



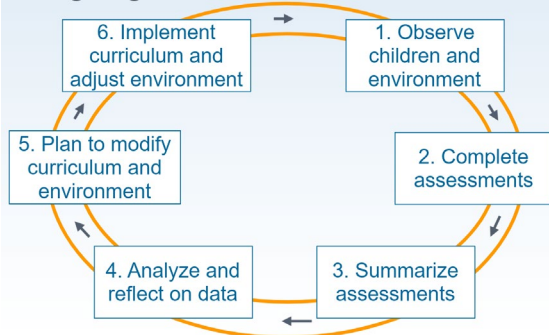
## The Desired Results Developmental Profile (DRDP)

### RESOURCE GUIDE for Head Start & Early Head Start

This guide should be readily available for use by all teaching staff.

DRDP is the system that we use to assess child development and learning. **The data that you collect is VERY important to our program!** The data is used to **measure and prove the effectiveness of our program**, as well as to **identify areas of need** (for the children, teachers, or program). It is important to understand that **assessment is a continuous cycle**. The steps in the assessment cycle are:

The Curriculum-Assessment Cycle Is Ongoing



### **ALL TEACHING STAFF WILL BE INVOLVED WITH THE DRDP CYCLE.**

All teaching staff will be responsible for collecting AND entering documentation. **Assigning preliminary ratings is not yet a feature of DRDP.** Once assessments are completed, each child's progress should be evaluated and plans made for intentional teaching opportunities.

**Intentional teaching** is a must and needs to be reflected on each week's lesson plans. Intentional teaching means using the assessment tool and the Head Start Early Learning Outcomes Framework (ELOF). DRDP and ELOF are to be used by teachers to develop classroom goals, individual goals and lesson plans. Please, do not forget about the more advanced children.

**Intentional teaching** means that you identify where each child is at and set goals (and develop lesson plans) to help each child move forward. To do this you will not only be planning for your current STUDY (all HS) or THEME (EHS only), but also integrating the use of the concepts provided in your Creative Curriculum manuals along with the use of Mighty Minutes, Intentional Teaching Cards and Book Discussion Cards. Be **INTENTIONAL** by being specific...



- Be specific...
  - What types of materials will you add to the environment and which domain(s) will those materials support?
  - To which learning center will you add new materials?
  - What activities will you plan and for which groups of children?
  - When and how often will you add materials or conduct specific activities?

**The DRDP Rating Periods (Checkpoint Dates)** can be found on your Education Timetable, which should be posted in your room. You will have a date range for completing your assessments and then run a report to share with parents.

- Finalization can occur prior to our finalization date range assuming the child is transitioning to another room or is a drop. If it is within the last 2 weeks of the date range, finalization must be completed before removal of child from roster.
- The DRDP Training does discuss a different time frame but we will be adjusting that to fit our specific program.
- All finalization must be done within your scheduled work hours

### **WHEN do I Document?**

Enter documentation **daily or at a minimum, weekly** into DRDP. Use your DRDP Observations Checklist tally sheet to be certain that you are meeting the minimum requirements.

#### **Beginning of the school year:**

- You may start collecting data right away as soon as children are added to your ChildPlus roster.

#### **Children who start more than 3 weeks before the final rating period date:**

- You are expected to collect enough documentation to finalize in ALL required areas, as outlined in the Documentation Requirements section.

**Children who start between 2 and 3 weeks before the final checkpoint date:** You are expected to finalize in two areas:

- HS-**Physical/Health and Cognitive Domains**
- EHS- **Social/Emotional and Physical/Health Domains**
- It is acceptable to mark the other domains as “elect to not rate”.

#### **Children who start less than 2 weeks before the end of a rating period:**

- You are not expected to collect documentation on these children.
- You will start collecting data as soon as the new rating period begins on these children (and all others).

#### **Children who drop/terminate/transfer out of the class:**

- Due to the fact that DRDP is within ChildPlus, there will not be as much of a transfer delay as there may have been with GOLD.
- It will be especially important that if a child is transferring to another classroom (either through transition from EHS to HS or just a room change), that all of the DRDP documentation you have collected is entered right away.

#### **Children who transfer within 2 weeks of a DRDP rating period:**

- The original teacher will be responsible for completion of DRDP and must complete it by the child’s last day due to the need of switching the child to the new ChildPlus roster due to putting in attendance, meals and contacts. If for some reason this does not occur, the original teacher may need to access the child in CP from the receiving teachers ChildPlus account.
- The original teacher will be responsible for printing the Parent Report (previously Family Conference Form) if needed, as well as the completion of the Parent/Teacher Conference.

## DOCUMENTATION REQUIREMENTS

ALL Head Start and Early Head Start classrooms- will be required to add, at a minimum, 2 pieces of documentation/evidence for EACH measure for each child per rating period (Fall, Winter and Spring).

EHS Summer requirements will be the same, except only in the **Social/Emotional and Physical/Health Domains.**

Infant/Toddler

5 Developmental Domains

29 Measures

Preschool Comprehensive View

8 Developmental Domains

56 Measures

Developmental Domain: SED — Social and Emotional Development							Developmental Domain	
SED 4: Relationships and Social Interactions with Peers							Descriptor	
Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers								
Master the latest developmental level the child has mastered:								
Measure	Exploring			Building			Rating	
	Emerging	Earlier	Later	Emerging	Middle	Later	Earlier	Later
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	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	
<b>Definition</b>								
<b>Developmental Levels</b>								
<b>Example</b>								
<ul style="list-style-type: none"> <li>• Cries when hearing the sound of another child crying.</li> <li>• Orients toward other children.</li> <li>• Notices another child nearby.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves excitedly when another child comes near.</li> <li>• Reaches toward another child to gain attention.</li> <li>• Smiles at another child.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects a truck when other children nearby are playing with trucks.</li> <li>• Explores a toy alongside another child who is also exploring.</li> <li>• Reaches for a toy in the water alongside other children at the water table.</li> </ul>	<ul style="list-style-type: none"> <li>• Handles familiar objects to child in the sandbox.</li> <li>• Offers a block to a peer building a tower next to child.</li> <li>• Splashes excitedly with a peer at the water table, continuing back and forth.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in brief episodes of cooperative play with one or two peers, especially those with whom child</li> <li>• Plays chase briefly outside with two peers, and then goes to play alone in sandbox.</li> <li>• Plays cars with a peer for a short while.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds a train track with two friends, taking turns connecting the track pieces.</li> <li>• Laughs and makes funny noises or faces with a friend while singing a song together.</li> <li>• Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates sustained episodes of cooperative play (including pretend play), particularly with friends</li> <li>• Invites friends to build a pretend barn for toy animals and, at clean-up time, asks to save it so they can play with it tomorrow.</li> <li>• Invites friends to continue playing family from the day before.</li> <li>• Offers a new object for a fort that child has built with peers over several days.</li> <li>• Plays restaurant with friends, showing them the signs for food to be ordered.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans how to build a boat with several peers, choosing materials and negotiating tasks.</li> <li>• Plays superheroes with peers, planning different characters and scenarios.</li> <li>• Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.</li> </ul>	
<input type="radio"/> Child is emerging to the next developmental level <input type="radio"/> Unable to rate this measure due to extended absence								
SED 4		Relationships and Social Interactions with Peers					SED 4	
<small>DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Infant/Toddler View – August 1, 2015 © 2013-2015 California Department of Education – All rights reserved Page 9 of 41</small>								

- Read the entire assessment instrument
- Pay special attention to the 4Ds
- Plan how you will gather documentation for all children



**Domains**  
**Definitions**  
**Developmental Levels**  
**Descriptors**

## HOW DO WE GET IT DONE?

- **All** teaching staff needs to be involved. This is not just for the Lead teachers to complete.
- Lead teachers should already have a **plan/system in place** for the **DAILY** collection **and** entry of documentation into DRDP. Use your DRDP Observation Checklist to track your progress.
- **Intentional observations-** As you write your weekly lesson plans, decide which domains and measures to focus on and make sure to include plans for making those observations.
- We **strongly recommend** that you (lead **and** associates) **enter documentation daily or weekly**. Staying current with your data entry, allows you to utilize progress reports mid-rating period and will help make the end of each checkpoint period less stressful.

**Report # 5003, DRDP Observation Counts will show you the number of evidence pieces you have for each measure.**

- Use the “Class Profile” report under the Reports tab to inform and support your planning for small and large group activities as well as for individual children.
- We **strongly suggest** using the **DRDP checklists** (like GOLD On-the-Spot) for each rating period. These checklists allow you to quickly gather documentation. These are samples provided by DRDP but others can be created by you for skills you are focusing on.

Concepts about Print (LLD 7)

Interest in Literacy (LLD 5) (2 options)

Emergent Writing (LLD 10)

Letter and Word Knowledge (LLD9)

Number Sense of Quantity (COG 3)

Shape Group (COG 7)

Gross Locomotive Movement Skills (PD-HLTH 2)

## WRITING QUALITY OBSERVATION/DOCUMENTATION NOTES

Observations are a collection of facts on children’s learning. They are your observations of a child as they play and interact with others. The documentation of the observation must clearly describe or illustrate the child’s behavior/performance and be linked to at least one objective. It should not just describe an activity.

- Documentation may include notes, samples of a child’s work, photos, audio or video clips or checklists.
- Do not think about what the child ought to be doing; observe & record only what he/she is doing and be specific.
- Short, objective (non-judgmental), factual notes about what you see and hear. This requires listening and watching carefully to what a child says and does.
- Document direct quotes, and descriptions of gestures, facial expressions, actions, and creations.
- Do not record your personal thoughts and feelings.
- Avoid red flag words such as: happy, sad, mean, kind, angry, bored, proud, sympathetic, lazy, crabby, cooperative, smart, slow, above average, provoked, helpful, determined, out of control, motivated, etc.
- **Not all children** doing an activity in a group will be demonstrating the skill at the same level. All children may be participating in an activity but would not necessarily be rated at the same level just because of their participation.

- **Focus on INDIVIDUAL and SMALL GROUP observations.**
- **LIMITED large group observations will be accepted. You should individualize the documentation notes.**
- **Limit each documentation piece to a maximum of 5 associated measures.**

**A good piece of evidence can be used for multiple measures if it is:**

- Descriptive
- An authentic “snapshot” of behaviors
- Provides significant details, not labels
- Captures children’s ideas and/or language



**DRDP is different from GOLD** and its use of “Colorbands”. DRDP represents a full continuum instrument to assess all children from early infancy to kindergarten entry including children with Individual Family Service Plans (IFSPs) or Individualized Education Plans (IEPs).

Children exhibit different behaviors within each developmental level

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

If a child is not performing a skill CONSISTENTLY, mark them at the level that they have mastered. Unlike GOLD where we were mindful of not leveling down from the previous checkpoint, in DRDP we will use fresh eyes for each checkpoint.

The GOLD Color Bands/Widely Held Expectations were used to show skills and behaviors that are typical for children of a particular age. In your DRDP binder (hot pink), you will find two similar “tools”:

- The 0-5 Alignment of the DRDP to the Creative Curriculum Objectives is in your binder →
- The Correspondence between DRDP and the ELOF.

**0-5 Alignment of the DRDP 2015 to the Creative Curriculum Objectives for Development & Learning**

Approaches to Learning –Self-Regulation (ALT-REG)			
DRDP 2015 Measures	Creative Curriculum Objectives for Development & Learning (ODL)	Page #	
		EHS Vol 3	HS Vol 5
<b>ATL-REG 1: Attention Maintenance</b> Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials	<b>11.</b> Demonstrates positive approaches to learning <b>a.</b> Attends and engages	64	64
<b>ATL-REG 2: Self-Comforting</b> Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation	<b>1.</b> Regulates own emotions and behaviors <b>c.</b> Takes care of own needs appropriately	6	8
<b>ATL-REG 3: Imitation</b> Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways	<b>11.</b> Demonstrates positive approaches to learning <b>b.</b> Persists <b>c.</b> Solves problems <b>e.</b> Shows flexibility and inventiveness in thinking <b>14.</b> Uses symbols and images to represent something not present <b>b.</b> Engages in sociodramatic play	65-68	64-66
		80	78
<b>ATL-REG 4: Curiosity and Initiative in Learning</b> Child explores the environment in increasingly focused ways to learn about people, things, materials, and events	<b>11.</b> Demonstrates positive approaches to learning <b>b.</b> Persists <b>c.</b> Solves problems <b>d.</b> Shows curiosity and motivation <b>e.</b> Shows flexibility and inventiveness in thinking <b>Head Start Only:</b> <b>24.</b> Using scientific inquiry skills <b>26.</b> Demonstrates knowledge of the physical properties of objectives and materials <b>28.</b> Uses tools and other technology to perform tasks shows understanding that different tools and technology are used in different places for different purposes, e.g., finding information, communicating, and designing demonstrates the appropriate use of various tools and other technology	65-68	64-66
		146	128 132 136

**Correspondence between the DRDP and the HSELOF**

Infant/Toddler

- Birth to 9 months
- 8-18 months
- 16-36 months

Correspondence between the DRDP (2015) and the HSELOF – Infant/Toddler

DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG)				
DRDP (2015) Measure	HSELOF – Infant/Toddler			Measure Corresponds with the Framework in the Following Ways:
<b>ATL-REG 1: Attention Maintenance</b> Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials	Domain: Approaches to Learning Sub-domain: Cognitive Self-Regulation (Executive Functioning) Goal IT-ATL 3. Child maintains focus and sustains attention with support.			<b>Cognitive Self-Regulation (Executive Functioning)—Goal IT-ATL 3</b> Child develops ability to sustain attention toward people, things, or the environment.  <i>For additional correspondence, see ATL-REG 4: Curiosity and Initiative in Learning.</i>
	<i>Birth to 9 months</i>	<i>8–18 months</i>	<i>16–36 months</i>	
	Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus.	Participates in activities and experiences with people, objects, or materials that require attention and common focus.	

## Preschool

- 36-48 months
- 48-60 months

Correspondence between the DRDP (2015) and the HSELOF - Preschool

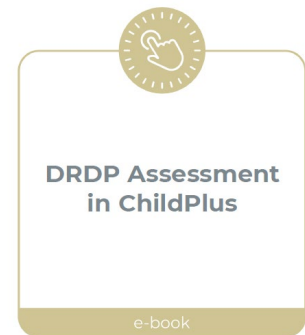
DRDP DOMAIN: APPROACHES TO LEARNING – SELF-REGULATION (ATL-REG)		
DRDP (2015) Measure	HSELOF – Preschool	Measure Corresponds with the Framework in the Following Ways:
<b>ATL-REG 1: Attention Maintenance</b> <b>Definition:</b> Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials	<b>Domain: Approaches to Learning</b> <b>Sub-domain: Cognitive Self-Regulation (Executive Functioning)</b> Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	<i>*This is a conditional measure on the DRDP (2015) Preschool View; see note below.</i> <b>Cognitive Self-Regulation (Executive Functioning) – Goal P-ATL 6</b> Child develops ability to sustain attention for increasing lengths of time.  <i>For additional correspondence, see ATL-REG 6/ATL-REG 3: Engagement and Persistence.</i>
	36–48 months With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	

## Additional Rating Options

- Using **“Emerging”** is **optional** but not necessary to rate.
- **“Unable to rate due to extended absence”** is to be used when a child’s attendance is **40% or below**. This is also another reason why intentional planning is important. If you have a child that has attendance issues, you will want to have a plan for certain activities for when they are present. You must have at least Physical/Health and Cognitive Domains covered. This cannot be used because a teacher “just didn’t collect enough evidence”.
- **“Child is not yet at the earliest developmental level on this measure”** - **must be marked** if the child is not meeting the first descriptor listed for that measure.

## The Parent Report

- The Parent Report will be used for each rating period.
- To generate the Parent Report (or any DRDP reports), please refer to the “DRDP Assessment in ChildPlus e-book”. →
- For each Parent Report, parents and teachers should create 1-2 goals TOGETHER. These should be listed on the Parent Report for them to take home a copy of, and also on your checklist that is sent to your supervisor. The original Parent Report stays in the child’s file.
- Have the parents sign and date the forms with you.



## Resources and Tips

Below is a list of resources and tips to help you meet the DRDP expectations. The options are there to collect data in a way that works best for each individual classroom and individual child. If you are unable to locate any of these, contact your supervisor.

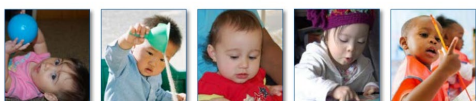
- To enter data, it **MUST** be entered through **Mobile** that is on your Surfaces and PC Desktops. It **is not accessible through your normal ChildPlus portal**. **DO NOT** go to Desired Results.us to do assessments.
- Use the DRDP Assessment Tool in your binder, as a guide. The examples listed are exactly that, **EXAMPLES**, and not intended to be a checklist.



**DRDP (2015)**

An Early Childhood Developmental Continuum

**Infant/Toddler Comprehensive View**



for use with infants and toddlers



**DRDP (2015)**

An Early Childhood Developmental Continuum

**Preschool Comprehensive View**



for use with preschool-age children










- DRDP Observations Checklist- keep it where all staff can record documentations that have been made. The type of checklist may vary between rooms but some sort of checklist/system must be used to keep track.
- DRDP Checklists (see list on page 4)
- A child’s “Portfolio” is an online collection electronic file of documentation/evidence which may include → You do not have to create a hard copy portfolio.
- Mighty Minutes, Book Discussion Cards, Intentional Teaching Cards **MUST** be listed on your lesson plans.
- Use the Head Start Early Learning Outcomes Framework (2015 edition) or the DRDP Assessment Tool to help set your quarterly goals.
- Video Tutorials for Teachers in the ChildPlus Learning Library
- Use The DRDP Tool Kits provided in ChildPlus.

Documentation might include:

- Daily summaries
- Anecdotal records
- Photos
- Videos
- Checklists
- Samples of children’s work



DRDP® Tool Kit		
Resources	Title	Description
	<b>Anecdotal Notes, Photos, Videos, and Attachments</b>	From your favorite mobile device, you can quickly add notes, photos, videos, and attachments all from ChildPlus Mobile! Click here to <a href="#">learn more!</a>
	<b>Portfolio</b>	In ChildPlus Mobile, users have access to their children’s entire assessment portfolio. Easily see all observations for all children for their entire enrollment in one convenient place. <a href="#">Read more here!</a>
	<b>Ratings</b>	Rate DRDP® measures for a child based on their observations using the detailed per-measure rating screen, including full rating level descriptions, and behavior examples to ensure consistent ratings.
	<b>iPads &amp; Tablets</b>	ChildPlus Mobile works on ANY device connected to the internet, including iPads, iPhones, Android tablets and phones, Chromebooks, and more! Learn more about our <a href="#">system requirements</a> here!
	<b>Checklists &amp; Class Lists</b>	To ensure your children are completely developing in all eight domains of the DRDP®, use these checklists as a guide when observing and rating your class. Click here to download the <a href="#">checklists</a> .
	<b>Wall Chart</b>	This printable Wall Chart provides a description for every domain, measure, and rating level. This is a great resource for teachers to print and hang on the wall of their classrooms for a convenient guide to the DRDP®. This chart is available for both <a href="#">Infant/Toddler</a> and <a href="#">Preschool</a> age groups.
	<b>Mini Measures</b>	Mini measures are a pocket-sized resource designed for teachers who need to quickly reference a guide to the developmental levels. These mini measures are available for both the <a href="#">Infant/Toddler</a> and <a href="#">Preschool</a> views of the DRDP®.

DRDP® Tool Kit Page 1

DRDP® Tool Kit		
Resources	Title	Description
	<b>Developmental Continuum</b>	The DRDP® is a developmental continuum from early infancy up to Kindergarten entry. This assessment features <a href="#">Comprehensive</a> and <a href="#">Essential</a> Infant/Toddler views, and <a href="#">Comprehensive</a> , <a href="#">Essential</a> , and <a href="#">Fundamental</a> Preschool views, which are inclusive of all program types. To learn even more about these views, click <a href="#">here</a> . For an easy-to-read chart that displays the definitions of each view, measure, and domain click <a href="#">here</a> .
	<b>DRDP® Terms &amp; Definitions</b>	This <a href="#">printable handout</a> offers definitions of all terms featured in this child assessment. This handout is also available in <a href="#">Spanish</a> .
	<b>Free Online Tutorials</b>	Enjoy many free video tutorials on the DRDP®. This <a href="#">YouTube Channel</a> is filled with helpful tutorials. These tutorials are a great option for busy teachers who would like quick lessons on the DRDP®. Videos are available in both English and Spanish.
	<b>Free Inter-Rater Reliability Certification</b>	You and your staff members can become a certified reliable assessor of the DRDP®. This certification process is offered online at <a href="#">California Early Childhood Online (CECO)</a> and includes intensive training with multiple sample portfolios and practice ratings of the measures. CECO also offers the certification in Spanish. Watch this <a href="#">video tutorial</a> to learn how to access all the trainings CECO offers.
	<b>Free Teacher Training</b>	Teachers can enjoy free training options! Please note, these are scheduled sessions that are offered in various locations, mostly in California. Click here to find more information on free <a href="#">teacher trainings</a> .
	<b>California Learning &amp; Development Foundations</b>	For an in-depth, comprehensive education on strengthening young children’s learning and development, check out the FREE Learning and Development Foundations booklets for both <a href="#">Infant/Toddler</a> and Preschool programs for free. Click here to download <a href="#">Preschool Volume 1</a> , <a href="#">Volume 2</a> , and <a href="#">Volume 3</a> for free. Purchase physical copies <a href="#">here</a> .
	<b>California Curriculum Frameworks</b>	The curriculum framework is a FREE resource designed to provide an overall approach for teachers to support children’s learning through environments and experiments that are developmentally appropriate. Click here to download <a href="#">Infant/Toddler</a> , <a href="#">Preschool Volume 1</a> , <a href="#">Volume 2</a> , and <a href="#">Volume 3</a> for free. Physical copies are also available for purchase <a href="#">here</a> .

DRDP® Tool Kit Page 2

- Make collecting observations work for you.

## 10 Strategies for Naturalistic Observation

**Know the instrument** – Be familiar with the instrument, including the domains and measures being observed.

**Observe naturally** – Observe the child in the context of typical routines and activities, interacting with familiar people, in familiar places, and with familiar materials.

**Observe objectively** – Focus on what the child does. Be as objective and detailed as possible. Avoid using labels, qualitative descriptors, or stereotypic expectations that may bias your observations.

**Observe strategically** – Observe for skills that correspond to the DRDP measures and record your observations. You may be able to gather information on more than one measure during one observation.

**Observe daily or routinely** – When observations are part of the daily routines, children become accustomed to being observed and seeing notes being recorded.

**Observe variety and consistency** – Be aware of a child's overall performance, even when focusing on a single aspect of behavior. Observe the child over time and during different routines and activities.

**Be specific and complete** – Intentionally and purposefully record the specific details of what you actually observe as soon as possible. Details are important and might be easily forgotten.

**Plan ahead** – Plan for observations as part of weekly lesson planning. Plan to observe during activities that do not require your full assistance or plan for someone else to observe and document.

**Allow time** – Allow adequate time for the child to complete any task that he or she is engaged in even if it requires more time than one might expect.

**Use appropriate adaptations** – Ensure that appropriate adaptations as determined by the IFSP or IEP team are in place when observing the child.

- Plan
- Collect
- Reflect
- Rate