

How to use DRDP Online Reporting Tools to Inform Classroom Practice

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Outcomes


- Learn strategies to connect findings in the DRDP Online reports to classroom level planning for individuals and groups
- Become familiar with Early Learning & Care Division (ELCD) resources:
Preschool Foundations and Framework

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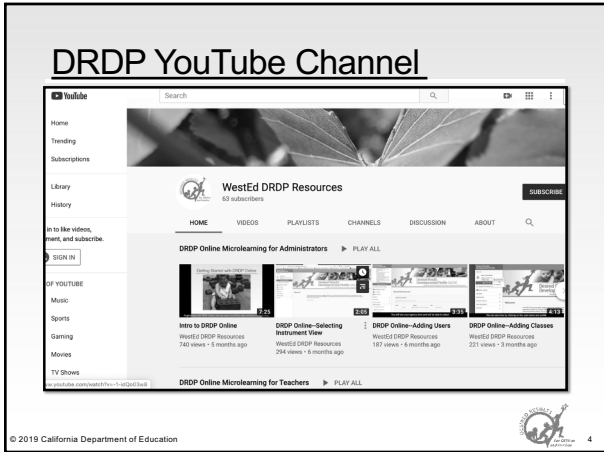
DRDP Online



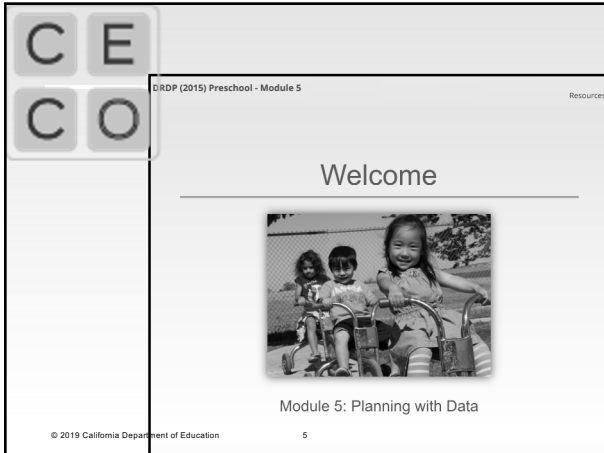
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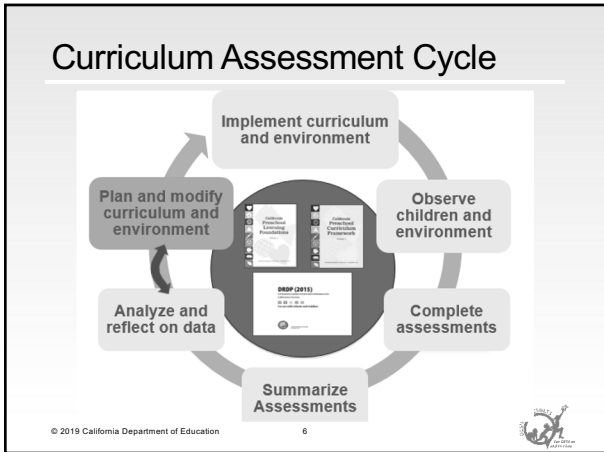
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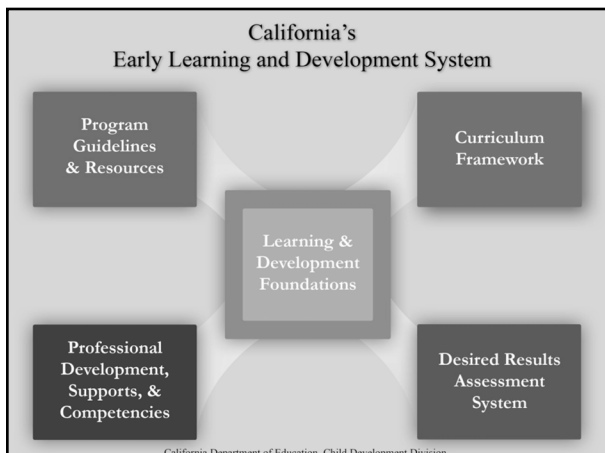
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Purpose of the Foundations

The purpose of the foundations is to promote understanding of children's learning and to guide instructional practice.

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When I know where children are headed...

I can then provide appropriate strategies, activities and interactions that support their learning and development.

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Conditional Measures for Preschool-Age Children

Some measures in the EDCIP Preschool Views are considered conditional measures that are only assessed when certain conditions are met. These measures should be used if they assist teachers and service providers in planning a child's learning activities and supports, and documenting progress.

Conditional measures are used in three instances:

- If a preschool child has not developmentally moved beyond the last level of the four earlier development measures.
- If a language other than English is spoken in the child's home.
- If the child is still working on the health measures (required for all children with EPI).

Please note that the Earlier Development Measures, and the Physical Development and Health measures are required for children with EPI.

Earlier Development Measures	Conditions Under Which to Assess
AE 10.1 Motor Awareness AE 10.2 Self-Care/Orality AE 10.3 Initiative OX 1.01 (Self-Management)	Required for all preschool-age children with EPI. Recommended for a preschool-age child whose development is beyond the latest developmental level of world, select any one or all of these four measures to assess in the Essential view for preschool-age children; measures are not included.
English Language Development Measures ELD 1. Comprehension of English (Language English) ELD 2. Self-Expression in English (Expressive English) ELD 3. Understanding and Response to English (Receptive English) ELD 4. Symbolic Letters and Print Knowledge in English	Conditions Under Which to Assess Used if a language other than English is spoken in the child's home as indicated on the information page Used only with preschool-age children Not used with children who are deaf or hard of hearing and not learning spoken language If not complete any of the measures in the ELD domain ²
Physical Development and Health Measures PE 10.1 Safety PE 10.2 Personal Care Routines: Hygiene PE 10.3 Personal Care Routines: Feeding PE 10.4 Personal Care Routines: Dressing PE 10.5 Resilience	Conditions Under Which to Assess In the Comprehensive view for preschool-age children, PE 10.1, 2, 3, and 4 are conditional In the Fundamental view for preschool-age children, PE 10.1, 2, 3, and 4 are conditional In the Essential view for preschool-age children, measures are included Required for all preschool-age children with EPI. Recommended for preschool children when this information would be used for documenting progress or planning the child's learning activities and supports.

²Guidelines for setting ELD measures for children who are deaf language learners is provided in the section, "Using Dual-Language Learners and the EDCIP 2019" on page 106.

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EDCIP 2019: An Early Childhood Development Continuum – Preschool Comprehensive Views – June 18, 2019 © 2015–2019 California Department of Education – All rights reserved.

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Developmental Levels

Responding (earlier, later)

Basic responses; touch, taste

Exploring (earlier, middle later)

Purposeful exploration

Building (earlier, middle, later)

Understands how something works

Integrating (earlier)

Makes connections and adds information

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Guidance for Teachers

www.desiredresults.us

Child Progress Report Guidance for Teachers

What information is displayed on the Child Progress Report?

What are the features of the Child Progress Report?

Group Report Guidance

What information is displayed on the Group Report?

What are the features of the Group Report?

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Group Report Guidance for DRDP Online Reports

Group Report Guidance

The Group Report provides information on children's knowledge, skills, and behaviors across a range of developmental domains. It is a group-wide summary of children's performance on the California Department of Education's (CDE) California Department of Education (CDE) DRDP (2015) for the assessment period. It is a summary of the group's performance on the DRDP (2015) for the assessment period. It is a summary of the group's performance on the DRDP (2015) for the assessment period. It is a summary of the group's performance on the DRDP (2015) for the assessment period.

What information is displayed on the Group Report?

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Analyzing Data

Use the data provided from DRDP Online© to discover more about your classroom or individual children.

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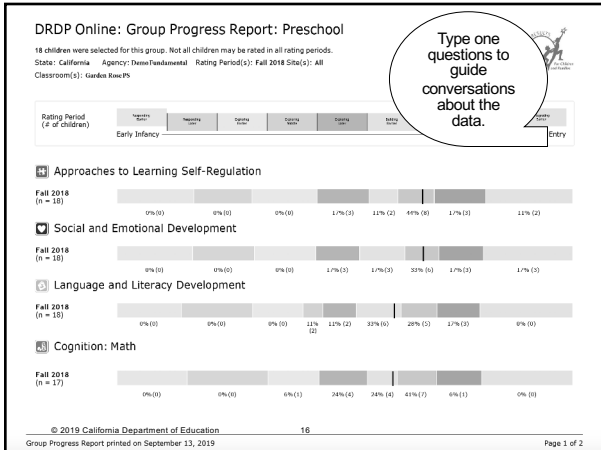
Start Big

Ask Questions

Go Deeper

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24 children were selected for this group using a specific criteria...
 - Class is AM Preschool

Go Deeper

Class Detail Report

Responding Earlier Responding Later Exploring Earlier Exploring Middle Exploring Later Building Earlier Building Middle Building Later Integrating Earlier

Early Infancy Kindergarten Entry

DRDP (2015) - Preschool
 ATL-REG Approaches to Learning-Self-Regulation

	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL-REG1 Attention Maintenance (20 children)			Ts'Leah, Arie, Noorana	Nico, Kaiti, Dongy, Cameron, Rodney, Davion, La'Myah, Darian, Jermey, Aude, Katalayah, Ruamiah	Wahnon, Mo'Nys, Za'Vee, Zaira, Jacob	NA	NA	NA
ATL-REG2 Self-Comforting (21 children)	Rodney	Nico, Ts'Leah, Davion, Arian	Kaiti, KachMon, Dorey Arie, Cameron, Mo'Nys, La'Myah, Darian, Jermey, Noorana, Aude, Katalayah, Ruamiah	Za'Vee, Zaira, Jacob	NA	NA	NA	
ATL-REG3 Initiation (20 children)		Nico, Ts'Leah	Kaiti, KachMon, Arie, Cameron, Mo'Nys, Rodney, Davion, Za'Vee, Jacob, La'Myah, Darian, Noorana, Aude, Katalayah	Dorey, Zaira, Jermey, Ruamiah	NA	NA	NA	

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Intentional Planning

How am I responding to the data?

- Planned learning opportunities
- Child-staff interactions
- Teacher strategies
 - o Collaboration with service provider
- Family engagement
- Use of environment and/or materials, including adaptations

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Use Care in Analyzing DRDP Data

For example, many three-year-olds may appropriately rate at the *Exploring level* or *Building Earlier level* on the **Preschool DRDP**. However, discovering a high number/percentage of four and five-year-olds are at the *Exploring level* or *Building Earlier level* may indicate a more immediate need that requires a plan of action.

Grouping students by age is recommended as best practice in summarizing and analyzing collected DRDP data.

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All Teachers

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



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Check out the Desired Results

www.desiredresults.us



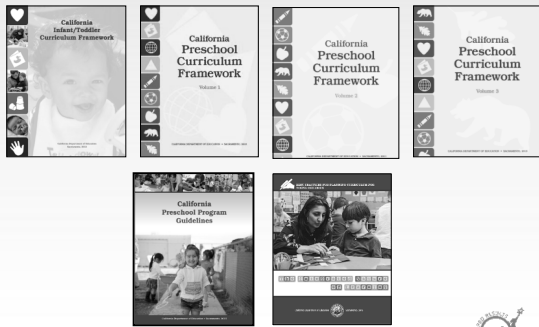
- Resources
- Forms
- Links to additional websites



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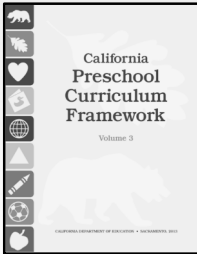
Program Resources



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Preschool Curriculum Framework



- Interactions and strategies for the following:
 - Play spaces
 - Conversations
 - Daily routines
- Each domain has a section on environments and materials.

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Contact Information

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