



## Promoting Teacher Use of DRDP Data, Preschool Learning Foundations, and Curriculum Framework to Support Children's Learning and Development

Tamarra Osborne

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## Agreements

- Start and end on time
- Silence cell phones
- Take care of personal needs
- Active listening
- Share expertise
- Questions are welcome
- Materials are confidential
- Keep table top materials in training room

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## Outcomes

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

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## Role of the Teacher

The role of the teacher includes making plans to facilitate learning. Written activity plans are based upon teachers knowledge of children, observations of children, and DRDP data.

Plan for small groups and individual children based upon their level of development.



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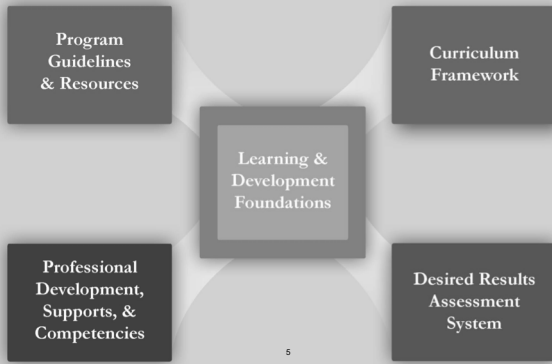
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## California's Early Learning and Development System



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## The Purpose of the Foundations...

is to promote understanding of preschool children's learning and to guide instructional practice.



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LLD: Interest in Literacy

In the column below, document how the skill is different along the age continuum.

8 months	18 months	36 months	48 months	60 months						
[F] At around eight months of age, children explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult. (Scaled score of 10 for 7;16-8;15 mos.; Bayley 2008, 57; Infante National Research Council 1999, 28)	[F] At around 18 months of age, children listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments. Children actively notice print in the environment.	[F] At around 36 months of age, children show appreciation for books and initiate literacy activities: listening, asking questions, or making comments while being read to; looking at books on their own; or making scribble marks on paper and pretending to read what is written. (Schickelstadt and Calabrese 2004, 17)	[F] 5.1 Demonstrate enjoyment of literacy and literacy-related activities.  [F] 5.2 Engage in routines associated with literacy activities.	[F] 5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.  [F] 5.2 Engage in more complex routines associated with literacy activities.						
		<table border="1"> <thead> <tr> <th>Beginning</th> <th>Middle</th> <th>Later</th> </tr> </thead> <tbody> <tr> <td>Read familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.</td> <td>Choose to "read" familiar books written in the home language or in English with increasing independence and, in the home language, talk about the books.</td> <td>Choose to "read" familiar books written in English with increasing independence and talk about the books in English.</td> </tr> </tbody> </table>			Beginning	Middle	Later	Read familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	Choose to "read" familiar books written in the home language or in English with increasing independence and, in the home language, talk about the books.	Choose to "read" familiar books written in English with increasing independence and talk about the books in English.
Beginning	Middle	Later								
Read familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	Choose to "read" familiar books written in the home language or in English with increasing independence and, in the home language, talk about the books.	Choose to "read" familiar books written in English with increasing independence and talk about the books in English.								

○  
Interest in Literacy

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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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Developmental Domain: LLD — Language and Literacy Development

**LLD 5: Interest in Literacy**  
Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
<p>Attends or responds to people or things in book ways</p> <p>Plays with books; Responds to other literacy activities</p> <p>Puts a textured board book.</p> <p>Initiates or responds to an approach by a familiar adult.</p>	<p>Plays with books; Responds to other literacy activities</p> <p>Attempts to turn the page of a board book or a simple finger play book.</p> <p>Looks at pictures in a book for a short time while a familiar adult reads the book.</p> <p>Reaches to turn the page of a board book or a simple finger play book.</p> <p>Looks at books on own briefly, or chooses to join reading, singing, or rhyming activities led by an adult.</p>	<p>Looks at books on own briefly, or chooses to join reading, singing, or rhyming activities led by an adult.</p> <p>Looks at books on own briefly, or chooses to join reading, singing, or rhyming activities led by an adult.</p> <p>Looks at books on own briefly, or chooses to join reading, singing, or rhyming activities led by an adult.</p> <p>Looks at books on own briefly, or chooses to join reading, singing, or rhyming activities led by an adult.</p>	<p>Looks at books on own briefly, or chooses to join reading, singing, or rhyming activities led by an adult.</p> <p>Looks at books on own briefly, or chooses to join reading, singing, or rhyming activities led by an adult.</p> <p>Looks at books on own briefly, or chooses to join reading, singing, or rhyming activities led by an adult.</p> <p>Looks at books on own briefly, or chooses to join reading, singing, or rhyming activities led by an adult.</p>	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</p> <p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</p> <p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</p>	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</p> <p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</p> <p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</p>	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</p> <p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</p> <p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</p>	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</p> <p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</p> <p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.</p>

○ Child is emerging to the next developmental level  
○ Unable to rate this measure due to extended absence

LLD 5 Interest in Literacy LLD 5

### Book Reading

- Turn to page 4 in the DRDP at your table.
- Discuss what this looks like at different levels.
  - Responding
  - Exploring
  - Building
  - Integrating



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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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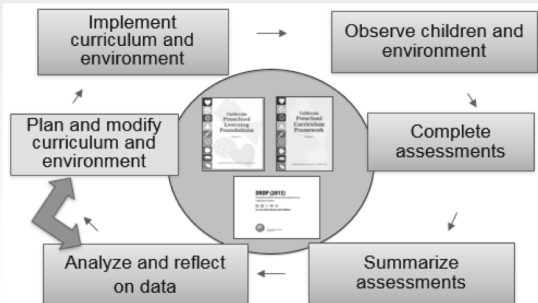
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### The Curriculum Assessment Cycle



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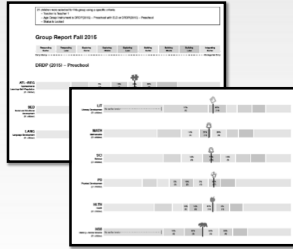
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## Analyzing Data

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



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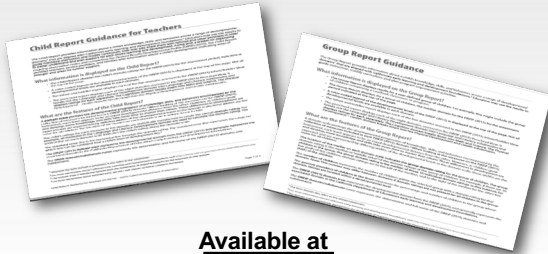
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## Guidance for Teachers



Available at  
[www.desiredresults.us](http://www.desiredresults.us)



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## Child Report Guidance for Teachers



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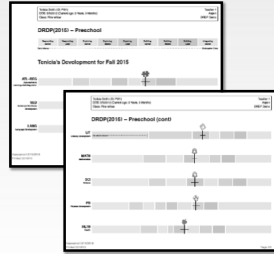
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## All About Tenicia

“...as children grow and develop, some knowledge and skills take more time to master than others”

(Child Report Guidance for Teachers, California Department of Education, 2016)



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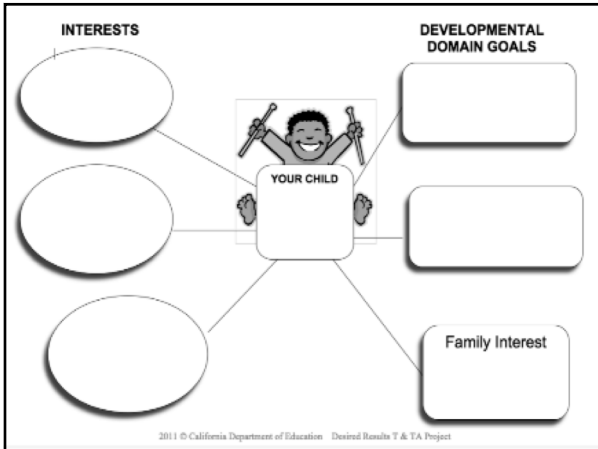
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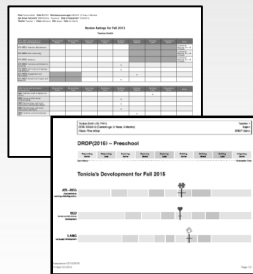
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## Individual Planning

- Review Tenicia's data with a partner.
- Complete Individual Webbing Form for Tenicia.
- Reference the DRDP if needed.
- Plan two activities based on the child's information.



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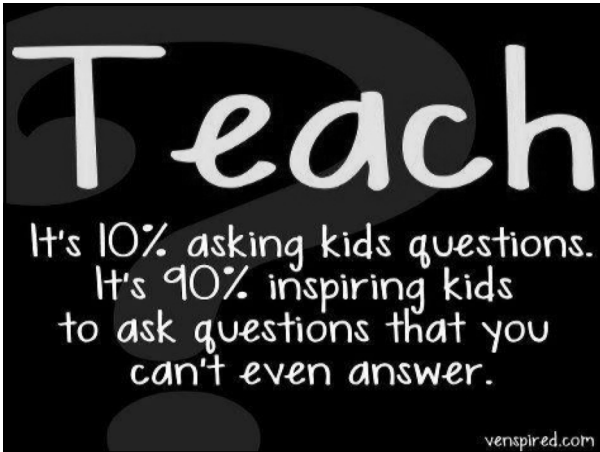
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**Data Literacy**

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“Data literacy is the ability to interpret and use multiple data sources to improve teaching and learning.”

-Nancy Love, *Using Data to Improve Learning for All: A Collaborative Inquiry Approach*

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**Use Care in Analyzing DRDP Data**

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For example, many 3 year olds may appropriately rate for *Exploring* levels or *Building Earlier* level on the **Preschool DRDP**. However, discovering a high number/percentage of 4 and 5 year olds with *Exploring* levels, or the *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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# DRDP Online Group Report Guidance



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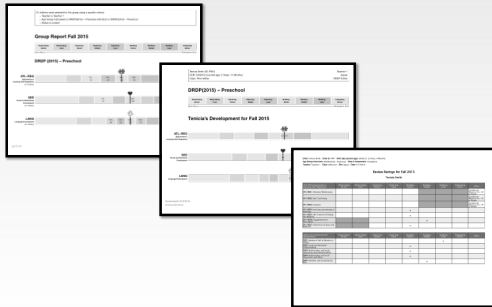
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# Using Data For Classroom Planning



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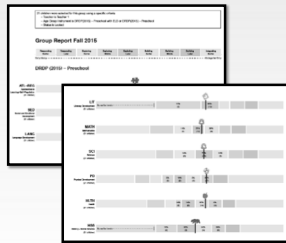
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# Analyzing Group Data

Let's take a look at a classroom data report.



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### Planning Based on Data

- Analyze the data
- Develop the right questions
- Respond to the data results in your curriculum, environment, and classroom strategies

**As a table, write two questions to guide conversation about the data**




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### Questions to Ask About the Data



- What does the data show?
- What areas of strength can be seen?
- What areas need more support?
- What strategies were used?
- Do I need to make changes in the environment?
- What should I do next?




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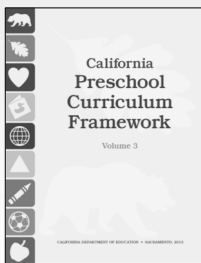
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### Preschool Curriculum Framework



- Interactions and Strategies for:
  - Play spaces
  - Conversations
  - Daily routines
- Each domain has a section on Environments and Materials




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## Framework Handout



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## Plan and Modify the Curriculum and Environment

Plan appropriate opportunities for all developmental levels:

- Environments
- Daily routines
- Learning experiences
- Small group, individual and large group

Planning for Experiences			
Use to determine the content of plans			
Developmental Area	Materials	Language Opportunities	Interaction and Instruction Opportunities

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## DRDP Classroom Summary of Findings

California Department of Education Early Education and Support Division March 2018			
Detailed Results Developmental Profile: Summary of Findings Classroom and Family Child Care Home (EEDS 3900)			
Contractor Legal Name		Age Group (Infant/Toddler, Preschool, School-Age)	
Contract Type and/or FECHEN		Lead Planner Name and Position	
Planning Site		Lead Planner Name and Position	
Follow-up Status		Lead Planner Name and Position	
This form can be completed and is included in a LEPD report.			
Key Findings from Developmental Profile	Action Steps (Including general, specific, individualized and teaching strategies, environmental and material, staff employment)	Expected Completion (Date and/or ongoing, implementation and Program Effectiveness)	Follow-Up and Reflection (Changes made and expected date achieved)
Ask: Developmentally, what do we know about the children currently enrolled in our classroom?	Ask: What goals are we set to meet the needs of the children currently enrolled in our classroom?	Ask: How do we anticipate our classroom quality?	Ask: By when?

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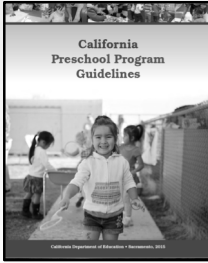
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## Guideline 7



- Assessing Children's
- Development and Learning

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## Support ongoing reflective practice, adult learning, coaching, and mentoring

“Provide regular opportunities for teachers to meet individually with their supervisor to reflect and plan children’s learning experiences”  
 (Guideline 9.6, California Preschool Program Guidelines, p.192).



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## Role of the Administrator

- Understand your program data.
- Support your teachers in understanding the data.
- Determine program goals based upon your data.
- Collaborate with staff and colleagues.
- Integrate learning and development standards into program planning.

(California Preschool Program Guidelines, p. 109)

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## All Teachers...

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



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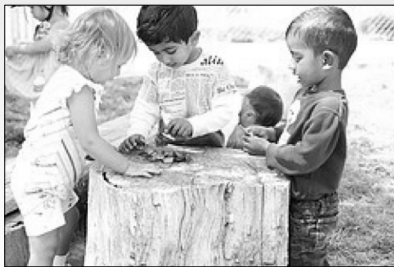
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## Resources



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## Check out the Desired Results

[www.desiredresults.us](http://www.desiredresults.us)



- Resources
- Tools
- Forms
- Samples



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## Program Resources

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## Administrators

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## California Early Childhood Online (CECO)

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### Contact Information

Desired Results Training & Technical Assistance Project  
333 North Lantana Street, Suite #277  
Camarillo, CA 93010  
800-770-6339  
[www.desiredresults.us](http://www.desiredresults.us)  
[drdponline@wested.org](mailto:drdponline@wested.org)



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### Publications

- Morrison, J.L. "Teachers must be data experts" (December, 2008) <http://artofeducating.com/media-publications/>
- Protheroe, Nancy "Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers" (2001)
- California Preschool Program Guidelines
- Early Childhood Curriculum, Assessment and Program Evaluation NAEYC



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### Thank you for your participation!



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