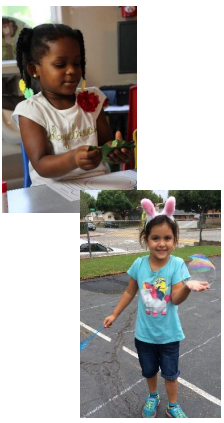

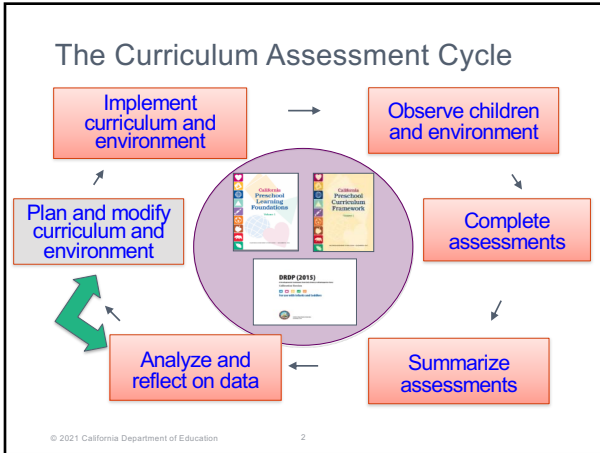


Completing a Classroom Summary of Findings




1


1



2

Start Big. Ask Questions. Go Deeper.

-  Start Big
-  Ask Questions
-  Go Deeper



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Summary of Findings

The Summary of Findings identify the *what*, *how*, *who*, and *when* that will be addressed in each classroom and agency.

This process:

- Assists teachers and families in supporting the child's development
- Provides easier-to-access data for reflection and planning



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Summary of Findings

Desired Results Developmental Profile- Summary of Findings

Connector Logic Name: **Hillary Gray (Psychologist)**

Center-based or Family Childcare Name: **Center Based**

Planning Date: **October 14, 2023**

Lead Planner Name and Position: **Ms. Baker - Lead Teacher**

Follow-up Dates: **November 15, December 15, January 15, and February 15**

Follow-up Lead Planner Name and Position: **Ms. Brown and Ms. Woods (Associate Teachers)**

Key Findings from Developmental Profile

Developmentally, what do we know about the children currently enrolled in our classroom or family childcare home?

42% of the class is at Building Earlier in the COG domain

Actions being (including) planned learning opportunities, interventions and teaching strategies, enrichment and materials, family engagement

What goals can we set to meet the needs of the children currently enrolled in our classroom or family childcare home?

1. Give families handout (at quarterly parent meeting in November) on how to develop children's mathematical reasoning in daily events by asking questions and allowing children to come up with different solutions

2. Teachers will model mathematical language, by thinking out loud when talking with children and describing the child's actions using math concepts in small groups three times a week.

3. Implementing patterning and shape activities in morning circle three times a week.



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When Choosing a Key Finding...

- Look at domain.
- View the California Learning Foundations.
- Think about what the data reflects:
 - Consider all factors of the classroom
 - How old are the children?
 - Are there multilingual learners?
 - Are there children with IEPs?



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Learning Foundations

What Children Know and Are Able to Do

CPIN offers training

CECO modules

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DRDP Online: Group Progress Report: Preschool

18 children were selected for this group. Not all children may be rated in all rating periods.
 State: California Agency: Deane/Elemental Rating Period(s): Fall 2018 Site(s): All
 Classroom(s): Garden Beau PS

Start Big

Rating Period (# of children)

Rating Period	Early Infancy	Infancy	Toddler	Preschool	Kindergarten Entry
Approaches to Learning Self-Regulation (n=18)	0%	0%	0%	17%	11%
Social and Emotional Development (n=18)	0%	0%	0%	17%	17%
Language and Literacy Development (n=18)	0%	0%	0%	11%	11%
Cognition: Math (n=17)	0%	0%	6%	24%	24%

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 Group Progress Report printed on September 13, 2019 Page 1 of 2

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Questions to Ask About the Data

Reflective Questions for Teachers about the Activity Planning Process

- What does my data tell me about my classroom, groups of children and individual children?
 - What are areas of strength?
 - What are the areas that need additional support?
- Do I know where my children should be developmentally at 48 and 60 months?
- Have I looked at the Preschool Curriculum Framework for strategies that will support children's areas of need at the average level?

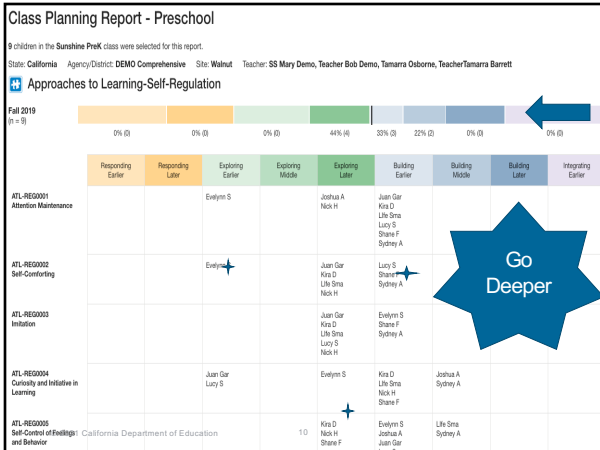
When considering the following questions, consider areas of need as well as areas of strength:

- What changes can I make to my classroom environment to support children's learning and development? Consider what you already know about classroom environments, refer to the ERS or Framework.
- What can I do during the course of the daily routine to support children's learning and development? Consider what you already know and refer to the Framework.
- What can I do in my interactions with children to support their learning and development? Consider when you already know and refer to the Framework.
- What types of teacher-guided activities can I plan that would support children's learning and development during:
 - Large group time (intentionally)
 - Individual or small group time
 - Transitions
 - Outdoor time

Ask Questions

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EED 3900

Desired Results Developmental Profile - Summary of Findings
 Connector Log# Name: **Hillary Gray/Preschool**
 Center-based or Family Childcare Home: **Center Based**
 Planning Date: **October 14, 2022**
 Lead Planner Name and Position: **Ms. Baker - Lead Teacher**
 Follow-up Dates: **November 15, December 15, January 15, and February 15**
 Follow-up Lead Planner Name and Position: **Ms. Brown and Ms. Woods (Associate Teachers)**

Key Findings from Developmental Profile
 Developmentally, what do we know about the children currently enrolled in our classroom or family childcare home?
42% of the class is at Building Earlier in the COG domain
 Actions being initiated/planned learning opportunities, interventions and teaching strategies, environment and materials, family engagement?
 What goals can we set to meet the needs of the children currently enrolled in our classroom or family childcare home?
1. Give families handout (at quarterly parent meeting in November) on how to develop children's mathematical reasoning in daily events by asking questions and allowing children to come up with different solutions
2. Teachers will model mathematical language, by thinking out loud when talking with children and describing the child's actions using math concepts in small groups three times a week.
3. Implementing patterning and shape activities in morning circle three times a week.

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Intentional Planning

How am I responding to the data?

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

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Action Steps Should...

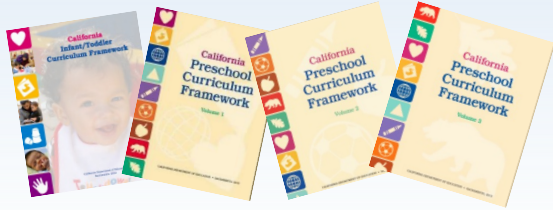
- Identify new approaches
- Reflect the teachers sphere of influence
- Be specific and child centered

Please use the chat box and type in some resources to help with writing action steps.



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Program Resources



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Specific or Not Specific

Teachers will include scientific language during mealtimes, asking children, "What do you predict it will taste like?" or "How many friends do you predict will drink milk?"

SPECIFIC



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Specific or Not Specific (2)

Include more science materials in the science area.

NOT SPECIFIC

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Specific or Not Specific (3)

Attend training on Science domain through CPIN.

NOT SPECIFIC

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Specific Action Steps

Teachers will attend training on Science domain through CPIN and incorporate two new ideas per week into the lesson plan. Teachers will also share new concepts and resources at the staff meeting.

SPECIFIC

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The Developmental Levels

The Developmental Levels
 The number of levels is a measure ratio depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating.

Responding (Earlier, Later)
 Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions to differentiated responses). Children generally engage in look and forth interactions with familiar adults and communicate through nonverbal messages.

Exploring (Earlier, Middle, Later)
 Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.

Building (Earlier, Middle, Later)
 Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how they work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.

Integrating (Earlier)
 Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

Note that the developmental levels for the EL domain differ from the above format as they represent the developmental progression for the acquisition of English as a second language during the early childhood years.

When thinking about supporting your classroom from one level to the next, Intro-4 can provide some insight.



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Specific Action Steps

Please type one action step into the chat box that would support this key finding:

70% of the classroom is at the Exploring Later level in the Science domain.



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All About Young Children

All About Young Children
 Information for Families on Children's Early Development

Select your preferred language:

- English
- Spanish
- French
- Persian
- 中文
- 阿拉伯语



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All About Young Children (continued)

All About Young Children
36個月到48個月
識數能力

All About Young Children
18 months to 36 months
SOCIAL-EMOTIONAL DEVELOPMENT

All About Young Children
De 18 meses a 36 meses
DESARROLLO DE IDIOMAS Y ALFABETIZACIÓN

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Contact Information

Desired Results Training & Technical Assistance Project
 333 North Lantana Street, Suite #277
 Camarillo, CA 93010
 Phone: 800-770-6339
www.desiredresults.us
drdponline@wested.org

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Questions and Answers



Please type your first and last name into the chat box.

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Thank you for your participation!



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