DESIRED RESULTS

for Children and Families

IN THIS SECTION

OVERVIEW (OV) **PAGE**

- Presenter Notes……3-30
- Participant Power Point Handouts……......31-40
- Activities and Handouts……..41-46

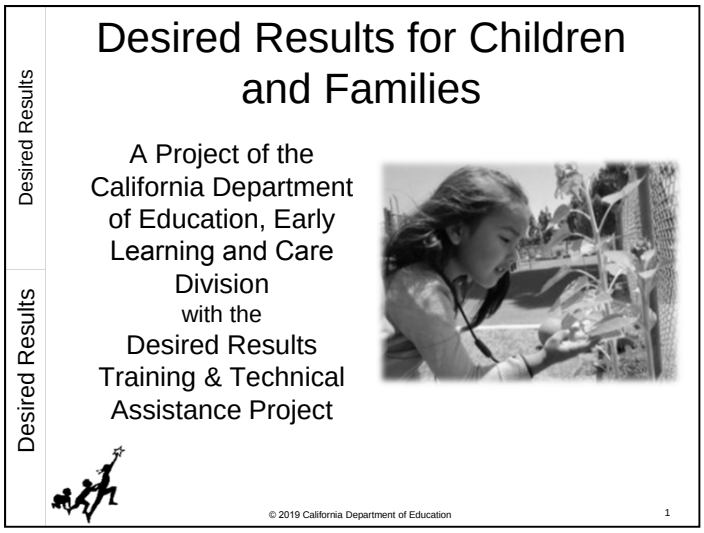
Early Learning and Development Systems Handout.….41-42

Overview Opening Activity……..……..43

Desired Results Model Handout……...…..……44-45

Desired Results System Process for……..46
Continuous Improvement Handout

Handout



None

Trainer note: Introduce yourself, co-trainers, and special guests.

Participants will learn about why the Desired Results system was developed and how it can be used to improve quality services to children and families. Participants should write ONLY on the colored pages in the binders. The white pages can be used as handout masters when they return to their agencies to train others.

DESIRED RESULTS TRAINING

SESSION 1: OVERVIEW

Handout

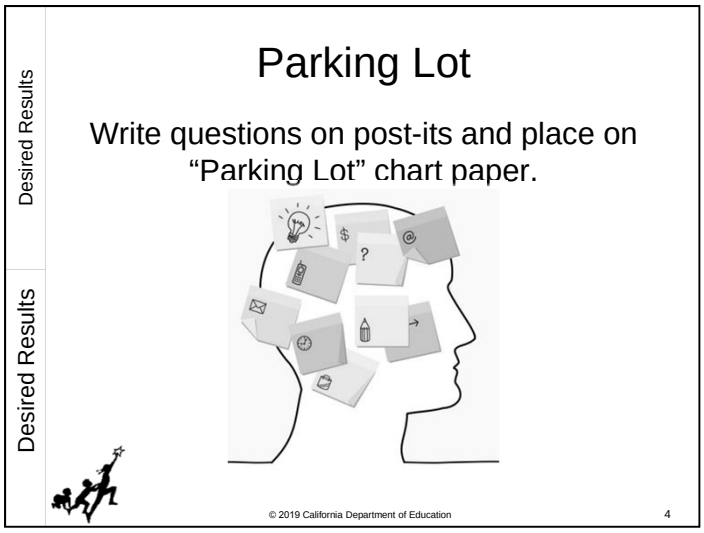
None

Handout

None

Slide optional: Chart the agreements even if this slide is used as a reminder to participants during the training.

Handout



None

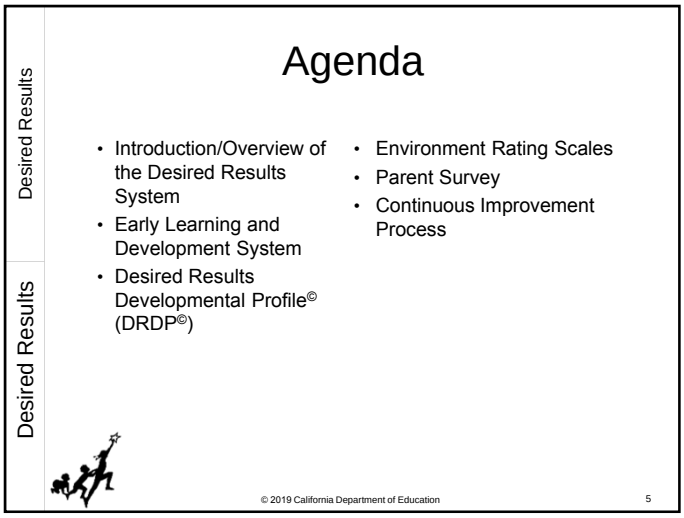
Slide optional: Place two Parking Lot posters in the room.

Participants may post questions in the Parking Lot. Note that facilitators will try to answer as many questions as possible during the training.

Let group know that questions for which you do not have answers will be researched for the next training.

NOTE TO TRAINER: Call the Desired Results Project during a session break or lunch for answers to unanswered questions (800-770-6339).

Handout

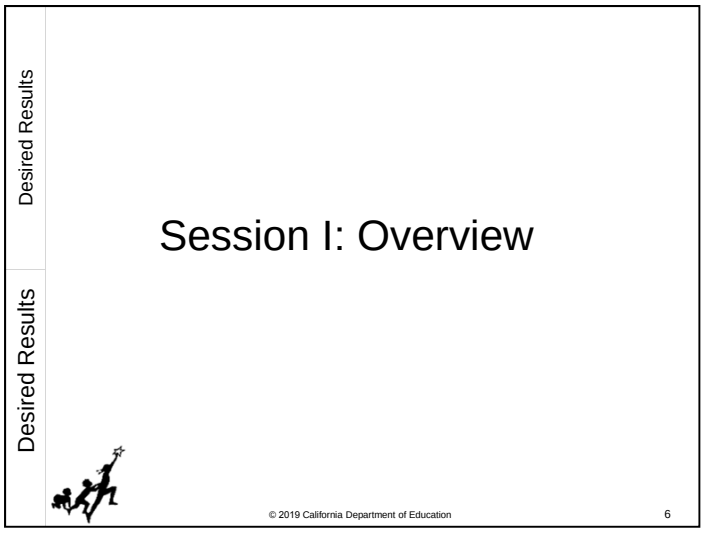


None

Trainer note: Share the training outcomes.

- The training will focus on methods within the Desired Results system that will improve services to children resulting in overall program improvement.
- The secondary focus will be to provide training for using the tools that will support program improvement.
- This training will help participants use the Desired Results tools to demonstrate program accountability.

Handout



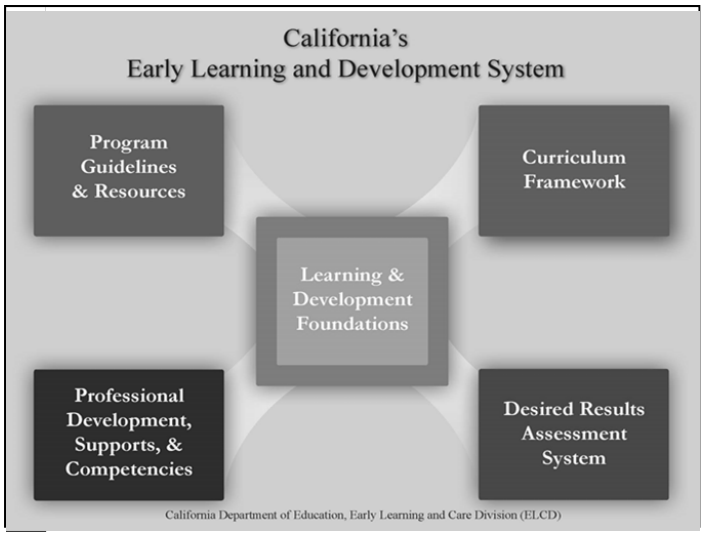
None

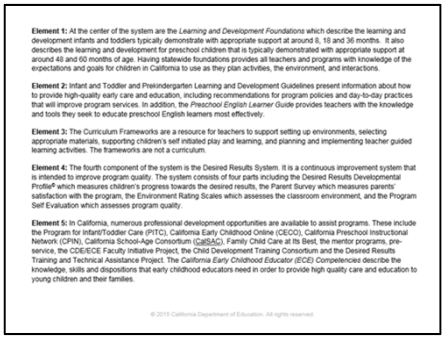
Desired Results training is the result of a desire on the part of the California Department of Education, Early Learning and Care Division to improve and standardize program quality across the state.

In Session I, an overview of the system's components will provide preliminary information on the Desired Results for Children and Families system's goals and structure.

Later, additional details and information will be provided to give participants knowledge about each element of the Desired Results system.

Handout





Element 1: At the center of the system are the *Learning and Development Foundations* which describe the learning and development infants and toddlers typically demonstrate with appropriate support at around 8, 18 and 36 months. It also describes the learning and development for preschool children that is typically demonstrated with appropriate support at around 48 and 60 months of age. Having statewide foundations provides all teachers and programs with knowledge of the expectations and goals for children in California to use as they plan activities, the environment, and interactions.

Element 2: Infant and Toddler and Prekindergarten Learning and Development Guidelines present information about how to provide high-quality early care and education, including recommendations for program policies and day-to-day practices that will improve program services. In addition, the *Preschool English Learner Guide* provides teachers with the knowledge and tools they seek to educate preschool English learners most effectively.

Element 3: The Curriculum Frameworks are a resource for teachers to support setting up environments, selecting appropriate materials, supporting children's self initiated play and learning, and planning and implementing teacher guided learning activities. The frameworks are not a curriculum.

Element 4: The fourth component of the system is the Desired Results System. It is a continuous improvement system that is intended to improve program quality. The system consists of four parts including the Desired Results Developmental Profile® which measures children's progress towards the desired results, the Parent Survey which measures parents' satisfaction with the program, the Environment Rating Scales which assesses the classroom environment, and the Program Self Evaluation which assesses program quality.

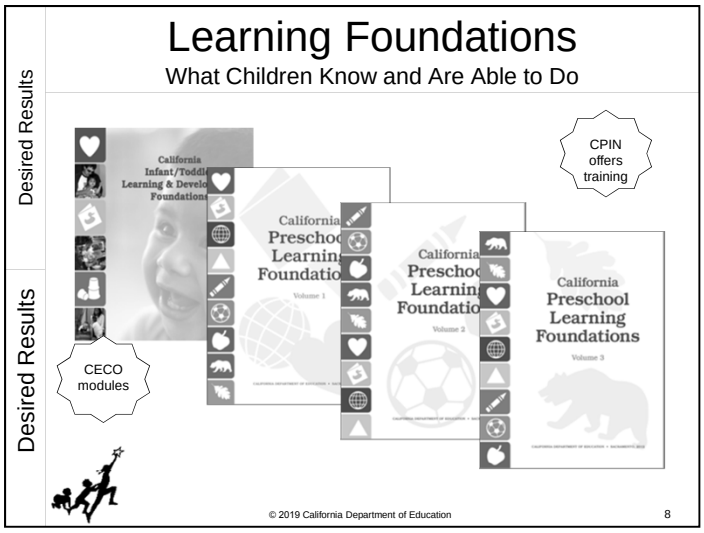
Element 5: In California, numerous professional development opportunities are available to assist programs. These include the Program for Infant/Toddler Care (PITC), California Early Childhood Online (CECO), California Preschool Instructional Network (CPIN), California School-Age Consortium (CalSAC), Family Child Care at Its Best, the mentor programs, pre-service, the CDE/ECE Faculty Initiative Project, the Child Development Training Consortium and the Desired Results Training and Technical Assistance Project. The *California Early Childhood Educator (ECE) Competencies* describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families.

© 2015 California Department of Education. All rights reserved.

This information is included in the online overview of the system. Today we are focusing on the Desired Results assessment system. This handout is in the binder and contains information for each of the elements on the back side. You will be able to write in the resources available for each component.

Trainer note: Direct participants to use a highlighter to highlight key words as the elements are discussed. Instruct participants to keep this handout available.

Handout



None

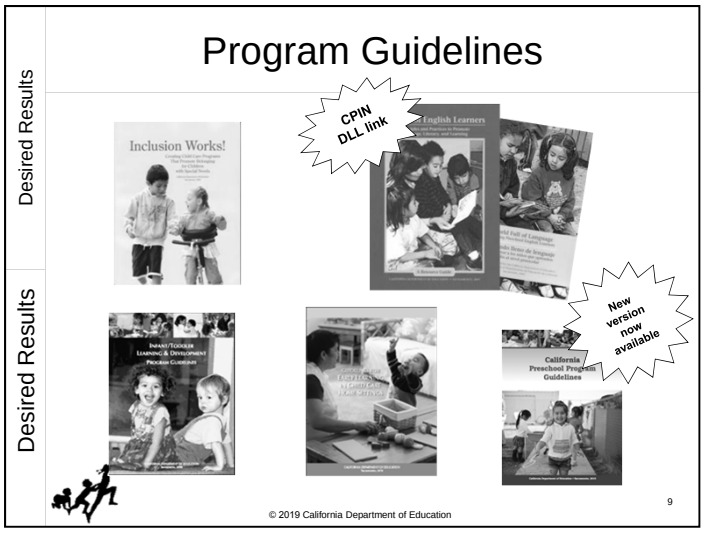
At the center of the system are the Learning and Development Foundations which describe the learning and development that preschool children typically demonstrate with appropriate support.

The *Infant/Toddler Learning & Development Foundations* describe what children know and are able to do at around 8 months, 18 months, and 36 months

The *Preschool Learning Foundations* describe what children know and are able to do at around 48 months and 60 months when in a high quality program.

Early learning foundations are also known by the terms “early learning standards” in other states.

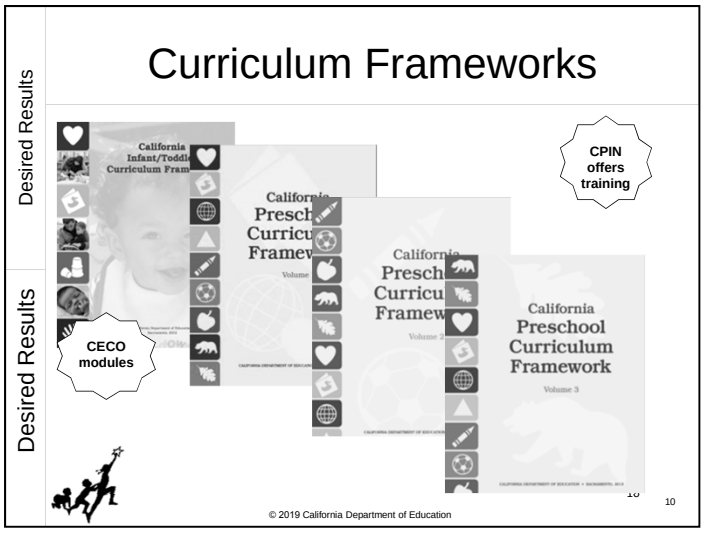
Handout



None

We have provided everyone with copies of the appropriate guidelines. The guidelines bring together information that program administrators and teaching staff can use to prepare appropriate learning environments for children.

Handout



None

Another element of the system includes the Curriculum Frameworks. The Framework offers guidance on how programs and teachers can support the learning and development that are described in the foundations through environments and experiences that are linguistically and developmentally appropriate, as well as individually and culturally meaningful and connected.

Handout

None

Handout

None

Refer to Handout - **California Department of Education Early Learning and Care Division (CDE/ELCD) Professional Development Resources**

The Program for Infant Toddler Care (PITC) seeks to ensure that America's infants get a safe, healthy, emotionally secure and intellectually rich start in life. http://www.pitc.org/

California Preschool Instructional Network (CPIN) provides professional development and technical assistance to preschool teachers and administrators to ensure preschool children are ready for school. http://www.cpin.us/

The Preschool English Learner Training provides teaching strategies, materials, and trainings to individuals interested in achieving optimal educational outcomes for children who attend public preschool programs and speak a language other than English. http://www.cpin.us/p/pel/

California School-Age Consortium (CalSAC) - CalSAC's mission is to enhance the performance of California out-of-school program providers by building connections, competence, and community. http://www.calsac.org/

Family Child Care at Its Best provides high-quality, university-based child development education to thousands of licensed and license-exempt family childcare providers throughout California. http://humanservices.ucdavis.edu/ChildDev/Programs/FamilyChildCare.aspx?unit=CHLDEV

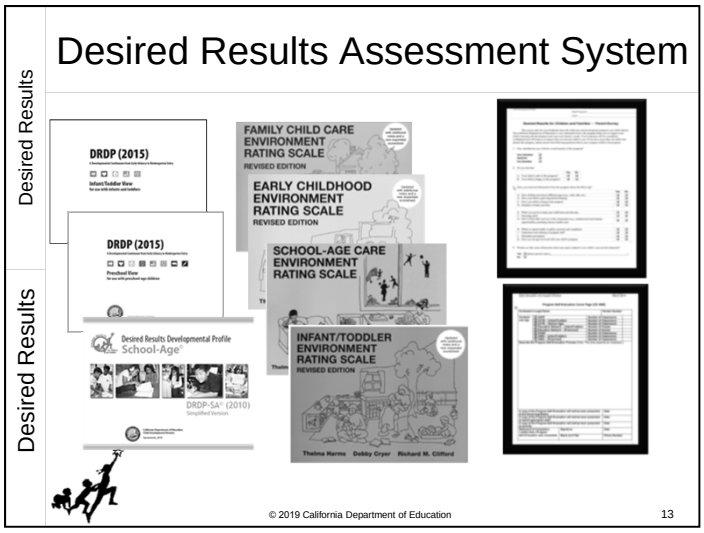
Desired Results Training and Technical Assistance Project provides training and technical assistance in the implementation of the Desired Results system, including assessing children with the Desired Results Developmental Profile©. http://www.desiredresults.us

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

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

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

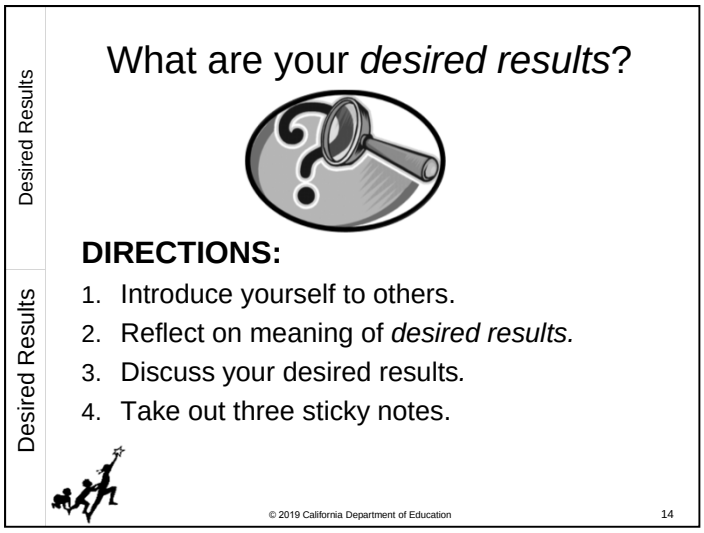
Handout



None

The system includes the assessment, the ERS, parent surveys and Program Self Evaluation.

Handout



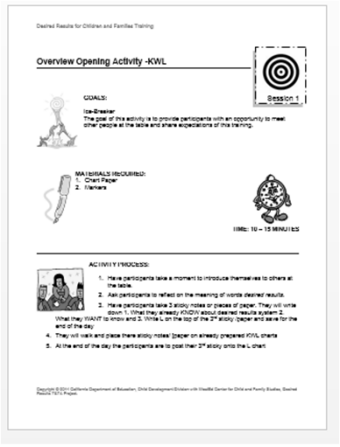
None

Activity: Opening Activity

Get three sticky notes from your table. On the first note, write down what you already know about the Desired Results system.

On the second sticky note, write down what you want to know about the desired results system.

On the third sticky note write down the letter “L” at the top.


Overview Opening Activity -KWL

Session 1

GOALS:

Ice-Breaker

The goal of this activity is to provide participants with an opportunity to meet other people at the table and share expectations of this training.

MATERIALS REQUIRED:

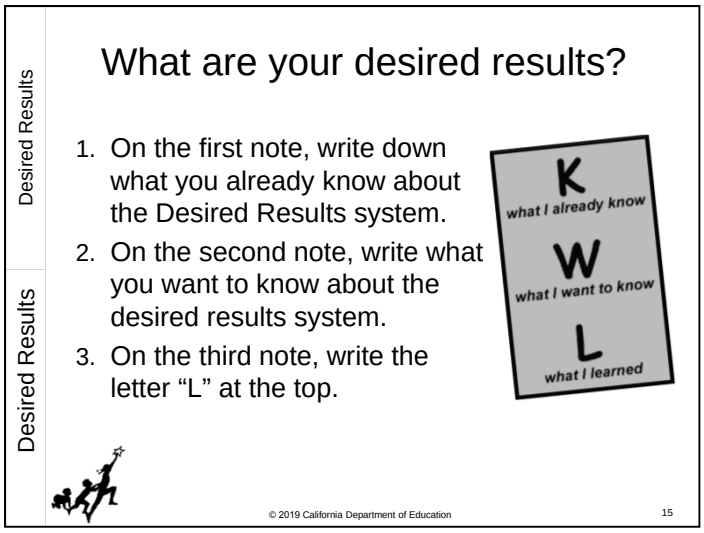
1. Chart Paper
2. Markers

TIME: 10 – 15 MINUTES

ACTIVITY PROCESS:

1. Have participants take a moment to introduce themselves to others at the table.
2. Ask participants to reflect on the meaning of words desired results.
3. Have participants take 3 sticky notes or pieces of paper. They will write down 1. What they already KNOW about desired results system 2. What they WANT to know and 3. Write L on the top of the 3rd sticky paper and save for the end of the day.
4. They will walk and place there sticky notes/ paper on already prepared KWL charts
5. At the end of the day the participants are to post their 3rd sticky onto the L chart

Handout



None

Activity: Opening Activity- KWL

Get three sticky notes from your table.

On the first note, write down what you already know about the Desired Results system.

On the second sticky note, write down what you want to know about the desired results system.

On the third sticky note, write down the the letter “L” at the top. (Participants will use this note at the end of the day to write two things they learned and how they will take it back to their programs.)

When you are done please take your sticky to the appropriate charts.

There is a K chart for what you know. Place your first sticky note there.

There is a W chart for what you want to know. Place your second

sticky there.

Please keep your third sticky for the end of the day.

Handout

None

Review the four (4) desired results for children. These are the overarching goals for children.

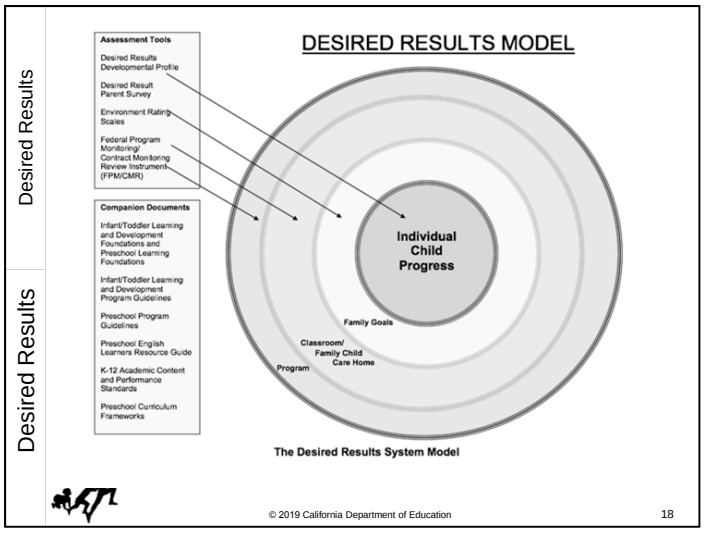
Handout

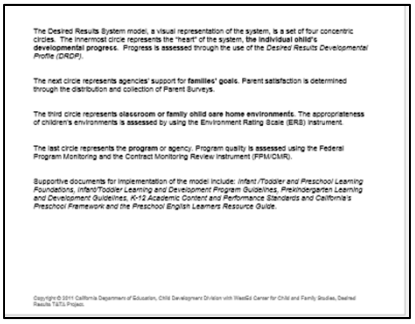
None

Trainer note: Introduce the two (2) desired results for families.

The Parent Survey will help determine the achievement of these results. Parents will be supported in their role as their child's first and most important teacher.

Handout





The Desired Results System model, a visual representation of the system, is a set of four concentric circles. The innermost circle represents the "heart" of the system, **the individual child's developmental progress.** Progress is assessed through the use of the *Desired Results Developmental Profile (DRDP).*

The next circle represents agencies' support for **families' goals.** Parent satisfaction is determined through the distribution and collection of Parent Surveys.

The third circle represents **classroom or family child care home environments.** The appropriateness of children's environments is assessed by using the Environment Rating Scale (ERS) instrument.

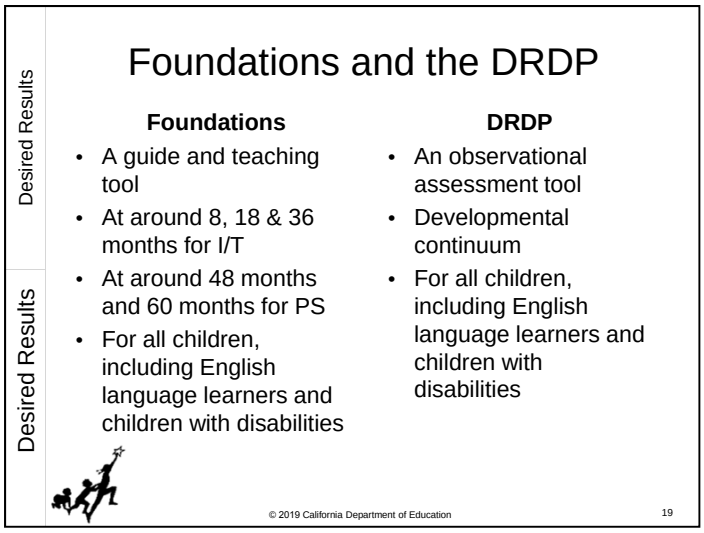
The last circle represents the **program** or agency. Program quality is assessed using the Federal Program Monitoring and the Contract Monitoring Review Instrument (FPM/CMR).

Supportive documents for implementation of the model include: *Infant /Toddler and Preschool Learning Foundations, Infant/Toddler Learning and Development Program Guidelines, Prekindergarten Learning and Development Guidelines, K-12 Academic Content and Performance Standards* and *California's Preschool Framework and the Preschool English Learners Resource Guide.*

Copyright © 2011 California Department of Education, Child Development Division with WestEd Center for Child and Family Studies, Desired Results T&TA Project.

This model is a graphic organizer of the DR.

Handout

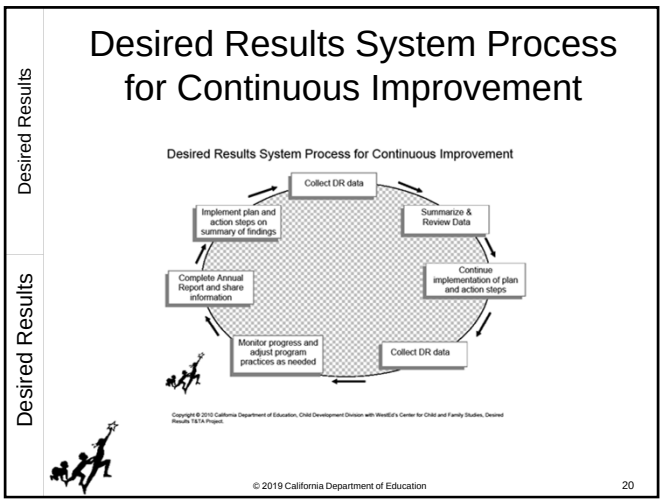


None

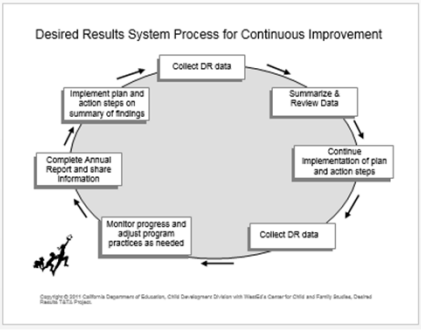
It is important to understand that the foundations describe the knowledge and skills that all young children typically exhibit:

- at about 8, 18, and 36 months for infants and toddlers
- at about 48 months and about 60 months of age for preschool children
- as they complete their first or second year of preschool;
- with appropriate support; and
- when attending a high-quality preschool program.

The DRDP is the child observational assessment tool that is used by teachers to record a child's progress on a developmental continuum.



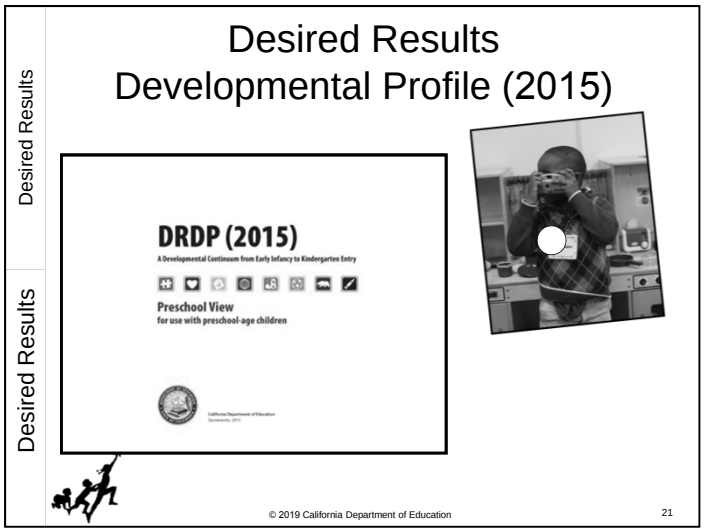
Handout



Trainer note: Ask participants to follow along on the DR System Process for Continuous Improvement handout.

In this diagram, programs begin at the top left box of the cycle, with implementing the Program Quality Dimensions and moving clock-wise around the cycle each program year. After adjustments have been made, administrators analyze and evaluate the progress to determine what subsequent actions should be taken to ensure continued progress.

Handout

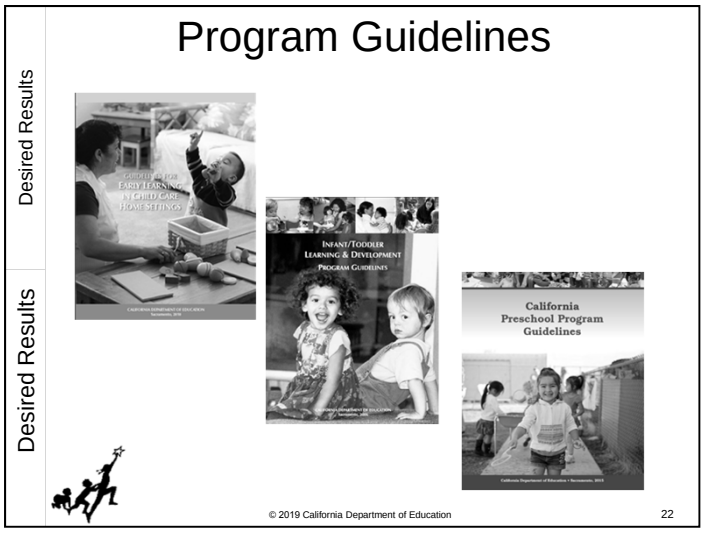


None

Trainer note: Briefly ask how many people have used the DRDP to assess children.

- The DRDP serves as a framework for documenting the progress children demonstrate over time.
- The DRDP provides teachers with concrete information that will help them tailor their curriculum to meet the needs of the children.

Handout



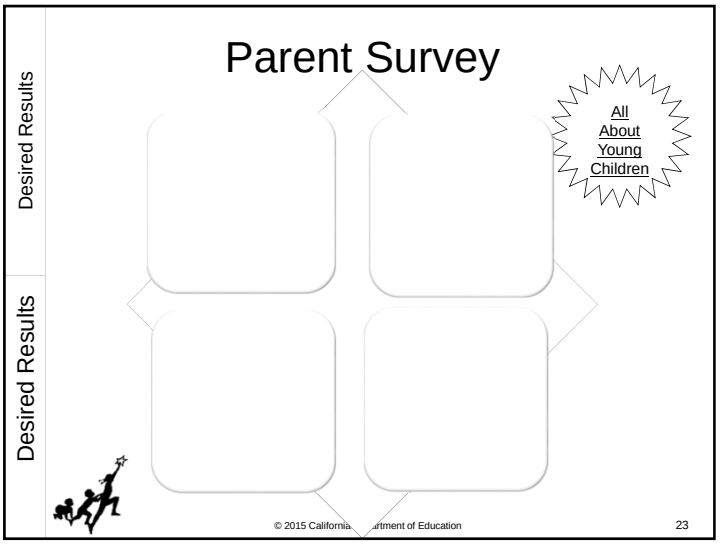
None

There are three program guideline publications from the California Department of Education

1. The Guidelines for Early Learning in Child Care Home Settings
2. Infant /Toddler Learning and Development Program Guidelines
3. California Preschool Program Guidelines

(This section is for training your site administrators, not teachers.)

Handout



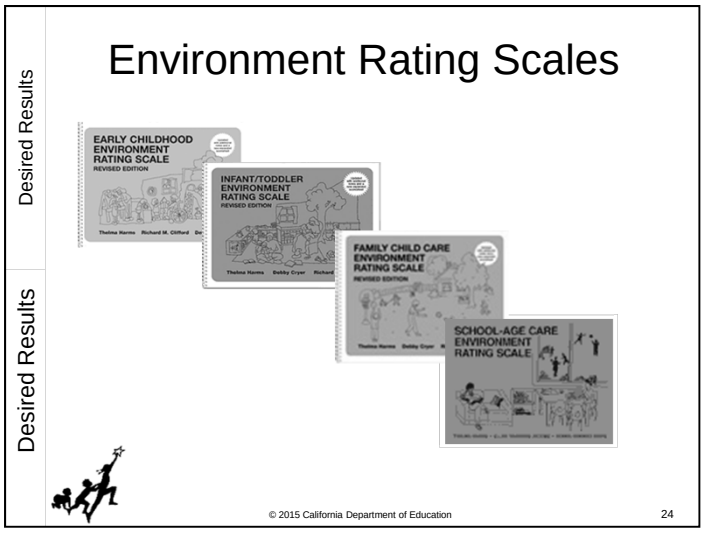
None

The Parent Survey is the questionnaire to evaluate parents' satisfaction with programs.

The Parent Survey:

- Gives programs access to information from parents to improve program quality
- Determines parent satisfaction with their child's program
- Is conducted at least once per year

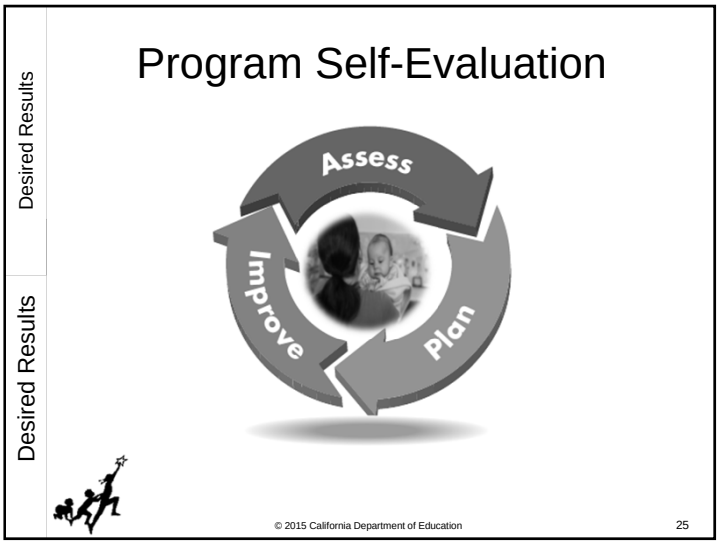
Handout



None

- The Environment Rating Scales allow programs to assess their learning environments.
- Research projects have discovered a meaningful relationship between ERS scores and child outcome measures, as well as between ERS scores and teacher characteristics, teacher behaviors, and compensation.
- The Environment Rating Scale is used to measure implementation of Program Quality Dimensions.
- Each classroom, family childcare home, and school age facility must be assessed at least once per program year.

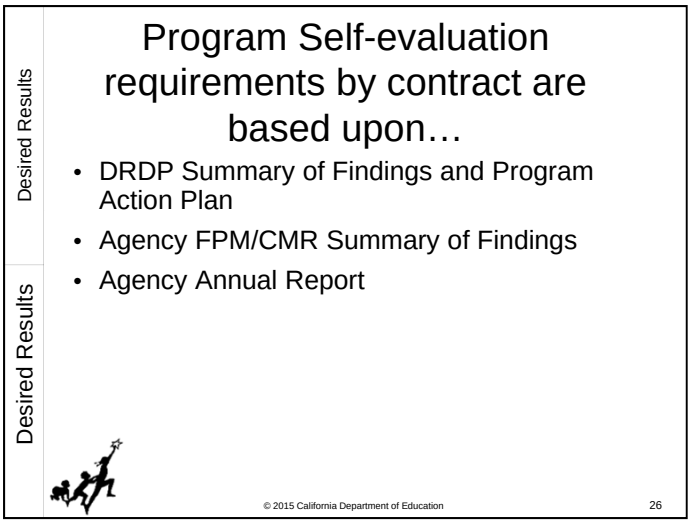
Handout



None

The program self-evaluation process gives agencies an opportunity to recognize their strengths and areas that require improvements.

Handout



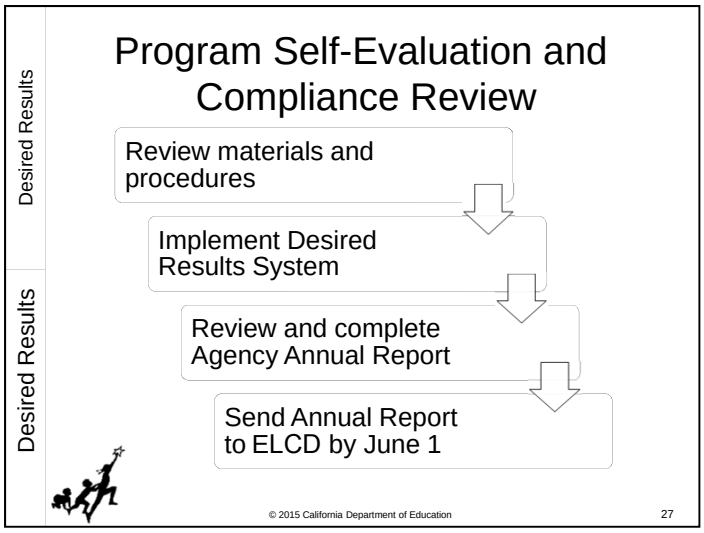
None

Review the Agency Annual Report requirements.

Agency FPM/CMR - Federal Program Monitoring/Contract Monitoring Review

These forms will be described in more detail during online webinars.

Handout



None

The Desired Results system will document the progress made by children and families in achieving desired results. It will also provide information to help practitioners improve their child care and development services.

Desired Results

Desired Results

To summarize, the Desired Results system is used to:

- Increase program quality for children and families.
- Measure the developmental progress of children and families in achieving desired results.
- Identify program strengths, as well as areas that may need improvement.
- Provide a results-based accountability system that is measurable.

© 2015 California Department of Education

28

Handout

None

Desired Results for New Administrators

Desired Results for Children and Families

A Project of the California Department of Education, Early Learning and Care Division
with the
Desired Results Training & Technical Assistance Project

© 2015 California Department of Education

Desired Results for New Administrators

Welcome to New Administrators Regional Training

© 2015 California Department of Education

Desired Results for New Administrators

Agreements

- Start and end on time
- Silence cell phones
- Take care of personal needs
- Active listening
- Share expertise
- Questions are welcome
- Remember that materials are confidential
- Keep table top materials in training room

© 2015 California Department of Education

Desired Results for New Administrators

Parking Lot

Write questions on post-its and place on "Parking Lot" chart paper.

© 2015 California Department of Education

Desired Results for New Administrators

Agenda

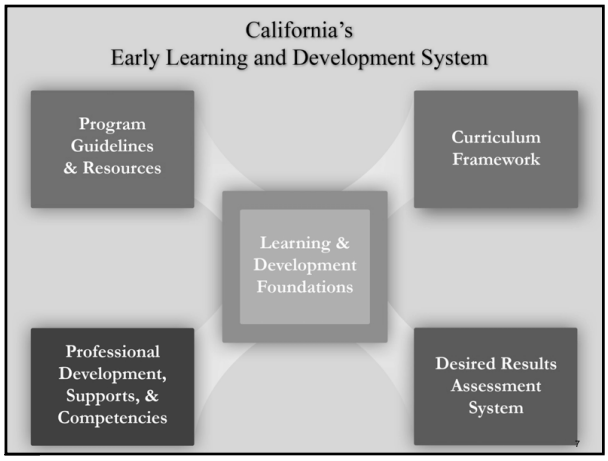
- Introduction/Overview of the Desired Results System
- Early Learning and Development System
- Desired Results Developmental Profile© (DRDP©)
- Environment Rating Scales
- Parent Survey
- Continuous Improvement Process

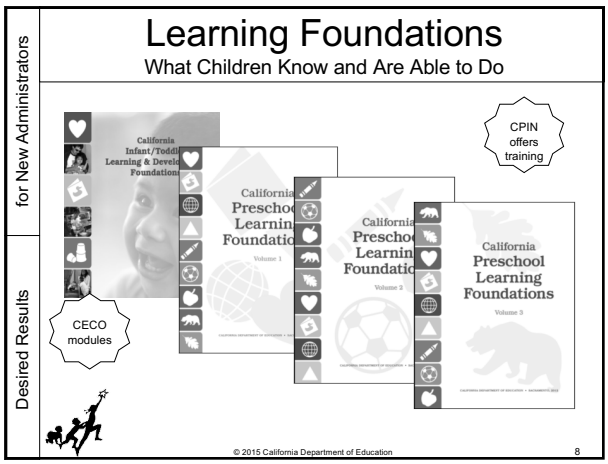
© 2015 California Department of Education

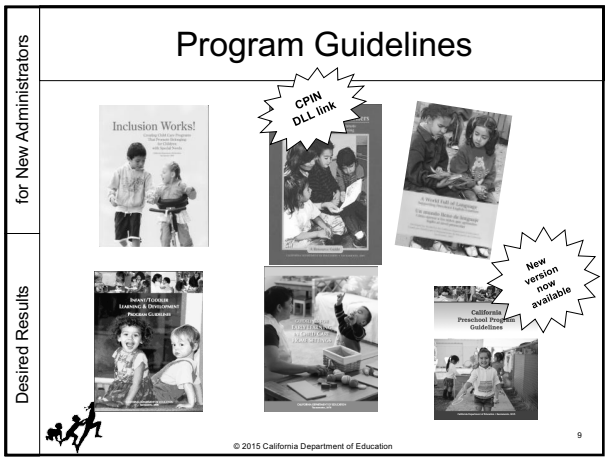
Desired Results for New Administrators

Session I: Overview

© 2015 California Department of Education


California's
Early Learning and Development System
Program Guidelines & Resources
Curriculum Framework
Learning & Development Foundations
Professional Development, Supports, & Competencies
Desired Results Assessment System

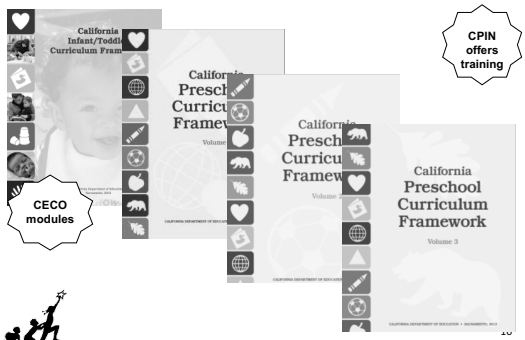

for New Administrators
Desired Results
Learning Foundations
What Children Know and Are Able to Do
CPIN offers training
CECO modules
California Preschool Learning Foundations
Volume 3
© 2015 California Department of Education
8


for New Administrators
Desired Results
Program Guidelines
Inclusion Works!
CPIN DLL link
New version now available
© 2015 California Department of Education
9

for New Administrators

Desired Results

Curriculum Frameworks



CECO modules

CPIN offers training

© 2015 California Department of Education

for New Administrators

Desired Results

Professional Development Supports & Competencies

CDE ECE Faculty Initiative Project

CompSAT

pitc THE PROGRAM FOR INFANT/TODDLER CARE

CPIN California Preschool Instructional Network

© 2015 California Department of Education

for New Administrators

Desired Results

Professional Development, Supports & Competencies

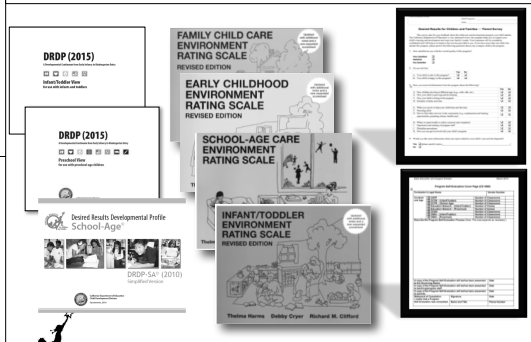
- California Early Childhood Online
- Program for English Learner Training
- Family Child Care at Its Best
- Mentor Program
- The Child Development Training Consortium

© 2015 California Department of Education

for New Administrators

Desired Results

Desired Results Assessment System



© 2015 California Department of Education

for New Administrators

Desired Results

What are your *desired results*?

DIRECTIONS:

1. Introduce yourself to others.
2. Reflect on meaning of *desired results.*
3. Discuss your desired results.
4. Take out three sticky notes.

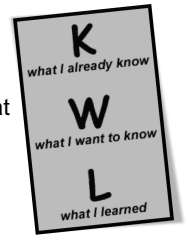
© 2015 California Department of Education

for New Administrators

Desired Results

What are your desired results?

1. On the first note, write down what you already know about the Desired Results system.
2. On the second note, write what you want to know about the desired results system.
3. On the third note, write the letter “L” at the top.



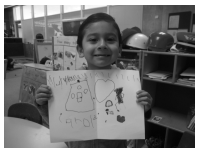
© 2015 California Department of Education

for New Administrators

Desired Results

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.



© 2015 California Department of Education

for New Administrators

Desired Results

Desired Results for Families

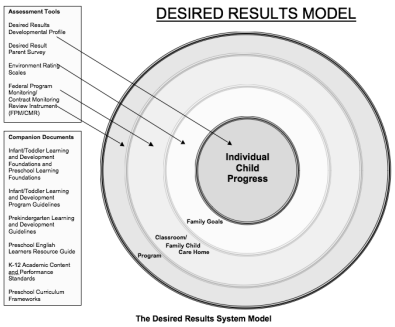
- Families achieve their goals.
- Families support their children's learning and development.

© 2015 California Department of Education

for New Administrators

Desired Results

DESIRED RESULTS MODEL



The Desired Results System Model

Copyright © 2011 California Department of Education, Child Development Division with WestEd Center for Child and Family Studies, Desired Results T&TA Project.

© 2015 California Department of Education

for New Administrators

Desired Results

Foundations and the DRDP

Foundations

- A guide and teaching tool
- At around 8, 18 & 36 months for I/T
- At around 48 months and 60 months for PS
- For all children, including English language learners and children with disabilities

DRDP

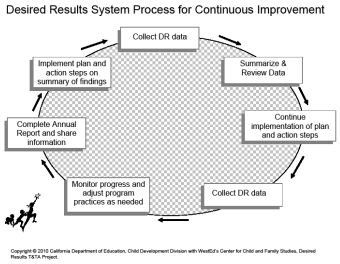
- An observational assessment tool
- Developmental continuum
- For all children, including English language learners and children with disabilities

© 2019 California Department of Education

for New Administrators

Desired Results

Desired Results System Process for Continuous Improvement



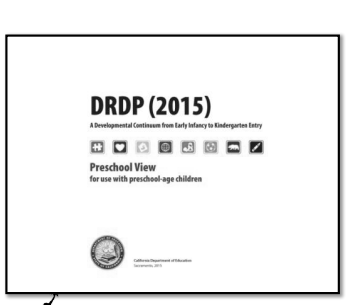
Copyright © 2010 California Department of Education, Child Development Division with WestEd's Center for Child and Family Studies, Desired Results TA/TA Project.

© 2019 California Department of Education

for New Administrators

Desired Results

Desired Results Developmental Profile (2015)



© 2019 California Department of Education

Desired Results for New Administrators

Program Guidelines

© 2019 California Department of Education 22

Desired Results for New Administrators

Parent Survey

All About Young Children

© 2019 California Department of Education 23

Desired Results for New Administrators

Environment Rating Scales

© 2019 California Department of Education 24

for New Administrators

Desired Results

Program Self-Evaluation

© 2019 California Department of Education

for New Administrators

Desired Results

Program Self-evaluation requirements by contract are based upon…

- DRDP Summary of Findings and Program Action Plan
- Agency FPM/CMR Summary of Findings
- Agency Annual Report

© 2019 California Department of Education

for New Administrators

Desired Results

Program Self-Evaluation and Compliance Review

Review materials and procedures

Implement Desired Results System

Review and complete Agency Annual Report

Send Annual Report to ELCD by June 1

© 2019 California Department of Education

Desired Results for New Administrators

To summarize, the Desired Results system is used to:

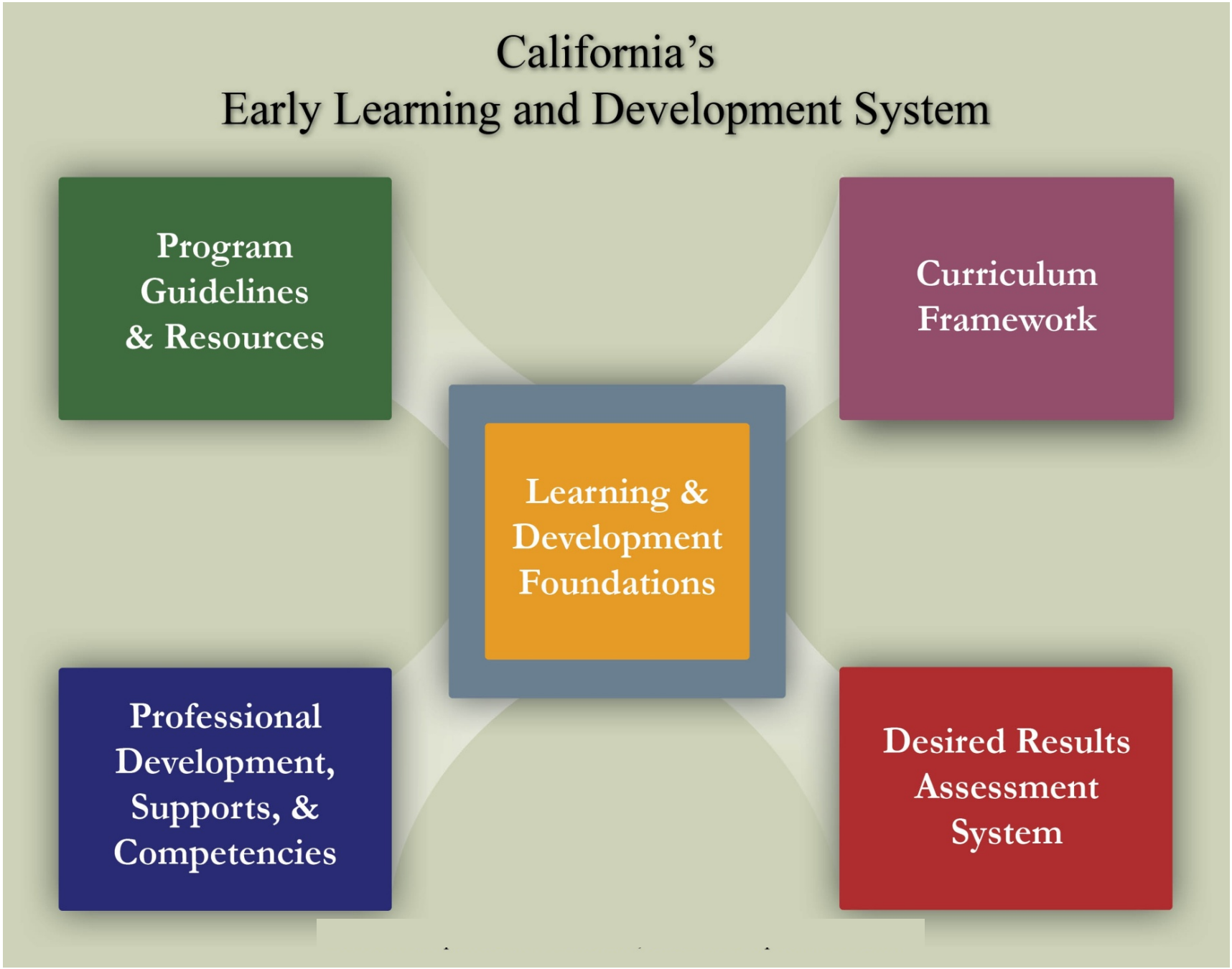
- Increase program quality for children and families.
- Measure the developmental progress of children and families in achieving desired results.
- Identify program strengths, as well as areas that may need improvement.
- Provide a results-based accountability system that is measurable.

© 2019 California Department of Education

Desired Results for New Administrators

Break

© 2019 California Department of Education


California's
Early Learning and Development System
Program Guidelines & Resources
Curriculum Framework
Learning & Development Foundations
Professional Development, Supports, & Competencies
Desired Results Assessment System

Element 1: At the center of the system are the *Learning and Development Foundations* which describe the learning and development infants and toddlers typically demonstrate with appropriate support at around 8, 18 and 36 months. It also describes the learning and development for preschool children that is typically demonstrated with appropriate support at around 48 and 60 months of age. Having statewide foundations provides all teachers and programs with knowledge of the expectations and goals for children in California to use as they plan activities, the environment, and interactions.

Element 2: Infant and Toddler and Prekindergarten Learning and Development Guidelines present information about how to provide high-quality early care and education, including recommendations for program policies and day-to-day practices that will improve program services. In addition, the *Preschool English Learner Guide* provides teachers with the knowledge and tools they seek to educate preschool English learners most effectively.

Element 3: The Curriculum Frameworks are a resource for teachers to support setting up environments, selecting appropriate materials, supporting children's self initiated play and learning, and planning and implementing teacher guided learning activities. The frameworks are not a curriculum.

Element 4: The fourth component of the system is the Desired Results System. It is a continuous improvement system that is intended to improve program quality. The system consists of four parts including the Desired Results Developmental Profile© which measures children's progress towards the desired results, the Parent Survey which measures parents' satisfaction with the program, the Environment Rating Scales which assesses the classroom environment, and the Program Self Evaluation which assesses program quality.

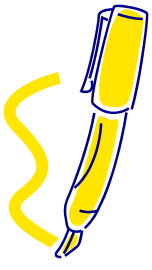
Element 5: In California, numerous professional development opportunities are available to assist programs. These include the Program for Infant/Toddler Care (PITC), California Early Childhood Online (CECO), California Preschool Instructional Network (CPIN), California School-Age Consortium (CalSAC), Family Child Care at Its Best, the mentor programs, pre-service, the CDE/ECE Faculty Initiative Project, the Child Development Training Consortium and the Desired Results Training and Technical Assistance Project. The *California Early Childhood Educator (ECE) Competencies* describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families.

Overview Opening Activity -KWL

Session 1

GOALS:

Ice-Breaker
The goal of this activity is to provide participants with an opportunity to meet other people at the table and share expectations of this training.



MATERIALS REQUIRED:

1. Chart Paper
2. Markers

TIME: 10 – 15 MINUTES

ACTIVITY PROCESS:

1. Have participants take a moment to introduce themselves to others at the table.
2. Ask participants to reflect on the meaning of words *desired results*.
3. Have participants take 3 sticky notes or pieces of paper. They will write down 1. What they already KNOW about desired results system 2. What they WANT to know and 3. Write L on the top of the 3rd sticky /paper and save for the end of the day
4. They will walk and place there sticky notes/ [paper on already prepared KWL charts
5. At the end of the day the participants are to post their 3rd sticky onto the L chart

DESIRED RESULTS MODEL

Assessment Tools

Desired Results Developmental Profile

Desired Result Parent Survey

Environment Rating Scales

Federal Program Monitoring/ Contract Monitoring Review Instrument (FPM/CMR)

Companion Documents

Infant/Toddler Learning and Development Foundations and Preschool Learning Foundations

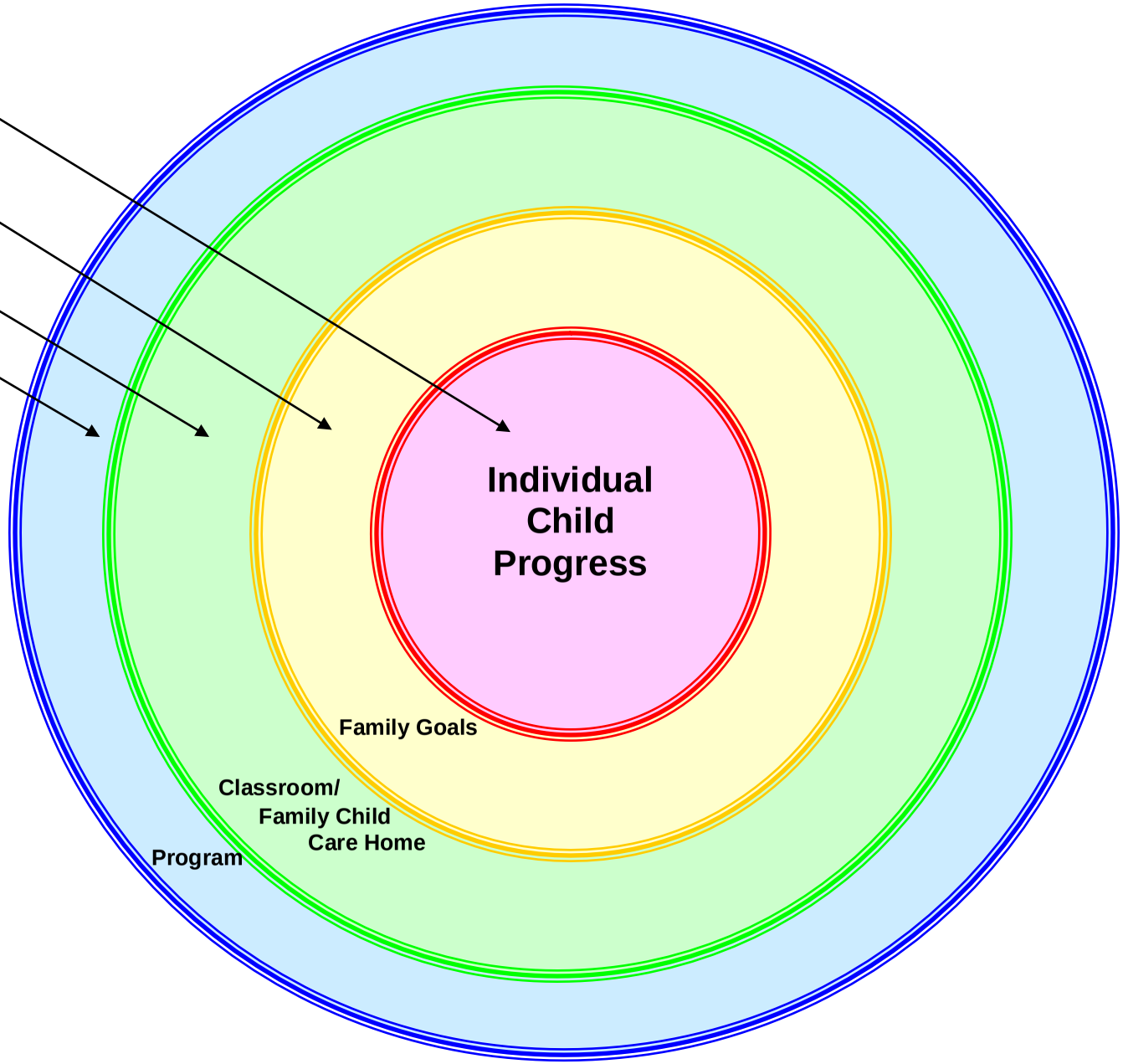
Infant/Toddler Learning and Development Program Guidelines

Prekindergarten Learning and Development Guidelines

Preschool English Learners Resource Guide

K-12 Academic Content and Performance Standards

Preschool Curriculum Frameworks



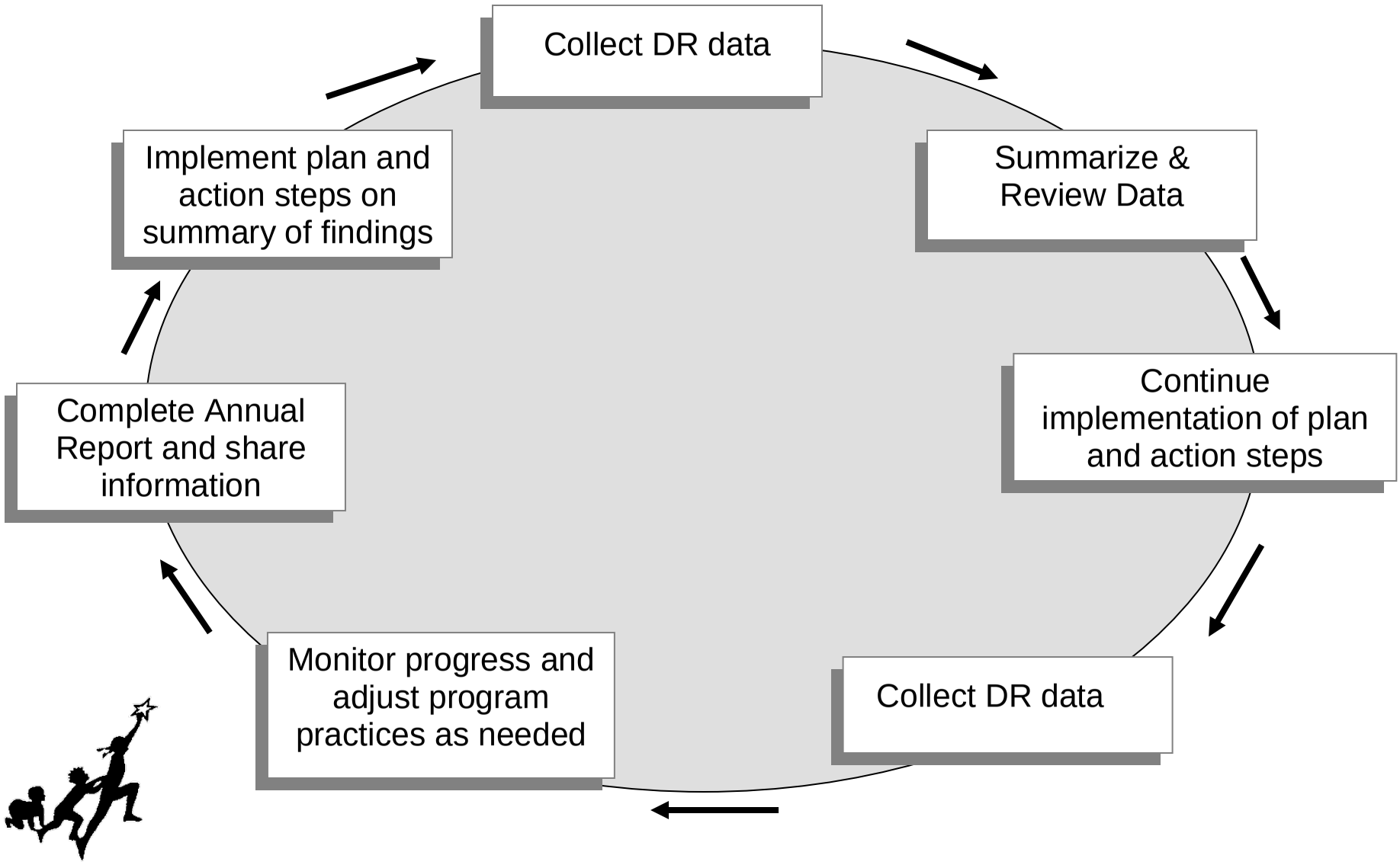
The Desired Results System Model

The Desired Results System model, a visual representation of the system, is a set of four concentric circles. The innermost circle represents the "heart" of the system, **the individual child's developmental progress**. Progress is assessed through the use of the *Desired Results Developmental Profile (DRDP)*.

The next circle represents agencies' support for **families' goals**. Parent satisfaction is determined through the distribution and collection of Parent Surveys.

The third circle represents **classroom or family child care home environments**. The appropriateness of children's environments is assessed by using the Environment Rating Scale (ERS) instrument.

The last circle represents the **program** or agency. Program quality is assessed using the Federal Program Monitoring and the Contract Monitoring Review instrument (FPM/CMR).

Supportive documents for implementation of the model include: *Infant /Toddler and Preschool Learning Foundations, Infant/Toddler Learning and Development Program Guidelines, Prekindergarten Learning and Development Guidelines*, *K-12 Academic Content and Performance Standards and California's Preschool Framework and the Preschool English Learners Resource Guide.*

Desired Results System Process for Continuous Improvement