

DESIRED RESULTS

for Children and Families



IN THIS SECTION

DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)

	PAGE
• Presenter Notes.....	3-82
• Participant Power Point Handouts.....	83-108
• Activities and Handouts.....	109-184
<i>Management Bulletin 21-13</i>	109-117
<i>CHILD CARE BULLETIN (CCB) NO. 22-15</i>	118-124
<i>Treasure Hunt Activity</i>	125-131
<i>Compare and Contrast Activity</i>	132
<i>Measures at a Glance</i>	133-135
<i>Navigation Map</i>	136
<i>Practicing Noticing and Interpretations H/O</i>	137-139
<i>A Deeper Look at the Descriptors Activity</i>	140

See back for additional Activities and Handouts...



DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP) cont...

	PAGE
<i>LLD and ELD Directions Activity</i>	141
<i>Completing a Child’s Dev. Progress Form Act</i>	143
<i>Writing a Summary of Findings Activity</i>	146
<i>PS & IT Classroom Profile Data & Questions for Reflection</i>	147-171
Child Progress Report Guidance for Teachers.....	172
Group Progress Report Guidance for Teachers.....	177

Act: Activity

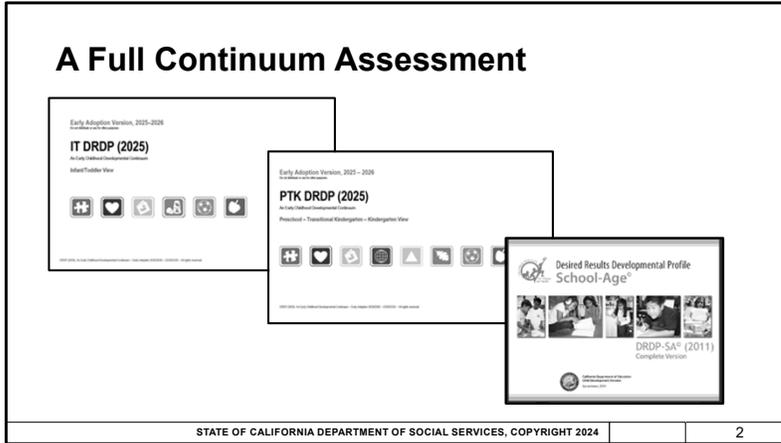
H/O: Handout

DESIRED RESULTS TRAINING

HANDOUT

	<p>This training is funded by the California Department of Social Services (CDSS). The materials included in this training are developed in part or wholly by the California Department of Education (CDE) and produced by CDSS.</p>
<p>STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024</p>	

This training is funded by the California Department of Social Services (CDSS). The materials included in this training are developed in part or wholly by the California Department of Education (CDE) and produced by CDSS.



Script:

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

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

DRDP 2025 has an updated view for IT and preschool, transitional kindergarten,

The school-age assessment remains the same.

We observe...

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



Script:

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

Slide text:

We observe...

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

And we observe...

As children participate in the typical daily program.



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 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.

Slide text:

And we observe ... As children participate in the typical daily program

Collected documentation includes:

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



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.”

Slide text:

Collected documentation includes:

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

DRDP enables us to...

determine how children are benefiting from programs.



Script:

The DRDP findings provide agencies with information to improve their 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.

Slide text:

DRDP enables us to...determine how children are benefiting from programs.

The DRDP Assists Providers

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



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 helps them adapt and modify curriculum plans and activities for individual children, as well as for small and large groups.

Slide text:

The DRDP Assists Providers ... in meeting each child's developmental needs in each classroom or family child care home.

The DRDP provides...

a “snapshot” of the child’s development.



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.

The DRDP provides a

framework for showing children’s progress over time.



Script:

Each age-level instrument provides a framework that serves to monitor children’s progress throughout the program year.

There is a suite of DRDP instruments:

- DRDP Infant/Toddler View
- DRDP Preschool Transitional Kindergarten Kindergarten View
- DRDP SA view

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

DESIRED RESULTS TRAINING

HANDOUT

CDSS 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 2024

10

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 (IEPs) or Individualized Family Service Plans (IFSPs), you are encouraged to visit the Desired Results Access website to obtain additional information about training and specific requirements.

DESIRED RESULTS TRAINING

HANDOUT

Desired Results Access Project



<http://www.draccess.org>

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.

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.

Script:

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

Trainer Note:

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

<p>Treasure Hunt - Version 1</p>  <p>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.</p> <ol style="list-style-type: none">1. If the program is closed one Friday every month for staff training and cleanup, 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? <p><small>STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024</small></p>	<p>13</p>
--	-----------

Activity: Treasure Hunt

Your group is going on a treasure hunt to find 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 cleanup, 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?

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**



Script:

In CDSS-funded programs, 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.

In CDE-funded programs, a child's Desired Results Developmental Profile (DRDP) must be completed between 60 and 90 calendar days from their first day of attendance. This applies to children enrolled for at least 10 hours per week.

Trainer Note:

Clarify how often and when DRDPs are required to be completed. In CDSS programs, the emphasis is on 60 calendar days from the date of enrollment for children. Enrollment is typically determined to be the first date the child receives care.

Teachers and staff need to be familiar with the DRDP

Measures at a Glance
 DRDP (2025) Preschool/Transitional Kindergarten/Kindergarten (PTK) View

<p>Domain Name: Approaches to Learning (ATL)</p> <ol style="list-style-type: none"> ATL.1 Engagement, Attention, and Persistence ATL.2 Curiosity, Interest, and Motivation ATL.3 Problem Solving ATL.4 Planning 	<p>Domain Name: Math (MATH)</p> <ol style="list-style-type: none"> MATH.1 Spatial Thinking MATH.2 Classification MATH.3 Number and Counting MATH.4 Number Operations MATH.5 Measurement
<p>Domain Name: Social and Emotional Development (SED)</p> <ol style="list-style-type: none"> SED.1 Self Awareness SED.2 Social Awareness SED.3 Relationships and Reciprocal Interactions with Familiar Adults SED.4 Relationships and Interactions with Peers SED.5 Emotional Knowledge and Regulation 	<p>Domain Name: Science (SC)</p> <ol style="list-style-type: none"> SC.1 Causes and Effect SC.2 Inquiry Through Observation and Experimentation SC.3 Documentation and Communication
<p>Domain Name: Foundational Language Development (FLD)</p> <ol style="list-style-type: none"> FLD.1 Understanding Language (Comprehend) FLD.2 Using Language (Expressive) FLD.3 Shared Communication and Conversation FLD.4 Foundational Literacy Skills FLD.5 Alphabetics and Print Knowledge FLD.6 Writing 	<p>Domain Name: Physical Development (PD)</p> <ol style="list-style-type: none"> PD.1 Fine Motor Skills and Handwriting PD.2 Gross Motor Movement Skills PD.3 Gross Motor Manipulative Skills PD.4 Fine Motor Manipulative Skills
<p>Domain Name: English Language Development (ELD)</p> <ol style="list-style-type: none"> ELD.1 Comprehension of English (Stronger English) ELD.2 Self Expression in English (Expressive English) ELD.3 Understanding and Responding to English (Literacy Activities) 	<p>Domain Name: Health (HLTH)</p> <ol style="list-style-type: none"> HLTH.1 Safety HLTH.2 Understanding of Health and Safety HLTH.3 Personal Care Routines (Hygiene) HLTH.4 Personal Care Routines (Feeding) HLTH.5 Personal Care Routines (Sleep)

Table of Contents

Introduction to the DRDP (2025)	Index 1
Structure and Components of the DRDP (2025) Early Adoption Version	Index 1
Structure	Index 1
Components	Index 1
Relationship of the DRDP (2025) to Learning Foundations and Standards	Index 5
The Role of the Special Education Teacher/Provider	Index 5
Children Who Are Multilingual Learners and the DRDP (2025)	Index 5
Universal Design for Learning	Index 5
Structural Process for Selected DRDP (2025) Measures	Index 5
Conditional Measures	Index 6
Rating the Measures	Index 6
Step 1: Collecting Documentation	Index 6
Step 2: Rating the Measures	Index 7
Step 3: Finalizing the Assessment	Index 8
Summary of Terms	Index 8
Measures at a Glance	Index 11
DRDP (2025) Infant/Toddler View	Index 11
DRDP (2025) Preschool/Transitional Kindergarten/Kindergarten (PTK) View	Index 12
DRDP (2025) Preschool - Grade 1-P-3 View	Index 13
Child Information Page	Index 14
Revisions	Index 15

*ELD measures are completed only for preschool-age children whose home language is other than English and whose family has identified spoken English as their child's.
 **Based on observations, Health measure 3.5 may be completed, if determined, to document progress or plan this child's learning activities and supports.

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 toolkit ideas, such as the mini-measures, are available on the Desired Results website and are helpful in becoming familiar with the DRDP.

Learning Foundations
What Children Know and Are Able to Do



The image displays four book covers. From left to right: 1. 'California Preschool Transitional Kindergarten Learning Foundations Introduction' featuring a group of children. 2. 'California Preschool Transitional Kindergarten Learning Foundations Approaches to Learning' featuring two children looking at a book. 3. 'California Preschool Transitional Kindergarten Learning Foundations Social and Emotional Development' featuring two children sitting together. 4. 'California Infant-Toddler Learning and Development Foundations Second Edition' featuring a close-up of a baby's face.

STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

16

Script:

The DRDP aligns with the:

- Infant and Toddler Learning and Development Foundations
- Preschool Transitional Kindergarten Learning Foundations
- Common Core Standards

California's foundations tell us what is age-appropriate for children.

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

There will be more resources – such as videos and CECO modules released soon. Please keep an eye out for updates through the CDSS listserv and the DR listserv.

Build a Tower

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



Script:

Refer to DR Activity Sheet #3 – Build a Tower.

Have participants build a tower using any accessible material (cups, blocks, paper, etc.).

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

Key Points

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

Script:

(This is the debrief slide.)

The purpose of the activity is to establish a connection between having a foundation and supporting 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 the skills that children are capable of.

Slide Text:

Key Points

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

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.



Script:

The state has taken care to build a cohesive system.

The foundations describe children’s learning and development.

Thus, we must assess what we want children to learn and align it with what is appropriate for children of this age.

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).

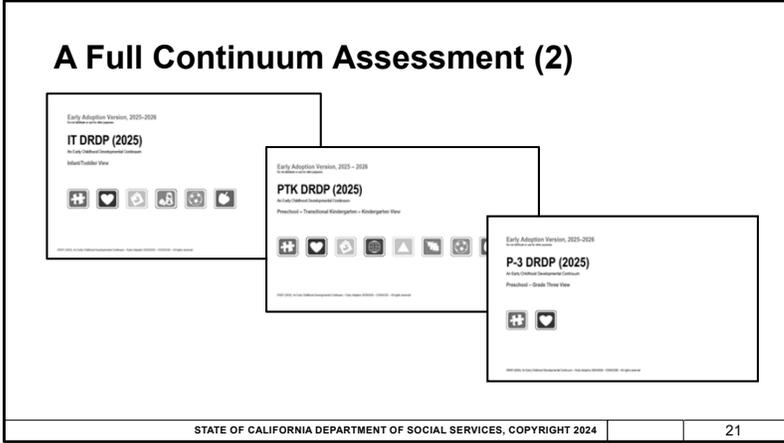
Script:

The developmental domains work in an integrated fashion to support all four Desired Results. Ways to use the foundations and DRDP together:

Read the 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.



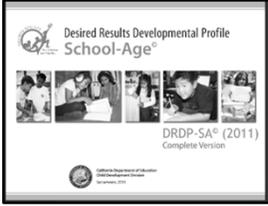
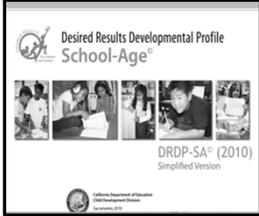
Script:

The DRDP is a full continuum assessment. The same assessment is used for all children, including children with IFSPs and IEPs.

The DRDP (2025) for infants and toddlers has six domains and 25 measures.

The DRDP (2025) for PTK has eight domains and 35 measures.

DRDP School-Age

 <p>Desired Results Developmental Profile School-Age® DRDP-SA® (2011) Complete Version</p>	 <p>Desired Results Developmental Profile School-Age® DRDP-SA® (2010) Simplified Version</p>
6 domains 31 measures	2 domains 13 measures

STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024 | 22

Script:

State-funded after-school programs may use either the DRDP-SA (2010) Simplified Version or the DRDP-SA (2010) Complete Version.

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

DRDP SA has two versions to choose from:

- DRDP-SA complete version has all 35 measures.
- The DRDP-SA (2010) simplified version consists of two domains with 13 measures.

The DRDP-SA (2010) was simplified because other areas were already being assessed during the school day (e.g., reading, math). The state of California felt it was still important to assess Self and Social Development as well as Health and Safety.

Compare and Contrast

The image shows two overlapping screenshots of the 'Engagement, Attention, and Persistence' (EAP) section of the DRDP 2025 assessment tool. The screenshots display a table with columns for 'Engagement', 'Attention', and 'Persistence' and rows for 'Infant/Toddler View' and 'PTK View'. The table contains detailed descriptions of developmental levels and measures. The bottom of the image includes the text 'STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024' and the page number '23'.

Activity: Compare and Contrast

Trainer Notes:

There is an activity in the Admin materials that encourages you to compare and contrast with your staff the differences between the views of the DRDP 2025. Point out how the measures are in the same domain, have the same name, and share the exact definition. Then have your staff look for the differences.

- Which levels can be rated
- Which levels can not be rated
- Additional levels in PTK

If you are also supporting before- and after-school programs, do the same, looking for similarities and differences.

Point out the differences and similarities between the Infant/Toddler View, the PTK View, and the School Age assessment (developmental levels, measures numbered consecutively).

DESIRED RESULTS TRAINING

HANDOUT

Development Domain: ATL
ATL 1: Engagement, Attention, and Persistence
 ATL develops increasing ability to engage by sustaining attention, contributing, and persisting.

Match the lowest developmental level the child has mastered:

Measure	Responding		Exploring		Building		Definition
	Earlier	Later	Earlier	Later	Earlier	Middle	
Onsets to people, objects, or changes in the environment Responds to people, objects, or changes in the environment.	Engages in explorations of people or objects for brief periods Engages in explorations of people or objects for brief periods.	Engages in simple self-initiated activities, sometimes with adult support Engages in simple self-initiated activities, sometimes with adult support.	Engages in and returns to self-initiated activities after a brief interruption Engages in and returns to self-initiated activities after a brief interruption.	Engages in self-initiated activities for extended periods of time Engages in self-initiated activities for extended periods of time.	Engages in activities Engages in activities.	Engages in activities Engages in activities.	Manages distractions or challenges with adult support during group learning activities Manages distractions or challenges with adult support during group learning activities.
Possible Examples <ul style="list-style-type: none"> Turns head toward a person who comes into view or begins talking. Attempts to an adult's face when brought. Turns head toward the bottle when it brought near. 	<ul style="list-style-type: none"> Looks attentively as an adult shows them a board book, turns, and reaches for a toy. Then turns back to the board book and puts the page. Smiles when an adult begins singing a song. Turns toward a peer who is laughing at the song and then turns back to the adult. Holds an object, mouth and look at it, then looks at the object when it opens, reaches to looking at and more object. 	<ul style="list-style-type: none"> Flips through a board book reaches for another book, turns, and reaches to the adult with adult aid. "Should we read this together?" Picks up an object, holds it out to the adult, and when the adult takes it, hands the adult another object. Turns to turn a wheel toy upright a few times. Then succeeds and makes it roll. 	Descriptor <ul style="list-style-type: none"> Plays with train. Looks up when a peer gets picked up by a family member. Then returns to playing with train. Focuses playing at the sand table, looks up, and points when an airplane flies overhead. Then goes back to playing with the sand. 	<ul style="list-style-type: none"> Pretends to read a book to a doll as part of a bedtime routine, then looks the doll into bed. Builds a toy train track involving a long loop of track, adds several train cars, and drives the train along the track while making train noises. Spends time at the painting event, mixing up different paint broths in different cups of paint and covering most of the paper with paint. 	<ul style="list-style-type: none"> Looks from a free free area at an adult reach a story to a group of children. Participates in a group sing-along led by the adult by singing the lyrics to a familiar song. Take part in a small group counting activity with adult encouragement. 	<ul style="list-style-type: none"> Focuses to look at what other children are drawing while working on a project from their favorite story. Then returns to their own drawing when the adult asks about their picture. Struggles with getting opposite sticks to glue together while building a structure that is their part of a group project. Uses a new way of applying the glue when suggested by an adult. Sings back according to a partner while at table with other children. Shows the adult they are listening to them build another adult table from the board under the table. 	

STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

Script:

This navigation map describes domains, measures, definitions, descriptors, emerging, and examples. Follow along as we walk through the map.

The layout of the DRDP (2025) measures is similar to that of the DRDP (2015).

At the top of every DRDP measure are the developmental domains.

In the PTK view, the DRDP is made of eight developmental domains (the eight significant areas of learning).

Some of those include:

- Approaches to Learning
- Social Emotional Development
- Foundational Language Development
- Cognition, Math, Science

One notable difference in the DRDP (2025) is the inclusion of extended developmental levels, spread across two pages, to accommodate the

additional detail.

DE: Underneath the domain is the measure.

The measures are the individual skills that you need to rate for each child in the classroom.

Some domains may have four measures, some may have five, or even two measures.

It depends on the domain.

Something to remember is that the measures in any domain are interrelated, meaning they work together.

Underneath the measure is the definition. (*Stop and highlight.*)

The definition is critical. Please unmute and say, “The definition is very important.”

The definition is very important because it tells you exactly what you want. It’s helping you further understand what the measure is trying to assess.

Underneath the definition are the developmental levels.

The developmental levels are arranged on a continuum, progressing from left to right, from earlier to later skills.

When rating, you select one of these levels based on your observations.

Remember, you can only choose one of the levels; you are looking for the highest level mastered.

Under the developmental levels are what we like to call the heart of the measure—the descriptors.

The descriptors underneath each developmental level are in bold black and indicate the behavior or skill you need to see the child demonstrate with mastery, consistently, over time, and in different settings, to rate at that level.

Under the descriptor are examples.

Examples are just that, everybody, they are examples. They give us additional information to understand what the descriptor may look like.

Trainer Notes:

Ask participants to open the navigation map using the Padlet link above.

DESIRED RESULTS TRAINING

HANDOUT

ATL 3: Problem-Solving <i>continued</i>					
Emerging					
Mark the latest developmental level the child has mastered					
Earlier	Middle	Later	Earlier	Later	
Integrating			Extending		
<p>Examines need for complex problem and seeks help to come up with strategies to solve them.</p> <p>— Possible Examples</p> <ul style="list-style-type: none"> Plays multiple pieces of a new car track set on a flat surface, and when the pieces do not fit together, asks a peer to help. When the peer suggests a way to solve the problem, the child asks for help to put together the track. Uses multiple pieces with different colored wheels to make a car. When the child asks for help, the adult asks, "Is there another way to organize them besides by color?" so they try performing by another type. Uses a multi-colored block structure that keeps falling down, stacks the block pieces for a while, then pretends for a longer period to use of the base. 	<p>Uses strategies to solve the first part of novel or complex problems, then examines the next part of problems, and shifts strategy to solve them, sometimes with adult support.</p> <p>— Possible Examples</p> <ul style="list-style-type: none"> Lines up pieces of car track carefully and fits them together on the table. Then he separates them and asks for help to solve the problem. When the adult asks for help, he says, "I need more support, you help me to put up the additional pieces of track." Uses the strategy of dividing each wheel and construction "cars" to make trying to put the wheels "back" for the first time. Another "car" is a wheel, then the "top" is "used instead, and made "back." Notifies the child at the table are taken and brings a chair seat from another table. Realizes there are more at the table for another chair and asks a seat at a different table. 	<p>Uses a variety of strategies to solve novel or complex problems as seen.</p> <p>— Possible Examples</p> <ul style="list-style-type: none"> Uses their fingers to figure out how many pieces of track they need to build their car. Then they use the pieces of track and wheels. Looks for another gear stick when they run out of gear sticks, then aren't any more gear sticks left and uses a construction of tape and string to connect the pieces of the car project together. Uses to separate out an individual wheel and checks the "used wheel" for a better asking a familiar adult for help. 	<p>Identifies some potential novel or complex problems and takes steps to proactively solve them.</p> <p>— Possible Examples</p> <ul style="list-style-type: none"> Notifies that one of the wheels is missing on the car they are building and asks for help to find it in a room full of toys. Switches from a problem on the table to solve to a more familiar problem, completes that one, and then returns to work on the original problem. Explains making a block and notes it is too hard for them to give to an adult to help them find a better block. 	<p>Uses or demonstrates strategies that he used to solve novel or complex problems, sometimes with support.</p> <p>— Possible Examples</p> <ul style="list-style-type: none"> Explains how they figured out the assembly of a new wheel using colored tape. Shows an adult some different ways they could figure out a new wheel problem. 	<p>Identifies and uses strategies to solve novel or complex problems as seen, examines the result, and then plans to use another strategy as needed.</p> <p>— Possible Examples</p> <ul style="list-style-type: none"> Builds their new car using by taking together pieces of different, then a step of them. When they notice the car is not working, they ask for help to figure out why the car is not working. When they notice the bottom of the car is not working, they ask for help to figure out why the car is not working. Looks at a chair to compare and contrast the wheels, then switches to using a "new" strategy. Solves the multiplication problem on their own and gives pieces from their memory, notes they got the same answer for both, and tries a different strategy of solving it and sees their teacher and then solving on and sees.
<p>Child is emerging to the next developmental level.</p> <p>Unable to rate this measure due to extended absence.</p>					
<p>Unable to rate</p>					
<p>ATL 3 Problem-Solving</p>					
<p>ATL 3 DEEP (2025) An Early Childhood Developmental Curriculum— Early Milestones 2025/2026— 02/25/2025. All rights reserved.</p>			<p>ATL 3 Page 6 of 70</p>		

Script:

You will find the additional rating options of emerging and not yet at the earliest levels on the second page of the ATL 1.

Emerging is used in conjunction with a level and cannot be used independently. Once you have rated the highest level as mastered, based on observations, determine if the child shows some skills (not yet mastered) of the very next level.

DESIRED RESULTS TRAINING

HANDOUT

Remember, the examples listed...

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

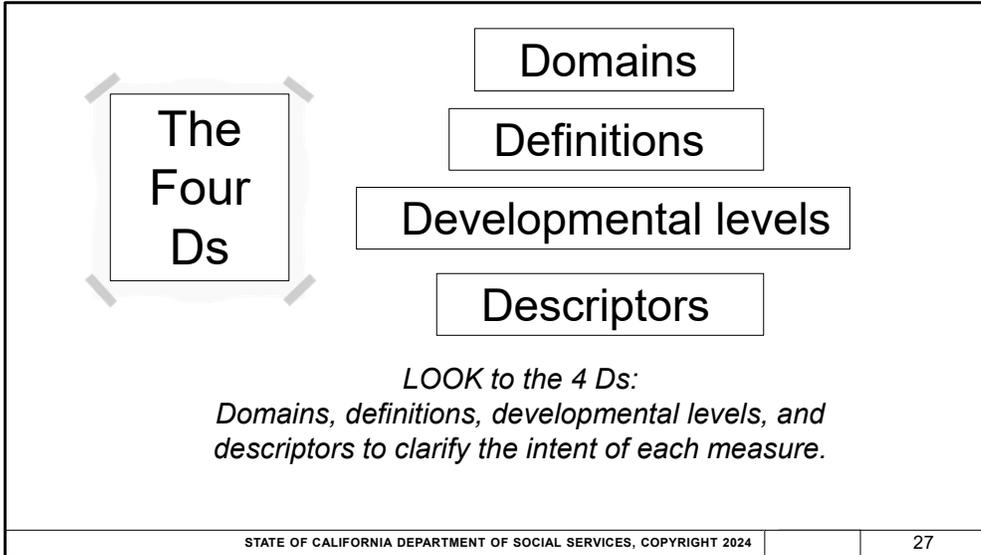


Script:

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 their own observations for the developmental levels.

The DRDP examples activity for staff is located in the binder.



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 help staff understand 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.

<p>The DRDP is an Observation-based assessment instrument.</p>	
<p>STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024</p>	<p>28</p>

Script:

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

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*



Trainer note:

Share the quote and display the book, "The Power of Observation," if available.

“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*

DESIRED RESULTS TRAINING

HANDOUT

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*

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 gain insight into how children learn best, their strengths, their need for support materials, and their preferred language. Additionally, it enables teachers to plan engaging activities that support children's 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 help you write meaningful anecdotal notes.

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 2024 31

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 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 visit the gallery during breaks to view samples.

DESIRED RESULTS TRAINING

HANDOUT

Noticing Descriptions and Interpretations

DESCRIPTIVE	INTERPRETIVE

STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

32

DESCRIPTIVE	INTERPRETIVE

Activity: Noticing Descriptions and Interpretations

Still Photo Observation



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

Trainer Note:

Keep this slide up during the activity.

Definitions: Descriptive and Interpretive	
Descriptive	Interpretive
What are the specific details? What you actually... <ul style="list-style-type: none">- Observed- Read- Heard <i>Example: He is holding a shirt with one hand and a pen in the other hand.</i>	What were your initial reactions? How you felt about what you... <ul style="list-style-type: none">- Observed- Read- Heard <i>Example: He looks worried.</i>

STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024 34

Script:

This is a reminder of what quality notes have.

Slide text:

Descriptive

What are the specific details?

What you actually...

- Observed
- Read
- Heard

Example: He is standing in front of another child

Interpretive

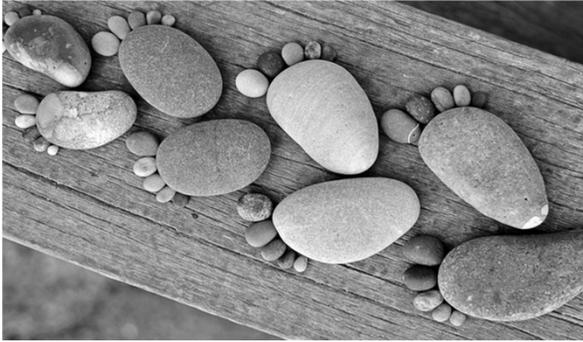
What were your initial reactions?

How you felt about what you...

- Observed
- Read
- Heard

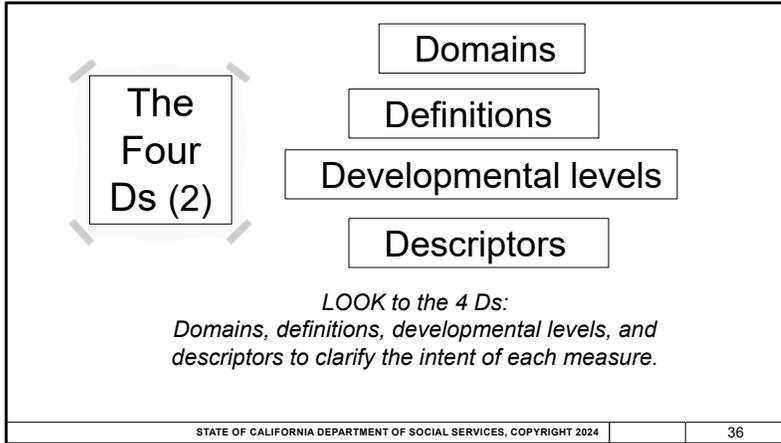
Example: He took the toy away.

Steps to Completing the DRDP



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.)



Script:

Let's take a look at descriptors.

Trainer Note:

Review the 4 Ds and emphasize that reading these components can help staff understand 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.

DESIRED RESULTS TRAINING

HANDOUT

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: MATH

MATH 2: Classification
Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>
Attends to people, objects, or events	Interacts differently with familiar people and objects than with unfamiliar people and objects	Associates a person or object with another person or object, based on a similarity relationship between them	Demonstrates understanding of the similarities of a group of objects based on one attribute or the relationship between them

Descriptor

STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

37

Script:

The descriptor can be found directly below the developmental level in every measure.

DESIRED RESULTS TRAINING

HANDOUT

When the Descriptor Says AND

Development Domain: MATH			
MATH 2: Classification			
Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use			
Mark the latest developmental level the child has mastered:			
Responding		Exploring	
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>
Attends to people, objects, or events	Interacts differently with familiar people and objects than with unfamiliar people and objects	Associates a person or object with another person or object, based on a similarity or relationship between them	Demonstrates understanding of the similarities of a group of objects based on one attribute or the relationship between them

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

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.

DESIRED RESULTS TRAINING

HANDOUT

Development Domain: MATH			
MATH 2: Classification			
Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use			
Mark the latest developmental level the child has mastered:			
Responding		Exploring	
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>
Attends to people, objects, or events	Interacts differently with familiar people and objects than with unfamiliar people and objects	Associates a person or object with another person or object, based on a similarity or relationship between them	Demonstrates understanding of the similarities of a group of objects based on one attribute or the relationship between them

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 2024 39

Script:

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

DESIRED RESULTS TRAINING

HANDOUT

<p>A Deeper Look at the Descriptor</p> <p>Look at Math 2: Classification.</p> <p>Read each descriptor carefully:</p> <ul style="list-style-type: none">• Circle the word or• Highlight and	

STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

Script:

Now we are going to practice.

Turn to Math 2: Classification in **the DRDP (2025) assessment**.

Go through this measure, circle the Or and highlight the Ands in the descriptors (only in descriptors). I will give you a minute to find all the ORs and ANDs. Time starts now.

After completing this task:

Now that we are done, count the total number of "ORs" and "ANDs" you found.

Now that we know how many ANDs and ORs there are, let's discuss the measure's intent. What is this measure assessing?

What skills are you looking for?

(TRAINER: Chart the skills)

Background Information/Trainer Notes:

- Allow up to three minutes to circle and highlight.
- Go through the measure, circle, and highlight so you know how many ORs and ANDs are in the descriptors of the measure.
- Check for understanding.

Examples of skills they may be looking for include understanding similarities, grouping objects based on an attribute, sorting objects by an attribute, accurately sorting more than two groups, and resorting.

Cognition Sample	
STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024	41

Script:

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

Deeper Look at Descriptors

- What is the child able to do?
- Look at Math 2 and the descriptors.
- Which parts of the descriptors can the child do?

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?

Trainer Note:

Mention that evidence may be used for more than one measure.

Lunch Break



STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

43

Take a 15-minute break.

Trainer Note:

Remind participants to check out the gallery.

DESIRED RESULTS TRAINING

HANDOUT

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

A screenshot of a digital portfolio interface. It features a list of six items, each labeled 'SED' followed by a number (SED1 through SED6). To the right of each item is a progress indicator. The third item, SED3, is highlighted and shows a progress indicator of 'Exploring Level' with a small circular icon next to it. The other items show empty progress bars.

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.

Use your electronic portfolio, like the DRDP Online Portfolio, to collect and review evidence.

DESIRED RESULTS TRAINING

HANDOUT

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

Trainer note:

Read the slide. Give pause to let participants think about the criteria for “mastered.” Suggest that participants create a poster to display around the center, serving as a reminder for staff to adopt this as a mantra.

DESIRED RESULTS TRAINING

HANDOUT

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

Development Domain: ATL 1: Engagement, Attention, and Persistence

Child Assessment measuring child's progress by observing attention, understanding, and persistence, when appropriate, related to learning activities.

Mark the latest developmental level the child has mastered:

Engagement		Enduring		Persistence	
Earlier	Later	Earlier	Later	Earlier	Later
<p>Seems to people, objects, or things in the environment</p> <p>• Looks directly at an adult when the adult is speaking to the child</p> <p>• Looks at an adult for cues when the adult is speaking to the child</p> <p>• Looks at an adult for cues when the adult is speaking to the child</p>	<p>Engages in exploration of people or objects in the environment</p> <p>• Looks directly at an adult when the adult is speaking to the child</p> <p>• Looks at an adult for cues when the adult is speaking to the child</p> <p>• Looks at an adult for cues when the adult is speaking to the child</p>	<p>Engages in simple self-directed activities, sometimes with adult support</p> <p>• Plays through short bursts, then returns to another activity</p> <p>• Engages in simple self-directed activities, sometimes with adult support</p>	<p>Engages in self-directed activities, sometimes with adult support</p> <p>• Engages in self-directed activities, sometimes with adult support</p> <p>• Engages in self-directed activities, sometimes with adult support</p>	<p>Engages in self-directed activities, sometimes with adult support</p> <p>• Engages in self-directed activities, sometimes with adult support</p> <p>• Engages in self-directed activities, sometimes with adult support</p>	<p>Engages in group learning activities with adult support</p> <p>• Engages in group learning activities with adult support</p> <p>• Engages in group learning activities with adult support</p>

Child is emerging in the next developmental level.

Unable to use this measure due to observed absence.

ATL 1 Engagement, Attention, and Persistence ATL 1

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...



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...

DESIRED RESULTS TRAINING

HANDOUT

Emerging

ATL 3: Problem Solving (continued)

☐ Child is emerging to the next developmental level.
☐ Unable to make this measure due to external obstacles.

Mark the latest developmental level the child has mastered.

Earlier	Integrating	Later	Earlier	Emerging	Later
<p>Emerging</p> <p>Identifies a simple problem and asks help to solve an early challenge in a new issue.</p> <p>Problem Examples</p> <ul style="list-style-type: none"> Asks for help to solve a problem in a new situation. Asks for help to solve a problem in a new situation. Asks for help to solve a problem in a new situation. 	<p>Integrating</p> <p>Uses strategies to solve the part of a problem or complex problem, then explains the best part of a solution and asks help to solve other parts.</p> <p>Problem Examples</p> <ul style="list-style-type: none"> Asks for help to solve a problem in a new situation. Asks for help to solve a problem in a new situation. Asks for help to solve a problem in a new situation. 	<p>Later</p> <p>Has a variety of strategies to solve a problem or complex problem in a new situation and asks help to solve other parts.</p> <p>Problem Examples</p> <ul style="list-style-type: none"> Asks for help to solve a problem in a new situation. Asks for help to solve a problem in a new situation. Asks for help to solve a problem in a new situation. 	<p>Earlier</p> <p>Identifies a problem or complex problem and asks help to solve other parts.</p> <p>Problem Examples</p> <ul style="list-style-type: none"> Asks for help to solve a problem in a new situation. Asks for help to solve a problem in a new situation. Asks for help to solve a problem in a new situation. 	<p>Emerging</p> <p>Identifies a problem or complex problem and asks help to solve other parts.</p> <p>Problem Examples</p> <ul style="list-style-type: none"> Asks for help to solve a problem in a new situation. Asks for help to solve a problem in a new situation. Asks for help to solve a problem in a new situation. 	<p>Later</p> <p>Identifies a problem or complex problem and asks help to solve other parts.</p> <p>Problem Examples</p> <ul style="list-style-type: none"> Asks for help to solve a problem in a new situation. Asks for help to solve a problem in a new situation. Asks for help to solve a problem in a new situation.

ATL 3 Problem Solving ATL 3

SEP 2019 | State Technical Support Center | Los Angeles 201908 | 05/19 | 48 pages

DESIRED RESULTS TRAINING

HANDOUT

Unable to Rate

Developmental Domains: ATL-REG – Approaches to Learning: Self-Regulation
ATL-REG 7: Shared Use of Space and Materials
 Child develops the capacity to share the use of space and materials with others.

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating	
Earlier	Later	Earlier	Later	Earlier	Later	Earlier	
<p>There are no earlier levels for this measure.</p>	<p>Demonstrates proficiency for a few specific toys or materials.</p>	<p>Takes and plays with materials of interest, even when they are being used by another child.</p>	<p>Takes and plays with materials of interest, even when they are being used by another child.</p>	<p>Shows awareness that other children might want to use materials, by holding them to avoid the materials.</p>	<p>Attempts to control sharing of toys, materials, or space, even when another child is using them.</p>	<p>Follows expectations or guidelines for sharing, most of the time, without adult prompting.</p>	<p>Offers to share space or materials with others on the basis of requests for sharing.</p>
<p>Possible Examples:</p>	<ul style="list-style-type: none"> Chooses to play with doll and not to take reported doll away. Chooses to play with blocks and not to take blocks away from another child. Selects the green marker and not the blue one at the art table. 	<ul style="list-style-type: none"> Takes another child's toy and uses it without asking. Chooses to play with blocks and not to take blocks away from another child. Chooses to play with blocks and not to take blocks away from another child. Chooses to play with blocks and not to take blocks away from another child. 	<ul style="list-style-type: none"> Keeps all of the toys and materials only when one or two children are present. Comments, "This is mine," "It's mine," "It's mine," when another child reaches for a material. Pushes another child's hand back when another child is playing in the ball area. 	<ul style="list-style-type: none"> Blocks one boy from taking another boy's ball, but then gives the ball to another boy. Keeps another child's toy and pushes the child's hand away from the toy. Comments, "This is mine," "It's mine," "It's mine," when another child reaches for a material. Comments, "This is mine," "It's mine," "It's mine," when another child reaches for a material. 	<ul style="list-style-type: none"> Comments to another child, "That's mine," "That's mine," "That's mine," when another child reaches for a material. Comments, "This is mine," "It's mine," "It's mine," when another child reaches for a material. Comments, "This is mine," "It's mine," "It's mine," when another child reaches for a material. Comments, "This is mine," "It's mine," "It's mine," when another child reaches for a material. 	<ul style="list-style-type: none"> Keeps a report space to make dolls with participants for one hour without being asked. Makes space for another child to use the building blocks and other toys in the play area. Comments, "This is mine," "It's mine," "It's mine," when another child reaches for a material. Comments, "This is mine," "It's mine," "It's mine," when another child reaches for a material. 	

Child is not yet at the earliest developmental level on this measure.
 Child is emerging to the next developmental level.
 Unable to rate this measure due to extended absences.

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

DEP (2015) & Developmental Pathways from Early Learning to Kindergarten Entry – Preceded from August 1, 2015 © 2015 California Department of Education. All rights reserved. Page 14 of 18

Script:

In the rare circumstance that you are unable to rate a child on a specific measure, explain in detail the reason for a lack of rating in the box at the bottom of the page.

Unable to rate is only used for extended absences.

DESIRED RESULTS TRAINING

HANDOUT

Conditional Measures

Conditional Measure
 Measure that is conditional on a set of conditions being met for the measure to be considered a desired result.

HLTH 5: Personal Care Routines: Self-Dressing
 Child identifies and selects objects to participate in, and take responsibility for dressing self.

Mark the latest developmental level the child has mastered:

Responding	Exploring		Building		
	Earlier	Later	Earlier	Later	Later
Responds to basic wear during dressing <ul style="list-style-type: none"> • Feedsible Examples: <ul style="list-style-type: none"> • Allows for walk while holding shirt. • Does not resist when a caregiver attempts to dress. • Holds arms out straight to put on shirt. • Responds to verbal cues during dressing. 	Responds to cues that distinguish between different dressing routines <ul style="list-style-type: none"> • Allows an adult to remove the shirt completely, removing the shirt from the child's body. • Responds to verbal cues during dressing. 	Participates one or two steps of a dressing routine <ul style="list-style-type: none"> • Holds arms out while an adult attempts to put on shirt. • Holds shirt over the child's head. • Holds shirt and moves feet to an adult's feet when the shirt is being put on. 	Participates with adult in dressing self <ul style="list-style-type: none"> • Pushes arms through the sleeves of shirt while an adult holds the shirt. • Lifts one foot to an adult's feet to step into the shoe. • Holds one arm over while an adult holds the shirt. • Lifts one leg, then the other, into pants while an adult holds the pants. 	Pushes an object that is simple to manipulate, sometimes with adult assistance <ul style="list-style-type: none"> • Pushes on front over pocket of shirt. • Pushes through pocket with adult assistance. • Pushes on front pocket of shirt. • Pushes on front pocket of shirt. • Pushes on front pocket of shirt. 	Draws self, but still needs assistance with part of dressing that is particularly challenging (e.g., buttons, buttons, zippers) <ul style="list-style-type: none"> • Shows that one pocket has been put on. • Shows that one pocket has been put on. • Shows that one pocket has been put on. • Shows that one pocket has been put on. • Shows that one pocket has been put on.

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

HLTH 5 Personal Care Routines: Self-Dressing HLTH 5
 DRDP (2025) and Early Childhood Developmental Continuum: Early Milestones 2025 (2025) - 12/15/2024. All rights reserved. Page 21 of 50

Script:

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

Conditional measures should be used when they assist teachers and service providers in planning a child’s learning activities and supports, as well as documenting progress.

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



Script:

The DRDP PTK View includes three measures for English language development.

(There is an ELD tutorial on the Desired Results website.)

DESIRED RESULTS TRAINING

HANDOUT

Key Points for Assessing Multilingual Development

- FLD is used with all children to measure progress in language and literacy development. Children may master levels in English, their home language, or through alternative communication.
- ELD is used with multilingual learners learning to speak English to measure their progress in acquiring English.
- Code switching is typical of multilingual development.

Script:

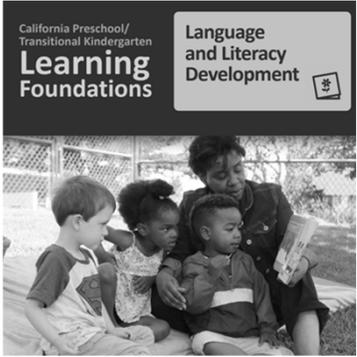
Children can show progress in their home language, English, or through other forms of communication, such as gestures, sign language, or a picture communication system.

Teachers should speak the child's home language in domains other than ELD or seek support.

Research shows that even when children mix their two languages, they tend to honor the grammatical rules of each. Code switching is influenced by the context or purpose of the child's communication.

DESIRED RESULTS TRAINING

HANDOUT

<p>English Language Development Resources</p> <p>Training on the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) is available through the California Preschool Instructional Network (CPIN).</p>	
STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024	55

Script:

The domain of Language and Literacy Development includes two complementary subdomains: Foundational Language Development and English Language Development. (PTKLF p. 5)

CPIN provides training on this topic.

Go to www.cpin.us and select FIND YOUR REGIONAL LEAD in the left column. Select the appropriate region on the California map to find your Regional Lead.

Background:

- The Foundational Language Development subdomain covers the foundations of language and literacy development in any language a child may be learning. It is designed for use with all monolingual and multilingual children.
- The English Language Development subdomain is designed for use with multilingual children who are learning English as an additional language around the time of entry in an early education program

DESIRED RESULTS TRAINING

HANDOUT

Completing a Developmental Profile

Early Adoption Version, 2025-2026
IT DRDP (2025)
Infant-Toddler View

Early Adoption Version, 2025-2026
PTK DRDP (2025)
Preschool - Transitional Kindergarten - Kindergarten View

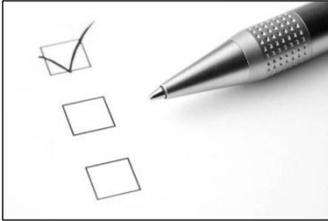
Early Adoption Version, 2025-2026
P-3 DRDP (2025)
Preschool - Grade Three View

STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

56

Activity: Completing a Developmental Profile

Into Practice



DIRECTIONS:

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

Slide text:

DIRECTIONS:

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

DESIRED RESULTS TRAINING

HANDOUT

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

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.

DESIRED RESULTS TRAINING

HANDOUT

Completing the Child's Developmental Progress Form

The thumbnail shows the top portion of the form, including the header with the California Department of Education logo, the title 'Child's Developmental Progress', and the 'Child's Name' field. Below the title, there are several sections of text and lines for notes, including a section for 'Your child's strengths include...' and a section for 'Areas your child is currently working on include...'. At the bottom, there are signature lines for 'Person Conducting the Conference' and 'Parent/Guardian'.

DIRECTIONS:

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

This is a full view of the 'Child's Developmental Progress' form. The header includes the California Department of Education logo and the title. To the right, there are fields for 'Child's Name', 'Date of Conference', and 'Agency/Site'. Below the title, there is a brief introduction and a bulleted list of developmental areas: 'Children are personally and socially competent', 'Children are effective learners', 'Children show physical and motor competence', and 'Children are safe and healthy'. The form then has several sections with horizontal lines for text entry: '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...', and 'You can help your child learn and develop at home by...'. At the bottom, there are signature lines for 'Person Conducting the Conference' and 'Parent/Guardian'.

Activity: Completing a Child's Developmental Progress Form

DESIRED RESULTS TRAINING

HANDOUT

Parent Report

Natalia's Developmental Progress
Name: Natalia Garcia | Date: 10/26/2024 | Location: DR | Teacher: Ms. Lopez
Age: 5 | Appropriate: Standard Level for Child's Age

Approaches to Learning Self-Regulation
The knowledge to identify and regulate emotions, engagement and persistence, and conflict and sharing. The skills to regulate and control attention, self-control, and behavior. Includes and assesses use of space and resources.

Spring 2024	1	2	3	4	5
1					
2					
3					
4					
5					

Social and Emotional Development
The knowledge of self, others, and social interactions; the skills to regulate emotions, social and emotional understanding, relationships and social interactions with familiar adults, familiar peers, and interactions with peers, and positive and appropriate play.

Spring 2024	1	2	3	4	5
1					
2					
3					
4					
5					

STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

60

Script:

“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, rather than being printed and handed out.

All About Young Children



STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

61

Script:

This website provides family-friendly information about child development in 8 different languages.

<https://allaboutyoungchildren.org/english/>

DRDP Online

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 2024	62
---	----

Script:

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

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

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

What is DRDP Online?

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

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, by group, and even by subgroup, which can be shared with families and administrators.

<p>DRDP data is compiled by...</p> <ul style="list-style-type: none">• Individual child• Classroom• Contract• DRDP Online• Commercial software programs	
<p>STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024</p>	<p>64</p>

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 are kept on site and are not sent to CDSS, they will be reviewed during your CPM/CMR. This data is also compiled and used to complete the Program Action Plan.

DESIRED RESULTS TRAINING

HANDOUT

Child Reports

STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

65

Script:

After completing the DRDP, we need to use the data to share with families and to plan activities and lessons that support the child's development.

The Child Report on the left is available for the Fall 2025.

The report on the right will be available in the Spring of 2026.

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.

DESIRED RESULTS TRAINING

HANDOUT

Class Planning Report

Helps to plan:

- Large group
- Small group
- Individualize

The screenshot shows a 'Class Planning Report - Preschool' for a child named Taylor, Teacher: Teacher/Veronica Taylor. It displays a bar chart for 'Approaches to Learning - Self-Regulation' for Fall 2019. The chart shows scores for various measures across different dates. Below the chart is a table with columns for 'Full Report', 'Regulatory Label', and 'Regulatory Label'. The table lists several measures such as 'ATL-AB00001 Attention', 'ATL-AB00002 Self-Direction', 'ATL-AB00003 Self-Management', 'ATL-AB00004 Self-Motivation', 'ATL-AB00005 Control and Attention in Learning', 'ATL-AB00006 Persistence and Attention', 'ATL-AB00007 Organization and Management', and 'ATL-AB00008 Self-Regulation and Management'. Each measure has a corresponding bar chart and a data table with columns for 'Full Report', 'Regulatory Label', and 'Regulatory Label'.

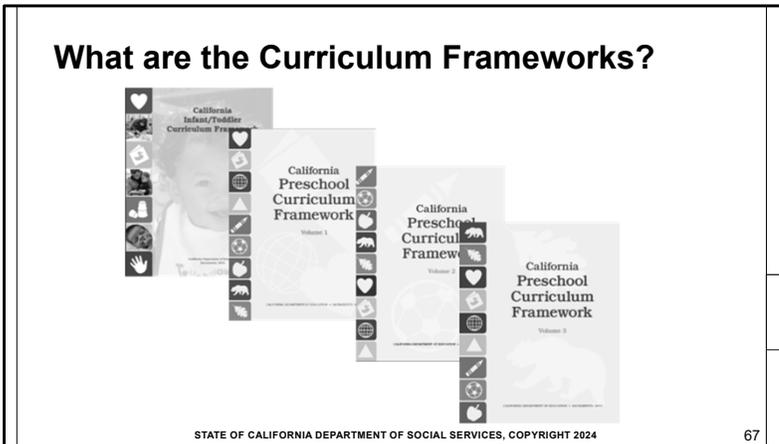
STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

Script:

The Class Planning Report helps teachers modify instructional planning to meet individual needs (available in Spring 2026).

Each report features the domain score for the specific domain at the top, accompanied by numbers and percentages. Below that bar are all the measures within that domain, along with the rating for each child on each measure.

This report is most helpful when writing your classroom summary of findings.



Script:

After compiling your data, you must write action steps 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 the book. We will look at the sections of the book on the next slide.

What does the framework do?



“The *California Preschool Framework, Volume 1* 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 2024

68

Script:

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

Slide text:

“The California Preschool Framework, Volume 1 presents strategies and information to enrich learning and development opportunities for all of California’s preschool children” (Preschool Curriculum Framework, p. v).

Tips When Planning

- Review the 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.

Script:

It’s important to plan to observe. When planning an activity for children, consider what to include in relation to the DRDP. This does not mean setting up a testing situation; instead, it involves creating an invitation for children to interact with materials, their peers, or an adult who may provide an observation opportunity related to the DRDP.

Slide Text:

Review the 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.

DESIRED RESULTS TRAINING

HANDOUT

All teachers...

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



Script:

All teachers, whether teaching in a Head Start or state preschool program, must use the results of the DRDP to support each child's learning and development.

DESIRED RESULTS TRAINING

HANDOUT

DRDP Classroom Summary of Findings	<p>Desired Results Developmental Profile-Summary of Findings</p> <p>Contractor Legal Name: [Enter Contractor Legal Name]</p> <p>Center-based or Family Childcare Home: [Enter Center-based or Family Childcare Home]</p> <p>Planning Date: [Enter Planning Date]</p> <p>Lead Planner Name and Position: [Enter Name and Position]</p> <p>Follow-up Date(s): [Enter date(s)]</p> <p>Follow-up Lead Planner Name and Position: [Enter Follow-up Lead Planner Name and Position]</p> <p>Key Findings from Developmental Profile</p> <p>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]</p> <p>Action Steps (including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)</p> <p>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]</p> <p>Expected Completion Date and/or Ongoing Implementation and Person Responsible</p> <p>How do we accomplish our goals? [Enter goals accomplished]</p> <p>Follow-up and Reflection (Changes made, date completed, time extended)</p> <p>[Enter follow-up and reflection]</p>
	STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

Script:

Programs are required to summarize the data at both the classroom and contract levels to determine key findings and action steps. These are trends or main points that require action. Consider where teachers would like to see change or progress for the children in their class, based on their data. Where will you invest your time, energy, and resources to bring about 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 review the DRDP Classroom Summary of Findings forms to ensure that programs are utilizing the data to inform their “continuous improvement” process.

DESIRED RESULTS TRAINING

HANDOUT

Small and Large Group Planning

Group Development Report This Year

Reporting Period	Reporting Labels	Reporting Number	Reporting Metric	Reporting Label	Reporting Number	Reporting Metric	Reporting Label	Reporting Number
DRDP (2015) - Infant/Toddler								
ATL-REG Approaches to Learning-Self-Regulation								
Spring 2016	100	100	100	100	100	100	100	100
Fall 2015	100	100	100	100	100	100	100	100
SED Social and Emotional Development								
Spring 2016	100	100	100	100	100	100	100	100
Fall 2015	100	100	100	100	100	100	100	100
LLD Language and Literacy Development								
Spring 2016	100	100	100	100	100	100	100	100
Fall 2015	100	100	100	100	100	100	100	100
COG Cognition, including Math and Science								
Spring 2016	100	100	100	100	100	100	100	100
Fall 2015	100	100	100	100	100	100	100	100
PD-HLTH Physical Development - Health								
Spring 2016	100	100	100	100	100	100	100	100
Fall 2015	100	100	100	100	100	100	100	100

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

72

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 review the DRDP data provided through your DRDP Online reports to support planning for the groups of children in your own classroom.

Small and Large Group Planning (2)

Group Development Report This Year

Reporting Period	Reporting Area	Reporting Period	Reporting Area	Reporting Period	Reporting Area	Reporting Period	Reporting Area	Reporting Period	Reporting Area
DRDP (2015) - Infant/Toddler									
SEL-REG Approaches to Learning-Self Regulation									
Spring 2016	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2015	100%	100%	100%	100%	100%	100%	100%	100%	100%
SED Social and Emotional Development									
Spring 2016	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2015	100%	100%	100%	100%	100%	100%	100%	100%	100%
LLD Language and Literacy Development									
Spring 2016	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2015	100%	100%	100%	100%	100%	100%	100%	100%	100%
COG Cognition, Including Math and Science									
Spring 2016	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2015	100%	100%	100%	100%	100%	100%	100%	100%	100%
PD-HEM Physical Development - Health									
Spring 2016	100%	100%	100%	100%	100%	100%	100%	100%	100%

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

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 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 accomplishment)
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**.

Activity: Writing a Summary of Findings

DIRECTIONS:

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

DESIRED RESULTS TRAINING

HANDOUT

Self-Study Checklist

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

Desired Results System
Desired Results Developmental Profile (DRDP) Self-Study Checklist for
Classroom/Family Child Care Home Network Staff

Program Start	Month 2	Month 3	Month 4	Month 5	Month 6
<ul style="list-style-type: none"> Review DRDP contents and documentation to complete the DRDP. Set up children's portfolio system for reporting observations, evidence and documentation with folders for each child. Complete the first DRDP for each child within 60 days of enrollment. Complete annual development Planning Scale for classroom or Family Child Care home. 	<ul style="list-style-type: none"> Complete Child Developmental Profile form. Complete Parent/Teacher Report form. Complete DRDP Child Data Summary by domain. Complete DRDP Summary by domain. Analyze DRDP data to inform individual, classroom, and group planning. 	<ul style="list-style-type: none"> Complete DRDP Child Data Summary by domain. Complete DRDP Summary by domain. Analyze DRDP data to inform individual, classroom, and group planning. 	<ul style="list-style-type: none"> Complete DRDP Child Data Summary by domain. Complete DRDP Summary by domain. Analyze DRDP data to inform individual, classroom, and group planning. 	<ul style="list-style-type: none"> Complete DRDP Child Data Summary by domain. Complete DRDP Summary by domain. Analyze DRDP data to inform individual, classroom, and group planning. 	<ul style="list-style-type: none"> Complete DRDP Child Data Summary by domain. Complete DRDP Summary by domain. Analyze DRDP data to inform individual, classroom, and group planning.
<ul style="list-style-type: none"> Continue to gather evidence and documentation. Use results to inform individual, classroom, and group planning. 	<ul style="list-style-type: none"> Review and reflect on evidence and documentation. Complete DRDP Child Data Summary by domain. Complete DRDP Summary by domain. Analyze DRDP data to inform individual, classroom, and group planning. 	<ul style="list-style-type: none"> Complete DRDP Child Data Summary by domain. Complete DRDP Summary by domain. Analyze DRDP data to inform individual, classroom, and group planning. 	<ul style="list-style-type: none"> Complete DRDP Child Data Summary by domain. Complete DRDP Summary by domain. Analyze DRDP data to inform individual, classroom, and group planning. 	<ul style="list-style-type: none"> Complete DRDP Child Data Summary by domain. Complete DRDP Summary by domain. Analyze DRDP data to inform individual, classroom, and group planning. 	<ul style="list-style-type: none"> Complete DRDP Child Data Summary by domain. Complete DRDP Summary by domain. Analyze DRDP data to inform individual, classroom, and group planning.

Visit <http://www.ddsosocials.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 Profile forms are available in English, Spanish, Vietnamese, and Korean/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 (indoor and outdoor), 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 use observations, anecdotal records, and photo photos showing children's progress and growth.
- Review and reflect on gathered observations and documentation to inform and complete the DRDP.

STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024
75

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.

Use the Self-Study Checklist for Classroom/Family Child Care Home Network staff to plan the classroom/group calendar.

DESIRED RESULTS TRAINING

HANDOUT

Contact Information	<table border="1"><tr><td data-bbox="365 499 495 651">YouTube  </td><td data-bbox="495 499 625 651">Facebook  </td><td data-bbox="625 499 755 651">Instagram  </td><td data-bbox="755 499 828 651">Desired Results  </td></tr></table>	YouTube  	Facebook  	Instagram  	Desired Results  
YouTube  	Facebook  	Instagram  	Desired Results  		
Desired Results Phone: 800-770-6339 Web address: www.desiredresults.us					
STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024	76				

Script:

Providers can contact the project if they have any questions regarding the training or the DRDP. If you cannot find something on the website or need help, give them a call.

DESIRED RESULTS TRAINING

HANDOUT

Questions and Answers



STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

77

Questions and answers

DESIRED RESULTS TRAINING

HANDOUT

Thank you!



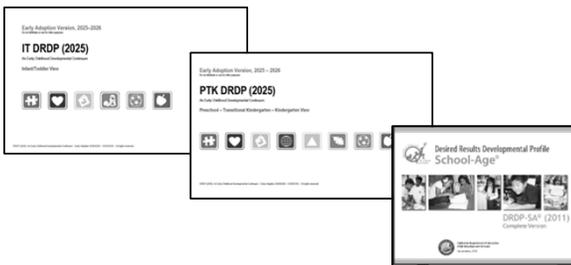
Thank you!



This training is funded by the California Department of Social Services (CDSS). The materials included in this training are developed in part or wholly by the California Department of Education (CDE) and produced by CDSS.

1

A Full Continuum Assessment



2

We observe...

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



3

And we observe...

As children participate in the typical daily program.



4

Collected documentation includes:

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



5

DRDP enables us to...

determine how children are benefiting from programs.



6

The DRDP Assists Providers

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



7

The DRDP provides...

a "snapshot" of the child's development.



8

The DRDP provides a

framework for showing children's progress over time.



9

CDSS 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)...



10

Desired Results Access Project



<http://www.draccess.org>

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.

12

Learning Foundations

What Children Know and Are Able to Do



16

Build a Tower

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



17

Key Points

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

18

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.



19

What is the relationship between the DRDP and the foundations?

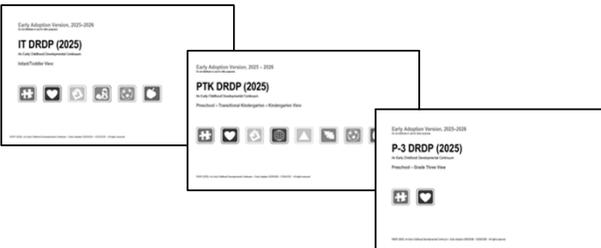
The **foundations** tell us how children, with adequate support, typically learn and develop.

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).

20

A Full Continuum Assessment (2)



21

The DRDP is an

Observation-based
assessment instrument.



28

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*



29

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*

30

Develop Methods for Recording Observations and Collecting Evidence

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



31

Noticing Descriptions and Interpretations

DESCRIPTIVE	INTERPRETIVE

32

Still Photo Observation



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

33

Definitions: Descriptive and Interpretive

Descriptive	Interpretive
<p>What are the specific details?</p> <p>What you actually...</p> <ul style="list-style-type: none"> - Observed - Read - Heard <p><i>Example: He is holding a shirt with one hand and a pen in the other hand.</i></p>	<p>What were your initial reactions?</p> <p>How you felt about what you...</p> <ul style="list-style-type: none"> - Observed - Read - Heard <p><i>Example: He looks worried.</i></p>

34

Steps to Completing the DRDP



35

The Four Ds (2)

Domains

Definitions

Developmental levels

Descriptors

*LOOK to the 4 Ds:
Domains, definitions, developmental levels, and
descriptors to clarify the intent of each measure.*

36

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.

Development Domain: MATH
MATH 2: Classification
 Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>
Attends to people, objects, or events	Interacts differently with familiar people and objects than with unfamiliar people and objects	Associates a person or object with another person or object, based on a similarity or relationship between them	Demonstrates understanding of the classification of a group of objects based on one attribute or the relationship between them

Descriptor

STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024 | 37

37

When the Descriptor Says AND

Development Domain: MATH
MATH 2: Classification
 Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>
Attends to people, objects, or events	Interacts differently with familiar people and objects than with unfamiliar people and objects	Associates a person or object with another person or object, based on a similarity or relationship between them	Demonstrates understanding of the classification of a group of objects based on one attribute or the relationship 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 2024 | 38

38

Development Domain: MATH
MATH 2: Classification
 Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>
Attends to people, objects, or events	Interacts differently with familiar people and objects than with unfamiliar people and objects	Associates a person or object with another person or object, based on a similarity or relationship between them	Demonstrates understanding of the classification of a group of objects based on one attribute or the relationship between them

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 2024 | 39

39

A Deeper Look at the Descriptor

Look at Math 2: Classification.

Read each descriptor carefully:

- Circle the word or
- Highlight **and**

40

Cognition Sample

41

Deeper Look at Descriptors

- What is the child able to do?
- Look at Math 2 and the descriptors.
- Which parts of the descriptors can the child do?

42

Lunch Break



43

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



44

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

45

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

46

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...



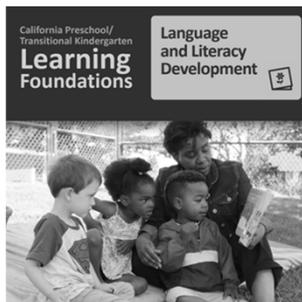
47

Emerging

48

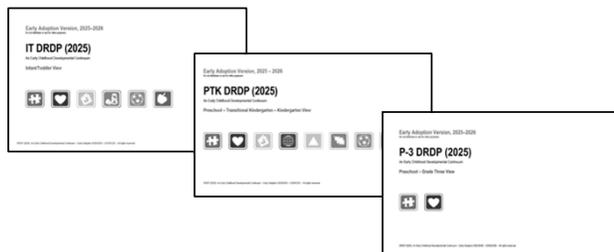
English Language Development Resources

Training on the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) is available through the California Preschool Instructional Network (CPIN).



55

Completing a Developmental Profile



56

Into Practice



DIRECTIONS:

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

57

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

58

Completing the Child's Developmental Progress Form

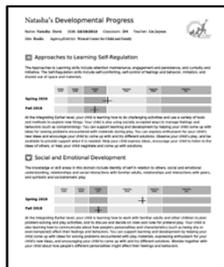


DIRECTIONS:

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

59

Parent Report



60

All About Young Children



61

DRDP Online

Required of all California programs



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

62

What is DRDP Online?

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

63

DRDP data is compiled by...

- Individual child
- Classroom
- Contract
- DRDP Online
- Commercial software programs

64

Child Reports

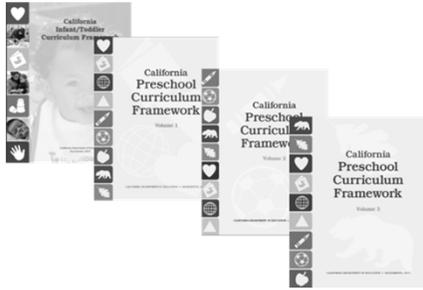
65

Class Planning Report

- Helps to plan:
- Large group
 - Small group
 - Individualize

66

What are the Curriculum Frameworks?



STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT 2024

67

67

What does the framework do?



"The *California Preschool Framework, Volume 1* 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 2024

68

68

Tips When Planning

- Review the 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 2024

69

69

All teachers...

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



70

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 Device: (Enter DRDP)
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 being (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)

71

Small and Large Group Planning

Group Development Report This Year									
Assessment Area	Assessment Area	Assessment Area	Assessment Area	Assessment Area	Assessment Area	Assessment Area	Assessment Area	Assessment Area	Assessment Area
DRDP (2015) - Infant/Toddler									
ATL-REG Approaches to Learning Self-Regulation									
Spring 2016	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2015	100%	100%	100%	100%	100%	100%	100%	100%	100%
SED Social and Emotional Development									
Spring 2016	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2015	100%	100%	100%	100%	100%	100%	100%	100%	100%
ELD Language and Literacy Development									
Spring 2016	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2015	100%	100%	100%	100%	100%	100%	100%	100%	100%
CSG Cognition, Including Math and Science									
Spring 2016	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2015	100%	100%	100%	100%	100%	100%	100%	100%	100%
PD-MEEM Physical Development - Health									
Spring 2016	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fall 2015	100%	100%	100%	100%	100%	100%	100%	100%	100%

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

72

Contact Information

Desired Results
Phone: 800-770-6339
Web address:
www.desiredresults.us



76

Questions and Answers



77

Thank you!



78



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 website 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 an Environment 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 contractors 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 Propheeter, 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.



KIM JOHNSON
DIRECTOR

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



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 \(CHAPTER 2, STATUTES OF 2020\)](#); [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



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



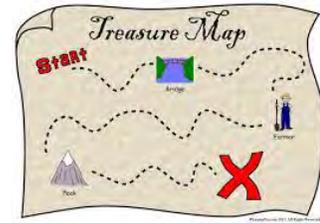
ACTIVITY PROCESS:

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:

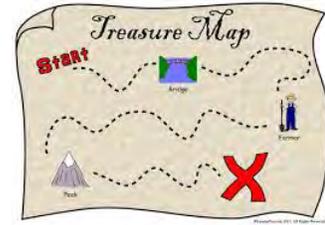
- Return to the large group. Read the Treasure Hunt questions and solicit answers from the group. Correct misconceptions as needed.
- Explain that the DRDP Frequently Asked Questions are available on the Desired Results website, and that participants should check the site regularly to see if there have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

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



Frequently Asked Questions (FAQ)

Desired Results Developmental Profile (DRDP) FAQ

DRDP (2025)

1. Who is eligible to be an early adopter for the DRDP (2025)?

The California Department of Education (CDE) and the California Department of Social Services (CDSS), in partnership with WestEd, are inviting programs serving infants, toddlers, preschoolers, and transitional kindergarten through third-grade students to become early adopters of the DRDP (2025) beginning fall 2025. Programs that opt in can use either the DRDP (2025) or the DRDP (2015) or both.

Please note that for children with Individualized Education Programs (IEPs) or Individualized Family Service Plans (IFSPs), the DRDP (2015) remains a requirement.

2. Can children with an IFSP or IEP use DRDP (2025)?

- 2025-2026: Programs must complete the DRDP (2015) to comply with federal reporting requirements. However, flexibility permits programs to use both instruments for children with disabilities.
- 2026-2027: DRDP (2025) will become mandatory for all children, including those with IEPs and IFSP.

3. What are the different views available for DRDP (2025)?

There are three views for the DRDP (2025):

- DRDP IT (2025): Infant/Toddler View is from Early Infancy through 35 months
- DRDP PTK (2025): Preschool-Transitional Kindergarten View is from 36 months through kindergarten
- DRDP PTK-3 (2025): Preschool – Grade Three View is for Use in Grade One through Three Grade Classrooms

4. Can DRDP (2025) be used instead of DRDP School-Age?

Following current regulations, the DRDP School-Age Simplified Version instrument remains a mandatory tool for before and after-school programs. If your program receives funding for school-age care or operates as a Family Child Care Home Education Network (FCHEN) or Family Child Care (FCC) Network with funding for school-age children, you must utilize the school-age instrument.

5. Which instrument should be used for children two years and eight months of age or younger attending a preschool program?

Children attending state-funded programs must select the Infant Toddler (IT) View for children two years, eight months, or younger attending preschool programs. Children aged two years and nine months and older will use the DRDP (2025) PTK view.

6. When will the use of DRDP (2025) become mandatory?

The DRDP (2025) will be required for CDSS and CDE early care and education programs that are currently required to use the DRDP (2015) starting in the 2026-2027 contract year. Beginning 2026-2027, the DRDP (2025) is also required to be completed by all special education service providers who provide special education services from Local Education Agencies for all children 0-5. For any questions regarding Special Education, the inbox is ECSU@cde.ca.gov.

7. Will transitional kindergarten (TK), kindergarten, and first-third grade programs be required to use the DRDP (2025) in 2026-2027?

Beginning 2026-2027, the DRDP (2025) is required to be completed by all special education service providers who provide special education services from Local Education Agencies for all children 0-5. For any questions regarding Early Education, the inbox is UPK@cde.ca.gov. For questions regarding Special Education, the inbox is ECSU@cde.ca.gov.

8. What instrument should a program that receives funding for school-age care use?

Following current regulations, the DRDP School-Age Simplified Version instrument remains a mandatory tool. If your program receives funding for school-age care or operates as a Family Child Care Home Education Network (FCHEN) or Family Child Care (FCC) Network with funding for school-age children, you must utilize the school-age instrument.

9. When will the DRDP School-Age instrument be revised?

Looking forward, the school-age instrument is undergoing review. Once the review is complete, we will determine whether revisions are needed.

DRDP Online FAQ

DRDP Online (2025)

1. When will DRDP Online for DRDP (2025) become available?

DRDP Online for DRDP (2025) will be available starting July 1, 2025, for child record enrollment and uploads.

2. If an agency chooses both versions of the DRDP in DRDP Online, can some sites use DRDP (2025) and others use DRDP (2015)?

Yes, agencies may select to use the DRDP (2025) by agency, site, or classroom.

3. When can I enter DRDP (2025) ratings or add portfolio evidence into DRDP Online?

August 1, 2025, educators can enter DRDP (2025) ratings or add portfolio evidence into DRDP Online.

4. With the adoption of DRDP (2025) in the 2025-26 school year, will DRDP Online be updated to ensure data import/export functionalities remain consistent?

Yes, the data import function will be updated with some functions available on July 2. Please see below for important dates.

- July 1, 2025—Child Record Enrollments (including uploads)
- August 1, 2025—Entering DRDP Ratings, Adding Portfolio Evidence, and Vendor API Access
- August 15, 2025—Download Demographics Feature options
- September 3, 2025—Generating DRDP Reports

5. What reports will be available for DRDP (2025)?

Reports' generation will commence on September 3, 2025. Only raw rating reports will be available in the Fall 2025 and Winter 2025-26. In Spring 2026, the field study will be complete, and scaled scores will be available. WestEd will re-run all reports so that scaled scores reports for fall, winter, and spring will be available in time for program self-evaluations.

Reports that are available in Fall 2025 and Winter 2025-26.

- The Class Planning Report PTK allows users to select a rating period and a classroom to generate a raw score report by measure for all the children in the classroom. The report will not include scaled scores for these children until the reports are rerun in Spring 2026.
- The Parent Progress Report for 2025 is a raw score report showing children's ratings for each measure. This report may be used for parent conferences. In Spring 2026, reports will be rerun to include graphics and descriptors to show the child's rating and additional descriptive information about their progress over the year.
- The Group Detail Report for 2025 shows all raw scores by percentage and count for the selected group within the current year (to date). The group may be for all children or filtered using specific criteria. Domain-scaled scores will not show until reports are rerun in Spring 2026.

6. Will there be updates to the scaled scores to align with the new DRDP (2025) instrument? If so, does WestEd provide a data dictionary and crosswalk for the scaled scores of DRDP (2015) and DRDP (2025)?

A data dictionary will be available in Summer 2025. The crosswalk of scaled scores for 2015 and DRDP (2025) will be available in Summer 2026.

7. When will the vendors offer the 2025 view?

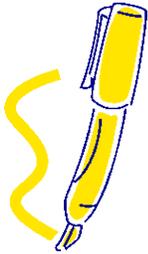
DRDP (2025) measures will be available to vendors. It is up to individual vendors if they choose to participate in early adoption. All data must still be sent to DRDP Online. Please check with your vendor to see if they will participate.

Compare and Contrast



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 Infant/Toddler and Preschool versions have the same measures

Measures at a Glance

DRDP (2025) Infant/Toddler (IT) View

Domain Name: Approaches to Learning (ATL)

1. ATL 1: Engagement, Attention, and Persistence
2. ATL 2: Curiosity, Interest, and Initiative
3. ATL 3: Problem-Solving

Domain Name: Social and Emotional Development (SED)

1. SED 1: Self-Awareness
2. SED 2: Social Awareness
3. SED 3: Relationships and Reciprocal Interactions with Familiar Adults
4. SED 4: Relationships and Interactions with Peers
5. SED 5: Emotional Knowledge and Regulation

Domain Name: Foundational Language Development (FLD)

1. FLD 1: Understanding Language (Receptive)
2. FLD 2: Using Language (Expressive)
3. FLD 3: Shared Communication and Conversation

Domain Name: Cognition (COG)

1. COG 1: Imitation
2. MATH 1: Spatial Thinking
3. MATH 2: Classification
4. MATH 3: Number and Counting
5. SCI 1: Cause and Effect
6. SCI 2: Inquiry Through Observation and Investigation

Domain Name: Physical Development (PD)

1. PD 1: Perceptual-Motor Skills and Movement Concepts
2. PD 2: Gross Locomotor Movement Skills
3. PD 3: Gross Motor Manipulative Skills
4. PD 4: Fine Motor Manipulative Skills

Domain Name: Health (HLTH)

1. HLTH 1: Safety
2. HLTH 3: Personal Care Routines: Hygiene*
3. HLTH 4: Personal Care Routines: Feeding*
4. HLTH 5: Personal Care Routines: Self-Dressing*

*Health measures 3-5 must be completed for children with an IEP (Individualized Education Program) or an IFSP (Individualized Family Service Plan). Based on observations, complete Health measures 3-5 to document progress or plan this child's learning activities and supports.

Measures at a Glance

DRDP (2025) Preschool/Transitional Kindergarten/Kindergarten (PTK) View

<p>Domain Name: Approaches to Learning (ATL)</p> <ol style="list-style-type: none">1. ATL 1: Engagement, Attention, and Persistence2. ATL 2: Curiosity, Interest, and Initiative3. ATL 3: Problem-Solving4. ATL 4: Planning

<p>Domain Name: Social and Emotional Development (SED)</p> <ol style="list-style-type: none">1. SED 1: Self-Awareness2. SED 2: Social Awareness3. SED 3: Relationships and Reciprocal Interactions with Familiar Adults4. SED 4: Relationships and Interactions with Peers5. SED 5: Emotional Knowledge and Regulation

<p>Domain Name: Foundational Language Development (FLD)</p> <ol style="list-style-type: none">1. FLD 1: Understanding Language (Receptive)2. FLD 2: Using Language (Expressive)3. FLD 3: Shared Communication and Conversation4. FLD 4: Foundational Literacy Skills5. FLD 5: Alphabets and Print Knowledge6. FLD 6: Writing
--

<p>Domain Name: English Language Development (ELD)</p> <ol style="list-style-type: none">1. ELD 1: Comprehension of English (Receptive English)*2. ELD 2: Self-Expression in English (Expressive English)*3. ELD 3: Understanding and Responding to English Literacy Activities*

<p>Domain Name: Math (MATH)</p> <ol style="list-style-type: none">1. MATH 1: Spatial Thinking2. MATH 2: Classification3. MATH 3: Number and Counting4. MATH 4: Number Operations5. MATH 5: Measurement

<p>Domain Name: Science (SCI)</p> <ol style="list-style-type: none">1. SCI 1: Cause and Effect2. SCI 2: Inquiry Through Observation and Investigation3. SCI 3: Documentation and Communication of Inquiry
--

<p>Domain Name: Physical Development (PD)</p> <ol style="list-style-type: none">1. PD 1: Perceptual-Motor Skills and Movement Concepts2. PD 2: Gross Locomotor Movement Skills3. PD 3: Gross Motor Manipulative Skills4. PD 4: Fine Motor Manipulative Skills

<p>Domain Name: Health (HLTH)</p> <ol style="list-style-type: none">1. HLTH 1: Safety2. HLTH 2: Understanding of Health and Wellness3. HLTH 3: Personal Care Routines: Hygiene**4. HLTH 4: Personal Care Routines: Feeding**5. HLTH 5: Personal Care Routines: Self-Dressing**

* ELD measures are completed only for preschool-age children whose home language is other than English and whose family has identified spoken English as a method or mode of communication for their child.

** Based on observations, Health measures 3-5 may be completed, if determined, to document progress or plan this child's learning activities and supports.

Measures at a Glance

DRDP (2025) Preschool – Grade 3 (P-3) View

Domain Name: Approaches to Learning (ATL)

1. ATL 1: Engagement, Attention, and Persistence
2. ATL 2: Curiosity, Interest, and Initiative
3. ATL 3: Problem-Solving
4. ATL 4: Planning

Domain Name: Social and Emotional Development (SED)

1. SED 1: Self-Awareness
2. SED 2: Social Awareness
3. SED 3: Relationships and Reciprocal Interactions with Familiar Adults
4. SED 4: Relationships and Interactions with Peers
5. SED 5: Emotional Knowledge and Regulation

Development Domain

Development Domain: ATL

ATL 1: Engagement, Attention, and Persistence

Child develops increasing ability to engage by sustaining attention, contributing, and persisting, when appropriate, related to learning activities

Definition

Mark the latest developmental level the child has mastered:

	Exploring			Building		
	Earlier <input type="radio"/>	Later <input type="radio"/>	Descriptor	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Measure</p> <p>Orients to people, objects, or changes in the environment</p>	Engages in explorations of people or objects for brief periods	Engages in simple self-initiated activities, sometimes with adult support	Engages in and returns to self-initiated activities after a brief interruption	Engages in self-initiated activities for extended periods of time	Engages in group learning activities with adult assistance	Manages distractions or focuses with adult support
<p>Possible Examples</p> <ul style="list-style-type: none"> Turns head toward a person who comes into view or begins talking. Attends to an adult's face when being held. Turns head toward the bottle when it is brought near. 	<ul style="list-style-type: none"> Looks attentively as an adult shows them a board book, turns, and reaches for a toy. Then turns back to the board book and pats the pages. Smiles when an adult begins singing a song. Turns toward a peer who is laughing at the song and then turns back to the adult. Holds an object, mouths and looks at it, then looks over at the door when it opens, and returns to looking at and mouthing the object. 	<ul style="list-style-type: none"> Flips through a board book, then reaches for another book. Hands the book to the adult when the adult asks, "Should we read this together?" Picks up an object, holds it out to the adult, and when the adult takes it, hands the adult another object. Tries to turn a wheel a few times. Then succeeds in making it roll. 	<p>Descriptor</p> <p>them what they are cooking in the play kitchen. Then returns to playing with the doll for a few more minutes.</p> <ul style="list-style-type: none"> Plays with trains. Looks up when a peer gets picked up by a family member. 	<ul style="list-style-type: none"> Pretends to read a book to a doll as part of a bedtime routine, then tucks the doll into bed. Builds a toy train track involving train cars, and drives the train along the track while making train noises. Spends time at the painting easel, involving dipping different paint brushes in different cups of paint and covering most of the paper with paint. 	<ul style="list-style-type: none"> Listens from a few feet away as an adult reads a story to a group of children. Participates in a group sing-along led by the adult by signing the lyrics to a familiar song. Takes part in a small group counting activity, with adult encouragement. 	<ul style="list-style-type: none"> Pauses to look at what other children are drawing while working on a picture from their favorite story. Then returns to their own drawing when the adult asks about their picture. Struggles with getting popsicle sticks to glue together while building a miniature fence as their part of a group project. Tries a new way of applying the glue when suggested by an adult. Strings beads according to a pattern while at a table with other children. Shows the adult they are missing a brown bead, and the adult helps them find the bead under the table.

Measure

Descriptor

Example

Integrating and Extending in next table



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

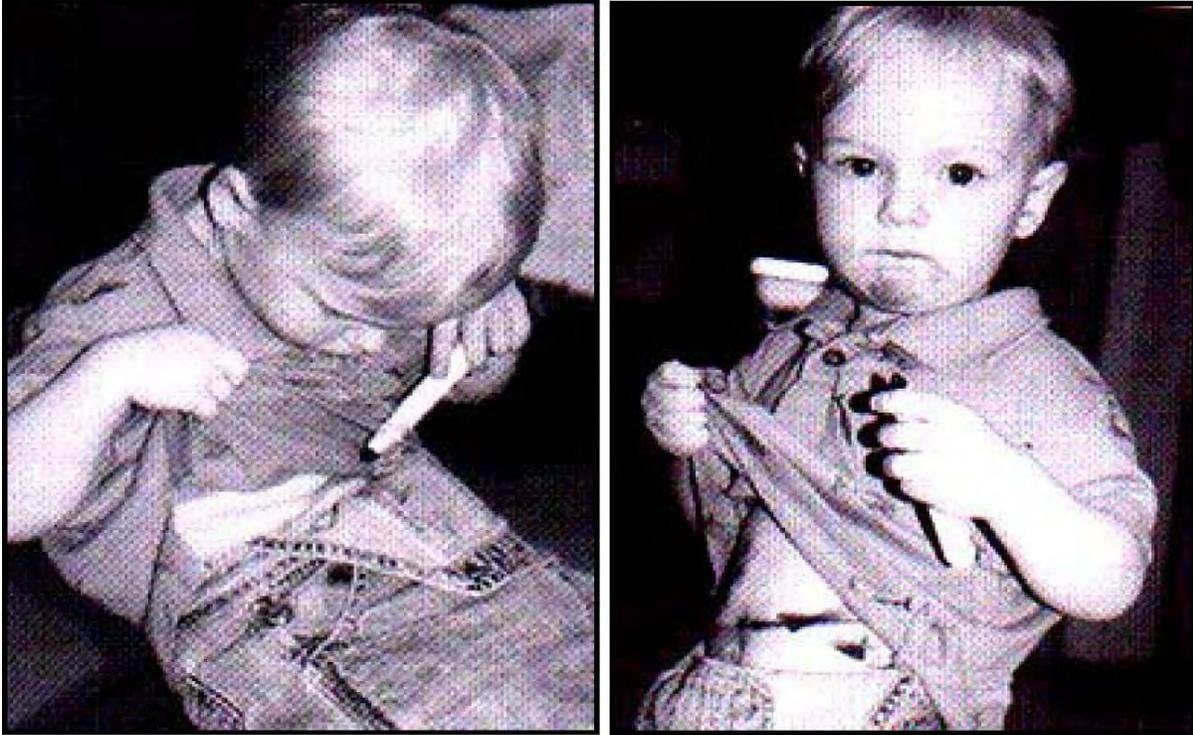
Descriptive Example

“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?



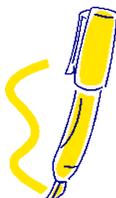
Reprinted with permission from The Art of Awareness, ©2000 Deb Curtis & Margie Carter, Redleaf Press. St. Paul, Minnesota, www.redleafpress.org

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?



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

Quick Guides to the DRDP (2015) provide useful information for better understanding and using the DRDP (2015). Please check out the other Quick Guides coming soon.

Young dual language learners are young children learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. Many children arrive at school from homes where languages other than English are spoken. Overall, the development of language and literacy skills in a child's first (or home) language are important for the development of skills in a second language, and therefore, should be considered as the foundational step toward learning English.

Code Switching: A Typical Feature of Dual Language Development

When assessing young dual language learners, keep in mind that code switching is a feature of language development for children who are learning two or more languages. This is well documented in the research literature. Code switching is the use of multiple languages within a single conversation. Even when children mix their two languages they tend to honor the grammatical rules of each:

- "I want leche." ["I want milk" in English.] is an example of inserting a Spanish noun within an English sentence
- "¡And then el niño se cayó!" ["And then the boy fell down" in English.] is an example of using English linking words within a Spanish sentence

As early as three years of age, children code-switch to playfully experiment with the two languages and to serve their own social goals, such as to emphasize a point, elaborate, interrupt, honor the language preference of their listener, and be included or exclude other children as they negotiate new roles in social situations. Often code-switching is influenced by the context or purpose of the child's communication. For example they might code-switch when speaking with one person, or may almost exclusively use one language with one person and then another language with another person.

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

The measures in the Language and Literacy Development (LLD) domain are used to assess all children's progress in developing foundational language and literacy skills, which can be demonstrated in any language. The young dual language learner may demonstrate knowledge and skills related to language and literacy development in their home language, in English, or in both languages.

The measures in the English Language Development (ELD) domain are used to assess the progress in learning to communicate **in English** of **preschool-age** children who are in a home environment where a language other than English is spoken. The developmental progression articulated by the ELD spoken measures is not age-related but rather indicative of a child's experiences with English. Children who are dual language learners will vary substantially in their acquisition of English language competencies, depending on factors such as the degree of exposure to English, level of support provided in their home language, and their motivation to acquire English.

For children who speak English at home, the assessor will complete the LLD measures only. Still, assessors should keep in mind that children who speak English at home may begin to use some words and phrases from other languages that they learn from their peers and adults in the classroom, family friends, the broader community, and the media. Children may also begin to mix these words and phrases with English. This experimentation with other languages contributes to children’s overall development of language and literacy skills.

Remember: for all children (infants, toddlers, and preschool-age) the assessor will complete the LLD measures. For preschool-age children who are dual language learners the assessor will complete both the LLD and the ELD measures.

Collecting Documentation for Young Dual Language Learners

Children who are dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. Communication in all languages the child uses should be considered when the Language and Literacy Development (LLD) measures of the DRDP (2015) are completed, as well as measures in the other domains.

The assessor who completes the instrument for a child who is a dual language learner should speak the child’s home language. If not, the assessor must receive assistance from another adult who speaks the child’s home language, for example an assistant teacher, a program director, an interpreter, or an adult family member who does speak the child’s home language. If the adult who speaks the child’s home language is not the child’s family member or the assistant teacher in the child’s class, the program should make arrangements for the adult and child to have time to interact. The adult can then communicate what s/he observes during the interaction to the assessor.

Learn More:

For additional information on Code-Switching, refer to the section titled ‘Code Switching’ of “Paper 2: Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy” (of *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*).

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

Completing a Child's Developmental Progress Form

Session 3



GOALS:

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

MATERIALS REQUIRED:



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



TIME: 30
minutes

ACTIVITY PROCESS:



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

REFLECTION:



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

Child's Developmental Progress

Child's Name: _____

Date of Conference: _____

Agency/Site: _____

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

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

Your child's strengths include...

Areas your child is currently working on include...

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

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

Person Conducting the Conference

Name: _____

Title: _____

Signature: _____

Parent/Guardian

Name: _____

Signature: _____

Summary of Your Child's Developmental Progress [SAMPLE]

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

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

Your child's strengths include:

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

Areas your child is currently working on:

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

We can help your child learn and develop by...

In the program

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

At home

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

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

Writing a Summary of Findings



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.



Session 3



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:

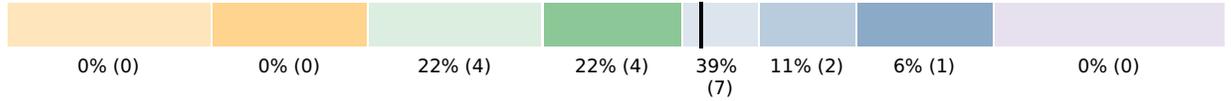
- 18 children enrolled
- Age Range 3.5 – 5 years
 - 2 four-year-old with Individual Education Program (IEP)
 - 11 Dual language learners
 - 5 children are 3.5 years of age
 - 4 children are 4 years of age
 - 9 children are 5 years of age

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)

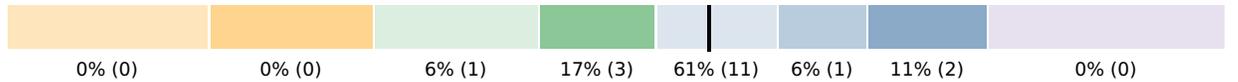


	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL-REG0001 Attention Maintenance*			Heather R. Jarod P.	Caroline F. Ricky J. Sarah A.		Kara K. Kaylie F. Ellen N. Stephen L.	Evan A. Erik 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)

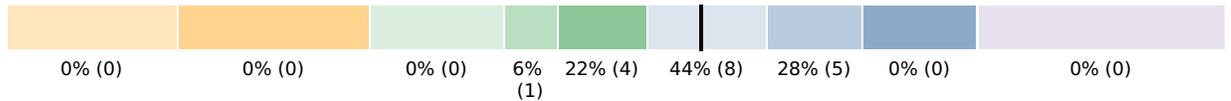


	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
SED0001 Identity of Self in Relation to Others				Kara K. Jarod P.		Caroline F. Erik C. Heather R. Sarah A.	Kaylie F. Ellen N. Evan A. Sabrina 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.	

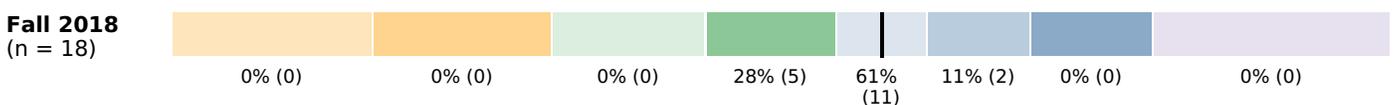
	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
LLD0010 Emergent Writing						Caroline F. Heather R. Jarod P. Sarah A.	Kara K. Kaylie F. Ellen N. Evan A. Erik C. Gretchen T. Sabrina W.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

English Language Development



	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



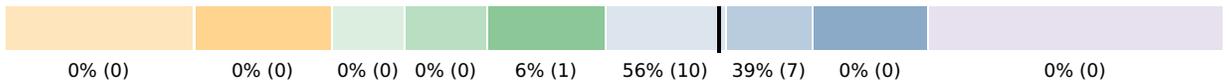
	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG0001 Spatial Relationships*				Jarod P.		Caroline F. Kara K. Ellen N. Erik C. Heather R. Sarah A.	Kaylie F. Evan A. Gretchen T. Jerome Q. Julie R. Sabrina W. Nancy L. Ricky J. Stephen L. Tao Z.			
COG0002 Classification				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 Effect						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)



	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)

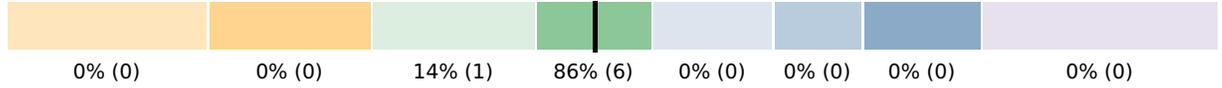


	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL-REG0001 Attention Maintenance				Michelle G.		Alesha H. Aaron S. Louis J. Leah P. Greg B. Mark S.				
ATL-REG0002 Self-Comforting				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

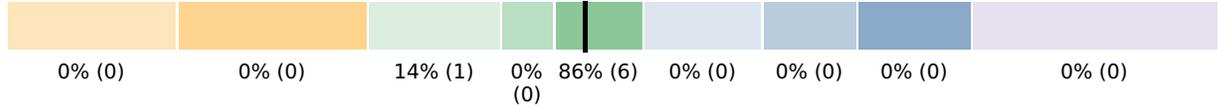
Fall 2018
(n = 7)



	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)

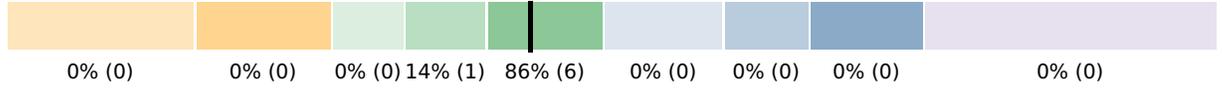


	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
COG0001 Spatial Relationships				Alesha H. Greg B. Michelle G.		Aaron S. Louis J. Leah P. Mark S.				
COG0002 Classification				Michelle 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 Effect				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)

Child Progress Report Guidance for Teachers

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

What information is displayed on the Child 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.

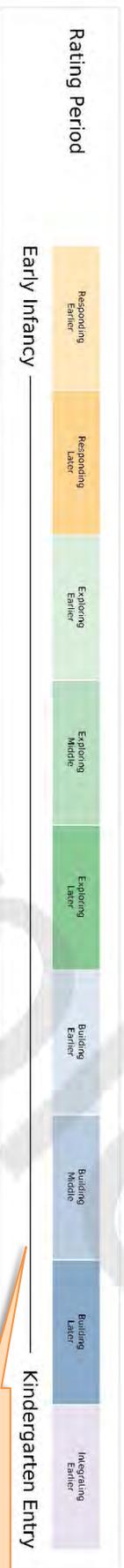
² For more information about California Early Learning and Development Foundations, visit <http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>

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



Approaches to Learning Self-Regulation



Social and Emotional Development



Language and Literacy Development



Math



DRDP-174

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).

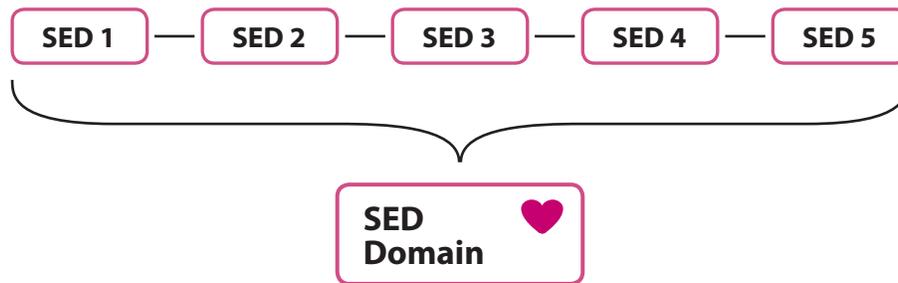


Figure 2. Measures form a domain.

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.

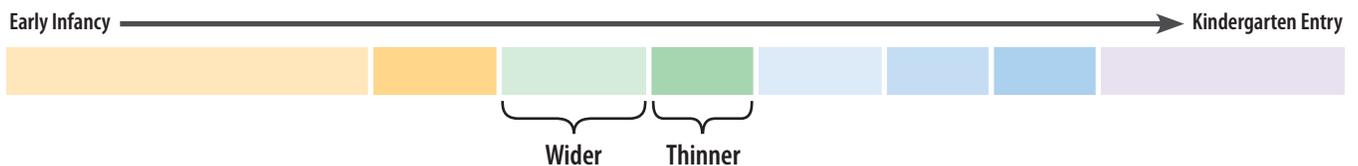


Figure 3. Developmental levels are represented by different widths.

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.

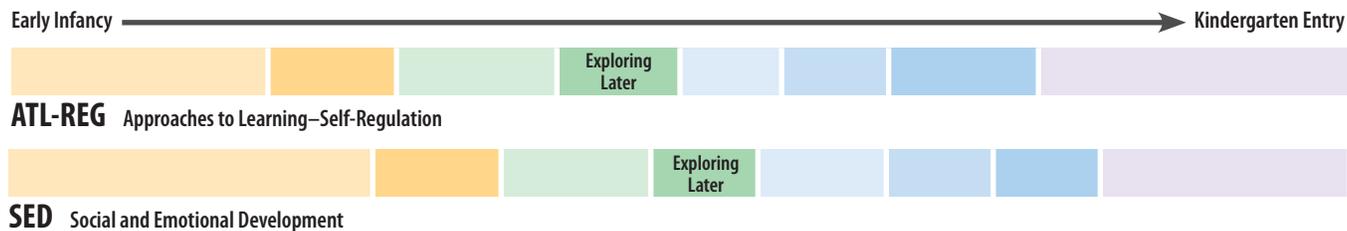


Figure 4. Placement of the developmental levels is unique to each domain.

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 domains¹ 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.

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

²For more information about California’s early learning and development foundations, visit <http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>

³The 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



Approaches to Learning Self-Regulation

Fall 2018 (n = 16)



Social and Emotional Development

Fall 2018 (n = 16)



Language and Literacy Development

Fall 2018 (n = 16)



Math

Fall 2018 (n = 16)



Domain Scale

Group Domain Rating

Number of Children

Percent (number) of Children in the Level

DRDP Domain Icon

DRDP Domain/ Subdomain Name

DRDP-178

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 playsidebyside	Participates in brief episodes of cooperative playwithoneortwo peers, especially those with whom child regularly plays	Participates in extendedepisodes 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).

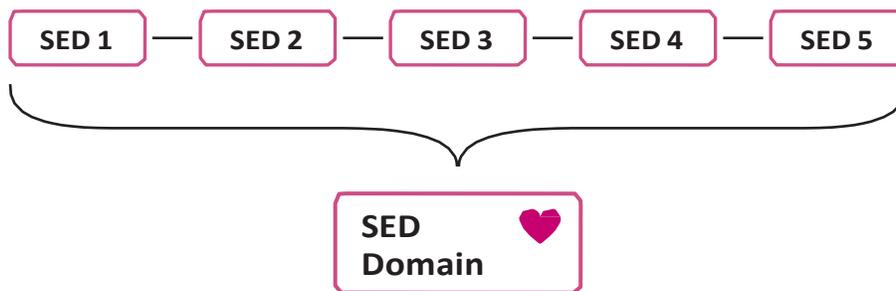


Figure 2. Measures form a domain.

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.

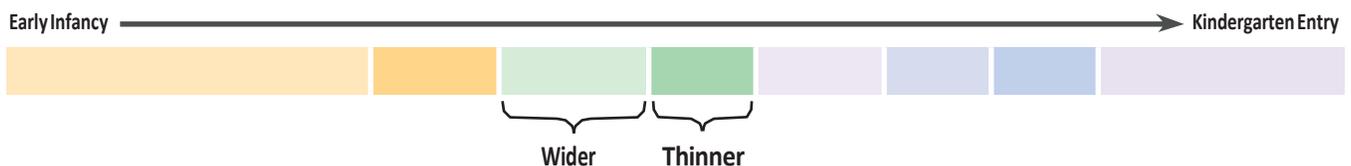


Figure 3. Illustration of how developmental levels are represented by different widths.

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.

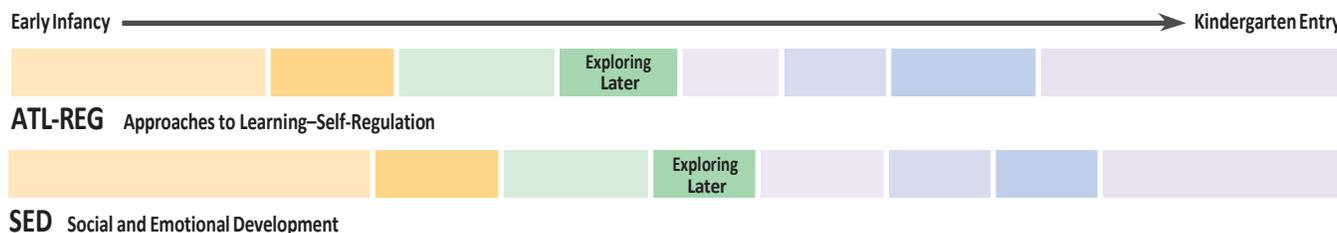


Figure 4. Illustration of how developmental levels are located in different places across domains.

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.

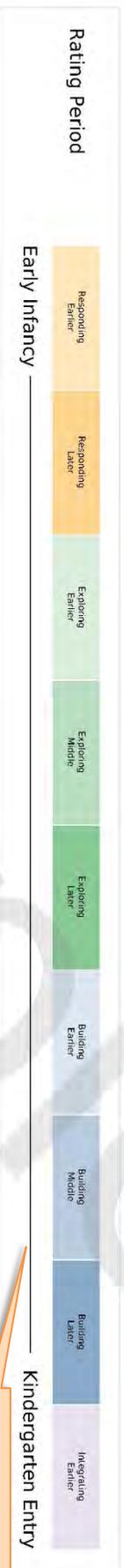
² For more information about California Early Learning and Development Foundations, visit <http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>

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



Kindergarten Entry
Domain Scale

Approaches to Learning Self-Regulation

Spring 2019



Child's Domain Rating

Fall 2018



Social and Emotional Development

Spring 2019



Standard Error

Fall 2018



Language and Literacy Development

Spring 2019



DRDP Domain Icon

Fall 2018



Math

Spring 2019



DRDP Domain/ Subdomain Name

Fall 2018



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	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).

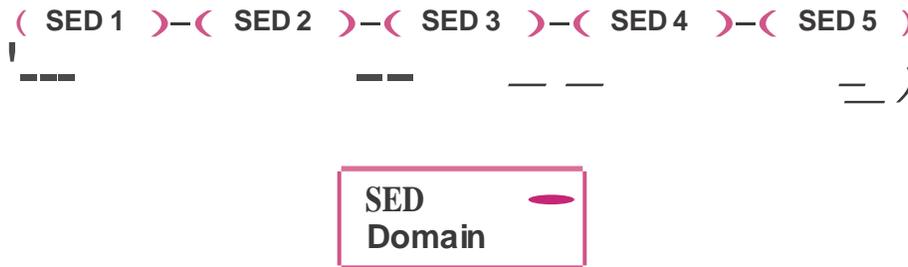


Figure 2. Measures form a domain.

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.

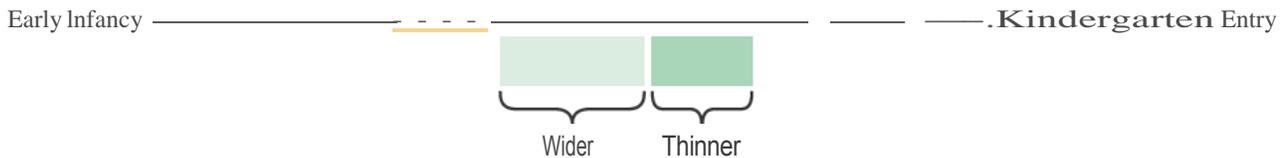


Figure 3. Developmental levels are represented by different widths.

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.

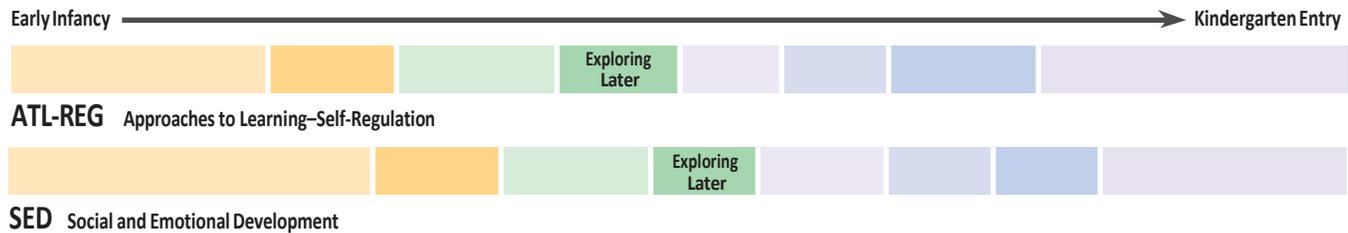


Figure 4. Placement of the developmental levels is unique to each domain.

How can the information in the Child 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.
 - ê 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.
 - ê 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.
 - ê 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.
 - ê 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.