

DESIRED RESULTS

for Children and Families



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DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)

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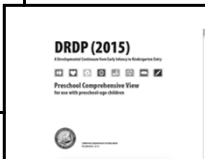
Act: Activity

H/O: Handout

New Administrators

Desired Results

Desired Results Developmental Profile® (DRDP) Observation Assessment Instrument


Session III

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1

None

Script:

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

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

New Administrators	We observe... • As each child interacts with other children, adults, and environment 
Desired Results	• In the natural program setting 



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None

Script:

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.



None

Script:

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.

New Administrators	Collected documentation includes: • Anecdotal notes • Photos • Work samples • Other evidence of knowledge and behaviors
Desired Results	     © 2015 California Department of Education 4

None

Script:

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."



None

Script:

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.

New Administrators	
Desired Results	DRDP also serves as a way... to assist providers in meeting each child's developmental needs in each classroom or family child care home  © 2015 California Department of Education 6

None

Script:

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.

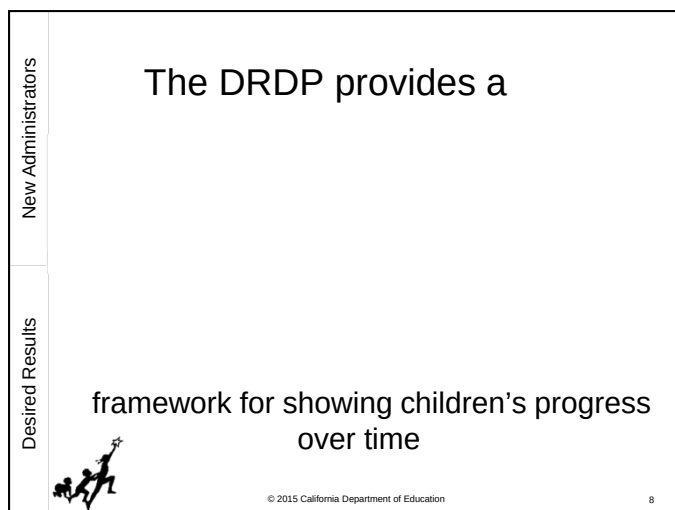
New Administrators	DRDP provides... a “snapshot” of the child’s development	
Desired Results		

None

Script:

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.



None

Script:

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

There are a suite of DRDP instruments:

DRDP (2015) is one instrument with three views. The DRDP (2015) is a full continuum instrument used for all children infancy through kindergarten entry including children with special needs. There is the Infant/Toddler View for use with children infancy to 36 months. There are two preschool views that are used to assess preschool-age children until kindergarten entry: the comprehensive view and the fundamental view. The DRDP (2015) Preschool Comprehensive View has 56 measures. The DRDP (2015) Preschool Fundamental View has 43 measures. Agencies choose which view will be used to assess preschool age children.

DRDP SA has two versions to choose from:

1. DRDP–SA complete version which has all 35 measures
2. 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 *Health and Safety*.

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

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	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.
Desired Results	 © 2015 California Department of Education 9

None

Script: (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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	Desired Results Access Project: For more information: http://www.draccess.org 
Desired Results	 © 2015 California Department of Education 10

None

Trainer note:

Participants may have additional questions about DRDP Access. They are encouraged to visit the website listed on the screen to get additional information.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	CDE Guidance Management Bulletin June 2015 When children are served by both <i>EESD</i> and <i>SED</i> 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.
Desired Results	 © 2015 California Department of Education 11

None

Script:

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

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	CDE Guidance Management Bulletin June 2015 The management bulletin can be downloaded from the EESD website at: http://www.cde.ca.gov/sp/cd/ci/mb1004.asp
Desired Results	Take five minutes to read the bulletin and use the highlighter as you read.  © 2015 California Department of Education 12

None

Script:

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.

Trainer note:

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

New Administrators

Treasure Hunt - Version 1"



Treasure Hunt - Version 1

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

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





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None

Activity: Treasure Hunt

New Administrators	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.
Desired Results	 60 days 60 calendar days and every 6 months thereafter  © 2015 California Department of Education 14

None

Script:

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.

New Administrators

Desired Results

Teachers and staff need to become familiar with the DRDP



DRDP (2015)
A Comprehensive Curriculum that Early Entry to Kindergarten (EE) Preschool Comprehensive View
For use with preschool age children





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None

Script:

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.

New Administrators	The DRDP was developed by the: • California Department of Education, Child Development Division- (now Early Education and Support Division) • WestEd Center for Child and Family Studies • University of California, BEAR Center
Desired Results	<i>With valuable input from teachers and directors who participated in the research study</i>  © 2015 California Department of Education 16

None

Script:

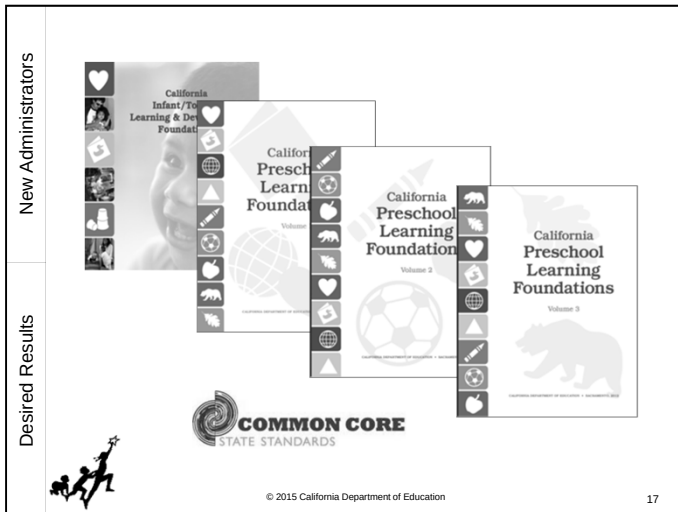
WestEd and BEAR aligned the instruments and developed new measures.

BEAR provided overall direction for the study and summarized the data.

BEAR is the Berkeley Evaluation and Assessment Research Center.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout



None

Script:

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...

New Administrators	Build A Tower • Use the items on your table. • As a group, build a tower. • You have five minutes. 
Desired Results	 © 2015 California Department of Education 18

None

Script:

Refer to DR-2015 Activity Sheet #3 – Build a Tower
Have participants build a tower using (cups, blocks, paper) any accessible material.

New Administrators	Key Points • What was your first step? • How did you know to start there? • What does this have to do with children's learning?
Desired Results	 © 2015 California Department of Education

None

Script:

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.

New Administrators	Why was it important to align the DRDP to the foundations? 
Desired Results	To ensure we assess what we want children to learn and that it is aligned to what is appropriate for children of this age  © 2015 California Department of Education 20

None

Script:

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.

New Administrators	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.
Desired Results	• All volumes of the California Learning and Development Foundations provide the research backing for the DRDP (2015).



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None

Script:

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.

New Administrators	DRDP–School-Age 2 domains 13 measures  6 domains 31 measures  © 2015 California Department of Education 22
Desired Results	

None

Script:

Teachers may use either the DRDP-SA© (2010) Simplified Version or DRDP-SA© (2010) Complete Version.

Use the DRDP-SA© (2010) with school-age children from kindergarten through 12 years old, including those who have an individualized education program (IEP).

New Administrators	 • 5 Domains • 29 Measures
Desired Results	 • 8 Domains • 56 Measures • 10 Conditional Measures
	 • 6 Domains • 43 Measures • 13 Conditional Measures

None

Script:

The DRDP (2015) is a full continuum assessment. The same assessment is used for all children, including children with IFSP's and IEP's. There is one assessment and there are three views of this assessment. The measures however, are the same. This means that ATL-REG 1 is the same measure in all views. The difference is the number of measures in the different views.

- The Infant/Toddler View has 5 domains and 29 measures.
- The Preschool Comprehensive View has 8 domains and 56 measures, 10 of those measures are conditional
- the Preschool Fundamental View has 6 domains with 43 measures, thirteen of those measures are conditional.

The fundamental view only pertains to preschool aged children. The infant toddler assessment remains the same. To learn about what adaptations a child with an IFSP or IEP needs please collaborate with the child's service providers.

New Administrators	 Why a Fundamental View?  © 2015 California Department of Education 24
Desired Results	

None

Script:

The requirement for all EESD programs is to complete the fundamental measures for all children. Programs may then choose to complete COG: SCI, HLTH, HSS, and/or VPA domains

Teachers should complete any conditional measures as needed. For preschool age children with IEPs, the early development and physical development conditional measures must be completed.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	Early Education and Support Division Management Bulletin (MB) 16-06 from the Early Education and Support Division (EESD) was released in May 2016 detailing the two preschool views of the DRDP (2015). http://www.cde.ca.gov/sp/cd/ci/progspeclist.asp
Desired Results	 © 2015 California Department of Education

None

New Administrators

Desired Results

Compare and Contrast

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None

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).

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

Navigation Map

Measure

Developmental Domain

Definition

Descriptor

Example

Developmental Level

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 even names and names of familiar people (e.g., "Mama," "Daddy," "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 others	Compares own preferences or feelings to those of others
Possible Examples • Attempts to a familiar adult during feeding. • Quits when hears a familiar adult. • Grabs an adult's finger when parent of (ADP) hand is touched.	• Examines own hand or feet by looking at it or mouthing it. • Touches others' hair when it is within reach. • Plays with sound by repeating words and syllables.	• Orients toward a familiar adult when one name spoken or signed. • Points to picture of self on the wall. • Smiles when a familiar adult enters the room.	• Communicates, "Mama," "Daddy," "Grandma," or sibling's name in Spanish. • Communicates, "I'm making cookies—just like Grandma!" while rolling play dough. • Shows picture of a friend and communicates, "This is my friend."	• Acts out roles from own family in pretend play. • Communicates, "The making cookies—just like Grandma!" while rolling play dough. • Shows picture of a friend and communicates, "This is my friend."	• Communicates, using communicative hand, "I'm making cookies—just like Grandma!" while rolling play dough. • Identifies own height, as indicated on a growth chart posted on the wall. • Names details when drawing a picture of a friend. • Shows a picture of own family representing traits such as height and hair color.	• Communicates, "I love this meal because it tastes so good." • Communicates that a friend is happy because he is going to have birthday party. • Says, "My friend Grandma said, 'My birthday is on Tuesday. I love to eat. My favorite food is spaghetti.'"	• Communicates, "I love spaghetti because it tastes so good." • Communicates to a peer that they both like to eat spaghetti and play with blocks. • Communicates, "I love spaghetti because it tastes so good."

○ 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) & Developmental Continuum from Early Infancy to Kindergarten Entry - Preschool Form - Report 1.0 (2015) © 2015 California Department of Education - All rights reserved.

Page 8 of 12

None

Script:

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

New Administrators	Remember, the examples listed... 
Desired Results	are only a few ways a child might demonstrate a particular developmental level.

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None

Script:

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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators

DRDP at a Glance

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
HIS: History-Social Science
VPA: Visual and Performing Arts

DRDP (2015) Infant/Toddler View For use with infants and toddlers	DRDP (2015) Preschool Fundamental View For use with preschool-age children	DRDP (2015) Preschool Comprehensive View For use with preschool-age children	DRDP-K (2015) For use with transitional kindergarten-aged children	School Age DRDP-SA (2009) Kindergarten through 12 years
5 Developmental Domains 29 Measures ATL-REG: (3) SED: (5) LLD: (3) COG: (6) PD-HLTH: (3)	6 Developmental Domains 43 Measures ATL-REG: (7) SED: (3) LLD: (10) ELD: (4) COG: (7) PD-HLTH: (10)	8 Developmental Domains 56 Measures ATL-REG: (7) SED: (5) LLD: (10) ELD: (4) COG: (11) PD-HLTH: (10) HIS: (2) VPA: (4)	11 Developmental Domains 88 Measures ATL-REG: (4) SED: (3) LLD: (10) ELD: (4) COG: (8) PD: (4) HLTH: (3) HIS: (2) VPA: (4) SPAN: (1)-supplemental	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

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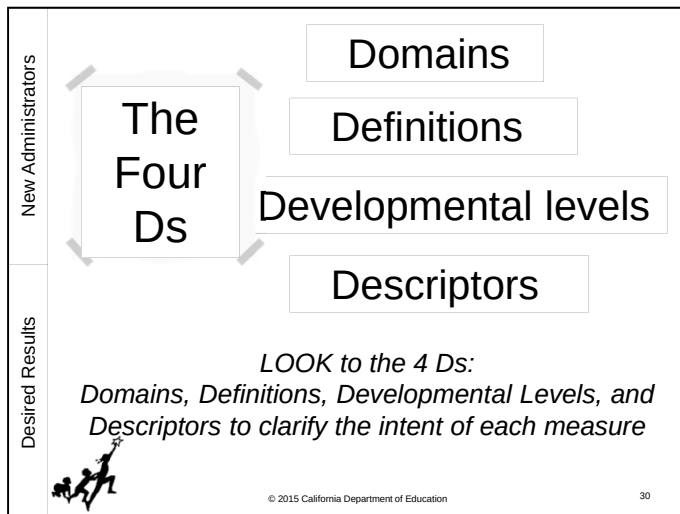
Desired Results

None

Script:

The DRDP at a Glance shows the developmental domains and number of measures in parenthesis for all age-level instruments:

- There are 29 measures in the DRDP (2015) Infant/Toddler View.
- There are 43 measures in the Preschool Fundamental View.
- There are 56 measures in the Preschool Comprehensive View.
- There are 55 measures in the DRDP-K.
- The DRDP-School Age Complete Version had 31 measures and the DRDP-SA Simplified Version (2010) has 13.



None

Script:

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.

New Administrators	The DRDP is an 
Desired Results	Observation Based Assessment Instrument  © 2015 California Department of Education 31

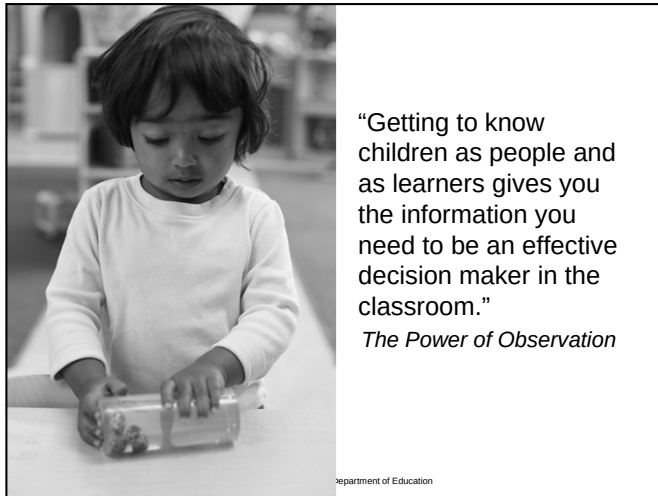
None

Script:

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

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout



None

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

New Administrators	“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.” <i>The Power of Observation</i>
Desired Results	 © 2015 California Department of Education 33

None

Script:

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.

New Administrators	Develop Methods for Recording Observations and Collecting Evidence - Anecdotal records - Photography - Audio and video records - Running records
Desired Results	- Sketches - Work samples - Daily log - Frequency countfiles








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None

Script:

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.

New Administrators

Desired Results

Noticing Descriptions and Interpretations

DESCRIPTIVE	INTERPRETIVE



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None

Activity: Noticing Descriptions and Interpretations

New Administrators	Still Photo Observation 
Desired Results	Adapted by permission, The Art of Awareness © 2000 Deb Curtis and Margie Carter, Redleaf Press, St. Paul, Minnesota, www.redleafpress.org. © 2015 California Department of Education 36

None

Trainer Note:
Keep this slide up during the activity.

New Administrators	Definitions: Descriptive and Interpretive	
	Descriptive What are the specific details? What you actually... • Observed • Read • Heard <i>Example: He is holding shirt with one hand and pen in other hand.</i>	Interpretive What were your initial reactions? How you felt about what you... • Observed • Read • Heard <i>Example: He looks worried.</i>
Desired Results	 © 2015 California Department of Education 37	

None

Script:

This is a reminder of what quality notes have.

New Administrators	Steps to Completing the DRDP  © 2015 California Department of Education
Desired Results	 38

None

Script:

The next section of the presentation provides the steps to completing the instrument. (There is tutorial on the website on completing the DRDP.)

New Administrators

Desired Results

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\(2015\)_Infant/Toddler_Instruments](#), [DRDP\(2015\)_Preschool_Instruments](#), [DRDP\(2015\)_School-Age_Instruments](#)

☒ Child Information

Add Child Record to Fall 2016

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 Fall 2016](#)

[Save Information](#) [Check For Completeness](#)

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For questions about DRDPtech, contact the HeadEd Center for Child and Family Studies at 800-775-6035 or email DRDPtech@cednet.org

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None

Script:

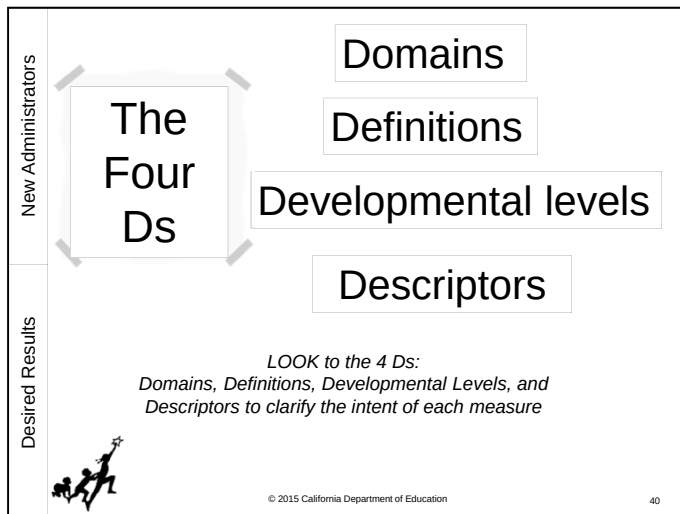
One of the first steps, is to enter children into the DRDPtech system.

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.

Teachers can edit the information page when necessary.

A tutorial on on Steps to Completing the DRDP is available on the website.



None

Script:

One of the first steps, is to become familiar with the components of the 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* provide the behaviors and/or skills you must see with mastery to rate at that developmental level.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators



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	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
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.				

Desired Results

None



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Script:

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

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

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	
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

New

Desired Results

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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None

Script:

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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

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

New

Desired Results

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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None

Script:

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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

None

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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Script:

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

New Administrators	 A Deeper Look at the Descriptors • Look at COG 3 and COG 7. • Read each descriptor carefully: • Circle the word <u>or</u> • Highlight ; followed by AND • Underline <u>AND</u> (when it connects two skills) • Did you get them all?
Desired Results	 © 2015 California Department of Education 45

None

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

Script:

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.)

New Administrators	Cognition Sample  © 2015 California Department of Education 46
Desired Results	

None

Script:

Administrators can show there own video and have staff analyze the descriptors. See activity sheet - Deeper Look at Descriptors.

New Administrators	 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?
Desired Results	 © 2015 California Department of Education 47

None

Script:

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?

New Administrators	Developmental Level Activity Where are you in your development... as a cook?
Desired Results	 © 2015 California Department of Education

None

Script:

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

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?"

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

Developmental Domains HLTH - Health Development

HLTH 10: Cooking

Definition: Adults show increasing skills 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 Gordon 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

DRP (2013). A Developmental Continuum for Kindergarten for the Kindergarten Individual Development Survey® 2014-2015 California Department of Education - All rights reserved. Page 36/55

None

Script:

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

Trainer Note:

Ask participants to raise hands or stand up to show pride for the level of "mastery" attained.

New Administrators	Developmental Level Activity Prepare an activity to do with your staff or ... Participate in the tutorial on the Desired Results Web site
Desired Results	 © 2015 California Department of Education 50

None

Trainer note:

Hold up the developmental level activity and show.

New Administrators	Lunch Break 
Desired Results	

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None

Take a 15 minute break.

Trainer Note:

Remind participants to check out the gallery.

New Administrators	Review the collected evidence and reflect on the child's development
Desired Results	   © 2015 California Department of Education 52

None

Script:

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.

New Administrators	How do children demonstrate a developmental level is mastered?
Desired Results	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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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*.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

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

New Administrators

Desired Results

ATL-REG 7: Shared Use of Space and Materials

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating
Earlier	Later	Earlier	Later	Earlier	Later	Earlier
There are no earlier levels for this measure.	Demonstrates a preference for a few specific toys or materials.	Takes and plays with materials of interest, even when they are being used by another child.	Shows awareness that other children might want to use materials, so taking materials suggests to share with other children.	Maintains control of some preferred materials, allowing others to use the materials, but will not share or suggest to share with other children.	Follows expectations or guidelines for sharing, most of the time, without adult prompting.	Offers to share space or materials with others in the absence of explicit expectations for sharing.
Possible Examples: - Chooses to play with doll with which he is most familiar. - Chooses to play with the same toys as other children in the room. - Selects the green marker over blue when at the art table.	- Chooses to play with doll with which he is most familiar. - Chooses to play with the same toys as other children in the room. - Selects the green marker over blue when at the art table.	- Takes another child's toy and plays with it for a short time. - Chooses to play with the same toys as other children in the room. - Selects the green marker over blue when at the art table.	- Shows awareness that other children might want to use materials, so taking materials suggests to share with other children. - Chooses to play with the same toys as other children in the room. - Selects the green marker over blue when at the art table.	- Maintains control of some preferred materials, allowing others to use the materials, but will not share or suggest to share with other children. - Chooses to play with the same toys as other children in the room. - Selects the green marker over blue when at the art table.	- Follows expectations or guidelines for sharing, most of the time, without adult prompting. - Chooses to play with the same toys as other children in the room. - Selects the green marker over blue when at the art table.	- Offers to share space or materials with others in the absence of explicit expectations for sharing. - Chooses to play with the same toys as other children in the room. - Selects the green marker over blue when at the art table.

☐ Child is not yet at the specified developmental level on this measure.
☐ Child is emerging to the next developmental level.
☐ Unable to score this measure due to technical assistance.

ATL-REG 7 Shared Use of Space and Materials **ATL-REG 7**

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None

Script:

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

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	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.....
Desired Results	



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None

SESSION 3: DRDP Handout

SESSION 3: DRDP Handout

[illegible]

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators

Not Yet at the Earliest Developmental Level

Desired Results

None

Developmental Results (DL) - Appendix to Learning and Development

ATL-REG 7: Shared Use of Space and Materials

Child demonstrates the ability to share the use of space and materials with others

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating	
Earlier	Later	Earlier	Later	Earlier	Later	Earlier	Later
Possible Examples - Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level.	- Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level.	- Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level.	- Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level.	- Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level.	- Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level.	- Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level.	- Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level. - Does not play with child who is not yet at the earliest developmental level.

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Script:

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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators

Unable to Rate

Desired Results

58

None

Script:

In the rare circumstance that 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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators

Desired Results

Conditional Measures

ATL-REG 2: Self-Comforting
Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation.

How the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later
Responds to internal or external stimulation in basic ways.	Responds in behaviors that have previously existed to soothe self.	Comforts self by looking at comfort adult or a special thing.	Comforts self in different ways, based on the situation.	Relinquishes need for comfort and programs self by using increasingly soothing or special thing or in other ways.	Does not need to be comforted.	
Possible Examples: • Cries when hurt or sad. • Cries when others leave. • Sleeps in a room with a parent. • Sleeps in a room with a parent.	• Sits on floor to cry. • Sits on floor with parent. • Sits on floor with parent. • Sits on floor with parent.	• Sits on floor with parent. • Sits on floor with parent. • Sits on floor with parent. • Sits on floor with parent.	• Sits on floor with parent. • Sits on floor with parent. • Sits on floor with parent. • Sits on floor with parent.	• Sits on floor with parent. • Sits on floor with parent. • Sits on floor with parent. • Sits on floor with parent.		

☐ Child is emerging to the next developmental level.
☐ Child is unable to measure due to restricted absence.

ATL-REG 2

Self-Comforting

ATL-REG 2

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None

Script:

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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators

Desired Results

Conditional Measures

Rating Conditional Measures
If you are using the conditional measures for a preschool age child, mark them on the Rating Record according to the following guidance:

Measure	How to Mark the DRDP
Early Development Measures	
45-01.1 Motor Milestones	These measures are required for all preschool age children with DRP.
45-01.2 Self-Feeding	If the measure is rated, determine the child's latest level of mastery and mark accordingly.
45-01.3 Initiation	If the measure is not rated, mark the box, "Measure not rated. (Is the child's development beyond the latest developmental level?)"
45-01.4 Spatial Relationships	
English Language Development Measures	
01.1 Comprehension of English (Receptive English)	If these measures are rated, determine the child's latest level of mastery and mark accordingly.
01.2 Oral Expression of English (Expressive English)	Check the box on the Information Page about the child's home language.
01.3 Understanding and Response to English	Not required for children who are deaf or hard of hearing who are not learning a spoken language.
01.4 Symbol, Letter, and Print Knowledge in English	If these measures are not rated, mark the box, "Measure not rated. English is the only language spoken in this child's home."
Physical Development and Health Measures	
05-02N.1 Safety	These measures are required for preschool age children with DRP.
05-02N.2 Personal Care Routines: Hygiene	In the Comprehensive View, PD-HLTH 1 and 2 are conditional. In the Fundamental View, PD-HLTH 3 and 4 are conditional.
05-02N.3 Personal Care Routines: Feeding	If these measures are rated, determine the level of mastery and mark accordingly.
05-02N.4 Personal Care Routines: Dressing	If these measures are not rated, check the box, "Measure not rated. (Is this measure because it is not used for documenting progress or planning this child's learning activities and supports?)"
05-02N.5 Nutrition	

Conditional Measures for Preschool Age Children
Some measures in the DRDP are conditional measures that are only measured when certain conditions are met. These measures should only be used if they are used by teachers and service providers in planning a child's learning activities and supports, and documenting progress.

Conditional measures are used in three instances:

- If a preschool child has not developmentally moved beyond the four earlier developmental measures.
- If a language other than English is spoken in the child's home.
- If the child is a self-feeding or self-feeding measure required for all children with DRP.

Please note that the Early Development Measures, and the Physical Development and Health Measures are required for children with DRP.

Measure	Conditions Under Which to Assess
Early Development Measures	
45-01.1 Motor Milestones	Required for all infants and toddlers.
45-01.2 Self-Feeding	Required for preschool age children with DRP.
45-01.3 Initiation	Recommended for preschool age child whose development is beyond the latest developmental level.
45-01.4 Spatial Relationships	Required when any of all of these three measures is not met.
English Language Development Measures	
01.1 Comprehension of English (Receptive English)	Used if a language other than English is spoken in the child's home or if the child is deaf or hard of hearing.
01.2 Oral Expression of English (Expressive English)	Used only with preschool age children.
01.3 Understanding and Response to English	Used only with children who are not deaf or hard of hearing and who are not learning a spoken language.
01.4 Symbol, Letter, and Print Knowledge in English	Used only with children who are not deaf or hard of hearing and who are not learning a spoken language.
Physical Development and Health Measures	
05-02N.1 Safety	Required for all infants and toddlers with DRP.
05-02N.2 Personal Care Routines: Hygiene	Required for all preschool age children with DRP.
05-02N.3 Personal Care Routines: Feeding	Required for all preschool age children with DRP.
05-02N.4 Personal Care Routines: Dressing	Required for all preschool age children with DRP.
05-02N.5 Nutrition	Required for all preschool age children with DRP.

* Guidance for rating 01.1 measures for all children who are deaf or hard of hearing is provided in the earlier "Rating Early Development Measures and the DRDP 2012" language. Measure 01.1.

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None

Script:
Refer to the charts on Intro 4 and Intro 9 for more information.

New Administrators	Preschool English-Language Development Measures 
Desired Results	 © 2015 California Department of Education 61

None

Script:

The DRDP (2015) Preschool View instrument contains four measures for English-language development.
(There are ELD tutorial on the website.)

New Administrators	English-Language Development Measures • ELD 1: Comprehension of English (Receptive English) • ELD 2: Self-Expression in English (Expressive English)
Desired Results	• ELD 3: Understanding and response to English Literacy Activities • ELD 4: Symbol, Letter, and Print Knowledge in English

None

Script:

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

New Administrators

Desired Results

Child's Language Information

Add Child Record to Fall 2015

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

+ Child's Information

+ Observer Information

- Child's Language Information

13. Child's home language(s)? (Check all that apply)

☐ English ☐ Spanish Choose a language

Is a language other than English spoken in the child's home? ☐ Yes ☐ No

If yes, a language other than English is spoken in the child's home, the ELD measures must be completed.

14. What language(s) do you speak with this child? (Check all that apply)

☐ English ☐ Spanish Choose a language



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None

Script:

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

New Administrators

Desired Results

Child's Language Information

DRDP (2015)
Early Education Information Page

For use with Early Education Programs

DRDP (2015) was completed on: _____

Assessment period: _____

Child Information

1. Agency identifier: _____

2. DRDP (2015) was completed on: _____

3. Date DRDP (2015) was completed on: _____

4. Initial date of enrollment in early childhood program (month/year): _____

5. Date DRDP (2015) was completed on: _____

6. What is this child's ethnicity? ☐ No response ☐ Yes, select one

7. What is this child's race? ☐ No response ☐ Yes, select one

8. Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)? ☐ No ☐ Yes ☐ Don't know

Observer Information

9. Agency: _____

10. Name: _____

11. Are you the primary teacher working with this child? ☐ Yes ☐ No

12. Do you have a relationship with the child? ☐ Yes ☐ No

13. Do you have a relationship with the child's family? ☐ Yes ☐ No

Child's Language Information

14. What language(s) do you speak with this child? ☐ English ☐ Spanish ☐ Other

15. Do you understand and use the child's home language with this child? ☐ Yes ☐ No

16. What language(s) do you speak with this child? ☐ English ☐ Spanish ☐ Other

17. Do you understand and use the child's home language with this child? ☐ Yes ☐ No

18. What language(s) do you speak with this child? ☐ English ☐ Spanish ☐ Other

19. Do you understand and use the child's home language with this child? ☐ Yes ☐ No

None

Script:

On Intro 10. Question #13 gives directions on when to use the ELD measures.

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

SESSION 3: DRDP Handout

The New Developmental Levels for ELD

None

[illegible]

Script:

The descriptors in the first two levels (Discovering language and Discovering English) refers to the child's use of their home language.

New Administrators	Assessing Children Who Are Dual Language Learners  A Quick Guide to the DRDP (2015): Assessing Children Who Are Dual Language Learners Quick Guide to the DRDP (2015) provides useful information for better understanding and using the DRDP (2015). Please read and use the Quick Guide carefully. Young dual language learners are young children learning two or more languages at the same time, as well as those learning a second language of this country. Quality dual language programs allow dual language learners to learn and use both languages while they learn to read. Assess the development of language and literacy skills in both languages and support the development of skills in a second language and literacy. Assess the development of literacy skills in a second language and literacy. Code Switching: A Typical Feature of Dual Language Development When assessing young language learners, focus on their dual language abilities. Code switching is a typical feature of dual language development. It is the use of two or more languages in the same conversation. This is not a sign of confusion or lack of understanding. It is a sign of fluency in both languages. It is a sign of a child's ability to use both languages in a meaningful way. It is a sign of a child's ability to understand and use both languages in a meaningful way. It is a sign of a child's ability to understand and use both languages in a meaningful way. 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 the progress in learning to understand and use English. The measures in the English Language Development (ELD) domain are used to assess the progress in learning to understand and use English. The measures in the English Language Development (ELD) domain are used to assess the progress in learning to understand and use English. The measures in the English Language Development (ELD) domain are used to assess the progress in learning to understand and use English.
Desired Results	 © 2015 California Department of Education 66

None

Script:

In the folder is the 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.

New Administrators	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
Desired Results	 © 2015 California Department of Education 67

None

Script:

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

New Administrators	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.
Desired Results	  © 2015 California Department of Education 68

None

Script:

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

New Administrators	Completing a Developmental Profile  Desired Results Developmental Profile®  © 2015 California Department of Education 69
Desired Results	

None

Activity: Completing a Developmental Profile

New Administrators	Into Practice  DIRECTIONS: 1. Review all evidence. 2. Reflect on what the evidence shows. 3. Complete the DRDP.
Desired Results	 © 2015 California Department of Education 70

None

New Administrators	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
Desired Results	• Assist in determining curriculum objectives to support the child's development • Complete twice per year prior to the parent conference

None

Script:

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.

New Administrators	Child's Developmental Progress Form	
		
Desired Results		
		

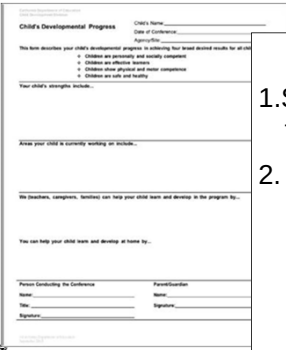
© 2015 California Department of Education

None

Script:

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.

New Administrators	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
Desired Results	© 2015 California Department of Education 73	

None

Activity: Completing a Child's Developmental Progress Form

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators

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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None

Script:

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

New Administrators	DRDP data is compiled by...	
Desired Results	▪ Individual child ▪ Classroom ▪ Contract	▪ DRDPtech ▪ Excel spreadsheet ▪ Commercial software programs

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None

Script:

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.

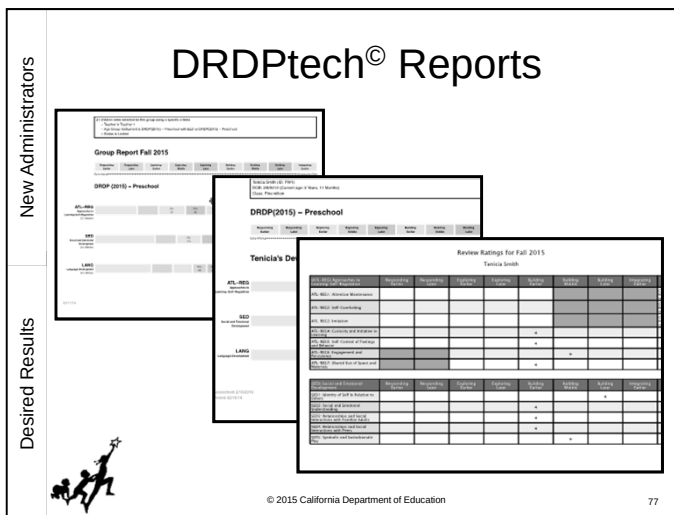
Although the individual child and classroom data is kept on site and is not sent to EESD, it will be reviewed during your CPM/CMR. This data is also compiled and used to complete the Agency Program Action Plan.

New Administrators	What is DRDPtech®? • An online data entry system • An easy way to compile information about your students • Tool for printing out summary reports
Desired Results	 © 2015 California Department of Education 76

None

Script:

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.



None

Script:

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.

1. Group report—provides psychometrically valid domain level information for a specified group. Teachers can use this information in their classroom to provide specific strategies to meet the needs of their groups. Administrators can use the group report to analyze data across the program, and use the information to provide professional development or make changes for program improvement.
2. Child Report—provides psychometrically valid domain level information for individual children. Teacher can use this information to visually see where children are strong in their development and where they may need some support.
3. Review ratings—provides raw score information for individual children.

New Administrators	DRDP Summary of Findings EESD 3900 California Department of Education Early Education and Support Division March 2016 Desired Results Developmental Profile Summary of Findings Classroom and Family Child Care Home (EESD 3900)																			
	<table border="1" style="width: 100%;"> <tr> <td colspan="2">Contractor Legal Name</td> </tr> <tr> <td>Contract Type and/or FCCHEN</td> <td>Age Group (Infant/Toddler, Preschool, School-Age)</td> </tr> <tr> <td>Planning Date</td> <td>Lead Planner Name and Position</td> </tr> <tr> <td>Follow-up Date(s)</td> <td>Lead Planner Name and Position</td> </tr> </table>				Contractor Legal Name		Contract Type and/or FCCHEN	Age Group (Infant/Toddler, Preschool, School-Age)	Planning Date	Lead Planner Name and Position	Follow-up Date(s)	Lead Planner Name and Position								
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Desired Results	This form can be expanded and is not limited to a single page. <table border="1" style="width: 100%;"> <thead> <tr> <th>Key Findings from Developmental Profile</th> <th>Action Steps (including planned learning opportunities, observations and learning strategies, environment and materials, family engagement)</th> <th>Expected Completion Date and/or Ongoing Implementation and Persons Responsible</th> <th>Follow-Up and Reflection (Changes made, date completed, time estimated)</th> </tr> </thead> <tbody> <tr> <td>Ask: Developmentally, what do we know about the children currently enrolled in our classroom?</td> <td>Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?</td> <td>Ask: How do we accomplish our classroom goals??</td> <td>Ask: By when?</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>				Key Findings from Developmental Profile	Action Steps (including planned learning opportunities, observations and learning 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 estimated)	Ask: Developmentally, what do we know about the children currently enrolled in our classroom?	Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?	Ask: How do we accomplish our classroom goals??	Ask: By when?								
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 © 2015 California Department of Education 78																				

None

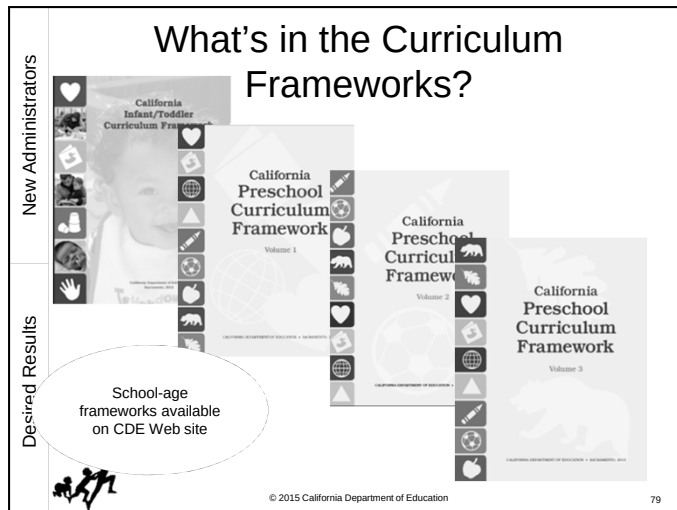
Script:

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.



None

Script:

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.

New Administrators	What does the framework do? “Created as a companion to the <i>California Preschool Learning Foundations, Volume 1</i>, this framework presents strategies and information to enrich learning and development opportunities for all of California’s preschool children.” p. v
Desired Results	 © 2015 California Department of Education 80

None

Script:

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

New Administrators	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.
Desired Results	• 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.  © 2015 California Department of Education 81

None

Script:

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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

None

Small and Large Group Planning

Group Development Report This Year

Recessing Earlier	Recessing Later	Exercising Earlier	Exercising Later	Reading Earlier	Reading Later	Building Earlier	Building Later	Misbehaving Earlier	Misbehaving Later
DRDP – 2015 – Infant/Toddler									
ATL-REG Approaches to Learning-Self-Regulation									
Spring 2016 (All children)	9%	13%	39%	42%	Not an available rating option.				
Fall 2015 (All children)	7%	24%	43%	26%	Not an available rating option.				
SED Social and Emotional Development									
Spring 2016 (All children)	9%	13%	45%	37%	Not an available rating option.				
Fall 2015 (All children)	11%	17%	48%	24%	Not an available rating option.				
LDD Language and Literacy Development									
Spring 2016 (All children)	8%	13%	41%	34%	Not an available rating option.				
Fall 2015 (All children)	9%	15%	38%	31%	Not an available rating option.				

COG Cognition, Including Math and Science

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

Script:

This is one example of the data can look like. This is a Progress this Year Report. 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 groups of children in your own classroom.

New Administrators	All teachers... Must use the results of assessments of children's progress and teaching practices to support each child's learning and development.
Desired Results	 © 2015 California Department of Education 83

None

Script:

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.

DESIRED RESULTS TRAINING

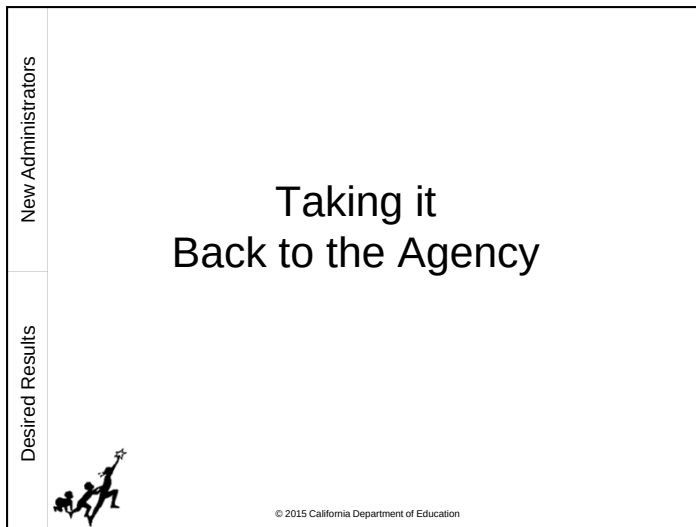
SESSION 3: DRDP Handout

New Administrators	Writing a DRDP Summary of Findings California Department of Education Early Education and Support Division March 2016 EESD 3900 Desired Results Developmental Profile Summary of Findings Classroom and Family Child Care Home (EESD 3900) <table border="1"> <tr> <td colspan="2">Contractor Legal Name</td> </tr> <tr> <td>Contract Type and/or FOCHEM</td> <td>Age Group (Infant/Toddler, Preschool, School Age)</td> </tr> <tr> <td>Planning Date</td> <td>Lead Planner Name and Position</td> </tr> <tr> <td>Follow-up Date(s)</td> <td>Lead Planner Name and Position</td> </tr> </table>			Contractor Legal Name		Contract Type and/or FOCHEM	Age Group (Infant/Toddler, Preschool, School Age)	Planning Date	Lead Planner Name and Position	Follow-up Date(s)	Lead Planner Name and Position				
	Contractor Legal Name														
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Desired Results	This form can be expanded and is not limited to a single page. <table border="1"> <thead> <tr> <th>Key Findings from Developmental Profile</th> <th>Action Steps (including shared learning opportunities, interventions and meeting strategies)</th> <th>Expanded Completion Date and/or Ongoing Implementation and Follow-up Responsibilities</th> </tr> </thead> <tbody> <tr> <td>Ask: Developmentally, what do we know about the children currently enrolled in our classroom?</td> <td>Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?</td> <td>Ask: How do we document our observations goals?</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> DIRECTIONS: 1. Review narrative and DRDP Group Data Summary. 2. Identify key findings. 3. Draft action steps.			Key Findings from Developmental Profile	Action Steps (including shared learning opportunities, interventions and meeting strategies)	Expanded Completion Date and/or Ongoing Implementation and Follow-up Responsibilities	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 document our observations goals?						
	Key Findings from Developmental Profile	Action Steps (including shared learning opportunities, interventions and meeting strategies)	Expanded Completion Date and/or Ongoing Implementation and Follow-up Responsibilities												
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 document our observations goals?													

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None

Activity: Writing a Summary of Findings



None

Script:

Use calendar pages when planning to:

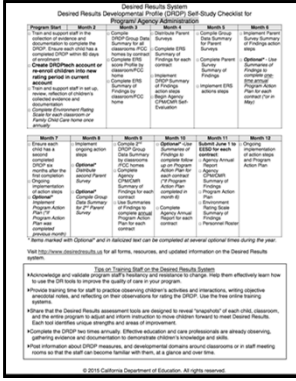
- Train staff to complete the DRDP
- Complete the first and second DRDP, complete each Child's Developmental Progress Form, and schedule parent/teacher conferences
- Group the DRDP data
- Complete the DRDP Summary of Findings per classroom and agency

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators

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



Desired Results



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None

Script:

To support participants in planning month to month training activities, direct participants to the DR system self-study checklist in their DR binder. In the Resources section, at the back of the binder, participants will find calendar pages.

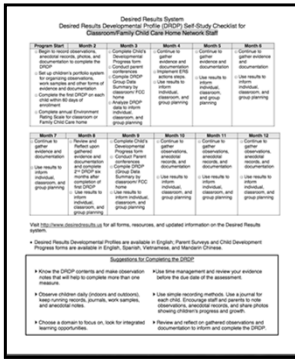
Requirements are listed on the checklist with suggested times (months) for completion.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators

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



Desired Results



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None

Script:

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 TRAINING

SESSION 3: DRDP Handout

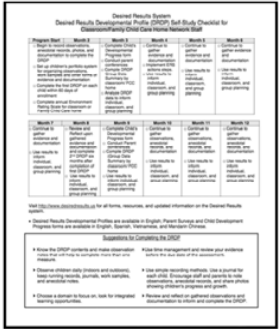
Desired Results

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



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Desired Results



None

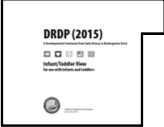
Script:

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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Desired Results

Desired Results

As children participate in the typical daily program




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Desired Results

Desired Results

Desired Results

Collected documentation includes:

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

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Desired Results

Desired Results

Desired Results

DRDP serves as a way to...

determine how children are benefiting from programs

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5

Desired Results

Desired Results

Desired Results

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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Desired Results

Desired Results

The DRDP provides a

framework for showing children's progress over time



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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 website at:

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

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



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Desired Results

Desired Results

The DRDP was developed by the:

- California Department of Education, Child Development Division- (now Early Education and 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

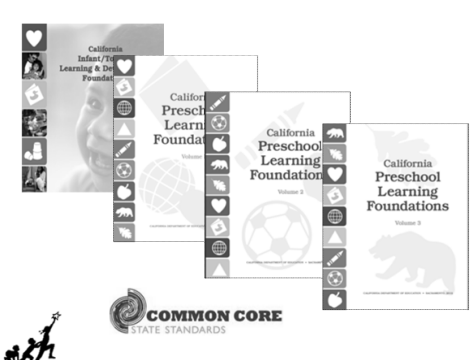


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Desired Results

Desired Results



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Build A Tower

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



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Desired Results

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

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

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

DRDP–School-Age



- 2 domains
- 13 measures



- 6 domains
- 31 measures



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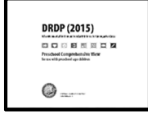
22

Desired Results

Desired Results



- 5 Domains
- 29 Measures



- 8 Domains
- 56 Measures
- 10 Conditional Measures



- 6 Domains
- 43 Measures



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Desired Results

Desired Results



Why a Fundamental View?



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Early Education and Support Division

Management Bulletin (MB) 16-06 from the Early Education and Support Division (EESD) was released in May 2016 detailing the two preschool views of the DRDP (2015).

<http://www.cde.ca.gov/sp/cd/ci/progspeclist.asp>

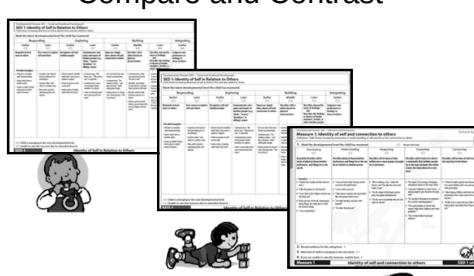


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Desired Results

Desired Results

Compare and Contrast

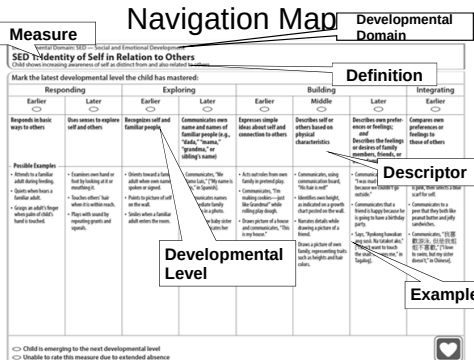



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Desired Results

Desired Results

Navigation Map



SED 1 Identity of Self in Relation to Others

SED 1

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



DRDP (2015)
Developmental Domains & Measures at a Glance

Developmental Domains

ATL-ASS: Approaches to Learning/Self-Regulation
SED: Social and Emotional Development
L&L: Language and Literacy Development
SLD: English Language Development
CDD: Cognitive/Physical/Language/Math and Science
PD<H: Physical Development/Health
SEL: Self-Concept/Emotion
VPA: Visual and Performing Arts

DRDP (2015) Informational View For use with infants and toddlers	DRDP (2015) Preschool Fundamental View For use with preschool-age children	DRDP (2015) Preschool Comprehensive View For use with preschool-age children	DRDP-K (2015) For use with transitioning kindergarten-aged children	School Age DRDP-AS (2015) Kindergarten through 12 years
8 Developmental Domains 28 Measures	4 Developmental Domains 41 Measures	8 Developmental Domains 58 Measures	11 Developmental Domains 81 Measures	2 Developmental Domains 13 Measures
ATL-ASS (5) SED (5) L&L (5) CDD (1) PD<H (2)	ATL-ASS (7) SED (1) L&L (10) SLD (1) CDD (1) PD<H (11)	ATL-ASS (7) SED (1) L&L (10) SLD (1) CDD (1) PD<H (11) SEL (1) VPA (1)	ATL-ASS (1) SED (1) L&L (1) SLD (1) CDD (1) PD<H (1) SEL (1) VPA (1)	SEL & Social Development (SD) Health & Safety (HS) (1)

Programs may use
either the DRDP
School Age Simplified
or the DRDP-AS
(2015) School Age
Comprehensive

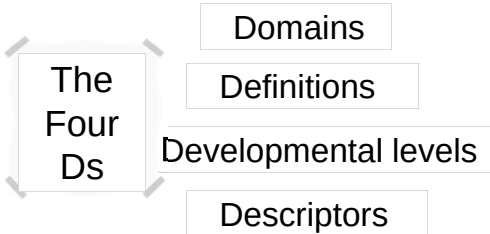
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Desired Results

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

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

Noticing Descriptions and Interpretations

DESCRIPTIVE	INTERPRETIVE



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Desired Results

Still Photo Observation





Adapted by permission, The Art of Awareness © 2000 Deb Curtis and Margie Carter, Redleaf Press, St. Paul, Minnesota, www.redleafpress.org.

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Desired Results

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

Desired Results

Desired Results

Steps to Completing the DRDP




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Desired Results

Desired Results

Complete the Information Page




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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*

Desired Results

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Desired Results

A Deeper Look at the Descriptors

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	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 builds numbers in order, one through five	Shows understanding that the last number counted is the total number of objects in the group
						Solves simple everyday problems involving quantities by counting objects or using one-to-one correspondence. Builds numbers correctly, up to 10

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.

Desired Results

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Desired Results

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	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 builds numbers in order, one through five	Shows understanding that the last number counted is the total number of objects in the group
						Solves simple everyday problems involving quantities by counting objects or using one-to-one correspondence. Builds numbers correctly, up to 10

Possible Examples

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

BUT

Desired Results

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DRDP-104

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	Later	Earlier	
	Has an order (such as the number)	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

Desired Results

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	Later	Earlier	
Responds to people or objects to basic signs	Responds to changes in the number of objects observed or indicated 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 relates numbers to order, one through five	Shows understanding that the last number counted is the total number of objects in the group	Shows simple grouping skills; understands up to 10 objects can be one thing and another thing; and relates numbers, correctly, up to 10

Desired Results

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

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Desired Results

Desired Results

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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Desired Results

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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

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Developmental Level Activity

Where are you in your development...
as a cook?




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Developmental Domain: HLTH - Health Development							
HLTH 10: Cooking							
Behavior: Adults show increasing skill in making healthy meals and snacks							
Mark the latest developmental level the adult has mastered:							
Responding		Exploring		Building		Integrating	
Earlier C2	Later C3	Earlier C2	Later C3	Earlier C2	Middle C3	Later C3	Earlier C2
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 recent cuisine from around the world on a weekly basis
Examples • Says, "That smells good!"	• Asks to taste all samples at Costco	• Sees recipes for them to use	• Uses the "dinner" at least 3 times per week	• Heats frozen meals	• Makes spaghetti and a salad	• Prepares 5 course meals	• Graduated from Costco 100 and is top chef at a 3 star restaurant
C2 Adult is emerging to the next developmental level C3 If you are unable to rate this measure, explain here:							
Cooking						HLTH 10	

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Desired Results	Developmental Level Activity Prepare an activity to do with your staff or ... Participate in the tutorial on the Desired Results Web site
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Desired Results	Lunch Break 
	 Copyright © 2015 California Department of Education. All rights reserved. 51

Desired Results

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

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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

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

Responding		Exploring		Building		Integrating	
Earlier	Later	Earlier	Later	Earlier	Later	Earlier	Later
Responding Responds to requests for materials or equipment. Responds to requests for materials or equipment. Responds to requests for materials or equipment.	Responding Responds to requests for materials or equipment. Responds to requests for materials or equipment. Responds to requests for materials or equipment.	Exploring Explores materials and equipment. Explores materials and equipment. Explores materials and equipment.	Exploring Explores materials and equipment. Explores materials and equipment. Explores materials and equipment.	Building Builds on previous experiences. Builds on previous experiences. Builds on previous experiences.	Building Builds on previous experiences. Builds on previous experiences. Builds on previous experiences.	Integrating Integrates materials and equipment. Integrates materials and equipment. Integrates materials and equipment.	Integrating Integrates materials and equipment. Integrates materials and equipment. Integrates materials and equipment.

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DRDP-108

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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



Reorganizing		Exploring		Building		Integrating	
Earlier	Later	Earlier	Later	Earlier	Later	Earlier	Later
ATL-BEG 7: Shared Use of Space and Materials Mark the latest developmental level the child has mastered:							
Possible Examples: - Does not play with blocks or toys. - Does not play with blocks or toys. - Does not play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.

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Not Yet at the Earliest Developmental Level

Reorganizing		Exploring		Building		Integrating	
Earlier	Later	Earlier	Later	Earlier	Later	Earlier	Later
ATL-BEG 7: Shared Use of Space and Materials Mark the latest developmental level the child has mastered:							
Possible Examples: - Does not play with blocks or toys. - Does not play with blocks or toys. - Does not play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.	- Does play with blocks or toys. - Does play with blocks or toys. - Does play with blocks or toys.

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Desired Results

Desired Results

Conditional Measures

Rating Conditional Measures

For each rating of children for a preschool age child, mark them on the Rating Record according to the following guidance:

Measure	How to Mark the DESP
English Development Measures	
40-40.1: Emergent/Beginning	These measures are required for all preschool age children and are marked as emerging.
40-40.2: Early	If the measure is noted, determine the child's latest level of emerging and mark accordingly.
40-40.3: Intermediate	If the measure is noted, determine the child's latest level of emerging and mark accordingly.
40-40.4: Advanced	If the measure is noted, determine the child's latest level of emerging and mark accordingly.
English Language Development Measures	
40.1: Emergent/Beginning	If the measure is noted, determine the child's latest level of emerging and mark accordingly.
40.2: Early	If the measure is noted, determine the child's latest level of emerging and mark accordingly.
40.3: Intermediate	If the measure is noted, determine the child's latest level of emerging and mark accordingly.
40.4: Advanced	If the measure is noted, determine the child's latest level of emerging and mark accordingly.
Physical Development and Health Measures	
40-40.1: Early	These measures are required for all preschool age children with DESP.
40-40.2: Emergent/Beginning	These measures are required for all preschool age children with DESP.
40-40.3: Intermediate	These measures are required for all preschool age children with DESP.
40-40.4: Advanced	These measures are required for all preschool age children with DESP.
Physical Development and Health Measures	
40-40.1: Early	These measures are required for all preschool age children with DESP.
40-40.2: Emergent/Beginning	These measures are required for all preschool age children with DESP.
40-40.3: Intermediate	These measures are required for all preschool age children with DESP.
40-40.4: Advanced	These measures are required for all preschool age children with DESP.

Conditional Measures for Preschool Age Children

These measures on the DESP that are not required for all preschool age children are conditional measures that are only required for children who are in the process of learning a skill or concept. These measures are marked as emerging and then intermediate.

Conditional measures are used in three instances:

- When a child is in the process of learning a skill or concept.
- When a child is in the process of learning a skill or concept and the child is in the process of learning a skill or concept.
- When a child is in the process of learning a skill or concept and the child is in the process of learning a skill or concept.

When a child is in the process of learning a skill or concept, the child is in the process of learning a skill or concept. When a child is in the process of learning a skill or concept, the child is in the process of learning a skill or concept.

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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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Child's Language Information




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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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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

Completing a Developmental Profile



Desired Results Developmental Profile®



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Into Practice

DIRECTIONS:

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

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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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Child's Developmental Progress Form

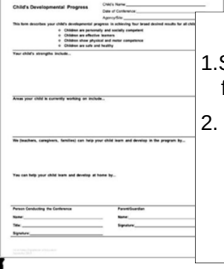
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Completing the Child's Developmental Progress Form



DIRECTIONS:

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

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DRDPtech[®]

Now required of all EESD programs



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

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DRDP data is compiled by...

- Individual child
- Classroom
- Contract

- DRDPtech
- 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



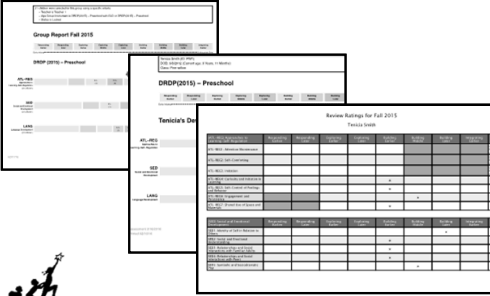
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DRDPtech[®] Reports



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DRDP Summary of Findings

California Department of Education
Early Education and Support Division
March 2016

EEED 3000

Desired Results Developmental Profile Summary of Findings
Classroom and Family Child Care Home (EEED 3000)

Classroom Type and/or FCSH Planning Site Follow-up Site(s)		Age Group (Infant/Toddler, Preschool, School-Age) Lead Planner Name and Position Lead Planner Name and Position	
Key Findings from Developmental Profile Ask: Developmentally, what do we know about the children's current abilities in our classroom?	Action Steps (Including current writing opportunities, interactions and learning strategies, assessment and materials, family engagement) Ask: What goals do we set to meet the needs of the young children?	Expected Completion Date and/or Ongoing Implementation and Program Response Ask: How do we measure progress?	Follow-Up and Reflection (Changes made and outcomes time extended) Ask: By what?

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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

Group Development Report This Year

	Receptive Language	Expressive Language	Early Math	Early Science	Early Social Interaction	Early Self-Regulation	Early Fine Motor	Early Gross Motor	Early Adaptive Behavior
DRDP (2015) - Infant/Toddler									
SEL-REG Approaches to Learning-Self Regulation									
Spring 2016	[Progress bar]								
Fall 2015	[Progress bar]								
SEL-REG Social and Emotional Development									
Spring 2016	[Progress bar]								
Fall 2015	[Progress bar]								
SEL-REG Language and Literacy Development									
Spring 2016	[Progress bar]								
Fall 2015	[Progress bar]								
SEL-REG Cognition, Including Math and Science									
Spring 2016	[Progress bar]								
Fall 2015	[Progress bar]								

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
March 2016

**Directions Results Developmental Profile Summary of Findings
Classroom and Family Child Care Home (DRDP 2015)**

Teacher/Lead Name:	[Text Box]		
Teacher/Lead Title:	[Text Box]		
Classroom/Center Name:	[Text Box]		
Classroom/Center Address:	[Text Box]		
Classroom/Center Phone:	[Text Box]		
Classroom/Center Email:	[Text Box]		

DIRECTIONS:

1. Review narrative and DRDP Group Data Summary.
2. Identify **key findings**.
3. Draft **action steps**.

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DRDP-118

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Desired Results

November Webinar

Dual Language Learner

9:00 am **or** 3:00 pm
November 15, 2016

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

Read the Assessing Dual Language Learner handout.



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Taking it Back to the Agency



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





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

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California Department of Education (<http://www.cde.ca.gov/sp/cd/ci/mb1503.asp>)

Page Generated: 9/15/2015 8:44:44 AM

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



[Home](#) / [Specialized Programs](#) / [Child Development](#) / [Contractor Information](#)

Management Bulletin 16-06

Early Education and Support Division

Subject: Information about the options for implementation of the Desired Results Developmental Profile (2015) (DRDP [2015]) for providers of early education services for preschool-aged children funded by the Early Education and Support Division (EESD) and the Special Education Division (SED)

Number: 16-06

Date: May 2016

Expires: Until Rescinded

Authority: *California Education Code (EC)* sections 8203, 8203.5, 8261, and 8282; *California Code of Regulations*, Title 5, sections 18270.5 and 18272

Attention: Executive Directors and Program Directors of EESD General Child Care and Development Programs (CCTR), California State Preschool Programs (CSPP), Family Child Care Home Education Networks (FCCHEN), Migrant Center Programs (CMIG) and Severely Handicapped Programs (CHAN) and of SED-funded Early Education programs

Purpose

The purpose of this Management Bulletin (MB) is to inform DRDP (2015) assessment users that, starting Fiscal Year 2016–17, the DRDP (2015) will have two preschool views, a fundamental view and comprehensive view, for assessing children from preschool-age to kindergarten entry. This MB does not address the Infant/Toddler view of this instrument.

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, and for each child with exceptional needs, even if enrolled less than 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 the Desired Results Access Web page at <http://draccess.org/system/DRDPaccessSystemFedRequirements.html>.

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 California Department of Education (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. This assessment is fully aligned to the California Early Learning Foundations and Head Start Child Development and Early Learning Framework.

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 2015–16 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.

Recognizing the need for flexibility and based on research indicating which domains are most predictive of later school success, the CDE has identified fundamental domains that assess the essential domains of school readiness for preschool-aged children and created two preschool view options. The two view options are: (1) the Preschool Fundamental View which will require 30 measures and (2) the Preschool Comprehensive View which is comprised of the current 59 measures.

The Preschool Fundamental View option requires fewer domains for assessing preschoolers. The required domains are: (1) Approaches to Learning-Self Regulation, (2) Social and Emotional Development, (3) Language and Literacy Development, (4) Mathematics, and (5) Physical Development.

The Preschool Fundamental View allows flexibility for agencies who desire a more compact profile of a preschooler's development. The Preschool Comprehensive View (the current full, unabbreviated Preschool View) will continue to be available as an option for programs to use. The CDE is committed to the idea of the whole child and supporting all domains and encourages programs serving preschool-aged children to use the Preschool Comprehensive View.

The new Preschool Fundamental and Preschool Comprehensive Views pertain only to assessment of preschool-age children. The DRDP (2015) Infant/Toddler View remains unchanged.

Policy

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

The DRDP (2015) continues to be required for all preschool-aged children enrolled at least ten hours per week in a direct service CDE EESD contract and for each preschool-aged child with an IEP, even if receiving services less than ten hours per week. Beginning with the 2016–17 contract year, contractors have the option to use either the DRDP (2015) Preschool Fundamental View or the Preschool Comprehensive View. Program administrators will decide which preschool view their programs will use for the program year. The Preschool Fundamental View is required for all preschool-aged children with IEPs reporting to the California Special Education Management Information System (CASEMIS). Training will be provided to EESD teachers and SED assessors via webinars, training modules, and in-person training.

For up-to-date information regarding training activities, for EESD-funded programs, visit the Desired Results for Children and Families Web page at <https://www.desiredresults.us/training-opportunities>. For SED-funded programs or for information about children with IFSPs and IEPs, visit the Desired Results Access Web site at <https://www.desiredresults.us/faq>.

The DRDP access and the DRDP (2010) have been discontinued. Children dually enrolled in SED and EESD programs 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 utilizing one assessment** following the more stringent timeline, and handle DRDP data according to the requirements of each division.

DRDP Data Reporting

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, (4) California Tribal Child Care and Development Fund programs and (5) California Community Colleges, California State University and University of California. As of the 2015–16 program year, per MB 15-03, 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. Inspiron DRDP (2015) forms are available for programs without internet access. If you have further questions, please see MB 15-03.

For SED Programs

SED programs will submit DRDP (2015) Preschool Fundamental View data for all preschool-aged children with IEPs to CASEMIS. For questions about CASEMIS, contact casemis@cde.ca.gov.

Questions

EESD Programs

Questions regarding the information in this MB may be addressed to Serene Yee, Consultant, Quality Improvement Office, by phone at 916-322-1048 or by e-mail at syee@cde.ca.gov or your assigned Early Education and Support Field Services Consultant. Contact information can be found on the Consultant Regional Assignments Web page at <http://www.cde.ca.gov/sp/cd/ci/assignments.asp> or by phone at 916-322-6233.

SED Programs

Questions regarding the participation of SED in the DRDP Assessment System may be addressed to Sheila Self, Consultant, Policy Program Services Office, by e-mail at sself@cde.ca.gov. For questions regarding SED requirements for use of the DRDP (2015), including training, reports, or technical assistance, contact the Desired Results Access Project by e-mail at info@draccess.org, by phone at 1-800-673-9220, or by visiting the Desired Results Access Project Web page at <http://www.draccess.org/professionaldevelopment>.

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: Friday, May 27, 2016

Treasure Hunt

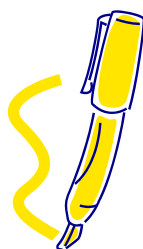


Session 3



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



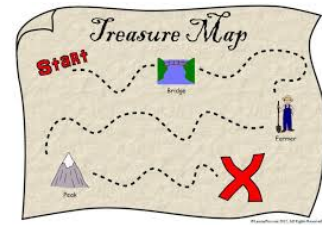
ACTIVITY PROCESS:

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:

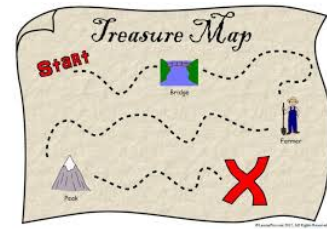
- Return to the large group. Read the Treasure Hunt questions and solicit answers from the group. Correct misconceptions as needed.
- Explain that the DRDP Frequently Asked Questions are available on the Desired Results website, and that participants should check the site regularly to see if there have 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) Frequently Asked Questions (FAQ)

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 child's 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. If the child leaves or withdraws before the 60 days, does an assessment still need to be completed?

The assessment is only completed if the child is still enrolled in the program.

4. Who is required to administer the DRDP?

The child's primary teacher or caregiver is responsible for completing the DRDP. It should not be completed by assistant teachers or by families, although their comments and other anecdotal observations should 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.

5. Which version of the Desired Results Developmental Profile (DRDP) should be used?

- **Infant/Toddler:** Use the DRDP (2015)–Infant/Toddler View for children from early infancy to 36 months, unless two years and seven months in a preschool classroom.
- **Preschool:** The agency may use the DRDP (2015) Preschool Comprehensive View or the Preschool Fundamental View for children who are three years of age until kindergarten enrollment. The DRDP (2015) Preschool Comprehensive View or the Preschool Fundamental View 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 of the Preschool Fundamental View is required for all preschool age children with an IEP.
- **School Age:** For after school programs that provide services for children from kindergarten entry through 12 years of age, the agency may use the Desired

6. Is it okay to use DRDP-K for preschool children?

The Desired Results Developmental Profile–Kindergarten© (DRDP–K (2015) ©) 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. It may not be used with preschool children.

7. For how long should DRDP forms be maintained on file?

There is a five-year record retention requirement for maintaining DRDP records. DRDPtech allows programs to meet this record retention requirement and store the DRDP records in a free, secure online system.

8. Should the portfolios be kept on file also?

Portfolios should be kept on file (either electronically or paper versions) 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.

9. Should there be a comment for each measure?

To complete the DRDP, teachers and caregivers should gather ongoing evidence and documentation of the child's growth. California Department of Education (CDE) Early Education and Support Division (EESD) programs are required to maintain portfolios for each child. There is no requirement to add comments.

[Frequently Asked Questions about the DRDP \(2015\) Fundamental View](#)

10. Regarding the new Fundamental View for the DRDP (2015) Preschool tool, will there be an update to DRDPtech?

A. Yes, there will be an update in DRDPtech by December 2016. Meanwhile, please mark “unable to rate” in conditional measures Physical Development-Health (PD-HLTH) measures 5-6 and 10, if you do not need them, as well as for all measures for the domains of History-Social Science (HSS) and Visual Performing Arts (VPA). Once that is completed, child records can be locked.

B. There is an option for an administrator to upload the child records into DRDPtech with the template that has PD-HLTH measures 5-6 and 10 and all measures in the domains of HSS and VPA marked “unable to rate.” After uploading, only the fundamental measures will show as being able to rate for the teacher. However, if there are children with IEPs in the classroom programs, the teacher should not mark PD-HLTH measures as unable to rate, but rather the teacher should fill those conditional measures out themselves.

11. Is it possible for our staff to use the paper ratings record until the online version is ready, and then input the data into DRDPtech?

Programs are able to enter ratings into DRDPtech now. There is no need to wait for the Fundamental View. There will be an update in DRDPtech by December 2016. Meanwhile, please mark “unable to rate” in PD-HLTH measures 5-6 and 10 (if a child does not have an IEP) as well as for all measures in the domains of HSS and VPA. Once that is completed, child records can be locked.

12. Will children with IEPs use the Fundamental View or the Comprehensive View?

Please use the same DRDP view with all of your children. All conditional measures are required for children with IEPs, except for the English Language Development (ELD) measures. The use of the ELD measures is dependent upon whether a language other than or in addition to English is spoken in the home. Special Education staff should go to www.draccess.org for information on requirements on what to submit to the state for state reporting.

13. When will the Fundamental View Spanish resource be available?

The DRDP (2015) Fundamental View Spanish resource will be available by August 30, 2016.

14. Is the Fundamental View going to be available in the DRDP Portfolio App? If so, what's the estimated date of its availability?

The DRDP Portfolio App has all of the measures of the DRDP (2015). Teachers can collect evidence for the measures they are rating. The DRDP Portfolio App does not require evidence for all measures. It may be updated in the future, but at this time, the DRDP Portfolio App has all the measures for each age group.

Desired Results Developmental Profile (DRDP) Formatting

15. Should the DRDP be copied each time it is administered?

It is required that teachers use DRDPtech for entering their DRDP ratings. Therefore, the teacher only needs one copy of the DRDP. Some programs choose to enter data into DRDPtech by scanning in ratings using an outside service. In those cases, a rating record will be needed for every child, each rating period. Teachers should still review and reflect on the evidence and documentation while reading the measure and level descriptors.

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

16. 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 teacher. Ratings for all rating periods must be entered into DRDPtech.

17. 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.

If an agency chooses to complete the Preschool Fundamental View, the agency also has the option of completing additional domains, as required by the agency.

18. Can observations be put directly on the DRDP 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 marking period. There is no comment box available on the DRDP or in DRDPtech.

19. Is the DRDP available in computerized version (meaning profiles can be filled out electronically and summaries automatically generated)?

DRDPtech is a cloud-based computer system for the 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. DRDPtech is required for use by EESD programs.

20. Can a child demonstrate mastery of a developmental level on the 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. The exception is the English-language development measures.

Developmental Levels

21. After marking the highest developmental level (integrating) on the DRDP (2015)-Preschool 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.

22. 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.

23. Will most preschoolers reach the integrating level prior to enrolling in kindergarten?

The DRDP research shows that most preschoolers will reach the building level by the end of their preschool years. In California, some children begin transitional kindergarten at age 4, kindergarten at age 5 or at age 6. The DRDP is calibrated to accommodate a broader range of abilities. There is some overlap both with the DRDP (2015)-Infant/Toddler instrument and the DRDP-K instrument in order to encompass the range of abilities.

24. 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.

25. Is emerging a developmental level?

No. Emerging is used to show the child is beginning to demonstrate some of the skills, knowledge or behaviors at the next level. A developmental level must be marked first before marking emerging.

Children with Special Needs

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

There is only one instrument for all children, including children with an IEP. Per the California Department of Education [Management Bulletin 15-03](#), 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 an Individualized Education Program (IEP) and for all infants and toddlers with Individual Family Service Plans (IFSP) reporting to the California Special Education Management Information System (CASEMIS).

Availability of Training/Training Documents

27. 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.

28. Is there any other training available?

Yes, there are online modules available on caearlychildhoodonline.org as well as tutorials on the desiredresults.us website. Teacher training is available for a fee. Teacher training dates and locations are posted on the Desired Results Web site under [Training/Onsite Training](#).

29. 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.

30. Where can I find a list of Desired Results certified trainers?

The WestEd Desired Results Training and Technical Assistance Project is the sole California Department of Education (CDE) Early Education and Support Division (EESD) contractor authorized to provide training on the DRDP and to certify trainers to provide training on the DRDP within their agencies. To schedule a training for your agency, please fill out the [Teacher Training Request Form](#).

31. Is there a training video or materials for the Desired Results Developmental Profile (DRDP)?

Online courses on the DRDP, Observation of Young Children, and Preschool English Learners may be available through California Early Childhood Online (CECO) on the website at <https://www.caeearlychildhoodonline.org/login.aspx>. Training materials are routinely posted on the Desired Results Web site <https://www.desiredresults.us/materials>

32. 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

33. Is this instrument aligned with the Head Start (HS) framework?

Yes, it is. Alignment resources are available on the Web site <https://www.desiredresults.us/cdeeesd-resources>

34. How many times a year is the DRDP completed in a Head Start program?

The requirement for Head Start programs is "Aggregating and analyzing aggregate child-level assessment data at least three times per year." [Head Start Performance Standards 1307.3\(b\)\(1\) and 1307.3\(b\)\(2\)](#). Also: [Head Start Act, section 641A\(g\)\(2\)](#).

35. 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

36. 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.

37. Are trained Family Child Care providers in a Family Child Care Home Education Network (FCCHEN) allowed to complete DRDP?

FCCHEN 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 unless it is part of the contract with the FCCHEN.

Preschool Learning Foundations

38. How does the Desired Results Developmental Profile (DRDP)–[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!

Answers to Treasure Hunt

Treasure Hunt #1	Answer
1. First DRPD due	#1 and #2
2. Creative Curriculum	#32
3. Integrating Earlier	#21 and #22
4. FCCHEN	#36 and #37
5. Inclusive Classroom	#26
Treasure Hunt #2	
1. Which View	#5
2. Save Paper	#15 and #16
3. Portfolios	#8
4. All the Measures	#17
5. Training	#27

Compare and Contrast

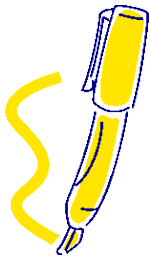


Session 3



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:
 - o The one difference in developmental domains among the three age levels
 - o 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
Physical Development– Health	PD-HLTH 	9	Inquiry Through Observation and Investigation	20
		11	Knowledge of the Natural World	21
		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

Developmental Domain

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

Measure

Definition

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later ○
Responds in basic ways to others	Uses senses to explore self and others	Recognizes self and familiar people	Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)	Expresses simple ideas about self and connection to others	Describes self or others based on physical characteristics	Describes the feelings or desires of family members, friends, or other familiar people
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 pretend making cookies—just like Grandma! while rolling play dough. - Draws picture of a house and communicates, "This is my house."	- 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 suso. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].
						Developmental Level feelings to those of others
						- 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, "我喜欢游泳, 但是我姐姐不喜欢," ["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

SED 1

Identity of Self in Relation to Others

SED 1

DRDP (2015)

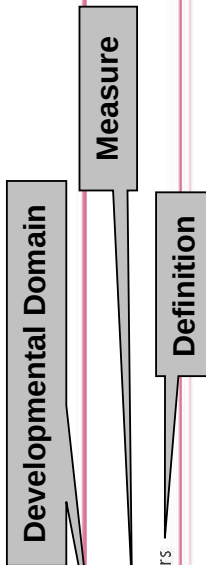
A Developmental Continuum from Early Infancy to Kindergarten Entry

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
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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

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Cognition, Including Math and Science	COG 	1	Spatial Relationships	27
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Physical Development –Health	PD-HLTH 	1	Perceptual-Motor Skills and Movement Concepts	38
		2	Gross Locomotor Movement Skills	39
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		4	Fine Motor Manipulative Skills	41
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		6	Personal Care Routines: Hygiene	43
		7	Personal Care Routines: Feeding	44
		8	Personal Care Routines: Dressing	45
		9	Active Physical Play	46
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History–Social Science	HSS 	1	Sense of Time	48
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		3	Ecology	50
		4	Conflict Negotiation	51
Visual and Performing Arts	VPA 	5	Responsible Conduct as a Group Member	52
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		3	Drama	55
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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	Describes own preferences or feelings to 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.							
Examples - 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.							
Descriptor - Acts out roles from family in pretend. - Communicates, "I'm making cookies—just like Grandma!" while rolling play dough. - Draws picture of a house and communicates, "This is my house."							
Descriptor - Communicates, using a growth chart posted on the wall. - 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.							
Descriptor - 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 suso. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].							
Descriptor - 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

SED 1

Identity of Self in Relation to Others

SED 1

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



Developmental Domain

Measure

Definition

School-Age

Developmental Domain: SSD — Self and social development

Measure 1: Identity of self and connection to others
 Definition: Child shows increasing awareness or understanding of self and his or her connection to others

Not yet at first level

Developing

Understanding

Integrating

Expanding

Connecting

1. Mark the developmental level the child has mastered.
☐ Developing
☐ Understanding
☐ Integrating
☐ Expanding
☐ Connecting

Descriptor
 Describes self in terms of roles within one or more groups of people he or she knows

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."

Descriptor
 Describes self in terms of roles he or she may not know (the whole school, the town where he or she lives)

Examples
 ▶ "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."

Descriptor
 Describes self in terms of roles he/she may have in the future

▶ "I think I'd make a good coach because I'm a good athlete and I can come up with good plays."
 ▶ "I like helping children with their math homework; that's why I want to be a teacher."
 ▶ "I'd like to be a nurse because I like to help people, especially when they are sick."

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

Measure 1

Identity of self and connection to others

SSD 1 (of 9)

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DRDP-148

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



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.

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 ○
Attends or responds to people or things in basic ways 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.	Plays with books; and Responds to other literacy activities - 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].	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes - 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.	Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult - 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.	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 - 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.	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games - 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.	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story - 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.
						Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests - 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.

**Interest in Literacy****LLD 5**

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

LLD 5

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 ○
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; <i>and</i> Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group
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.
						Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; <i>and</i> Recites numbers correctly, up to 20
						- 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



COG 3

Number Sense of Quantity

COG 3

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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	Later
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, using hands, with strength, accuracy, and coordination
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.	• 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.
				• 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.	• 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**PD-HLTH 4****Fine Motor Manipulative Skills****PD-HLTH 4**

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 (2015) Infant/Toddler View 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) Preschool Fundamental View For use with preschool-age children 6 Developmental Domains 43 Measures ATL-REG: (7) SED: (5) LLD: (10) ELD: (4) COG: (7) PD-HLTH: (10)	DRDP (2015) Preschool Comprehensive View 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
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Practice Noticing Descriptions and Interpretations

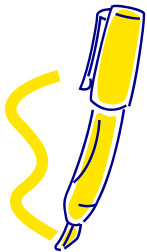


GOALS:

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.



Session 3



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

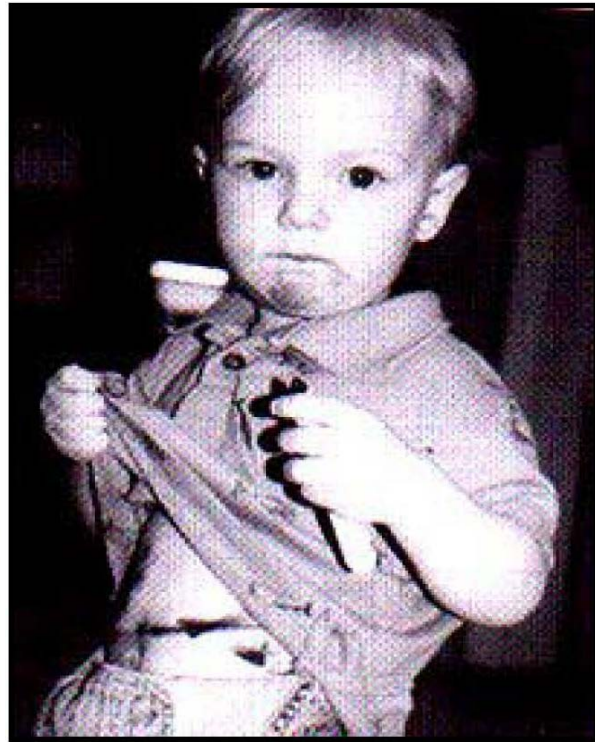
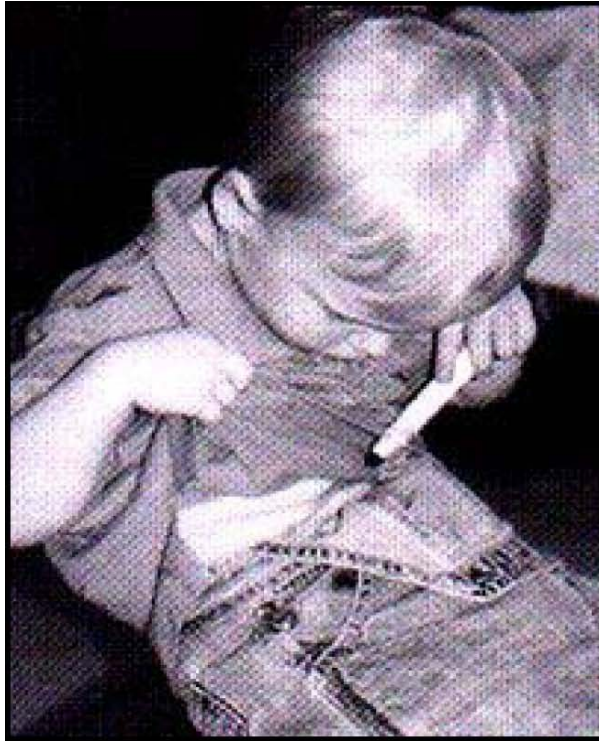
Descriptive Example

"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?



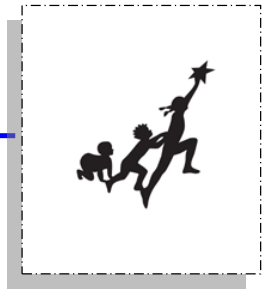
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DESCRIPTIVE	INTERPRETIVE

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

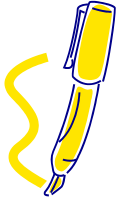
LLD and ELD Directions Activity



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

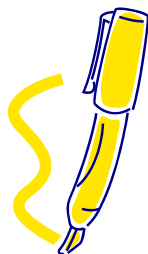


Session 3



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.



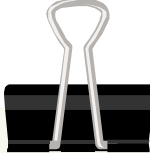
8-10

Mai smiles and walks unsteadily to mom when she comes to pick her each day. She raises her arms to say “Up”.



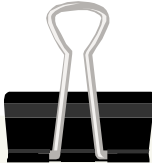
8-12

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.

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.

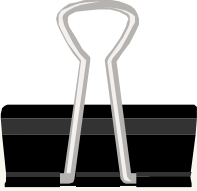
9-18

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.

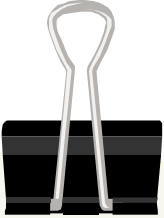
MOTOR with Mai



8-10

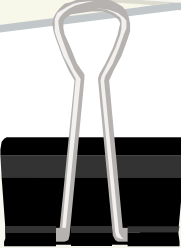
Mai walks steadily on a flat surface. She balances her body front to back when stepping on uneven surfaces like in the sand box or on the mattress on the floor.

Her mom says that she started pulling up to stand at 10.5 months and has been walking steadily for 2 months.



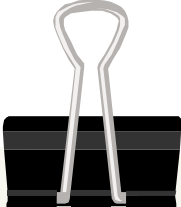
8-16

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.



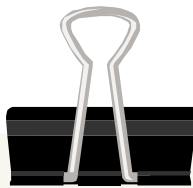
8-18

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.



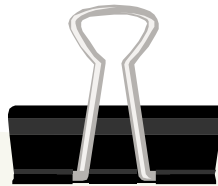
9-01

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.



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.

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 Middle	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 Middle	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

This report shows which DRDP® measures have been rated for an individual child so far during the current observation and assessment. Measure names appear down the left side, in the same order as in the DRDP®. Developmental level names appear across the top. A (⚡) symbol indicates the developmental level rated for the measure. A (▶) symbol shifted to the right indicates that the level was rated and that the box for "Child is emerging to the next level" was also marked. A row with no symbol means the child has not yet been assessed for that measure or that "Unable to rate" was marked.

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.



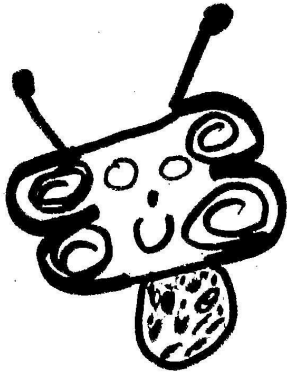
4/09 Ruby draws this picture after a discussion conducted in English about the death of a classroom caterpillar. She explains, "La oruga se cayo en el suelo y se murio. La Sra. Wilson la puso en el jardin para que descanse alli."

Translation-"The caterpillar fell in the ground and it died. Mrs. Wilson put it in the garden so it can rest there."

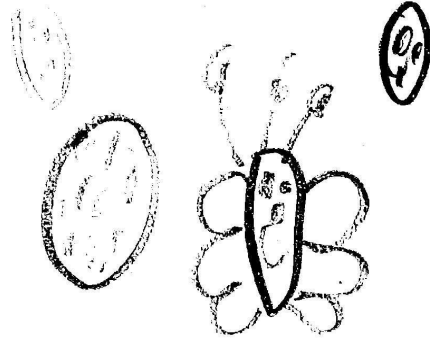
5/09 After listening to a story read aloud in English about the butterfly lifecycle, Ruby draws this representation. She draws each scene on a separate page of her booklet and dictates the story in English. She includes a front cover and points to her name when asked who the author is.

1

RUBY



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 Middle	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								★	

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School age Portfolio

Self Concept + Literacy

Children show self-awareness and a positive self-concept

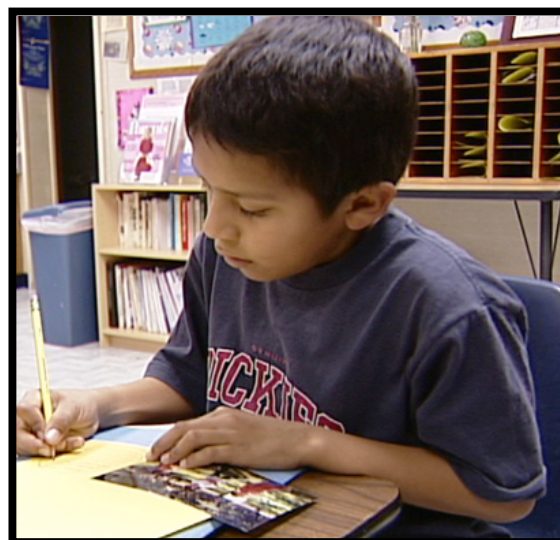
Children demonstrate emerging literacy skills

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.

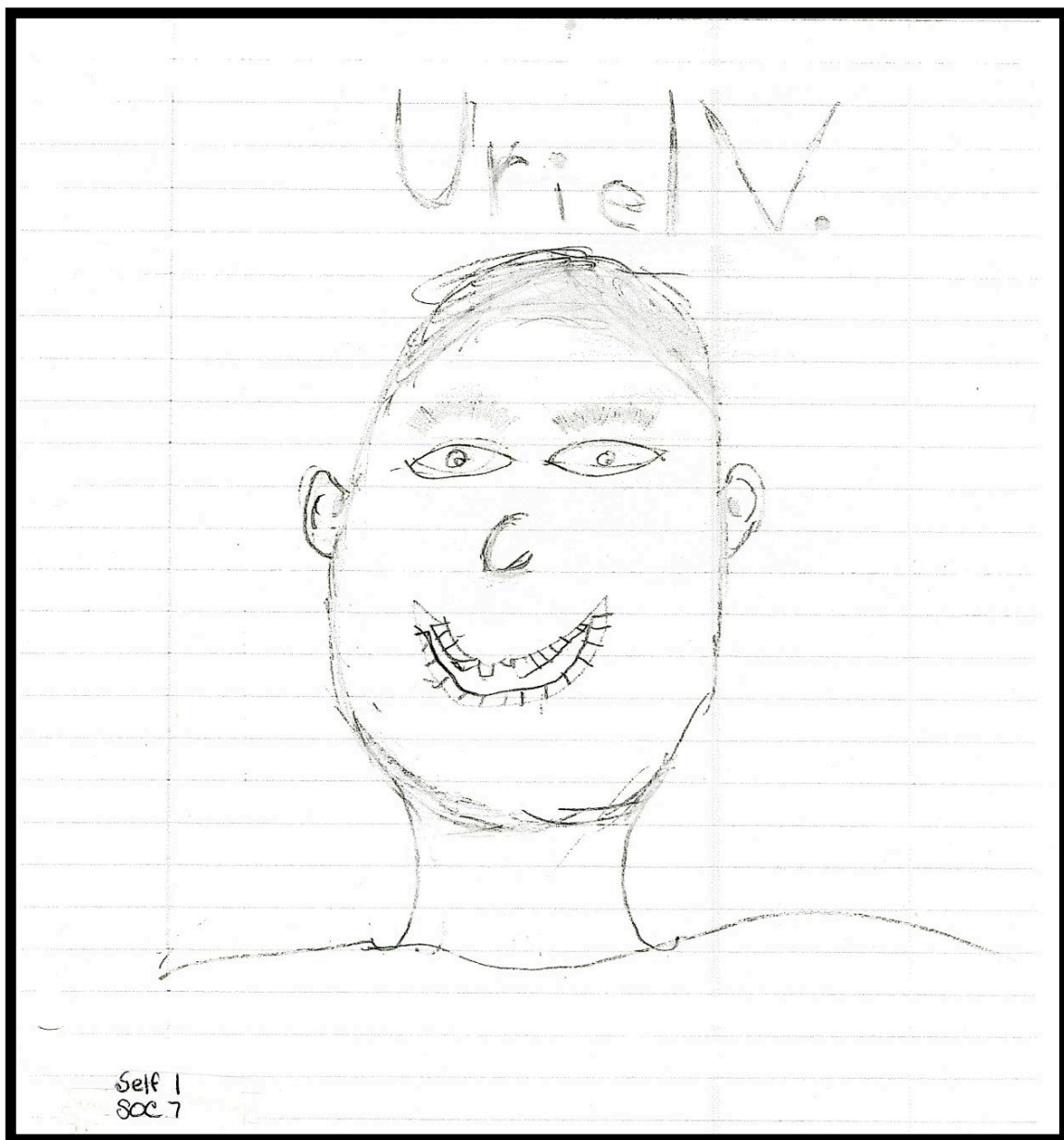


10/12

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.



Self Concept with Uriel



LITERACY with Uriel

Child Uriel Date 5/22 Time 4:00pm
 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 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 1/2 done.

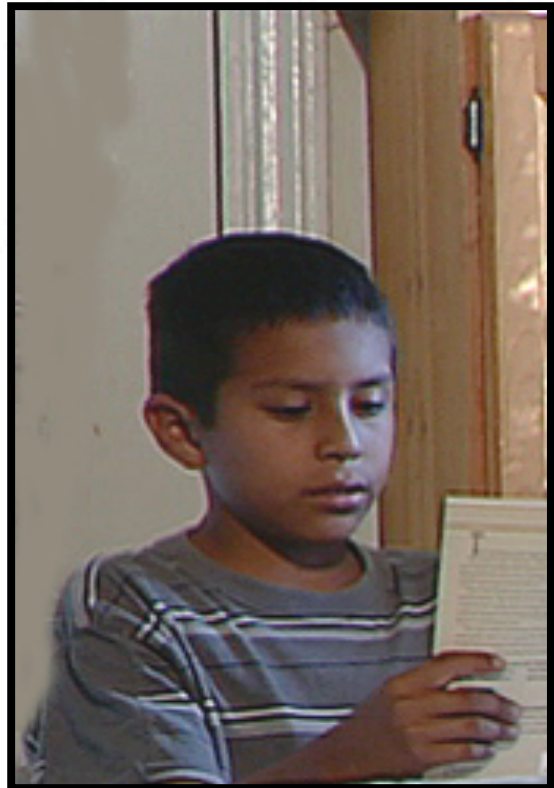
6/2

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.

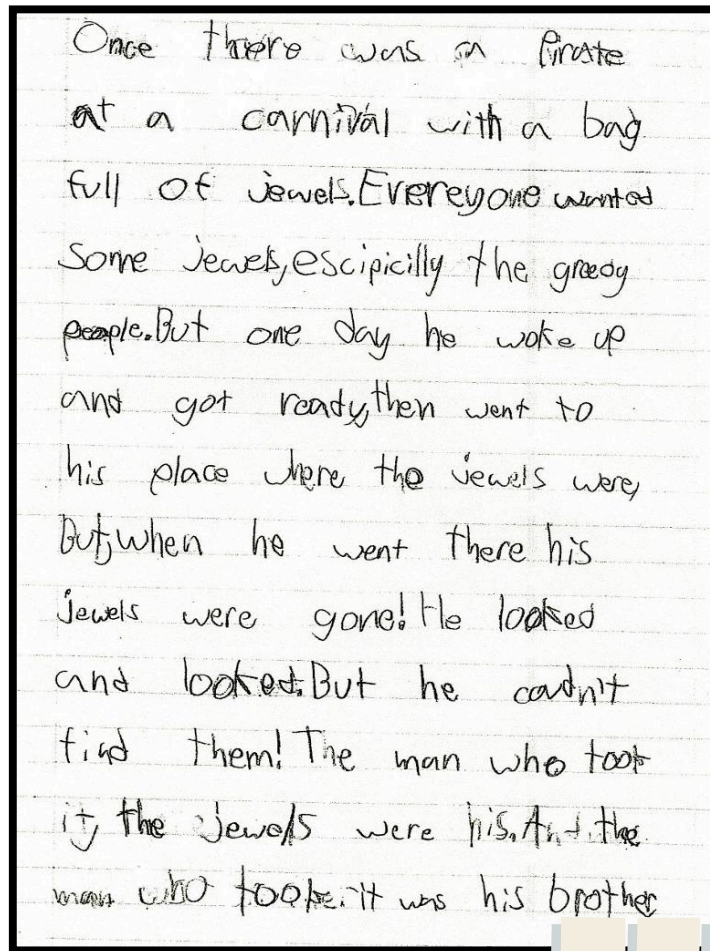
Child Uriel Date 5/23 Time 3:10pm
 DR1 DR2 DR3 DR4 Indicator/Measure Lit 1 mea 22

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.



Uriel's Writing Sample



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.

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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-

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Completing a Child's Developmental Progress Form

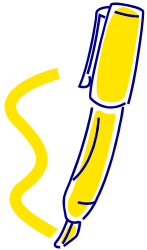
Session 3



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

Name: _____

Title: _____

Signature: _____

Parent/Guardian

Name: _____

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.

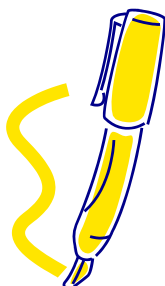
Person Conducting the Conference	Parent/Guardian
Name:	Name:
Title:	Signature:
Signature:	

Writing a Summary of Findings



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® Classroom Summary 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:
 - o Planned learning opportunities, indoors and outdoors
 - o Interactions and strategies to support the development of the key findings
 - o The environment and materials
 - o Strategies that help families engage in supporting the development of their child
- The following are resources for teachers and providers when developing Action Steps:
 - o *California Infant/Toddler Curriculum Framework* at <http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf>
 - o *California Preschool Curriculum Framework, Volumes 1-2* at <http://www.cde.ca.gov/sp/cd/re/psframework.asp>
 - o *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 Legal Name	
Contract Type and/or FCCHEN	Age Group (Infant/Toddler, Preschool, School-Age)
Planning Date	Lead Planner Name and Position
Follow-up Date(s)	Lead Planner Name and Position

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

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

**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? 42% of the class is at Building Earlier in the COG domain	Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom? 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	Ask: How do we accomplish our classroom goals?? November 30 Teacher George Ongoing Teacher Joy January 8 Teacher Linda	Ask: By when?

AND - When it connects two skills in the DRDP (skills or behaviors are **highlighted** in the descriptor). BOTH of the skills, or behaviors, must be observed in ONE observation.

If the descriptor uses ; and, then the behavior may be observed in two separate observations.

Measure	Developmental Level & Descriptor
ATL-REG 2: Self Comforting	<u>Building Earlier:</u> Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways
ATL-REG 5: Self Control of Feelings and Behaviors	<u>Responding Later:</u> Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult
ATL-REG 7: Shared Use of Space and Material	<u>Exploring Later:</u> Takes and plays with materials of interest, even when they are being used by another child
SED 3: Relationships and Social Interactions with Familiar Adults	<u>Responding Later:</u> Shows a preference for familiar adults and tries to interact with them <u>Exploring Earlier:</u> Interacts in simple ways with familiar adults and tries to maintain the interactions <u>Integrating Earlier:</u> Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
SED 5: Symbolic and Sociodramatic Play	<u>Integrating Earlier:</u> Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea
LLD 5: Interest in Literacy	<u>Building Middle:</u> Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
ELD 1: Comprehension of English (Receptive English)	<u>Exploring English:</u> Attends to interactions in English and sometimes participates in activities conducted in English; and Shows understanding of a few common English words in familiar contexts or routines
COG 2: Classification	<u>Building Later:</u> Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups <u>Integrating Earlier:</u> Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
COG 4: Number Sense of Math Operations	<u>Exploring Later:</u> Manipulates objects and explores the change in the number in a group
COG 6: Patterning	<u>Exploring Earlier:</u> Notifies and responds to simple repeating sequences

Measure	Developmental Level & Descriptor
COG 7: Shapes	<u>Building Earlier:</u> Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them <u>Integrating Earlier:</u> Describes several shapes and the differences between them
COG 9: Inquiry Through Observation and Investigation	<u>Building Middle:</u> Observes objects and events of interest in the environment, makes simple predictions about them and checks the predictions <u>Integrating Earlier:</u> Contributes to planning and carries out detailed observations and complex investigations to answer question of interest
PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts	<u>Building Later:</u> Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces <u>Integrating Earlier:</u> Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces
PD-HLTH 2: Gross Locomotor Movement Skills	<u>Building Middle:</u> Coordinates and controls individual locomotor movements, with some success <u>Building Later:</u> Combines and coordinates two or more locomotor movements together in effective ways with some success <u>Integrating Earlier:</u> Combines a variety of locomotor movements and moves effectively across a range of activities
PD-HLTH 6: Personal Care Routines: Hygiene	<u>Building Later:</u> Initiates and carries out most steps of familiar hygiene routines on own <u>Integrating Earlier:</u> Initiates and completes familiar hygiene routines on own
HSS 4: Conflict Negotiations	<u>Building Later:</u> Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs
VPA 3: Drama	<u>Building Later:</u> Creates and maintains details of a character when contributing to an improvised drama (e.g. dialogue, plot, setting) without adult prompting
VPA 4: Dance	<u>Building Middle:</u> Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues <u>Building Later:</u> Produces dance like movements with increasing body control and awareness, in response to music, tempo, rhythms, others' movements, or adults' cues <u>Integrating Earlier:</u> Improvises dances by changing tempos (e.g., fast/slow) and by varying qualities of movements (e.g., big/small, high/low, smooth/jerky) in response to music

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

Measures at-a-Glance

Preschool Fundamental View

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Approaches to Learning –Self-Regulation	ATL-REG 	1	Attention Maintenance	1
		2	Self-Comforting	2
		3	Imitation	3
		4	Curiosity and Initiative in Learning	4
		5	Self-Control of Feelings and Behavior	5
		6	Engagement and Persistence	6
		7	Shared Use of Space and Materials	7
Social and Emotional Development	SED 	1	Identity of Self in Relation to Others	8
		2	Social and Emotional Understanding	9
		3	Relationships and Social Interactions with Familiar Adults	10
		4	Relationships and Social Interactions with Peers	11
		5	Symbolic and Sociodramatic Play	12
Language and Literacy Development	LLD 	1	Understanding of Language (Receptive)	13
		2	Responsiveness to Language	14
		3	Communication and Use of Language (Expressive)	15
		4	Reciprocal Communication and Conversation	16
		5	Interest in Literacy	17
		6	Comprehension of Age-Appropriate Text	18
		7	Concepts About Print	19
		8	Phonological Awareness	20
		9	Letter and Word Knowledge	21
		10	Emergent Writing	22

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
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
Physical Development –Health	PD-HLTH 	1	Perceptual-Motor Skills and Movement Concepts	34
		2	Gross Locomotor Movement Skills	35
		3	Gross Motor Manipulative Skills	36
		4	Fine Motor Manipulative Skills	37
		5	Safety	38
		6	Personal Care Routines: Hygiene	39
		7	Personal Care Routines: Feeding	40
		8	Personal Care Routines: Dressing	41
		9	Active Physical Play	42
		10	Nutrition	43

Preschool Fundamental View Conditional Measures

- The nine conditional measures highlighted in yellow are required for preschool-age children with IEPs.
- The four in green are required for children who have a language other than English spoken in the home.
- For more information, please reference the DRDP (2015), p. Intro-4, below.

Conditional Measures for Preschool-Age Children	
Some measures in the DRDP Preschool View are considered conditional measures that are only assessed when certain conditions are met. These measures should be used if they assist teachers and service providers in planning a child's learning activities and supports, and documenting progress.	
Conditional measures are used in three instances:	
• If a preschool child has not developmentally moved beyond the four earlier-development measures. • If a language other than English is spoken in the child's home. • If the child is still working on the health measures (required for all children with IEPs).	
Please note that the <i>Earlier Development Measures</i> , and the <i>Physical Development and Health measures</i> are required for children with IEPs.	
Measure	Conditions Under Which to Assess
Earlier Development Measures ATL-REG 1: Attention Maintenance ATL-REG 2: Self-Comforting ATL-REG 3: Initiation CDC 1: Spatial Relationships	• Required for all infants and toddlers • Required for all preschool-age children with IEPs • Recommended for a preschool-age child whose development is not beyond the latest developmental level • If useful, select any or all of these four measures to assess
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	• Used if a language other than English is spoken in the child's home as indicated on the Information Page • Used only with preschool-age children • Not used with children who are deaf or hard of hearing and not learning spoken language • If rated, complete all of the measures in the ELD domain*
Physical Development and Health Measures PD-HLTH 5: Safety PD-HLTH 6: Personal Care Routines: Hygiene PD-HLTH 7: Personal Care Routines: Feeding PD-HLTH 8: Personal Care Routines: Dressing PD-HLTH 10: Nutrition	• Required for all infants and toddlers except PD-HLTH 9 and 10 which are for preschool children only • In the Comprehensive View, PD-HLTH 7 and 8 are conditional. In the Fundamental View, PD-HLTH 5-8 and PD-HLTH 10 are conditional. • Required for all preschool-age children with IEPs • Recommended for preschool children when this information would be useful for documenting progress or planning this child's learning activities and supports

*Guidance for rating ELD measures for children who are dual language learners is provided in the section, "Young Dual Language Learners and the DRDP (2015)" on page Intro-2.

Child Report Guidance for Teachers

The Child Report provides information about a child's knowledge, skills, and behaviors across a range of developmental domains¹ that are aligned with California's early learning and development foundations.² Educators may use the results to guide individual instruction and modify curriculum; they may also share them with families and other providers in order to better understand and plan support for each child's learning and development. Along with a system for organizing ongoing observation notes and completing the Desired Results Developmental Profile (DRDP) (2015), the Child Report provides teachers, service providers, and families with information about a child's development, indicating areas of strength and areas for further support.

What information is displayed on the Child Report?

- The Child Report displays the child's domain ratings for the DRDP (2015) for the assessment period, indicated at the top of the page.
- A color-coded legend of the developmental levels of the DRDP (2015) is displayed at the top of the page. Not all developmental levels are available in each domain.
- The infant and toddler report displays each of the five domains assessed in the DRDP (2015) Infant/Toddler View.
- The preschool report displays each of the eight domains assessed in the DRDP (2015) Preschool View. It breaks out the Language and Literacy Development domain into Language and Literacy subdomains and displays ratings for each separately. The Cognition domain breaks down into Math and Science. The Physical Development – Health domain breaks down into the Physical Development and Health subdomains.

What are the features of the Child Report?

A **domain scale** portrays the developmental progression of knowledge, skills, and behaviors encompassed by the collection of measures included in each DRDP (2015) domain.³ When looking at the measures on the DRDP (2015) instrument, each level appears to be an equal developmental distance from the other. However, as children grow and develop, some knowledge and skills take more time to master than others. These differences in development are expected and are represented by differing widths of the developmental levels in the domain scale; these widths are the same for all children. The location of the marker on each domain scale is unique to each child.

The child's ratings for each measure in the domain are statistically transformed to create the overall **domain rating**. For example, all measures in the Language and Literacy Development domain are used to calculate the domain rating. The vertical line on each domain scale indicates the child's rating along the domain scale.

The **standard error** line is the horizontal line through the domain rating. The standard error line represents the range on which one can be confident that a child's level of development lies.⁴

The **DRDP (2015) domain icon** represents the developmental domain from the DRDP (2015) and generally represents the associated domain in the California Department of Education's early learning and development foundations.

The **DRDP domain/subdomain name** represents the abbreviation and full name of the DRDP (2015) domains and subdomains.

¹ Wherever the term domain is presented, it also refers to the subdomain.

² For more information about California Early Learning and Development Foundations, visit <http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>

³ The domain scale is statistically derived from the distribution of response patterns for the measures in that domain.

⁴ For more information about standard error, see the Child Report Technical Guidance document.

DRDP (2015)

Child Report

For use with preschool-age children

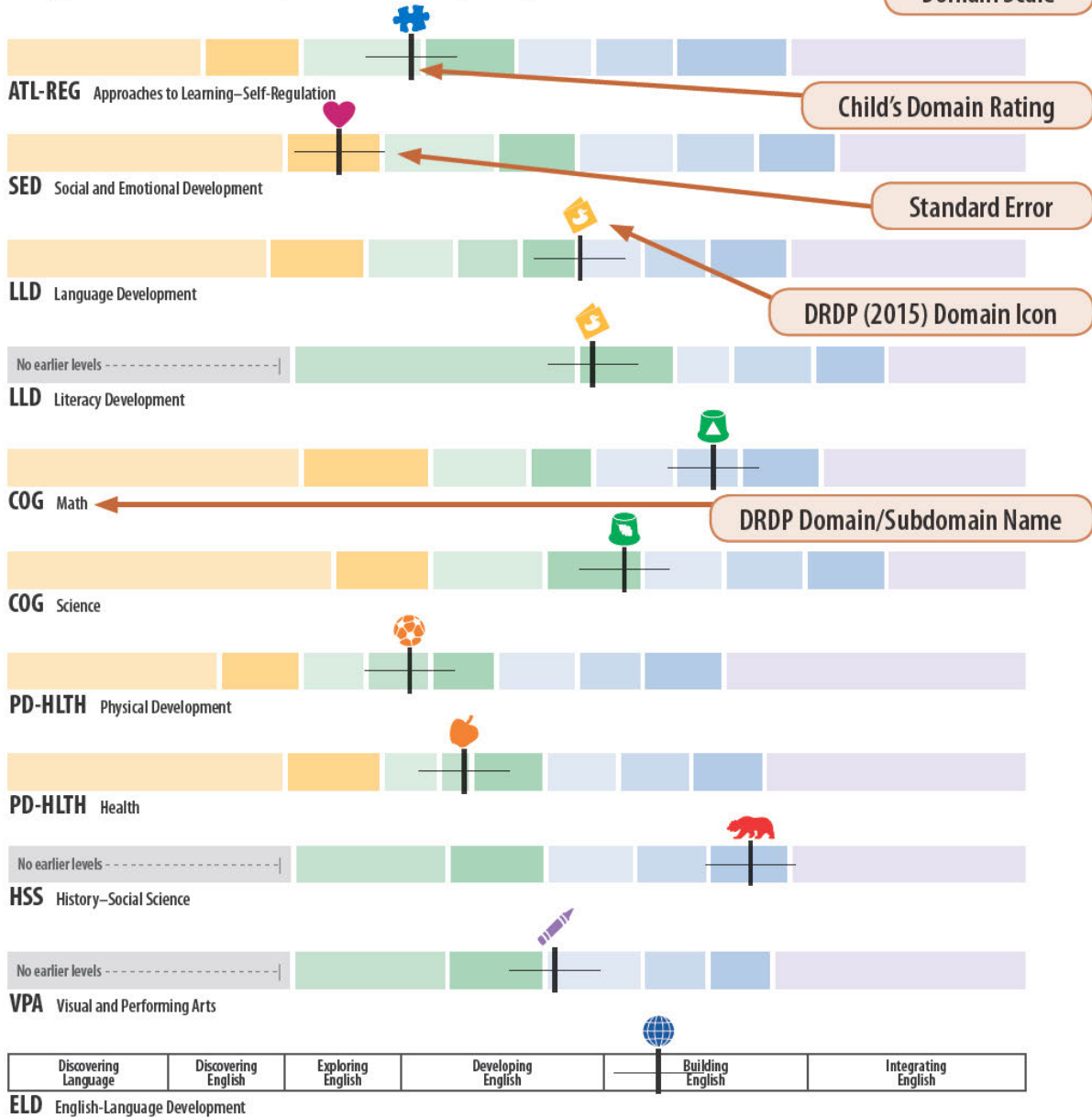
Child: Angeline Smithe Date of Birth: 01/12/2012 (3 years, 8 months)

Date DRDP (2015) was completed: 09/01/2015 Report Date: 09/03/2015

Teacher: Megan Anderson School: Napa Preschool

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Early Infancy					Kindergarten Entry			

Angeline's Development for Spring 2015



Understanding the domain scale

All of the levels for each measure follow a progression from early infancy (on the left), to kindergarten entry (on the right), like on the DRDP (2015) instrument. The DRDP (2015) instrument represents the developmental levels as equal intervals.

Developmental Domain: SED — Social and Emotional Development							
SED 4: Relationships and Social Interactions with Peers							
Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers							
Mark the latest developmental level the child has mastered:							
Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Shows awareness of other people, including children	Shows interest in other children	Plays alongside other children, rarely interacting with them	Interacts in simple ways with familiar peers as they play side by side	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	Organizes or participates in planning cooperative play activities with several peers, particularly with friends

Figure 1. Developmental progression for a sample measure.

A group of measures forms each domain. Each domain scale reflects the psychometric transformation of the developmental levels of the measures within that domain into a scale that is based on the data collected during the calibration studies of the DRDP (2015)

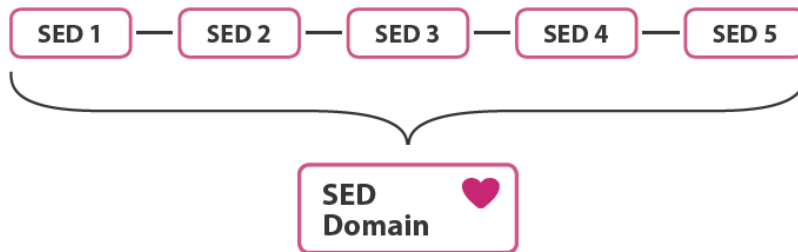


Figure 2. Measures form a domain.

Developmental levels on a domain scale that are represented with greater widths will typically take longer for children to master than developmental levels that are represented with lesser widths. The domain scale represents an overall developmental progression; however, it may take more or less time for an individual child to master a level.

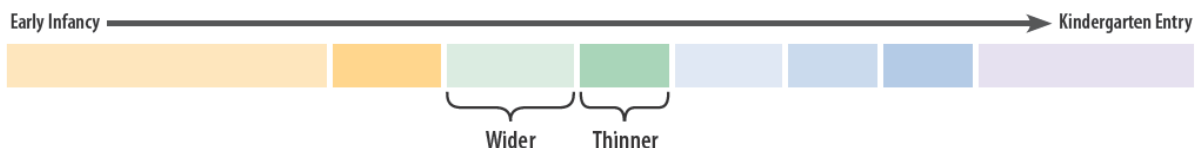


Figure 3. Developmental levels are represented by different widths.

If a child stays in a particular level for what appears to be an extended period of time, it is important to consider that the child may still have made gains within that domain. A teacher's observation notes, participation in classroom learning activities, and ongoing curriculum data (and other documents) can provide additional information about a child's learning and development.

The variation between developmental levels within and across each domain scale means that a child who demonstrates mastery at the Exploring Later level in one domain, for example, will not necessarily demonstrate mastery at Exploring Later in every other domain. Even when a child's ratings are both at the Exploring Later level across two domains, the vertical domain rating line may not be in the same place on each of the domain scales.

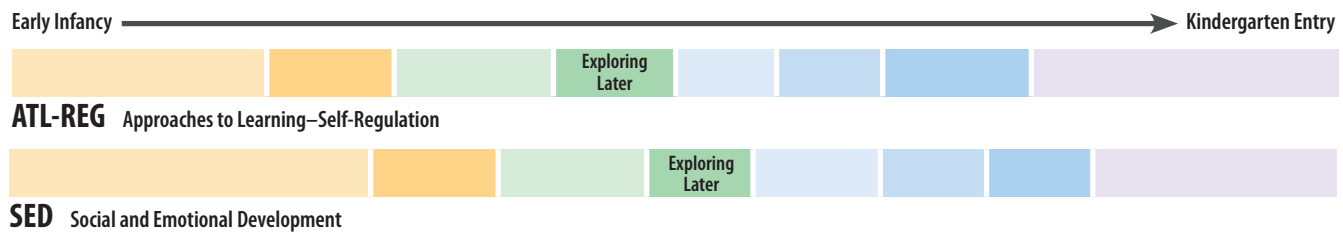


Figure 4. Placement of the developmental levels is unique to each domain.

How can the information in the Child Report be used?

The Child Report assists in understanding children's development and curriculum planning by:

- Highlighting broad areas of strength and areas that may require further support for an individual child.
 - Domain markers that are further to the left indicate earlier levels of development; domain markers further to the right indicate later levels of development.
- Providing an at-a-glance view of a child's learning and development related to a child's overall progress toward California's early learning and development foundations.
 - When looking at the location of the domain rating, consider whether it is near the early end of the level or the later end of the level and then consider whether to focus instructional planning within the current level or at the next level.
 - The standard error line indicates whether a given child's current level of development squarely falls within one level on the domain scale or whether the child is likely to be transitioning to the next developmental level and assists with focusing instructional planning.
- Displaying the different developmental distances of the levels and giving teachers more information about how much difficulty is associated with each level.
 - Developmental levels on a domain scale that are represented with greater widths will typically take longer for children to master than developmental levels that are represented with lesser widths.

How should the information in the Child Report *not* be used?

- It should **not** be used to determine eligibility for preschool, transitional kindergarten, or kindergarten.
- The information is **not** intended to be the only source of information that teachers or service providers use in understanding children's development.
- It should **not** be used to determine the developmental age for a child.

For more information about the DRDP (2015) refer to www.desiredresults.us and www.draccessreports.org.