DESIRED RESULTS

for Children and Families

⭐ IN THIS SECTION

Desired Results Training & Technical Assistance Project

Contents

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# Key Publications from the Early Learning & Care Division (ELCD)

California's Early Learning Foundations are at the center of The California Early Learning & Development System are two sets of learning foundations: 1) Infant-Toddler Learning and Development Foundations covering 4 domains of development; and 2) the California Preschool Learning Foundations (Volumes 1, 2, & 3). The foundations describe the knowledge and skills that young children typically acquire when given support in high quality early care & education programs. The preschool foundations identify 9 key domains of learning. Disponibles en Español.
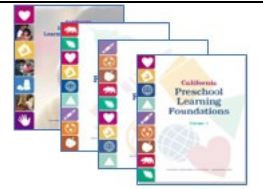
Foundations DVD Series includes 2 DVD sets:
The Infant-Toddler Learning and Development Foundations Series (3 DVDs) and The *Preschool Learning Foundations* DVD Series (9 DVDs). This DVD set can be ordered from CDE Press by calling the toll-free number at 1-800-995-4099.

California's Curriculum Frameworks are aligned with the foundations, the curriculum frameworks provide specific guidance to early childhood educators working in programs serving children birth to five years of age. The California Infant/Toddler Curriculum Framework (1 volume) and the California Preschool Curriculum Framework both give research- based strategies on teaching approaches, relationships, environments, and activities to early childhood educators that promote children's healthy development and learning so that young children are better prepared for success in school and in life. Disponibles en Español
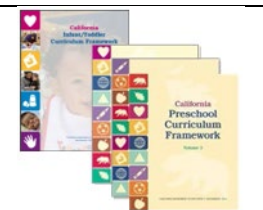
California Department of Education Streaming Video Subscription Service is an online streaming video subscription service. Users may now access the companion videos for California's educational resources on one simple platform. Currently, this service offers access to the following videos:
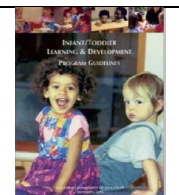- Infant/Toddler Learning and Development Foundations
- Preschool Learning Foundations
- Infant/Toddler Learning and Development Program Guidelines
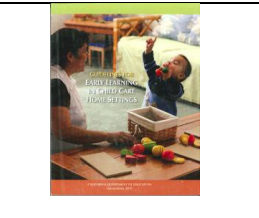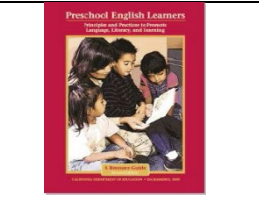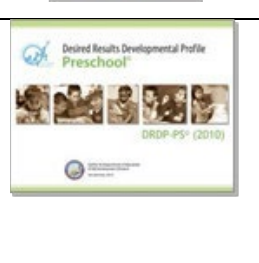- Preschool Program Guidelines
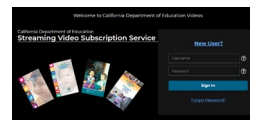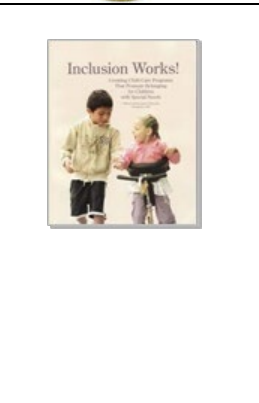
Alignment of the California Preschool Learning Foundations with Key Early Education Resources (2012) features descriptions of how California's preschool foundations are aligned with the California Infant-Toddler Learning & Development Foundations, California Content Standards, Common Core State Standards and Head Start Child Development & Early Learning Framework. Online format only. An abbreviated version can be found in the Preschool Learning Foundations, Volume 3 (Appendix B).
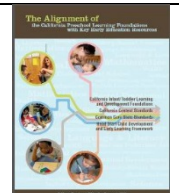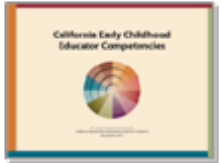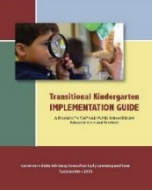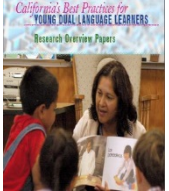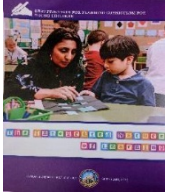
The **Infant/Toddler Learning and Development Program Guidelines** is aligned with the California Preschool Program Guidelines and emphasizes a family-focused approach. It describes research- based strategies on early care and education that help ensure the healthy development and learning for very young children ages birth to 3 years old. A companion DVD Set (2 DVDs) includes conversations with experts, teachers, family childcare providers, and families. It also features clips highlighting best practices in infant and toddler care settings. Disponibles en Español.

Key Publications from the Early Learning & Care Division (ELCD)

The **California Preschool Program Guidelines (2015)** are designed for administrators, directors, supervisors, college faculty, and policy makers. This comprehensive publication includes effective approaches for creating high-quality preschool programs. Special chapters include "Support for Young Dual Language Learners" and "Using Technology and Interactive Media with Preschool-Age Children." Guía del Programa Preescolar de California is the Spanish translation of this document. Companion DVD Set (2 DVDs). Subtítulos disponibles en Español.	
Guidelines for Early Learning in Child Care Home Settings (2010) was created to provide guidance to family child care providers so that they can offer high-quality early learning and development experiences to the young children in their care. Includes topics such as the roles and relationships involved in home-based child care; and how to create safe, inclusive care environments that foster healthy development and a love for learning.	
The **Preschool English Learners (PEL) Guide: The Preschool English Learners-Principles and Practices to Promote Language, Literacy, and Learning** provides guidance and strategies for teachers to promote high-quality language, literacy, & learning experiences for young English learners. Disponibles en Español. disponibles en Español.	
World Full of Language: Supporting Preschool English Learners (DVD) & booklet set is the companion DVD for Preschool English Learners (PEL) Guide: It covers how young children acquire English as a second language. Research- based strategies are featured to guide teachers on how to support English learners. This DVD is closed-captioned. Disponibles en Español.	
Desired Results Developmental Profile© (DRDP©) 2015 is an observation-based assessment instrument used to assess children's developmental progress. The DRDP was developed for the following four age groups: 1) Infant Toddler (I/T) - Birth to 36 months; 2) Preschool (PS) – 3-5 years 3) Kindergarten entry; 4) School Age (SA); Kindergarten through twelve years; School Readiness (SR); Transitional Kindergarten (TK); and Kindergarten (K). Disponibles en Español.	
Watching My Child Grow is an introduction for families to the Desired Results system and is dubbed in English, Spanish, and Mandarin. Disponibles en Español.	
Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs (2009) is a handbook for early care and education programs caring for children birth through 5 years old. This publication provides guidance and resources on specific ways to fully include young children who have disabilities or other special needs into regular preschool programs. This publication includes family-friendly approaches, strategies on environmental adaptations, and how to access inclusion resources.	

Key Publications from the Early Learning & Care Division (ELCD)

California Early Childhood Educator Competencies (2011) describes the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children birth through 5 years old. It contains twelve competency areas. Print copy is a binder-ready product. A companion video clip series (13 video clips) is available on the CDE website.	
PITC Resources through WestEd: The **Program for Infant/Toddler Care (PITC)** is a high-quality training system providing professional learning materials based on sound theoretical principles and research. Developed for trainers, program administrators, and teachers of infants and toddlers, these materials spell out a responsive, relationship-based approach to early care in which teachers learn to understand children's cues, interests, and skills and use them as the basis for an integrated curriculum that includes cognitive, communication- language, perceptual-motor, and social-emotional development. The importance of forming a close, caring relationship with each child and family is emphasized throughout all PITC materials.	
The **Transitional Kindergarten Implementation Guide (2013)** describes the essential components for school district administrators and teachers to consider as they develop comprehensive TK programs. The first chapter of the guide focuses on considerations for the structure and design of TK programs. Chapters 2– 8 provide in-depth discussion of effective instructional and curricular approaches, including the importance of family and community partnerships and other systems of support for transitional kindergarten.	
California's Best Practices for Young Dual Language Learners Research Overview Papers spans the disciplines of neuroscience, cognitive science, developmental psychology, assessment, educational research, family engagement, and the inclusion of children with special needs. These research summaries provide guidance to early childhood educators on how to best support the learning and development of young dual language learners in high quality preschool programs	
Best Practices for Planning Curriculum for Young Children Series (online only): Family Partnerships & Culture emphasizes the importance of being responsive to the cultures of the families as we develop meaningful partnerships with family members. Providing high quality care demands that we explore ways to connect with the families we serve. The result is high-quality learning experiences that contribute to children's well-being and successful development.	
The Integrated Nature of Learning explores how children learn across multiple domains simultaneously. This publication illuminates best practice approaches to teaching with the integrated nature of learning in mind.	

Call toll-free: 1-800-995-4099 (ask for Spanish publication) E-mail: sales@cde.ca.gov
CDE Educational Resources catalog: http://www.cde.ca.gov/re/pn/rc/
CDE/EESD Publication Resources: http://www.cde.ca.gov/sp/cd/re/cddpublications.a sp
Questions? Contact Laura Bridges Nieuwenhuyse at 916-323-1340 or lbridges-newhouse@cde.ca.gov

Professional learning resources from the Early Learning & Care Division (ELCD) created especially for California's early childhood educator professionals

The **Program for Infant Toddler Care (PITC)** is CDE's training system for professionals who work with infants and toddlers (birth to age three). Provided by the WestEd Center for Child & Family Studies, PITC seeks to ensure that America's infants get a safe, healthy, emotionally secure and enriching start in life. http://www.pitc.org/ Recursos disponibles en Español	pitc THE PROGRAM FOR INFANT/TODDLER CARE
CDE/ECE Faculty Initiative Project aligns and integrates essential content and competencies of key CDE/ELCD materials and initiatives with core early childhood education curriculum of the California Community College and California State University systems. http://www.wested.org/facultyinitiative/	CDE ECE Faculty Initiative Project
California Department of Education Streaming Video Subscription Service is an online streaming video subscription service. Users may now access the companion videos for California's educational resources on one simple platform. Currently, this service offers access to the following videos: Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, Infant/Toddler Learning and Development Program Guidelines, Preschool Program Guidelines. https://www.cdevideos.org/	
California Preschool Instructional Network (CPIN) provides professional development training and technical assistance to preschool teachers and administrators based on Early Learning & Care Division (ELCD) publications, primarily the California Preschool Learning Foundations (volumes 1, 2, & 3) and the California Preschool Curriculum Framework (volumes 1, 2, & 3), the Preschool English Language Learners (PEL) Guide, Inclusion Works!, and specialized trainings for Transitional Kindergarten (TK) teachers & administrators. http://www.cpin.us/ Recursos Disponibles en Español.	CPIN CALIFORNIA PRESCHOOL INSTRUCTIONAL NETWORK
Family Child Care at Its Best provides high-quality education on child development to thousands of licensed and license-exempt family child care providers throughout California. https://humanservices.ucdavis.edu/programs/center- excellence-child-development/family-child-care-its-best- program Recursos Disponibles en Español	FAMILY CHILD CARE AT ITS BEST
Child Care Initiative Project (CCIP) is offered through local Child Care Resource & Referral (CCR&R) agencies to recruit, train, & retain licensed family child care providers. http://www.rrnetwork.org/ccip_quality	CALIFORNIA CCIP Child Care Initiative Project
The **California Early Childhood Mentor Program** provides resources and support to aspiring and experienced teachers and administrators in programs serving children birth to five and before- and after-school programs. http://www.ecementor.org/	California Early Childhood MENTOR PROGRAM Working for better child care since 1988
The **Desired Results Training and Technical Assistance** Project provides training and technical assistance to early childhood professionals in the implementation of the DRDP (2015) system, including assessing children with the Desired Results Developmental Profile © (DRDP**)** 2015. http://www.desiredresults.us Disponible en Español	DRDP (2015) A Developmental Continuum from Early Infancy to Kindergarten Entry Preschool View for use with preschool-age children

Professional learning resources from the Early Learning & Care Division (ELCD) created especially for California's early childhood educator professionals

California Screening Network (NEW!) Now being developed to create an online community of practice to bring together representatives who are administering developmental screenings for young children so that screeners can network, share information, and deepen expertise.	
The **California School-Age Consortium (CalSAC)** mission is to enhance the performance of California out- of-school programs by building connections, competence, and community. http://www.calsac.org/	
Child Development Training Consortium (CDTC) provides financial & technical assistance to students and professionals in early care and education field. The CDTC website includes the Training Portal for Professional Development that allows users to locate early childhood trainings across the state; the Mapping Tool which enables training systems to map their course content to the *California Early Childhood Educator Competencies*; and the Curriculum Alignment Project (CAP) that establishes an alignment of required core coursework for ECE degrees. Additionally, the website houses information about California's *Professional Growth Matrix* and a list of Professional Growth Advisors. https://www.childdevelopment.org/cs/cdtc/print/htdocs/home.htm	
The **California Inclusion and Behavior Consultation (CIBC) Network** is a professional development resource that includes on-site consultation, reflective practice conversations, and resources regarding challenging behavior and special needs. Programs may contact CIBC for help with strategies, local resources, or request to meet with a CIBC consultant who can give support and strategies to help create a high-quality inclusion experience. https://www.cibc-ca.org/wp/	
Beginning Together: **Caring for Young Children with Disabilities or other Special Needs in Inclusive Settings** is a PITC professional development training designed teach infant & toddler care professionals how to create high quality programs that fully include babies and toddlers with disabilities or other special needs and their families in regular infant-toddler programs. https://www.cainclusion.org/bt/	
The **California Collaborative on the Social and Emotional Foundations for Early Learning (CA CSEFEL)** connects early childhood programs with trainers and coaches who are experts in the CA CSEFEL Teaching Pyramid Framework. This tiered approach of evidence-based practices promotes healthy social-emotional development in young children (birth to 5 years old). Teachers and administrators learn intervention strategies that effectively support positive individual behaviors of young children in group care settings. https://cainclusion.org/camap/map-project-resources/california-collaborative-on-the-social-emotional-foundations-for-early-learning/	

Professional learning resources from the Early Learning & Care Division (ELCD) created especially for California's early childhood educator professionals

Resources Available Online Only

All About Young Children provides family-focused, multimedia products aimed at families, describing the California infant/toddler and preschool foundations. Website information is available in eight language: English, Spanish, Tagalog, Mandarin, Cantonese, Russian, Vietnamese, and Hmong. Disponibles en Español https://allaboutyoungchildren.org/	All About Young Children
California Early Childhood Online (CECO) offers free online overview modules covering key CDE publications and resources, and other state-approved content. Each overview module is between 1 and 4 hours, and provides basic overviews of the Foundations, Frameworks, Desired Results, Preschool Program Guidelines, Healthy and Active Preschoolers, California CSEFEL, Strengthening Families, and the 3R's of Early Childhood. Registered participants receive certificates upon successful completion of each module. https://www.caearlychildhoodonline.org/	CECO
California Early Childhood Educator Competencies Videos are a set of 13 video clips found on the CDE website cover highlights from each of the competency areas and include commentary from content experts from the field. https://www.cde.ca.gov/sp/cd/re/ececomps.asp	
CompSAT–Competencies Self- Assessment Tool is an online, professional development website filled with interactive and self-reflective activities that give guidance to early childhood professionals. The website includes videos that highlight research- based guidance from the *California Early Childhood Educator Competencies.* http://ececompsat.org/index.html	CompSAT
MAP TO INCLUSION & BELONGING MAKING ACCESS POSSIBLE (MAP) develops materials and serves as a clearinghouse of resources and information for individuals, organizations, and child care providers about inclusive practices, including current information on successful state and local initiatives. http://www.CAinclusion.org/camap	

For more information about these resources, contact:
Laura Bridges Newhouse
Child Development Consultant
Early Learning and Care Division, Quality Improvement Office.
1430 N Street, Sacramento, CA 95814 Email: lbridgesnewhouse@cde.ca.gov
Phone: 916-323-134

Desired Results
Resources Order Form

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

Payment Method (no credit cards)

☐ Check

☐ Purchase Order
   (For orders $50 or more)

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

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

Name: _____

Address (No P.O. Box): _____

City, State, Zip Code: _____

Telephone number: _____

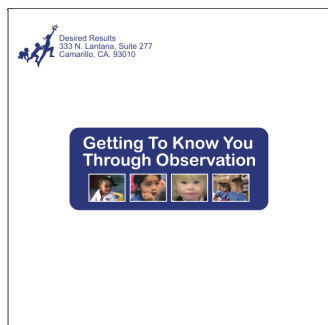E-mail address: _____

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

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

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[1] To order the Getting to Know you Through Observation DVD by credit card, please visit
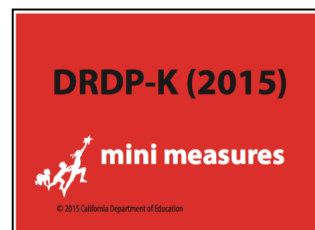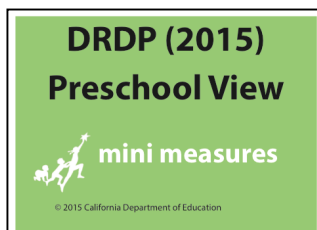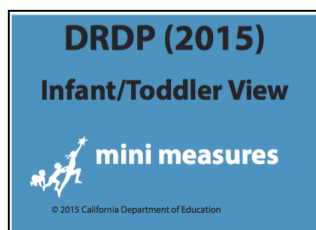http://www.wested.org/resources/getting-to-know-you-through-observation/

The **Getting to Know You Through Observation DVD** illustrates the importance of observation in early childcare and education settings. It offers strategies for developing accurate and reliable systems of observation and recording. The DVD is subtitled in Spanish. To download the accompanying *Getting to Know You Through Observation Trainer's Guide* and the *Training Workbook*, visit www.desiredresults.us.

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

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

DRDP (2015)
Infant/Toddler View
mini measures
© 2015 California Department of Education

DRDP (2015)
Preschool View
mini measures
© 2015 California Department of Education

DRDP-K (2015)
mini measures
© 2015 California Department of Education

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

Program Start	Month 2	Month 3	Month 4	Month 5	Month 6
□Begin to record observations, anecdotal records, photos, and documentation to complete the DRDP© □Set up children's portfolio system for organizing observations, work samples and other forms of evidence and documentation □Complete the first DRDP© on each child within 60 days of enrollment □Complete annual Environment Rating Scale for classroom or Family Child Care home	□Complete Child's Developmental Progress form □Conduct parent conferences □Compile DRDP© Group Data Summary by classroom/ FCC home □Analyze DRDP© data to inform individual, classroom, and group planning	□Continue to gather evidence and documentation □Implement ERS actions steps. □Use results to inform individual, classroom, and group planning	□Continue to gather evidence and documentation □Use results to inform individual, classroom, and group planning	□Continue to gather evidence and documentation □Use results to inform individual, classroom, and group planning

Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
□Continue to gather evidence and documentation □Use results to inform individual, classroom, and group planning	□Review and Reflect upon gathered evidence and documentation and complete 2nd DRDP© six months after completion of first DRDP© □ Use results to inform individual, classroom, and group planning	□Complete Child's Developmental Progress form □ Conduct Parent conferences □Compile DRDP© (Group Data Summary by classroom/ FCC home □Use results to inform individual, classroom, and group planning	□Continue to gather observations, anecdotal records, and documentation □Use results to inform individual, classroom, and group planning	□Continue to gather observations, anecdotal records, and documentation □Use results to inform individual, classroom, and group planning	□Continue to gather observations, anecdotal records, and documentation □Use results to inform individual, classroom, and group planning

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

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

Suggestions for Completing the DRDP©

▸ Know the DRDP© contents and make observation notes that will help to complete more than one measure.

▸ Observe children daily (indoors and outdoors) , keep running records, journals, work samples, and anecdotal notes.

▸ Choose a domain to focus on, look for integrated learning opportunities

▸Use time management and review your evidence before the due date of the assessment.

▸ Use simple recording methods. Use a journal for each child. Encourage staff and parents to note observations, anecdotal records, and share photos showing children's progress and growth.

▸ Review and reflect on gathered observations and documentation to inform and complete the DRDP©.

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

Program Start	Month 2	Month 3	Month 4	Month 5	Month 6
□Train and support staff in the collection of evidence and documentation to complete the DRDP© . Ensure each child has a completed DRDP© within 60 days of enrollment **Create DRDP Online Account, enroll children into new rating period in current account** □Train and support staff in set up, review, reflection of children's collected evidence and documentation □*Complete Environment Rating Scale for each classroom or Family Child Care home once annually*		□Compile DRDP© Group Data Summary for all classrooms /FCC homes by contract □Complete ERS score Profile by classroom/FCC home □Complete ERS Summary of Findings by classroom/FCC home	□Distribute Parent Surveys □Complete ERS Summary of Findings for each contract □Implement DRDP© Summary of Findings action steps □Begin Agency Self-Evaluation	□Compile Group Data Summary for Parent Surveys □Complete Parent Survey Summary of Findings □Implement ERS actions steps	□Implement Parent Survey Summary of Findings action steps □*Optional* - Use Summaries of Findings to complete one-time annual Program Action Plan for each contract (*or in May)*

Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
□Ensure each child has a second completed DRDP© six months after the first completion □Ongoing implementation of action steps □*Optional* - Implement Program Action Plan (*If Program Action Plan was completed previous month)*	□Implement ongoing action steps □*Optional* Distribute second Parent Survey* □*Optional* Compile Group Data Summary for 2nd Parent Survey*	□Compile 2nd DRDP© Group Data Summary by classrooms /FCC homes □Complete Agency CPM/CMR Summary of Findings for each contract □Use Summaries of Findings to complete annual Program Action Plan for each contract	□*Optional* -Use Summaries of Findings to complete follow up on Program Action Plan for each contract (*If Program Action Plan completed in month 6)* □Complete Agency Annual Report for each contract	**Submit June 1 to ELCD for each contract:** □Agency Annual Report □Agency CPM/CMR Summary of Findings □Program Action Plan □Environment Rating Scale Summary of Findings □Personnel Roster	□Ongoing implementation of action steps and Program Action Plan

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

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

Tips on Training Staff on the Desired Results System

▸Acknowledge and validate program staff's hesitancy and resistance to change. Help them effectively learn how to use the DR tools to improve the quality of care in your program.

▸Provide training time for staff to practice observing children's activities and interactions, writing objective anecdotal notes, and reflecting on their observations for rating the DRDP©. Use the free online training systems.

▸Share that the Desired Results assessment tools are designed to reveal "snapshots" of each child, classroom, and the entire program to adjust and inform instruction to move children forward to meet Desired Results. Each tool identifies unique strengths and areas of improvement.

▸Complete the DRDP© two times annually. Effective education and care professionals are already observing, gathering evidence and documentation to demonstrate children's knowledge and skills.

▸Post information about DRDP measures, and developmental domains around classrooms or in staff meeting rooms so that the staff can become familiar with them, at a glance and over time.

September 2019

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October 2019

Mon	Tues	Wed	Thurs	Fri
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28	29	30	31	

November 2019

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11	12	13	14	15
18	19	20	21	22
25	26	27	38	29

December 2019

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
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23	24	25	26	27
30	31			

January 2020

Mon	Tues	Wed	Thurs	Fri
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6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2020

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
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24	25	26	27	28

March 2020

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
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23	24	25	26	27
30	31			

April 2020

Mon	Tues	Wed	Thurs	Fri
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6	7	8	9	10
13	14	15	16	17
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27	28	29	30	

May 2020

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11	12	13	14	15
18	19	20	21	22
25	26	27	28	29