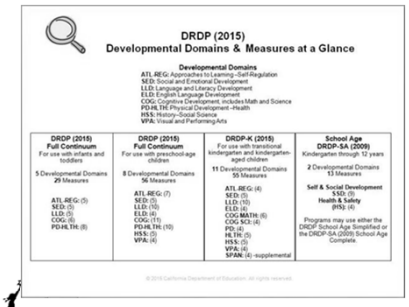
Desired Results

Desired Results

DRDP at a Glance



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Desired Results

Desired Results

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

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Desired Results

Desired Results

The DRDP is an

Observation Based Assessment Instrument

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"Getting to know children as people and as learners gives you the information you need to be an effective decision maker in the classroom."

The Power of Observation

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Desired Results

Desired Results

"With the information you learn from observing, you can select the:

- right materials,
- plan appropriate activities,
- ask questions that guide children in learning to understand the world around them."

The Power of Observation

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Desired Results

Desired Results

Develop Methods for Recording Observations and Collecting Evidence

- Anecdotal records
- Photography
- Audio and video records
- Running records
- Sketches
- Work samples
- Daily log
- Frequency countfiles

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Desired Results

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Noticing Descriptions and Interpretations

DESCRIPTIVE	INTERPRETIVE

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Still Photo Observation

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Desired Results

Desired Results

Definitions: Descriptive and Interpretive

Descriptive

What are the specific details?

What you actually…

- Observed
- Read
- Heard

Example: He is holding shirt with one hand and pen in other hand.

Interpretive

What were your initial reactions?

How you felt about what you…

- Observed
- Read
- Heard

Example: He looks worried

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Desired Results

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Steps to Completing the DRDP

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Complete the Information Page

Desired Results Developmental Profile©

Home ▸ Classes/Children ▸ Add Child Record ▸ Add Record

Use this form to add a child's record and enter the record details. Click "Save Information" to save your changes.

For an overview of each DRDP age group instrument, click one of the following links: DRDP-IT (Infant/Toddler) Instructions, DRDP-PS (Preschool) Instructions, Instructions, DRDP-SA (School Age) Instructions.

Hide Information

Add Child Record to Spring 2015

Date of assessment (mm/dd/yyyy): Age Group Instrument: **DRDP(2015) - Preschool**

+ **Child's Information**
+ **Observer Information**
+ **Child's Language Information**
+ **Child's Enrollment Information**
+ **Child's Disability Information**
+ **Notes for Spring 2015**

Save Information | Check For Completeness

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Desired Results

Desired Results

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

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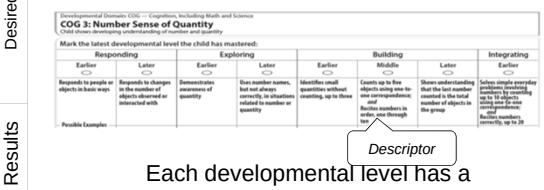
A Deeper Look at the Descriptors



Developmental Domain: COG — Cognition, Including Math and Science

COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
Responds to people or objects in basic ways	Responds to changes in the number of objects observed or interacted with	Demonstrates awareness of quantity	Uses number names, but not always correctly, in situations related to number or quantity	Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; *and* Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; *and* Recites numbers correctly, up to 20

Possible Examples

Descriptor

Each developmental level has a **descriptor** that defines the behaviors that would be observed if a child were at that developmental level.

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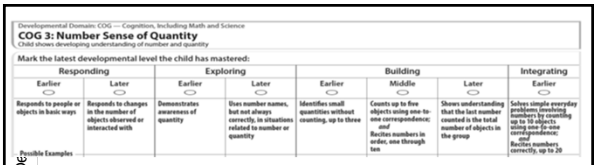
Desired Results



Developmental Domain: COG — Cognition, Including Math and Science

COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
Responds to people or objects in basic ways	Responds to changes in the number of objects observed or interacted with	Demonstrates awareness of quantity	Uses number names, but not always correctly, in situations related to number or quantity	Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; *and* Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; *and* Recites numbers correctly, up to 20

Possible Examples

If the descriptor has ; followed by and the child must do all the behaviors but not necessarily in the same observation

BUT

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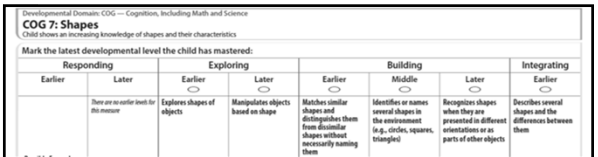
Desired Results

Desired Results



Developmental Domain: COG — Cognition, Including Math and Science

COG 7: Shapes

Child shows an increasing knowledge of shapes and their characteristics

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
	There are no earlier levels for this measure	Explores shapes of objects	Manipulates objects based on shape	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)	Recognizes shapes when they are presented in different orientations or as parts of other objects	Describes several shapes and the differences between them

If the descriptor says and, then the child MUST be able to do all of the behaviors and they need to be observed together.

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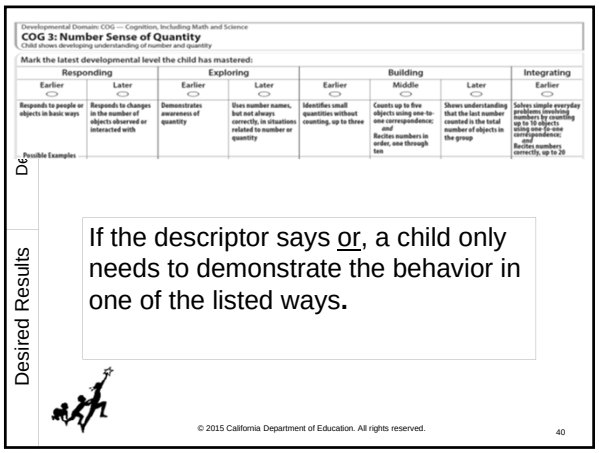
Developmental Domain: COG — Cognition, Including Math and Science

COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
Responds to people or objects in basic ways	Responds to changes in the number of objects observed or interacted with	Demonstrates awareness of quantity	Uses number names, but not always correctly, in situations related to number or quantity	Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; *and* Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; *and* Recites numbers correctly, up to 20

Possible Examples

If the descriptor says or, a child only needs to demonstrate the behavior in one of the listed ways**.**

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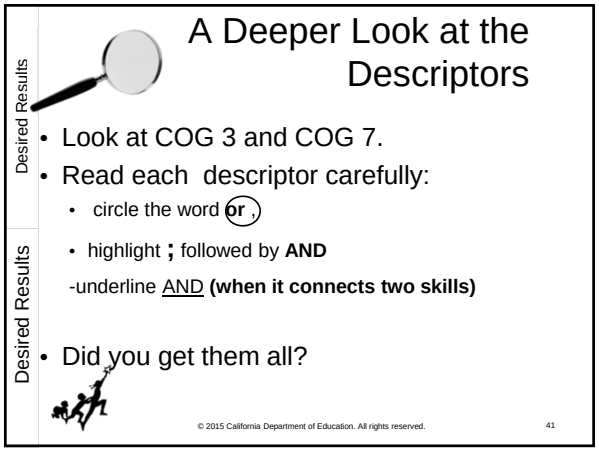

A Deeper Look at the Descriptors

- Look at COG 3 and COG 7.
- Read each descriptor carefully:
  - circle the word **or** ,
  - highlight **;** followed by **AND**

  -underline AND **(when it connects two skills)**
- Did you get them all?

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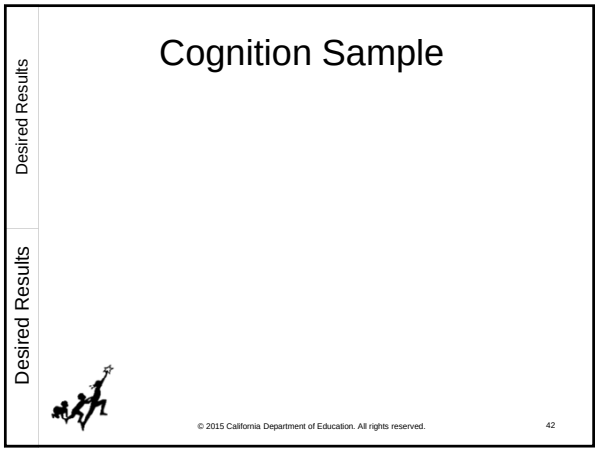

Cognition Sample

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A Deeper Look at the Descriptors

- What is the child able to do?
- Look at COG 3 and COG 7 and their descriptors.
- Which parts of the descriptors can the child do?

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Desired Results

Desired Results

Developmental Level Activity

Where are you in your development…
as a cook?

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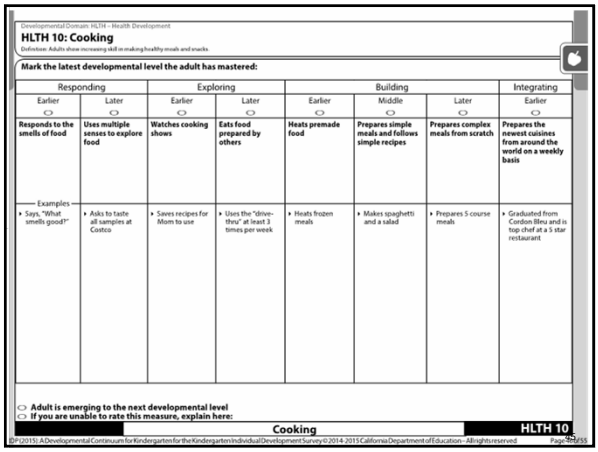

Developmental Domain: HLTH - Health Development

HLTH 10: Cooking

Definition: Adults show increasing skill in making healthy meals and snacks.

Mark the latest developmental level the adult has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
○	○	○	○	○	○	○	○
Responds to the smells of food	**Uses multiple senses to explore food**	**Watches cooking shows**	**Eats food prepared by others**	**Heats premade food**	**Prepares simple meals and follows simple recipes**	**Prepares complex meals from scratch**	**Prepares the newest cuisines from around the world on a weekly basis**
Examples							
• Says, "What smells good?"	• Asks to taste all samples at Costco	• Saves recipes for Mom to use	• Uses the "drive-thru" at least 3 times per week	• Heats frozen meals	• Makes spaghetti and a salad	• Prepares 5 course meals	• Graduated from Cordon Bleu and is top chef at a 5 star restaurant

○ **Adult is emerging to the next developmental level**
○ **If you are unable to rate this measure, explain here:**

Cooking **HLTH 10**

DP (2015) A Developmental Continuum for Kindergarten for the Kindergarten Individual Development Survey © 2014-2015 California Department of Education - All rights reserved

Desired Results

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Developmental Level Activity

Prepare an activity to do with your staff

or …

Participate in the tutorial
on the Desired Results website

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Desired Results

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Lunch Break

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Review the collected evidence and reflect on the child's development

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Desired Results

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How do children demonstrate a developmental level is mastered?

A developmental level is mastered when the child typically demonstrates the behavior(s)

- ✓Consistently over time,
- ✓In different situations or settings.

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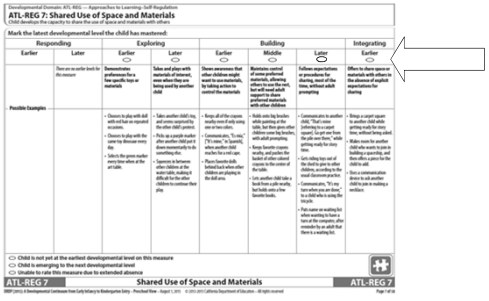
Desired Results

Desired Results

Based on observations, fill-in **one** bubble that best describes the child's highest developmental level mastered



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Desired Results

Desired Results

After marking the developmental level mastered, ask "Is the child emerging to the next level by demonstrating behaviors from the next developmental level, but are not yet typical or consistent? If so…..

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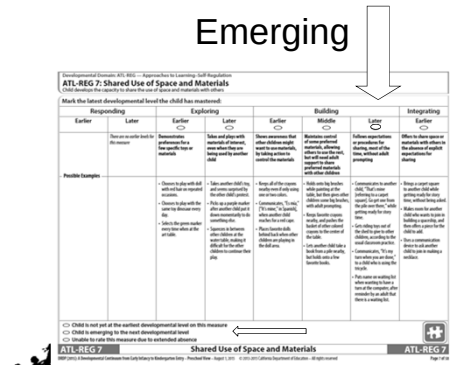
Emerging



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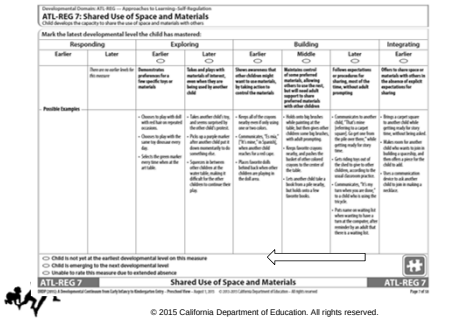
Not Yet at the Earliest Developmental Level



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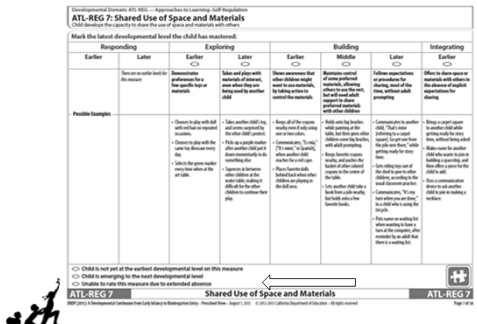
Unable to Rate



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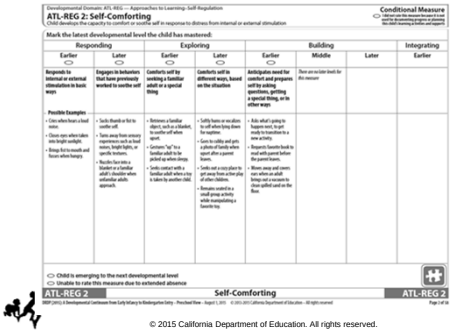
Conditional Measures



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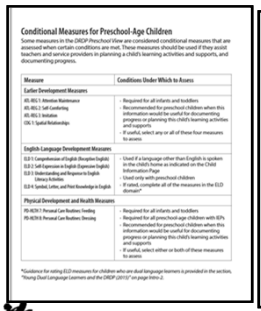
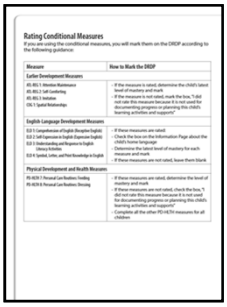
Conditional Measures





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Preschool English Language Development Measures

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English Language Development Measures

- ELD 1: Comprehension of English (Receptive English)
- ELD 2: Self expression in English (Expressive English)
- ELD 3: Understanding and response to English Literacy Activities
- ELD 4: Symbol, Letter, and Print Knowledge in English

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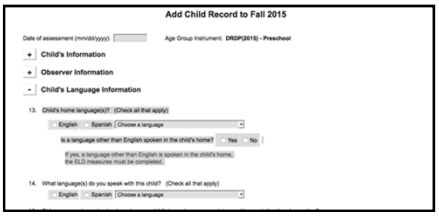
Desired Results

Desired Results

Child's Language Information



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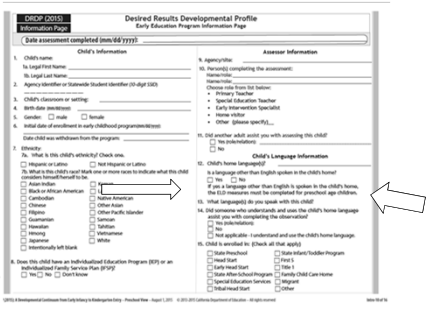
Desired Results

Desired Results

Child's Language Information



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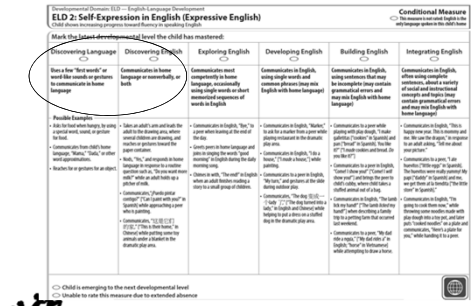
The New Developmental Levels for ELD


Developmental Domain: ELD — English-Language Development

ELD 2: Self-Expression in English (Expressive English)

Child shows increasing progress toward fluency in speaking English

Conditional Measure

This measure is not rated: English is the only language spoken in this child's home

Mark the latest developmental level the child has mastered:

Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
Uses a few "first words" or word-like sounds or gestures to communicate in home language	Communicates in home language or nonverbally, or both	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English	Communicates in English, using single words and common phrases (may mix English with home language)	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)	Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)
Possible Examples • Asks for food when hungry, by using a special word, sound, or gesture for food. • Communicates from child's home language, "Mama," "Dada," or other word approximations. • Reaches for or gestures for an object.	• Takes an adult's arm and leads the adult to the drawing area, where several children are drawing, and reaches or gestures toward the paper containers. • Nods, "Yes," and responds in home language to response to a routine question such as, "Do you want more milk?" while an adult holds up a pitcher of milk. • Communicates, "Pareto pintar contigo!" ("Let's paint with you!" in Spanish) while approaching a peer who is painting. • Communicates, "[illegible]" ("This is their home," in Chinese) while putting some toy animals under a blanket in the dramatic play area.	• Communicates in English, "Bye," to a peer when leaving at the end of the day. • Greets peers in home language and joins in singing the words "good morning" in English during the daily morning song. • Chimes in with, "The end!" in English when an adult finishes reading a story to a small group of children.	• Communicates in English, "Market," to ask for a marker from a peer while playing restaurant in the dramatic play area. • Communicates in English, "I do a house," ("I made a house," while painting. • Communicates to a peer in English, "My turn," and gestures at the slide during outdoor play. • Communicates, "The dog [illegible]" ("I lady ?" ("The dog turned into a lady," in English and Chinese) while helping to put a dress on a stuffed dog in the dramatic play area.	• Communicates to a peer while playing with play dough, "I make galletitas ("cookies" in Spanish) and pan ("bread" in Spanish). You like it?" ("I made cookies and bread. Do you like it?") • Communicates to a peer in English, "Cannot I show you?" ("Cannot I will show you?" and brings the peer to child's cubby, where child takes a stuffed animal out of a bag. • Communicates in English, "The lamb lick my hand!" ("The lamb licked my hand!") when describing a family trip to a petting farm that occurred last weekend. • Communicates to a peer, "My dad ride a night," ("My dad rides at the English, "horse" in Vietnamese) while attempting to draw a horse.	• Communicates in English, "This is happy new year. This is mommy and me. We saw the dragon," in response to an adult asking, "Tell me about your picture." • Communicates to a peer, "I am hamilton ("Hide-and-go-seek"), "Tell hamilton were really mommy! My pop ("Daddy" in Spanish) and me, we got them at la tienditta ("the little store" in Spanish)." • Communicates in English, "I'm going to cook them now," while throwing some noodles made with play dough into a toy pot, and later puts "cooked noodles" on a plate and communicates, "Here's a plate for you," while handing it to a peer.

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

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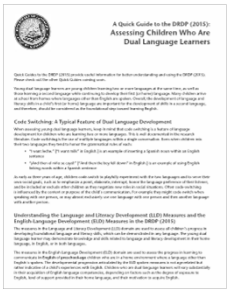
Desired Results

Desired Results

Assessing Children Who are Dual Language Learners


A Quick Guide to the DRDP (2015):
Assessing Children Who Are Dual Language Learners

Quick Guides to the DRDP (2015) provide useful information for further understanding and using the DRDP (2015). Please check out the other Quick Guides coming soon.

Young dual language learners are young children learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. Many children who are at school from homes where languages other than English are spoken. Overall, the development of the language and literacy skills of a child's first (or home) language are important for the development of skills in a second language, and therefore, should be considered as the foundational step toward learning English.

Code Switching: A Typical Feature of Dual Language Development

When assessing young dual language learners, keep in mind that code switching is a feature of language development for children who are learning two or more languages. This is not a sign of a lack of the sequence of the skills. Code switching is the use of multiple languages within a single conversation. Even when children are first two languages they tend to have the grammatical rules of each.

- "I want to be." ("I want to be" in English) is an example of inserting a Spanish in one word in an English sentence.
- "Lend them at only a spot!" ("Lend them to buy left down!" in English) is an example of using English letting words within a Spanish sentence.

As early as three years of age, children code switch to playfully experiment with the two languages and to serve their own sociolinguistic, such as to emphasize a point, elaborate, contrast, know the language preference of their listeners, and to indicate a switch in their stance or their relationship with their conversation. Other code switching is influenced by the context or purpose of the child's communication. For example, they might code switch when speaking with one person, or may almost exclusively use one language with one person and then another language with another person.

Understanding the Language and Literacy Development (LLD) Measures and the English-Language Development (ELD) Measures in the DRDP (2015)

The measures in the Language and Literacy Development (LLD) domain are used to assess all children's progress in developing foundational language and literacy skills, which can be demonstrated in any language. The young dual language learner may demonstrate knowledge and skills related to language and literacy development in their home language, in English, or in both languages.

The measures in the English-Language Development (ELD) domain are used to assess the progress in learning to communicate in English and to understand the skills and the ability to learn to read and write in the English language. The developmental progression and ability for the DRDP system measures is not aligned with but rather indicative of a child's experiences with English. Children who are dual language learners will vary substantially in their acquisition of English language constructions, depending on factors such as the degree of exposure to English, level of support provided in their home language, and their motivation to acquire English.

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Desired Results

Desired Results

Code Switching

- Typical of dual language development
- Use of multiple languages in one conversation
- Uses grammatical rules of each language (at the 3 and 4 year old level of course!)
- Influenced by context and purpose

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Desired Results

Desired Results

Key points for LLD & ELD

1. LLD is used with all children to measure progress in their home language.
2. ELD is used with any child where a language other than English is spoken in the home.

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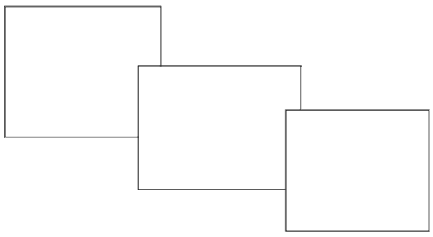
Desired Results

Desired Results

Completing a Developmental Profile



Desired Results Developmental Profile©

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Desired Results

Desired Results

Into Practice

DIRECTIONS:

1. Review all evidence.
2. Reflect on what the evidence tells.
3. Complete the DRDP.

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Desired Results

Desired Results

The Child's Developmental Progress form is designed to…

- Describe the child's development to parents
- Engage parents as partners in supporting curriculum objectives for the child
- Assist in determining curriculum objectives to support the child's development
- Complete twice per year prior to the parent conference

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Desired Results

Desired Results

Child's Developmental Progress Form

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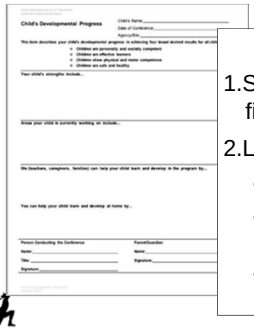
Desired Results

Completing the Child's Developmental Progress Form



DIRECTIONS:

1. Summarize DRDP findings
2. List:
   - 3 strengths
   - 1 area for improvement
   - A way the program helps

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Desired Results

Desired Results

DRDPtech©

*Now required of all EESD programs

Get information about DRDPtech on the Desired Results Web Site:
www.desiredresults.us

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Desired Results

Desired Results

DRDP data is compiled by…

- **Individual child**
- **Classroom**
- **Contract**

- **DRDPtech**
- **Tally sheet**
- **Excel spreadsheet**
- **Commercial software programs**

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Desired Results

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What is DRDPtech©?

- An online data entry system
- An easy way to compile information about your students
- Tool for printing out summary reports

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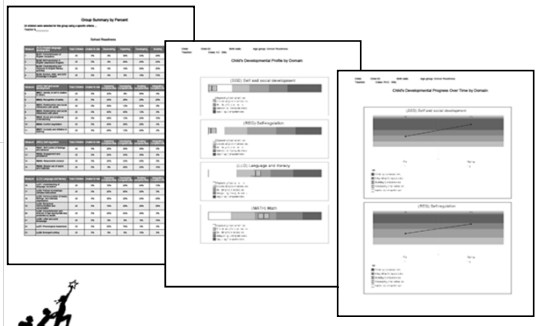
DRDPtech© Reports



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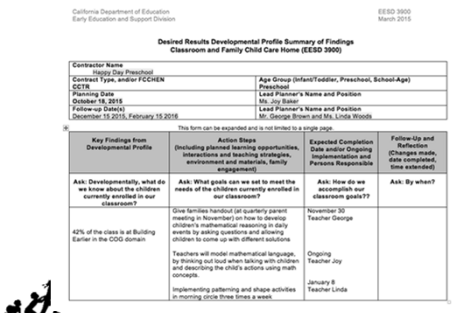
DRDP Summary of Findings



California Department of Education
Early Education and Support Division

EESD 3900
March 2015

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

Contractor Name Happy Day Preschool	
Contract Type, and/or FCCHEN CCTR	**Age Group (Infant/Toddler, Preschool, School-Age)** Preschool
Planning Date October 18, 2015	**Lead Planner's Name and Position** Ms. Joy Baker
Follow-up Date(s) December 15 2015, February 15 2016	**Lead Planner's Name and Position** Mr. George Brown and Ms. Linda Woods

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?**
42% of the class is at Building Earlier in the COG domain	Give families handout (at quarterly parent meeting in November) on how to develop children's mathematical reasoning in daily events by asking questions and allowing children to come up with different solutions Teachers will model mathematical language, by thinking out loud when talking with children and describing the child's actions using math concepts. Implementing patterning and shape activities in morning circle three times a week	November 30 Teacher George Ongoing Teacher Joy January 8 Teacher Linda	

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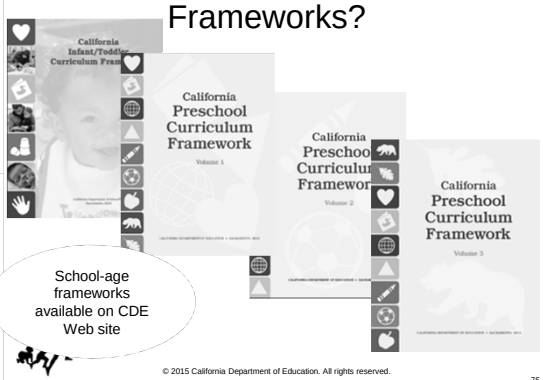
What's in the Curriculum Frameworks?



School-age frameworks available on CDE Web site

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What does the framework do?

"Created as a companion to the *California Preschool Learning Foundations, Volume 1,* this framework presents strategies and information to enrich learning and development opportunities for all of California's preschool children." p. v

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Tips When Planning

- Review current curriculum to find links with the DRDP.
- Summarize children's progress by reviewing, discussing, and consulting with others who know them.
- Reflect on your collection of observations, including photos, notations, audio tapes, sketches, etc.
- Consult other resources to support planning for the needs of children's developmental levels.

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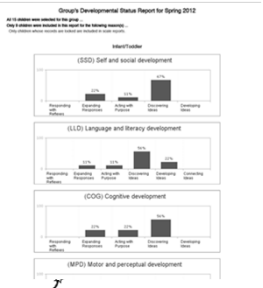
Small and Large Group Planning



Use the data provided from DRDPTech to plan for individual children, as well as for small and large group activities.

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All teachers…

Must use the results of assessments of children's progress and teaching practices to support each child's learning and development.

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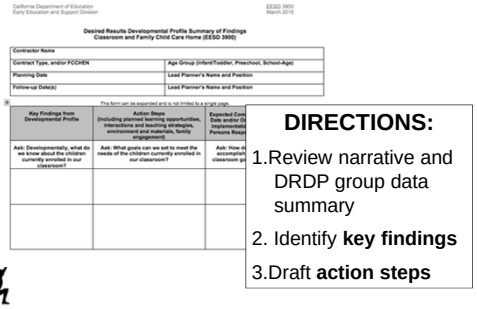
Writing a DRDP Summary of Findings



California Department of Education
Early Education and Support Division

EESD 3900
March 2015

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

Contractor Name	
Contract Type, and/or FCCHEN	Age Group (Infant/Toddler, Preschool, School-Age)
Planning Date	Lead Planner's Name and Position
Follow-up Date(s)	Lead Planner's 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 Out... Date and/or Ch... Implementatio... Persons Resp...
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 d... accomplish... classroom go...

DIRECTIONS:

1. Review narrative and DRDP group data summary
2. Identify **key findings**
3. Draft **action steps**

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November Webinar

November 16 - Dual Language Learner

9:00 am, 1:00 pm

or

3:00 pm

HOMEWORK: Complete the LLD and ELD Foundations and Frameworks Modules inside of CECO

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Taking it Back to the Agency

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Desired Results

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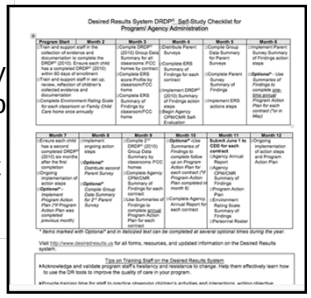
Use the Self-Study Checklist for Program/Agency Administrators to plan agency/contract calendar


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* (2010). Ensure each child has a completed DRDP* (2010) within 60 days of enrollment ☐Begin to record observations, set up, review, reflection of children's collected evidence and documentation ☐Complete Environment Rating Scale for classroom or Family Child Care home once annually		☐Compile DRDP* (2010) Group Data Summary by classroom/ FCC homes by contract ☐Complete ERS Summary of Findings for classroom/FCC home ☐Complete ERS Summary of Findings for classroom/FCC home	Distribute Parent Surveys ☐Complete ERS Summary of Findings for each contract ☐Implement DRDP* (2010) 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 Summary of Findings to complete site-specific annual Program Action Plan for each contract (1st or Mid)

Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
☐Ensure each child has a second completed DRDP* (2010) six months after 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 3rd DRDP* (2010) Group Data Summary by classroom/ 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	**☐Optional*** Use Summaries of Findings to complete follow up Program Action Plan for each contract (1st completed month 10 and 2nd completed month 6) ☐Complete Agency CPM/CMR Self-Evaluation for each contract	**Submit June 1 to CDD for each contract** ☐Agency Annual Report ☐Agency CPM/CMR Summary of Findings ☐Program Action Plan ☐Environment Rating Scales 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.

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.

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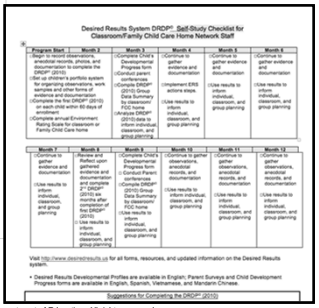
Desired Results

Desired Results

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


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* (2010) ☐Set up children's portfolio system for organizing observations, work samples and other forms of evidence and documentation ☐Complete DRDP* (2010) 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* (2010) Group Data Summary by classroom/ FCC home ☐Analyze DRDP* (2010) 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* (2010) six months after completion of first DRDP* (2010) ☐ Use results to inform individual, classroom, and group planning	☐Complete Child's Developmental Progress form ☐Conduct Parent conferences ☐Compile DRDP* (2010) Group Data Summary by classroom/ FCC home ☐Analyze DRDP* (2010) data 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.

Suggestions for Completing the DRDP* (2010)

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California Department of Education (http://www.cde.ca.gov/sp/cd/ci/mb1503.asp)
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Management Bulletin 15-03

Early Education and Support Division

Subject: Information about the Implementation of the Desired Results Developmental Profile (2015) (DRDP [2015]) for providers of early education services funded by the Early Education and Support Division (EESD) and the Special Education Division (SED).

Number: 15-03

Date: June 2015

Expires: Until Rescinded

Authority: California *Education Code* (*EC*) sections 8203, 8203.5, 8261, and 8282; *California Code of Regulations*, Title 5, sections 18270 and 18272

Attention: Executive Directors and Program Directors of all EESD's CCTR, CSPP, CFCC, CMIG and CHAN contracts and SED-funded Early Education programs

Purpose

The purpose of this Management Bulletin (MB) is to provide guidance on the implementation of the DRDP (2015) assessment to the California Department of Education (CDE), EESD programs and SED programs serving children from early infancy to kindergarten entry.

Authority

For EESD: *California Code of Regulations*, Title 5, Section 18272 requires EESD contracted centers, preschools, and FCCHEN to complete the age-appropriate DRDP for each child enrolled in the program for at least ten hours per week. The DRDP must be completed for each child within 60 calendar days of the child's enrollment in the program and at least once every six months thereafter.

For SED: Public Law 108-446, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004) and regulations from the U.S. Department of Education's Office of Special Education Programs (OSEP) form the legal basis for the participation of infants and toddlers and their families with Individual Family Service Plans (IFSPs) and preschool-age children with Individualized Education Programs (IEPs) in the DRDP Assessment System. For information on eligible children and assessment timelines, visit http://draccess.org/system/DRDPaccessSystemFedRequirements.html.

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Background

About the DRDP (2015)

The DRDP (2015), a developmental continuum from early infancy to kindergarten entry, is designed to assess the developmental progression of all children in CDE, funded programs including children with an IFSP or an IEP. The assessment has an Infant-Toddler view for children younger than three years of age, and a Preschool view for children who are age three years and older. The Infant-Toddler and Preschool views include measures in five domains: (1) Approaches to Learning-Self Regulation, (2) Social and Emotional Development, (3) Language and Literacy Development, (4) Cognition, and (5) Physical Development Health. The Preschool view includes the additional domains of: (1) History-Social Science, (2) English-Language Development, (3) Visual and Performing Arts, and (4) additional measures for Mathematics and Science in the Cognition domain. The assessment is fully aligned to the California Early Learning Foundations and the Head Start Child Development and Early Learning Framework.

During the spring of 2014, a field study was conducted with a group of approximately 1,600 children from EESD and SED programs. Data gathered from this study was used to refine the DRDP (2015) instrument. During the 2014–15 program

year, a calibration study was conducted with a group of more than 20,500 children served in EESD and SED programs in preparation for full implementation in the 2015–16 contract year.

Policy

Implementation of the DRDP (2015) for EESD and SED Programs

Beginning with the 2015–16 contract year, the use of the DRDP (2015) is required for all direct service agencies that contract with the EESD to provide early education and care for children ages early infancy to kindergarten entry. It is also required for all preschool children with IEPs and for all infants and toddlers with IFSPs reporting to the California Special Education Management Information System (CASEMIS). Training will be provided to EESD and SED assessors via webinars, training modules, and in-person training. For up-to-date information regarding training activities, check the following Web sites:

- For EESD funded programs, go to http://www.desiredresults.us.
- For SED funded programs or for information about children with IFSPs and IEPs, go to http://www.draccess.org.

Children dually enrolled in SED and EESD programs will no longer need to be assessed on both the DRDP *access* and the DRDP (2010). They will be assessed using the DRDP (2015) instrument. **When children are served by both EESD and SED programs, the teachers and specialists are to collaborate on one assessment** following the more stringent timeline, and handle DRDP data according to the requirements of each Division.

For EESD contractors who begin the observation process in July, a draft DRDP (2015) assessment was posted on the http://www.desiredresults.us Web site on **June 15, 2015**. The official DRDP (2015) will be posted by **August 3, 2015**. Programs may use the draft document to guide their observations until the final version is released. The finalized assessment will contain additional information.

Using DRDPtech© to Record Assessment Data for EESD Programs

DRDPtech©, a secure cloud application, is provided free of charge to: (1) EESD-funded programs, (2) California Head Start programs, (3) California School Districts and County Offices of Education, and (4) California Tribal Child Care and Development Fund Child Care. Beginning in the 2015–16 program year, EESD-funded agencies are required to use the DRDPtech© to obtain psychometrically valid reports. Use of DRDPtech© will also meet the record retention requirement. This means no paper copies of the instrument are required for individual children when assessment data is stored in DRDPtech©. For agencies that use commercial vendors, an Excel format will be provided so data can be uploaded into DRDPtech© to take advantage of the psychometrically valid report functions.

For EESD-funded agencies that cannot access DRDPtech© through the Internet, an optional rating record is available. This is an Inspiron form that can be completed as a hard copy and submitted to be scanned into the DRDPtech© system. Additional instructions regarding submission will be found on the bottom of the Inspiron form. This service will be available for a small per-child charge ($1 per child). The Inspiron DRDP (2015) form will be available beginning **September 8, 2015**. Please contact desiredresults@wested.org for more information and to receive copies of the form.

The DRDPtech© (2015) will be online and available to enter child information **by August 28, 2015**. If an agency is not already using DRDPtech©, begin the setup process by linking to http://www.desiredresults.us and click on DRDPtech© at Quick Links. Please allow adequate time to set up an account prior to meeting the submission deadline (typically two weeks).

For EESD-funded agencies that are unable to use DRDPtech©, an exemption can be obtained by contacting your assigned EESD Field Service Consultant. You will be asked to complete and submit a form which is renewed each fiscal year. For a list of consultants by region, please visit http://www.cde.ca.gov/sp/cd/ci/assignments.asp.

This requirement for the use of DRDPtech© also applies to contractors serving school age children and using the DRDP-SA.

Submitting DRDP (2015) Data to CASEMIS for SED Programs

SED programs will submit DRDP (2015) data to CASEMIS. **SED programs do not enter DRDP data into DRDPtech©**. For questions about CASEMIS, contact casemis@cde.ca.gov. For more information about SED requirements for DRDP (2015), including training, reports, technical assistance, or requirements, contact the Desired Results Access Project by e-mail at info@draccess.org, by phone at 1-800-673-9220, or by visiting http://draccess.org/prodevelopment/.

Directives

Assessment Cycle	For EESD Programs	For SED Providers
First assessment	Completed within the first 60 days of enrollment in program.	Completed for any child made eligible by **October 1** and submitted to CASEMIS by **February 1**.
Next assessment	Completed every six months after initial assessment.	Completed for any child made eligible for services by **March 1** of the program year. Data is submitted to CASEMIS by **July 1**.
Limitation	If child is enrolled for less than 10 hours per week, an assessment is not required.	If a child is eligible for services, an assessment is required regardless of hours of service received.
Limitation	If a child is ill for an extended period of time or is out of the country and not attending the program, an assessment may not be possible and should be documented.	If a child is ill for an extended period of time or is out of the country and not attending the program, an assessment may not be possible and should be documented.

EESD Programs

Questions regarding the information in this MB can be addressed by contacting Serene Yee, Consultant, Quality Improvement Office, by phone at 916-322-1048 or by e-mail at syee@cde.ca.gov.

SED Programs

Questions regarding special education's participation in the DRDP Assessment System may be addressed to Sheila Self, Consultant, Policy Program Services Office, by e-mail at sself@cde.ca.gov.

If you have any questions regarding the information in this management bulletin, please contact your assigned Early Education and Support Field Services Consultant at http://www.cde.ca.gov/sp/cd/ci/assignments.asp or by phone at 916-322-6233.

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This Management Bulletin is mandatory only to the extent that it cites a specific statutory and/or regulatory requirement. Any portion of this Management Bulletin that is not supported by a specific statutory and/or regulatory requirement is not prescriptive pursuant to California *Education Code* Section 33308.5.

Questions: Early Education and Support Division | 916-322-6233

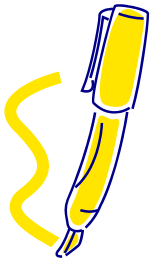
Last Reviewed: Wednesday, September 9, 2015

Treasure Hunt

Session 3

GOALS:

The goal of this activity is for participants to become familiar with DRDP guidelines and learn about the FAQ resource.



MATERIALS REQUIRED:

- Copies of DRDP Frequently Asked Questions (FAQ)
- Copies of the two versions of Treasure Hunt

TIME: 30 min

ACTIVITY PROCESS:

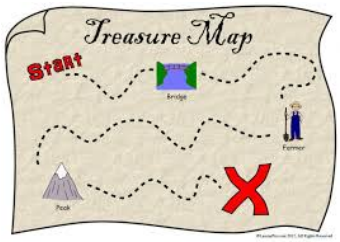
1. Have participants work in dyads, triads or table groups. Give one version of questions to each table.

2. Ask each small group to work together to find the answers to the questions, use the FAQ as a resource in answering the questions, and note which FAQ the group used to answer each question.

REFLECTION:

- Return to the large group. Read the Treasure Hunt questions and solicit answers from the group. Correct misconceptions as needed.

- Explain that the DRDP Frequently Asked Questions are available on the Desired Results website, and that participants should check the site regularly to see if there have been updates. Explain that, this resource answers many questions teachers may have about using the DRDP.



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?

4. We are part of a FCCHEN, and I supervise 6 family childcare homes. The providers tell me they are not allowed to complete DRDPs. Is this true? Who is responsible for completing the DRDP’s on the children in their care?

5. We have an inclusive preschool program. Do I still complete the DRDP on children in the program that have an IEP?

Treasure Hunt - Version 2

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. I'm teaching a 3-year-old classroom, but I also have a two-year-old who will turn three around Thanksgiving. The first DRDP is due while she's still two, though. Do I have to use the Infant/Toddler view with her even though she's in a preschool classroom?

2. Our program hates wasting so much paper. Can we use the same DRDP forms for both the fall and spring assessment periods? And if not, is there another paper-saving option that you can think of?

3. We really don't have room at our school to keep all the children's portfolios for five years, should we rent out one of those storage spaces?

4. The DRDP is so long, we only want to use some measures in certain domains. Can we skip measures?

5. This is my first time using DRDP, where do I go to find free training opportunities?

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

1. When is the Desired Results Developmental Profile (DRDP) to be completed?
The first DRDP assessment instruments must be completed within 60 calendar days of the child's first day of enrollment in the program and every six months thereafter. Completing the DRDP (rating the child¹s development on the DRDP measures) is usually completed over a two-week period; however, teachers and caregivers are expected to record observations and gather evidence on an ongoing basis.

2. For part-time preschoolers who are attending one or two days a week, would the 60 days count from days of enrollment or calendar days?
The DRDP must be completed for all children within 60 calendar days regardless of the circumstances. Remember, in order for a DRDP to be completed, children must attend the program ten hours a week or more.

3. Who is required to administer the DRDP?
The child's primary teacher or caregiver is responsible for completing the DRDP. It should not be done by teacher aides or by parents, although their comments and other anecdotal observations may be used to inform the child's primary teacher or caregiver ratings. The staff person who completes the developmental profile should be able to understand the child's language, or use an interpreter if necessary.

4. Which version of the Desired Results Developmental Profile (DRDP) should be used?
Use the DRDP (2015)–Infant/Toddler for children who are not yet three years of age. Use the DRDP (2015)–Preschool for children who are three years of age until kindergarten enrollment. It may also be used for children who are at least two years and seven months entering a preschool classroom who will turn three on or before December 2. Use the Desired Results Developmental Profile– School Age (DRDP-SA©), Complete Version, for children from kindergarten entry through 12 years of age.

5. Is it okay to use DRDP-K© for preschool children?
The DRDP-K is an assessment instrument that is designed for teachers to use to reflect on the learning, development, and progress of all children during the transitional kindergarten/kindergarten year.

6. How long should the DRDP forms be maintained on file?
The five year requirement for maintaining records has not changed. DRDP records must be kept for five years (the same as it has always been). DRDPtech allows programs to store these records in a free, secure online system.

7. Should the portfolios be kept on file also?
Portfolios should be kept on file while the child is enrolled in the program. Once the child leaves the program, the portfolio should be sent home with the child. There is no need to store them for five years.

8. Should there be a comment for each measure?
There must be enough evidence to document the child's mastery level. Reference the child's portfolio, an anecdotal note, or summarize other evidence.

Desired Results Developmental Profile (DRDP) Formatting

9. Should the DRDP be copied each time it is administered?
Programs may use either of the following options:

Each time teachers are completing the DRDP assessment; they need a new assessment to rate.

Effective Fall 2015/2016 program year all EESD programs are required to enter DRDP ratings into DRDPtech.

The DRDP instruments and the DRDP Rating Records can be found on the Web site at https://desiredresults.us/content/drdp-forms

10. What is the purpose of the DRDP Rating Record?
In order to maintain the validity and reliability of the DRDP, each time the teacher completes the DRDP, teachers

are asked to come to the rating with “fresh eyes.” The DRDP Rating Record is simply for the convenience of the program to avoid duplicating the instrument two times or more. Ratings for all rating periods must be entered into DRDPtech.

11. Can two bubbles be used on the instrument so that the same instrument can be used twice?
No, each time the teachers complete the DRDP, they should be looking at it with “fresh eyes.” Research shows that teachers are most objective when they look at the evidence and documentation and then rate the measure. When referring to previous ratings, teachers may rate the child higher or lower than their true developmental level because of their expectations of growth since the last rating.

12. Is it okay to modify or skip measures from the DRDP?
All components of the DRDP are research based. They work together to provide the child’s developmental profile along a continuum. The DRDP has gone through formative evaluations to demonstrate that it is a reliable and valid assessment instrument in its current form. Modifying or skipping measures compromises the reliability and validity factors.

13. Can observations be put directly into DRDPtech so information can be stored in one place?
In order to rate the DRDP, look at the child’s portfolio, anecdotal notes, teacher’s records, and any other evidence of the child’s progress during the rating period. *DRDPtech will not have the option to put documentation or observations. Programs and teachers already have a system for documentation collection and they are encouraged to continue to use that system, there is no need to double do the work and reenter it into DRDPtech.*

14. Is the DRDP available in computerized version (meaning profiles can be filled out electronically and summaries automatically generated)?
DRDPtech is a server-based computer support system for the Desired Results Developmental Profile (DRDP) assessment instruments. DRDPtech is designed to allow teachers, program administrators, and other designated staff to enter the results of assessments using the DRDP instruments and to produce a variety of reports about the results for individual children and groups of children. Effective Fall 2015/2016 program year all EESD programs are required to enter DRDP ratings into DRDPtech.

15. Can a child demonstrate mastery of a developmental level on the Desired Results Developmental Profile (DRDP) in their home language?
Children in all age groups can demonstrate mastery of a developmental level in their home language. The teacher who completes the DRDP should speak the child’s home language, or have assistance from another adult such as an assistant teacher or caregiver, director, or parent, who does speak the child’s home language.

Developmental Levels

16. After marking the last developmental level on a measure can "Emerging to the next level" be marked?
No, since there is not a next developmental level available for reference on the age level instrument, there is no definition of what a child would be emerging towards. The only exception is; when rating full-continuum measures with infants and toddlers if the child has mastered the last level that can be rated and the child demonstrates some behaviors in the level that follows.

17. If a child reaches the last developmental level on an age level instrument, what should occur next?
Staff should continue documenting and observing the child and using the information to plan curriculum.

18. Will most preschoolers reach the integrating earlier level prior to enrolling in kindergarten?
The Desired Results Developmental Profile (DRDP) research shows that most preschoolers will reach the Building level by the end of their preschool years. The DRDP is calibrated to accommodate a broader range of abilities. There is some overlap both with the DRDP (2015) instrument and the DRDP-K instrument in order to encompass the range of abilities.

19. If the first level has not yet been marked, can *Emerging* be marked?
No. Emerging is a way of showing that the child is moving from the present developmental level to the next developmental level. Since there is no first developmental level, the child is not emerging from a developmental level to the next developmental level.

20. Is *Emerging* a developmental level?
No. A developmental level must be marked whenever the child is emerging to the next developmental level.

Children with Special Needs

21. For a child on an IEP, what instrument should be used?

Effective fall 2015, the DRDP (2015) is required for all EESD programs that provide early education and care for children ages early infancy to kindergarten entry. It is also required for all preschool children with IEPs and for all infants and toddlers with IFSPs

Availability of Training/Training Documents

22. Are training materials available on the Web site?
Training materials* are available on the Desired Results Web site under Training/Materials.

In addition, you may refer to our Getting to Know You through Observation DVD and training workbook. It has many great ideas, plus clips of children to use for training.

* These materials are intended solely for use by state-funded agencies for educational purposes. Commercial use is not authorized without express permission.

23. Is there any other training available?
Yes, teacher training is available for a fee. Teacher training dates and locations are posted on the Desired Results Web site under Training/Onsite Training.

24. Is a training of trainer's available on the DRDP?
The Desired Results Trainer's Institute trains a cadre of trainers on the DRDP. The materials provided at the Desired Results Regional Training can be utilized for training staffs.

25. Where can I find a list of Desired Results certified trainers?
The WestEd Desired Results Training and Technical Assistance Project is the sole CDE, EESD contractor authorized to provide training on the DRDP and to certify trainers to provide training on the DRDP within their agencies. Call (805) 312-0338 to arrange a training at your site.

26. Is there a training video or materials for the Desired Results Developmental Profile (DRDP)?
Online courses on the DRDP, Observation of Young Children, and Dual Language Learners are available through the California Early Childhood Online (CECO) website at http://www.caearlychildhoodonline.org/. You can also find training on Foundations and Framework on the California Preschool Instructional Network website at www.cpin.us. Tutorials and New Administrator training materials are posted on the Desired Results website https://desiredresults.us

27. Is there also a state-adopted curriculum based on research from the Desired Results system as a guide?
The California Department of Education does not approve texts, materials, or particular curriculum for preschool programs. These are all local decisions. The state of California has adopted preschool learning foundations to give guidance to programs on what children should know and be able to do at the end of preschool. A curriculum framework has been developed to provide guidance for using the foundations in program planning, instructional strategies and professional development. Please check the California Department of Education's Web site for more information at www.cde.ca.gov/sp/cd/re/psfoundations.asp

Using with Specific Programs

28. Is this instrument aligned with the Head Start (HS) framework?
Yes, it is. At the request of Early Education and Support Division (EESD), SETA Head Start has completed a crosswalk between the DRDP-PS instruments and the Head Start Outcomes Framework and has graciously agreed to share it statewide. There is full alignment and no need for additional measures. They have also completed the alignment of the DRDP-IT for use in Early Head Start.

29. How many times a year is the DRDP completed in a Head Start program?
Head Start requires completion of the DRDP twice a year. However, as with any program, the agency may require it be completed more frequently. Please check with your Head Start training specialist for more information.

30. If the DRDP (2015)-PS is completed 3 times a year, as some programs require, are the results still valid?
Yes, the results will still be valid since the instrument is calibrated and not dependent on frequency.

Family Child Care Home Education Network

31. In a Family Child Care Home Education Network (FCCHEN), who may complete the Desired Results Developmental Profile (DRDP)?
The DRDP is to be completed by those agency staff members that are designated as teachers.

32. Are trained Family Child Care providers in an FCCHEN allowed to complete DRDP?
Family Child Care Home Education Network teachers are responsible for completing the DRDP. Agencies may call them specialists or coordinators. Certainly, family child care providers are encouraged to assist in collecting evidence and documentation of the child's growth and progress. However, since they are not employees or direct contractors of the state, they cannot be required to complete the DRDP.

Preschool Learning Foundations

33. How does the Desired Results Developmental Profile (DRDP) (2015) relate to the foundations?
Foundations focus on nine domains: social-emotional development, language and literacy, English-language development, mathematics, visual and performing arts, physical development, health, as well as history/social science. The foundations provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when participating in a high-quality preschool program. The DRDP (2015) is a child observation tool aligned with the foundations. The DRDP (2015) provides teachers with a means to assess children's learning along a continuum of four different developmental levels. The foundations and the DRDP (2015) are to be used together to plan the environment, play, learning activities and instruction to meet the needs of the children and provide a high-quality preschool experience.

Still have questions?

E-mail us at desiredresults@wested.org for a prompt response!

The Desired Results Training and Technical Assistance Project is brought to you by the California Department of Education, Early Education and Support Division in collaboration with the Center for Child and Family Studies at WestEd.

Center for Child and Family Studies • WestEd • 333 North Lantana, Suite 277 • Camarillo, CA 93010
Phone: (800) 770-6339 • Fax: (805) 465-4444• desiredresults@wested.org

Answers to Treasure Hunt

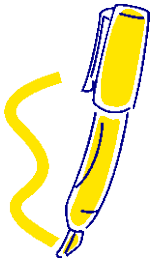
Treasure Hunt #1	FAQ #
1. First DRDP due	#1 and #2
2. Curriculum	#27
3. Integrating Earlier	#16
4. FCCHEN	#31 and #32
5. Inclusive Preschool	#21
Treasure Hunt #2	
1. I/T view or PS view	#4
2. Save paper	#9 and #11
3. Portfolios	#7
4. All the measures	#12
5.Training	#26

Compare and Contrast

Session 3

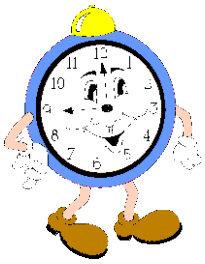
GOALS:

The goal of this activity is for participants to identify similarities and differences among the three age level DRDP© instruments.



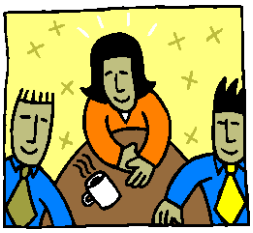
MATERIALS REQUIRED:

- Three age-level List of Measures within Domains
- Three age-level Navigation Maps



TIME: 10 minutes

ACTIVITY PROCESS:



1. Ask participants to pull out the three age levels of List of Measures within Domains and Navigation Maps.
2. As elbow partners or table groups, have participants find:
    - The one difference in developmental domains among the three age levels
    - Similarities and differences in the developmental levels among the three age-level instruments.

REFLECTION:

- Return to the large group. Solicit observations from the group.
- If needed, clarify that the three age-level tools have some of the same developmental domains.
- Point out that the preschool tool uniformly uses the four developmental levels from the example. Both the infant/toddler and the school-age tools have varying developmental levels depending on the measure.

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance

Infant/Toddler View: for use with infants and toddlers

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
Social and Emotional Development	SED	1	**Identity of Self in Relation to Others**	6
		2	**Social and Emotional Understanding**	7
		3	**Relationships and Social Interactions with Familiar Adults**	8
		4	**Relationships and Social Interactions with Peers**	9
		5	**Symbolic and Sociodramatic Play**	10
Language and Literacy Development	LLD	1	**Understanding of Language (Receptive)**	11
		2	**Responsiveness to Language**	12
		3	**Communication and Use of Language (Expressive)**	13
		4	**Reciprocal Communication and Conversation**	14
		5	**Interest in Literacy**	15
Cognition, Including Math and Science	COG	1	**Spatial Relationships**	16
		2	**Classification**	17
		3	**Number Sense of Quantity**	18
		Note: COG 4 - COG 7 and COG 10 are only for use for preschool age children		
		8	**Cause and Effect**	19
		9	**Inquiry Through Observation and Investigation**	20
		11	**Knowledge of the Natural World**	21
Physical Development–Health	PD-HLTH	1	**Perceptual-Motor Skills and Movement Concepts**	22
		2	**Gross Locomotor Movement Skills**	23
		3	**Gross Motor Manipulative Skills**	24
		4	**Fine Motor Manipulative Skills**	25
		5	**Safety**	26
		6	**Personal Care Routines: Hygiene**	27
		7	**Personal Care Routines: Feeding**	28
		8	**Personal Care Routines: Dressing**	29

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Developmental Domain

Measure

Definition

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:

Developmental Level

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle N/A	Later	Earlier N/A
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**	***and*** **Describes the feelings or desires of family members, friends, or other familiar people**	**feelings to those of others**
Possible Examples							
• Attends to a familiar adult during feeding. • Quiets when hears 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.	• Orients 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 llamo Luis," ["My name is Luis," in Spanish]. • Communicates names of immediate family members in a photo. • Looks to new baby sister and communicates her name.	• Acts out roles family in prete • Communicates, "I'm making cookies—just like Grandma!" while rolling play dough. • Draws picture of a house and communicates, "This is my house."	es, using on board, "His hair is red!" • Identifies own height, as indicated on a growth chart posted on the wall. • Narrates details while drawing a picture of a friend. • Draws a picture of own family, representing traits such as heights and hair colors.	• Communicates to an adult, "I was mad when it rained because we couldn't go outside." • Communicates that a friend is happy because he is going to have a birthday party. • Says, "Ayokong hawakan ang susô. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].	• Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self. • Communicates to a peer that they both like peanut butter and jelly sandwiches. • Communicates, "我喜歡游泳, 但是我姐姐不喜歡," ["I love to swim, but my sister doesn't," in Chinese].

Descriptor

Examples

⬭ Child is emerging to the next developmental level

⬭ Unable to rate this measure due to extended absence

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DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance

Preschool View: for use with preschool-age children

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
		3	Gross Motor Manipulative Skills	40
		4	Fine Motor Manipulative Skills	41
		5	Safety	42
		6	Personal Care Routines: Hygiene	43
		7	Personal Care Routines: Feeding	44
		8	Personal Care Routines: Dressing	45
		9	Active Physical Play	46
		10	Nutrition	47
History–Social Science	HSS	1	Sense of Time	48
		2	Sense of Place	49
		3	Ecology	50
		4	Conflict Negotiation	51
		5	Responsible Conduct as a Group Member	52
Visual and Performing Arts	VPA	1	Visual Art	53
		2	Music	54
		3	Drama	55
		4	Dance	56

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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 ○	Earlier ○
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**	**Describ…n prefer-ences or fe… *and* Describes… or desire… members, friends, or other familiar people**	**Compares own preferences or feelings to**
Possible Examples							
• Attends to a familiar adult during feeding. • Quiets when hears 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.	• Orients 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 llamo Luis," ["My name is Luis," in Spanish]. • Communicates names of immediate family members in a photo. • Looks to new baby sister and communicates her name.	• Acts out roles from … family in prete… • Communicates, "I'm making cookies—just like Grandma!" while rolling play dough. • Draws picture of a house and communicates, "This is my house."	• Communicates, using …n board, …" • Identifies own height, as indicated on a growth chart posted on the wall. • Narrates details while drawing a picture of a friend. • Draws a picture of own family, representing traits such as heights and hair colors.	• Communicates to an adult, "I was mad when it rained because we couldn't go outside." • Communicates that a friend is happy because he is going to have a birthday party. • Says, "Ayokong hawakan ang susô. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].	• Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self. • Communicates to a peer that they both like peanut butter and jelly sandwiches. • Communicates, "我喜歡游泳, 但是我姐姐不喜歡," ["I love to swim, but my sister doesn't," in Chinese].

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

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Desired Results Developmental Profile—School-Age© (2010) Simplified Version

DRDP-SA© (2010)

List of Measures Within Domains

Domain	Measure	
Self and Social Development (SSD)	1	SSD1: Identity of self and connection to others
	2	SSD2: Self-esteem
	3	SSD3: Empathy
	4	SSD4: Impulse control
	5	SSD5: Follows rules
	6	SSD6: Awareness of diversity: appreciation of differences and similarities
	7	SSD7: Interactions with adults
	8	SSD8: Friendship
	9	SSD9: Conflict negotiation
Health (HLTH)	10	HLTH1: Safety
	11	HLTH2: Understanding healthy lifestyle
	12	HLTH3: Personal care routines
	13	HLTH4: Exercise and fitness

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Developmental Domain

Measure

Definition

Developmental Level

Descriptor

Examples

Developmental Domain: SSD — Self and social development

School-Age

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

1. Mark the developmental level the child has mastered. ⬭ Not yet at first level

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Accurately describes self in terms of physical characteristics, preferences, and things he or she can do	**Describes physical characteristics, preferences and things he or she can do in relation to another person**	**Describes self in terms of roles within one or more groups of people he or she knows**	**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)**	**Describes self in terms of roles he/she may have in the future**
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." ▸ Draws picture of herself, showing her doing things she really does or with her favorite things. ▸ "I use a wheelchair."	▸ "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."	▸ "We're making a city. I make the houses, and Tina digs the rivers 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."	▸ "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 peacemaker at school: that means I help other children solve their problems." ▸ "I'm a study buddy to younger children."	▸ "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. ▸

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Desired Results Developmental Profile© (DRDP©)
Terms and Definitions

Developmental Domain: A domain represents a crucial area of learning and development for young children. There are two domains in the DRDP-SA© (2010).

Measure: A measure focuses on a specific competency. A child's observed behavior is assessed along a continuum of developmental levels. Measures are the individual observational items on the DRDP-SA© (2010). Several measures make up a domain, with each measure covering one of the aspects of development included in that domain.

Definition: The definition of a measure specifies the aspect of development being observed.

Developmental Level: The developmental levels for each measure represent a developmental continuum. Each level specifies a point along the developmental continuum. In the DRDP-SA© (2010) Simplified Version, measures in the SSD domain have five developmental levels and measures in the HLTH domain have four developmental levels. The developmental levels are defined on page iii of the front matter of the DRDP-SA© (2010).

Descriptor: Each developmental level has a descriptor that describes observable child behaviors associated with that developmental level.

Examples: Each descriptor is illustrated with several examples of behaviors that are consistent with that developmental level. An example is one of many possible ways a child might demonstrate a particular developmental level. It is anticipated that teachers will identify other examples as they complete their observations.

DRDP© Developmental Domain Acronyms

SSD	Self and Social Development
HS	Health and Safety

DRDP (2015) Examples

Session 3

GOALS:
Encourage participants to think beyond the provided DRDP examples which illustrate just some of the ways a child may demonstrate mastery.

MATERIALS REQUIRED:

- Copies of measures LLD5, COG 3, PD HLTH4, from the DRDP (2015)
- Post-its and writing implements

TIME: 20 minutes

PROCESS:

1. Divide a large group into small groups of three to five people or table groups.
2. Give each group a copy of one of the measures.
3. Ask each group to write one more example at each of the developmental levels for that measure, and to put each one on a post-it.
4. Ask group to pass their measure page and post-its to another table. That table sorts the new examples under the corresponding developmental levels.
5. Switch back with original table. Have tables discuss any discrepancies.

REFLECTION:

Return to the large group. Review the activity and resolve any questions.

Developmental Domain: LLD — Language and Literacy Development

LLD 5: Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Attends or responds to people or things in basic ways	**Plays with books;** ***and*** **Responds to other literacy activities**	**Attends briefly to a familiar adult reading books, singing songs, or saying rhymes**	**Looks at books on own briefly,** ***or*** **Chooses to join reading, singing, or rhyming activities led by an adult**	**Looks at books page by page,** ***or*** **Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult**	**Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games**	**Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story**	**Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests**
Possible Examples							
• Quiets to the sound of a familiar voice. • Moves in response to an approach by a familiar adult. • Orients to an adult's face or voice during a caregiving routine.	• Interacts with a cloth or board book by holding or mouthing it. • Pats a textured board book. • Vocalizes or laughs in response to an adult singing and gesturing a simple finger-play song, such as, "Pat-a-Cake" or "Los cinco deditos," ["Five Little Fingers," a finger play in Spanish].	• Looks at pictures in a book for a short time while a familiar adult reads the book. • Reaches to turn the page of a board book as a familiar adult talks or signs about the pictures on the page. • Uses simple hand movements to participate during a familiar song or rhyme with a familiar adult. • Touches textured or tactile content on pages of a book as an adult is reading the book.	• Joins a group doing a simple finger play led by an adult. • Points at a picture when joining an adult who is reading a book, newspaper, or tablet. • Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play.	• Pretends to read a book from start to finish. • Explores a book with Braille and tactile content with hands. • Sings some words of a familiar song, from beginning to end, with an adult.	• Asks questions or communicates about why something happened in a story. • Starts a song or rhyme with others while playing outside. • Uses finger puppets while reciting a familiar rhyme.	• Uses flannel-board pieces to retell parts of a story after story time. • Retells a familiar story to a peer while pretending to read from a book. • Uses a communication device to tell the sequence of events in a favorite story. • Pretends to be a character from a story, using props.	• Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies). • Asks for help finding a book about bugs after a nature walk. • Participates, with others, in using the computer to create a story about a class trip. • Makes up own version of rhyming song with peers' names.

⬭ **Child is emerging to the next developmental level**

⬭ **Unable to rate this measure due to extended absence**

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool View – August 1, 2015 © 2013-2015 California Department of Education – All rights reserved

Developmental Domain: COG — Cognition, Including Math and Science

COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Responds to people or objects in basic ways	**Responds to changes in the number of objects observed or interacted with**	**Demonstrates awareness of quantity**	**Uses number names, but not always correctly, in situations related to number or quantity**	**Identifies small quantities without counting, up to three**	**Counts up to five objects using one-to-one correspondence;** ***and*** **Recites numbers in order, one through ten**	**Shows understanding that the last number counted is the total number of objects in the group**	**Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence;** ***and*** **Recites numbers correctly, up to 20**
Possible Examples							
• Looks at objects that are hanging from a mobile. • Calms in response to a familiar adult's touch. • Turns toward a familiar adult's voice.	• Attends to one moving toy on a mobile, then to another. • Grasps one toy, and then lets go of it while reaching for another toy that has been introduced by a familiar adult. • Holds an object in each hand, and then touches the two objects together.	• Communicates, "More," during lunch. • Dumps small cars out of a bucket. • Gestures for more when playing with play dough. • Shows excitement when an adult offers another book.	• Communicates, "Dos," ["Two," in Spanish] and holds up two cups in the play kitchen. • Communicates, "One, two, five, one, two," while pointing randomly to objects in a group. • Signs, "Two," in response to the question of "How old are you?"	• Communicates a desire for two apple slices after noticing that a peer has two apple slices. • Communicates, "Three dogs," while looking at a picture of three dogs. • Communicates, "Now I have one bear and you have one," while giving a peer a stuffed bear.	• Counts out loud, "一, 二, 三, 四, 五," ["One, two, three, four, five," in Chinese] saying the next number as the next cup is placed on the table. • Chants numbers from one to 10 in order while waiting for a tricycle. • Counts, "One, two, three," out loud while pointing to each of three squares on a light box.	• Counts ducks in a storybook, "One, two, three, four, five," and then communicates that there are five. • Communicates that there are six rocks after counting a collection of six rocks. • Counts four pencils and says, "Apat," ["Four," in Tagalog] when asked how many pencils there are.	• Counts six chairs, then counts seven children, and communicates, "We need one more chair." • Counts accurately to 20 while marching. • Counts on fingers to determine how many napkins to get so that each child at a table of six has one.

⬭ Child is emerging to the next developmental level

⬭ Unable to rate this measure due to extended absence

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Developmental Domain: PD-HLTH — Physical Development–Health

PD-HLTH 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Moves arms or hands in basic ways	**Uses arms or hands to make contact with objects in the environment**	**Grasps objects with entire hand**	**Grasps objects with fingers and thumb**	**Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects**	**Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body**	**Manipulates objects with both hands doing different movements**	**Manipulates objects, using hands, with strength, accuracy, and coordination**	**Performs, with efficiency, a variety of tasks that require precise manipulation of small objects**
– Possible Examples								
• Curls fingers around an adult's finger. • Brings fist to mouth. • Makes small movements of arms and hands near the sides of body.	• Holds a stuffed toy against body. • Pulls an object closer, using a raking motion. • Pushes hands against an adult.	• Uses fingers and palm to grasp toys of different shapes or sizes. • Holds a stacking ring with full fist. • Holds a spoon with full fist while being fed by an adult with another spoon.	• Holds a spoon, using thumb and fingers. • Pinches cereal pieces between finger and thumb. • Picks up a stacking ring, using fingers and thumb.	• Lifts a cup to mouth with both hands, but may spill some. • Scribbles back and forth on pavement with sidewalk chalk, using one hand. • Grasps and turns a doorknob, but may not have strength or coordination to open the door.	• Holds play dough with one hand while cutting it with a wooden knife. • Steadies a container of block accessories on lap while picking out the tree-shaped blocks. • Scoops sand into a container with one hand while holding the container with other hand.	• Uses scissors to cut out simple shapes (e.g., circle, square) on paper. • Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand. • Peels a banana or orange after adult starts the peel. • Buttons two to three large front buttons on a shirt.	• Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions. • Starts the peel on a banana or mandarin orange. • Unfastens buckle on chest strap of wheelchair. • Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.	• Makes a necklace by stringing a variety of small beads with narrow holes. • Uses a computer mouse to draw details of a picture on a computer screen. • Rotates pencil within the hand to use the eraser when scribbling with a pencil. • Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.

** Children who do not have use of one or both hands may still be rated as demonstrating mastery at a level if they can accomplish the functional intent of the descriptor using other body parts, or prosthetic devices.*

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

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DRDP (2015)
Developmental Domains & Measures at a Glance

Developmental Domains

ATL-REG: Approaches to Learning –Self-Regulation
SED: Social and Emotional Development
LLD: Language and Literacy Development
ELD: English Language Development
COG: Cognitive Development, includes Math and Science
PD-HLTH: Physical Development –Health
HSS: History–Social Science
VPA: Visual and Performing Arts

DRDP-139

DRDP (2015) Full Continuum

For use with infants and toddlers

5 Developmental Domains
29 Measures

ATL-REG: (5)
SED: (5)
LLD: (5)
COG: (6)
PD-HLTH: (8)

DRDP (2015) Full Continuum

For use with preschool-age children

8 Developmental Domains
56 Measures

ATL-REG: (7)
SED: (5)
LLD: (10)
ELD: (4)
COG: (11)
PD-HLTH: (10)
HSS: (5)
VPA: (4)

DRDP-K (2015)

For use with transitional kindergarten and kindergarten-aged children

11 Developmental Domains
55 Measures

ATL-REG: (4)
SED: (5)
LLD: (10)
ELD: (4)
COG MATH: (6)
COG SCI: (4)
PD: (4)
HLTH: (5)
HSS: (5)
VPA: (4)
SPAN: (4) -supplemental

School Age DRDP-SA (2009)

Kindergarten through 12 years

2 Developmental Domains
13 Measures

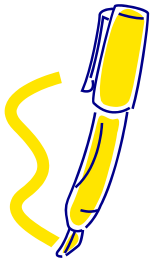
Self & Social Development
SSD: (9)
Health & Safety
(HS): (4)

Programs may use either the DRDP School Age Simplified or the DRDP-SA (2009) School Age Complete.

Practice Noticing Descriptions and Interpretations

Session 3

GOALS:
This activity is designed to give the participants practice in separating descriptive data from interpretive data. This activity also familiarizes participants with the components of observation skills.



MATERIALS REQUIRED:

Instruction page
Photo page
Post-Its
Descriptive/Interpretive Chart

TIME: 10 minutes

ACTIVITY PROCESS:

1. Discuss the importance of good observation skills as it relates to the DRDP.
2. Participants may work alone, with a partner, or in a small group.
3. Direct participants to view the picture on screen or in the binder.

Reflection:
Ask the participants to share insights with the entire group. Encourage discussion of "good" observation skills. Include thoughts on objectivity, directness, specificity, mood, and completeness. Some suggested questions are as follows:

- What judgments did you put on hold during the observation?
- What specific details did you see in the photos?
- How can you use descriptive details to determine the mood of the child?
- Does the photo give you any clues about the sequence of the event?
- Discuss the following: the setting, who was involved, the actions in the order they occurred, the responses, the interactions, and the ending.

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Practice Noticing Descriptions and Interpretations

1. Look at the photos.
2. Using a post-it paper for each observation, record your reactions.

Example:

"He's making a mess. I better stop him before he gets that black marker all over himself and his clothes."

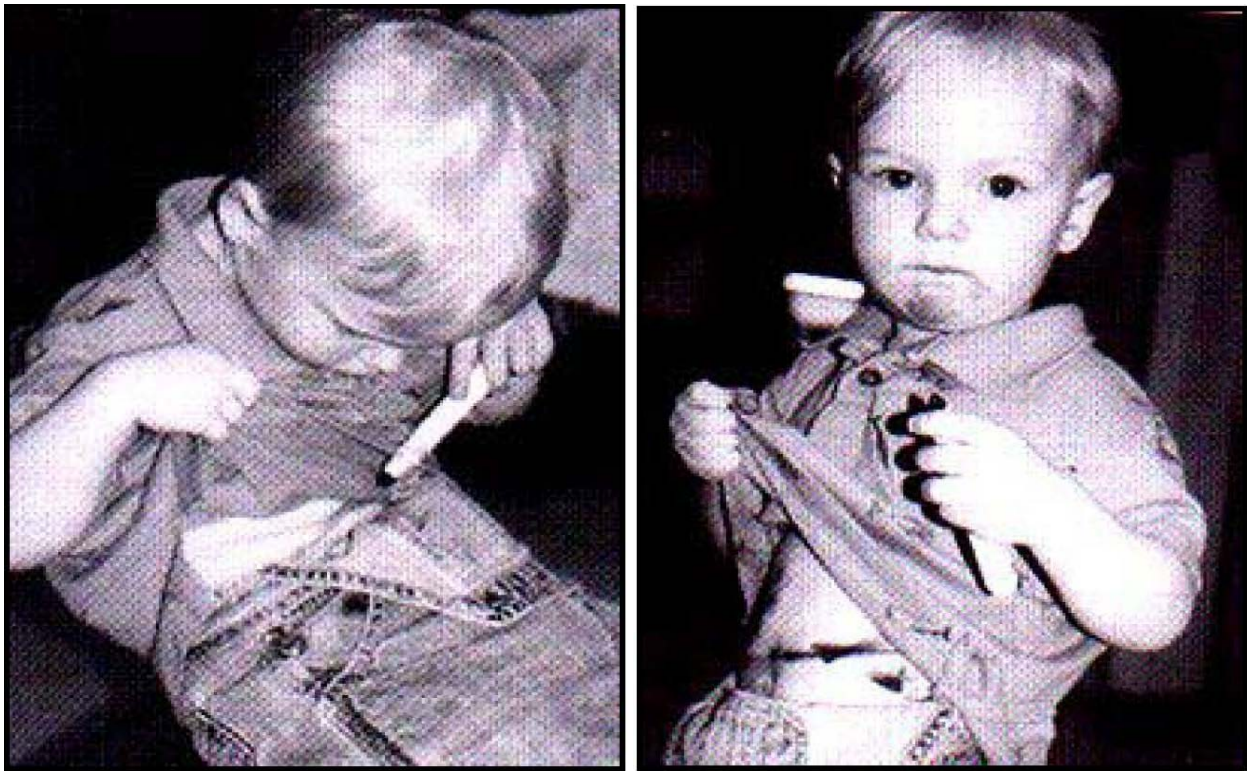
1. Place notes in appropriate side of the sheet - **Descriptive or Interpretive**
2. Review observations.
3. Sort them into categories termed **Descriptive and Interpretive.**
4. Use the following questions to guide your discussion:
   - Which observations have the details of what actually happened?
   - Which observations have your interpretation of what might have been occurring?
   - Compare your observations to the following examples:

Descriptive	Interpretive

Descriptive Example
"He has a black marker clutched in his left hand and he is making black marks around his belly button."

Interpretive Example
"He is exploring how the marker feels and looks on his body."

What do you see in these two photos?



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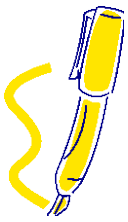
DESCRIPTIVE	INTERPRETIVE

A Deeper Look at the Descriptors

GOAL: Gain deeper understanding of the skills and behaviors within each descriptor by comparing documentation and descriptors for Measures COG 5, COG 7, and COG 9.



MATERIALS REQUIRED:

- PowerPoint slides
- DRDP Measures COG 5, COG 7, and COG 9
- Video clip from 2:50-3:17 - LLD Foundations: Speaks Clearly
- Post it notes

TIME: 30 minutes

ACTIVITY PROCESS

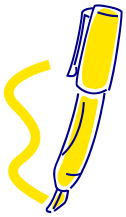
1. Display the PowerPoint slide with the math video.
2. Participants read the descriptors for COG 5. Direct them to circle the word ***or***, highlight the **;** followed by the word ***and***, and underline the word **and** when it connects two skills.
3. It is important to emphasize: 1) What ; followed by ***and*** means 2) What ***and*** means 3) What ***or*** means.
4. Participants compare their work with their neighbor's circles, highlights, and underlines to see if they identified them all. Make needed corrections or additions.
5. Discuss what the measure is assessing and what children might do for each of the developmental levels.
6. Repeat the process for COG 7 and COG 9.
7. Show the video clip and ask them to take notes on a post-it or a piece of paper.
8. What is this child able to do?
9. Which part(s) of the descriptor for COG 5 does the video address?
10. Which part(s) of the descriptor for COG 7 and COG 9 does the video address?

Session 3

LLD and ELD Directions Activity

GOAL:
Participants will be able to learn how to use and become familiar with the LLD and ELD measures.

MATERIALS REQUIRED:



- PowerPoint slides
- DRDP (2015) Preschool View
- Assessing Dual Language Learner handout

TIME: 15 minutes

ACTIVITY PROCESS:

1. Facilitator will show slide of the Instructions for Using the Language and Literacy Development (LLD) and English Language Development (ELD) Measures.
2. Facilitator will ask participants to highlight question #12 inside the assessment and explain that if another language other than English is spoken in the child's home, they ELD measures must be completed.
3. Facilitator will show slide of the Assessing Children that are Dual; Language Learners handout. Provide 8-10 minutes to read the handout and highlight what stands out to them.
4. After the reading, facilitator will chart responses from the group "What was important to you?"

REFLECTION:
Facilitator shows the slide of the Key Points for ELD & LLD and reviews the key points with the group.

OPTIONS:
1. Participants can partner read the article.
2. Participants can chart their own response on chart paper (the top 3 important themes from the handout).

A Quick Guide to the DRDP (2015): Assessing Children Who Are Dual Language Learners

Quick Guides to the DRDP (2015) provide useful information for better understanding and using the DRDP (2015). Please check out the other Quick Guides coming soon.

Young dual language learners are young children learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. Many children arrive at school from homes where languages other than English are spoken. Overall, the development of language and literacy skills in a child's first (or home) language are important for the development of skills in a second language, and therefore, should be considered as the foundational step toward learning English.

Code Switching: A Typical Feature of Dual Language Development

When assessing young dual language learners, keep in mind that code switching is a feature of language development for children who are learning two or more languages. This is well documented in the research literature. Code switching is the use of multiple languages within a single conversation. Even when children mix their two languages they tend to honor the grammatical rules of each:

- "I want leche." ["I want milk" in English.] is an example of inserting a Spanish noun within an English sentence
- "¡And then el niño se cayó!" ["And then the boy fell down" in English.] is an example of using English linking words within a Spanish sentence

As early as three years of age, children code-switch to playfully experiment with the two languages and to serve their own social goals, such as to emphasize a point, elaborate, interrupt, honor the language preference of their listener, and be included or exclude other children as they negotiate new roles in social situations. Often code-switching is influenced by the context or purpose of the child's communication. For example they might code-switch when speaking with one person, or may almost exclusively use one language with one person and then another language with another person.

Understanding the Language and Literacy Development (LLD) Measures and the English-Language Development (ELD) Measures in the DRDP (2015)

The measures in the Language and Literacy Development (LLD) domain are used to assess all children's progress in developing foundational language and literacy skills, which can be demonstrated in any language. The young dual language learner may demonstrate knowledge and skills related to language and literacy development in their home language, in English, or in both languages.

The measures in the English Language Development (ELD) domain are used to assess the progress in learning to communicate **in English** of **preschool-age** children who are in a home environment where a language other than English is spoken. The developmental progression articulated by the ELD spoken measures is not age-related but rather indicative of a child's experiences with English. Children who are dual language learners will vary substantially in their acquisition of English language competencies, depending on factors such as the degree of exposure to English, level of support provided in their home language, and their motivation to acquire English.

For children who speak English at home, the assessor will complete the LLD measures only. Still, assessors should keep in mind that children who speak English at home may begin to use some words and phrases from other languages that they learn from their peers and adults in the classroom, family friends, the broader community, and the media. Children may also begin to mix these words and phrases with English. This experimentation with other languages contributes to children's overall development of language and literacy skills.

Remember: for all children (infants, toddlers, and preschool-age) the assessor will complete the LLD measures. For preschool-age children who are dual language learners the assessor will complete both the LLD and the ELD measures.

Collecting Documentation for Young Dual Language Learners

Children who are dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. Communication in all languages the child uses should be considered when the Language and Literacy Development (LLD) measures of the DRDP (2015) are completed, as well as measures in the other domains.

The assessor who completes the instrument for a child who is a dual language learner should speak the child's home language. If not, the assessor must receive assistance from another adult who speaks the child's home language, for example an assistant teacher, a program director, an interpreter, or an adult family member who does speak the child's home language. If the adult who speaks the child's home language is not the child's family member or the assistant teacher in the child's class, the program should make arrangements for the adult and child to have time to interact. The adult can then communicate what s/he observes during the interaction to the assessor.

Learn More:

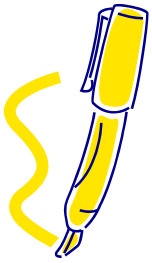
For additional information on Code-Switching, refer to the section titled 'Code Switching' of "Paper 2: Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy" (of *California's Best Practices for Young Dual Language Learners: Research Overview Papers*).

The following publication provides reviews of the most current research regarding young dual language learners: Governor's State Advisory Council on Early Learning and Care. 2013. *California's Best Practices for Young Dual Language Learners: Research Overview Papers*. Sacramento: California Department of Education. Available at: www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf

Completing a Developmental Profile

Session 3

GOALS:
The goal of this activity is to provide the participants with practice in using observation notes to complete a child's profile.



MATERIALS REQUIRED:

- Copies of Ruby's preschool portfolio, "Ruby"
- Copies of a DRDP (2015) (or age appropriate assessment)
- Copies of a partially completed DRDPtech Measures Rated report for Ruby

TIME: 45 minutes

VARIATION*: Participants working with children of other ages are free to use one of the other portfolios (e.g. "Mai–14 Months" and "Uriel– Nine-Ten Years.")*

ACTIVITY PROCESS:

1. Distribute copies of all materials.
2. Ask the participants to form pairs and read through the portfolio. Study the photos, work samples, and dated observation notes.
3. Each pair should work together to find information about each child to record on the DRDPtech Measures Rated report.
4. Participants mark the three to four measures that have no rating with the highest level mastered. They also need to be prepared to share what documentation provided support.

REFLECTION:
Return to the large group. Ask participants to share lessons learned in doing this activity. What will the biggest challenges be in completing this process for each of the real children in the program? How might participants address these challenges?

Infant/Toddler Portfolio

Language and Motor

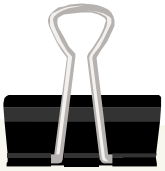
Children show growing abilities in communication and language

Children demonstrate an increased proficiency in motor skills

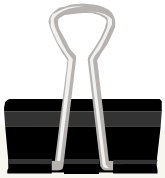
Mai is 14-months-old. English is her primary language. She has attended the Infant/Toddler program for three months.

8-10
Mai smiles and walks unsteadily to mom when she comes to pick her each day. She raises hers arms to say "Up".

8-12
Mai says "hi" when she arrives at the center. She says "hi" when other children arrive.



8-17
Mai says "uh-oh" when she loses her balance and falls. She says "uh-oh" when other children or objects fall. If they cry – she gets a concerned look



8-16
Mai found Alex's pacifier. She said "uh-oh". She walked to Alex and gave him the pacifier. She smiled as Alex put the pacifier in his mouth.

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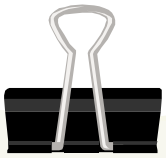
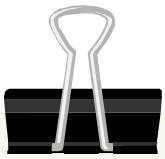
LANGUAGE with Mai



8-23
When Joan tells Mai that they are going "Outside to play," she repeats "Out, Out" as she goes to the playground door.



9-10
I asked "Who's that?" (I pointed to the photo of M. with mom.) She said, "mama." She continued to look, then pointed to herself.

9-18
Mai walked to the kitchen half door. She took in a big whiff of air – smelling lunch. She said "eat."

STAFF REFLECTION NOTE:
All of these observations are evidence of Mai's comprehension and responsiveness to language. She repeats many words that she hears and she communicates her needs and interests through gestures and a few words.

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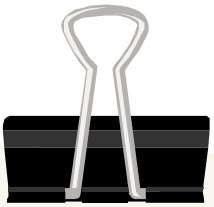
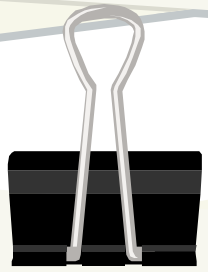
MOTOR with Mai

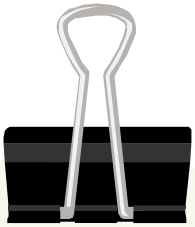


8-10
Mai walks steadily on a flat surface. She balances her body front to back when stepping on uneven surfaces like in the sand box or on the mattress on the floor.
Her mom says that she started pulling up to stand at 10.5 months and has been walking steadily for 2 months.

8-16
Mai works at keeping her balance while she walks – moving her upper body and arms forward and back. She appears to work at more physically when she carries objects in both hands. Today, she carried pegs, books, and stuffed animals from one part of the classroom to another – usually to Joan or friend.



8-18
Mai grasped the pegs with her full hand, wrapping her thumb and fingers around the sides of the pegs. She then brought the pegs in each hand to her center and banged them together making a click sound. She matched the two rounded parts of the pegs turning the pegs by turning her hands. When I put a peg into a hole of the mat, she turned away carrying the pegs to another location.



9-01
Alex and Joan were rolling a ball on the floor. Mai followed the ball to the wall. When it slowly bounced back toward her, it slowed and she picked it up. She rolled the ball back in Alex's direction, pushing it forward, losing her balance for a few seconds. She regained her balance and followed the ball again.

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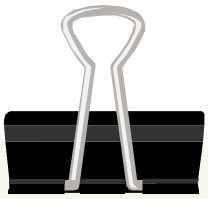
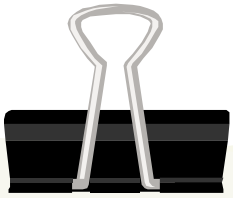


9-12
Mai goes to the sink after her diaper is changed and steps up on the stool. She reaches for the soap pump and puts her hands in the running water under the faucet with assistance. She takes a paper towel and squishes it in her hands and wipes her mouth.



9-25
Mai played in the playhouse kitchen. She picked up the baby doll, holding it in one hand and then the other. She rocked it gently, gave it a kiss on the head, took it to Alex and then walked back to the playhouse, bringing the doll back. She stopped every few minutes to examine the doll's arms and legs – moving them up and down.

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Child: Mai W **Child ID:** BB009 **Birth Date:** 4/12/2014
Age Group Instrument: DRDP(2015) Calibration, Infant/Toddler
Teacher: Teacher 14 **Class:** Bay Bridge **Site:** Spruce

Child's DRDP Measures Assessed for Spring 2015

Mai W

(ATL-REG) Approaches to Learning-Self-Regulation	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL-REG1: Attention Maintenance			☀					
ATL-REG2: Self-Comforting			☀					
ATL-REG3: Imitation				☀				
ATL-REG4: Curiosity and Initiative in Learning			☀					
ATL-REG5: Self-Control of Feelings and Behavior			☀					

(SED) Social and Emotional Development	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
SED1: Identity of Self in Relation to Others			☀▸					
SED2: Social and Emotional Understanding			☀					
SED3: Relationships and Social Interactions with Familiar Adults				☀				
SED4: Relationships and Social Interactions with Peers				☀				
SED5: Symbolic and Sociodramatic Play			☀▸					

(LLD) Language and Literacy Development	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
LLD1: Understanding of Language (Receptive)									
LLD2: Responsiveness to Language									
LLD3: Communication and Use of Language (Expressive)									
LLD4: Reciprocal Communication and Conversation									
LLD5: Interest in Literacy			☀▸						

(COG) Cognition, Including Math and Science	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG1: Spatial Relationships			☀					
COG2: Classification		☀►						
COG3: Number Sense of Quantity		☀►						
COG4: Cause and Effect			☀					
COG5: Inquiry Through Observation and Investigation		☀						
COG6: Knowledge of the Natural World		☀						

(PD-HLTH) Physical Development – Health	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
PD-HLTH1: Perceptual-Motor Skills and Movement Concepts			☀						
PD-HLTH2: Gross Locomotor Movement Skills				☀					
PD-HLTH3: Gross Motor Manipulative Skills				☀					
PD-HLTH4: Fine Motor Manipulative Skills		☀							
PD-HLTH5: Safety			☀						
PD-HLTH6: Personal Care Routines: Hygiene		☀							
PD-HLTH7: Personal Care Routines: Feeding		☀►							
PD-HLTH8: Personal Care Routines: Dressing		☀►							

Legend:

☀ = Score

☀► = Child is emerging to the next developmental level

◄ = Child is not at the earliest developmental level on this measure

► = Child is beyond the latest developmental level on this measure

= The measure is not rateable at this level

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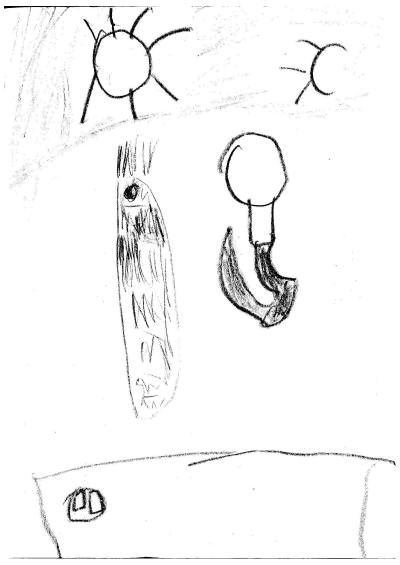
LANGUAGE AND LITERACY with Ruby

1/09 Ruby works at an overhead projector.
"Mira Maestra."
"You look like you're working very hard."
"Mmhmm. A lot of work."
"Can you tell me about this?"
"I do my name. Ruby. R, R (letter sounds).

2/09 Ruby understands and follows the request, "Please put your work in the drying rack, put the paint away, and then wash your hands."

2/09 Ruby works side by side with Elizabeth, sharing a set of watercolors. She works first to paint her name, and then begins painting various other letter like forms. She identifies, in English, an O, M, B and C.

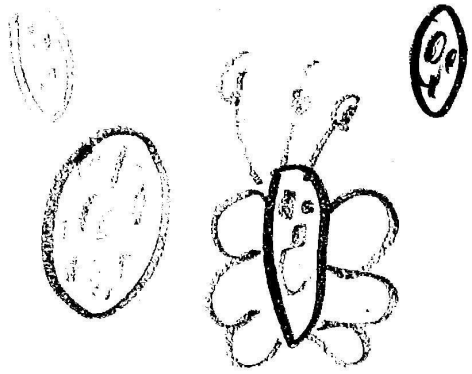


4/09 Ruby draws this picture after a discussion conducted in English about the death of a classroom caterpillar. She explains, "La oruga se cayo en el suelo y se murio. La Sra. Wilson la puso en el jardin para que descanse alli."
Translation-"The caterpillar fell in the ground and it died. Mrs. Wilson put it in the garden so it can rest there."

5/09 After listening to a story read aloud in English about the butterfly lifecycle, Ruby draws this representation. She draws each scene on a separate page of her booklet and dictates the story in English. She includes a front cover and points to her name when asked who the author is.

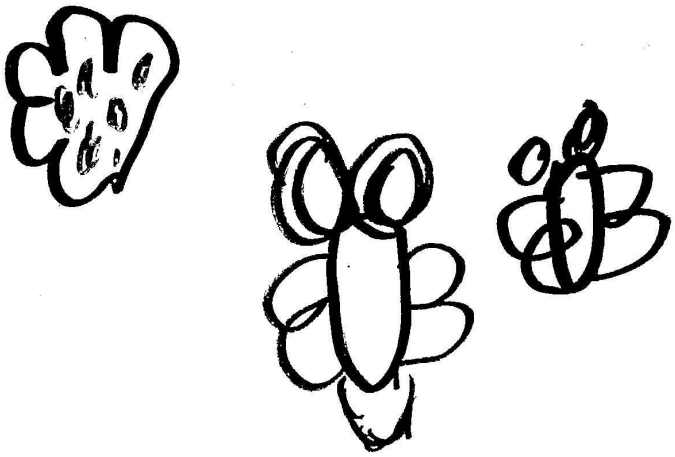
1

2



"The eggs coming through the hole in the butterfly."

3



"Right here, the baby butterfly coming through the leaf."

4

"Right here, the mommy and the daddy crying because the baby not coming out the tummy of the mom."

5

"Right here, the brother and sister crying because the baby not coming from the tummy the mom."

Child: Ruby S **Child ID:** BB008 **Birth Date:**
Age Group Instrument: DRDP(2015) Calibration, Preschool with ELD
Teacher: Teacher 14 **Class:** Bay Bridge **Site:** Spruce

Child's DRDP Measures Assessed for Spring 2015

Ruby S

(ATL-REG) Approaches to Learning-Self-Regulation	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL-REG1: Attention Maintenance								
ATL-REG2: Self-Comforting								
ATL-REG3: Imitation								
ATL-REG4: Curiosity and Initiative in Learning					☀			
ATL-REG5: Self-Control of Feelings and Behavior					☀			
ATL-REG6: Engagement and Persistence					☀			
ATL-REG7: Shared Use of Space and Materials						☀		

(SED) Social and Emotional Development	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
SED1: Identity of Self in Relation to Others						☀		
SED2: Social and Emotional Understanding					☀			
SED3: Relationships and Social Interactions with Familiar Adults						☀		
SED4: Relationships and Social Interactions with Peers						☀		
SED5: Symbolic and Sociodramatic Play					☀			

(LLD) Language and Literacy Development	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
LLD1: Understanding of Language (Receptive)								☀	
LLD2: Responsiveness to Language							☀		
LLD3: Communication and Use of Language (Expressive)							☀		
LLD4: Reciprocal Communication and Conversation							☀		
LLD5: Interest in Literacy									
LLD6: Comprehension of Age-Appropriate Text									
LLD7: Concepts About Print									
LLD8: Phonological Awareness						☀			
LLD9: Letter and Word Knowledge							☀		
LLD10: Emergent Writing							☀		

(ELD) English-Language Development	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
ELD1: Comprehension of English (Receptive English)					☀	
ELD2: Self-Expression in English (Expressive English)					☀	
ELD3: Understanding and Response to English Literacy Activities					☀	
ELD4: Symbol, Letter, and Print Knowledge in English					☀	

(COG) Cognition, Including Math and Science	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG1: Spatial Relationships								
COG2: Classification						☀		
COG3: Number Sense of Quantity						☀		
COG4: Number Sense of Math Operations						☀		
COG5: Measurement					☀▸			
COG6: Patterning					☀▸			
COG7: Shapes						☀		
COG8: Cause and Effect					☀			
COG9: Inquiry Through Observation and Investigation					☀			
COG10: Documentation and Communication of Inquiry					☀			
COG11: Knowledge of the Natural World					☀			

(PD-HLTH) Physical Development – Health	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
PD-HLTH1: Perceptual-Motor Skills and Movement Concepts								☀	
PD-HLTH2: Gross Locomotor Movement Skills								☀	
PD-HLTH3: Gross Motor Manipulative Skills									☀
PD-HLTH4: Fine Motor Manipulative Skills								☀	
PD-HLTH5: Safety							☀		
PD-HLTH6: Personal Care Routines: Hygiene									☀
PD-HLTH7: Personal Care Routines: Feeding									☀
PD-HLTH8: Personal Care Routines: Dressing									☀
PD-HLTH9: Active Physical Play								☀	
PD-HLTH10: Nutrition							☀▸		

(HSS) History – Social Science	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
HSS1: Sense of Time							☀		
HSS2: Sense of Place							☀		
HSS3: Ecology							☀		
HSS4: Conflict Negotiation							☀		
HSS5: Responsible Conduct as a Group Member							☀		

(VPA) Visual and Performing Arts	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
VPA1: Visual Art								☀	
VPA2: Music								☀	
VPA3: Drama								☀	
VPA4: Dance								☀	

Legend:

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- ☀► = Child is emerging to the next developmental level
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- ► = Child is beyond the latest developmental level on this measure
- = The measure is not rateable at this level

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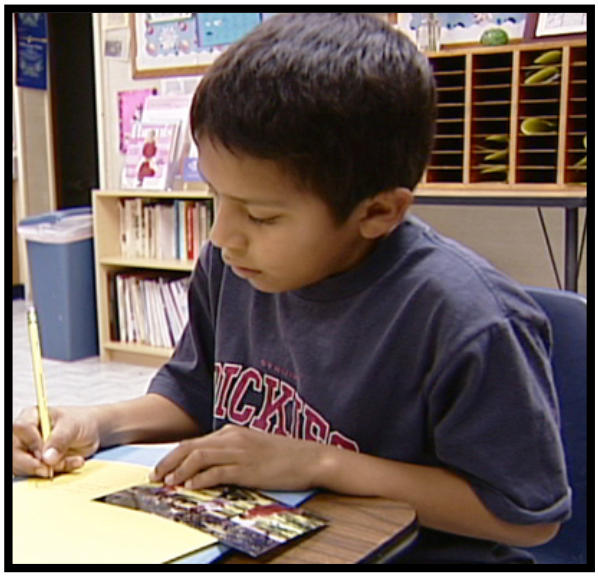
School age Portfolio

Self Concept + Literacy

Children show self-awareness and a positive self-concept

Children demonstrate emerging literacy skills

Uriel is 11 years old and Spanish was his primary language. He has been bilingual for 6 years. He has attended the after-school program for 6 years.



10/12
Uriel had snack with friends outside. He shared in conversation that he had two brothers and he was in the middle. He also told that he is a peace patrol officer and a club leader.

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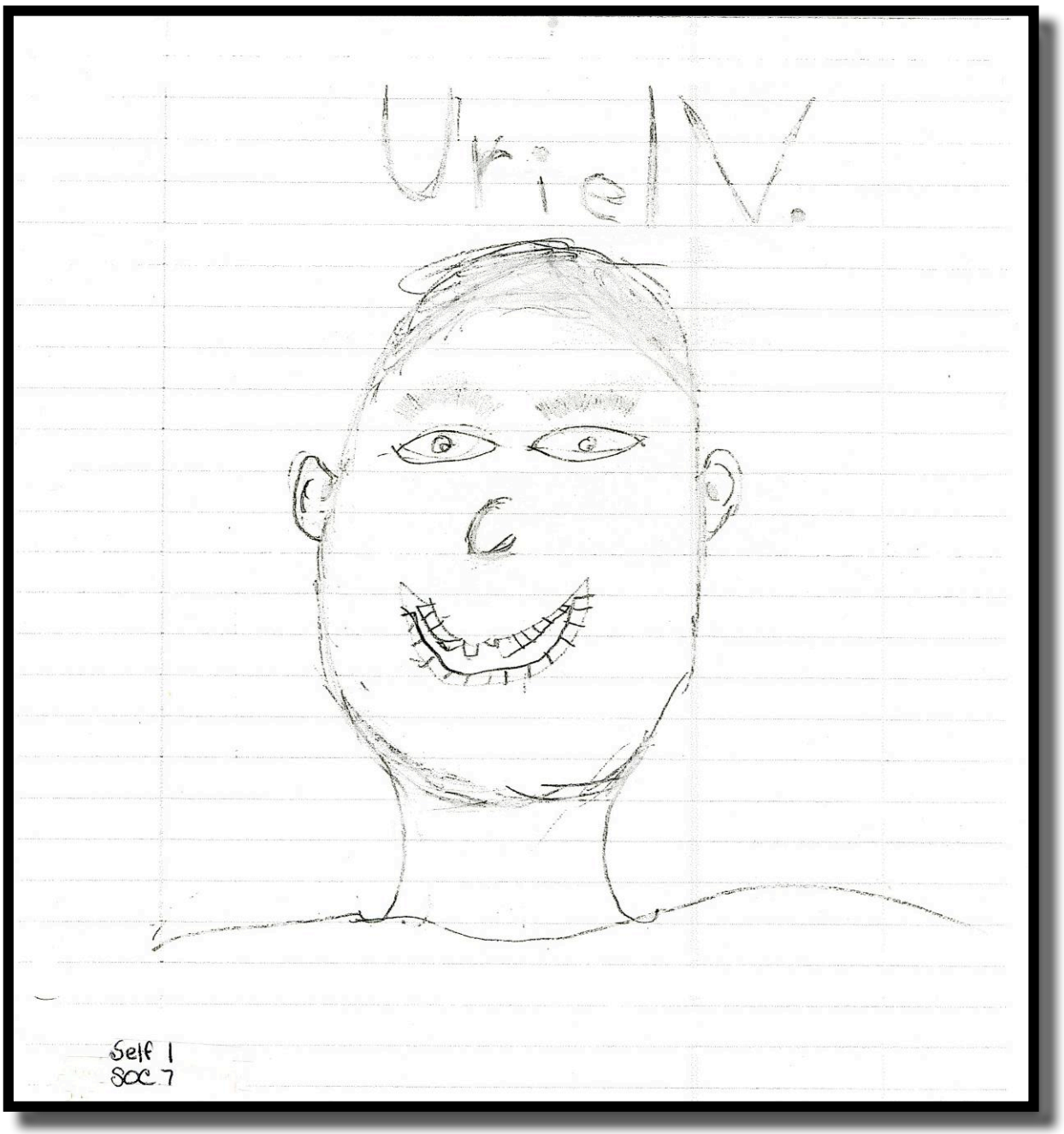
Self Concept with Uriel



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LITERACY with Uriel

Child Uriel Date 5/22 Time 4:00 pm
DR1 (DR2) DR3 DR4 Indicator/Measure Lit 3 mea 24
Lit 4 mea 25

OBSERVATION

Uriel had finished reading the third book in the Harry Potter series. He was writing his book report and was sharing with a first grader about why he thought the first book was better than the third book.

Child Uriel Date 5/23 Time 3:10 pm
DR1 (DR2) DR3 DR4 Indicator/Measure Lit 1 mea 22

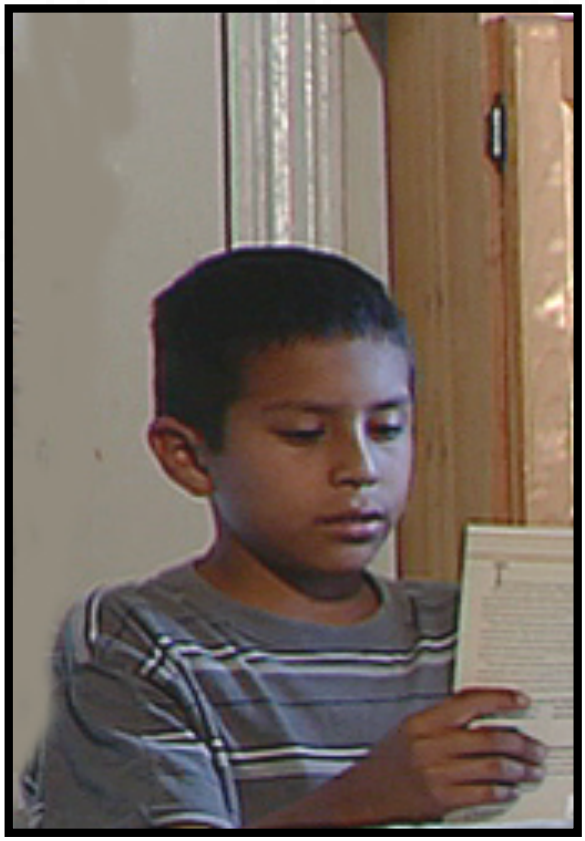
OBSERVATION

Took out the game Upwards and proceeded to read the directions to teach three other children how to play the game. Half way through reading the directions, one child quit. Another child came and asked if she could play. Uriel patiently recapped the directions already read and they began to play. They played for 30 minutes.

Child Uriel Date 6/7/05 Time 3:45pm
DR1 (DR2) DR3 DR4 Indicator/Measure Lit 4 mea 25

OBSERVATION

Uriel wanted to write a skit for the 5th grade graduation on "Captain Kind". He wanted it to follow the song and book. While playing the song over and over he wrote out the words. When it was time for him to go home, the skit was ½ done.



6/2
Uriel will select a book from the reading corner nearly everyday. He finds a comfortable chair or cushion and reads to himself in soft whispers for 10 to 15 minutes.

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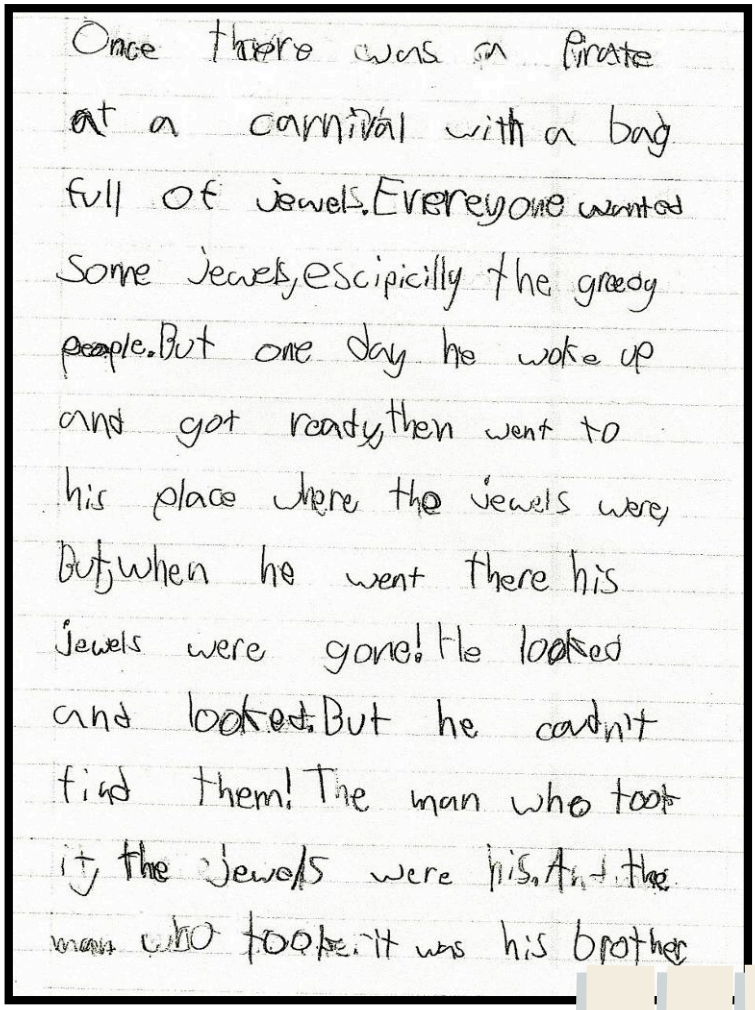
Uriel's Writing Sample


Once there was a pirate
at a carnival with a bag
full of jewels. Everyone wanted
some jewels, escipicilly the greedy
people. But one day he woke up
and got ready, then went to
his place where the jewels were
But, when he went there his
jewels were gone! He looked
and looked. But he can't
find them! The man who took
it, the jewels were his. And the
man who took it was his brother

7/12
Uriel and four other children entered an essay contest through the YMCA program. The topic was the importance of having a hero.

Uriel won the contest with his essay and his prize was having the professional pitcher, Adam Eaton, visit the center to meet and talk with the children about baseball and having heroes in their lives.

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Child: Uriel F **Child ID:** BB007 **Birth Date:**
Age Group Instrument: School Age
Teacher: Teacher 14 **Class:** Bay Bridge **Site:** Spruce

Child's DRDP Measures Assessed for Spring 2015

Uriel F

(SSD) Self and social development	Developing	Understanding	Integrating	Expanding	Connecting
SSD1: Identity of self and connection to others					
SSD2: Self-esteem					
SSD3: Empathy				☀	
SSD4: Impulse control				☀	
SSD5: Follows rules					☀
SSD6: Awareness of diversity: appreciation of differences and similarities				☀	
SSD7: Interactions with adults					
SSD8: Friendship					☀
SSD9: Conflict negotiation					☀

(HLTH) Health	Developing	Understanding	Integrating	Expanding
HLTH1: Safety				☀
HLTH2: Understanding healthy lifestyle				☀
HLTH3: Personal care routines				☀
HLTH4: Exercise and fitness				☀

Legend:

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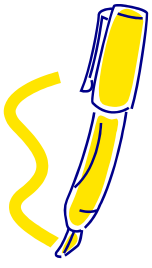
Completing a Child's Developmental Progress Form

Session 3

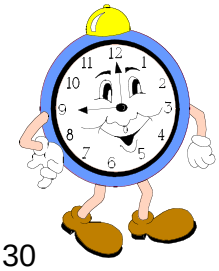
GOALS:

The goal of this activity is for the participants to practice completing a Child's Developmental Progress form.

MATERIALS REQUIRED:



- Copies of observation notes and portfolio for preschool child
- Copies of a completed DRDP or use the completed sample from the previous activity
- Copy of blank Child's Developmental Progress Form
- Copy of completed sample Child's Developmental Progress form



TIME: 30 minutes

ACTIVITY PROCESS:

1. Explain that the Child's Developmental Progress Form is used during the parent conferences to describe an individual child's development. Teachers use this form to summarize adult observations, developmental profile data, and parent conference notes. Avoid using DRDP terminology with parents, as it may be difficult for them to understand. When discussing a child's developmental progress, talk about his or her strengths, areas for improvement, and goals he or she should meet. Write parent feedback on the form.
2. Have participants work in table groups.
3. Ask each small group to review the preschool portfolio and completed DRDP
4. Using the DRDP as a reference, have each group identify three strengths and at least one area needing improvement to report to the parents. Find one way that the program can help the preschooler learn and develop. Collaborate with the family on one or more ways that the preschooler could be supported at home.
5. Each group may record this information on a blank progress form.

REFLECTION:

1. Distribute the completed sample progress form. Explain that there are many ways to complete the form. Ask the participants how the information provided by this imaginary teacher compares with what they wrote.
2. Discuss any remaining questions the participants may have about using the summary form.
3. While programs may not delete any of the fields from the Child Developmental Progress Form, additional information may be added.

Child's Developmental Progress

Child's Name: _____

Date of Conference: _____

Agency/Site: _____

This form describes your child's developmental progress in achieving four broad desired results for all children:

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

Your child's strengths include...

Areas your child is currently working on include...

We (teachers, caregivers, families) can help your child learn and develop in the program by...

You can help your child learn and develop at home by...

Person Conducting the Conference	**Parent/Guardian**
Name: _____	**Name:** _____
Title: _____	**Signature:** _____
Signature: _____	

Summary of Your Child's Developmental Progress [SAMPLE]

This summary describes your child's developmental progress in achieving four broad 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.

Your child's strengths include:

- Amy has formed friendships with many children in the program. She is willing to listen to others during conflict and tries to provide solutions when asked. Amy has expressed concern for her friends when they are hurt or feeling sad.
- Amy spends time engaged in dramatic play. This play continues from day-to-day, repeating over many days.
- Amy has begun to express interest in attempting to write down her stories, making wavy lines across the paper to look like writing.
- She uses the climbing structure, bikes in the yard, and practices her climbing, running, jumping and galloping.

Areas your child is currently working on:

- Amy is exploring number concepts, counting and quantities to five.
- Amy spends a lot of time drawing or writing symbols for her stories. This is one of the first steps in reading and writing.
- She practices putting on her shoes and socks regularly, requesting assistance when needed.

We can help your child learn and develop by…

In the program

- Providing support to help her use letters in her writing attempts through dictation.
- Providing opportunity and materials for her to practice use of numbers and math ideas.
- Allowing Amy increased opportunity to orally share her ideas in conversation.
- Adding new materials to the outdoor environment that offer Amy more challenging experiences to further develop her motor skills.

At home

- Talk with Amy about any activities that may have happened that day.
- Read and tell stories at home, pointing out familiar words and asking questions about what you read.
- Help Amy recognize letters in her name and other familiar letters in print.
- Inform us of any progress, questions or ideas you may have regarding Amy's development.

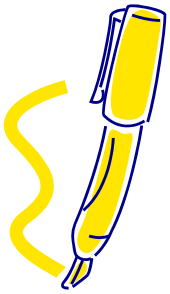
Person Conducting the Conference	Parent/Guardian
Name:	**Name:**
Title:	**Signature:**
Signature:	

Writing a Summary of Findings

Session 3

GOALS:

The goal of this activity is to provide participants with practice in identifying key findings in the DRDP© Group Data Summary spreadsheet. Participants will also gain experience writing a summary of findings.



MATERIALS REQUIRED:

- Copies of the DRDP© Summary of Findings: Narrative
- Copies of the completed sample DRDP© Group Data Summary
- DRDP© Classroom Summary of Findings form
- Sample of completed DRDP© ClassroomSummary of Findings form

TIME: 30-45 Minutes

ACTIVITY PROCESS

1. Read (or ask participants to read) the DRDP© Summary of Findings: Narrative handout. Stop at the end of the sentence that follows "Identifying Key Findings."
2. Work in small groups. Have each group identify key findings from the domains and measures presented in the narrative.
3. Ask each group to discuss the questions provided for the domains and measures. Have the groups then complete the DRDP© Classroom Summary of Findings form.

Return to the large group. Ask one member from each small group to share with the large group the group's discussions and completed forms. Discuss any remaining questions or concerns.

DRDP© Summary of Findings: Narrative

Introduction

Every child in a Title V program must have a completed Desired Results Developmental Profile©. This is true for children in both center-based programs and family child care home education networks.

The CPM/CMR requires that the programs then summarize all the profile information for each group.

Ways to Summarize Profile Information

These programs should identify trends among various age groups and categories. Effective Fall of 2015 EESD programs are required to enter their data into DRDPtech: DRDPtech uses psychometric measurement to provide valid reports for individual children, groups of children. Data can also be provided across many other parameters (classrooms, sites, teachers, etc).

Practice: Identifying Key Issues

For this activity, we have provided a narrative of the results for a group of twenty-four 4 year-old children within three domains: SED, LLD, and COG. This is the first assessment of the year and took place in October 2014. All children will be going to kindergarten next fall.

Measures SED1 through SED5, under the domain SED:

Social and Emotional Development indicates how preschool children acquire the social skills, self-awareness, and personal qualities that are interconnected with learning in a classroom. In our sample class average for SED, 3% have mastered the “exploring later ” developmental level, 12% have mastered “building earlier", 62% have mastered "building middle" and 23% have mastered the "building later” developmental level.

- What does this information tell you about this group of children?
- How can the teacher modify the curriculum to support the children’s learning in Self and Social Development?
- How can the teacher improve the environment to support the children’s learning?
- Would books or group activities encourage cooperative play?

Based on these answers, what can teachers do to support the group’s movement towards the Desired Result: #1 “Children are personally and socially competent?”

Look now at the ten measures under the domain LLD: Language and Literacy Development. These measures look at a group of children who show growing abilities in communication and language. Within the group domain average, 0% of children are “not yet at first level”, 4% are at the “exploring later” level, 28% have mastered “building earlier”, 33% have mastered “building middle”, 33% have mastered "building later” and 2% have mastered integrating earlier.

- What does this information tell you about this group of children?
- How can the teacher modify the curriculum to improve communication and language?
- How can the teacher improve the environment to support learning?
- Do the children have opportunities to develop communication and language abilities?
- Do the children have materials, equipment, and activities that support communication?

Based on these answers, what can teachers do to support the group’s movement towards the Desired Result #1: “Children are personally and socially competent?”

The third domain in the sample is COG: Cognition, Including Math and Science. There are eleven measures under this domain. These measures look at how children construct mathematical knowledge. Within this domain the group average is, 3% of children were at the "not yet at first level", 0% are at the "exploring later" developmental level, 17% have mastered "building earlier", 42% have mastered "building middle", 26% have mastered "building later", and 12% have mastered “integrating earlier”

- What does this information tell you about this group of children?
- How can the teacher modify the curriculum to support approaches to learning?
- How can the teacher improve the environment to support learning?
- Do the teachers give children opportunities to show interest, motivation, and persistence?
- Are teachers offering materials, equipment and ideas that are interesting, motivating and encourage persistence?

Based on the answers to questions like these, what can teachers do to support the group’s movement towards the Desired Result #2: “Children are effective learners?”

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

A critical step toward supporting children's learning and developmental progress is for teachers to complete a Desired Results Developmental Profile (DRDP) for each child in the classroom or family child care home. Teachers should refer to the individual developmental profiles and the summary of all the developmental profiles for the classroom or home setting, as a guide for ongoing planning.

To help ensure DRDP data is linked to ongoing classroom or group planning for children, the DRDP Summary of Findings (EESD 3900) form has been developed as a resource. The DRDP Summary of Findings is a recommended form to assist teachers and providers in the planning process. Regardless of whether this resource is used or the program develops their own form, the written process must be completed and include all information detailed below, to ensure activity plans reflect the results of classroom or family child care home DRDP data.

The EESD 3900 form includes Key Finding(s), Action Steps, Expected Completion Date and/or Ongoing Implementation and Persons Responsible, and Follow-Up and Reflection. The first three sections of this form are completed after the first 60-day assessment period. The Follow-Up section should be completed periodically, with Reflections recorded after the six-month follow-up assessment period to document progress of the Key Finding(s).

Top Section of EESD 3900 Form

- Complete the Contractor Name. Identify the Contract Type, and/or Family Child Care Home Education Network (FCCHEN), and Age Group. The contract type may be California State Preschool Program (CSPP), California Center-based (CCTR), California Severely Handicapped (CHAN), Family Child Care Home (CFCC), or California Migrant (CMIG).

- Record the Planning Date. This is the date the first three sections of the form are completed. Identify the Lead Planner's Name and Position. This is the teacher completing the EESD 3900 form.

- Record the Follow-up Date(s). These dates indicate when the Action Steps have been reviewed during the following six months. The Follow-up Date will also indicate when reflections are recorded (see Follow-up and Reflection below).

Key Findings from Developmental Profiles – Ask: Developmentally, what do we know about the children currently enrolled in our classroom?

- Summarize and review the results of the DRDPs after the first 60-day assessment period. Sample tally sheet forms and excel spreadsheets can be found at the Desired Results Web page at http://www.desiredresults.us/index.htm.

- Identify trends or patterns in the childrens' development (key findings) at the domain level based on individual information that has been summarized to create a group summary of data.

Action Steps Implementation – Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?

- Develop and write attainable Action Steps to improve the key finding(s).

- Action Steps should include new approaches, modifications, and/or changes to:

    - Planned learning opportunities, indoors and outdoors

    - Interactions and strategies to support the development of the key findings

    - The environment and materials

    - Strategies that help families engage in supporting the development of their child

- The following are resources for teachers and providers when developing Action Steps:

    - *California Infant/Toddler Curriculum Framework* at http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf

    - *California Preschool Curriculum Framework, Volumes 1-2* at http://www.cde.ca.gov/sp/cd/re/psframework.asp

    - *Guidelines for Early Learning in Child Care Home Settings* at http://www.cde.ca.gov/sp/cd/re/documents/elguidelineshome.pdf

Expected Completion Date and/or Ongoing Implementation and Persons Responsible – Ask: How do we accomplish our classroom goals?

- Enter the date when the Action Steps will be completed.
- Enter "Ongoing" when the Action Step implementation will continue throughout the year.
- Identify the key person(s) who will be responsible for each Action Step.

Follow-Up and Reflection – Ask: By when?

- Periodically review the status of all the Action Steps, completion dates, persons responsible, and follow-up.

- Record modifications or changes needed to complete the Action Steps, and expected completion dates.

- After the six-month follow-up assessment period, tally and review the results of the DRDPs. Reflect on the results and record progress or changes made to the key finding(s), including data.

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

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

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

Contractor Name Happy Day Preschool	
Contract Type, and/or FCCHEN **CCTR**	**Age Group (Infant/Toddler, Preschool, School-Age)** **Preschool**
Planning Date **October 18, 2015**	**Lead Planner's Name and Position** Ms. Joy Baker
Follow-up Date(s) December 15 2015, February 15 2016	**Lead Planner's Name and Position** Mr. George Brown and Ms. Linda Woods

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?**
42% of the class is at Building Earlier in the COG domain	Give families handout (at quarterly parent meeting in November) on how to develop children's mathematical reasoning in daily events by asking questions and allowing children to come up with different solutions Teachers will model mathematical language, by thinking out loud when talking with children and describing the child's actions using math concepts. Implementing patterning and shape activities in morning circle three times a week	November 30 Teacher George Ongoing Teacher Joy January 8 Teacher Linda	