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# Closing the Gap

## Using DRDP Results for Classroom and Program Planning

Early Education and Support Division  
November 13, 2013



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# Agenda

- An Overview of the Desired Results System
- Making a Difference - It All Begins at the Classroom Level
- Combining Data to Create the Big Picture



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# DESIRED RESULTS MODEL

## Assessment Tools

Desired Results  
Developmental Profile

Desired Result  
Parent Survey

Environment Rating  
Scales

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

## Companion Documents

Infant/Toddler Learning  
and Development  
Foundations and  
Preschool Learning  
Foundations

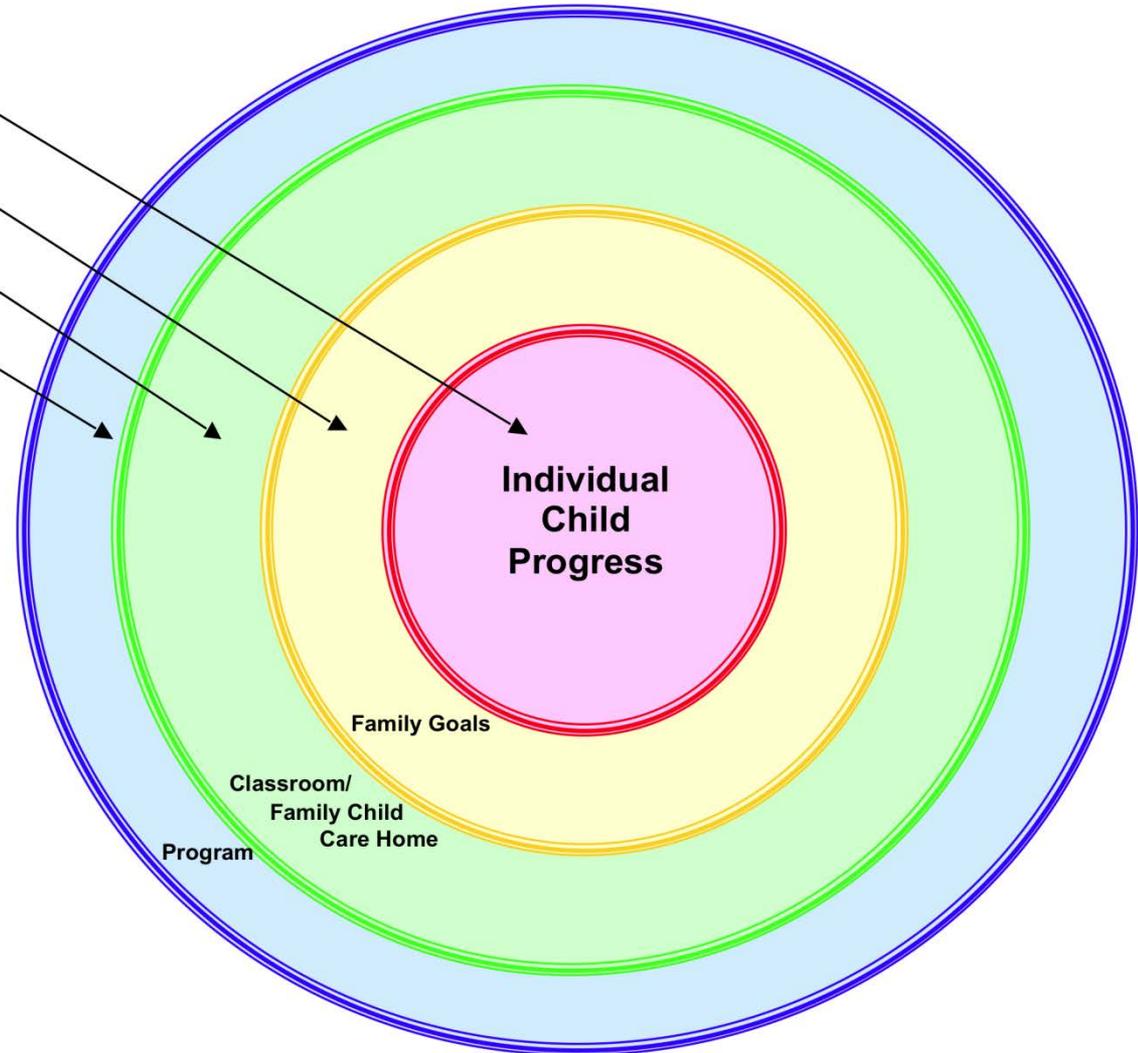
Infant/Toddler Learning  
and Development  
Program Guidelines

Prekindergarten Learning  
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Preschool English  
Learners Resource Guide

K-12 Academic Content  
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Standards

Preschool Curriculum  
Frameworks



**The Desired Results System Model**



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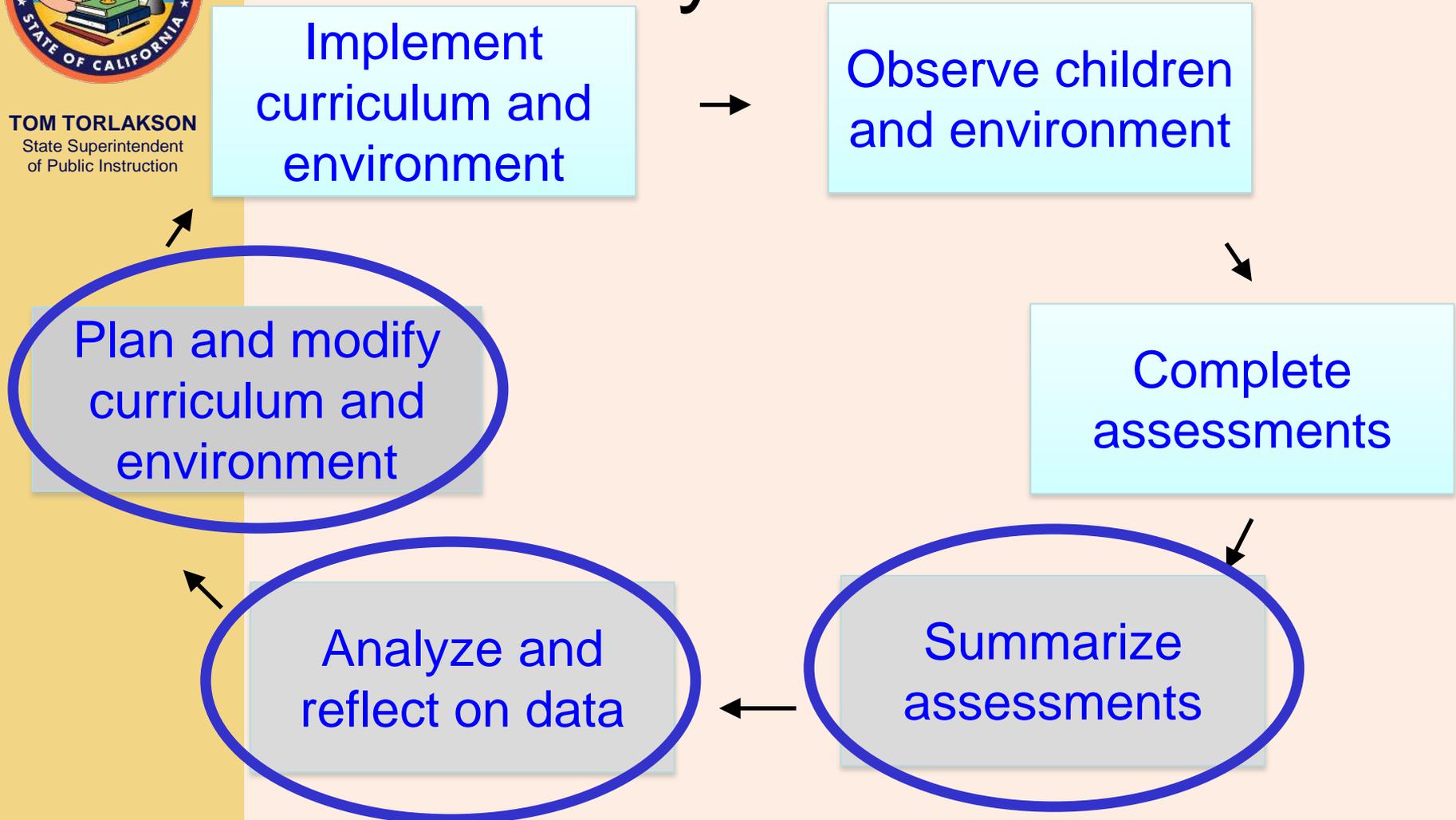
# Classroom Level Data

- Complete a developmental profile (DRDP) for each child twice a year
  - At 60 days after enrollment
  - Again after six months
- Summarize the classroom data
- Look for trends
- Make a plan to support learning and development

# The Curriculum – Assessment Cycle



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# IV-CD 08: Desired Results Profile and Data

- The program maintains the DRDP-2010 and **uses the information to plan** and conduct age and developmentally appropriate activities



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# Summarizing DRDP Data

- Individual assessments are compiled or tallied in some way by the teacher
  - DRDPtech©
  - Group Data Excel File available on the Desired Results Training and Technical Assistance Website



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# Using Data For Classroom Planning – DRDPtech©

**Group Summary by Percent**

25 children were selected for this group using a specific criteria ...  
Teacher is \_\_\_\_\_

**School Report**

Measure	(ELD) English language Development	Total Children	Unable to rate	%
1	ELD1: Comprehension of English (receptive)	25	0%	
2	ELD2: Self-expression in English (expressive English)	25	0%	
3	ELD3: Understanding and response to English literacy activities	25	0%	
4	ELD4: Symbolic, written, and print knowledge in English	25	0%	

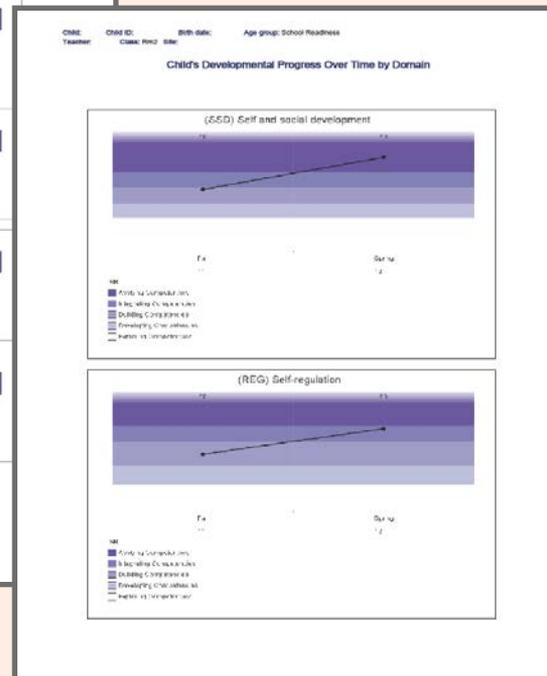
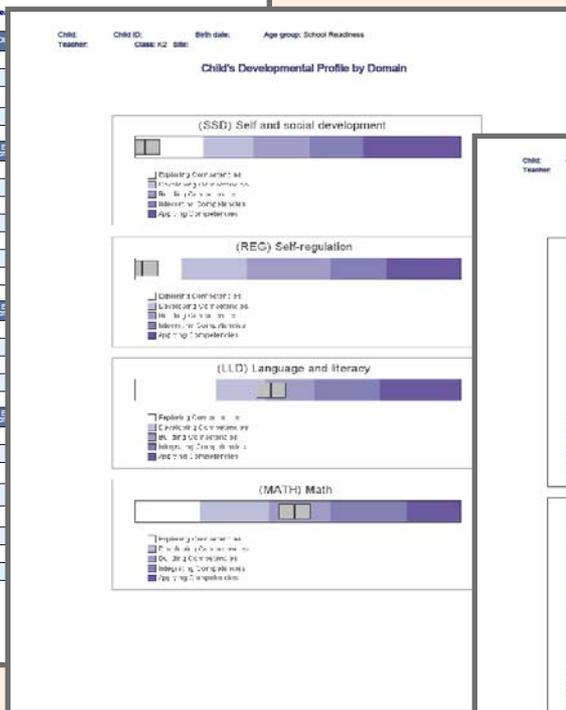
Measure	(SSC) Self and social development	Total Children	Unable to rate	%
5	SSC1: Identity of self in relation to others	25	0%	
6	SSC2: Recognition of ability	25	0%	
7	SSC3: Relationship and social interactions with adults	25	0%	
8	SSC4: Relationship and social interactions with peers	25	0%	
9	SSC5: Social and emotional understanding	25	0%	
10	SSC6: Conflict negotiation	25	0%	
11	SSC7: Curiosity and initiative in learning	25	0%	

Measure	(REC) Self-regulation	Total Children	Unable to rate	%
12	REC1: Self-control of feelings and behavior	25	0%	
13	REC2: Engagement and persistence	25	0%	
14	REC3: Responsible conduct	25	0%	
15	REC4: Planned use of space and materials	25	0%	

Measure	(LLD) Language and literacy	Total Children	Unable to rate	%
16	LLD1: Understanding of language concepts	25	0%	
17	LLD2: Follows increasingly complex instructions	25	0%	
18	LLD3: Communication of needs, feelings, and interests (expressive)	25	0%	
19	LLD4: Receptive communication and comprehension	25	0%	
20	LLD5: Comprehension and analysis of age-appropriate text, presented by adults	25	0%	
21	LLD6: Letter and word knowledge	25	0%	
22	LLD7: Phonological Awareness	25	0%	
23	LLD8: Emergent writing	25	0%	





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# Analyze and Reflect on Data

- Identify developmental trends (key findings) at the domain level based on individual information that has been summarized to create a group summary of data



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# Why by Domain?

- Children's learning is integrated
- Planning for a group of children at the measure is too discrete
- Action steps may have a specific focus within a domain



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# CD 4001B

California Department of Education  
 Child Development Division

CD 4001B  
 March 2013

## Desired Results Developmental Profile Summary of Findings – Classroom and Family Child Care Home

Contractor Name	
Contract Type, Education Network, and/or Cal-SAFE	Age Group (Infant/Toddler, Preschool, School-Age)
Planning Date	Lead Planner's Name and Position
Follow-up Date(s)	Lead Planner's 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 Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)



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# Action Steps Include

- Planned learning opportunities, indoors and outdoors
- Interactions and strategies to support the development of the key findings
- The environment and materials
- Strategies to help families engage in supporting the development of their child



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# Action Steps Should

- Identify new approaches, modifications, and/or changes
- Not just be more of the same
- Reflect the teacher's sphere of influence



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# Summary of Findings

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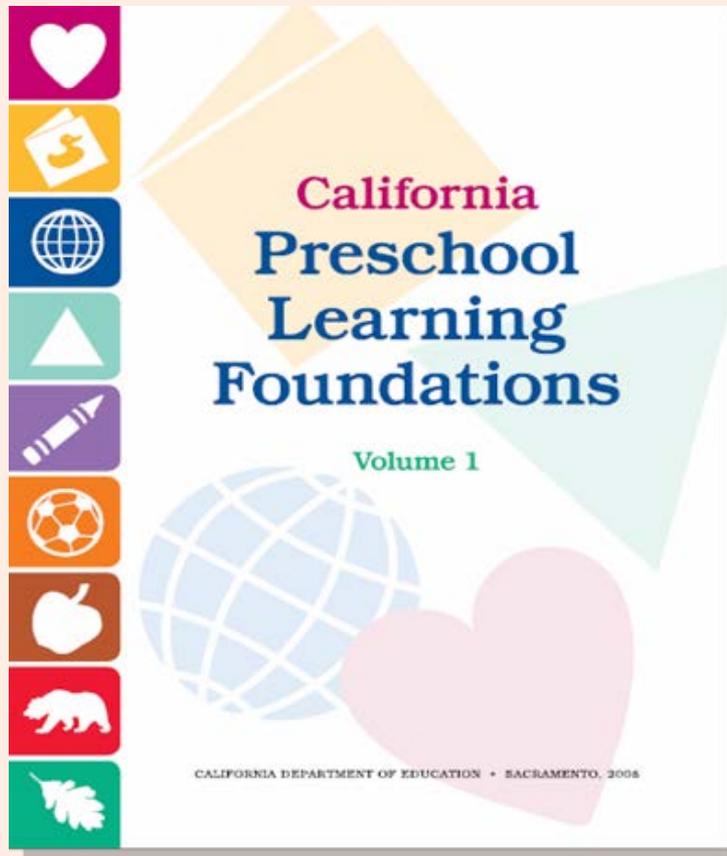
<b>Key Findings from Developmental Profile</b>	<b>Action Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)</b>	<b>Expected Completion Date and Persons Responsible</b>	<b>Follow-Up and Reflection (Changes made, date completed, time extended)</b>
In the MATH domain 35% of my class is at the Developing level	Implementing patterning and shape activities in morning circle three times a week	Teacher Lisa April 2013	
	Give families handout on how to develop children's mathematical reasoning in daily events by asking questions and allowing children to come up with different solutions	Teacher Jan April 2013	Families received handout, more children are using math oriented language: more than, less than 4/12/13
	Teachers will model mathematical language, by thinking out loud when talking with children and describing the child's actions using math	Teacher Maria	

You have identified a Key Finding.  
Where can we learn more about supporting children's growth in the domain of mathematics?



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# CDE Resources

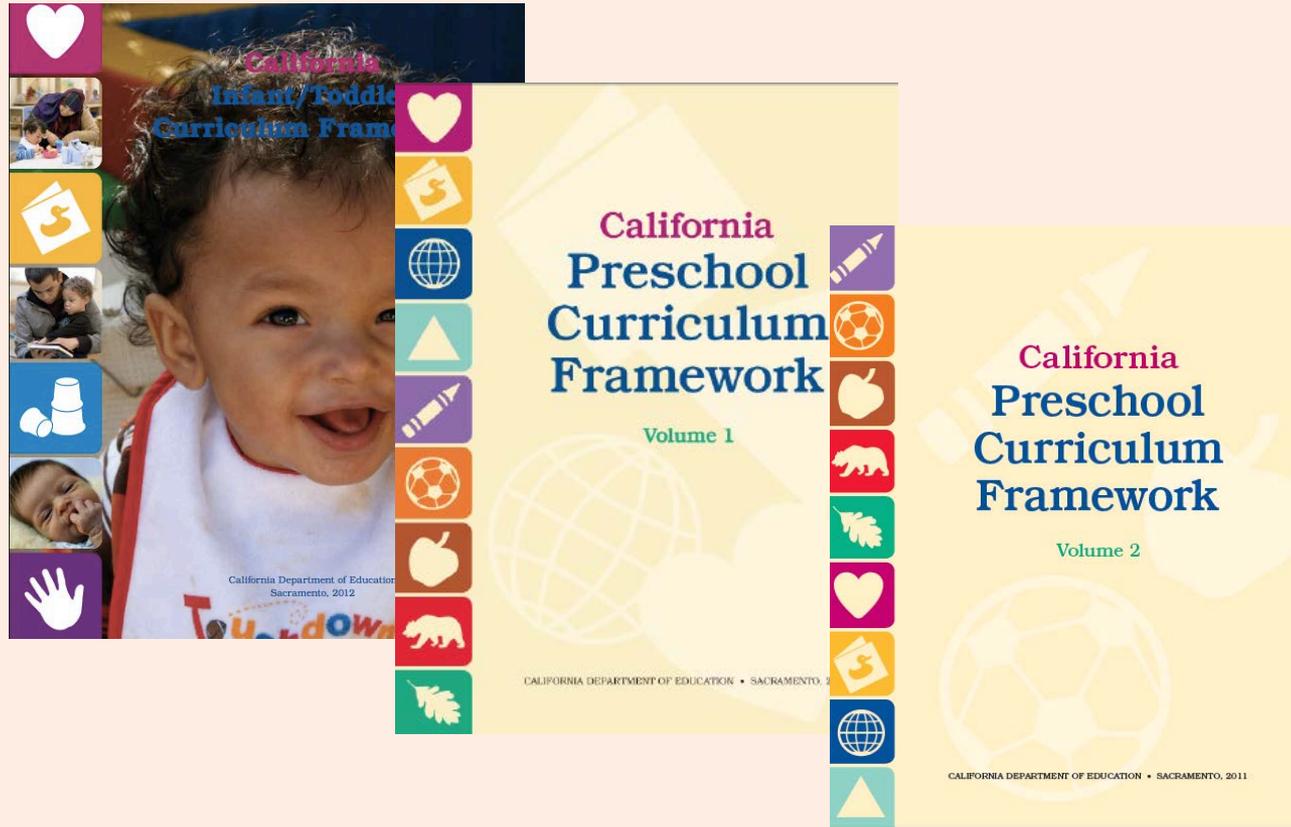


Preschool Learning Foundations (PLF) Volumes 1, 2, and 3 provide additional information about children's development



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# Preschool Curriculum Frameworks - PCF





# Discover Ideas For:

- Environments
- Building on children's play
- Materials
- Teacher-guided learning activities





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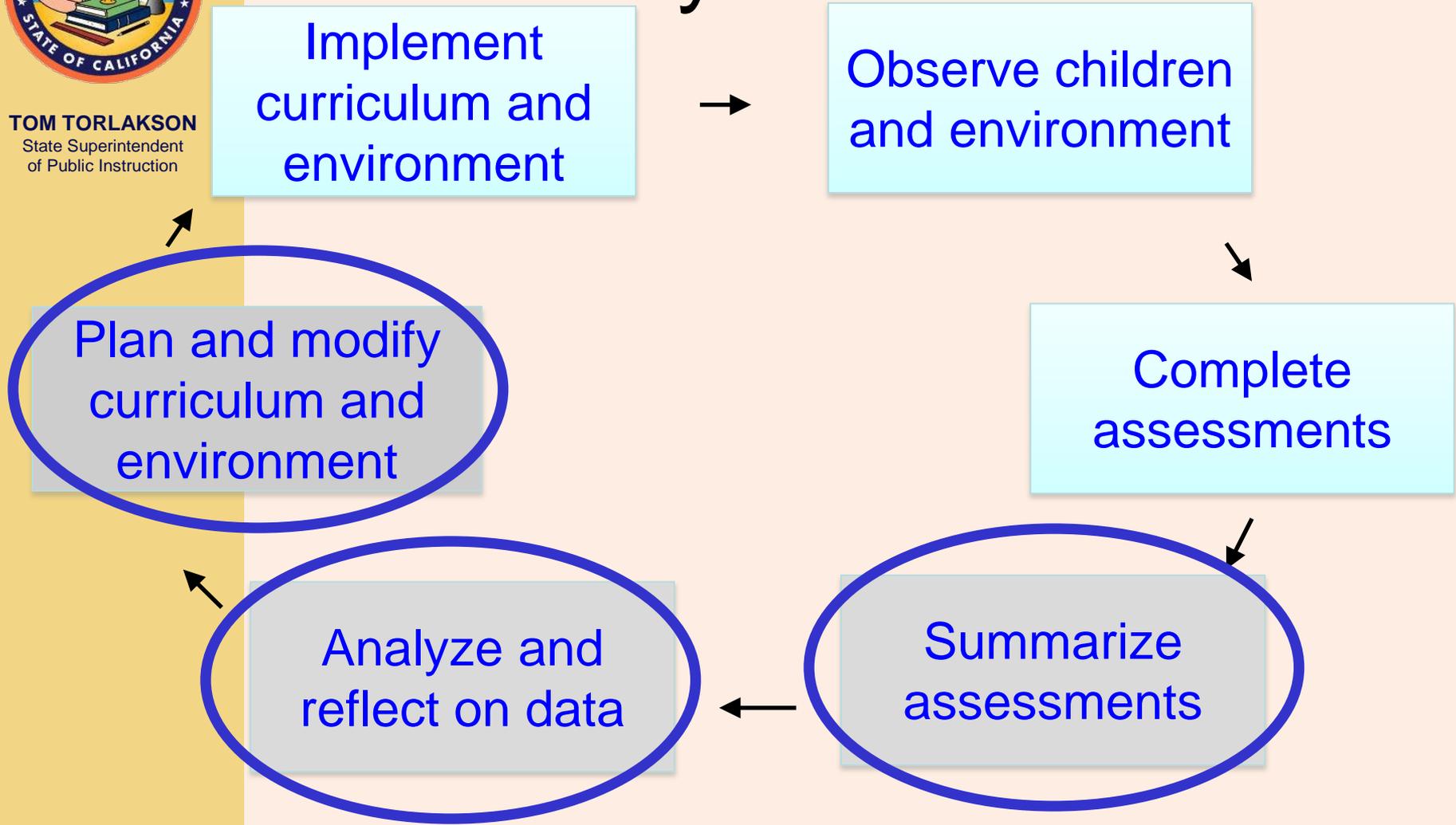
# The Curriculum Framework Strategies

- Developmentally appropriate
- Reflective of thoughtful observation and intentional planning
- Individually and culturally meaningful
- Inclusive of children with disabilities and other special needs

# The Curriculum – Assessment Cycle



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# Action Steps and Activity Plans

- Action steps help teachers create activity plans that are intentional
- Action steps are reflected in the activity plans
- This is an ongoing process that includes planning, reflection and modification
- Activity plans reflect DRDP data



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# Plan/Modify Curriculum and Environment

- DRDP data is summarized; teachers analyze and reflect on the data
- Teachers plan how to address individual, small group, and classroom-level educational goals (key findings), based on data at the domain level
- Action steps identify how the curriculum and environment will change
- Activity plans are implemented throughout the year, with adjustments as the children's development progresses



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# Reflections

- After the six-month assessment period when the DRDPs have been completed, the DRDP ratings are summarized again
- Teachers and providers reflect on the changes and make notes about the progress made



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# DESIRED RESULTS MODEL

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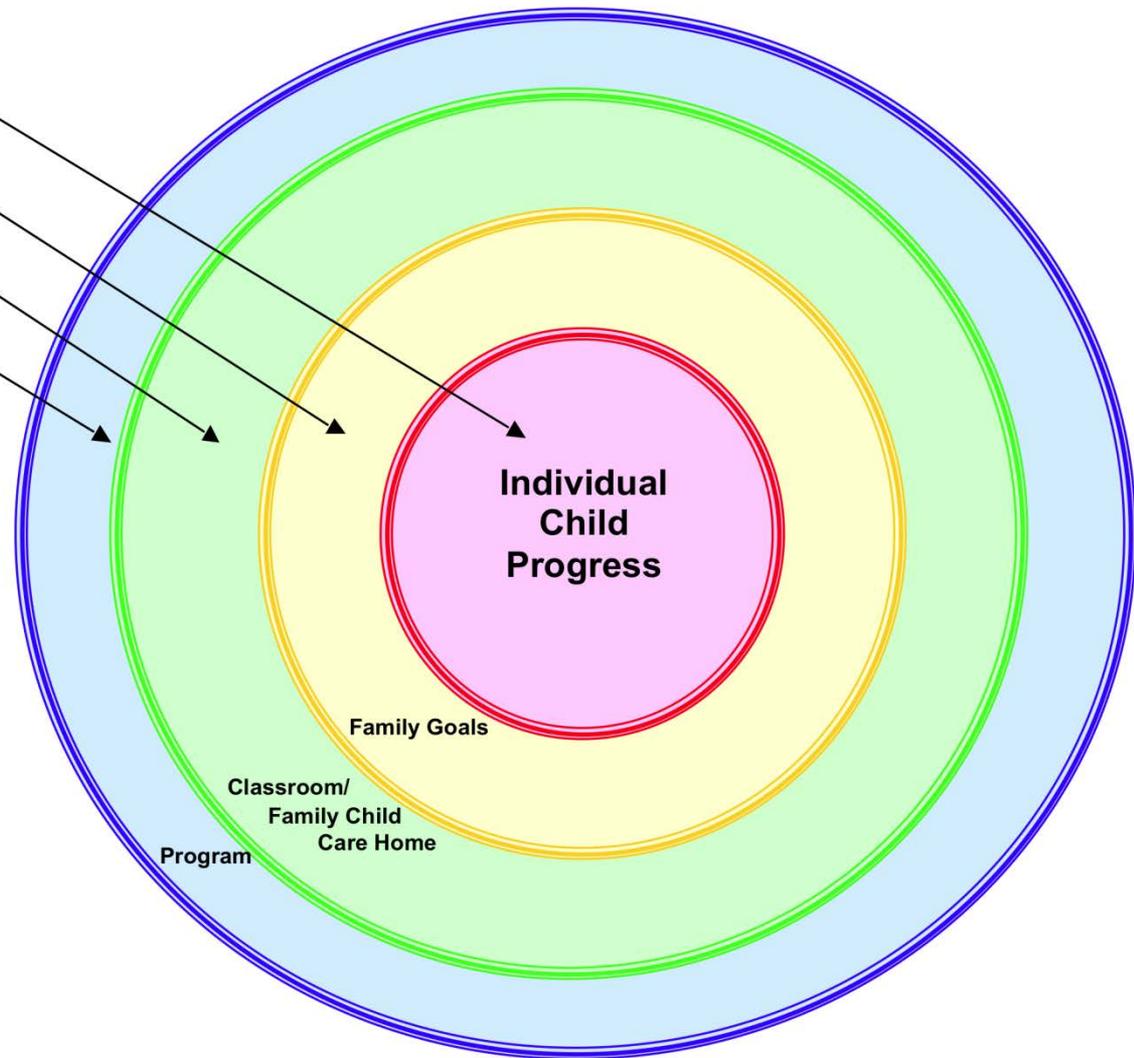
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**The Desired Results System Model**



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# IV-CD 09: Annual Evaluation Plan

- The program has developed and implemented an annual evaluation plan that addresses any areas identified during the self-evaluation as needing improvement.



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# The Program Self-Evaluation (PSE)

- The PSE is intended to focus on the educational content of the Desired Results System – the children’s developmental profiles



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# Combining Data to Create the Big Picture

- After the six-month follow-up assessment period, DRDP data is combined for an overall picture of what is needed at the program-level to support improvement next year



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# Program Level Key Findings

- Look for trends in DRDP data
- Define an educational goal
- At the domain not measure level
- Create action steps



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# Action Steps

- Consider including pedagogical approaches, professional development, curriculum, materials required, staff or program schedules, child-staff interactions, program or classroom use of space, parent education, or community outreach



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# DRDP Summary of Findings Program Action Plan

Key Findings from Developmental Profiles and Educational Goal (What will be accomplished for children?)	Action Steps (Address pedagogical approaches, professional development, curriculum, materials required, staff or program schedules, child-staff interactions, program or classroom use of space, parent education, and/or community outreach)	Expected Completion Date and Persons Responsible
50% of children were at the developing level or below in the MATH domain.	Schedule CPIN lead for math training. Ensure all teachers leave with a plan to incorporate strategies in weekly planning.	8/15/2013 Ms. Roberts
	Inventory classrooms for measuring tools (rulers, tape measures, scales) and purchase as needed.	8/15/2013 Ms. Roberts
75% of children will be at the building level in the MATH domain.	Using Preschool Curriculum Framework, provide training sessions for teachers on the use of math vocabulary (more, less, bigger, smaller, larger, how many) throughout the day. Include open ended questioning strategies.	9/2013 Ms. Gonzalez (attended training last year)
	Provide parent training on math language and how to facilitate mathematical learning in everyday activities	11/15/2013 Ms. Sarah
	Regularly check activity plans for math activities. Monthly complete a ten minute walk through classrooms to observe small group math activities and to listen for use of open ended questions that involve the use of math vocabulary.	Monthly through 6/15/2014 Ms. Roberts

<http://www.cde.ca.gov/sp/cd/ci/documents/eesd3900.doc>



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# Action Step Examples for Language and Literacy

- Program teaching staff will receive an introduction to the PLF for language and literacy, and English-language development
- The PLF training will include the companion Curriculum Framework chapters



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# Examples Continued

- Support English-language learners by engaging them in a range of learning experiences, including encouraging children to play with language, to promote literacy development in their home language and English – specifics?



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# Examples Continued

- Teaching staff will be provided professional development and training on dialogic reading strategies to be implemented during storybook reading
- Program director and site supervisors will supervise and facilitate the ongoing implementation of these strategies



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# Examples Continued

- Parent education will be provided quarterly to encourage book reading to children
- Ensure children with disabilities and other special needs have adequate support to engage in language and literacy activities



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# Examples Continued

- Classroom schedules: Review and ensure ample time for children to explore interest areas enriched with literacy materials, including books in all interest areas
- Classroom schedules: Review and ensure outdoor play time includes language and literacy activities



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# Examples Continued

- An inventory of language and literacy instructional materials, including children's books, will be used to determine areas of need. Reference the related environment rating scale items as a guide
- Schedule community puppeteer to visit each classroom



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# Follow-Up It's a Living Document

- Expected completion dates and key person(s) responsible for each action step are identified
- Periodic review of the actions steps and modifications or changes are recorded



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# Reflections – The Cycle Continues

- Reflect upon each action step submitted in the previous PSE
- Describe the outcome of each action step
- Describe how the action steps were successful
- Describe modifications to the action steps



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# Reflections – CD 3900

California Department of Education  
 Child Development Division

CD 3900  
 March 2013

## Desired Results Program Action Plan – Reflection on Action Steps

+ Contractor Name	
Contract Type, Education Network, and/or Cal-SAFE	Age Group (Infant/Toddler, Preschool, School-Age)
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**Reflection: Review each Program Action Plan (CD 4001A) submitted in the FY 2011–12 Program Self-Evaluation Report. Below, provide a narrative summarizing the outcome of each action step. Record how each action step was successfully accomplished. If there were modifications or revisions to the action steps, reflect on and record the outcome of those changes.**



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# A Simple Summary

At the classroom, site, or program level, ask yourself -

- Where are you now?
- Where are you trying to go?
- How can I get there?



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# Resources

1. California Department of Education,  
Desired Results Reference Materials and  
Forms Website:

<http://www.cde.ca.gov/sp/cd/ci/drdpforms.asp>

2. The Desired Results Training and  
Technical Assistance Project Website



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# Contact Information

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Field Services Consultant Assignments -

<http://www.cde.ca.gov/sp/cd/ci/assignments.asp>