DESIRED RESULTS

for Children and Families

IN THIS SECTION

DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)

PAGE

- Presenter Notes……..……..3-85
- Participant Power Point Handouts……86-114
- Activities and Handouts……...115-208

Management Bulletin 21-13 .....……115-123
CHILD CARE BULLETIN (CCB) NO. 22-15.....124-130

Treasure Hunt Activity.....131
Treasure Hunt Handout……..……....132-142

Compare and Contrast Activity……..143
Compare and Contrast Handout……....144-150

DRDP Examples Activity……..……...151
DRDP Examples Handout..……..……....152-154
At-A-Glance Handout……155-156

*Noticing Descriptions and Interpretations Act*ivity.....158
Practicing Noticing and Interpretations H/O……..…159-160

A Deeper Look at the Descriptors Activity ……..……161

See back for additional Activities and Handouts…

DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP) cont…

PAGE

LLD and ELD Directions Activity……162

LLD and ELD Directions Handout……163-164

Completing a Developmental Profile Activity……165

Completing a Developmental Profile Handouts…....166-181

Infant/Toddler Sample Portfolio & Rating Record……166-171

Preschool Sample Portfolio& Rating Record……172-175

School-age Sample Portfolio& Rating Record……176-181

Completing a Child's Dev. Progress Form Act…….182

Child Progress Form Handouts…….183-184

Writing a Summary of Findings Activity…….185

Writing a Summary of Findings Handouts……186-196

PS & IT Classroom Profile Data & Questions for Reflection..180-204

Instructions for DRDP Summary of Findings……205-208

DRDP Summary of Findings Sample……209-210

AND - When it connects two skills in the DRDP.....211-112

Preschool Fundamental View Conditional Measure.....213-214

Child Progress Report Guidance for Teachers.....215-219

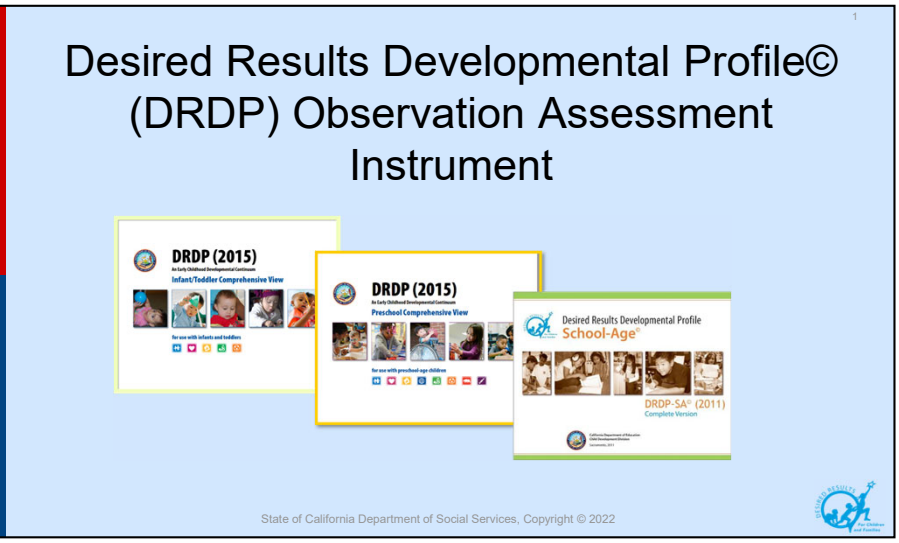
Group Progress Report Guidance for Teachers.....220-227

Act: Activity

H/O: Handout

New Administrators

Desired Results



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.

None

Script:

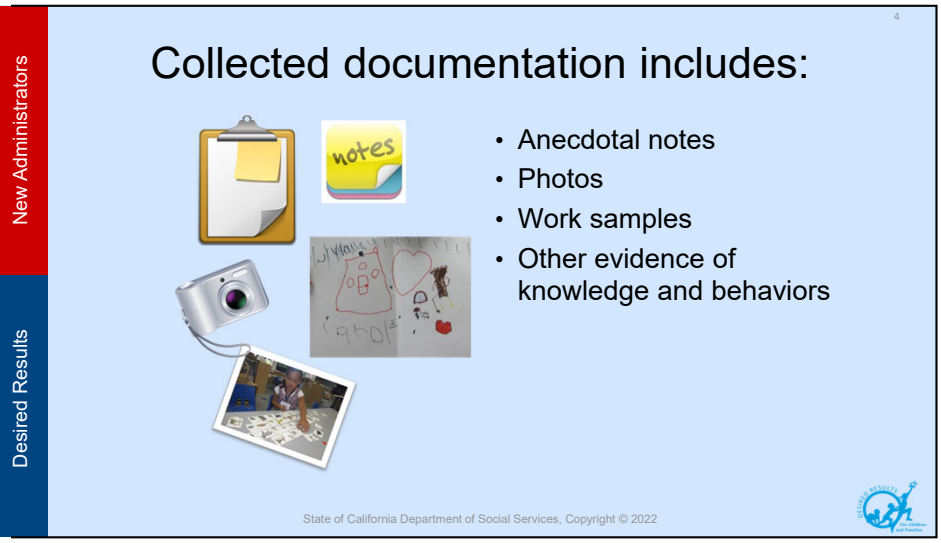
Teachers observe children in their natural, daily activities. Agencies will be able to describe children's achievements in learning and development to advocate the strengths and benefits of the program to families and the larger community.

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.



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.

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.

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.

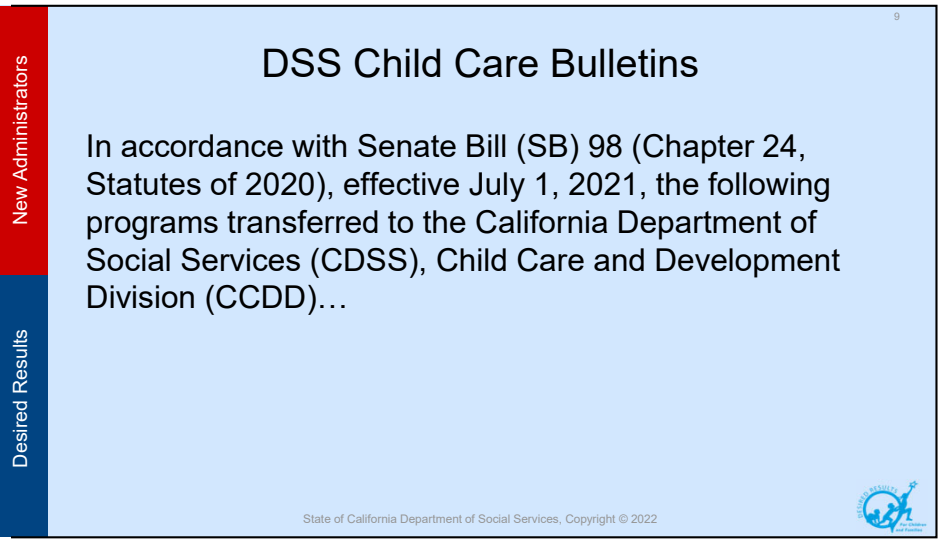
All succeeding observations will document changes that result from growth and progress.

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 Infant/Toddler View
- DRDP Preschool View
- DRDP SA view and
- DRDP K

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



None

Script:
General Child Care and Development Programs (CCTR) • California Family Child Care Home Education Networks (CFCC) • Programs for Children with Severe Disabilities (CHAN) • Migrant Child Care and Development Programs (CMIG) • Migrant Child Care Alternative Payment Programs (CMAP) • California Alternative Payment Programs (CAPP) • CalWORKs Stage 2 (C2AP) • CalWORKs Stage 3 (C3AP) • Resource and Referral Programs (CRRP) • Local Child Care and Development Planning Councils (CLPC) The California Department of Education (CDE), Early Education Division (EED) will continue to administer the CSPP, Inclusive Early Education Expansion Program (IEEEP), American Indian Early Childhood Education (AIECE) grant, and Early Head Start-Child Care Partnership grant awarded to the CDE by the United States Department of Health and Human Services, as well as other early education programs

https://www.cdss.ca.gov/Portals/9/Additional-Resources/Letters-and-Notices/CCBs/2021/CCB%2021-11.pdf?ver=2021-09-23-111708-210

If you are providing services to children with Individualized Education Programs (IEP) or Individualized Family Service Plans (IFSP), you are encouraged to visit the desired results access website to get additional

DE information about training and specific requirements.

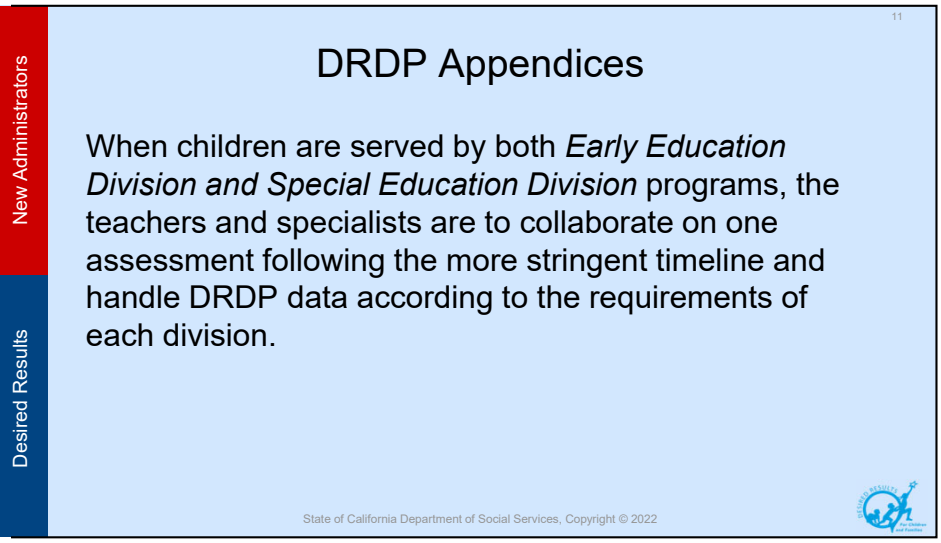
New Administrators

Desired Results

None

Trainer note:
DR Access Project is a website to discover requirements specific to Special Education programs

Participants may have additional questions about DRDP Access. Encourage them to visit the website listed on the screen to get additional information.

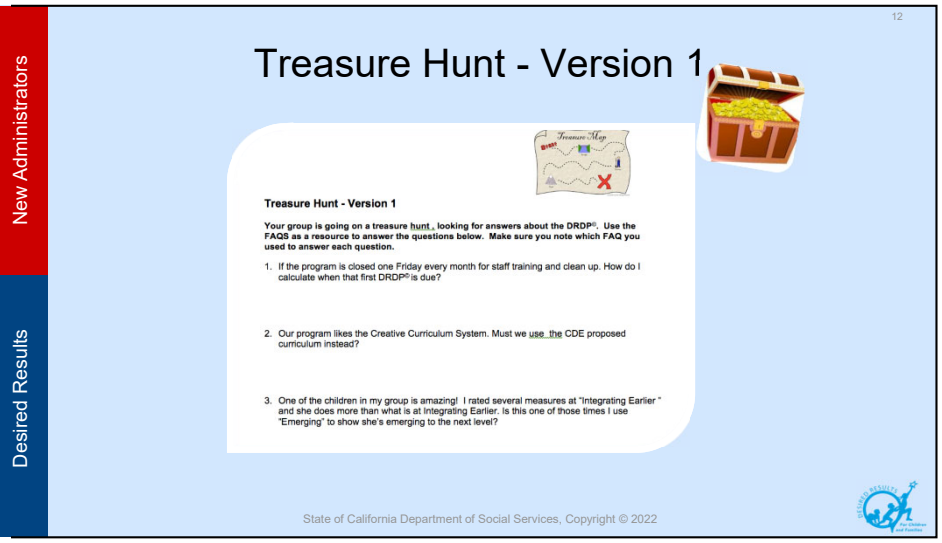


None

Script:

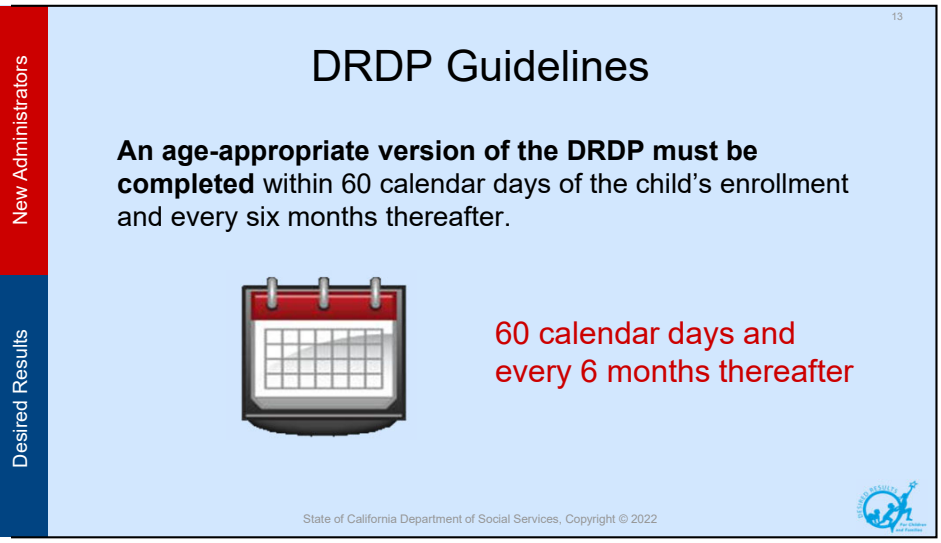
More details can be found in appendix A of the DRDP assessment.

Direct participants to appendix A and have them read and share about the two columns.



None

Activity: Treasure Hunt



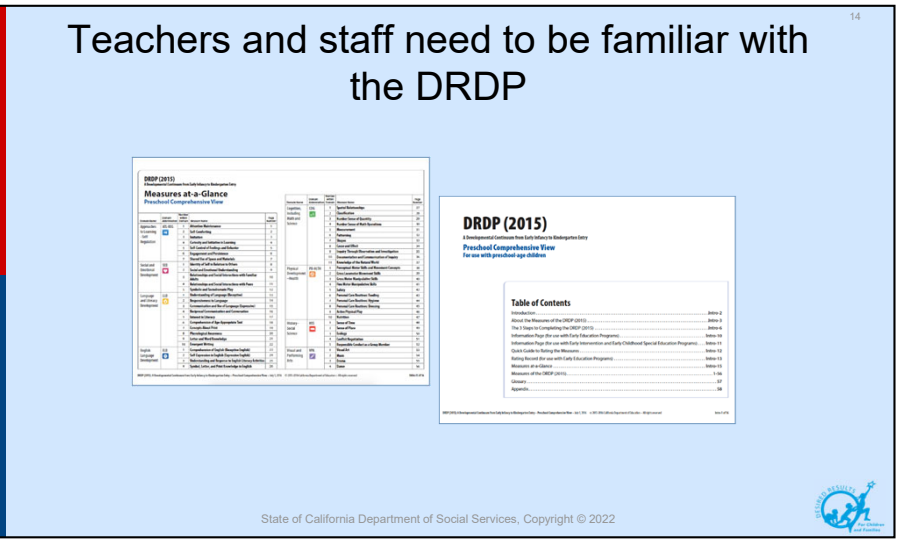
None

Script:
An age-appropriate version of the DRDP must be completed for all children enrolled in a California state-funded center or family child care home network.

Trainer Note:
Clarify how often and when DRDPs are required to be completed. In CDSS programs 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

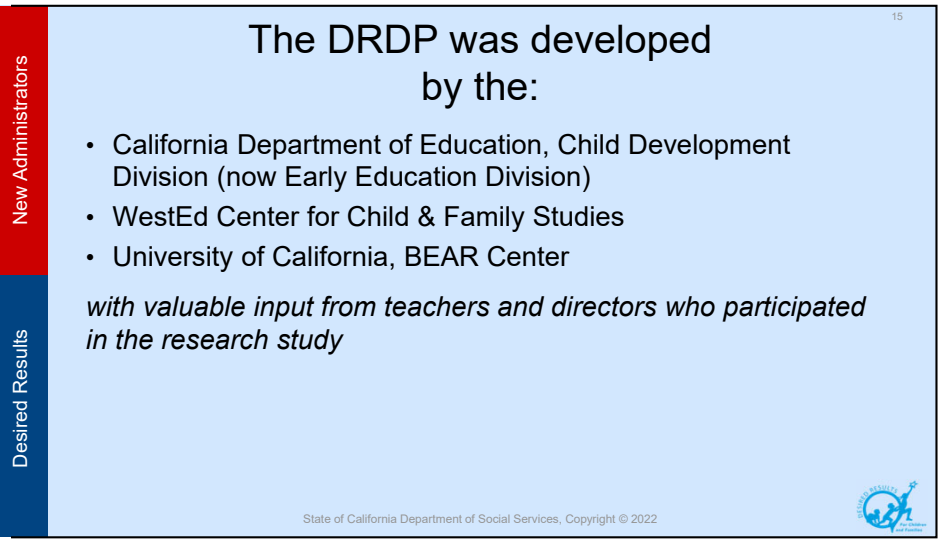


None

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 Desired Results website and are helpful in becoming familiar with the DRDP.

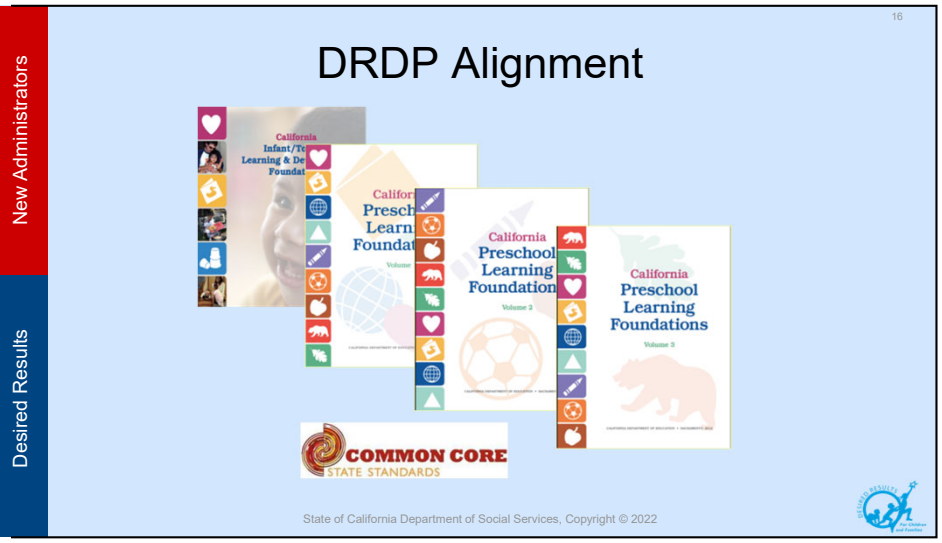


None

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.



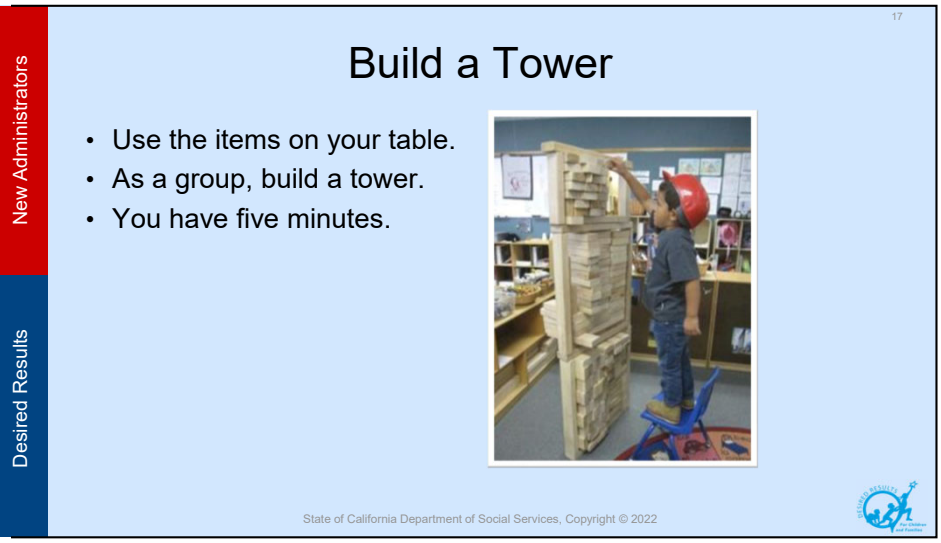
None

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

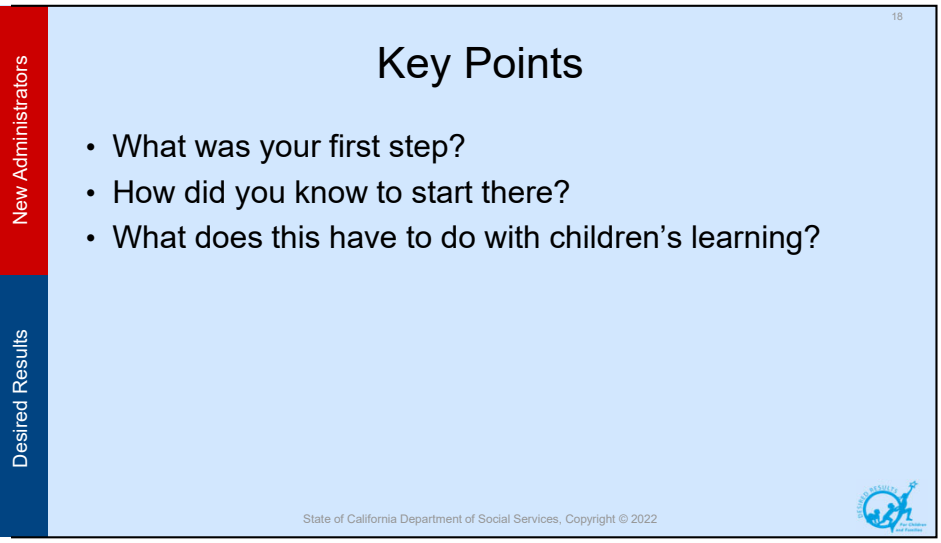
Now let's look at the instrument in more detail…



None

Script:

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

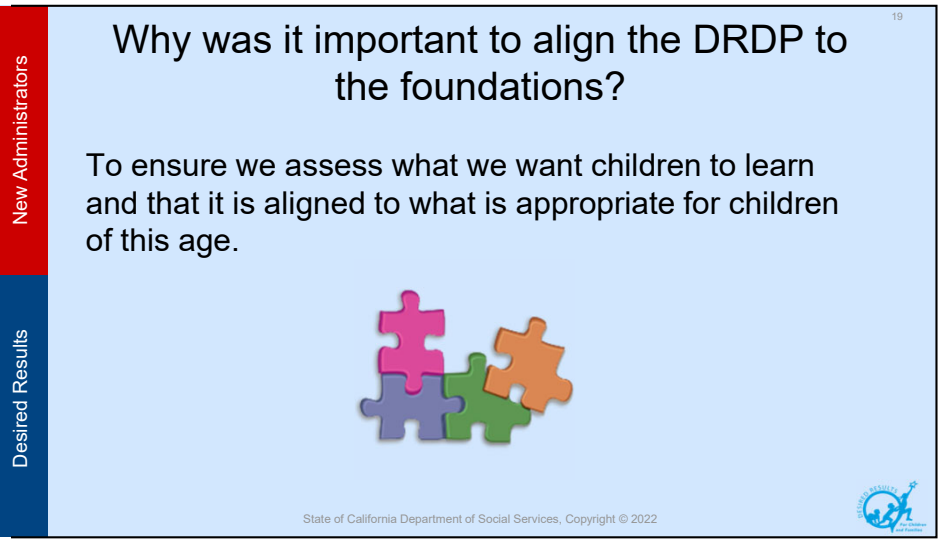


None

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.

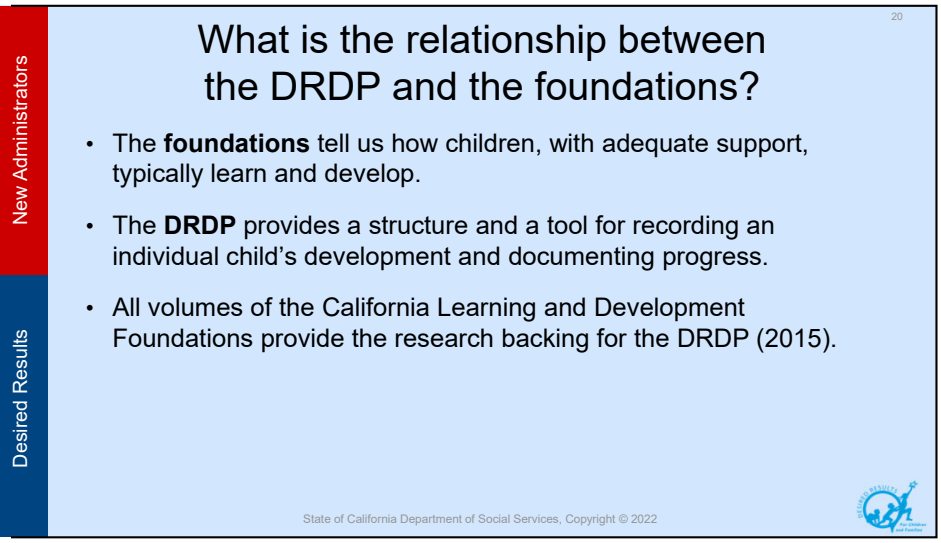


None

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.

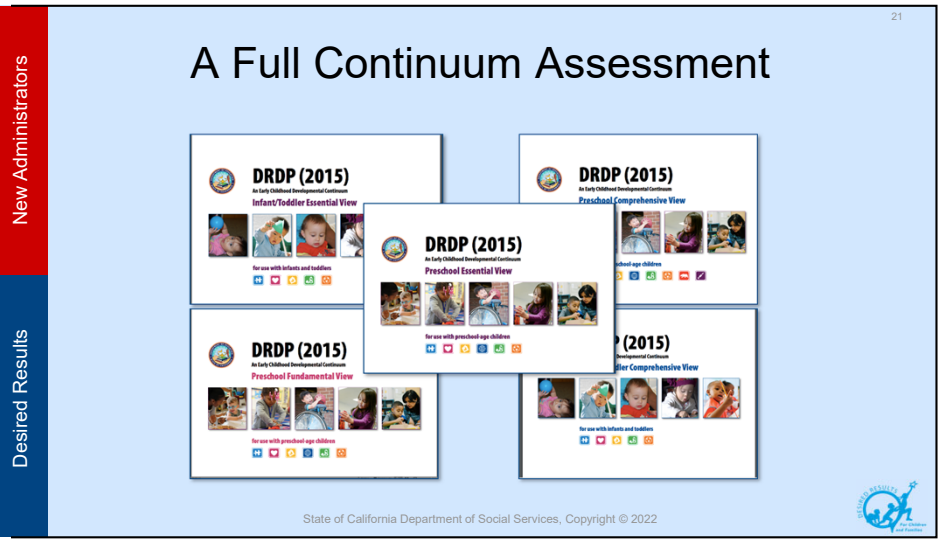


None

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.



None

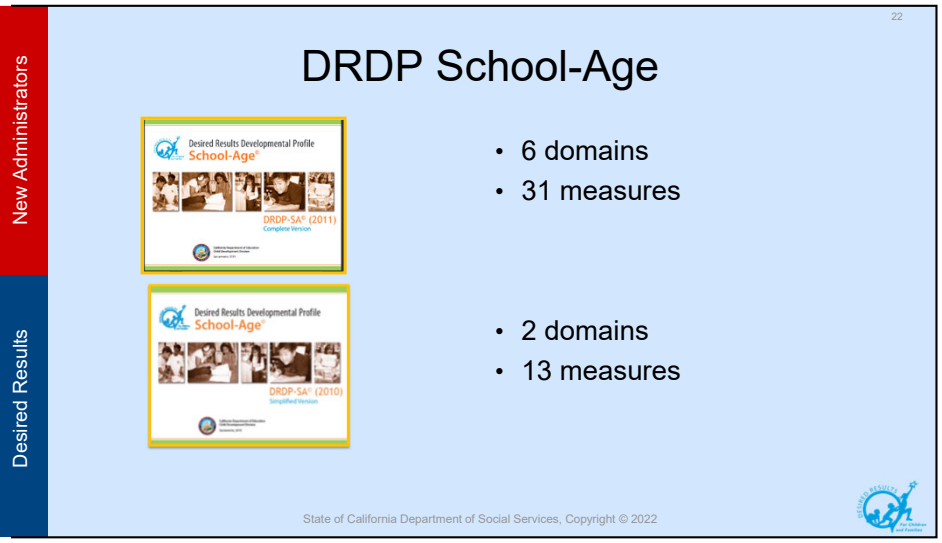
Script:

The DRDP is a full continuum assessment. The same assessment is used for all children, including children with IFSPs and IEPs. There is one assessment and there are five 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.

- Infant/Toddler Comprehensive View has 5 domains and 29 measures.
- Infant /Toddler Essential View 5 domains and 21 measures.
- Preschool Comprehensive View has 8 domains and 56 measures, 10 of those measures are conditional.
- Preschool Fundamental View has 6 domains with 43 measures, thirteen of those measures are conditional.
- Preschool Essential View has 6 developmental sub domains and 29 measures

The fundamental view only pertains to preschool aged children. The essential views of the assessment do not meet special education requirements.. Agencies choose which view will be used to assess children.

To learn about what adaptations a child with an IFSP or IEP needs please collaborate with the child's service providers.



None

Script:

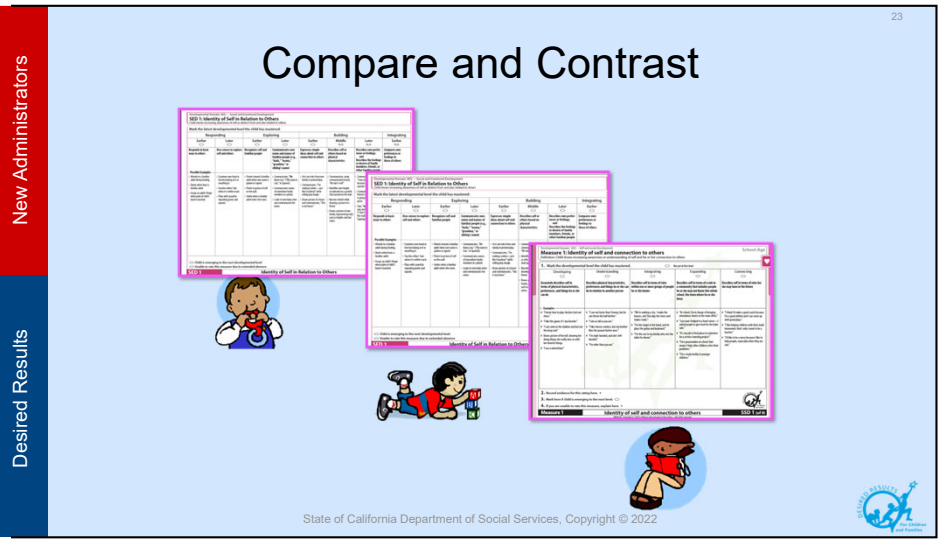
Programs may use either the DRDP-SA© (2010) Simplified Version or DRDP-SA© (2010) Complete Version.

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

DRDP SA has two versions to choose from:

- DRDP–SA complete version which has all 35 measures
- 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.). The state of California felt it was still important to assess Self and Social Development as well as Heath and Safety.



None

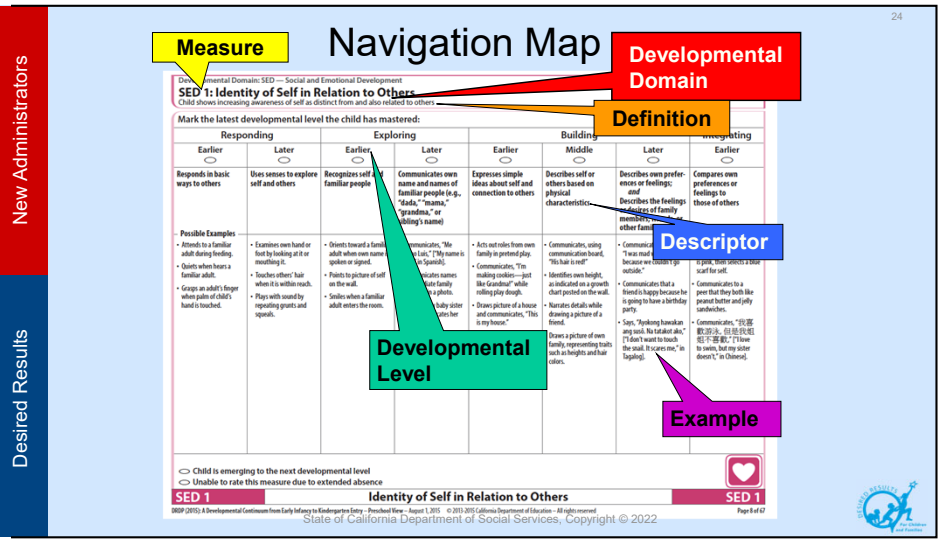
Activity: Compare and Contrast

Trainer Notes:
Point out the differences and similarities 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).

New Administrators

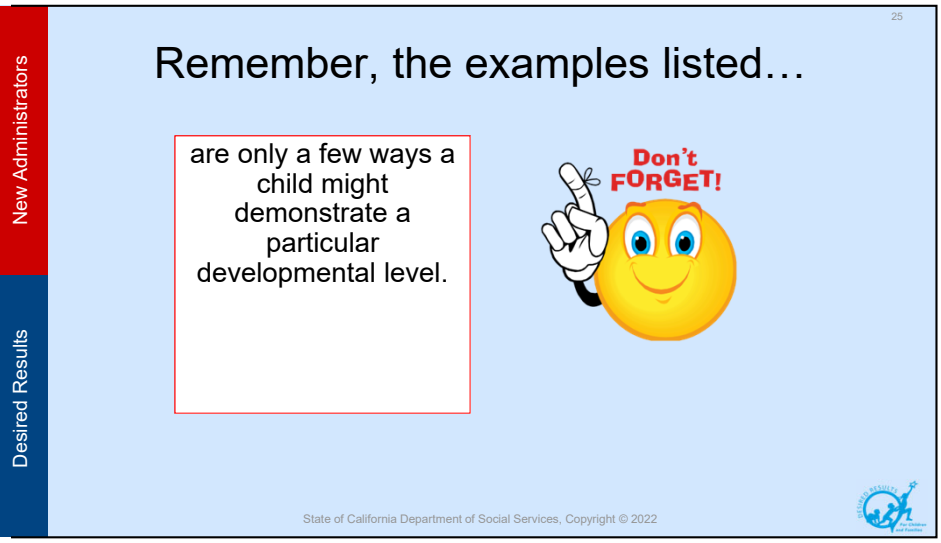
Desired Results



None

Script:

Let's look at all the elements of the DRDP measure page. Please fill in the empty boxes, as I click through the names. The back side provides the terms and definitions for the DRDP.



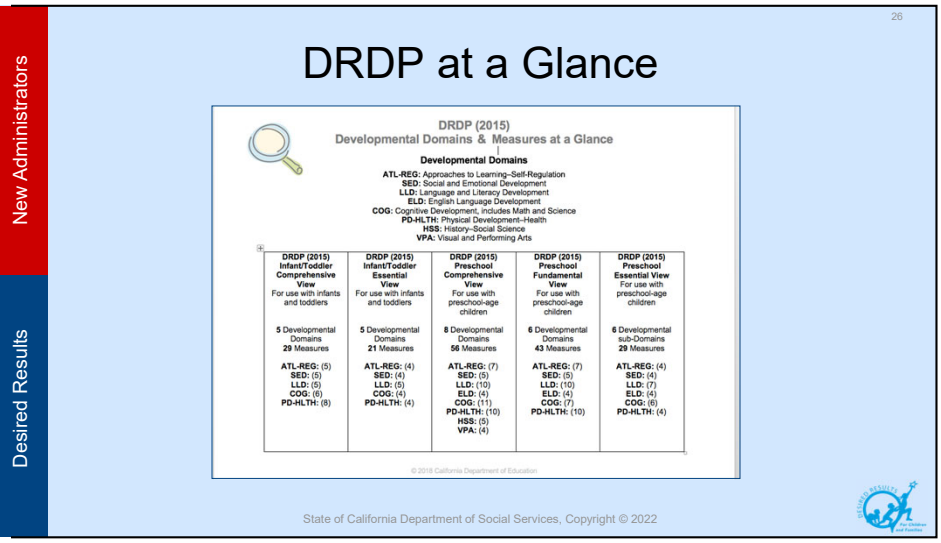
None

Script:

The purpose of the examples is to help teachers clarify where the skills could be demonstrated, i.e., some ways a teacher might see the behavior.

Encourage staff to add examples of what they observe for the developmental levels.

The DRDP examples activity to do with staff is in the binder.

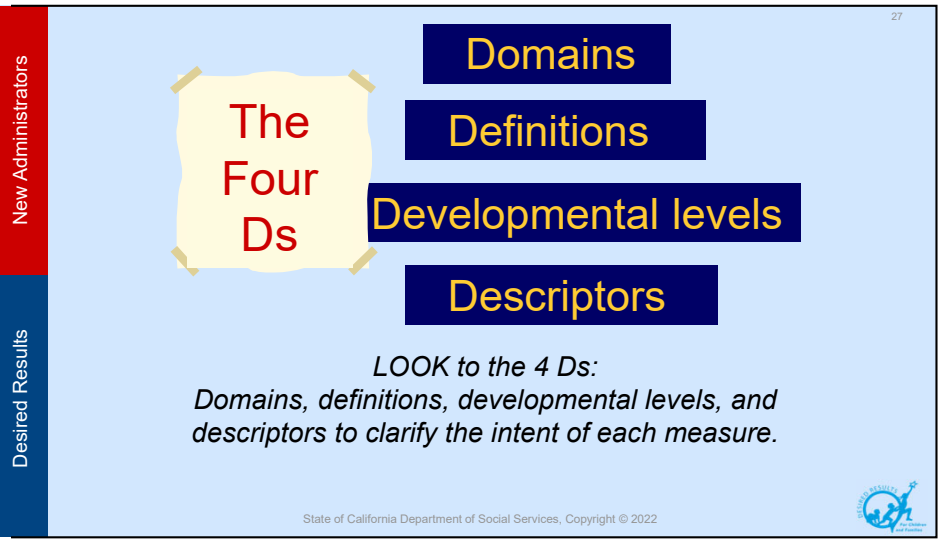


None

Script:

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

- 29 measures in the DRDP I/T Comprehensive View
- 21 measures in the DRDP I/T Essential View
- 56 measures in the DRDP Preschool Comprehensive View
- 43 measures in the DRDP Preschool Fundamental View
- 29 measures in the DRDP Preschool Essential View
- 55 measures in the DRDP-K Comprehensive View
- 37 measures in the DRDP-K Fundamental View
- 33 measures in the DRDP-K Essential View
- 25 measures in the DRDP-K Snapshot View
- DRDP-SA Complete Version has 31 measures and the DRDP-SA Simplified Version has 13 measures

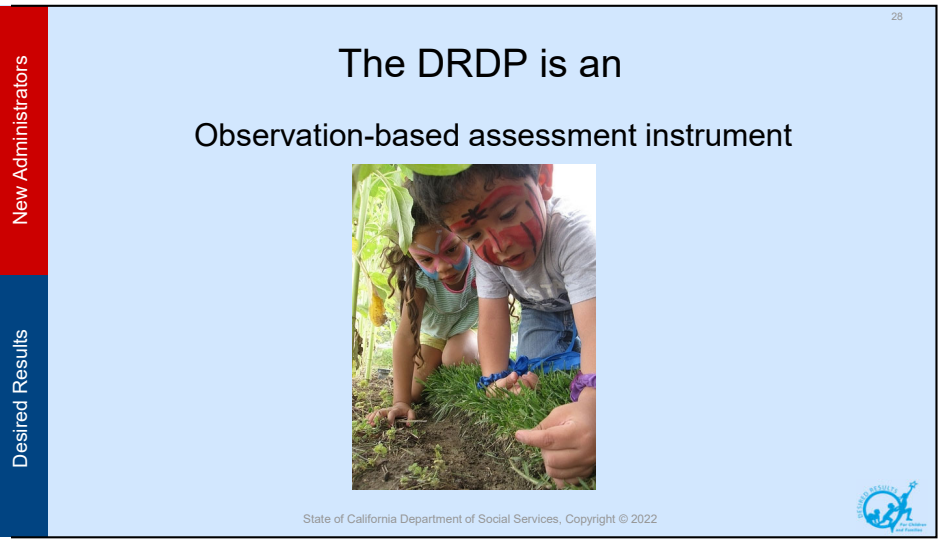


None

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

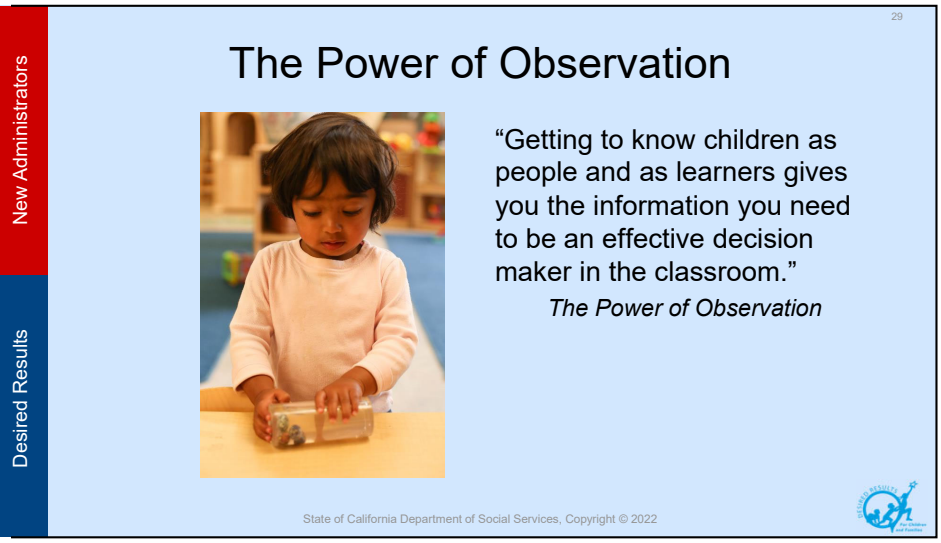
Trainer Note:
Review the 4 Ds and emphasize that reading these components can assist staff in knowing the intent, or purpose, of each measure.

- 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.



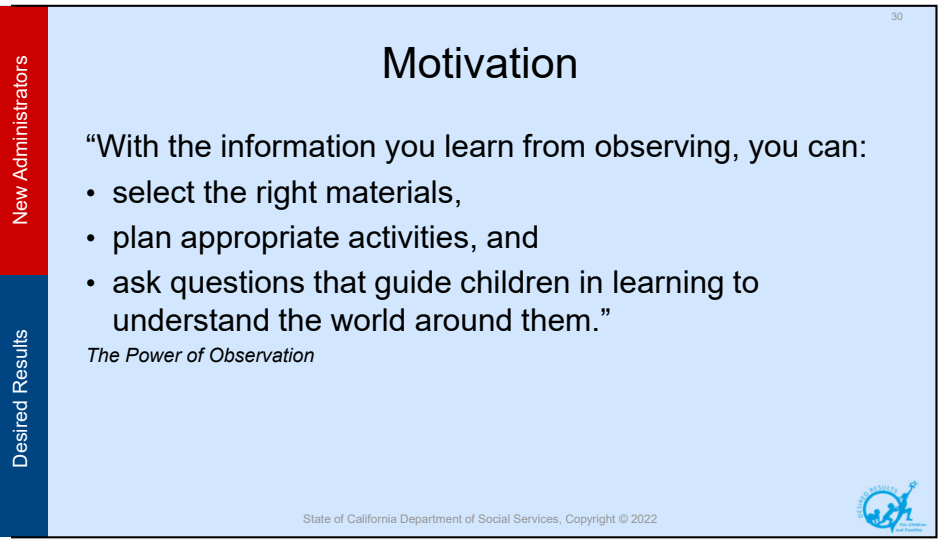
None

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



None

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



None

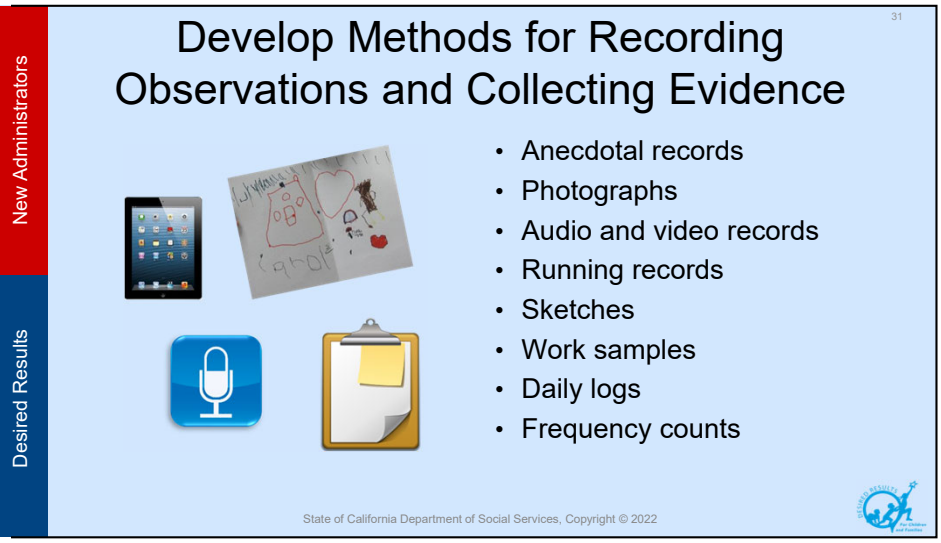
Script:

The state of California 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, their strengths, need for support materials, and language. In addition, it helps teachers plan engaging activities to help children progress in their development.

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

The next activity will assist in writing meaningful anecdotal notes.



None

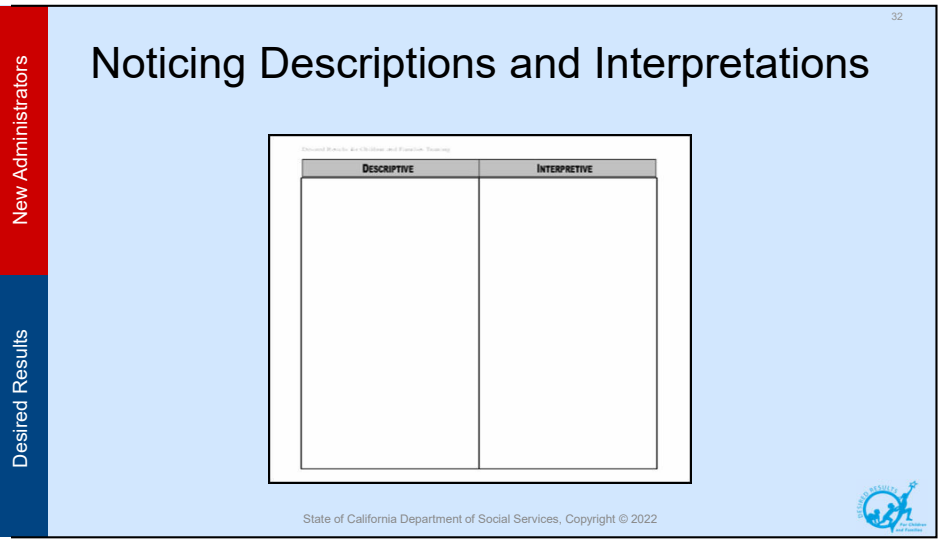
Script:
Before teachers can rate the DRDP, they need to collect relevant information about the children.

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, such as anecdotal notes, work samples, frequency count sheets, and photos to provide evidence of mastered developmental levels across all of the measures.

Enlist all teachers, support staff, and parents to contribute documentation for the children’s portfolios. 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.

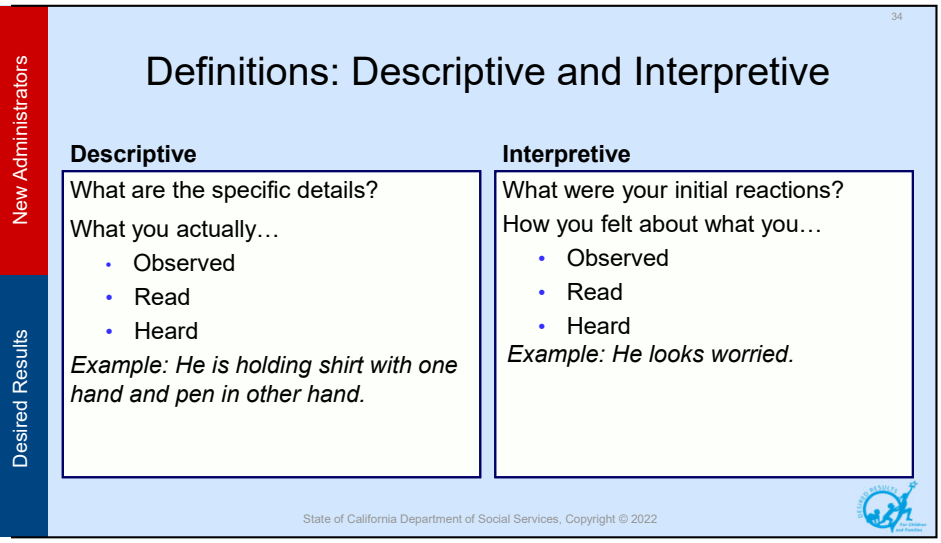


None

Activity: Noticing Descriptions and Interpretations

None

Trainer Note:
Keep this slide up during the activity.



None

Script:

This is a reminder of what quality notes have.

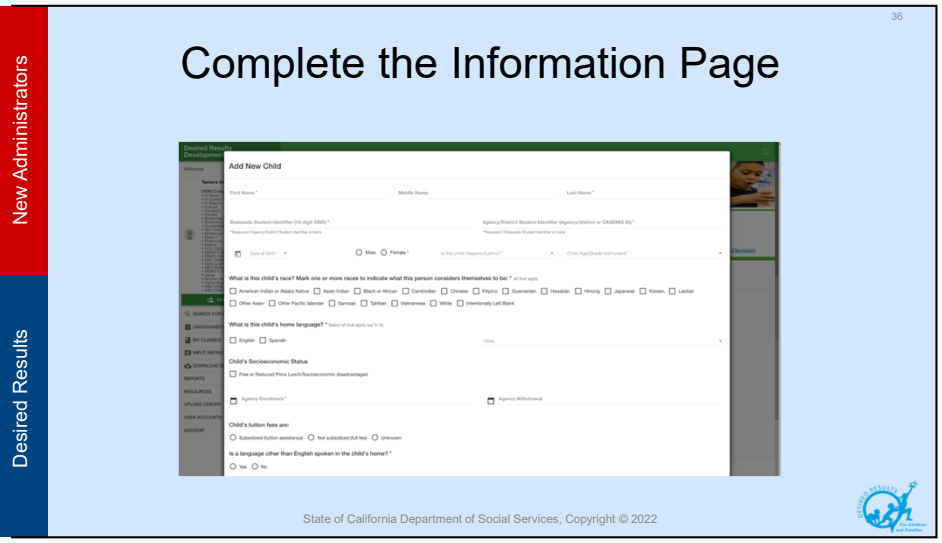
None

Script:

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

New Administrators

Desired Results



None

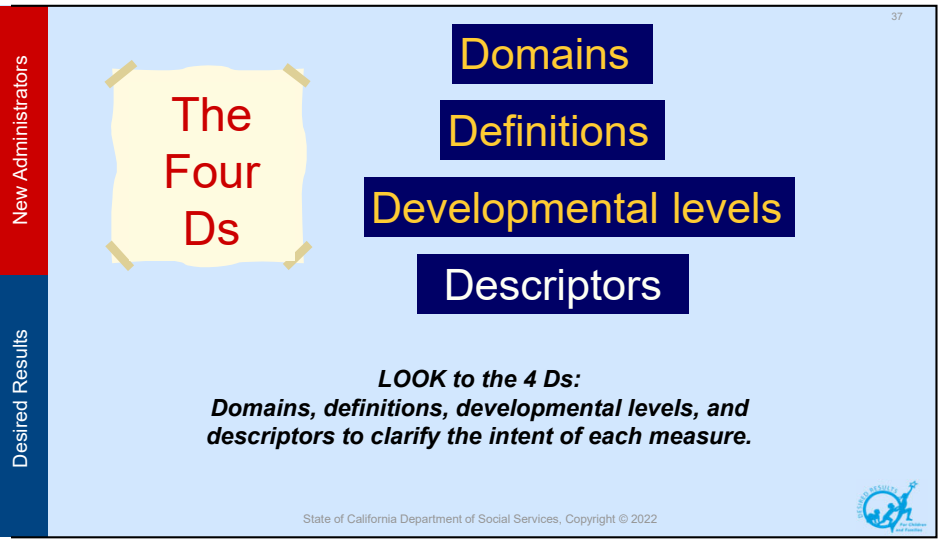
Script:
One of the first steps is to enter children into the DRDP Online system.

The Child Record will need to be completed for all children.

Ensure that the date of assessment is within 60 days of the child's enrollment.

Administrators can edit the information page when necessary in DRDP Online.

A tutorial, Steps to Completing the DRDP, is available on the Desired Results website.
Micro learning videos are available on YouTube.



None

Script:

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

The 4 Ds 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 the child demonstrating with mastery to rate at that developmental level.

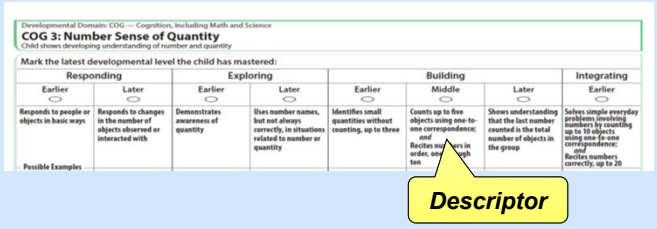
New Administrators

Desired Results

38

A Deeper Look at the Descriptors

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

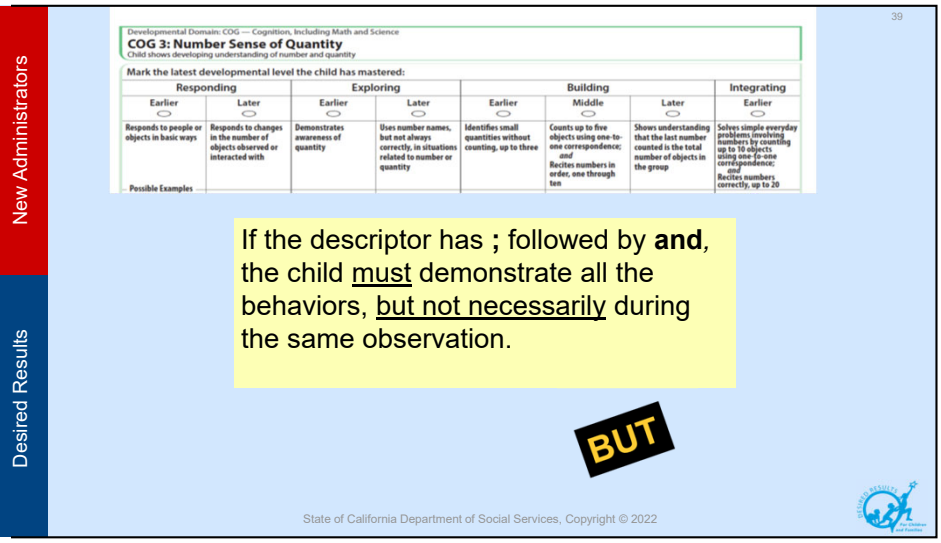


State of California Department of Social Services, Copyright © 2022

None

Script:

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



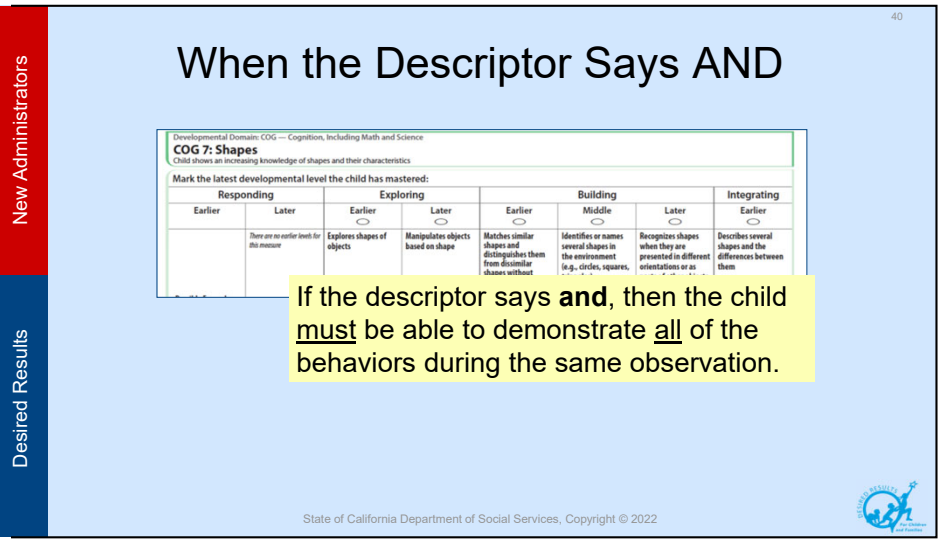
None

Script:

The language inside the descriptors is very important.

If the descriptor has a ; AND the child must demonstrate all the behaviors, but not necessarily during 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.



None

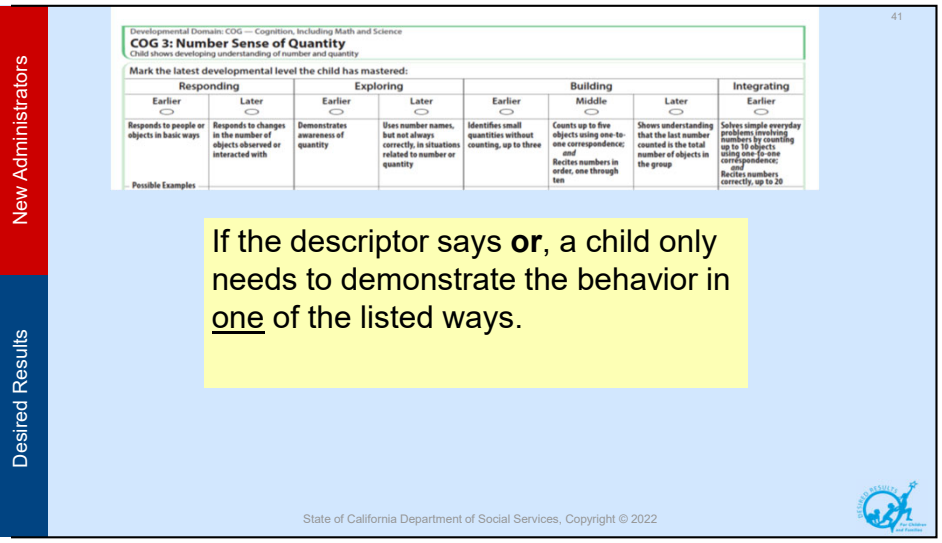
Script:

But if the descriptor says AND, then the child must demonstrate all the behaviors during the same observation.

For example, if the descriptor says, “walk AND skip,” the child needs to walk and skip in the same observation.

New Administrators

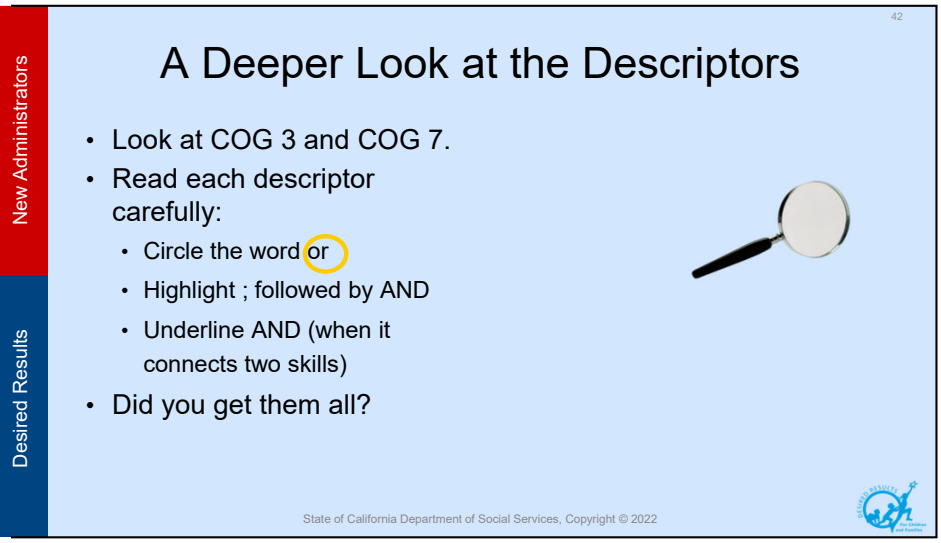
Desired Results



None

Script:

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



None

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

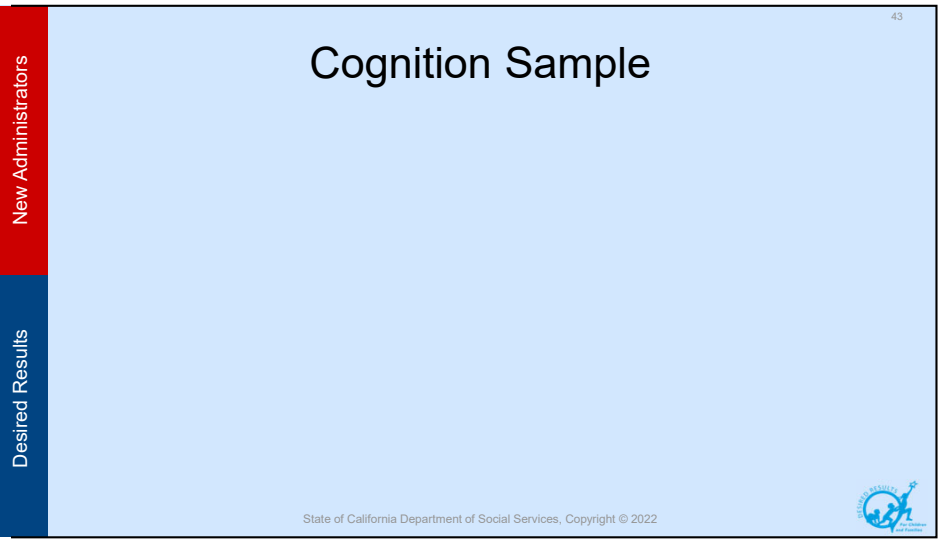
Script:
Now we are going to practice.

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 ORs, highlight the ;ANDs, and underline the AND in the descriptors.

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

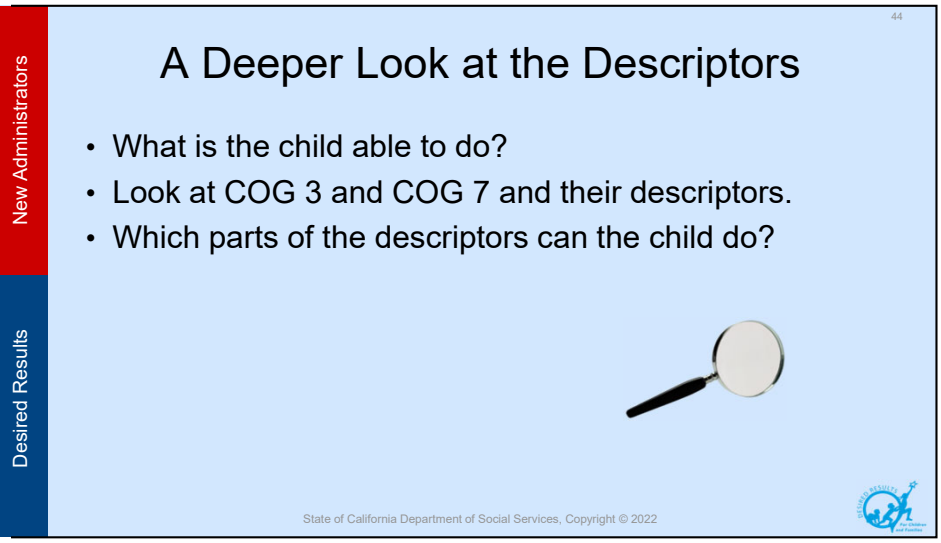
Now that we are done, turn to COG 3. How many ORs did you find? How many ;ANDs? How many ANDs?

Trainer note: Repeat this for COG 7.



None

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



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.

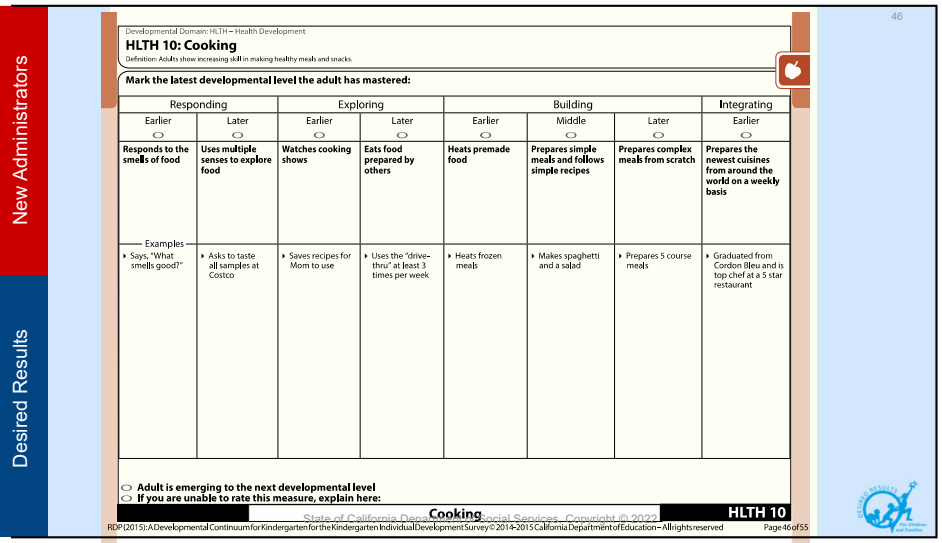
What did you see the child do? What did the child demonstrate during the clip?

None

Script:
This practice model is a playful creation to assist staff in considering 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?”

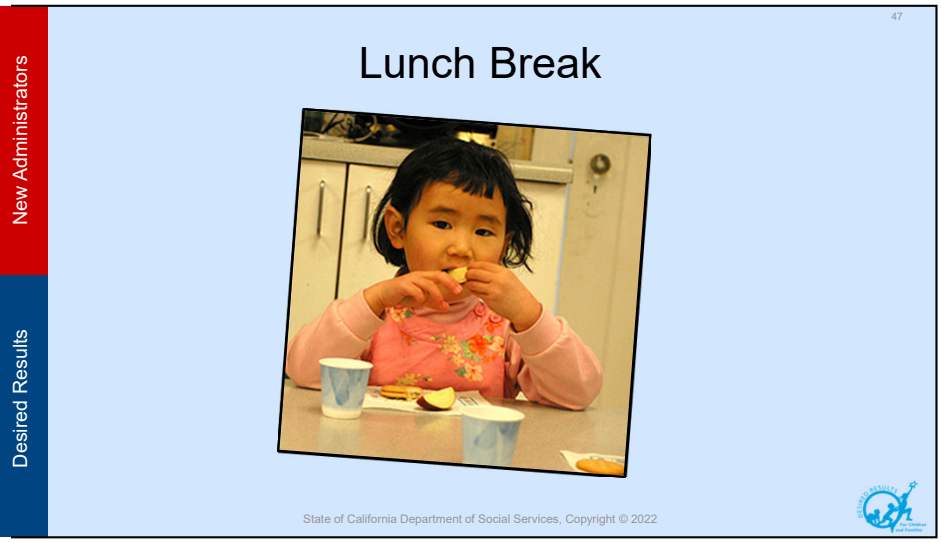


None

Trainer Note:

Ask participants to raise hands or stand up to show pride for the highest level of "mastery" attained. Think about their behaviors in the last 60 days and choose one level that describes mastery of their skills.

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



None

Take a 15-minute break.

Trainer Note:
Remind participants to check out the gallery.

New Administrators

Desired Results

48

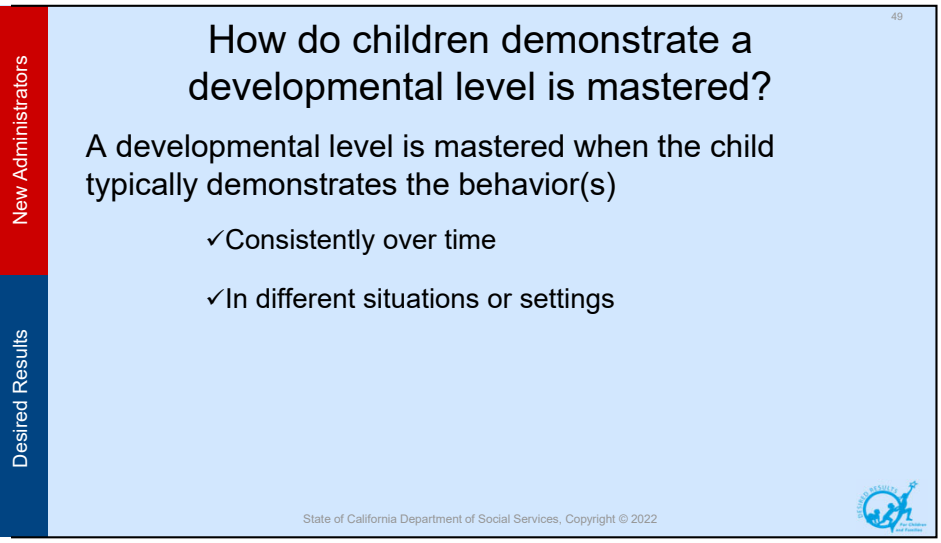
Review the collected evidence and reflect on the child's development

State of California Department of Social Services, Copyright © 2022

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.

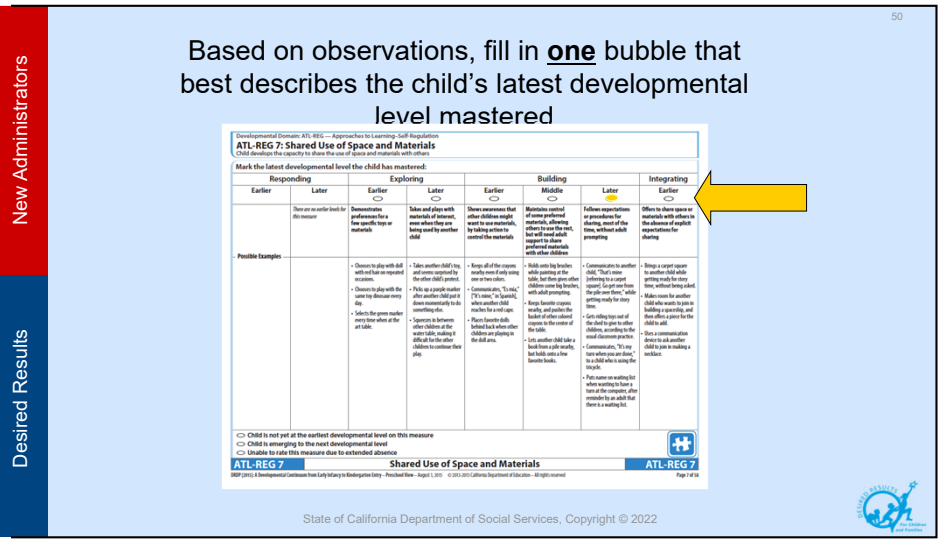


None

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

New Administrators

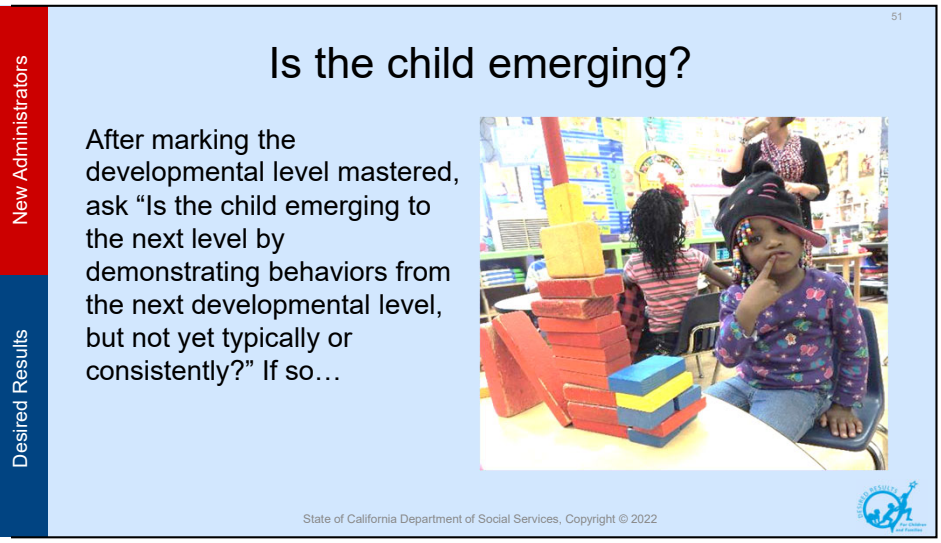
Desired Results



None

Script:

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



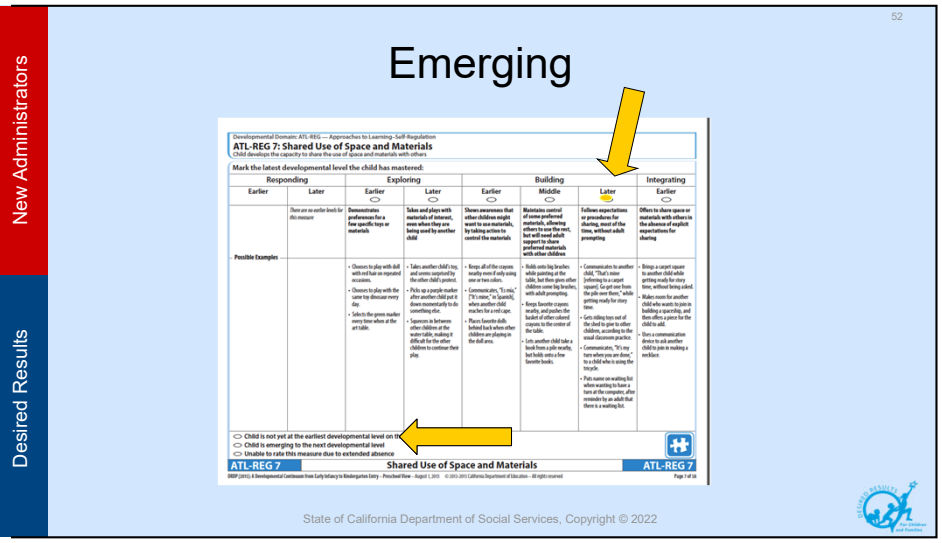
None

Script:

After marking the developmental level mastered, ask “Is the child emerging to the next level by demonstrating behaviors from the next developmental level, but not yet typically or consistently?” If so…

New Administrators

Desired Results



None

Script:

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

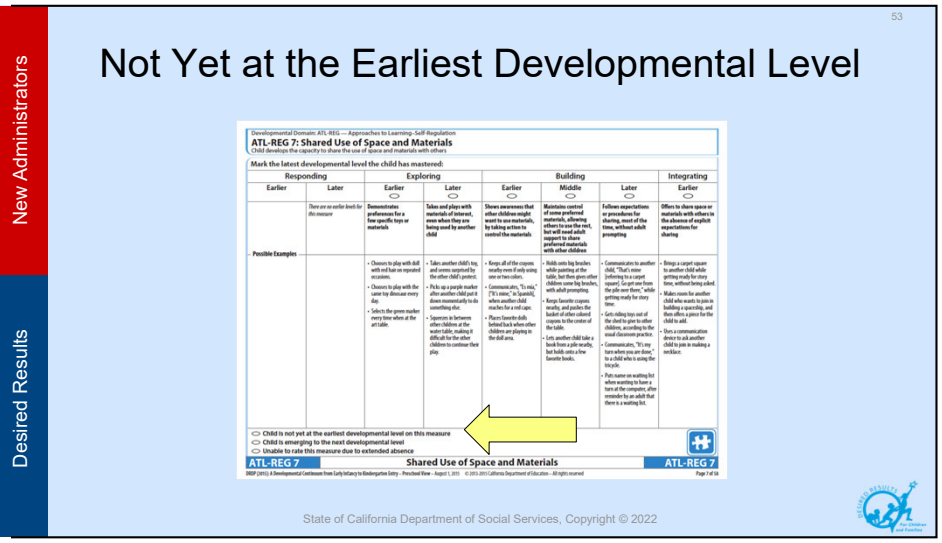
If you determine that the child is emerging to the next level, you may mark the bubble labeled, emerging.

Using the emerging bubble is optional and up to the individual teacher.

If the child is at the last developmental level, do not rate the child as emerging to the next level.

New Administrators

Desired Results



None

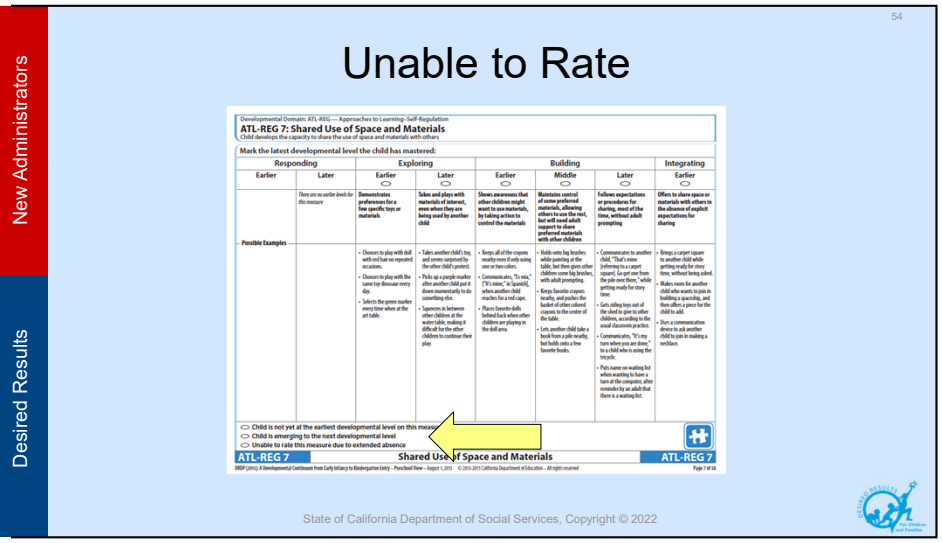
Script:

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.

New Administrators

Desired Results



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.

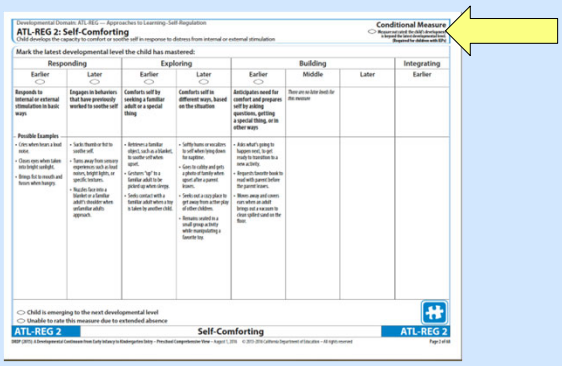
Unable to rate is only used for extended absences.

New Administrators

Desired Results

55

Conditional Measures



State of California Department of Social Services, Copyright © 2022

None

Script:

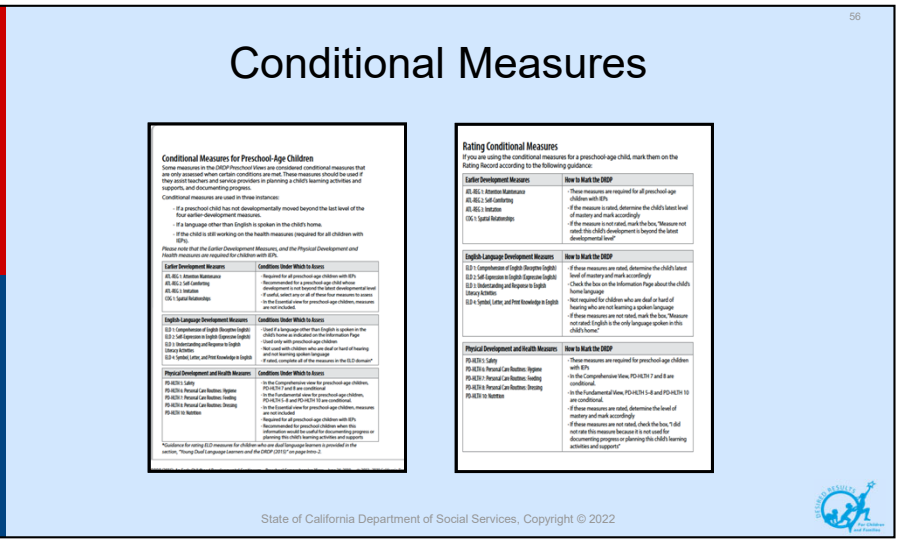
Some measures in the DRDP are considered conditional measures that are only assessed when certain conditions are met.

Conditional measures should be used if they assist teachers and service providers in planning a child's learning activities and supports, and documenting progress.

There is a short microlearning video on YouTube to explain conditional measures

New Administrators

Desired Results



None

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

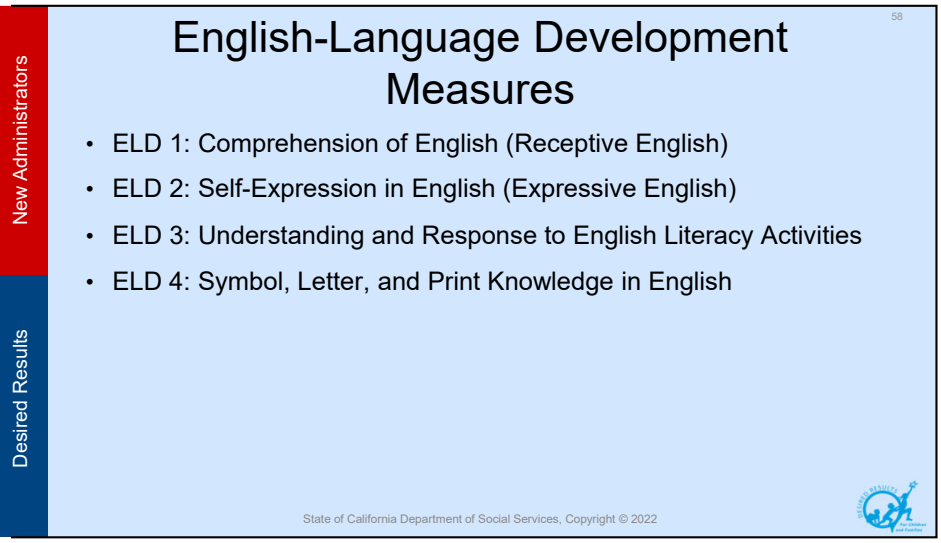
Also refer to YouTube video.

None

Script:

The DRDP (2015) Preschool View instruments contains four measures for English-language development.

(There are ELD tutorial on the Desired Results website.)



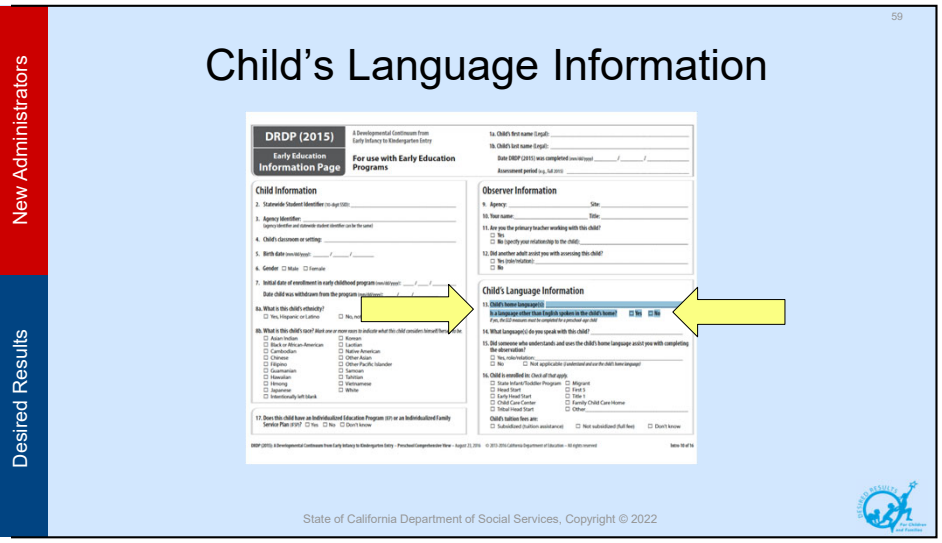
None

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



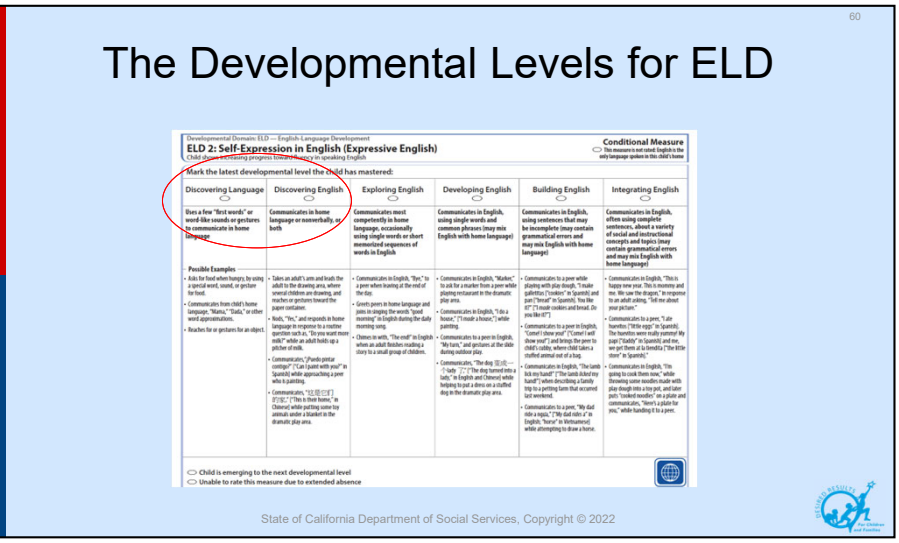
None

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.

New Administrators

Desired Results



None

Script:

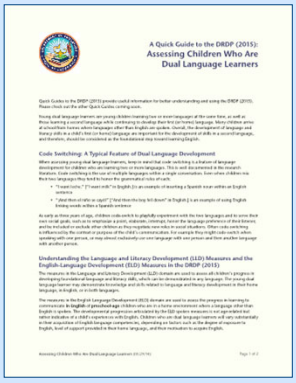
The descriptors in the first two levels (Discovering Language and Discovering English) refer to the child's use of their home language.

New Administrators

Desired Results

Assessing Children Who Are Dual Language Learners

61


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

Code Switching: A Typical Feature of Dual Language Development

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

State of California Department of Social Services, Copyright © 2022

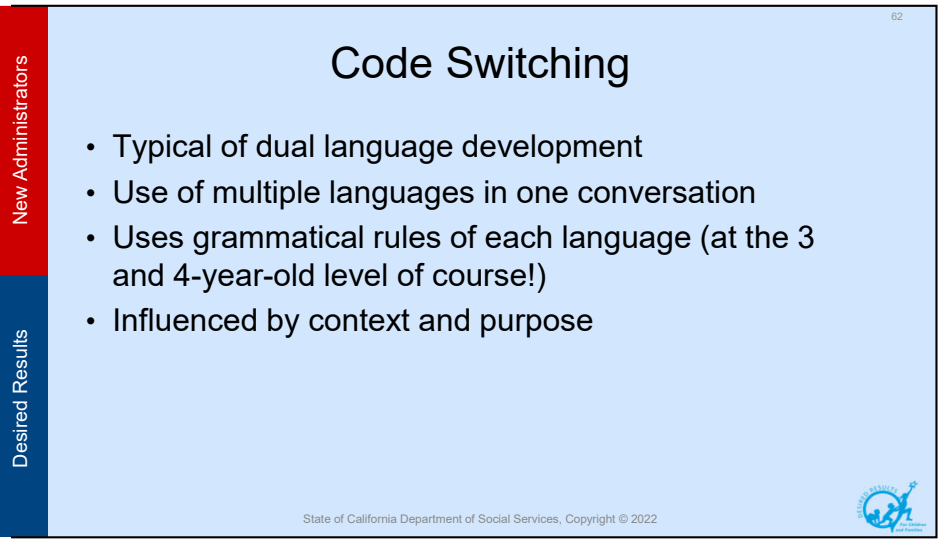
None

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.

Ask, “What are some things that stood out to you from the handout?”

Use chart paper to chart responses about code switching.

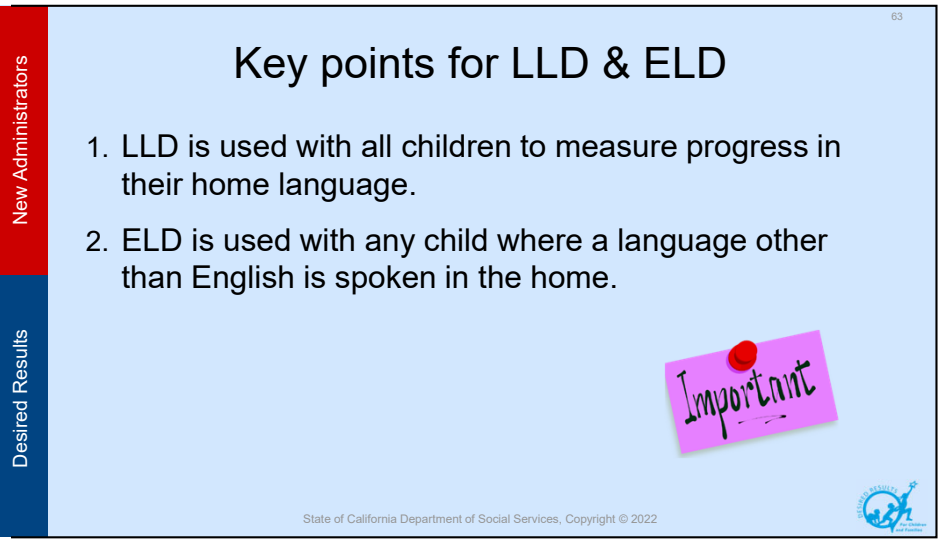


None

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



None

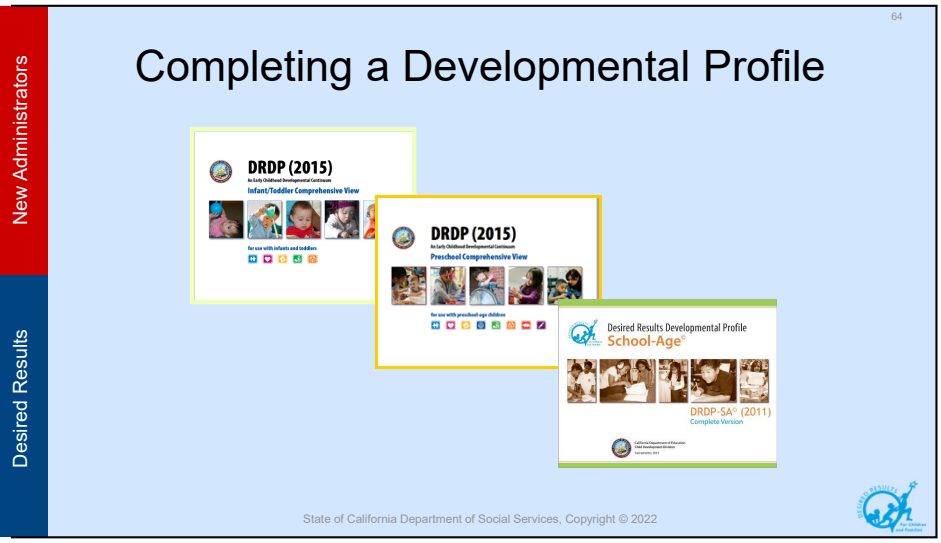
Script:

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.

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 a language other than English is spoken in the child's home.

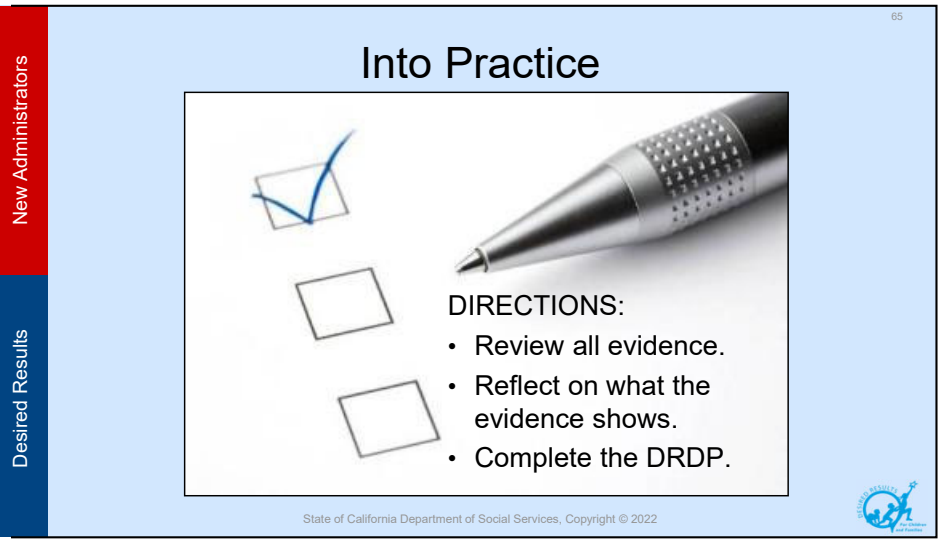
Communication in all languages the child uses should be considered when collecting documentation and completing the measures in all domains.

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

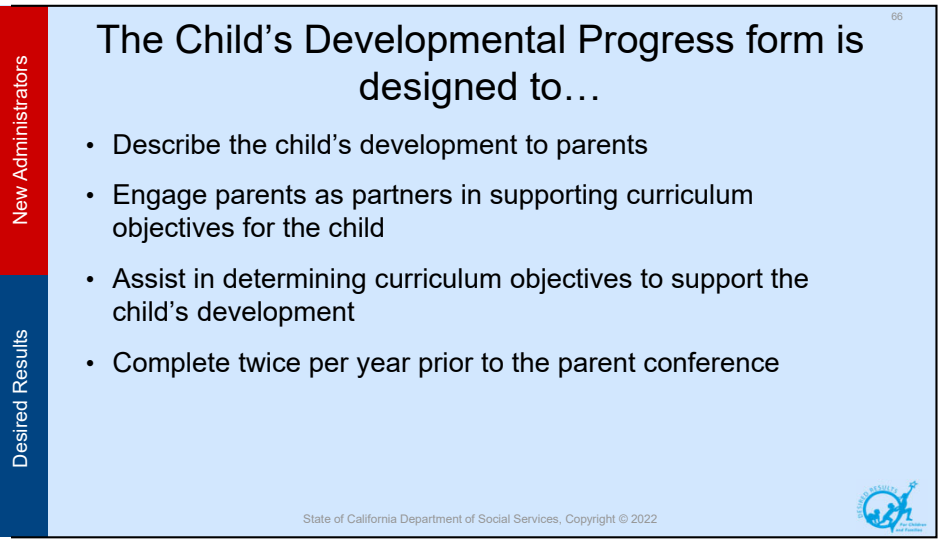


None

Activity: Completing a Developmental Profile


New Administrators
Desired Results
65
Into Practice
DIRECTIONS:
• Review all evidence.
• Reflect on what the evidence shows.
• Complete the DRDP.
State of California Department of Social Services, Copyright © 2022

None



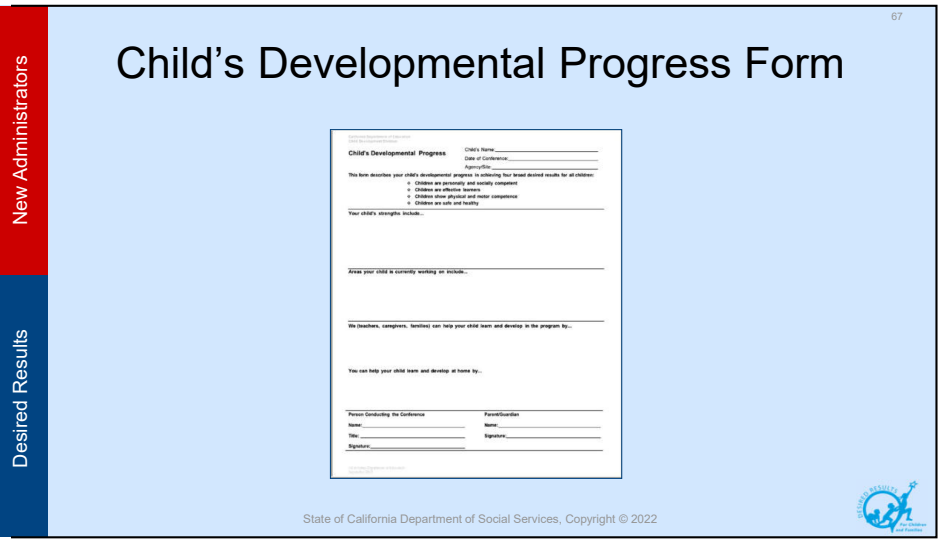
None

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.



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 and stress the importance of the parents' involvement and participation in the process of the child's learning and growth.

Teachers are also encouraged to use the parent report from DRDP Online to supplement the Child Developmental Progress form.

Scheduled parent conferences are to occur at least two times each program year.

New Administrators

Desired Results

Completing the Child's Developmental Progress Form

68

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:_____

DIRECTIONS:

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

State of California Department of Social Services, Copyright © 2022

None

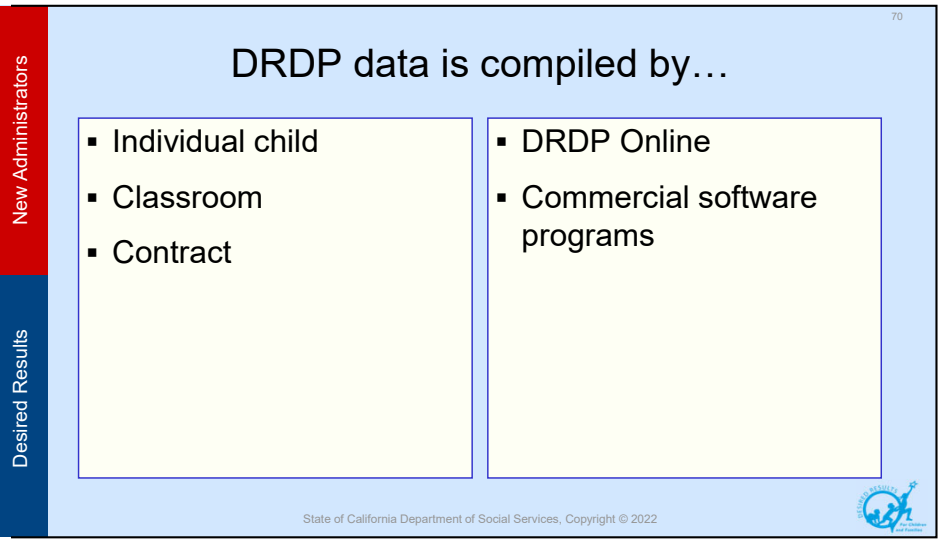
Activity: Completing a Child's Developmental Progress Form

None

Script:
DRDP Online accounts are free for CDE/DSS funded programs, Head Start programs, California tribal CCDF, and for California K-12 school districts and all programs associated with California Quality Counts.

There are many free tutorials and webinars available to support implementation of DRDP Online.

Program staff may schedule an appointment for support or join free webinars: https://www.desiredresults.us/drdp-online-resources

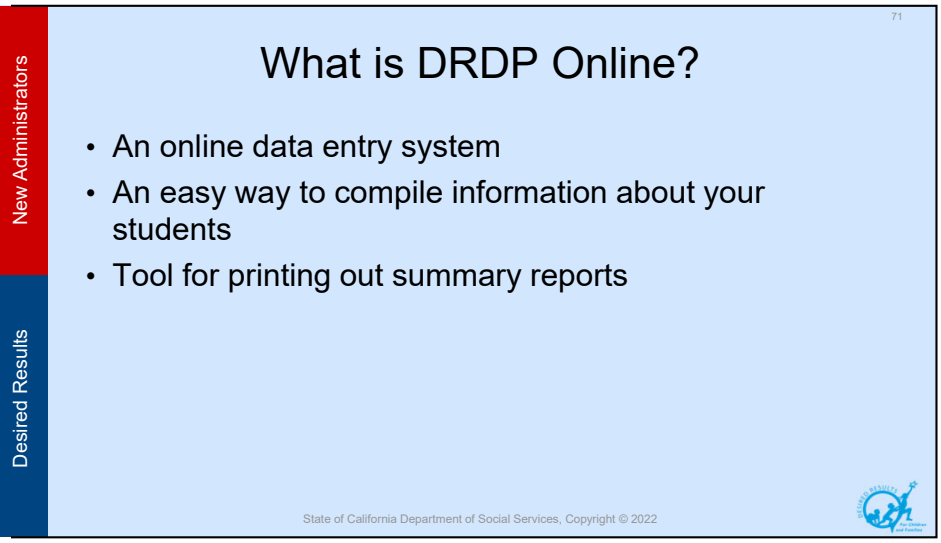


None

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.

DRDP Online 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 CDSS, it will be reviewed during your CPM/CMR. This data is also compiled and used to complete the Program Action Plan.



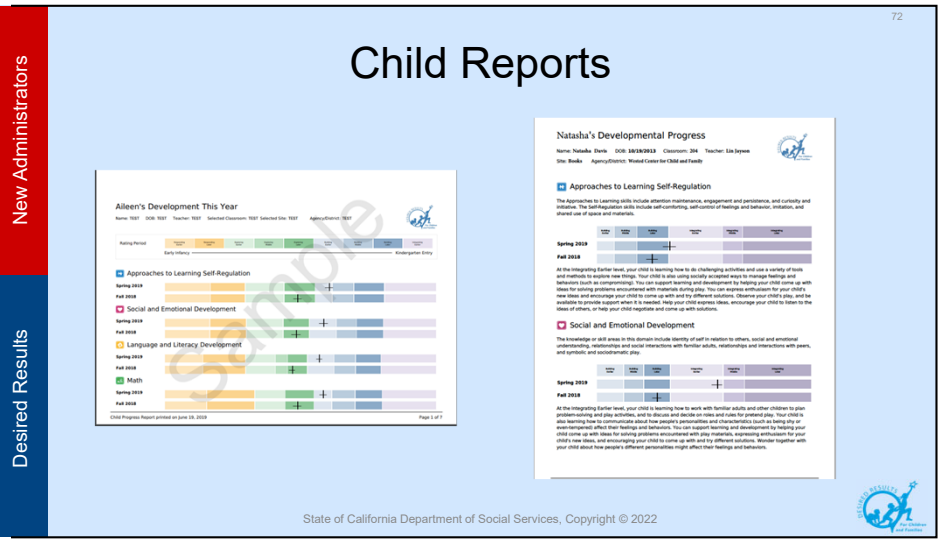
None

Script:

Teachers can complete the DRDP assessment using the DRDP Online system, via the internet using a password and username. The system allows for automatic storage of DRDP data. It also allows programs to be completely paperless when completing the assessment. The data entry system compiles all the data and provides multi level summary reports by student, or by group, and even subgroup that can be shared with families and administrators.

New Administrators

Desired Results



None

Script:
The child development this year report, shows the child's overall developmental level in each separate domain. Child Report– provides psychometrically valid domain level information for individual children. Teachers can use this information to visually see where children are strong in their development and where they may need additional support.

Psychometric measurement is how the DRDP Online system calculates the correct distances of growth from one developmental level to the next.

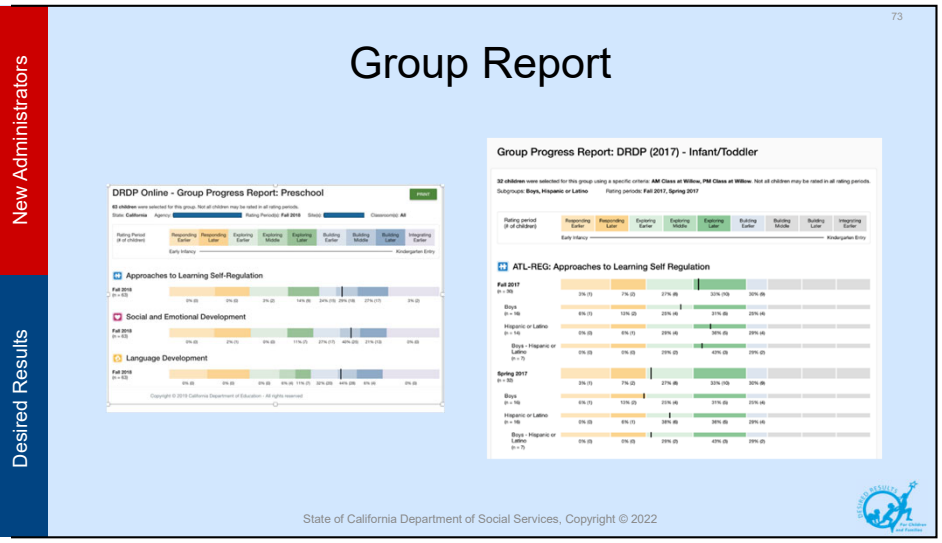
“The Parent Report provides information from the DRDP assessment about your child’s knowledge, skills, and behaviors across a range of areas of development, called domains” (Parent Report Guidance for Teachers, California Department of Education).

The parent report does not specify the strengths or the areas of growth for children, it provides generic statements in the box that are helpful. But teachers must add to the boxes to individualize the information for that specific child.

Parent reports should be discussed with families, not just printed and handed out.

New Administrators

Desired Results



None

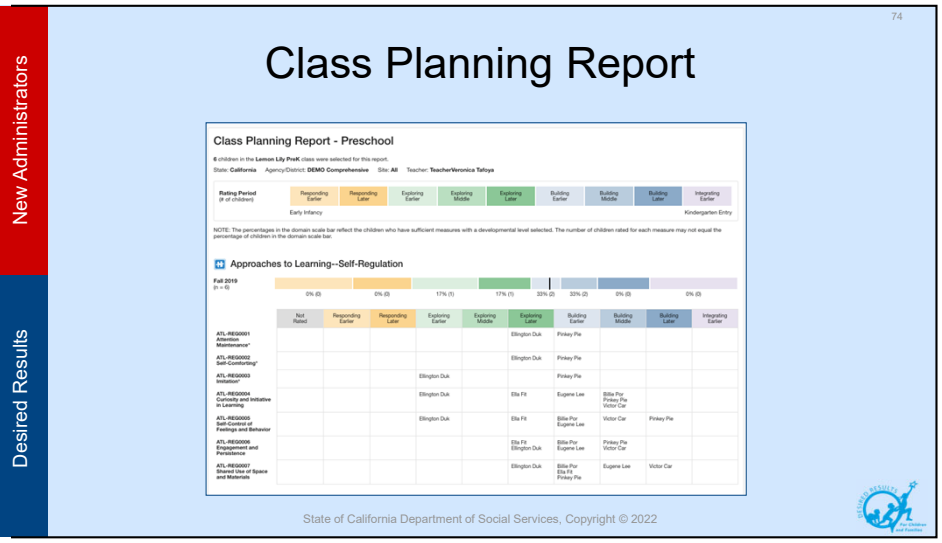
Script:

The Group Progress Report provides information on one rating period for an agency, program, site or classroom. The Group Cohort Report will show subgroup data along with the overall group data. The data will be available for all the domains completed by the program.

Teachers may use this information in their classroom to provide specific strategies to meet the needs of their groups. Administrators may use the Group Report to analyze data across the program and use the information to provide professional development or make changes for program improvement.

New Administrators

Desired Results

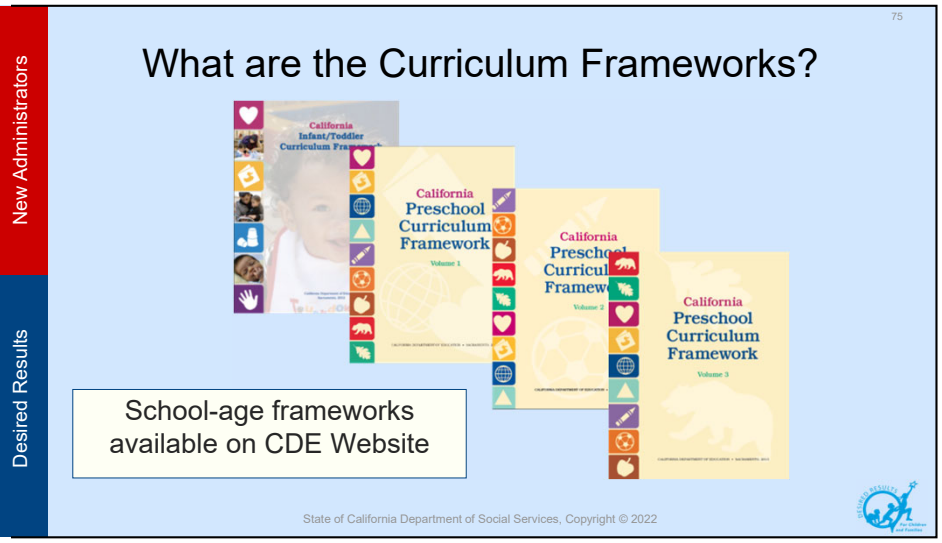


None

Script:

The Class Planning Report helps teachers to modify instructional planning and meet individual needs.

Each report has the domain score of the specific domain at the top with numbers and percentages. Below that bar are all the measures within that domain and where each individual child was rated for each measure.



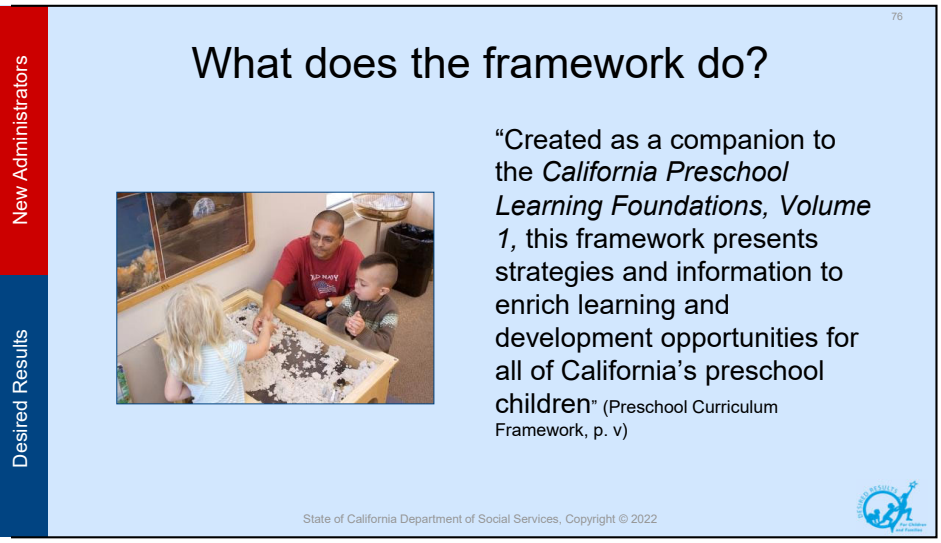
None

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.

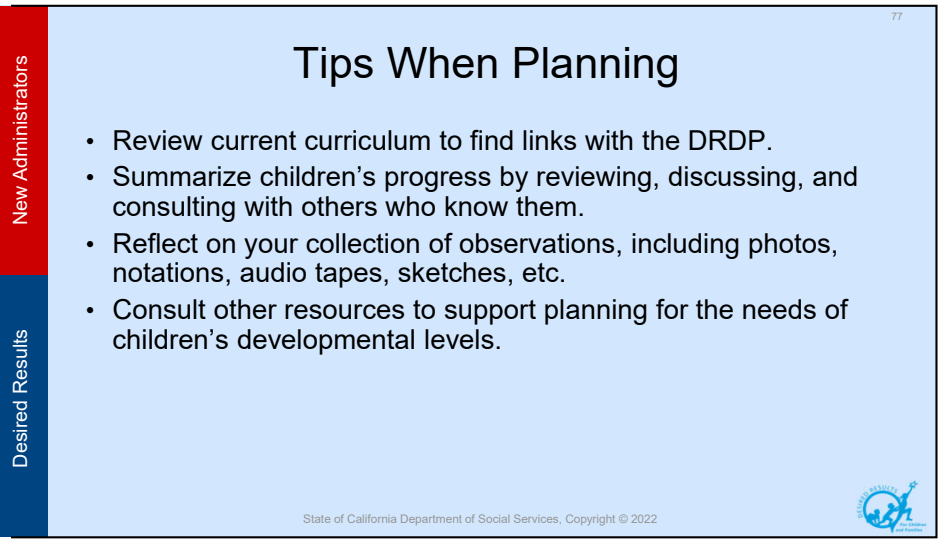
The icons and their colors are used to identify domain sections inside of the book. We will look at the sections of the book on the next slide.



None

Script:

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



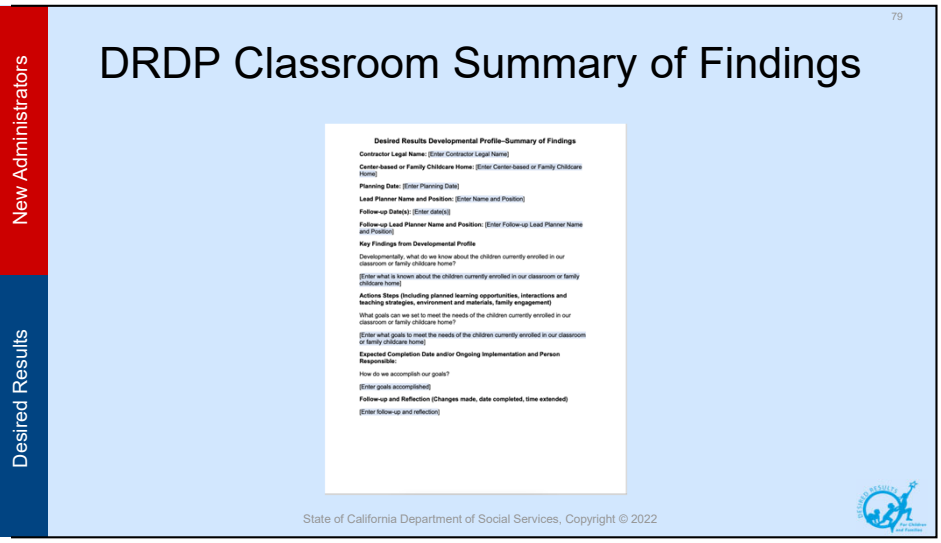
None

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.

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.



None

Script:
Programs are required to summarize the data both at the classroom and contract level to determine key findings and action steps. These are trends or main points that require action. Think about where teachers want to see change or progress for the children in their class based on their data. Where will you put time, energy, and resources to see change?

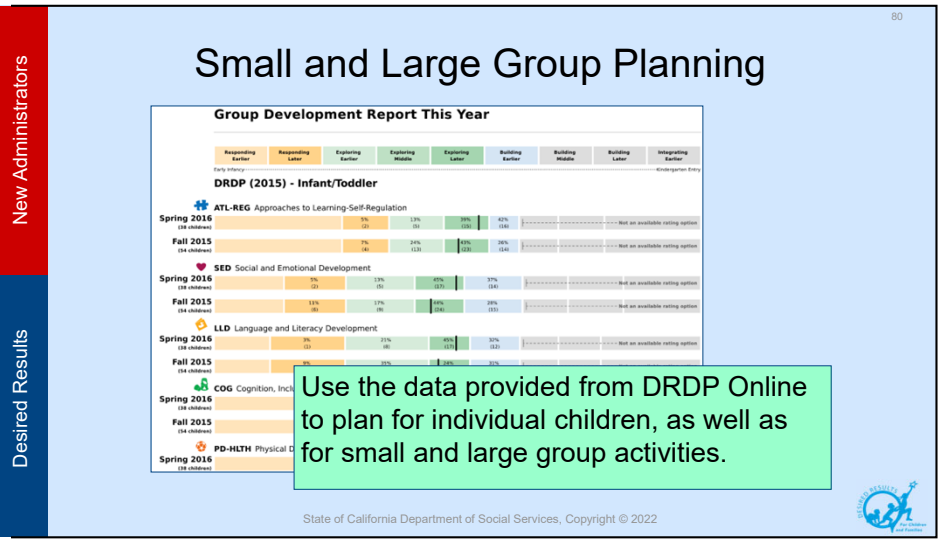
Trainer note:
After sharing, ask participants to view the sample DRDP Classroom Summary of Findings.

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

California state 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.

New Administrators

Desired Results



None

Script:

This is one example of what the data may 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 DRDP Online reports to support planning for the groups of children in your own classroom.

New Administrators

Desired Results

81

Writing a DRDP Summary of Findings

Desired Results Developmental Profile–Summary of Findings

Contractor Legal Name: [Enter Contractor Legal Name]

Center-based or Family Childcare Home: [Enter Center-based or Family Childcare Home]

Planning Date: [Enter Planning Date]

Lead Planner Name and Position: [Enter Name and Position]

Follow-up Date(s): [Enter date(s)]

Follow-up Lead Planner Name and Position: [Enter Follow-up Lead Planner Name and Position]

Key Findings from Developmental Profile

Developmentally, what do we know about the children currently enrolled in our classroom or family childcare home?

[Enter what is known about the children currently enrolled in our classroom or family childcare home]

Actions Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)

What goals can we set to meet the needs of the children currently enrolled in our classroom or family childcare home?

[Enter what goals to meet the needs of the children currently enrolled in our classroom or family childcare home]

Expected Completion Date and/or Ongoing Implementation and Person Responsible:

How do we accomplish our goals?

[Enter goals accomplished]

Follow-up and Reflection (Changes made, date completed, time extended)

[Enter follow-up and reflection]

DIRECTIONS:

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

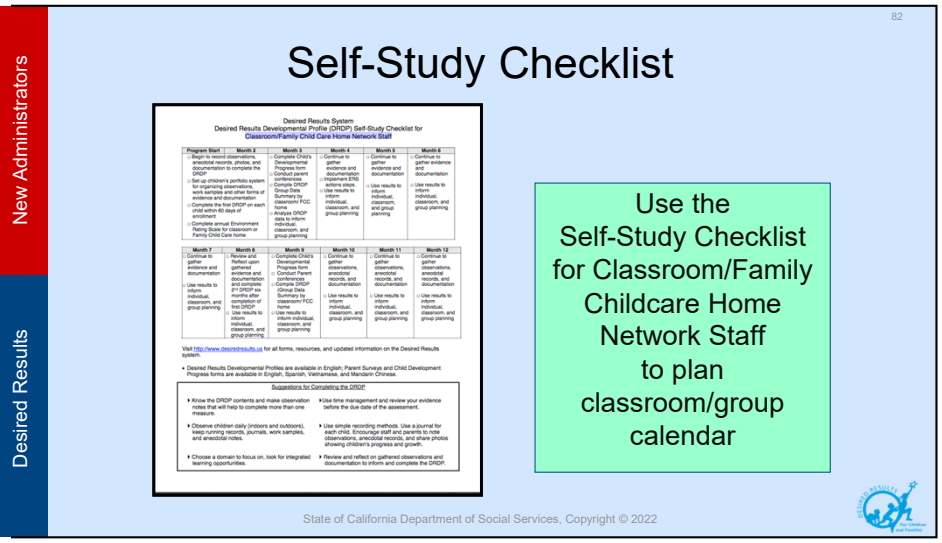
State of California Department of Social Services, Copyright © 2022

None

Activity: Writing a Summary of Findings

New Administrators

Desired Results



None

Script:

Let's create a calendar of how we collect and organize documentation, when the first DRDPs are due, and when to complete the classroom summary of findings.

New Administrators
Desired Results
83
Thank you!
State of California Department of Social Services, Copyright © 2022

None

New Administrators

Desired Results

1

Desired Results Developmental Profile© (DRDP) Observation Assessment Instrument

State of California Department of Social Services, Copyright © 2022

1

New Administrators

Desired Results

2

We observe…

- As each child interacts with other children, adults, and environment
- In the natural program setting

State of California Department of Social Services, Copyright © 2022

2

New Administrators

Desired Results

3

And we observe…

As children participate in the typical daily program

State of California Department of Social Services, Copyright © 2022

3

New Administrators

Desired Results

4

Collected documentation includes:

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

State of California Department of Social Services, Copyright © 2022

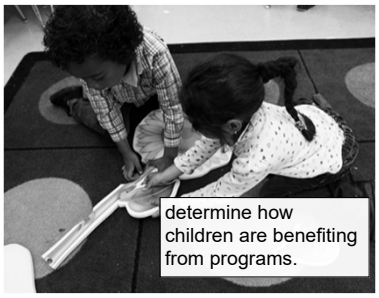
4

New Administrators

Desired Results

5

DRDP enables us to…



State of California Department of Social Services, Copyright © 2022

5

New Administrators

Desired Results

6

The DRDP Assists Providers

in meeting each child's developmental needs in each classroom or family child care home.

State of California Department of Social Services, Copyright © 2022

6

New Administrators

Desired Results

7

The DRDP provides…

a “snapshot” of the child’s development.

State of California Department of Social Services, Copyright © 2022

7

New Administrators

Desired Results

8

The DRDP provides a

framework for showing children’s progress over time

State of California Department of Social Services, Copyright © 2022

8

New Administrators

Desired Results

9

DSS Child Care Bulletins

In accordance with Senate Bill (SB) 98 (Chapter 24, Statutes of 2020), effective July 1, 2021, the following programs transferred to the California Department of Social Services (CDSS), Child Care and Development Division (CCDD)…

State of California Department of Social Services, Copyright © 2022

9

New Administrators

Desired Results

10

Desired Results Access Project

http://www.draccess.org

State of California Department of Social Services, Copyright © 2022

10

New Administrators

Desired Results

11

DRDP Appendices

When children are served by both *Early Education Division and Special Education Division* 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.

State of California Department of Social Services, Copyright © 2022

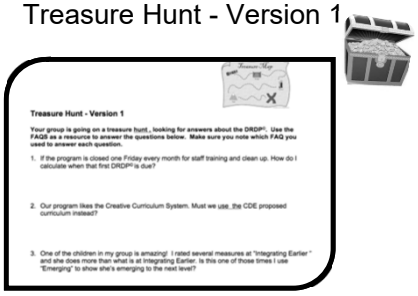
11

New Administrators

Desired Results

12

Treasure Hunt - Version 1



State of California Department of Social Services, Copyright © 2022

12

New Administrators

Desired Results

13

DRDP Guidelines

An age-appropriate version of the DRDP must be completed within 60 calendar days of the child's enrollment and every six months thereafter.

60 calendar days and
every 6 months thereafter

State of California Department of Social Services, Copyright © 2022

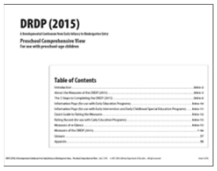
13

New Administrators

Desired Results

14

Teachers and staff need to be familiar with the DRDP



State of California Department of Social Services, Copyright © 2022

14

New Administrators

Desired Results

15

The DRDP was developed by the:

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

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

State of California Department of Social Services, Copyright © 2022

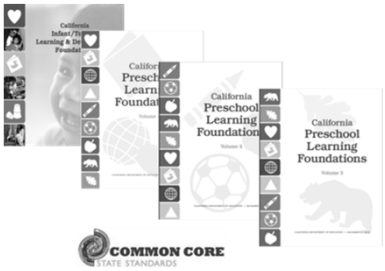
15

New Administrators

Desired Results

16

DRDP Alignment



State of California Department of Social Services, Copyright © 2022

16

New Administrators

Desired Results

17

Build a Tower

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

State of California Department of Social Services, Copyright © 2022

17

New Administrators

Desired Results

18

Key Points

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

State of California Department of Social Services, Copyright © 2022

18

New Administrators

Desired Results

19

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.

State of California Department of Social Services, Copyright © 2022

19

New Administrators

Desired Results

20

What is the relationship between the DRDP and the foundations?

- The **foundations** tell us how 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).

State of California Department of Social Services, Copyright © 2022

20

New Administrators

Desired Results

21

A Full Continuum Assessment

State of California Department of Social Services, Copyright © 2022

21

New Administrators

Desired Results

22

DRDP School-Age

- 6 domains
- 31 measures

- 2 domains
- 13 measures

State of California Department of Social Services, Copyright © 2022

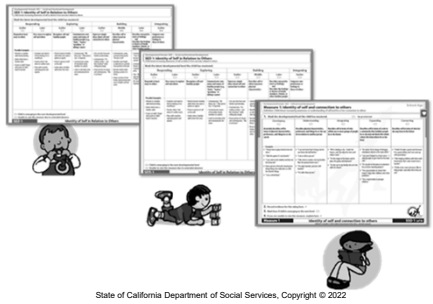
22

New Administrators

Desired Results

23

Compare and Contrast



State of California Department of Social Services, Copyright © 2022

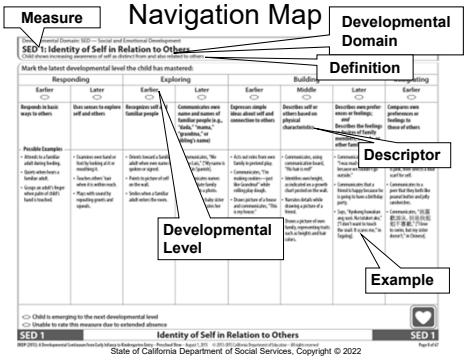
23

New Administrators

Desired Results

24

Navigation Map



State of California Department of Social Services, Copyright © 2022

24

New Administrators

Desired Results

25

Remember, the examples listed…

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

State of California Department of Social Services, Copyright © 2022

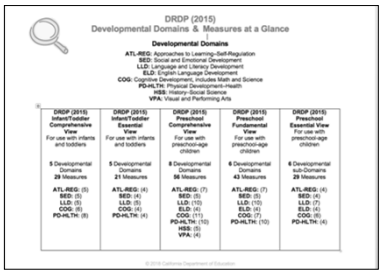
25

New Administrators

Desired Results

26

DRDP at a Glance



State of California Department of Social Services, Copyright © 2022

26

New Administrators

Desired Results

27

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.

State of California Department of Social Services, Copyright © 2022

27

New Administrators

Desired Results

28

The DRDP is an

Observation-based assessment instrument

State of California Department of Social Services, Copyright © 2022

28

New Administrators

Desired Results

29

The Power of Observation

"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

State of California Department of Social Services, Copyright © 2022

29

New Administrators

Desired Results

30

Motivation

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

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

The Power of Observation

State of California Department of Social Services, Copyright © 2022

30

New Administrators

Desired Results

31

Develop Methods for Recording Observations and Collecting Evidence

- Anecdotal records
- Photographs
- Audio and video records
- Running records
- Sketches
- Work samples
- Daily logs
- Frequency counts

State of California Department of Social Services, Copyright © 2022

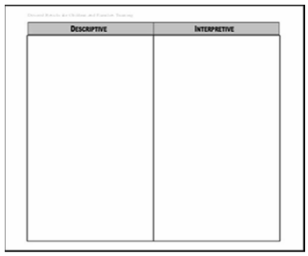
31

New Administrators

Desired Results

32

Noticing Descriptions and Interpretations



State of California Department of Social Services, Copyright © 2022

32

New Administrators

Desired Results

33

Still Photo Observation

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

State of California Department of Social Services, Copyright © 2022

33

New Administrators

Desired Results

34

Definitions: Descriptive and Interpretive

Descriptive	Interpretive
What are the specific details? What you actually… • Observed • Read • Heard *Example: He is holding shirt with one hand and pen in other hand.*	What were your initial reactions? How you felt about what you… • Observed • Read • Heard *Example: He looks worried.*

State of California Department of Social Services, Copyright © 2022

34

New Administrators

Desired Results

35

Steps to Completing the DRDP

State of California Department of Social Services, Copyright © 2022

35

New Administrators

Desired Results

36

Complete the Information Page

State of California Department of Social Services, Copyright © 2022

36

New Administrators

Desired Results

37

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.

State of California Department of Social Services, Copyright © 2022

37

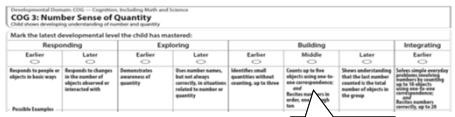
New Administrators

Desired Results

38

A Deeper Look at the Descriptors

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


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 adding numbers by counting up to 10 objects using one-to-one correspondence; *and* Recites numbers correctly, up to 20
Possible Examples							

Descriptor

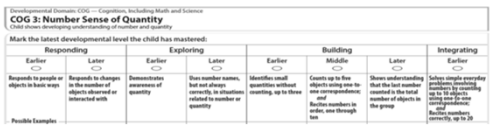
State of California Department of Social Services, Copyright © 2022

38

New Administrators

Desired Results

39


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 adding numbers by counting up to 10 objects using one-to-one correspondence; *and* Recites numbers correctly, up to 20
Possible Examples							

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

BUT

State of California Department of Social Services, Copyright © 2022

39

New Administrators

Desired Results

40

When the Descriptor Says AND

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	Identifies or names several shapes in the environment (e.g., circles, squares,	Recognizes shapes when they are presented in different orientations or as	Describes several shapes and the differences between them

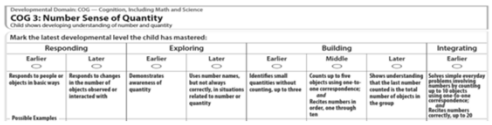
If the descriptor says **and**, then the child must be able to demonstrate all of the behaviors during the same observation.

State of California Department of Social Services, Copyright © 2022

New Administrators

Desired Results

41


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* Names 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.

State of California Department of Social Services, Copyright © 2022

New Administrators

Desired Results

42

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?

State of California Department of Social Services, Copyright © 2022

42

New Administrators

Desired Results

43

Cognition Sample

State of California Department of Social Services, Copyright © 2022

43

New Administrators

Desired Results

44

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?

State of California Department of Social Services, Copyright © 2022

44

New Administrators

Desired Results

45

Developmental Level Activity

Where are you in your development…as a cook?

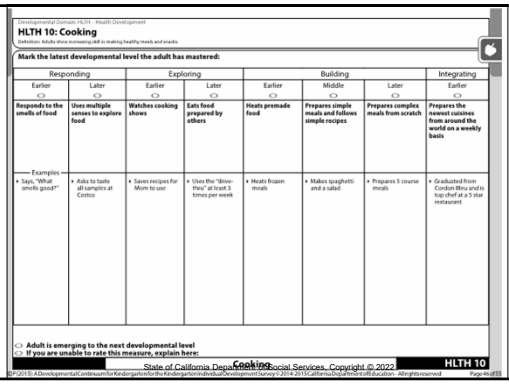
State of California Department of Social Services, Copyright © 2022

45

New Administrators

Desired Results

46



Developmental Domain: HLTH – Health Development

HLTH 10: Cooking

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

Mark the latest developmental level the adult has mastered:

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

Adult is emerging to the next developmental level

If you are unable to rate this measure, explain here:

Cooking HLTH 10

State of California Department of Social Services, Copyright © 2022

DP:2015 A Developmental Continuum for Kindergarten for the Kindergarten Individual Development Survey © 2014-2015 California Department of Education. All rights reserved Page 46 of 55

46

New Administrators

Desired Results

47

Lunch Break

State of California Department of Social Services, Copyright © 2022

47

New Administrators

Desired Results

48

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

State of California Department of Social Services, Copyright © 2022

48

New Administrators

Desired Results

49

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

State of California Department of Social Services, Copyright © 2022

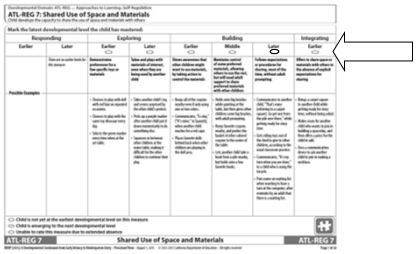
49

New Administrators

Desired Results

50

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



State of California Department of Social Services, Copyright © 2022

50

New Administrators

Desired Results

51

Is the child emerging?

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

State of California Department of Social Services, Copyright © 2022

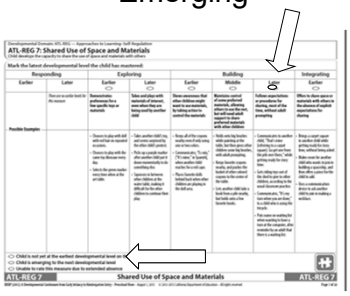
51

New Administrators

Desired Results

52

Emerging



State of California Department of Social Services, Copyright © 2022

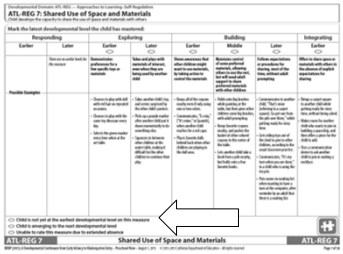
52

New Administrators

Desired Results

53

Not Yet at the Earliest Developmental Level



State of California Department of Social Services, Copyright © 2022

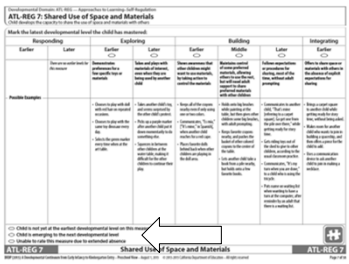
53

New Administrators

Desired Results

54

Unable to Rate



State of California Department of Social Services, Copyright © 2022

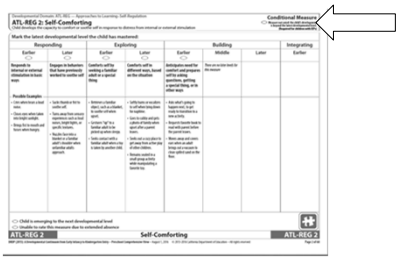
54

New Administrators

Desired Results

55

Conditional Measures



State of California Department of Social Services, Copyright © 2022

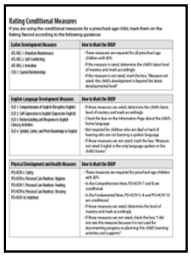
55

New Administrators

Desired Results

56

Conditional Measures



State of California Department of Social Services, Copyright © 2022

56

New Administrators

Desired Results

57

Preschool English-Language Development Measures

State of California Department of Social Services, Copyright © 2022

57

New Administrators

Desired Results

58

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

State of California Department of Social Services, Copyright © 2022

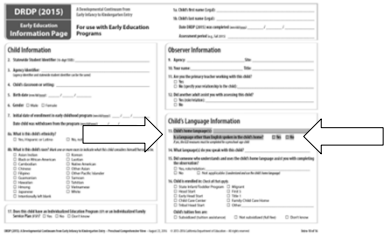
58

New Administrators

Desired Results

59

Child's Language Information



State of California Department of Social Services, Copyright © 2022

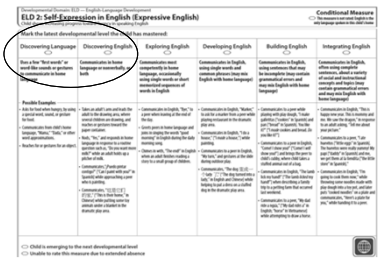
59

New Administrators

Desired Results

60

The Developmental Levels for ELD



State of California Department of Social Services, Copyright © 2022

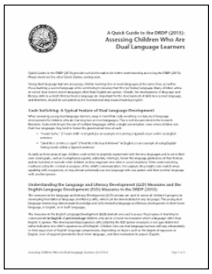
60

New Administrators

Desired Results

61

Assessing Children Who Are Dual Language Learners



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

State of California Department of Social Services, Copyright © 2022

61

New Administrators

Desired Results

62

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

State of California Department of Social Services, Copyright © 2022

62

New Administrators

Desired Results

63

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.

State of California Department of Social Services, Copyright © 2022

63

New Administrators

Desired Results

64

Completing a Developmental Profile

State of California Department of Social Services, Copyright © 2022

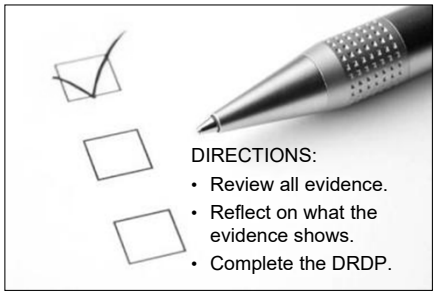
64

New Administrators

Desired Results

65

Into Practice



DIRECTIONS:

- Review all evidence.
- Reflect on what the evidence shows.
- Complete the DRDP.

State of California Department of Social Services, Copyright © 2022

65

New Administrators

Desired Results

66

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

State of California Department of Social Services, Copyright © 2022

66

New Administrators

Desired Results

67

Child's Developmental Progress Form

State of California Department of Social Services, Copyright © 2022

67

New Administrators

Desired Results

68

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

State of California Department of Social Services, Copyright © 2022

68

New Administrators

Desired Results

69

DRDP Online

Now required of all California programs

Get information about DRDP Online on the Desired Results website: www.desiredresults.us

State of California Department of Social Services, Copyright © 2022

69

New Administrators

Desired Results

70

DRDP data is compiled by…

- Individual child
- Classroom
- Contract

- DRDP Online
- Commercial software programs

State of California Department of Social Services, Copyright © 2022

70

New Administrators

Desired Results

71

What is DRDP Online?

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

State of California Department of Social Services, Copyright © 2022

71

New Administrators

Desired Results

72

Child Reports

State of California Department of Social Services, Copyright © 2022

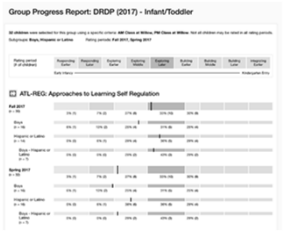
72

New Administrators

Desired Results

73

Group Report



State of California Department of Social Services, Copyright © 2022

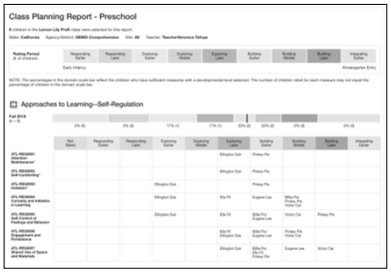
73

New Administrators

Desired Results

74

Class Planning Report



State of California Department of Social Services, Copyright © 2022

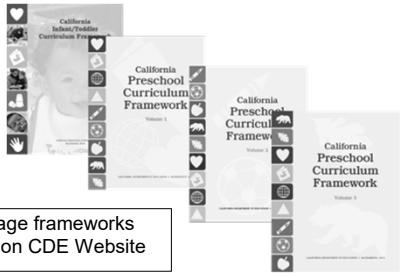
74

New Administrators

Desired Results

75

What are the Curriculum Frameworks?



School-age frameworks available on CDE Website

State of California Department of Social Services, Copyright © 2022

75

New Administrators

Desired Results

76

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" (Preschool Curriculum Framework, p. v)

State of California Department of Social Services, Copyright © 2022

76

New Administrators

Desired Results

77

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.

State of California Department of Social Services, Copyright © 2022

77

New Administrators

Desired Results

78

All teachers…

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

State of California Department of Social Services, Copyright © 2022

78

New Administrators

Desired Results

79

DRDP Classroom Summary of Findings

Desired Results Developmental Profile–Summary of Findings

Contractor Legal Name: (Enter Contractor Legal Name)

Center-based or Family Childcare Home: (Enter Center-based or Family Childcare Home)

Planning Date: (Enter Planning Date)

Lead Planner Name and Position: (Enter Name and Position)

Follow-up Date(s): (Enter date(s))

Follow-up Lead Planner Name and Position: (Enter Follow-up Lead Planner Name and Position)

Key Findings from Developmental Profile

Developmentally, what do we know about the children currently enrolled in our classroom or family childcare home?

(Enter what is known about the children currently enrolled in our classroom or family childcare home)

Actions Steps (including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)

What goals can we set to meet the needs of the children currently enrolled in our classroom or family childcare home?

(Enter what goals to meet the needs of the children currently enrolled in our classroom or family childcare home)

Expected Completion Date and/or Ongoing Implementation and Person Responsible:

How do we accomplish our goals?

(Enter goals accomplished)

Follow-up and Reflection (Changes made, date completed, time extended)

(Enter follow-up and reflection)

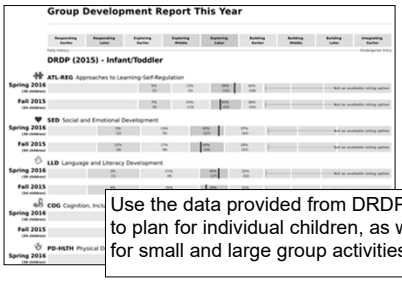
State of California Department of Social Services, Copyright © 2022

New Administrators

Desired Results

80

Small and Large Group Planning



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

State of California Department of Social Services, Copyright © 2022

New Administrators

Desired Results

81

Writing a DRDP Summary of Findings

Desired Results Developmental Profile–Summary of Findings

Contractor Legal Name: (Enter Contractor Legal Name)

Center-based or Family Childcare Home: (Enter Center-based or Family Childcare Home)

Planning Date: (Enter Planning Date)

Lead Planner Name and Position: (Enter Name and Position)

Follow-up Date(s): (Enter date(s))

Follow-up Lead Planner Name and Position: (Enter Follow-up Lead Planner Name and Position)

Key Findings from Developmental Profile

Developmentally, what do we know about the children currently enrolled in our classroom or family childcare home?

(Enter what is known about the children currently enrolled in our classroom or family childcare home)

Actions Steps (including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)

What goals can we set to meet the needs of the children currently enrolled in our classroom or family childcare home?

(Enter what goals to meet the needs of the children currently enrolled in our classroom or family childcare home)

Expected Completion Date and/or Ongoing Implementation and Person Responsible:

How do we accomplish our goals?

(Enter goals accomplished)

Follow-up and Reflection (Changes made, date completed, time extended)

(Enter follow-up and reflection)

DIRECTIONS:

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

State of California Department of Social Services, Copyright © 2022

New Administrators

Desired Results

82

Self-Study Checklist

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

State of California Department of Social Services, Copyright © 2022

82

New Administrators

Desired Results

83

Thank you!

State of California Department of Social Services, Copyright © 2022

83

MB 21-13

This Management Bulletin (MB) provides information and guidance to CSPP contractors related to meeting the program quality requirements of the CSPP contract and any flexibilities allowed due to the ongoing impacts of the COVID-19 pandemic.

Early Learning and Care Division

Subject: Guidance on Implementation of the California State Preschool Program Quality Requirements During the COVID-19 Pandemic

Number: 21-13

Date: September 29, 2021

Expires: June 30, 2022

Authority: California Education Code (EC) and California Code of Regulations, Title 5 (5 CCR)

Attention: Executive Directors and Program Directors of California State Preschool Programs (CSPP)

Purpose

This Management Bulletin (MB) provides information and guidance to CSPP contractors related to meeting the program quality requirements of the CSPP contract and any flexibilities allowed due to the ongoing impacts of the COVID-19 pandemic.

Policy

Contractors operating a CSPP must adhere to the program quality requirements of the CSPP contract for children, families, and staff, pursuant to California *Education Code* (*EC*) Section 8203 and *California Code of* Regulations, Title 5 (5 *CCR*) sections 18270.5 through 18281, and to staffing ratios requirements pursuant to 5 *CCR* sections 18290 through 18292.

In accordance with MB 21-11, CSPP contractors are required to submit a distance learning plan and offer distance learning services for enrolled children and families who are unable to receive in-person services when the CSPP is required to close, or limit group sizes due to written local or state public health orders or guidance related to the COVID-19 pandemic and specific to early education or childcare. CSPP contractors must continue to meet the program quality requirements of the CSPP contract when providing distance learning services, as specified below.

Implementation

Developmental Profile Requirements

All CSPP contractors are required to conduct the age-appropriate Desired Results Developmental Profile (DRDP) for each child who is enrolled in the program for at least 10 hours per week. If a child has a disability, and/or has an Individualized Education Program (IEP), the DRDP must be completed even if the child is enrolled for less than 10 hours per week, and must be completed with any necessary accommodations and adaptations.

For Fiscal Year (FY) 2021–22, CSPP contractors may use the Modified Essential View of the DRDP, and the California Department of Education (CDE), Early Learning and Care Division (ELCD) will allow contractors up to 90 days from the time of a child's enrollment to complete the initial DRDP. This flexibility does not prevent CSPP contractors from completing the initial DRDP 60 days from the date of a child's enrollment if preferred by the contractor. A second rating period must occur six (6) months following the initial rating.

NOTE: While the CDE, ELCD is permitting CSPP contractors to use the DRDP Modified Essential View during FY 2021–22, the CDE strongly encourages CSPP contractors use, at a minimum, the DRDP Essential View in order to obtain critical observations and data, and to support children's social and emotional development. This is particularly important during the pandemic due to the additional stressors that children, families, and communities are experiencing, and the potential impact on children's development.

The CSPP contractors are required to submit DRDP data to the DRDP Online system for any assessment period for which complete data has been collected. Partial DRDP data shall not be uploaded to the DRDP Online system.

For more information, resources, and training on the DRDP assessment and DRDP Online procedures visit the Desired Results for Children and Families website at https://www.desiredresults.us/.

Note: When children are participating in distance learning services because the CSPP contractor is required to close, or when group sizes are limited due to a local or state public health order or guidance related to the COVID-19 pandemic, the teaching staff conducting the DRDP should gather family perspectives about their child's development and behavior to inform the DRDP assessment. The information families provide is important, is considered valid data, and facilitates partnering to support children's learning and development.

When a child is not receiving in-person services due to the family sheltering in place and the contractor is unable to complete the DRDP assessment, the contractor shall indicate ***unable to rate*** due to extended absences for the child.

Education Program

The CSPP contractors must include a child development and education program that includes, but is not limited to, the following:

- The program approach is developmentally, linguistically, and culturally appropriate
- The program is inclusive of children with special needs
  - The program and its staff should participate with the parents and the Individualized Education Plan or Individualized Family Service Plan (IEP/IFSP) team to learn more about how to support the care and education of individual children with disabilities in their program.
  - The program should work with the IEP/IFSP team to provide appropriate activities and instruction that align with the goals or outcomes set forth in the IEP/IFSP during the child's daily routines and activities.
- The program encourages respect for the feelings of others and ensures equitable treatment of all children by eliminating bias through practices
- The program supports children's social and emotional development by:
  - Building trust
  - Planning routines and transitions so they can occur in a timely, predictable, and unhurried manner
  - Helping children develop emotional security and facility in social relationships
- The program provides for the development of each child's cognitive and language skills by:
  - Using various strategies, including experimentation, inquiry, observation, play, and exploration
  - Ensuring opportunities for creative self-expression through activities such as art, dramatic play, music, and movement
  - Promoting positive interactions and conversation among children and between children and adults
  - Supporting emerging literacy and numeracy, and
  - Supporting dual language children to maintain their home language while acquiring English

- The program promotes each child's physical development by providing sufficient time for both indoor and outdoor play with engaging equipment, materials, and activities to promote active play and movement.
- The program promotes and maintains health and safety practices for adults and children.

These education components must be provided to all children enrolled in a CSPP, including for those children who are participating in distance learning services when the CSPP contractor is unable to offer in-person services to all children enrolled because the CSPP is required to close, or group sizes are limited, due to a local or state public health order or guidance related to the COVID-19 pandemic. All services provided to enrolled children must be individualized and focused on activities that would have meaning and interest to the child and can be supported by the family at home.

Staff Development Program

The CSPP contractors must implement a staff development program and provide all staff members with professional development opportunities. CSPP contractors must document staff development activities and maintain the documentation for review by the CDE, ELCD. The staff development program must include all of the following:

- Identification of training needs of staff or service providers;
- Written job descriptions;
- An orientation plan for new employees;
- An annual written performance evaluation procedure unless a different frequency of performance evaluations is specified in a contractor's collective bargaining agreement with their employees;
- Staff development opportunities that include topics related to the functions specified in each employee's job description and those training needs identified by the contractor;
- An internal communication system that provides each staff member with the information necessary to carry out his or her assigned duties.

The following resources are currently available to support professional development opportunities for staff, and include topics such as health and safety, child development, teacher-child interactions, supporting resilience, trauma-informed care, implicit bias, multilingualism, and children with disabilities:

Early education practitioners play a role in dismantling systemic racism, and may find the following resources to be helpful:

- The California Early Childhood Online website at https://www.caearlychildhoodonline.org
- The Quality Counts California website at https://qualitycountsca.net/quality_partners/
- The Resource and Referral (R&R) agency website at https://rrnetwork.org/provider-services/provider-support-resources
- The Head Start Early Childhood Knowledge Center webstie at https://eclkc.ohs.acf.hhs.gov/professional-development/article/professional-development-go
- The Supporting Inclusive Practices website at https://padlet.com/SIP_Grant/inclusivepreschools

Early education practitioners play a role in dismantling systemic racism, and may find the following resources to be helpful:

- The National Association for the Education of Young Children (NAEYC) Anti Bias Resources web page located at https://www.naeyc.org/resources/topics/anti-bias and Advancing Equity in the Early Childhood Education position statement web page at https://www.naeyc.org/resources/position-statements/equity

- The Center of Excellence for Infant and Early Childhood Mental Health Consultation Resource Equity web page at https://www.iecmhc.org/resources/equity/

- The Head Start Early Childhood Learning & Knowledge Center (ECLKC) Children's Responses to Crises and Tragic Events web page can be found at https://eclkc.ohs.acf.hhs.gov/publication/childrens-responses-crises-tragic-events and Building Resilience to Cope with Stress and Trauma web page at https://eclkc.ohs.acf.hhs.gov/mental-health/article/building-resilience-cope-stress-trauma

- Visit the Embrace Race web page for *Eight (8) Tips for Talking to Your Child About Racial Injustice* at https://www.embracerace.org/resources/young-kids-racial-injustice

- The Child Mind Institute, Inc. Racism and Violence: How to Help Kids Handle the News web page at https://childmind.org/article/racism-and-violence-how-to-help-kids-handle-the-news

Parent Involvement and Education

Each CSPP contractor shall include in its program a parent involvement and education component that includes all of the following:

- An orientation for parents that includes topics such as program philosophy, program goals and objectives, program activities, eligibility criteria and priorities for enrollment, fee requirements, and due process procedures
- At least two (2) individual conferences with the parent(s) per year
- Parent meetings with program staff
- An open-door policy that encourages parents to participate in the daily activities whenever possible
- A Parent Advisory Committee that advises the contractor on issues related to services to families and children
- Sharing information between staff and parents concerning their child's progress

Reminder: Per the *California Code of Regulations*, Title 22 (22 *CCR*), parents have the right to access their children at all times; however, temporary measures should be taken to reduce the risk of the spread of COVID-19. Coordination for parents' visit to the classroom can be made in advance and parents must follow safety procedures (i.e. social distancing, facial covering, and washing hands or sanitizing prior to entry). If more restrictive, local or state public health orders or guidance must be followed.

Note: Parent orientations, individual conferences, parent meetings, and Parent Advisory Committee meetings should, to the extent possible, be offered in the family's home language. CSPP contractors may offer the parent involvement and education component virtually; however, families' access to the technology required to participate must be considered.

Health and Social Services

The CSPP contractors are required to communicate with families about their child's progress and the family's overall well-being, and include in the program a health and social services component for children and families that include:

- Identification of the needs of the child **and** the family for health or social services,

- Referrals to the appropriate agencies in the community based on the identified needs, and
- Follow-up procedures to ensure that the family's health and social services needs have been met.

Contractors must document these efforts and maintain the documentation for review by the CDE, ELCD.

Community Involvement

Each contractor shall include in its program a community involvement component which includes, but is not limited to, the following:

- Each contractor shall solicit support from the community including the solicitation for donated goods and services
- Providing information to the community regarding the services available
- Contractors may utilize media or other forms of communication in the community

Nutrition

Each CSPP contractor shall ensure that children have nutritious meals and snacks during the time in which they are attending in-person services. Meals and snacks shall be culturally and developmentally appropriate for the children being served and meet the nutritional requirements specified by the federal Child and Adult Care Food Program (CACFP) or the School Nutrition Programs (SNP).

Program Self-Evaluation Process

Each contractor must develop and implement an annual plan for its Program Self-evaluation (PSE) process. The annual PSE shall include all of the following:

1. A self-evaluation based on the use of the CDE, ELCD Program Review Instrument (PRI)
2. An assessment of the program by parents using the Desired Results Parent Survey
3. An assessment of the program by staff and board members, as evidenced by written documentation
4. An analysis of contractor's findings based on the use of the PRI, including the Desired Results Developmental Profile, the Environment Rating Scales, and the Desired Results Parent Survey
5. A written list of tasks needed to modify the program in order to address all areas that need improvement
6. Procedures for the ongoing monitoring of the program to ensure that identified areas of improvement are addressed and the program continues to meet standards of the CSPP contract. Identified elements requiring modification must be addressed in a timely and effective manner

The CSPP contractor shall use the Agency Self-Evaluation Report to submit a summary of the findings of the program self-evaluation to the CDE by June 1, of each year.

Note: The CDE, ELCD will issue further guidance on the PSE requirements during Spring 2022.

Parent Survey

The CSPP contractors must annually distribute the Desired Results Parent Survey to parents, collect the surveys, and analyze the results. Surveys shall be provided in the family's home language and used to plan and conduct activities to help parents support their child's learning and development and to meet the family's needs. The contractor shall use the results and analysis of the parent survey as part of its annual PSE process.

Contractors may deliver and collect surveys in a format that is easily accessible and convenient to families. This may include digital surveys, electronic submissions, or hardcopies.

Environment Rating Scales

All CSPP contractors, including those that provide service through a Family Child Care Home Education Network (FCCHEN), must complete anEnvironment Rating Scale (ERS) that is appropriate for the type of setting and age of children served to measure program quality (i.e., The Early Childhood Environment Rating Scale [ECERS] for center-based CSPP contractors, and The Family Child Care Environment Rating Scale [FCCERS] for CSPP contractors who provide services through a FCCHEN). The ERS must be completed:

1. Every three (3) years as part of the program compliance review

   Note: For FY 2021-22, the assigned CDE, ELCD Program Quality Implementation (PQI) Office regional consultant will complete the applicable ERS observation for all on-site monitoring reviews. The ERS observation results will be used to provide CSPP contractos with technical assistance for subscales that score below a five (5). Scores will not be used to determine a CSPP contractor's compliance with the terms of the CSPP contract.

2. Annually as part of the PSE process

   Note: CSPP contractors are not required to have the ERS completed by a reliable rater for purposes of the PSE.

Note: The CSPP contractors must complete an ERS on classrooms and FCCHEN homes in a manner that will not increase the health risks to the children and providers. Staff who typically complete ERS assessments on multiple classrooms or family childcare homes should ensure that when entering the environment, all individuals take necessary precautions to prevent the spread of COVID-19 (i.e., wearing masks indoors and using personal protective equipment).

The Environmental Rating Scale Institute (ERSI) has issued updated guidance regarding the use of the ERS tools during the COVID-19 pandemic. Please visit the ERSI website for more information regarding this guidance at https://www.ersi.info/index.html.

Staffing Qualifications:

Program Director

If the contractor operates at two (2) or more sites, the contractor shall employ a program director who has administrative and programmatic responsibility for the program. The program director shall meet the requirements specified in Staffing Qualifications on the CDE General Staffing Qualifications web page at: https://www.cde.ca.gov/sp/cd/ci/genstaffqual.asp.

The State Superintendent of Public Instruction (SSPI) shall grant a waiver of this requirement upon a contractor's demonstration of the existence of compelling need.

Site Supervisor

At each site there shall be a person designated as the site supervisor who has operational program responsibility for the program. A site supervisor shall meet the staffing qualifications specified on the CDE Staffing Qualifications web page at: https://www.cde.ca.gov/sp/cd/ci/staffqualifications.asp

The SSPI shall grant a waiver of this requirement upon a contractor's demonstration of the existence of compelling need.

Teacher Qualifications

A qualified teacher is an individual with a permit issued by the Commission on Teacher Credentialing (CTC) authorizing service in the care, development, and instruction of children in a CSPP program. This can be any of the following permits:

- Regular Children's Center Instructional Permit
- Limited Children's Center Instructional Permit
- Emergency Children's Center Instructional Permit
- Child Development Master Teacher Permit
- Child Development Teacher Permit
- Child Development Associate Teacher Permit

Or

A current teaching credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics, and 12 units in Early Childhood Education and/or Child Development or two (2) years' experience in early childhood education or a child care and development program.

Staffing Ratios

All CSPP contractors must maintain at least the following minimum ratios in all centers serving preschool children (three-years-old to enrollment in kindergarten):

- 1:8 adult-child ratio
- 1:24 teacher-child ratio
- Except as otherwise provided in *California Code of Regulations*, Title 22 (22 *CCR*) of the Child Care Licensing Standards, the full-day CSPP may exceed adult-child ratios by fifteen (15) percent of the total number of children in attendance for a period of time not to exceed one hundred twenty (120) minutes in any one (1) day
- The ratio for full-day CSPP during a scheduled nap period may be a 1:24 teacher-child ratio, provided that the remaining staff necessary to meet the adult-child ratio are immediately available at the center
- All napping children shall remain on a cot/mat. If one child gets up, additional staff need to be called in immediately to meet the required adult-child ratio.

Family Childcare Home providers who serve children through a CSPP FCCHEN must adhere to the ratio requirements set forth in 22 *CCR*, Child Care Licensing Standards.

Note: Compliance with these ratios shall be determined based on actual attendance

Background

The *EC* Section 8203 requires that the State Superintendent of Public Instruction (SSPI) develop standards and indicators for the implementation of quality programs.

The 5 *CCR* Section 18272 requires contractors to complete a Desired Results Developmental Profile for each child who is enrolled in the program at least ten (10) hours per week, within sixty (60) calendar days of enrollment, and at least once every six (6) months thereafter. If a child has a disability, and/or has an IEP, the DRDP must be completed even if the child is enrolled for less than 10 hours per week, and must be completed with any necessary accommodations and adaptations.

The *5 CCR* Section 18273 requires contractors to provide an education program and offer program activities and services that are age appropriate, meet the developmental needs of each child, meet the cultural and linguistic needs of children and families, and meet the needs of children with special needs, including children with disabilities, and

their families.

The *5 CCR* Section 18274 requires contractors to develop and implement a staff development program.

The *5 CCR* Section 18275 requires contractors to provide a parent involvement and education component that includes, but is not limited to, sharing information and conducting at least two (2) individual conferences with parents each year.

The 5 *CCR* Section 18276 requires contractors to include in its program a health and social services component.

The 5 *CCR* Section 18277 requires contractors to include in its program a community involvement component which shall include, but not be limited to, the following:

(a) Each contractor shall solicit support from the community. This includes the solicitation of donated goods and services.

(b) Providing information to the community regarding the services available. Contractors may utilize media or other forms of communication in the community.

The 5 *CCR* Section 18278 requires contractors to include in its program a nutrition component that ensures children have nutritious meals and snacks during the time in which they are in the program.

The *5 CCR* Section 18279 sets forth requirements for contractors for developing and implementing an annual plan for its PSE process.

The *5 CCR* Section 18280 requires contractors to annually distribute the Desired Results Parent Survey to parents, collect the surveys from the parents, and analyze the results to plan and conduct activities to help parents support their child's learning and development and to meet the family's needs.

The *5 CCR* Section 18281 requires contractors to complete an environment rating scale that is appropriate for the type of setting and age of children served, to measure program quality.

EC sections 8205(t) and 8295–8305 and 5 *CCR* Section 18295 set forth staffing qualifications requirements for the CSPP.

Resources

If you have **programmatic** questions regarding the information in this MB, please contact your assigned ELCD Program Quality Implementation (PQI) office Regional Consultant. The CDE, ELCD Consultant Regional Assignments directory web page can be located at https://www.cde.ca.gov/sp/cd/ci/assignments.asp.

The CDE, ELCD has developed a COVID-19 pandemic guidance and resource web page that includes answers to frequently asked questions, all MBs issued to implement pertinent legislation, and other relevant resources at https://www.cde.ca.gov/sp/cd/re/elcdcovid19.asp.

To be informed of updated information, please sign up for ELCD's email distribution list by visiting the web page at https://www.cde.ca.gov/sp/cd/ci/progspeclist.asp.

For more information about California Department of Social Services (CDSS) Community Care Licensing Division (CCLD), which provides guidance on social and physical distancing, ratio and group sizes, and healthy practices during the COVID-19 pandemic, please visit their website at https://www.cdss.ca.gov/inforesources/community-care-licensing.

For the California Department of Public Health's (CDPH) COVID-19 guidance for childcare providers and programs, visit the CDPH web page at https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Child-Care-Guidance.aspx

For information about federal and state guidance and response to the COVID-19 pandemic, please refer to the Centers for Disease Control and Prevention (CDC) web page at https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html, the California Department of Public Health's web page at https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/ncov2019.aspx, and the California COVID-19 Response website at https://covid19.ca.gov/.

For information about COVID-19 guidance from the Office of Head Start, please visit their web page at https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/ohs-covid-19-updates.

This MB is mandatory only to the extent that it cites a specific statutory or regulatory requirement.

Stephen Propheter, Director
Early Learning and Care Division

Questions: Early Learning and Care Division | 916-322-6223

Last Reviewed: Wednesday, September 29, 2021

June 30, 2022

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

EXECUTIVE SUMMARY

CHILD CARE BULLETIN (CCB) NO. 22-15

The purpose of this Child Care Bulletin (CCB) is to provide guidance to counties and child care and development contractors regarding the expiration of COVID-19 flexibilities effective June 30, 2022. These flexibilities include the use of the modified essential view for the Desired Results Developmental Profile (DRDP); waived signature requirements; temporary emergency vouchers for essential workers, at-risk children, and children with disabilities; and the expiration of 16 paid nonoperational days for COVID-19-related closures. This CCB also provides guidance with respect to the continuation of waived family fees and hold harmless policies with respect to reimbursement through June 30, 2023.

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY
DEPARTMENT OF SOCIAL SERVICES
744 P Street • Sacramento, CA 95814 • *www.cdss.ca.gov*

KIM JOHNSON
DIRECTOR

GAVIN NEWSOM
GOVERNOR

June 30, 2022

CHILD CARE BULLETIN (CCB) NO. 22-15

GUIDANCE TYPE: **DIRECTIVE**

TO: ALL COUNTY WELFARE DIRECTORS
ALL COUNTY CHILD CARE COORDINATORS
ALL CHILD CARE AND DEVELOPMENT CONTRACTORS

SUBJECT: THE EXPIRATION OF COVID-19 FLEXIBILITIES: USE OF THE MODIFIED ESSENTIAL VIEW FOR THE DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP), WAIVED SIGNATURE REQUIREMENTS, TEMPORARY EMERGENCY VOUCHERS, 16 PAID NONOPERATIONAL DAYS, AND THE CONTINUATION OF WAIVED FAMILY FEES AND REIMBURSEMENT BASED ON ENROLLMENT INSTEAD OF ATTENDANCE

APPLICABLE PROGRAMS: CALIFORNIA ALTERNATIVE PAYMENT PROGRAMS (CAPP)
MIGRANT ALTERNATIVE PAYMENT PROGRAMS (CMAP)
CALIFORNIA WORK OPPORTUNITY AND RESPONSIBILITY TO KIDS (CALWORKS) STAGES ONE, TWO (C2AP), AND THREE (C3AP)
THE EMERGENCY CHILD CARE BRIDGE PROGRAM FOR FOSTER CHILDREN (BRIDGE PROGRAM)
GENERAL CHILD CARE AND DEVELOPMENT PROGRAMS (CCTR)
FAMILY CHILD CARE HOME EDUCATION NETWORKS (CFCC)
MIGRANT CHILD CARE AND DEVELOPMENT PROGRAMS (CMIG)
CHILD CARE AND DEVELOPMENT PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS (CHAN)

REFERENCE: ASSEMBLY BILL (AB) 210 (CHAPTER 62, STATUTES OF 2022); SENATE BILL (SB) 89 (CHAPTER 2, STATUES OF 2020); ASSEMBLY BILL (AB) 82 (CHAPTER 6, STATUTES OF 2021); AB 135 (CHAPTER 85, STATUTES OF 2021); AB 131 (CHAPTER 116, STATUTES OF 2021); SENATE BILL (SB) 168 (CHAPTER 261, STATUTES OF 2021); CHILD CARE BULLETIN (CCB) NO. 21-01; CCB NO. 21-03; CCB NO. 21-06; CCB NO. 21-07; CCB NO. 21-09; CCB. NO. 21-18; CDE MANAGEMENT BULLETIN (MB) NO. 21-08, MB NO. 18-05

Purpose

This CCB provides guidance to counties and child care and development contractors regarding the expiration of specified COVID-19 flexibilities effective June 30, 2022, and the continuation of specified COVID-19 flexibilities through June 30, 2023. Expired flexibilities include the use of the modified essential view for the Desired Results Development Profile (DRDP) for direct service contractors; waived signature requirements; temporary emergency vouchers for essential workers, at-risk children, and children with disabilities; and 16 additional paid nonoperational days for COVID-19-related closures. Continued flexibilities include waived family fees and the hold harmless policy with respect to reimbursement.

Background

On March 4, 2020, the Governor declared a State of Emergency in California in response to the COVID-19 pandemic. Since then, the State has instituted several policies to support child care providers throughout the pandemic. AB 82, later amended by AB 131, authorized an additional 16 paid nonoperational days for COVID-19-related closures, reimbursement based on the maximum certified hours of care regardless of attendance for most subsidized providers, and family fee and signature waivers, for use between July 1, 2021, and June 30, 2022. On September 23, 2021, Governor Newsom signed SB 168, which extended the paid nonoperational days and reimbursement based on the maximum certified hours of care to providers serving children in the Emergency Child Care Bridge Program for Foster Children (Bridge Program). SB 89, later amended by AB 131, authorized child care and development contractors to provide temporary emergency vouchers for children of essential workers, at-risk children, and children with disabilities or who have special health care needs.

Pursuant to Title 5 of the California Code of Regulations (5 CCR) Section 18272, the Desired Results Developmental Profile (DRDP) is a required tool for all direct service programs providing subsidized child care and development services. In the Fall of 2020, the pre-existing DRDP Essential View was modified for use in virtual settings since contact with children was limited due to the ongoing pandemic. On August 25, 2021, the CDSS issued guidance announcing that the DRDP Modified Essential View could be used throughout the 2021-22 Fiscal Year.

Many of these policy flexibilities were instituted as a response to the COVID-19 pandemic and will expire on June 30, 2022. CDSS issued the Child Care Bulletins below directing counties and child care and development contractors to implement these flexibilities:

Child Care Bulletin 21-01: Family Fee Waivers
Child Care Bulletin 21-06: Revised Family Fee Schedule
Child Care Bulletin 21-07: Reimbursement Based on Enrollment Rather than Attendance and Signature Requirements
Child Care Bulletin 21-09: Increase in Paid Nonoperational Days

Child Care Bulletin 21-18: Reimbursement Based on Enrollment and 16 Paid Nonoperational Days for Providers who Care for Children in the Bridge Program.
Child Care Bulletin 21-03: Guidance on the use of the Desired Results Developmental Profile (DRDP) Modified Essential View for FY 2021-22

CDE issued Management Bulletin 21-08 directing counties and child care and development contractors to enroll essential workers, at-risk children and children with disabilities using temporary, emergency child care vouchers.

Guidance

The following COVID-19 policies expired on June 30, 2022**:**

Desired Results Developmental Profile Modified Essential View

The use of the DRDP Modified Essential View ends June 30, 2022. Beginning July 1, 2022, direct-service contractors providing services to infant, toddler, and/or preschool aged children are required to use either the Essential, Fundamental (preschool only) or Comprehensive view of the DRDP to support children's learning and development and to communicate with families. For school-age children, the DRDP – School-Age, consisting of 13 measures, is still required. Direct-service contractors are required to complete a DRDP profile of each child who is enrolled in their program for at least ten hours per week within 60 calendar days of enrollment and then at least once every six months.

Signature Requirement

Between July 1, 2021, and June 30, 2022, providers were not required to collect parent signatures on daily attendance records. Effective July 1, 2022, providers are required to resume collecting signatures on their attendance records, in accordance with 5 CCR Section 18065 and WIC Section 10227.5. Contractors are encouraged to notify parents and providers of this change as soon as possible.

Paid Nonoperational Days

Paid Nonoperational Days for COVID-19-Related Closures

Between July 1, 2021, and June 30, 2022, child care and development providers were provided 16 paid nonoperational days for closures due to COVID-19-related reasons. The 16 paid nonoperational days were available for both licensed and license-exempt providers (including license-exempt in-home providers) serving children enrolled in the CAPP, CalWORKs Stage One, C2AP, C3AP, CMAP, and CFCC programs.

Providers are no longer eligible to bill for nonoperational days for COVID-19-related closures effective July 1, 2022.

Ten (10) Paid Nonoperational Days

Providers must still be reimbursed for 10 paid nonoperational days available pursuant to 5 CCR Section 18076.2(b)(2). To receive payment for these days, providers must have documentation of the contractual terms that they use for non-subsidized children in their care which require payment for non-operational days. These 10 days do not need to be used consecutively. Counties and contractors must have safeguards in place to ensure eligible individual providers are not paid for more than a total of ten nonoperational days each fiscal year.

Temporary Emergency Child Care Vouchers

Temporary emergency vouchers for children of essential workers, at-risk children, and children with disabilities or special healthcare needs whose individualized education plan or family service plans include early learning and care will expire on June 30, 2022. As a reminder, families with emergency child care vouchers have first priority for enrollment into ongoing child care services in CAPP and CMAP in accordance with Item 6100-194-0890, Provision 7 of AB 89 (Chapter 7, Statutes of 2020), Section 111(f) of SB 98 (Chapter 24, Statutes of 2020), Section 262(c)(3)(B) of AB 131, and 5 CCR Section 18106. Families receiving first priority for enrollment shall be enrolled in the priority order specified in WIC Section 10271.

Contractors must document that these families meet the eligibility and need requirements specified in WIC Section 10271 in order to be enrolled into ongoing subsidized CAPP child care. At the time of certification into ongoing subsidized child care, the contractor must determine if the family is responsible for paying a flat monthly family fee and shall assess the family fee as specified using the current Family Fee Schedule.

Families receiving services with emergency child care vouchers who do not meet eligibility and need requirements in WIC Section 10271 for transition into CAPP or CMAP must be disenrolled as of June 30, 2022.

Parent and Provider Notification

Parent Notice of Action (NOA)

In accordance with 5 CCR Section 18119, the contractor shall issue a NOA to the parent when changes are made to the service agreement. Such changes may include, but are not limited to, an increase or decrease in the amount of services, or termination of service.

Contractors shall issue families transitioning from temporary emergency child care into ongoing child care a NOA informing them of their 12-month eligibility in accordance with 5 CCR Section 18118 et seq. Contractors are required to issue a NOA as specified in

5 CCR Section 18118, and shall also provide families with due process as specified in 5 CCR Section 18120.

Provider Notice

In accordance with WIC Section 10233.5, Alternative Payment Programs (CAPP) must provide a written notice, which includes these changes and their specific action(s) and effective date of the action(s), to the provider.

This notice must be issued on the same day the NOA is issued to a family. The provider notice is to be issued when any of the following occurs:

- Changes to reimbursement amounts
- Changes to certified need (hours of care)
- Changes to certified schedules
- Rate changes
- Increases or decreases to family fees
- Disenrollment from services
- Changes of provider

The provider notice must be issued either electronically, if requested by the child care provider, or via the United States Postal Service. The notification shall not be deemed a violation of the parent's confidentiality, but as a method to ensure the proper administration of subsidy funds.

Flexibilities Included in the 2022-23 State Budget

Pursuant to Assembly Bill (AB) 210 (Chapter 62, Statutes of 2022), signed by the Governor on June 30, 2022, the following flexibilities have been extended effective July 1, 2022:

- Family fees will be waived for all Child Care and Development Programs administered by the California Department of Social Services [WIC section 10290(j)];
- Voucher-based providers will be reimbursed based on the maximum certified hours of care instead of on attendance (AB 210, Section 27); and,
- Center-based contractors will be reimbursed based on the contract maximum reimbursable amount or net reimbursable program costs, whichever is less (AB 210, Section 27).

Family Fees

Family fees will be waived between July 1, 2022, and June 30, 2023, for all families receiving child care subsidies through the following programs:

- Alternative Payment Programs (CAPP), including Migrant Alternative Payment Programs (CMAP)
- Migrant Child Care and Development Programs (CMIG)

- General Child Care and Development Programs (CCTR)
- Family Child Care Home Education Networks (CFCC)
- Child Care and Development Services for Children with Special Needs (CHAN)
- California Work Opportunity and Responsibility to Kids (CalWORKs) Stages One, Two (C2AP), and Three (C3AP)

Additional guidance related to the extension of the family fee waiver through June 30, 2023, has been released via CCB No. 22-14.

Hold Harmless for Provider Reimbursement Levels

Between July 1, 2022, and June 30, 2023, voucher-based providers and center-based contractors will be reimbursed based on the maximum certified hours of care instead of attendance. For voucher-based providers serving families on a variable schedule, reimbursement was based on the maximum authorized hours of care. For center-based contractors, reimbursement was made at 100% of the contract maximum reimbursable amount or net reimbursable program costs, whichever was less. Affected providers include: Licensed and license-exempt child care providers receiving vouchers through CalWORKs Stage One, C2AP, C3AP, CAPP, CFCC, CMAP, and/or the Bridge Program, as well as contracting agencies operating a CMIG, CCTR, CHAN, or CFCC program.

Additional guidance related to the anticipated extension of the hold harmless for provider reimbursement levels through June 30, 2023, will be released in a separate CCB.

If you have any questions or need additional guidance regarding the information in this letter, please contact your Program Quality and Improvement Consultant or CalWORKs Stage One Child Care analyst. You can find their contact information on the Child Care and Development Division contact webpage.

Sincerely,

Original Document Signed By

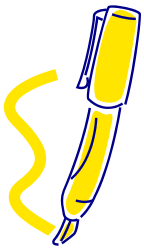
LUPE JAIME MILEHAM, EdD
Deputy Director
Child Care and Development Division

Treasure Hunt

Session 3

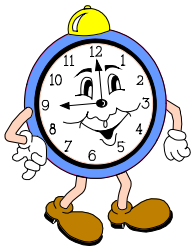
GOALS:

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:

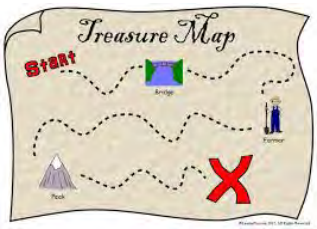
1. Have participants work in dyads, triads or table groups. Give one version of questions to each table.

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.

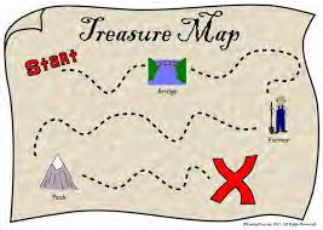
1. If the program is closed one Friday every month for staff training and clean up. How do I calculate when that first DRDP is due?

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?

FAQ

Frequently Asked Questions (FAQ) by topic:

- DRDP Online
- DRDP Online Reports
- DRDP: A Developmental Continuum from Early Infancy to Kindergarten Entry Requirements
- DRDP Formatting
- Developmental Levels
- Availability of Training/Training Documents
- Using with Specific Programs
- Family Child Care Home Education Network
- Preschool Learning Foundations
- Still have questions?

DRDP Online

How do I know what my user role is within the DRDP Online system?
You can view your user role(s) by selecting your name from the menu at the left and then selecting User Profile.

How do I know the functions associated with each type of user role?
For details about roles and permissions, see the DRDP Online Roles and Permissions resource.

What is the difference between the Agency Administrator role and the Lead Agency Administrator role?
A user with the Lead Agency Administrator role has all the same access and permissions as an Agency Administrator and can also select the age level instrument views for an agency. For more details about roles and permissions, see the DRDP Online Roles and Permissions resource.

Are Lead Agency Administrators able to add new administrators to the system?
Yes. Users with the Lead Agency Administrator role are able to add new administrators to the system.

Is it possible for one administrator to be assigned to multiple sites?
Yes. A user with the Agency Administrator role may be assigned to multiple sites.

Is it possible to assign a different site administrator to each site?
Yes, an agency administrator may assign a unique site administrator to each site. Users with the Site Administrator role may also be assigned to multiple sites.

Do all sites within an agency have to use the same age level instrument views?
Yes. The Lead Agency Administrator selects the age level instrument views for an agency.

How are the age level instrument views selected?
The Lead Agency Administrator selects the age level instrument views for an agency. For details on how to select the age level instrument views, see the Instructions to Select the DRDP View (PDF) and Selecting Assessment View for Your Agency (video).

When does the Lead Agency Administrator select the view for our program? Can we change the view before the new contract year?
Annually, the Lead Agency Administrator must select the DRDP views for each age level that your agency, family child care home, or school district will use for the new fiscal school year. Once selected, the view should not be changed until the next contract year begins. Switching views after rating will result in teachers unable to see the ratings completed on the previous view. All DRDP views will be locked on November 12, 2022, to ensure report functionality.

Please review the DRDP measures and views chart for detailed information on domains and measures and their corresponding views and levels. This tip sheet for lead administrators and tutorial on selecting instrument views are helpful resources. For additional support, please schedule an appointment with the DRDP support team.

Is there a way to upload new users via an upload template?
Yes. Users with an administrator role may add new users to DRDP Online. For details on how to upload new users using an upload template, see the Using Templates to Upload Users (PDF) and Adding Users (video).

Can I still use the 2019 DRDP Online upload templates?
No, they may not still be used. The only template that will be accepted is the DRDP Online All Instrument Upload Template.

Is there a way to upload new children to DRDP Online and update the files for children that already exist in the system using an upload template?
Yes. Users with an administrator role may add new children to DRDP Online and also update the files for existing children using an upload template. For details on how to upload new children and update files using a template, see the Using Templates to Upload and Update Child Files (PDF), Adding Information to and Formatting Child Upload Templates (video), and Uploading Using Child Upload Templates (video) resources available on the Desired Results website.

How do I edit children's demographic information?
Only users with an administrator role may edit children's demographic information. To access a child's demographic information, use the Search for Child/Enroll option from the menu on the left. From the search results, select the orange eye icon to view the child's demographic information. Select the pencil on the left to edit the child's demographic information and save any changes made.

Children's demographic information may also be updated using an upload template (see question above).

Is there a way to upload and lock children's ratings using a template?
Yes. Users with an administrator role may upload and lock children's ratings using an upload template. For details on how to upload children's ratings using an upload template, see the Using Templates to Upload (add) and Update Child Files (PDF), Adding Information to and Formatting Child Upload Templates (video), and Uploading Using Child Upload Templates (video) resources available on the Desired Results website.

Do I have to add new classes for each rating period?
Yes. Users with an administrator role add classes. For more information about how to add classes, see the Getting Started for Administrators (PDF) and Adding Classes (video) resources for administrators available on the Desired Results website.

Which type of user can add children to classes?
Users with an administrator role may add children to classes. For more details about roles and permissions, see the DRDP Online Roles and Permissions resource. For more details on how to add children to classes, see the Getting Started for Administrators (PDF), Re-enrolling and Re-assigning Children for Administrators (PDF), and Managing Enrollment (video) resources available on the Desired Result website.

Is it required that I upload teacher observations to DRDP Online?
No. DRDP Online is for entering children's ratings and generating reports.

DRDP Online Reports

What reports are available in DRDP Online?
These reports available in DRDP Online.

- The **Group Progress Report** provides information for all children in one rating period.

- The **Cohort Progress Report** provides domain scale scores for a selected group of children. It also provides the ability to select a filter such as program type. The report shows all domain scaled scores for a selected group within the current year (to date).
- The **Child Progress Report** provides information on individual children in one rating period or the child's progress over the course of the year, if ratings are entered and locked in more than one rating period.
- The **Parent Progress Report** is a summary report for parent conferences that includes Child Progress over time. It includes graphics and descriptors to show the child's rating and additional descriptive information about the child's progress.
- The **Class Planning Report** allows users to select a rating period and classroom to generate a report for all the children in the classroom. The report will include scaled scores for these children in all rating periods in the current year.
- The **Rating Completion Report** can be used by administrators to check percentages, and numbers of classes and children, that their staff has rated for a specific rating period.
- The **Group Detail Report** is now available in the reports menu. The Group Detail Report provides percent by measure for each developmental level for the selected group within the current year (to date) for agency planning purposes or agency reporting purposes.

What does "cohort" mean in the Cohort Progress Report?
The Cohort Progress Report shows the progress of a group (or cohort) of children over the course of a year. A user may select Fall 2018 and see the progress of the children from fall through Spring 2019. If Spring 2019 is selected, the report will find the children with ratings in spring and show their progress throughout the year.

Why can't I see my school-age reports?
These school-age reports are available in DRDP Online: Class Planning Report for School Age Complete, Group Detail Report and Child Progress Report. You can also print the rating record.

When I look at my reports, the numbers are different for my agency each day. Why is this happening?
Proficiencies are moving into DRDP Online each day. As proficiencies are added, more reports become available. We recommend that users check for updates regularly.

I locked the ratings for all my children. Why can't I see my reports yet?
Once ratings are entered and locked, a scoring engine calculates those ratings to generate reports. The process of adding records to the scoring engine daily takes time; therefore, the reports are not automatically generated and available.

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

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.

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.

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.

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.

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

- **Infant/Toddler:** Use the DRDP–Infant/Toddler Comprehensive or Essential View for children from early infancy to 36 months, unless two years and nine months in a preschool classroom. The Infant/Toddler Comprehensive View is required for all infants and toddlers with an IFSP.
- **Preschool:** Use the DRDP Preschool Comprehensive, Fundamental, or Essential View for children who are three years of age through transitional kindergarten. Any view of the DRDP-Preschool may also be used for children who are at least two years and nine months entering a preschool classroom who will turn three on or before September 1. Use of the Preschool Fundamental View is required for all preschool age children with an IEP.
- **Kindergarten:** Use the DRDP-Kindergarten Comprehensive, Fundamental, or Essential View for children who turn five by September 1st enrolled in a kindergarten program. Children in transitional kindergarten should use the DRDP-Preschool.
- **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 Results Developmental Profile–School Age (DRDP-SA©), Simplified Version or the Complete Version.

Is it okay to use DRDP-K for preschool children?
The Desired Results Developmental Profile–Kindergarten© (DRDP–K ©) is an assessment instrument that is designed for teachers to use to reflect on the learning, development, and progress of all children during the kindergarten year. It may not be used with preschool children.

Which DRDP assessment is for children enrolled in Transitional Kindergarten (TK)?

The DRDP for Preschool should be used with children in TK. The Preschool view allows for a wider range of development for the age range of children in TK. The DRDP-PS assessment is inclusive of all children including children with disabilities and should include input from families.

Children enrolled in UPK/ UTK are preschool-age children who have not turned 5 by September 1st. Children in this age range were included in the research study for the DRDP PS instrument. Use of the DRDP-K with TK children could have the unintended consequence of a floor effect. As California moves into full implementation of TK, the DRDP and California Preschool Learning Foundations will be reviewed and updated as needed.

The DRDP-K was developed for children enrolled in kindergarten who turn 5 by December 2nd. When the date to enroll in kindergarten was moved to September 1, and Transitional Kindergarten was created for children whose birthdays fall between September 2nd and December 2nd, the developmental continuum was still appropriate for those children enrolled in TK, as the research studies included children in their age range. However, now that the entrance age for TK has been moved to earlier dates, the DRDP Kindergarten does not provide an appropriate range of development and could cause an unintended floor effect.

For how long should DRDP forms be maintained on file?
There is a five year record retention requirement for maintaining DRDP records. DRDP Online allows programs to meet this record retention requirement and store the DRDP records in a free, secure online system.

Should the portfolios be kept on file also?
Portfolios should be kept on file (either electronically or paper versions) during the program year. At the end of the year, or when a child leaves the program, the portfolio should be sent home with the child. There is no need to store them for five years.

How many pieces of documentation are required per measure?
You need evidence to show mastery of the skill. By definition, mastery is consistently, over time, and in different situations. Evidence should be gathered from families and other adults who know the child in addition to the evidence collected from the teacher.

If a child terminates the program and reenrolls, do I complete a new assessment.
If a child returns after terminating the program, within 30 days, a new assessment does not need to be completed.

We are using an outside vendor to collect documentation and complete ratings for the DRDP, do ratings have to be entered in DRDP Online?
Effective Fall 2015, all state-funded agencies are required to enter all DRDP ratings in DRDP Online. The use of a vendor to help with data collection or organization of documentation is a choice of the agency. The CDSS requires DRDP ratings to be entered in DRDP Online and the psychometric reports used to support learning and development.

If a teacher selects the conditional measure bubble (Measure not rated: The child's development is beyond the latest developmental level (required for children with IEPs)), is evidence required to show the child's development is beyond the latest developmental level?
When asked, a teacher is expected to articulate why the conditional measure was not rated. The CDSS does not require documentation for not rating a conditional measure. However, an agency may have a different policy.

When children leave preschool to enter kindergarten, what level of development are they expected to achieve?*
The DRDP is a strength-based assessment that takes into account the wide range of typical development at any age by offering positive descriptions of children's knowledge and skills across broad continua of development and learning. The DRDP assessment is 'criterion-referenced' rather than 'norm-referenced.' In other words, the levels that are described for each DRDP measure and domain are based on research on developmental sequences, rather than on an average score or rating for an age group. Each child's learning and developmental progress are assessed relative to research-based criteria or levels in a progression (criterion-referenced) rather than compared to the average learning and developmental progress of a large group of children (norm-referenced). The building middle and building later levels of the DRDP generally correspond to the California Preschool Learning Foundations' descriptions of children's competencies at around 60 months for typically developing children who are provided appropriate educational support and nurturance.* It is important for programs to continue improving the educational support and nurturance they provide, in order to help children reach the expectations described in the Foundations. Without high-quality, appropriate support, a substantial number of children who are typically developing would likely not reach those expectations.

*The California Preschool Learning Foundations describe competencies—knowledge and skills—that most young children can be expected to exhibit when they are provided appropriate educational support and nurturance.

Desired Results Developmental Profile (DRDP) Formatting

Should the DRDP be copied each time it is administered?
It is required that teachers use DRDP Online for entering their DRDP ratings. Therefore, the teacher only needs one copy of the DRDP. Some programs choose to enter data into DRDP Online 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

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 DRDP Online.

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.

Can observations be put directly into DRDP Online so information can be stored in one place?
Observations cannot be stored in DRDP Online.

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

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

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.

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-Infant/Toddler instrument and the DRDP-K instrument in order to encompass the range of abilities.

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.

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.

Availability of Training/Training Documents

Are training materials available on the website?
Training materials* are available on the Desired Results Web site under Training/Materials. In addition, check out the DRDP Resouces page for the 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.

Is there any other training available?
The Desired Results team offers 40+ free webinars in English and Spanish on a variety of topics such as how to navigate the California Early Childhood Online (CECO) website, DRDP Online data and understanding reports, views of the DRDP assessment, DRDP Portfolio app, and much more.

DRDP Online tip sheets, as well as YouTube microlearning videos, are available. Desired Results also offers fee-for-service teacher trainings.

Many free online modules are available on California Early Childhood Online (CECO). In addition to modules on the DRDP and Rater Certification, topics include Health and Safety, Integrated Learning, Family Partnership and Culture, Safe Sleep, Sesame Street modules and much more.

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

Where can I find a list of Desired Results certified trainers?
If you would like to know if a trainer is certified, please contact us. To schedule a training for your agency, please fill out the Teacher Training Request Form.

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). Training materials are routinely posted on the Desired Results Web site https://www.desiredresults.us/materials

Is there also a state-adopted curriculum based on research from the Desired Results system as a guide?
Curriculum adoption is a local decision.

Using with Specific Programs

Is this instrument aligned with the Head Start (HS) framework?
Yes, it is. Alignment resources are available on the website https://www.desiredresults.us/cdeelcd-resources

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).

If the DRDP-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

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.

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

How does the Desired Results Developmental Profile (DRDP) 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 is a child observation tool aligned with the foundations. The DRDP provides teachers with a means to assess children's learning along a continuum of four different developmental levels. The foundations and the DRDP 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.

Answers to Treasure Hunt

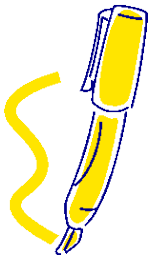
Treasure Hunt #1	Answer
1. First DRPD due	#1 and #2
2. Creative Curriculum	#32
3. Integrating Earlier	#21 and #22
4. FCCHEN	#36 and #37
5. Inclusive Classroom	#26
Treasure Hunt #2	
1. Which View	#5
2. Save Paper	#15 and #16
3. Portfolios	#8
4. All the Measures	#17
5. Training	#27

Compare and Contrast

Session 3

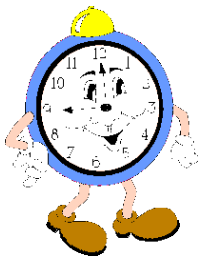
GOALS:

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:
    - The one difference in developmental domains among the three age levels
    - Similarities and differences in the developmental levels among the three age-level instruments.

REFLECTION:

- Return to the large group. Solicit observations from the group.
- Point out the similarities in domains
- Point out the continuity of the developmental levels
- Point out the IInfant/Toddler and Preschool versions have the same measures

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance

Infant/Toddler View: for use with infants and toddlers

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

 © 2013-2015 California Department of Education – All rights reserved

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 N/A	Later	Earlier N/A
Responds in basic ways to others	**Uses senses to explore self and others**	**Recognizes self and familiar people**	**Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)**	**Expresses simple ideas about self and connection to others**	**Describes self or others based on physical characteristics**	***and*** **Describes the feelings or desires of family members, friends, or other familiar people**	**feelings to those of others**
Possible Examples							
• Attends to a familiar adult during feeding. • Quiets when hears a familiar adult. • Grasps an adult's finger when palm of child's hand is touched.	• Examines own hand or foot by looking at it or mouthing it. • Touches others' hair when it is within reach. • Plays with sound by repeating grunts and squeals.	• Orients toward a familiar adult when own name is spoken or signed. • Points to picture of self on the wall. • Smiles when a familiar adult enters the room.	• Communicates, "Me llamo Luis," ["My name is Luis," in Spanish]. • Communicates names of immediate family members in a photo. • Looks to new baby sister and communicates her name.	• Acts out roles [illegible] family in prete[illegible] • Communicates, "I'm making cookies—just like Grandma!" while rolling play dough. • Draws picture of a house and communicates, "This is my house."	[illegible]es, using [illegible]on board, "His hair is red!" • Identifies own height, as indicated on a growth chart posted on the wall. • Narrates details while drawing a picture of a friend. • Draws a picture of own family, representing traits such as heights and hair colors.	• Communicates to an adult, "I was mad when it rained because we couldn't go outside." • Communicates that a friend is happy because he is going to have a birthday party. • Says, "Ayokong hawakan ang susô. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].	• Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self. • Communicates to a peer that they both like peanut butter and jelly sandwiches. • Communicates, "我喜歡游泳，但是我姐姐不喜歡," ["I love to swim, but my sister doesn't," in Chinese].

⬭ Child is emerging to the next developmental level

⬭ Unable to rate this measure due to extended absence

 © 2013-2015 California Department of Education – All rights reserved

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance

Preschool View: for use with preschool-age children

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Approaches to Learning –Self-Regulation	ATL-REG	1	Attention Maintenance	1
		2	Self-Comforting	2
		3	Imitation	3
		4	Curiosity and Initiative in Learning	4
		5	Self-Control of Feelings and Behavior	5
		6	Engagement and Persistence	6
		7	Shared Use of Space and Materials	7
Social and Emotional Development	SED	1	Identity of Self in Relation to Others	8
		2	Social and Emotional Understanding	9
		3	Relationships and Social Interactions with Familiar Adults	10
		4	Relationships and Social Interactions with Peers	11
		5	Symbolic and Sociodramatic Play	12
Language and Literacy Development	LLD	1	Understanding of Language (Receptive)	13
		2	Responsiveness to Language	14
		3	Communication and Use of Language (Expressive)	15
		4	Reciprocal Communication and Conversation	16
		5	Interest in Literacy	17
		6	Comprehension of Age-Appropriate Text	18
		7	Concepts About Print	19
		8	Phonological Awareness	20
		9	Letter and Word Knowledge	21
		10	Emergent Writing	22
English Language Development	ELD	1	Comprehension of English (Receptive English)	23
		2	Self-Expression in English (Expressive English)	24
		3	Understanding and Response to English Literacy Activities	25
		4	Symbol, Letter, and Print Knowledge in English	26
Cognition, Including Math and Science	COG	1	Spatial Relationships	27
		2	Classification	28
		3	Number Sense of Quantity	29
		4	Number Sense of Math Operations	30
		5	Measurement	31
		6	Patterning	32
		7	Shapes	33
		8	Cause and Effect	34
		9	Inquiry Through Observation and Investigation	35
		10	Documentation and Communication of Inquiry	36
		11	Knowledge of the Natural World	37
Physical Development –Health	PD-HLTH	1	Perceptual-Motor Skills and Movement Concepts	38
		2	Gross Locomotor Movement Skills	39
		3	Gross Motor Manipulative Skills	40
		4	Fine Motor Manipulative Skills	41
		5	Safety	42
		6	Personal Care Routines: Hygiene	43
		7	Personal Care Routines: Feeding	44
		8	Personal Care Routines: Dressing	45
		9	Active Physical Play	46
		10	Nutrition	47
History–Social Science	HSS	1	Sense of Time	48
		2	Sense of Place	49
		3	Ecology	50
		4	Conflict Negotiation	51
		5	Responsible Conduct as a Group Member	52
Visual and Performing Arts	VPA	1	Visual Art	53
		2	Music	54
		3	Drama	55
		4	Dance	56

 © 2013-2015 California Department of Education – All rights reserved

Developmental Domain

Measure

Definition

Developmental Domain: SED — Social and Emotional Development

SED 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds in basic ways to others	**Uses senses to explore self and others**	**Recognizes self and familiar people**	**Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)**	**Expresses simple ideas about self and connection to others**	**Describes self or others based on physical characteristics**	**Describ…n prefer-ences or fe… *and* Describes… or desire… members, friends, or other familiar people**	**Compares own preferences or feelings to**
Possible Examples							
• Attends to a familiar adult during feeding. • Quiets when hears a familiar adult. • Grasps an adult's finger when palm of child's hand is touched.	• Examines own hand or foot by looking at it or mouthing it. • Touches others' hair when it is within reach. • Plays with sound by repeating grunts and squeals.	• Orients toward a familiar adult when own name is spoken or signed. • Points to picture of self on the wall. • Smiles when a familiar adult enters the room.	• Communicates, "Me llamo Luis," ["My name is Luis," in Spanish]. • Communicates names of immediate family members in a photo. • Looks to new baby sister and communicates her name.	• Acts out roles from … family in prete… • Communicates, "I'm making cookies—just like Grandma!" while rolling play dough. • Draws picture of a house and communicates, "This is my house."	• Communicates, using …n board, …" • Identifies own height, as indicated on a growth chart posted on the wall. • Narrates details while drawing a picture of a friend. • Draws a picture of own family, representing traits such as heights and hair colors.	• Communicates to an adult, "I was mad when it rained because we couldn't go outside." • Communicates that a friend is happy because he is going to have a birthday party. • Says, "Ayokong hawakan ang susô. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].	• Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self. • Communicates to a peer that they both like peanut butter and jelly sandwiches. • Communicates, "我喜歡游泳, 但是我姐姐不喜歡," ["I love to swim, but my sister doesn't," in Chinese].

Developmental Level

Descriptor

Examples

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

 © 2013-2015 California Department of Education – All rights reserved

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

DRDP-SA Copyright © 2010 California Department of Education – All rights reserved

Developmental Domain

Measure

Definition

Developmental Level

Descriptor

Examples

Developmental Domain: SSD — Self and social development

School-Age

Measure 1: Identity of self and connection to others

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

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

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Accurately describes self in terms of physical characteristics, preferences, and things he or she can do	**Describes physical characteristics, preferences and things he or she can do in relation to another person**	**Describes self in terms of roles within one or more groups of people he or she knows**	**Describes self in terms of a role in a community that includes people he or she may not know (the whole school, the town where he or she lives)**	**Describes self in terms of roles he/she may have in the future**
Examples ▸ "I know how to play checkers but not chess." ▸ "I like this game; it's my favorite." ▸ "I can swim in the shallow end but not the deep end." ▸ Draws picture of herself, showing her doing things she really does or with her favorite things. ▸ "I use a wheelchair."	▸ "I can run faster than Tommy, but he can throw the ball farther." ▸ "I am as tall as you are." ▸ "I like cheese crackers, but my brother likes the peanut butter ones." ▸ "I'm right-handed, and she's left-handed." ▸ "I'm older than you are."	▸ "We're making a city. I make the houses, and Tina digs the rivers and makes roads." ▸ "I'm the singer in the band, and he plays the guitar and keyboard." ▸ "I'm the one in my family who sets the table for dinner."	▸ "At school, I'm in charge of bringing attendance sheets to the main office." ▸ "Last year I helped in a fund-raiser—I asked people to give food for the bake sale." ▸ "It's my job to find places to volunteer for a service-learning project." ▸ "I'm a peacemaker at school: that means I help other children solve their problems." ▸ "I'm a study buddy to younger children."	▸ "I think I'd make a good coach because I'm a good athlete and I can come up with good plays." ▸ "I like helping children with their math homework; that's why I want to be a teacher." ▸ "I'd like to be a nurse because I like to help people, especially when they are sick."

2. Record evidence for this rating here. ▸

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain here. ▸

DRDP-PS Copyright © 2010 California Department of Education – All rights reserved

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

Session 3

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.

Developmental Domain: LLD — Language and Literacy Development

LLD 5: Interest in Literacy

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

Mark the latest developmental level the child has mastered:

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

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

 © 2013-2015 California Department of Education – All rights reserved

Developmental Domain: COG — Cognition, Including Math and Science

COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

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

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

 © 2013-2015 California Department of Education – All rights reserved

Developmental Domain: PD-HLTH — Physical Development–Health

PD-HLTH 4: Fine Motor Manipulative Skills

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

Mark the latest developmental level the child has mastered:

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

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

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

 © 2013-2015 California Department of Education – All rights reserved

DRDP (2015)
Developmental Domains & Measures at a Glance

Developmental Domains

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

DRDP (2015) Infant/Toddler Comprehensive View For use with infants and toddlers	**DRDP (2015) Infant/Toddler Essential View** For use with infants and toddlers	**DRDP (2015) Preschool Comprehensive View** For use with preschool-age children	**DRDP (2015) Preschool Fundamental View** For use with preschool-age children	**DRDP (2015) Preschool Essential View** For use with preschool-age children
5 Developmental Domains **29** Measures **ATL-REG:** (5) **SED:** (5) **LLD:** (5) **COG:** (6) **PD-HLTH:** (8)	**5** Developmental Domains **21** Measures **ATL-REG:** (4) **SED:** (4) **LLD:** (5) **COG:** (4) **PD-HLTH:** (4)	**8** Developmental Domains **56** Measures **ATL-REG:** (7) **SED:** (5) **LLD:** (10) **ELD:** (4) **COG:** (11) **PD-HLTH:** (10) **HSS:** (5) **VPA:** (4)	**6** Developmental Domains **43** Measures **ATL-REG:** (7) **SED:** (5) **LLD:** (10) **ELD:** (4) **COG:** (7) **PD-HLTH:** (10)	**6** Developmental sub-Domains **29** Measures **ATL-REG:** (4) **SED:** (4) **LLD:** (7) **ELD:** (4) **COG:** (6) **PD-HLTH:** (4)

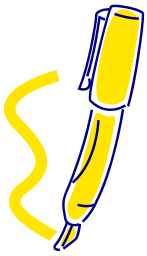
DRDP (2015)
Developmental Domains & Measures at a Glance

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	**DRDP-K (2015)** **Fundamental** For use with transitional kindergarten and kindergarten-aged children **7** Developmental Domains **37** Measures **ATL-REG:** (4) **SED:** (5) **LLD:** (10) **ELD:** (4) **COG MATH:** (6) **PD:** (4) **SPAN:** (4)-supplemental	**DRDP-K (2015)** **Essential** For use with transitional kindergarten and kindergarten-aged children **7** Developmental Domains **33** Measures **ATL-REG:** (4) **SED:** (4) **LLD:** (7) **ELD:** (4) **COG MATH:** (6) **PD:** (4) **SPAN:** (4)-supplemental	**DRDP-K (2015)** **Snapshot** For use with transitional kindergarten and kindergarten-aged children **4** Developmental Sub Domains **17** Measures **ATL-REG:** (4) **SED:** (4) **LLD:** (5) **COG MATH:** (4)	**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 (2011) School Age Complete

Practice Noticing Descriptions and Interpretations

Session 3

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



MATERIALS REQUIRED:

Instruction page
Photo page
Post-Its
Descriptive/Interpretive Chart

TIME: 10 minutes

ACTIVITY PROCESS:

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

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

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

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

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."

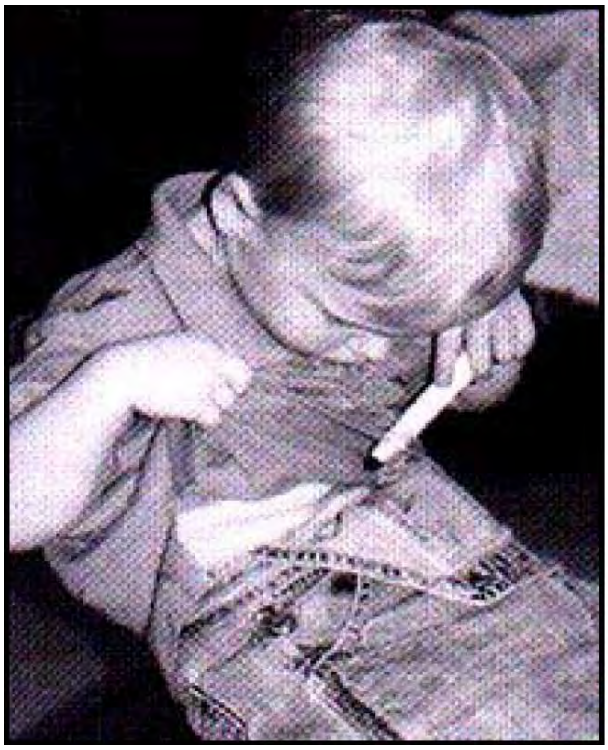
1. Place notes in appropriate side of the sheet - **Descriptive or Interpretive**
2. Review observations.
3. Sort them into categories termed **Descriptive and Interpretive.**
4. Use the following questions to guide your discussion:
   - Which observations have the details of what actually happened?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

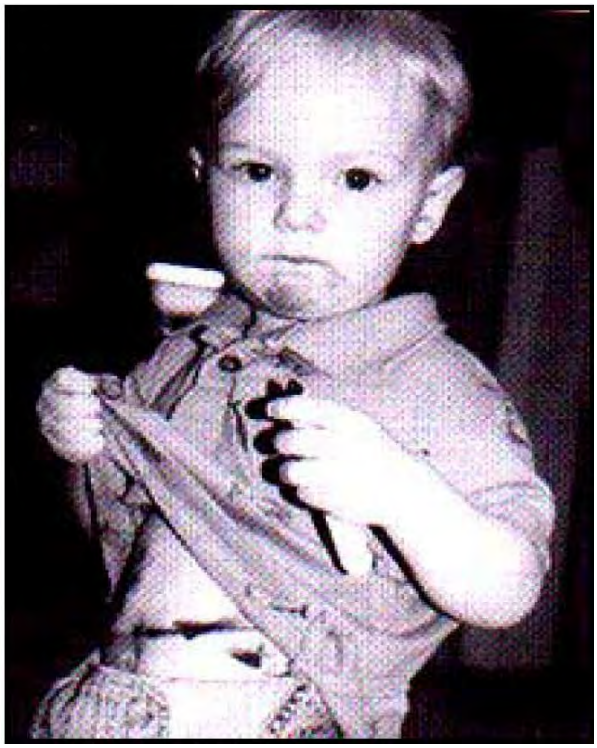
Descriptive	Interpretive

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."

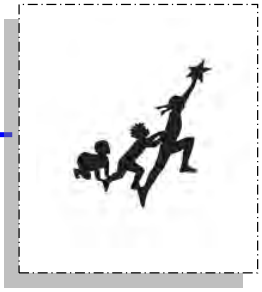
What do you see in these two photos?





Reprinted with permission from The Art of Awareness, ©2000 Deb Curtis & Margie Carter, Redleaf Press. St. Paul, Minnesota, www.redleafpress.org

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

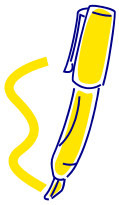
1. Display the PowerPoint slide with the math video.
2. Participants read the descriptors for COG 5. Direct them to circle the word ***or***, highlight the **;** followed by the word ***and***, and underline the word **and** when it connects two skills.
3. It is important to emphasize: 1) What ; followed 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*).

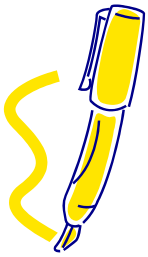
The following publication provides reviews of the most current research regarding young dual language learners: Governor's State Advisory Council on Early Learning and Care. 2013. *California's Best Practices for Young Dual Language Learners: Research Overview Papers*. Sacramento: California Department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

Developed by WestEd Center for Children and Families – ©2014 California Department of Education

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 DRDP rating record.
4. Participants mark the three to four measures that have no rating with the highest level mastered. They also need to be prepared to share what documentation provided support.

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

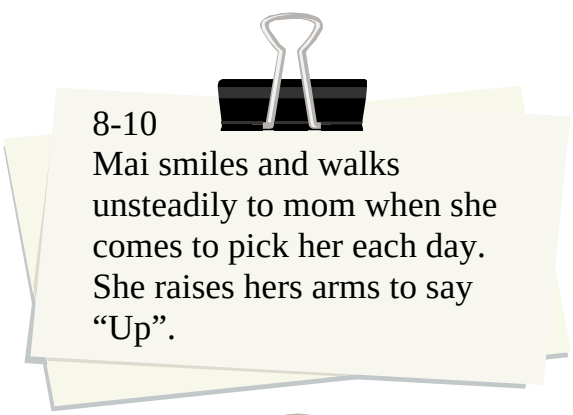
Infant/Toddler Portfolio

Language and Motor

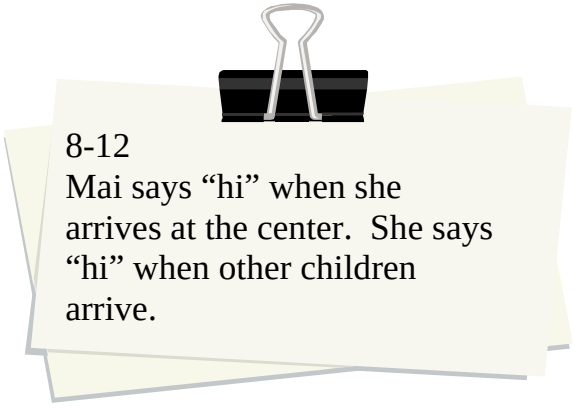
Children show growing abilities in communication and language

Children demonstrate an increased proficiency in motor skills

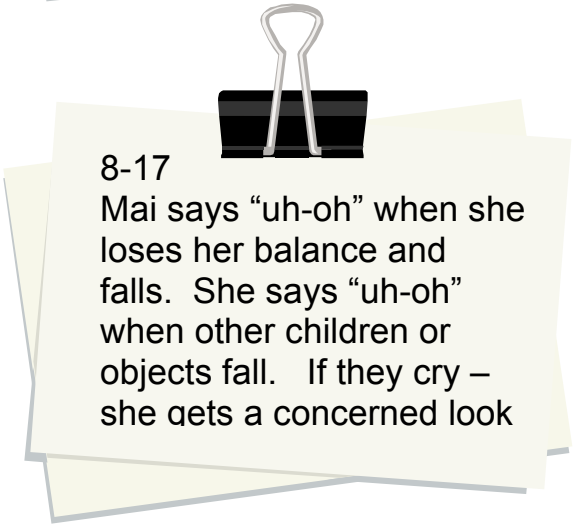
Mai is 14-months-old. English is her primary language. She has attended the Infant/Toddler program for three months.



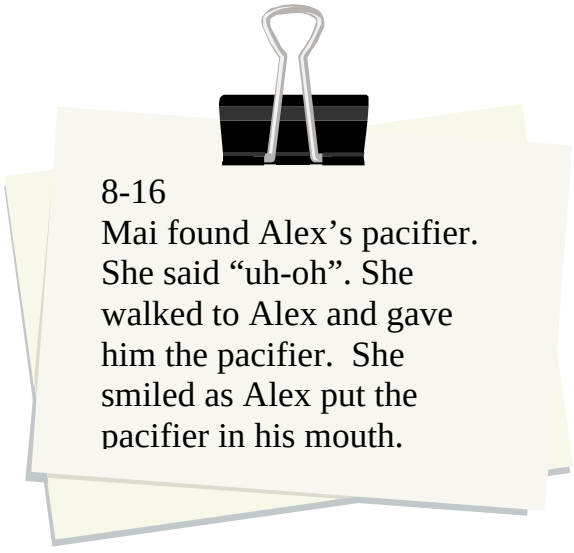
8-10
Mai smiles and walks unsteadily to mom when she comes to pick her each day. She raises hers arms to say "Up".



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



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



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

LANGUAGE with Mai

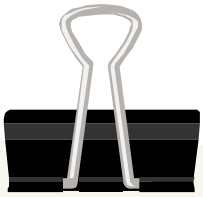
8-23
When Joan tells Mai that they are going "Outside to play," she repeats "Out, Out" as she goes to the playground door.

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."

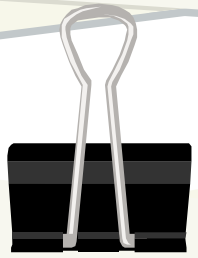
STAFF REFLECTION NOTE:
All of these observations are evidence of Mai's comprehension and responsiveness to language. She repeats many words that she hears and she communicates her needs and interests through gestures and a few words.

MOTOR with Mai

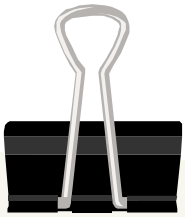


8-10
Mai walks steadily on a flat surface. She balances her body front to back when stepping on uneven surfaces like in the sand box or on the mattress on the floor.
Her mom says that she started pulling up to stand at 10.5 months and has been walking steadily for 2 months.

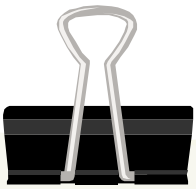
8-16
Mai works at keeping her balance while she walks – moving her upper body and arms forward and back. She appears to work at more physically when she carries objects in both hands. Today, she carried pegs, books, and stuffed animals from one part of the classroom to another – usually to Joan or friend.



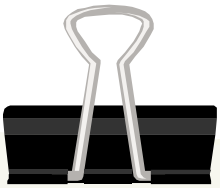
8-18
Mai grasped the pegs with her full hand, wrapping her thumb and fingers around the sides of the pegs. She then brought the pegs in each hand to her center and banged them together making a click sound. She matched the two rounded parts of the pegs turning the pegs by turning her hands. When I put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

DRDP (2015)

Early Education Information Page

An Early Childhood Developmental Continuum

For use with Early Care and Education Programs

1a. Child's first name (Legal): Mai

1b. Child's last name (Legal): W

Date DRDP (2015) was completed (mm/dd/yyyy) 10 / 10 / 2018

Assessment period (e.g., Fall 2016) Fall 2018

Child Information

2. Statewide Student Identifier (10-digit SSID) :

3. Agency Identifier DC06052017 :

(agency identifier and statewide student identifier can be the same)

4. Child's classroom or setting: pandas

5. Birth date (mm/dd/yyyy): 06 / 05 / 2017

6. Gender ☐ Male ☐ Female

7. Initial date of enrollment in early childhood program (mm/dd/yyyy): 08 / 15 / 2018

Date child was withdrawn from the program (mm/dd/yyyy): / /

DRDP170

8a. What is this child's ethnicity?

☐ Yes, Hispanic or Latino ☐ No, not Hispanic or Latino

8b. What is this child's race? *Mark one or more races to indicate what this child considers himself/herself to be.*

- ☐ Asian Indian
- ☐ Black or African-American
- ☐ Cambodian
- ☐ Chinese
- ☐ Filipino
- ☐ Guamanian
- ☐ Hawaiian
- ☐ Hmong
- ☐ Japanese
- ☐ Korean
- ☐ Laotian
- ☐ Native American
- ☐ Other Asian
- ☐ Other Pacific Islander
- ☐ Samoan
- ☐ Tahitian
- ☐ Vietnamese
- ☐ White
- ☐ Intentionally left blank

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

Observer Information

9. Agency: Demo Comp **Site:** Bears

10. Your name: Ms.Jen **Title:** teacher

11. Are you the primary teacher working with this child?

☐ Yes

☐ No (specify your relationship to the child):

12. Did another adult assist you with assessing this child?

☐ Yes (role/relation):

☐ No

Child's Language Information

13. Child's home language(s): English

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

If yes, the ELD measures must be completed for a preschool-age child

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

15. Did someone who understands and uses the child's home language assist you with completing the observation?

☐ Yes, role/relation:

☐ No ☐ Not applicable *(I understand and use the child's home language)*

16. Child is enrolled in: Check all that apply.

- ☐ State Infant/Toddler Program
- ☐ State Preschool
- ☐ Head Start
- ☐ Early Head Start
- ☐ Child Care Center
- ☐ Other:
- ☐ Tribal Head Start
- ☐ Migrant
- ☐ First 5
- ☐ Title 1
- ☐ Family Child Care Home

Child's tuition fees are:

☐ Subsidized (tuition assistance) ☐ Not subsidized (full fee) ☐ Don't know

 © 2013–2019 California Department of Education – All rights reserved

DRDP (2015)

I/T Comprehensive View
Rating Record

An Early Childhood Developmental Continuum

For Use with Infants and Toddlers in Early Care and Education Programs and Special Education Programs

Child's Name (First and Last): Mai

Agency ID or SSID: DC06052017

Assessment Period (e.g., Fall 2016): Fall 2018

Date DRDP (2015) was completed (e.g., 09/07/2014) 10 / 10 / 2018
(month / day / year)

The Rating Record is to be used with the DRDP (2015) Instrument to keep track of each child's developmental levels as you complete the assessment. Mark the developmental level the child has mastered for every measure.

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	EM	UR
ATL-REG 1	**Attention Maintenance**	○	○	✓		○	○				☐	☐
ATL-REG 2	**Self-Comforting**	○	○	✓		○	○				☐	☐
ATL-REG 3	**Imitation**	○	○	○		○	○				☐	☐
ATL-REG 4	**Curiosity and Initiative in Learning**	○	○	✓		○	○				☐	☐
ATL-REG 5	**Self-Control of Feelings and Behavior**	○	○	✓		○	○				☐	☐
SED 1	**Identity of Self in Relation to Others**	○	○	✓		○	○				☐	☐
SED 2	**Social and Emotional Understanding**	○	○	✓		○	○				☐	☐
SED 3	**Relationships and Social Interactions with Familiar Adults**	○	○	○		✓	○				☐	☐
SED 4	**Relationships and Social Interactions with Peers**	○	○	○		✓	○				☐	☐
SED 5	**Symbolic and Sociodramatic Play**	○	○	✓		○	○				☐	☐
LLD 1	**Understanding of Language (Receptive)**	○	○	○	○	○	○				☐	☐
LLD 2	**Responsiveness to Language**	○	○	○		○	○				☐	☐
LLD 3	**Communication and Use of Language (Expressive)**	○	○	○	○	○	○				☐	☐
LLD 4	**Reciprocal Communication and Conversation**	○	○	○	○	○	○				☐	☐
LLD 5	**Interest in Literacy**	○	○	✓		○	○				☐	☐
COG 1	**Spatial Relationships**	○	○	✓		○	○				☐	☐
COG 2	**Classification**	○	✓	○		○	○				☑	☐
COG 3	**Number Sense of Quantity**	○	✓	○		○	○				☑	☐
	Note: COG 4 - COG 7 are only for use for preschool age children											
COG 8	**Cause and Effect**	○	○	✓		○	○				☐	☐
PD-HLTH 1	**Perceptual-Motor Skills and Movement Concepts**	○	○	✓		○	○				☐	☐
PD-HLTH 2	**Gross Locomotor Movement Skills**	○	○	○	✓	○	○				☐	☐
PD-HLTH 3	**Gross Motor Manipulative Skills**	○	○	○	✓	○	○				☐	☐
PD-HLTH 4	**Fine Motor Manipulative Skills**	○	✓	○	○	○	○				☐	☐
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**	○	✓	○		○	○				☑	☐

DRDP-17

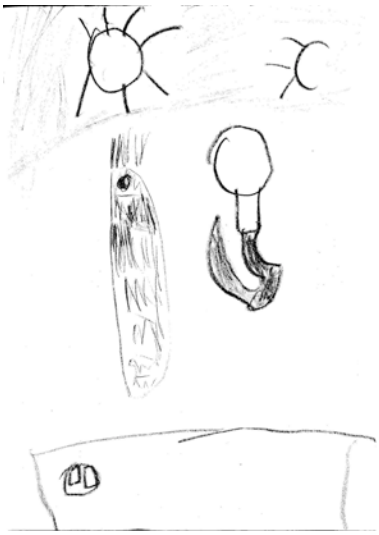
 © 2013–2019 California Department of Education – All rights reserved

LANGUAGE AND LITERACY with Ruby

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

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

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

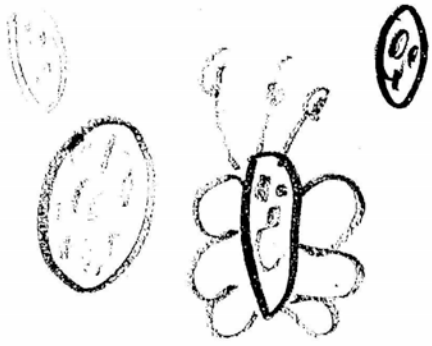


4/09 Ruby draws this picture after a discussion conducted in English about the death of a classroom caterpillar. She explains, "La oruga se cayo en el suelo y se murio. La Sra. Wilson la puso en el jardin para que descanse alli."
Translation-"The caterpillar fell in the ground and it died. Mrs. Wilson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

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

1

2



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

3

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

4

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

5

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

DRDP (2015)

Early Education PS Fundamental View

Rating Record

An Early Childhood Developmental Continuum

For use with Preschool-age Children in Early Care and Education Programs

Child's Name (First and Last): Mai

Agency ID or SSID: DC06052017

Assessment Period (e.g., Fall 2016): Fall 2018

Date DRDP (2015) was completed (e.g., 09/07/2014) 10 / 10 / 2018
(month / day / year)

The Rating Record is to be used with the DRDP (2015) Instrument to keep track of each child's developmental levels as you complete the assessment. Mark the developmental level the child has mastered for every measure.

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Not yet	Conditional Measure (not rated)	EM	UR
ATL-REG 1	**Attention Maintenance***	■	■	✓		■	■					✓	■	■
ATL-REG 2	**Self-Comforting***	■	■	✓		■	■					✓	■	■
ATL-REG 3	**Imitation***	■	■	■		■	■					✓	■	■
ATL-REG 4	**Curiosity and Initiative in Learning**	■	■	✓		■	■	○	○	○			■	■
ATL-REG 5	**Self-Control of Feelings and Behavior**	■	■	✓		■	■	○	○	○			■	■
ATL-REG 6	**Engagement and Persistence**			○		○	✓	○	○	○	○		☐	☐
ATL-REG 7	**Shared Use of Space and Materials**			○		○	○	✓	○	○	○		☐	☐
SED 1	**Identity of Self in Relation to Others**	■	■	✓		■	■	✓	○	○			■	■
SED 2	**Social and Emotional Understanding**	■	■	✓		■	■	○	○	○			■	■
SED 3	**Relationships and Social Interactions with Familiar Adults**	■	■	■		✓	■	✓	○	○			■	■
SED 4	**Relationships and Social Interactions with Peers**	■	■	■		✓	■	✓	○	○			■	■
SED 5	**Symbolic and Sociodramatic Play**	■	■	✓		■	■	○	○	○			■	■
LLD 1	**Understanding of Language (Receptive)**	■	■	■	■	■	■	○	✓	○			■	■
LLD 2	**Responsiveness to Language**	■	■	■		■	■	✓	○	○			■	■
LLD 3	**Communication and Use of Language (Expressive)**	■	■	■	■	■	■	✓	○	○			■	■
LLD 4	**Reciprocal Communication and Conversation**	■	■	■	■	■	■	✓	○	○			■	■
LLD 5	**Interest in Literacy**	■	■	✓		■	■	○	○	○			■	■
LLD 6	**Comprehension of Age-Appropriate Text**				○	○	○	○	○	○	○		☐	☐
LLD 7	**Concepts about Print**				○	○	○	○	○	○	○		☐	☐
LLD 8	**Phonological Awareness**				○	○	✓	○	○	○	○		☐	☐
LLD 9	**Letter and Word Knowledge**				○	○	○	✓	○	○	○		☐	☐
LLD 10	**Emergent Writing**				○	○	○	✓	○	○	○		☐	☐

Measure	Measure Name	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English	Conditional Measure (not rated)	EM	UR
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**	○	○	○	○	✓	○	○	☐	☐

*These measures required for children with IEPs.

DRDP-194

 © 2013–2019 California Department of Education – All rights reserved

DRDP (2015)

PS Fundamental View Rating Record

For use with Preschool-age Children in Early Care and Education Programs

Child's Name (First and Last): _____

Agency ID or SSID: _____

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Not yet	Conditional Measure (not rated)	EM	UR
COG 1	**Spatial Relationships***	○	○	○		○	○					✓	☐	☐
COG 2	**Classification**	○	○	○		○	○	✓	○	○			☐	☐
COG 3	**Number Sense of Quantity**	○	○	○		○	○	✓	○	○			☐	☐
COG 4	**Number Sense of Math Operations**			○		○	○	✓	○	○	○		☐	☐
COG 5	**Measurement**			○		○	✓	○	○	○	○		☐	☐
COG 6	**Patterning**			○		○	✓	○	○	○	○		☐	☐
COG 7	**Shapes**			○		○	○	✓	○	○	○		☐	☐
PD-HLTH 1	**Perceptual-Motor Skills and Movement Concepts**	○	○	○		○	○	○	✓	○			☐	☐
PD-HLTH 2	**Gross Locomotor Movement Skills**	○	○	○	○	○	○	○	✓	○			☐	☐
PD-HLTH 3	**Gross Motor Manipulative Skills**	○	○	○	○	○	○	○	○	✓			☐	☐
PD-HLTH 4	**Fine Motor Manipulative Skills**	○	○	○	○	○	○	○	✓	○			☐	☐
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 9	**Active Physical Play**				○	○	○	○	✓	○	○		☐	☐
PD-HLTH 10	**Nutrition***				○	○	○	○	○	○	○	✓	☐	☐

DRDP-15

*These measures required for children with IEPs.

 © 2013–2019 California Department of Education – All rights reserved

School age Portfolio

Self Concept + Literacy

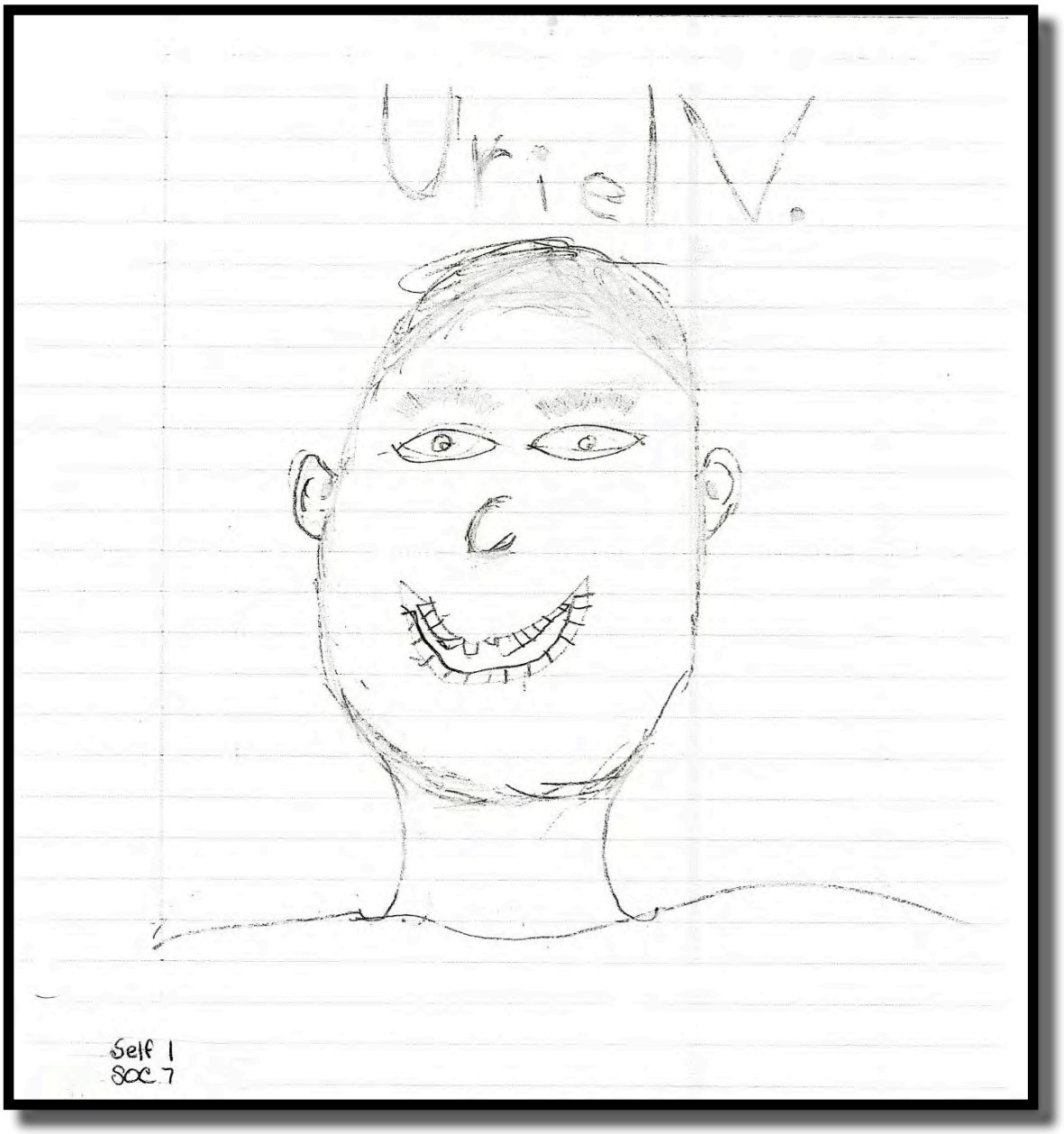
Children show self-awareness and a positive self-concept

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

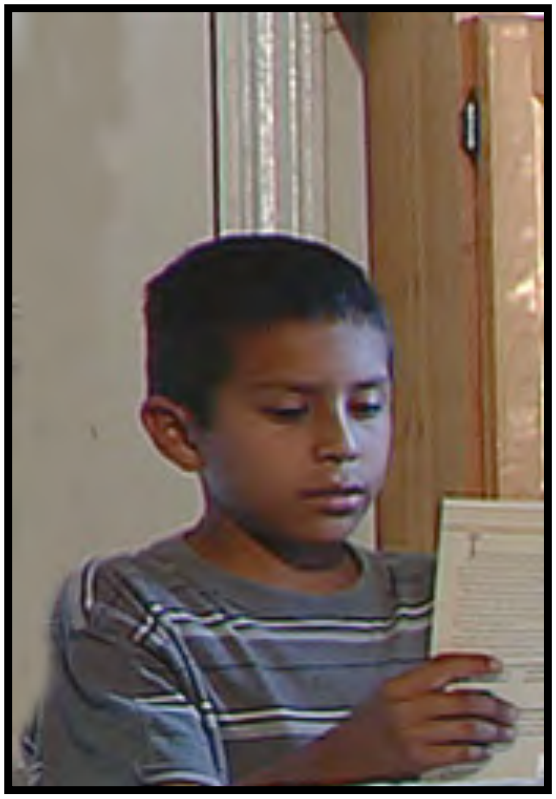
OBSERVATION

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.

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

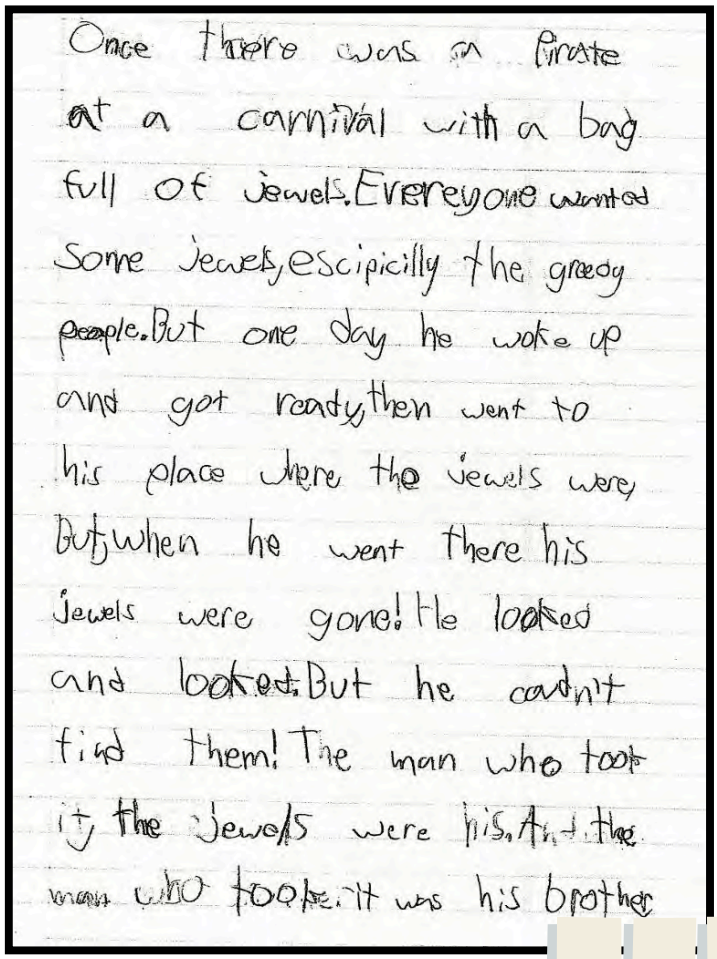
OBSERVATION

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



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

Uriel's Writing Sample



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

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

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

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

DRDP-SA© (2010)

Date of assessment: 07/18/2019 Child: Uriel Observer: Mr. George

Classroom: Pathfinders Site: Bay Agency: Demo

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. vi)

SA Measure	DOMAIN: Self and Social Development (SSD)	Not yet at first level	Developmental Level					Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting		
1	**SSD1:** Identity of self and connection to others								
2	**SSD2:** Self-esteem								
3	**SSD3:** Empathy					X			
4	**SSD4:** Impulse control					X			
5	**SSD5:** Follows rules						X		
6	**SSD6:** Awareness of diversity: appreciation of differences and similarities					X			
7	**SSD7:** Interactions with adults								
8	**SSD8:** Friendship						X		
9	**SSD9:** Conflict negotiation						X		

SA Measure	Domain: Health (HLTH)	Not yet at first level	Developmental Level					Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding			
10	**HLTH1:** Safety					X			
11	**HLTH2:** Understanding healthy lifestyle					X			
12	**HLTH3:** Personal care routines					X			
13	**HLTH4:** Exercise and fitness					X			

DRDP-180

DRDP-SA Copyright © 2010 California Department of Education – All rights reserved

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

DRDP-181

DRDP-SA Copyright © 2010 California Department of Education – All rights reserved

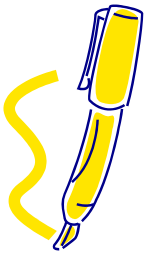
Completing a Child's Developmental Progress Form

Session 3

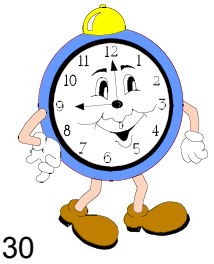
GOALS:

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

MATERIALS REQUIRED:



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



TIME: 30 minutes

ACTIVITY PROCESS:

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

REFLECTION:

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

Child's Developmental Progress

Child's Name: _____

Date of Conference: _____

Agency/Site: _____

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

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

Your child's strengths include...

Areas your child is currently working on include...

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

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

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

Summary of Your Child's Developmental Progress [SAMPLE]

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

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

Your child's strengths include:

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

Areas your child is currently working on:

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

We can help your child learn and develop by…

In the program

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

At home

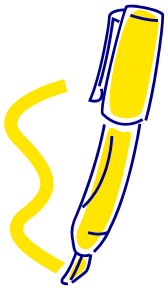
- Talk with Amy about any activities that may have happened that day.
- Read and tell stories at home, pointing out familiar words and asking questions about what you read.
- Help Amy recognize letters in her name and other familiar letters in print.
- Inform us of any progress, questions or ideas you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

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

Writing a Summary of Findings

Session 3

GOAL:
Practice identifying key findings using the Class Planning Report and the DRDP Classroom Summary of Findings. Participants will gain experience writing a summary of finding.



MATERIALS REQUIRED:

- Copies of the DRDP Summary of Findings
- Copies of the Classroom profile
- Class Planning Report for either preschool or infant/toddler
- Sample of completed DRDP Classroom Summary of Findings form

TIME: 30-45 Minutes

ACTIVITY PROCESS

1. Have participants read the age appropriate Classroom Profile to know more about the classroom.
2. Work in small groups. Have each group identify key findings from the domains and measures presented in the classroom planning report.
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.
4. 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.

Program:

- 3.5 hours per day
- Data collected Fall 2018

Children:

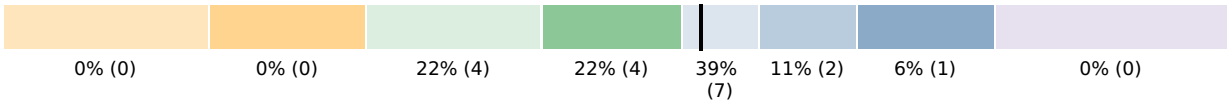
- 18 children enrolled
- Age Range 3.5 – 5 years
  - 2 four-year-old with Individual Education Program (IEP)
  - 11 Dual language learners
  - 5 children are 3.5 years of age
  - 4 children are 4 years of age
  - 9 children are 5 years of age

Staff:

- 2 teachers & 1 teacher's assistant
  - 1 teacher is English speaking only
  - 1 teacher is bilingual (Spanish & English)
  - Teacher assistant is bilingual (Chinese & English)

Approaches to Learning--Self-Regulation

Fall 2018
(n = 18)



	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL-REG0001 Attention Maintenance*			Heather R. Jarod P.	Caroline F. Ricky J. Sarah A.		Kara K. Kaylie F. Ellen N. Stephen L.	Evan A. Erik C. Gretchen T.			
ATL-REG0002 Self-Comforting*				Kara K. Erik C. Heather R. Jarod P.		Caroline F. Kaylie F. Ellen N. Ricky J. Sarah A.	Evan A. Gretchen T. Stephen L.			
ATL-REG0003 Imitation*				Caroline F. Kara K. Erik C. Jarod P.		Kaylie F. Ellen N. Heather R. Ricky J. Stephen L. Sarah A.	Evan A. Gretchen T.			
ATL-REG0004 Curiosity and Initiative in Learning				Kara K. Jarod P.		Caroline F. Ellen N. Heather R. Sarah A.	Kaylie F. Evan A. Erik C. Sabrina W. Nancy L. Ricky J. Stephen L. Tao Z.	Jerome Q. Julie R. Spencer T.	Gretchen T.	
ATL-REG0005 Self-Control of Feelings and Behavior				Caroline F. Kara K. Ellen N. Stephen L.		Heather R. Jarod P. Ricky J. Sarah A. Spencer T. Tao Z.	Kaylie F. Evan A. Sabrina W. Nancy L.	Erik C. Gretchen T. Jerome Q. Julie R.		

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL-REG0006 Engagement and Persistence				Kara K.		Caroline F. Heather R. Sarah A.	Kaylie F. Ellen N. Evan A. Jarod P. Nancy L. Ricky J. Stephen L.	Erik C. Gretchen T. Jerome Q. Julie R. Sabrina W. Spencer T. Tao Z.		
ATL-REG0007 Shared Use of Space and Materials				Kara K.		Caroline F. Heather R.	Ellen N. Evan A. Jarod P. Sabrina W. Nancy L. Ricky J. Stephen L. Sarah A. Spencer T. Tao Z.	Kaylie F. Jerome Q. Julie R.	Erik C. Gretchen T.	

Social and Emotional Development

Fall 2018
(n = 18)

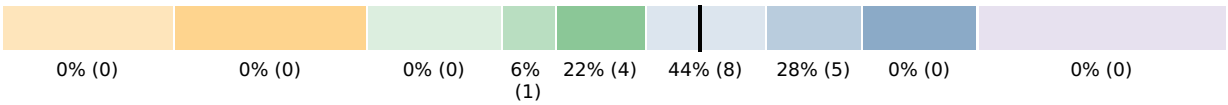
0% (0)	0% (0)	6% (1)	17% (3)	61% (11)	6% (1)	11% (2)	0% (0)

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
SED0001 Identity of Self in Relation to Others				Kara K. Jarod P.		Caroline F. Erik C. Heather R. Sarah A.	Kaylie F. Ellen N. Evan A. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Gretchen T. Jerome Q. Julie R.		
SED0002 Social and Emotional Understanding				Jarod P.		Caroline F. Kara K. Erik C. Heather R.	Kaylie F. Ellen N. Evan A. Sabrina W. Nancy L. Ricky J. Stephen L. Sarah A. Spencer T. Tao Z.	Gretchen T. Jerome Q. Julie R.		
SED0003 Relationships and Social Interactions with Familiar Adults			Caroline F.			Kara K. Kaylie F. Heather R. Jarod P. Sarah A.	Ellen N. Evan A. Erik C. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q.	Gretchen T. Julie R.	

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
SED0004 Relationships and Social Interactions with Peers				Kara K.			Caroline F. Ellen N. Evan A. Heather R. Jarod P. Sabrina W. Nancy L. Ricky J. Stephen L. Sarah A. Spencer T. Tao Z.	Kaylie F. Erik C. Jerome Q.	Gretchen T. Julie R.	
SED0005 Symbolic and Sociodramatic Play				Kara K.		Ellen N. Heather R. Ricky J. Stephen L.	Caroline F. Evan A. Erik C. Jarod P. Sabrina W. Nancy L. Spencer T. Tao Z.	Kaylie F. Jerome Q. Sarah A.	Gretchen T. Julie R.	

Language and Literacy

Fall 2018
(n = 18)



	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
LLD0001 Understanding of Language (Receptive)						Caroline F. Heather R. Jarod P.	Kara K. Kaylie F. Ellen N. Evan A. Erik C. Sabrina W. Nancy L. Sarah A. Tao Z.	Gretchen T. Jerome Q. Julie R. Ricky J. Stephen L. Spencer T.		
LLD0002 Responsiveness to Language						Caroline F.	Kara K. Ellen N. Evan A. Heather R. Jarod P. Sabrina W. Nancy L. Sarah A. Tao Z.	Kaylie F. Erik C. Jerome Q. Ricky J. Stephen L. Spencer T.	Gretchen T. Julie R.	
LLD0003 Communication and Use of Language (Expressive)					Caroline F. Erik C.	Heather R. Jarod P. Sarah A.	Kara K. Ellen N. Evan A. Sabrina W. Nancy L. Ricky J. Tao Z.	Kaylie F. Jerome Q.	Gretchen T. Julie R. Stephen L. Spencer T.	

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
LLD0004 Reciprocal Communication and Conversation				Caroline F. Erik C.	Heather R. Jarod P. Sarah A.	Kaylie F. Ellen N.	Kara K. Evan A. Sabrina W. Nancy L. Ricky J. Tao Z.	Gretchen T. Jerome Q.	Julie R. Stephen L. Spencer T.	
LLD0005 Interest in Literacy				Caroline F.		Kaylie F. Heather R. Jarod P. Sarah A.	Kara K. Ellen N. Evan A. Erik C. Jerome Q. Sabrina W. Nancy L. Ricky J. Tao Z.	Gretchen T. Julie R. Stephen L. Spencer T.		
LLD0006 Comprehension of Age-Appropriate Text					Caroline F. Erik C.	Kara K. Kaylie F. Ellen N. Heather R. Jarod P. Ricky J. Sarah A. Tao Z.	Evan A. Gretchen T. Sabrina W. Nancy L. Stephen L. Spencer T.	Jerome Q. Julie R.		
LLD0007 Concepts about Print					Caroline F. Heather R. Sarah A.	Erik C. Jarod P.	Kara K. Kaylie F. Ellen N. Evan A. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		
LLD0008 Phonological Awareness					Caroline F. Erik C. Heather R. Jarod P.	Sarah A.	Kara K. Kaylie F. Evan A. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		
LLD0009 Letter and Word Knowledge					Caroline F. Kaylie F. Erik C. Heather R. Ricky J. Sarah A.	Ellen N. Jarod P. Stephen L. Spencer T.	Kara K. Evan A. Gretchen T. Sabrina W. Nancy L. Tao Z.	Julie R.	Jerome Q.	

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
LLD0010 Emergent Writing						Caroline F. Heather R. Jarod P. Sarah A.	Kara K. Kaylie F. Ellen N. Evan A. Erik C. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		

English Language Development

Rating Period (# of children)

Discovering Language | Discovering English | Exploring English | Developing English | Building English | Integrating English

Fall 2018
(n = 11)

9% (1) | 9% (1) | 27% (3) | 36% (4) | 18% (2) | 0% (0)

	Not Rated	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
ELD0001 Comprehension of English (Receptive English)	Kaylie F. Ellen N. Gretchen T. Jerome Q. Julie R. Sabrina W. Spencer T.	Caroline F.	Heather R.	Jarod P. Sarah A.	Kara K. Erik C. Nancy L. Tao Z.	Evan A. Ricky J.	Stephen L.
ELD0002 Self-Expression in English (Expressive English)	Kaylie F. Ellen N. Gretchen T. Jerome Q. Julie R. Sabrina W. Spencer T.		Caroline F. Erik C.	Heather R. Jarod P. Sarah A.	Kara K. Nancy L. Tao Z.	Evan A. Ricky J. Stephen L.	
ELD0003 Understanding and Response to English Literacy Activities	Kaylie F. Ellen N. Gretchen T. Jerome Q. Julie R. Sabrina W. Spencer T.	Caroline F.		Erik C. Heather R. Jarod P. Sarah A.	Kara K. Nancy L. Ricky J. Tao Z.	Evan A. Stephen L.	
ELD0004 Symbol, Letter, and Print Knowledge in English	Kaylie F. Ellen N. Gretchen T. Jerome Q. Julie R. Sabrina W. Spencer T.	Caroline F. Erik C. Heather R. Ricky J. Sarah A.	Jarod P.	Nancy L. Stephen L.	Kara K. Evan A. Tao Z.		

Cognition, Including Math and Science

Fall 2018
(n = 18)

0% (0) | 0% (0) | 0% (0) | 28% (5) | 61% (11) | 11% (2) | 0% (0) | 0% (0)

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG0001 Spatial Relationships*				Jarod P.		Caroline F. Kara K. Ellen N. Erik C. Heather R. Sarah A.	Kaylie F. Evan A. Gretchen T. Jerome Q. Julie R. Sabrina W. Nancy L. Ricky J. Stephen L. Tao Z.			
COG0002 Classifcation				Caroline F.		Heather R. Sarah A.	Kara K. Kaylie F. Ellen N. Evan A. Erik C. Jarod P. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Gretchen T. Jerome Q. Julie R. Sabrina W.		
COG0003 Number Sense of Quantity				Heather R. Sarah A.		Caroline F. Ellen N. Erik C. Jarod P.	Kara K. Kaylie F. Evan A. Nancy L.	Gretchen T. Jerome Q. Julie R. Sabrina W. Ricky J. Stephen L. Spencer T. Tao Z.		
COG0004 Number Sense of Math Operations						Caroline F. Kaylie F. Erik C. Heather R. Jarod P. Sarah A.	Kara K. Ellen N. Evan A. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		
COG0005 Measurement				Caroline F.		Kaylie F. Evan A. Erik C. Heather R. Jarod P. Sarah A.	Kara K. Ellen N. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG0006 Patterning				Heather R. Sarah A.		Caroline F. Ellen N. Erik C. Jarod P. Ricky J.	Kara K. Kaylie F. Gretchen T. Sabrina W. Nancy L. Stephen L. Spencer T. Tao Z.	Evan A. Jerome Q. Julie R.		
COG0007 Shapes				Jarod P.		Kara K. Heather R. Sarah A.	Caroline F. Kaylie F. Ellen N. Evan A. Erik C. Gretchen T. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R. Sabrina W.		
COG0008 Cause and Efect						Caroline F. Kara K.	Kaylie F. Ellen N. Evan A. Erik C. Heather R. Jarod P. Sabrina W. Nancy L. Ricky J. Sarah A. Tao Z.	Gretchen T. Jerome Q. Julie R. Stephen L. Spencer T.		
COG0009 Inquiry Through Observation and Investigation				Caroline F.		Erik C. Heather R. Jarod P. Sarah A.	Kara K. Kaylie F. Ellen N. Evan A. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Gretchen T. Jerome Q. Julie R.		
COG0010 Documentation and Communication of Inquiry				Erik C. Heather R. Jarod P.		Caroline F. Kaylie F. Ricky J. Sarah A.	Kara K. Ellen N. Evan A. Gretchen T. Sabrina W. Nancy L. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG0011 Knowledge of the Natural World				Jarod P.		Kaylie F. Erik C. Heather R. Sarah A.	Caroline F. Kara K. Ellen N. Evan A. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q. Julie R.		

Physical Development-Health

Fall 2018
(n = 18)

0% (0) 0% (0) 0% (0) 0% (0) 6% (1) 56% (10) 39% (7) 0% (0) 0% (0)

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
PD-HLTH0001 Perceptual-Motor Skills and Movement Concepts				Jarod P.		Kara K.	Caroline F. Kaylie F. Ellen N. Evan A. Jerome Q. Sabrina W. Nancy L. Sarah A. Tao Z.	Erik C. Heather R. Julie R. Ricky J. Spencer T.	Gretchen T. Stephen L.	
PD-HLTH0002 Gross Locomotor Movement Skills						Jarod P.	Ellen N. Sabrina W.	Caroline F. Kara K. Kaylie F. Evan A. Erik C. Gretchen T. Heather R. Jerome Q. Nancy L. Ricky J. Sarah A. Tao Z.	Julie R. Stephen L. Spencer T.	

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
PD-HLTH0003 Gross Motor Manipulative Skills				Jarod P.			Caroline F. Kara K. Kaylie F. Ellen N. Evan A. Erik C. Heather R. Sabrina W. Nancy L. Ricky J. Stephen L. Sarah A. Tao Z.	Gretchen T. Jerome Q. Julie R. Spencer T.		
PD-HLTH0004 Fine Motor Manipulative Skills				Jarod P.			Caroline F. Kara K. Kaylie F. Ellen N. Evan A. Erik C. Gretchen T. Sabrina W. Nancy L. Sarah A. Tao Z.	Heather R. Jerome Q. Julie R. Ricky J. Stephen L.	Spencer T.	
PD-HLTH0005 Safety				Caroline F.		Kaylie F. Heather R. Jarod P. Sarah A.	Kara K. Ellen N. Evan A. Gretchen T. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T.	Erik C. Jerome Q. Julie R. Tao Z.		
PD-HLTH0006 Personal Care Routines: Hygiene						Jarod P.	Ellen N.	Caroline F. Kara K. Kaylie F. Evan A. Heather R. Jerome Q. Nancy L. Ricky J. Stephen L. Sarah A. Spencer T.	Erik C. Gretchen T. Julie R. Sabrina W. Tao Z.	

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
PD-HLTH0007 Personal Care Routines: Feeding*							Ellen N. Heather R.		Caroline F. Kara K. Kaylie F. Erik C. Gretchen T. Ricky J. Stephen L. Sarah A.	
PD-HLTH0008 Personal Care Routines: Dressing*	Heather R.					Caroline F. Kaylie F. Erik C. Gretchen T. Ricky J. Stephen L. Sarah A.	Kara K. Ellen N.			
PD-HLTH0009 Active Physical Play							Kaylie F. Ellen N. Jarod P. Sabrina W.	Caroline F. Kara K. Erik C. Jerome Q. Sarah A. Tao Z.	Evan A. Gretchen T. Heather R. Julie R. Nancy L. Ricky J. Stephen L. Spencer T.	
PD-HLTH0010 Nutrition						Caroline F. Erik C. Jarod P. Sarah A.	Kara K. Kaylie F. Ellen N. Evan A. Gretchen T. Heather R. Sabrina W. Nancy L. Ricky J. Stephen L. Spencer T. Tao Z.	Jerome Q.	Julie R.	

Reflective Questions for Teachers about the Planning Process

1. What does the data tell me about my classroom, groups of children and individual children?
    - What are areas of strength?
    - What are the areas that I need to focus on?

2. Do I know where my children should be developmentally at 48 and 60 months?

3. Have I looked at the Preschool Curriculum Framework for strategies that will support children's area of need at the domain level? At the strand level?

In the following questions, consider focus areas as well as areas of strength:

1. What changes can I make to my classroom environment to support children's learning and development? (Consider what you already know about classroom environments; refer to the ERS or framework.)

2. What can I do during the course of the daily routine to support children's learning and development? (Consider what you already know and refer to the framework.)

3. What can I do in my interactions with children to support their learning and development? (Consider what you already know and refer to the framework.)

4. What types of teacher-guided activities can I plan that would support children's learning and development during:
    - Large group time (preschool)
    - Individual or small group time
    - Transitions
    - Outdoor time

5. What types of child initiated activities can I plan that would support children's learning and development during:
    - Large group time (preschool)
    - Individual or small group time
    - Transitions
    - Outdoor time

6. What am I doing for the children who are either at a later level of development or an earlier level of development than most of their peers?

DRDP: Infant Toddler Group Data Profile

Program:

- State Funded Full day program
- Data collected Fall 2018

Children:

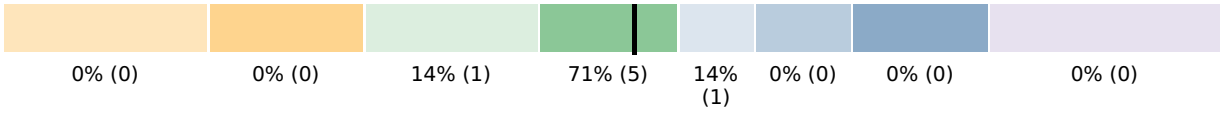
- 7 children enrolled
- Age range 16 months – 36 months of age

Staff:

- 1 teacher & 1 teacher's assistant
  - 1 teacher is English speaking only
  - Teacher assistant is bilingual (Spanish & English)

Approaches to Learning-Self-Regulation

Fall 2018
(n = 7)



	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL-REG0001 Attention Maintenance				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
ATL-REG0002 Self-Comforting				Alesha H. Greg B. Michelle G.		Aaron S. Louis J. Mark S.	Leah P.			
ATL-REG0003 Imitation				Michelle G.		Alesha H. Aaron S. Louis J. Greg B. Mark S.	Leah P.			
ATL-REG0004 Curiosity and Initiative in Learning				Michelle G.		Alesha H. Aaron S. Louis J. Greg B. Mark S.	Leah P.			
ATL-REG0005 Self-Control of Feelings and Behavior				Michelle G.		Alesha H. Aaron S. Louis J. Greg B. Leah P. Mark S.				

Social and Emotional Development

Fall 2018
(n = 7)

0% (0) 0% (0) 14% (1) 86% (6) 0% (0) 0% (0) 0% (0) 0% (0)

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
SED0001 Identity of Self in Relation to Others				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
SED0002 Social and Emotional Understanding				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
SED0003 Relationships and Social Interactions with Familiar Adults				Michelle G.		Alesha H. Aaron S. Louis J. Greg B. Mark S.	Leah P.			
SED0004 Relationships and Social Interactions with Peers				Alesha H. Michelle G.		Aaron S. Louis J. Leah P. Greg B. Mark S.				
SED0005 Symbolic and Sociodramatic Play				Alesha H. Michelle G.		Louis J. Leah P. Greg B. Mark S.	Aaron S.			

Language and Literacy Development

Fall 2018
(n = 7)

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
LLD0001 Understanding of Language (Receptive)				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
LLD0002 Responsiveness to Language				Michelle G.		Louis J. Leah P. Greg B. Mark S.	Alesha H. Aaron S.			
LLD0003 Communication and Use of Language (Expressive)				Michelle G.	Alesha H. Leah P. Greg B.	Aaron S. Louis J. Mark S.				
LLD0004 Reciprocal Communication and Conversation				Michelle G.	Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.					
LLD0005 Interest in Literacy				Michelle G.		Alesha H. Aaron S. Louis J. Greg B. Mark S.	Leah P.			

Cognition, Including Math and Science

Fall 2018
(n = 7)

0% (0) | 0% (0) | 29% (2) | 71% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0)

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG0001 Spatial Relationships				Alesha H. Greg B. Michelle G.		Aaron S. Louis J. Leah P. Mark S.				
COG0002 Classifcation				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
COG0003 Number Sense of Quantity				Alesha H. Aaron S. Greg B. Michelle G.		Louis J. Leah P. Mark S.				
COG0008 Cause and Efect				Alesha H. Michelle G.		Aaron S. Louis J. Greg B. Mark S.	Leah P.			
COG0009 Inquiry Through Observation and Investigation				Alesha H. Michelle G.		Aaron S. Louis J. Greg B. Mark S.	Leah P.			
COG0011 Knowledge of the Natural World				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				

Physical Development-Health

Fall 2018
(n = 7)

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
PD-HLTH0001 Perceptual-Motor Skills and Movement Concepts				Michelle G.		Alesha H. Aaron S. Louis J. Greg B. Mark S.	Leah P.			
PD-HLTH0002 Gross Locomotor Movement Skills					Michelle G.	Alesha H. Aaron S. Louis J.	Leah P. Greg B. Mark S.			
PD-HLTH0003 Gross Motor Manipulative Skills					Alesha H. Aaron S. Michelle G.	Louis J. Greg B.	Leah P. Mark S.			
PD-HLTH0004 Fine Motor Manipulative Skills				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
PD-HLTH0005 Safety				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
PD-HLTH0006 Personal Care Routines: Hygiene				Alesha H. Aaron S. Michelle G.		Louis J. Leah P. Greg B. Mark S.				
PD-HLTH0007 Personal Care Routines: Feeding				Greg B. Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Mark S.				
PD-HLTH0008 Personal Care Routines: Dressing				Alesha H. Aaron S. Louis J. Michelle G.		Leah P. Greg B. Mark S.				

Reflective Questions for IT Teachers about the Planning Process

1. What does the data tell me about my classroom, groups of children and individual children?
    - What are areas of strength?
    - What are the areas that I need to focus on?

2. Do I know where my children should be developmentally at 8, 18, and 36 months?

3. Have I looked at the Infant Toddler Curriculum Framework for strategies that will support children's area of need in a specific domain(s)?

In the following questions, consider focus areas as well as areas of strength:

1. What changes can I make to my classroom environment to support children's learning and development? (Consider what you already know about classroom environments; refer to the ITERS or Curriculum Framework.)
    a. How might I create opportunities for infants/toddlers to explore?
    b. What strategies do infants & toddlers use to explore?
    c. How might I add complexity and problems?

2. What am I doing during the course of the daily routine (feeding, diapering, greeting, departing, outdoor time, etc.) to support children's learning and development? (Consider what you already know and refer to the framework.)
    a. How might I create opportunities for infants/toddlers to explore?
    b. What strategies do infants & toddlers use to explore?
    c. How might I add complexity and problems?

3. What can I do in my interactions with children to support their learning and development? (Consider what you already know and refer to the framework).
    a. How might I encourage language, motor development, social skills?
    b. How do I meet children's individual needs?
    c. How might I add complexity and problems?

4. What am I doing for the children who are either at a later level of development or an earlier level of development than most of their peers?

Instructions and Template for Completing the Desired Results Developmental Profile–Summary of Findings

California Department of Education
Early Education Division
EED-3900, March 2022

A critical step toward supporting children's learning and developmental progress is for California State preschool Program (CSPP) 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, form EED-3900 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.

Form EED-3900 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 60–90-day observation period. The Follow-up section should be completed periodically, with Reflections recorded after the six-month follow-up observation period to document progress of the Key Finding(s).

Contractor Information Instructions

- Contractor Legal Name
- Center-Based or Family Childcare Home
- Planning Date–this is the date the first three sections of the form are completed
- Lead Planner Name and Position
- 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)

Findings from Developmental Profiles Instructions

- Summarize and review the results of the DRDPs after the first 60–90-day observation period
- Identify trends or patterns in the children's 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 Instructions

- Develop and write attainable Action Steps to improve the key finding(s).
- Action Steps should include new approaches, modifications, and/or changes to:
    - Planned learning opportunities, indoors, and outdoors
    - Interactions and strategies to support the development of the key findings
    - The environment and materials
    - Strategies that help families engage in supporting the development of their child
- The following are resources for teachers and providers when developing Action Steps:
    - *The California Preschool Curriculum Framework, Volumes 1–2* may be found on the California Preschool Curriculum Framework web page at http://www.cde.ca.gov/sp/cd/re/psframework.asp
    - *The Guidelines for Early Learning in Child Care Home Settings* (PDF), is located at http://www.cde.ca.gov/sp/cd/re/documents/elguidelineshome.pdf

Expected Completion Date and/or Ongoing Implementation and Persons Responsible Instructions

- 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 Instructions

- 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 observation 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

Contractor Legal Name: [Enter Contractor Legal Name]

Center-based or Family Childcare Home: [Enter Center-based or Family Childcare Home]

Planning Date: [Enter Planning Date]

Lead Planner Name and Position: [Enter Name and Position]

Follow-up Date(s): [Enter date(s)]

Follow-up Lead Planner Name and Position: [Enter Follow-up Lead Planner Name and Position]

Key Findings from Developmental Profile

Developmentally, what do we know about the children currently enrolled in our classroom or family childcare home?

[Enter what is known about the children currently enrolled in our classroom or family childcare home]

Actions Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)

What goals can we set to meet the needs of the children currently enrolled in our classroom or family childcare home?

[Enter what goals to meet the needs of the children currently enrolled in our classroom or family childcare home]

Expected Completion Date and/or Ongoing Implementation and Person Responsible:

How do we accomplish our goals?

[Enter goals accomplished]

Follow-up and Reflection (Changes made, date completed, time extended)

[Enter follow-up and reflection]

Desired Results Developmental Profile–Summary of Findings

Contractor Legal Name: Happy Day Preschool

Center-based or Family Childcare Home: Center Based

Planning Date: October 14, 2022

Lead Planner Name and Position: Ms. Baker – Lead Teacher

Follow-up Date(s):

November 15, December 15, January 15. and February 15

Follow-up Lead Planner Name and Position:

Mr. Brown and Ms. Woods (Associate Teachers)

Key Findings from Developmental Profile

Developmentally, what do we know about the children currently enrolled in our classroom or family childcare home?

42% of the class is at Building Earlier in the COG domain

Actions Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)

What goals can we set to meet the needs of the children currently enrolled in our classroom or family childcare home?

1. 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
2. Teachers will model mathematical language, by thinking out loud when talking with children and describing the child's actions using math concepts.
3. Implementing patterning and shape activities in morning circle three times a week.

Expected Completion Date and/or Ongoing Implementation and Person Responsible:

Mr. Brown will create "go home math boxes" and include a set of open ended questions for all families, by November 15

Ms. Woods will research the Foundations and create a list of mathematical terminology for teachers to use during small group. There will be 2 new focus words every week. Done by November 15 and then ongoing.
Ms. Baker will include 3 dimensional shapes and unusual shapes in the morning circle three times a week.

Follow-up and Reflection (Changes made, date completed, time extended)

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	Building Earlier: 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	Responding Later: Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult
ATL-REG 7: Shared Use of Space and Material	Exploring Later: 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	Responding Later: Shows a preference for familiar adults and tries to interact with them Exploring Earlier: Interacts in simple ways with familiar adults and tries to maintain the interactions Integrating Earlier: Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
SED 5: Symbolic and Sociodramatic Play	Integrating Earlier: Engages in pretend-play sequences with others by organizing and negotiating roles or rules abound a shared elaborated idea
LLD 5: Interest in Literacy	Building Middle: 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)	Exploring English: 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	Building Later: 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 Integrating Earlier: 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	Exploring Later: Manipulates objects and explores the change in the number in a group
COG 6: Patterning	Exploring Earlier: Notices and responds to simple repeating sequences

Measure	Developmental Level & Descriptor
COG 7: Shapes	Building Earlier: Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them Integrating Earlier: Describes several shapes and the differences between them
COG 9: Inquiry Through Observation and Investigation	Building Middle: Observes objects and events of interest in the environment, makes simple predictions about them and checks the predictions Integrating Earlier: 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	Building Later: Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces Integrating Earlier: 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	Building Middle: Coordinates and controls individual locomotor movements, with some success Building Later: Combines and coordinates two or more locomotor movements together in effective ways with some success Integrating Earlier: Combines a variety of locomotor movements and moves effectively across a range of activities
PD-HLTH 6: Personal Care Routines: Hygiene	Building Later: Initiates and carries out most steps of familiar hygiene routines on own Integrating Earlier: Initiates and completes familiar hygiene routines on own
HSS 4: Conflict Negotiations	Building Later: 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	Building Later: Creates and maintains details of a character when contributing to an improvised drama (e.g. dialogue, plot, setting) without adult prompting
VPA 4: Dance	Building Middle: Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues Building Later: Produces dance like movements with increasing body control and awareness, in response to music, tempo, rhythms, others' movements, or adults' cues Integrating Earlier: 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
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

© 2013–2016 California Department of Education – All rights reserved

DRDP-213

Preschool Fundamental View Conditional Measures

- The nine conditional measures highlighted in yellow are <u>required</u> for preschool-age children with IEPs.
- The four in green are <u>required</u> 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 Earlier Development Measures, and the Physical Development and Health measures 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: Imitation COG 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 Progress Report Guidance for Teachers

The Child Report provides information about a child's knowledge, skills, and behaviors across a range of developmental domains[1] 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 Progress 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 Views.
- The preschool report displays whichever of the domains that are assessed in the DRDP (2015) Preschool Views. Depending on the view selected, it may break out the Language and Literacy Development domain into Language and Literacy subdomains and display 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 Progress 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 scaled score,** by calculating an estimate of that child's developmental level in that domain based on their ratings on each individual measure in the domain. For example, all measures in the Social and Emotional Development (SED) domain are used to calculate the domain scaled score for SED. The vertical line on each domain scale indicates the child's scaled score along the domain scale.

The **standard error** line is the horizontal line through the domain scaled score. Statisticians refer to the level of precision as "standard error." The standard error line represents the range on which one can be confident that a child's true level of development lies. All standardized instruments have standard errors. This provides an indication of the precision of the domain score. The size of the standard error depends on a number of factors, including the number of measures that are available to be rated. A larger standard error line does not indicate a problem with a teacher's ratings. 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

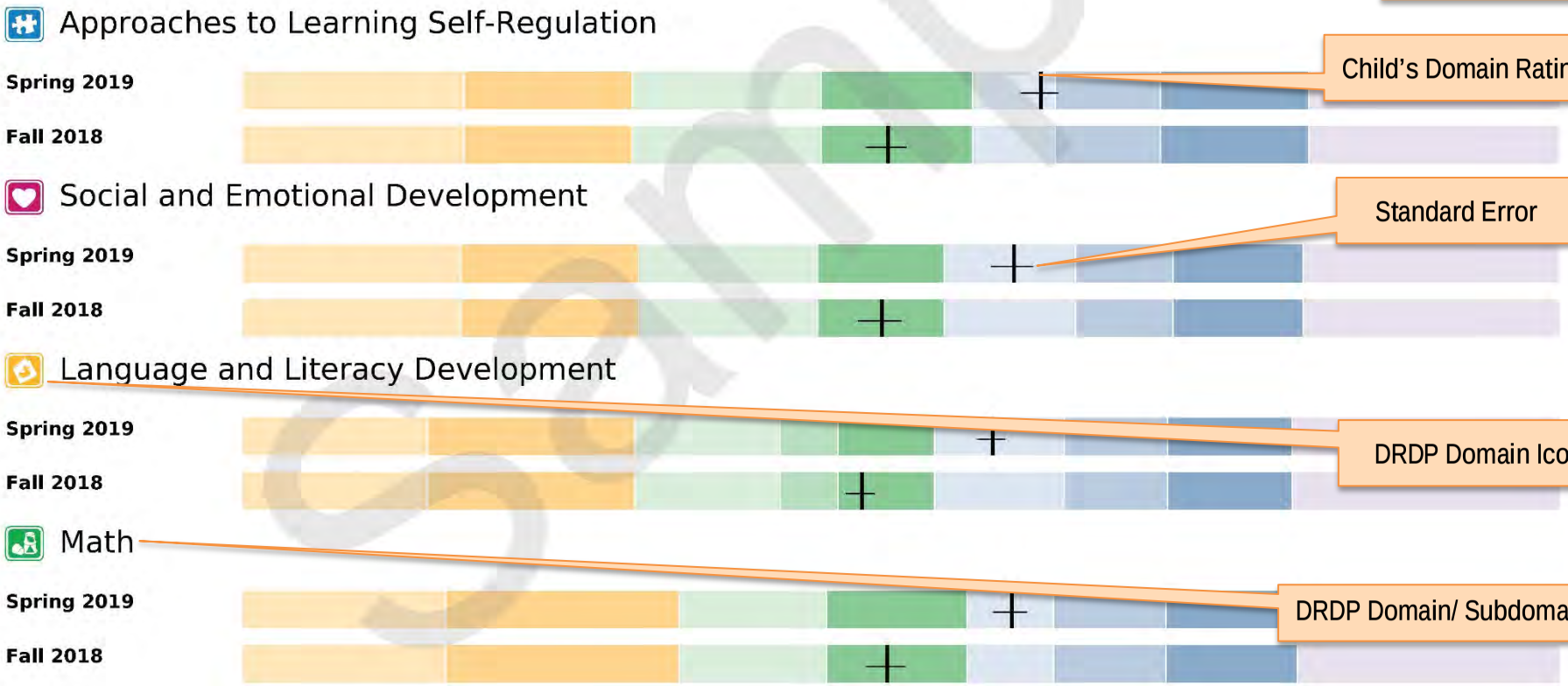
[3] The domain scale is statistically derived from the distribution of response patterns for the measures in that domain.

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

Aileen's Development This Year

Name: TEST DOB: TEST Teacher: TEST Selected Classroom: TEST Selected Site: TEST Agency/District: TEST

Domain Scale



Child's Domain Rating

Standard Error

DRDP Domain Icon

DRDP Domain/ Subdomain Name

DRDP-217

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).

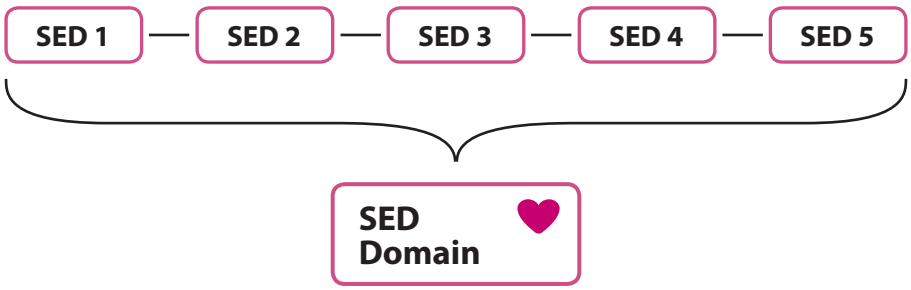


Figure 2. Measures form a domain.

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.

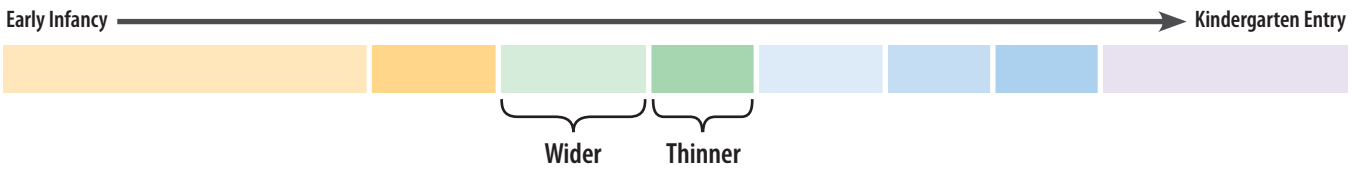


Figure 3. Developmental levels are represented by different widths.

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.

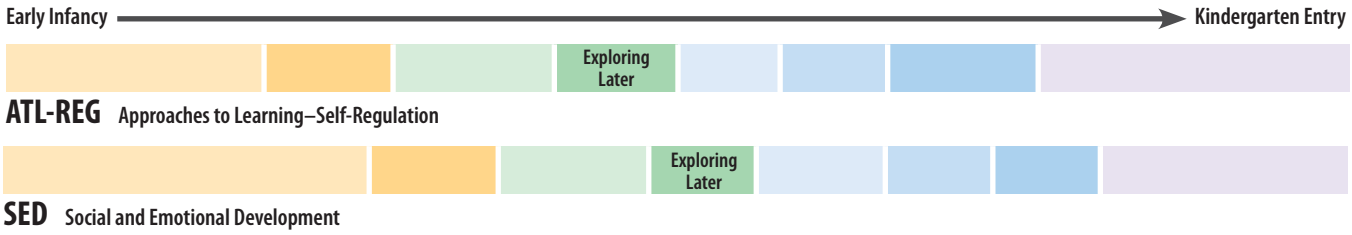


Figure 4. Placement of the developmental levels is unique to each domain.

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.

Group Report Guidance

The Group Report provides information about a child's knowledge, skills, and behaviors across a range of developmental domains[1] that are aligned with California's early learning and development foundations.[2] Educators may use the results to guide instruction, modify curriculum, and plan program improvement activities.

What information is displayed on the Group Report?

- The Group Report displays results for a user-defined group of children. For example, this might include the group of children comprising a caseload, classroom, or program.
- The Group Report displays, for a group of children, the median domain 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 Views.
- The preschool report displays whichever of the domains that are assessed in the DRDP (2015) Preschool Views. Depending on the view selected, it may break 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 Group 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 indicates the **group domain rating** for the group of children. Each child's domain scaled score is based on the estimate of that child's developmental level in that domain based on their ratings on each individual measure in the domain. The group domain rating is the "middle value" of each of those domain scaled scores for a group of children. For example, if there are 10 children in the group, the group domain rating is the median of those 10 individual domain scaled scores. In this instance, for five (half) of the children, domain ratings are to the left of the median, and to the right of the median for the other five (half) of the children.

The **number of children** represents the number of children within the selected group with a domain rating for that domain. Note: This number may differ between domains if domain ratings are not present for all children in the group.

The **percent (number) of children in the level** represents the percentage and number of children in the group whose domain ratings are located within a developmental level.

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.

---

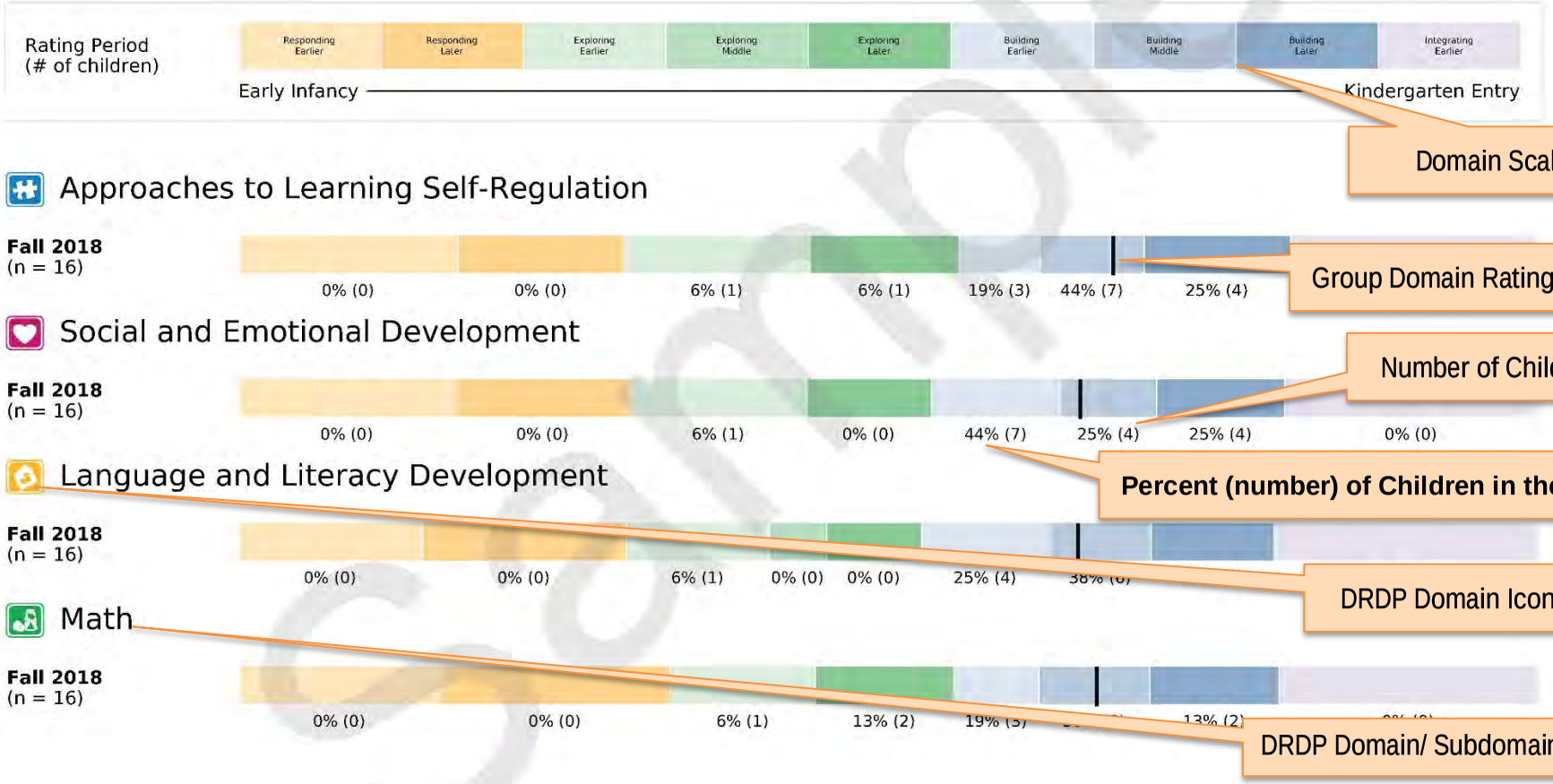
[1] The term *domain* also refers to the related subdomain.

[2] For more information about California's 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.

DRDP Online: Group Progress Report: Preschool

16 children were selected for this group. Not all children may be rated in all rating periods. State: **California** Agency:TEST Rating Period(s): SPRING **2018**
Site(s): **All** Classroom(s):TEST



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).

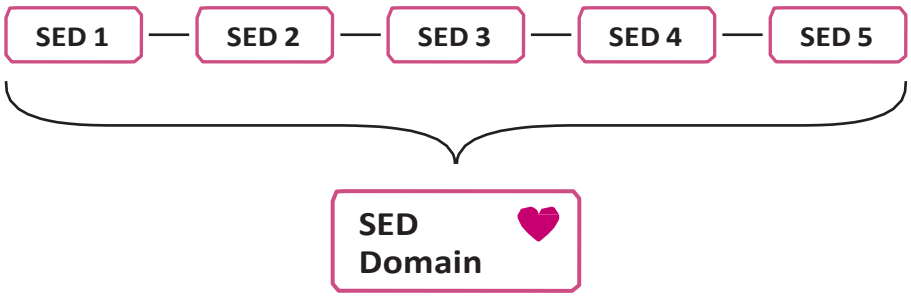


Figure 2. Measures form a domain.

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.

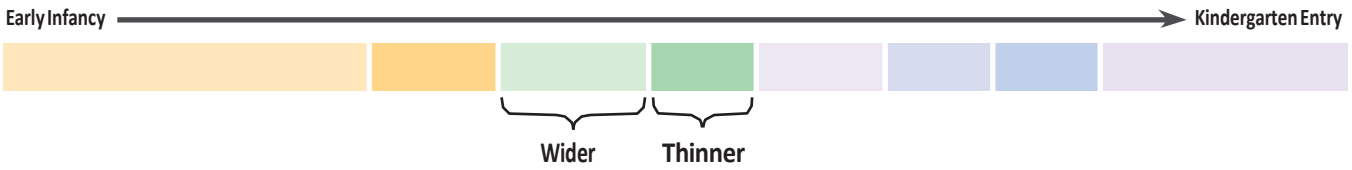


Figure 3. Illustration of how developmental levels are represented by different widths.

Like in the Child Progress Report, the variation between developmental levels within and across each domain scale means that a group domain rating at one level in a domain may not be at the same level in another domain. Even when the distribution of individual children's domain ratings looks similar across two domains, the group domain rating line may not be in the same place on the domain scales.

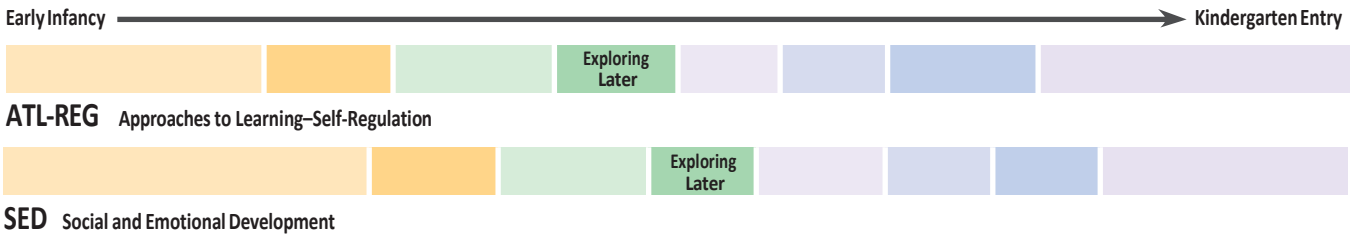


Figure 4. Illustration of how developmental levels are located in different places across domains.

How can the information in the Group Report be used?

The Group Report assists in understanding children's development and in curriculum planning by providing an at-a-glance view of a group's learning and development related to the group's overall progress toward California's early learning and development foundations. The Group Report can be used to:

- Identify broad areas of strength and areas that may require further support for a group of children.
- Look at the domain rating marker; half of the children are to the right of the marker and half of the children are to the left of the marker, in terms of number of children.
- Identify the numbers and percentages representing the children at each developmental level.
- Focus instructional planning by looking at the location of all groups of children in relation to the developmental levels.

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

- It should **not** be used to determine eligibility for preschool, transitional kindergarten, or kindergarten.
- It is **not** intended to be the only source of information that teachers or service providers use in understanding children's development.
- It is **not** intended for use with families.
- It should **not** be used to compare or label children.

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

[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

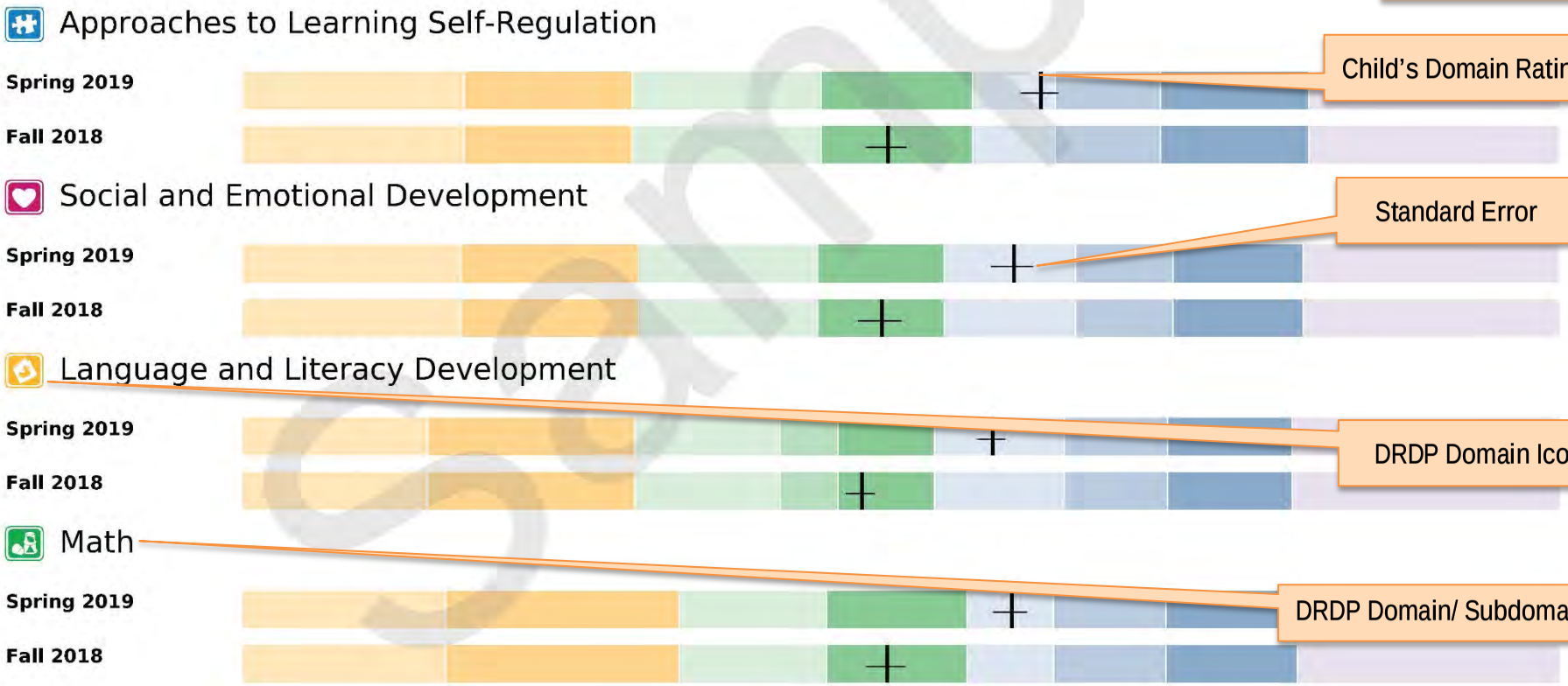
[3] The domain scale is statistically derived from the distribution of response patterns for the measures in that domain.

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

Aileen's Development This Year

Name: TEST DOB: TEST Teacher: TEST Selected Classroom: TEST Selected Site: TEST Agency/District: TEST

Domain Scale



Child's Domain Rating

Standard Error

DRDP Domain Icon

DRDP Domain/ Subdomain Name

DRDP-225

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 (201S) instrument. The DRDP (201S) instrument represents the developmental levels as equal intervals.

Developmental Oomaln: SEO-Social and Emotional Oevelopment

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 1atest deve opmenta 11eve1 thechiId hasmastered:

Responding		Exploring		Building			Integrating
Earller	Later	Earller	Later	Earller	Mlddle	Later	Earller
Showsawareness of other people, lndudlng c1111dren	Shows lnterest In other c1111dren	Playsalonglde other chlldren, rarely lnteracUng wlth them	lnteracts In simple ways wtth famllllarpeers as theyplay lldebyllde	Partldpatesln brlef epodesof cooperatlve play wtth oneor two peers, espedallythose wtth whom c1111d reguly plays	Partldpatesln extendedeplsodes otcooperatlve play Oncludlng pretend play) wtth oneortwo fTtends	lnltlatessust.llned epodesof cooperatlve play Oncludlng pretend play),partlcula y wlth fllends	Organlzes or participatesinplannlng cooperaUveplay acUvltles wtth severa! peers, partlrula y wlth fTtends

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).

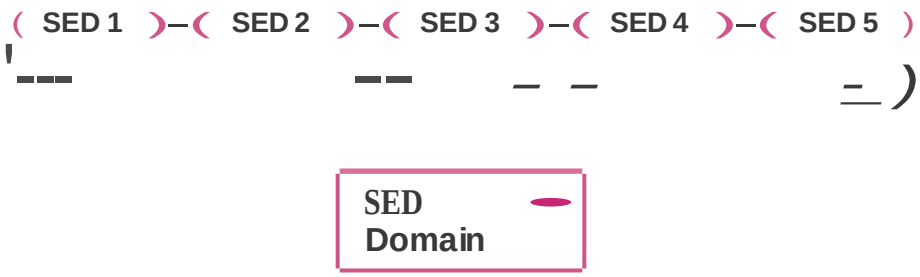


Figure 2. Measures form a domain.

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.

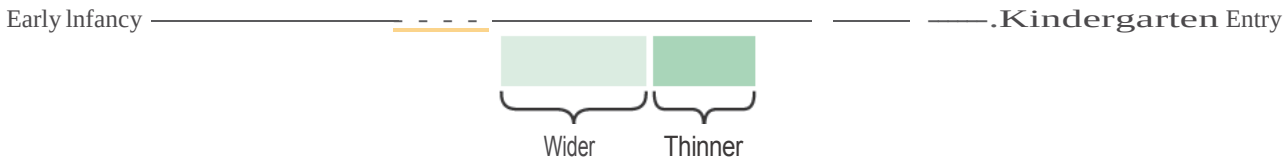


Figure 3. Developmental levels are represented by different widths.

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.

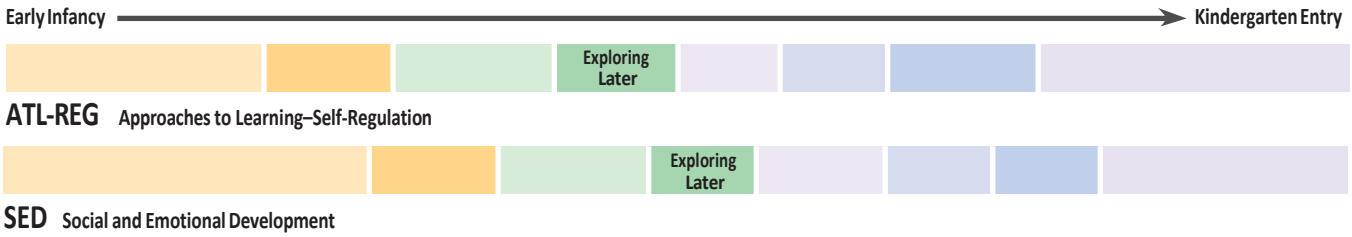


Figure 4. Placement of the developmental levels is unique to each domain.

How can the information in the Child Progress Report be used?

The Child Progress 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 Progress 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.