D E S I R E D   R E S U L T S

for Children and Families

★ **IN THIS SECTION**

Desired Results Training & Technical Assistance Project

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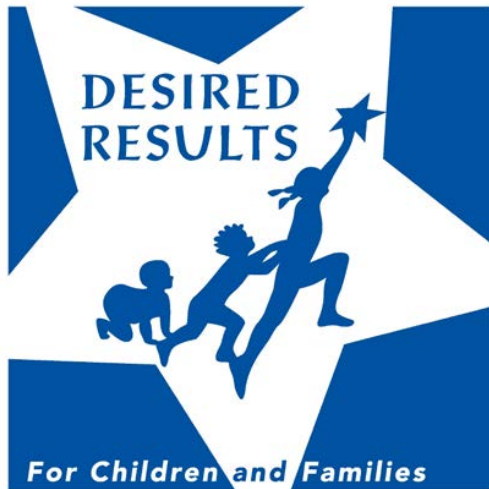
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California Department of Social Services (CDSS) Professional Learning Resources for Early Childhood Educators

All About Young Children

All About Young Children provides family-focused, multimedia products aimed at families and describes the California infant/toddler and preschool foundations. Products are available in eight languages. Visit the All About Young Children website.

Beginning Together: Caring for Young Children with Disabilities or other Special Needs in Inclusive Settings (Beginning Together)

Beginning Together is designed to move inclusive experiences for young children with disabilities or other special needs and their families from theory to practice. Visit the Beginning Together website.

California Department of Education (CDE) Streaming Video Subscription Service

The CDE Streaming Video Subscription Service offers all currently available companion videos for California's educational resources on one simple platform. Registration to use the streaming service free. Visit the CDE Streaming Video Subscription Service website.

Child Development Training Consortium

The Child Development Training Consortium promotes high-quality early education to California's children and families by providing financial and technical assistance to students and professionals in early education. Visit the Child Development Training Consortium website.

California Early Childhood Online (CECO)

CECO provides access to comprehensive resources and courses in one centralized location to meet the ever-changing needs of the early childhood field. Within CECO, teachers are able to explore modules on the DRDP for infants/toddlers and preschool-aged children and modules on the *California Preschool Learning Foundations* and *California Preschool Curriculum Framework*. These courses are offered free of charge. Visit the CECO website.

California Early Childhood Mentor Program

The California Early Childhood Mentor Program resources and support to aspiring and experienced teachers and administrators in programs serving children birth to five and before- and after-school programs. Visit the California Early Childhood Mentor Program website.

California Infant and Early Childhood Mental Health Consultation (IECMHC) Network

The (IECMHC) Network is a professional development resource that includes on-site consultation, reflective practice conversations, and resources regarding challenging behavior and special needs. Visit the (IECMHC) Network website.

California Preschool Instructional Network (CPIN)

CPIN provides professional development and technical assistance to preschool teachers and administrators to ensure preschool children are ready for school. Training is based on California Department of Education publications, primarily the *California Preschool Learning Foundations* and *California Preschool Curriculum Framework*. Visit the CPIN website.

California School-Age Consortium (CalSAC)

CalSAC's mission is to enhance the performance of California out-of-school program providers by building connections, competence, and community. Visit the CalSAC website.

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

The CSEFEL is focused on promoting the social-emotional development and school readiness of young children birth to age five. The CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. Visit the CSEFEL website.

Child Care Initiative Project (CCIP)

The CCIP works through local Child Care Resource and Referral (CCR&R) agencies to recruit, train, and retain licensed family child care providers. Visit the CCIP web page.

Desired Results Training and Technical Assistance Project

The Desired Results Training and Technical Assistance Project provides training and technical assistance in the implementation of the Desired Results system, including assessing children with the Desired Results Developmental Profile© (DRDP). Visit the Desired Results Training and Technical Assistance Project website.

Family Child Care at Its Best

Family Child Care at Its Best provides high-quality education on child development to thousands of licensed and license-exempt family child care providers throughout California. Visit the Family Child Care at Its Best website.
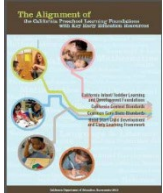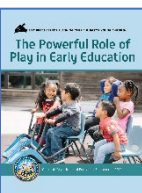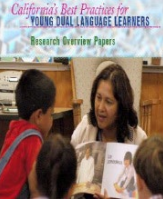
MAP TO INCLUSION & BELONGING…MAKING ACCESS POSSIBLE (MAP)

MAP develops materials and serves as a clearinghouse of resources and information for individuals, organizations, and child care providers in the state about inclusive practices, including current information on successful state and local initiatives. Visit the MAP website.
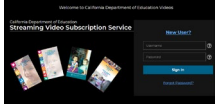
Program for Infant Toddler Care (PITC)

The PITC is the CDSS's training system for professionals who work with infants and toddlers (birth to age three). The PITC seeks to ensure that America's infants get a safe, healthy, emotionally secure, and enriching start in life. Visit the PITC website.

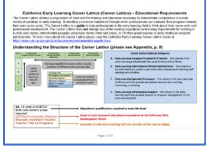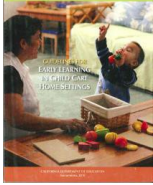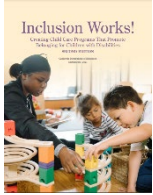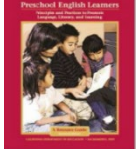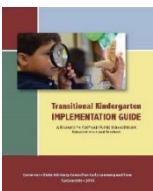# Key Publications from the Early Education Division (EED)

Alignment of the California Preschool Learning Foundations with Key Early Education Resources features descriptions of how California's preschool foundations are aligned with the California Infant-Toddler Learning & Development Foundations, California Content Standards, Common Core State Standards and Head Start Child Development & Early Learning Framework. Online format only. An abbreviated version can be found in the Preschool Learning Foundations, Volume 3 (Appendix B).	
Best Practices for Planning Curriculum for Young Children Series (online only) **Family Partnerships & Culture (2016)** emphasizes the importance of being responsive to the cultures of the families as we develop meaningful partnerships with family members. Providing high quality care demands that we explore ways to connect with the families we serve. The result is high-quality learning experiences that contribute to children's well-being and successful development. The **Integrated Nature of Learning (2016)** explores how children learn across multiple domains simultaneously. This publication illuminates best practice approaches to teaching with the integrated nature of learning in mind. **Responsive Early Education for Young Children and Families Experiencing Homelessness (2020)** offers essential factual information and resources about the extent of early childhood homelessness, in addition to concrete research-based strategies teachers can implement that benefit all of the children in their care and are essential for young children and their families impacted by homelessness. **The Powerful Role of Play in Early Education (2021)** This publication discusses the critical role of play for children, particularly in early childhood. Play is an important context in which children learn, experiment with new ideas, and make sense of the world around them.	
California's Best Practices for Young Dual Language Learners Research Overview Papers spans the disciplines of neuroscience, cognitive science, developmental psychology, assessment, educational research, family engagement, and the inclusion of children with special needs. These research summaries provide guidance to early childhood educators on how to best support the learning and development of young dual language learners in high quality preschool programs	
California's Curriculum Frameworks are aligned with the foundations, the curriculum frameworks provide specific guidance to early childhood educators working in programs serving children birth to five years of age. The California Infant/Toddler Curriculum Framework (1 volume) and the California Preschool Curriculum Framework both give research- based strategies on teaching approaches, relationships, environments, and activities to early childhood educators that promote children's healthy development and learning so that young children are better prepared for success in school and in life. Disponibles en español	

Key Publications from the Early Education Division (EED)

California Department of Education Streaming Video Subscription Service is an online streaming video subscription service. Users may now access the companion videos for California's educational resources on one simple platform. Currently, this service offers access to the following videos: • Infant/Toddler Learning and Development Foundations • Preschool Learning Foundations • Infant/Toddler Learning and Development Program Guidelines • Preschool Program Guidelines	
California Early Childhood Educator Competencies (2011) describes the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children birth through 5 years old. It contains twelve competency areas. Print copy is a binder-ready product. A companion video clip series (13 video clips) is available on the CDE website.	
California's Early Learning Foundations are at the center of The California Early Learning & Development System are two sets of learning foundations: 1) Infant-Toddler Learning and Development Foundations covering 4 domains of development; and 2) the California Preschool Learning Foundations (Volumes 1, 2, & 3). The foundations describe the knowledge and skills that young children typically acquire when given support in high quality early care & education programs. The preschool foundations identify 9 key domains of learning. Disponibles en español. **Foundations Video Series available on the CDE Streaming Video Subscription Service**	
The **California Preschool Program Guidelines (2015)** are designed for administrators, directors, supervisors, college faculty, and policymakers. This comprehensive publication includes effective approaches for creating high-quality preschool programs. Special chapters include "Support for Young Dual Language Learners" and "Using Technology and Interactive Media with Preschool-Age Children." Guía del Programa Preescolar de California is the Spanish translation of this document. Subtitulos disponibles en español.	
Desired Results Developmental Profile© (DRDP©) 2015 is an observation-based assessment instrument used to assess children's developmental progress. The DRDP was developed for the following four age groups: 1) Infant Toddler (I/T) - Birth to 36 months; 2) Preschool (PS) – 3-5 years 3) Kindergarten entry; 4) School Age (SA); Kindergarten through twelve years; School Readiness (SR); Transitional Kindergarten (TK); and Kindergarten (K). Disponibles en español.	
Early Learning Career Lattice The Career Lattice defines a progression of roles and the training and education necessary to demonstrate competence in a wide variety of positions in early learning. • California Early Learning Career Lattice Education Requirements • Guide to the California Early Learning Career Lattice	
Guidelines for Early Learning in Child Care Home Settings (2010) was created to provide guidance to family child care providers so that they can offer high-quality early learning and development experiences to the young children in their care. Includes topics such as the roles and relationships involved in home-based child care; and how to create safe, inclusive care environments that foster healthy development and a love for learning.	

Key Publications from the Early Education Division (EED)

Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs (2021) is a handbook for early care and education programs caring for children birth through 5 years old. This publication provides guidance and resources on specific ways to fully include young children who have disabilities or other special needs into regular preschool programs. It includes family-friendly approaches, strategies on environmental adaptations, and how to access inclusion resources.	
Infant/Toddler Learning and Development Program Guidelines, Second Edition (2019) This publication presents information about how to provide high-quality early and care, including recommendations for program policies and day-to-day practices that will improve program services to all infants and toddlers. The Spanish translation of this document is coming soon.	
The **Preschool English Learners (PEL) Guide: The Preschool English Learners-Principles and Practices to Promote Language, Literacy, and Learning** provides guidance and strategies for teachers to promote high-quality language, literacy, & learning experiences for young English learners. Disponibles en español.	
PITC Resources through WestEd: The **Program for Infant/Toddler Care (PITC)** is a high-quality training system providing professional learning materials based on sound theoretical principles and research. Developed for trainers, program administrators, and teachers of infants and toddlers, these materials spell out a responsive, relationship-based approach to early care in which teachers learn to understand children's cues, interests, and skills and use them as the basis for an integrated curriculum that includes cognitive, communication- language, perceptual-motor, and social-emotional development. The importance of forming a close, caring relationship with each child and family is emphasized throughout all PITC materials.	
The **Transitional Kindergarten Implementation Guide (2013)** describes the essential components for school district administrators and teachers to consider as they develop comprehensive TK programs. The first chapter of the guide focuses on considerations for the structure and design of TK programs. Chapters 2– 8 provide in-depth discussion of effective instructional and curricular approaches, including the importance of family and community partnerships and other systems of support for transitional kindergarten.	
Watching My Child Grow is a video introduction for families to the Desired Results system and is dubbed in English, Spanish, and Mandarin. Disponibles en español.	

Call toll-free: 1-800-995-4099 (ask for Spanish publication) E-mail: sales@cde.ca.gov
CDE Educational Resources catalog: http://www.cde.ca.gov/re/pn/rc/
CDE/EED Publication Resources: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp

California Department of Education, Early Education Division/Quality Improvement Office (QIO)

Desired Results
Resources Order Form

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

Payment Method (no credit cards)

☐ Check

☐ Purchase Order
(For orders $50 or more)

Shipping & Handling Charges

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

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

Name: _____

Address (No P.O. Box): _____

City, State, Zip Code: _____

Telephone number: _____

E-mail address: _____

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

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

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

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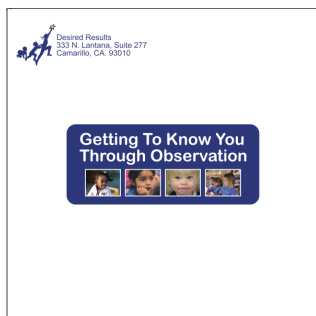
The **Getting to Know You Through Observation DVD** illustrates the importance of observation in early childcare and education settings. It offers strategies for developing accurate and reliable systems of observation and recording. The DVD is subtitled in Spanish. To download the accompanying *Getting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

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

Mini Measures are a pocket-sized format designed to assist teachers working with the DRDP© (2015) in their observations of children. The color versions of the DRDP (2015) © (Preschool view and Infant/Toddler view) and the DRDP-K© (2015) Mini Measures divide the developmental domains by color, providing a quick visual reference point for the measures.
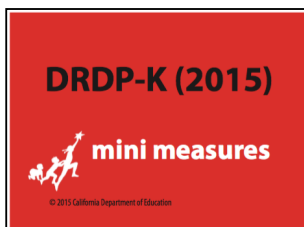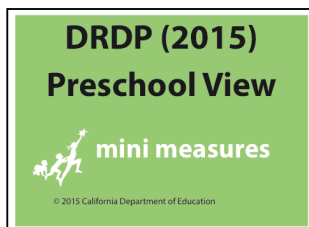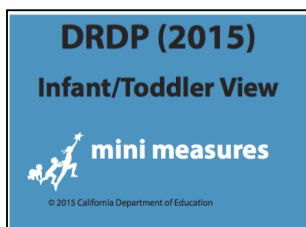
Desired Results System DRDP© Self-Study Checklist for Classroom/Family Child Care Home Network Staff

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

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

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

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

Suggestions for Completing the DRDP©

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

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

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

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

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

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

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

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

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

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

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

Tips on Training Staff on the Desired Results System

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

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

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

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

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

September 2022

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2022

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2022

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December 2022

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2023

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February 2023

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

March 2023

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April 2023

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May 2023

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Desired Results Implementation

Desired Results Development Profile

An observation system and portfolio are in place.

☐Teacher has a portfolio for every child.
- Training Materials
    - o Observation Practice Videos (https://www.desiredresults.us/practice-videos)
    - o Examples of behaviors at developmental levels (https://www.desiredresults.us/drdp-measures%E2%80%93how-might-it-look)
- Teacher Resources
    - o Observation Resources (www.desiredresults.us/Resources/DRDP)
    - o DRDP Portfolio APP (https://www.desiredresults.us/drdp-portfolio-app)

☐Documentation materials (sticky notes, camera, electronic apps, checklists, etc.) are readily available.
- Training Materials
    - o DRDP pink section pages (DRDP-30-36 and DRDP-127-131)
    - o Free webinars (https://www.desiredresults.us/webinars)
    - o YouTube Videos – Watching My Child Grow
    - o YouTube Videos- Observation and documentation
    - o CECO Modules
- Teacher Resources
    - o DRDP Checklists (www.desiredresults.us /Resources/DRDP)
    - o DRDP 2010 Toolkits (www.desiredresults.us/For Teachers)
    - o DRDP User's Guide (www.desiredresults.us/Forms/DRDP)
    - o "Assessment Approaches for Preschool English Learners" (Preschool Curriculum Framework, Volume I, pg. 186)
    - o DRDP Portfolio APP

☐Teacher has a system for tracking documentation to ensure there is adequate evidence to rate all measures.
- Training Materials
    - o DRDP pink section pages (DRDP-30-36 and DRDP-127-131)
- Teacher Resources
    - o Observation Resources (www.desiredresults.us/Resources/DRDP)
    - o Documentation Record Sheet (www.desiredresults.us /Resources/DRDP)
    - o DRDP Portfolio APP

☐Teacher has determined which children are assessed on the English language development measures.
- Training Materials
    - o ELD Tutorial DRDP English-Language Development (ELD) Measures | Medidas preescolares del desarrollo de la lengua inglesa
    - o CECO Modules
    - o You Tube video (Preschool English Language Development Measures)
- Teacher Resources
    - o DRDP pages intro 2 and intro 4

Teacher completes the DRDP within established timelines.

☐ Information page is completed/ Demographic page inside DRDP Online
- Training Resources
    - ○ You Tube [DRDP Online videos](#)
    - ○ Free [DRDP Online Webinars](#)
- Teacher Resources
    - ○ Appendix A of the DRDP assessment
    - ○ Getting started for Teachers – [DRDP Online Tip Sheet](#)
    - ○ Getting started for Administrators – [DRDP Online Tip Sheet](#)

☐ DRDP is completed within first 60 days of child's enrollment. Evidence is provided to support ratings. DRDP is completed six months after 60 days.
- Training Resources
    - ○ DRDP appendices (www.desiredresults.us)
    - ○ DRDP Tutorials (www.desiredresults.us/
    - ○ DRDP pink section (DR Regional Training Binder or download from (www.desiredresults.us /Training/Materials/DR Regional Training)
- Teacher Resources
    - ○ DRDP© Tutorial "Steps to Completing the DRDP 2010 Assessment Instrument" (www.desiredresults.us /Resources/DRDP)

☐ Child's Summary of Developmental Progress form is completed.
- Training Resources
    - ○ DRDP pink section pages (DRDP-54-56 and DRDP-153-156)
    - ○ Free webinar (**DRDP and Parent Conferences**)
- Teacher Resources
    - ○ All About Young Children https://allaboutyoungchildren.org/english/

☐ Information is shared with families.
- Training Resources
    - ○ DRDP pink section pages (DRDP-153-156)
    - ○ Developing Family Partnerships PowerPoint in Regional Materials
    - ○ PAR yellow section pages (PAR-23-26)
    - ○ Child Report Guidance documents [https://www.desiredresults.us/sites/default/files/docs/forms/drdptech/DRDP2015Child ProgressReportGuidancev3.pdf](https://www.desiredresults.us/sites/default/files/docs/forms/drdptech/DRDP2015ChildProgressReportGuidancev3.pdf)

DRDP Classroom Summary of Findings completed.

☐ DRDP data is summarized by classroom twice a year upon completion of DRDPs.
- Training Resources
    - ○ Summary of Findings (Training/Materials/DR Regional Training/ pink section DRDP-57-62)
    - ○ Writing a Summary of Findings activity (Training/Materials/DR Regional Training/ Activity sheet DRDP-157-166)
    - ○ [CECO Module 5](#)
    - ○ Free Webinar **(Summary of Findings)**

☐ Teachers use the Summary of Findings to inform activity planning.
- Training Resources
    - ○ Planning with Data (www.desiredresults.us /Training/Opportunities)
- DR System Process for Continuous Improvement (www.desiredresults.us /Training/Materials/DR Regional Training/lavender section OV15 and 39)
- Teacher Resources
    - ○ Preschool Curriculum Framework, Volume 1, pgs 19-24
    - ○ Preschool Curriculum Framework, Volume 2

Environment Rating Scales

☐ERS is completed for each classroom and ERS Summary of Findings written and implemented.

- Training Resources
    - Video Guide and Training Workbook for the *Early Childhood Environment Rating Scale - Revised Edition*, Teachers College Press
    - Environment Rating Scales (Training/Materials/DR Regional Training/green section, pages ERS-1-36)
        - Activity - Introduction to the ERS (page ERS- 23)
        - Activity - Checking for Inter-rater Reliability (pages ERS-25-27)
- Teacher Resources
    - Infant Toddler Learning and Development Guidelines
    - Preschool Program Guidelines
    - Preschool Curriculum Framework Domain and Strand Guidelines and Substrand Environment and Materials section
    - ECERS cards (www.desiredresults.us /Resources/ERS)
    - Preschool English Learner (PEL) Guide, Chapter 8
    - *All About the ITERS*, Teachers College Press
    - *All About the ECERS*, Teachers College Press

☐ERS Summary of Findings is written and implemented.

- Training Resources
    - Environmental Rating Scales (Training/Materials/Desired Results Training Materials/Green section ERS 1-36)
        - Activity- Developing an ERS Summary of Findings (ERS 29-36)
        - Free Webinar (DRDP and the Environment Rating Scales)
- Teacher Resources
    - Preschool Curriculum Framework Domain and Strand Guidelines and Substrand Environment and Materials section
    - Infant Toddler Curriculum Framework