

California Department of Education
Early Education and Support Division
March 2017

**Instructions For
Desired Results Developmental Profile – Summary of Findings
For The Classroom and Family Child Care Home Level**

A critical step toward supporting children's learning and developmental progress is for 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 EESD 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 EESD 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-day assessment period. The Follow-Up section should be completed periodically, with Reflections recorded after the six-month follow-up assessment period to document progress of the Key Finding(s).

➤ **Enter the required contractor information at the top of form EESD 3900.**

- Contractor Legal Name
- Contract Type and/or Family Child Care Home Education Network
- Age Group
- 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)

➤ **Enter Findings from Developmental Profiles**

- Summarize and review the results of the DRDPs after the first 60-day assessment period
- Identify trends or patterns in the childrens' development (key findings) at the domain level based on individual information that has been summarized to create a group summary of data

➤ **Enter Action Steps Implementation.**

- 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:
 - *California Infant/Toddler Curriculum Framework* at <http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf>
 - *California Preschool Curriculum Framework, Volumes 1-2* at <http://www.cde.ca.gov/sp/cd/re/psframework.asp>
 - *Guidelines for Early Learning in Child Care Home Settings* at <http://www.cde.ca.gov/sp/cd/re/documents/elguidelineshome.pdf>

➤ **Enter Expected Completion Date and/or Ongoing Implementation and Persons Responsible.**

- 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

➤ **Enter Follow-Up and Reflection.**

- 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 assessment 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

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**Desired Results Developmental Profile Summary of Findings
Classroom and Family Child Care Home (EESD 3900)**

Contractor Legal Name Davis Joint Unified School District Children's center	
Contract Type and/or FCCHEN CSPP	Age Group (Infant/Toddler, Preschool, School-Age) Preschool
Planning Date May 1 st , 2017	Lead Planner Name and Position Jenna Gonzalez, Program Director
Follow-up Date(s) August 2017	Lead Planner Name and Position Tereadel Sosa-Borges, Teacher

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 classroom goals??	Ask: By when?
37% were above "building later or integrating earlier" in the domain of mathematics.	The teachers are going to incorporate more "math talk" into the everyday classroom at circle time, small group time, and other opportunities that arise with children one on one. They are going to incorporate more small group math lessons and play mathematics games with the children.	Purchasing of some new items. Practicing and talking about our failures and successes in a group setting.	August 2017

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46% were above “building later or integrating earlier” in the domain of Language development.	Teachers discussed the importance of implementing more singing and rhyming with the students during transition times. It is also important to incorporate games that get the children talking and discussing.	Implementation and training on new ways to incorporate language development in the classroom.	August 2017
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