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.

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1

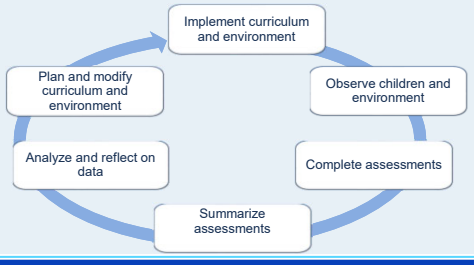
## Completing a Classroom Summary of Findings



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2

## The Curriculum Assessment Cycle




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3

## Start Big. Ask Questions. Go Deeper.

- Start Big
- Ask Questions
- Go Deeper



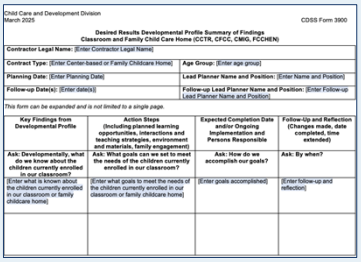
4

## Summary of Findings

The Summary of Findings identifies the what, how, who, and when that will be addressed in each classroom and agency.

This process:

- Assists teachers and families in supporting the child's development
- Provides easier-to-access data for reflection and planning



Child Care and Development Division
March 2025

CDSS Form 3900

**Desired Results Developmental Profile Summary of Findings**
**Classroom and Family Child Care Home (CCTR, CFCC, CMIG, FCCHEN)**

| | |
|---|---|
| **Contractor Legal Name:** [Enter Contractor Legal Name] | |
| **Contract Type:** [Enter Center-based or Family Childcare Home] | **Age Group:** [Enter age group] |
| **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] |

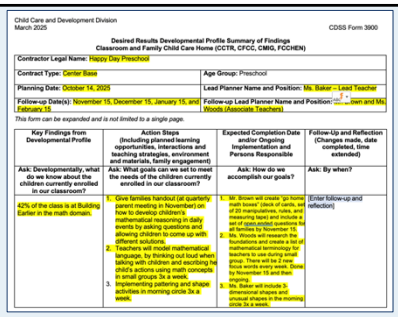
*This form can be expanded and is not limited to a single page.*

| Key Findings from Developmental Profile | Action Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement) | Expected Completion Date and/or Ongoing Implementation and Persons Responsible | Follow-Up and Reflection (Changes made, date completed, time extended) |
|---|---|---|---|
| **Ask: Developmentally, what do we know about the children currently enrolled in our classroom?** | **Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?** | **Ask: How do we accomplish our goals?** | **Ask: By when?** |
| [Enter what is known about 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] | [Enter goals accomplished] | [Enter follow-up and reflection] |
| | | | |



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## Summary of Findings Sample



Child Care and Development Division
March 2025

CDSS Form 3900

**Desired Results Developmental Profile Summary of Findings**
**Classroom and Family Child Care Home (CCTR, CFCC, CMIG, FCCHEN)**

| | |
|---|---|
| **Contractor Legal Name:** Happy Day Preschool | |
| **Contract Type:** Center Base | **Age Group:** Preschool |
| **Planning Date:** October 14, 2025 | **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:** [illegible]own and Ms. Woods (Associate Teachers) |

*This form can be expanded and is not limited to a single page.*

| Key Findings from Developmental Profile | Action Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement) | Expected Completion Date and/or Ongoing Implementation and Persons Responsible | Follow-Up and Reflection (Changes made, date completed, time extended) |
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| **Ask: Developmentally, what do we know about the children currently enrolled in our classroom?** | **Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?** | **Ask: How do we accomplish our goals?** | **Ask: By when?** |
| 42% of the class is at Building Earlier in the math domain. | 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.<br>2. Teachers will model mathematical language, by thinking out loud when talking with children and ascribing he child's actions using math concepts in small groups 3x a week.<br>3. Implementing patterning and shape activities in morning circle 3x a week. | 1. Mr. Brown will create "go home math boxes" (deck of cards, set of 20 manipulatives, rules, and measuring tape) and include a set of open-ended questions for all families by November 15.<br>2. Ms. Woods will research the developmental progression 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.<br>3. Ms. Baker will include 3-dimensional shapes and unusual shapes in the morning circle 3x a week. | [Enter follow-up and reflection] |



6

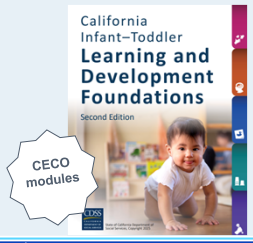
## When Choosing a Key Finding...

- Look at the domain. Depending on the child's age, view the Infant-Toddler Learning and Development Foundation (ITLDF) or the Preschool/Transitional Kindergarten Learning and Development Foundation (PTKLF).
- Think about what the data reflects. Consider all factors of the classroom:
  - How old are the children?
  - Are there multilingual learners?
  - Are there children with Individualized Family Service Plans (IFSP) or Individualized Education Programs (IEP)?

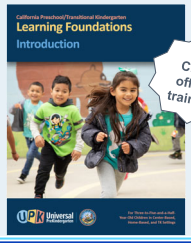


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## California Learning Foundations: ITLDF and PTKLF




CECO modules




CPIN offers training



8

## Group Report




Start Big



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## Reflective Questions for Teachers about the Activity Planning Process

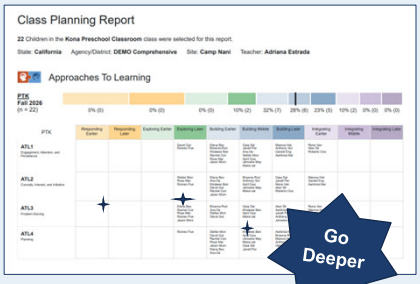
- What does my data tell me about my classroom, groups of children, and individual children?
  - What are areas of strength?
  - What are the areas that need additional support?
- Do I know where my children should be developmentally between 3 and 5 and a half years old?
- Have I looked at the Preschool Curriculum Framework for strategies to support children's areas of need at the domain level?

Ask Questions



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## Class Planning Report

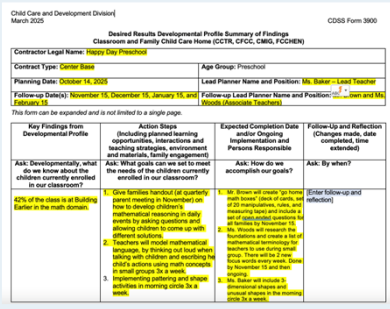



Go Deeper



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## CDSS 3900



Child Care and Development Division
March 2025

CDSS Form 3900

**Desired Results Developmental Profile Summary of Findings**
**Classroom and Family Child Care Home (CCTR, CFCC, CMIG, FCCHEN)**

| | |
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| Key Findings from Developmental Profile | Action Steps (including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement) | Expected Completion Date and/or Ongoing Implementation and Persons Responsible | Follow-Up and Reflection (Changes made, date completed, time extended) |
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| 42% of the class is at Building Earlier in the math domain. | 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.<br>2. Teachers will model mathematical language, by thinking out loud when talking with children and ascribing he child's actions using math concepts in small groups 3x a week.<br>3. Implementing patterning and shape activities in morning circle 3x a week. | 1. Mr. Brown will create "go home math boxes" (deck of cards, set of 20 manipulatives, rules, and measuring tape) and include a set of open ended questions for all families by November 15.<br>2. Ms. Woods will research the foundations and create a list of mathematical terminology for teachers to use during small group. Then will be provided to Ms. Baker and Ms. Brown by November 15 and then ongoing.<br>3. Ms. Baker will include 3-dimensional shapes and unusual shapes in the morning circle 3x a week. | [Enter follow-up and reflection] |



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## Intentional Planning

- How am I responding to the data?
- Planned learning opportunities
- Child-staff interactions
- Teacher strategies
  - Collaboration with service provider
- Family engagement
- Use of environment and/or materials, including adaptations



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## Action Steps Should…

- Identify new approaches
- Reflect the teachers' sphere of influence
- Be specific and child-centered

Please use the chat box and type in some resources to help with writing action steps.



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## Program Resources






15

## Specific or Not Specific

Teachers will include scientific language during mealtimes, asking children, “What do you predict it will taste like?” or “How many friends do you predict will drink milk?”

SPECIFIC



16

## Specific or Not Specific (2)

Include more science materials in the science area.

NOT SPECIFIC



17

## Specific or Not Specific (3)

Attend training on Science domain through CPIN.

NOT SPECIFIC



18

## Specific Action Steps

Teachers will attend training on Science domain through CPIN and incorporate two new ideas per week into the lesson plan. Teachers will also share new concepts and resources at the staff meeting.

SPECIFIC



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## The Developmental Levels

When considering how to support your classroom as you move from one level to the next, the DRDP developmental level information on pp. Intro-2 and Intro-3 can offer insight.



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## Specific Action Steps

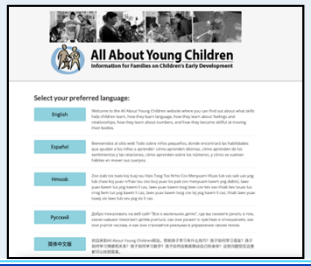
Please type one action step into the chat box that would support this key finding:

*Most of the class is at the Exploring Later level in the Science domain.*



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## All About Young Children






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## Questions and Answers

Please type what your first step is after hearing this information.





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## Desired Results Training & Technical Assistance Project

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www.desiredresults.us

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**Thank you for your participation!**

Happy Observing!





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