Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum
Key Topic 2: Integrated Planning Using California's Early Learning and Development System

Focus of Unit 5 – Key Topic 2

Students explore a curriculum-planning process that includes using the Desired Results Developmental Profile, the *California Preschool Learning Foundations, Volume 2,* and the *California Preschool Curriculum Framework, Volume 2.* Students are provided with questions to consider as they make curriculum decisions in this planning process.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum-Field Experience

Instructional Methodologies

- Small group work
- Jigsaw reading
- Note-taking outline or guide
- Shared problem solving
- Reflection—individual
- Class discussion

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California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division's California Early Childhood Educator Competencies. The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Professionalism
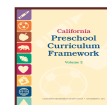
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Key Topic 2: Integrated Planning Using California's Early Learning and Development System

Before You Start

This key topic is designed to help students see how the *California Preschool Curriculum Framework, Volume 2* fits into the planning cycle as defined in Chapter 1. This exercise is limited to the domains in the *California Preschool Curriculum Framework, Volume 2*, although some reflection across other domains is encouraged. There will be an expanded discussion of the planning process across all nine domains upon the release of the *California Preschool Curriculum Framework, Volume 3*.

The active learning in this key topic provides a skeleton discussion and a pattern for using the Desired Results Developmental Profile (DRDP), the preschool learning foundations, and the *California Preschool Curriculum Framework, Volume 2* in the curriculum-planning cycle. The exercise can be used as an introductory experience, or, depending on the experience and education level of students and the course in which it is being used, it can be expanded with more samples and examples. Even as an introduction to using the system and planning cycle for planning, it will most likely require a full three-hour class or session. There are several parts of this key topic that will require time for students to review text and handouts. It is strongly advised that instructors work through this key topic themselves before introducing it to students.

The key topic as written takes students through observation, documentation, discussion, and reflection before introducing the *California Preschool Curriculum Framework, Volume 2* as a resource. This will be review for some students and some classes, but the process will help get students ready to explore how to use the curriculum framework as a resource. The "Active Learning" section takes students through an exploration of DRDP results for an individual child first and then goes on to work with the results for a small group of children. Because a suggested DRDP summary is provided as Handout 2 with the group results, instructors might want to begin with the group results depending on students' comfort with assessment and the DRDP.

Some prior work might be helpful to prepare students for this experience with the curriculum framework in this key topic.

First, Key Topic 3 in Unit 1 of this instructional guide will help students get a firm idea of what is meant by various terms in the curriculum-planning cycle graphic on page 27 of the *California Preschool Curriculum Framework, Volume 2*. That graphic will be central to the exercise that follows, and it might be worth going through that fairly short and straightforward

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exercise in Key Topic 3 before starting the active learning for this key topic. This will give all students the same working definitions and understandings.

Second, the sole key topic for Unit 2 in the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1* can be used to familiarize students with the components of the California Department of Education's Early Learning and Development System. This key topic is available on the Faculty Initiative Project's Web site (http://www.wested.org/facultyinitiative/PCF/index.html - unit2.html).

This system is graphically represented on page 303 of the *California Preschool Curriculum Framework, Volume 1*. Note that the center box is mislabeled in the graphic on page 303 of the 2010 printing. It should read "Learning and Development Foundations." Handout 1, following this key topic, is the corrected version of the graphic.

Several of California Department of Education's early childhood initiatives and publications provide substance for this early learning and development system. Three that are mentioned in the graphic and that are relevant for this key topic are the learning foundations, the curriculum frameworks, and the Desired Results Assessment System. There are several components of the Desired Results Assessment System, but only the Desired Results Developmental Profile (DRDP) will be addressed in this key topic. These three initiatives and publications are brought to bear on the planning process in the following ways:

- The learning foundations are goal-like statements in key areas of learning to guide planning. They describe the kind of learning and development we want to support through intentional curriculum planning.

- The observational assessment (DRDP) provides information regarding how individual children and groups of children are progressing in the different learning and development domains.

- The curriculum framework provides guidance in planning and implementing curriculum that supports children as they progress in their learning and development in each domain.

Keep in mind that these parts of California's system are combined with other resources such as additional documentation and published curricular resources to fill out the curriculum-planning process.

This key topic will not address how to administer or score the DRDP. Extensive DRDP resources for trainers, administrators, teachers, and families are online at http://www.wested.org/desiredresults/training/index.htm. The DRDP is included here as part of California's Early Learning and Development system so that students will experience including it in the planning process.

Students will explore contextual information for the planning process, a pattern for considering California Department of Education initiatives and publications in that process, and ideas and questions for reflection. This exploration of the planning process will not provide students with the right answers to the questions that are offered for consideration

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and reflection; instead students will have an opportunity to practice the planning process with these questions to consider. It is important to do this work in small groups so that students can experience the process of reflecting with their peers and/or families. The groups will be doing concentrated work and might need fairly intensive support and guidance.

There are four handouts included with this key topic. Electronic versions of these handouts will be available when this instructional guide is online at http://www.wested.org/facultyinitiative.

Information Delivery *[camera icon]* Slides 2-4	Discuss California's context for planning, using the components of the California Early Learning and Development System as presented in the corrected version of the graphic on page 303 of the *California Preschool Curriculum Framework, Volume 1*. Handout 1, following this key topic, is the corrected version of the graphic. Several of California Department of Education's early childhood initiatives and publications provide substance for this system. Three that are relevant here are the Desired Results Assessment System, the preschool learning foundations, and the curriculum frameworks. These are brought to bear on the planning process in the following ways: • The learning foundations are goal-like statements in key areas of learning to guide planning. They describe the kind of learning and development we want to support through intentional curriculum planning. • The observational assessment—Desired Results Developmental Profile (DRDP)—provides information regarding how individual children and groups of children are progressing in the different learning and development domains. • The curriculum framework provides guidance in planning and implementing curriculum that supports children as they progress in their learning and development in each domain.
Active Learning *[camera icon]* Slides 5-6	**Getting it started** Organize students into groups of three. In each group, assign one student to each of the three domains in the *California Preschool Curriculum Framework, Volume 2*. Let students know that they are going to look more closely at how to use the curriculum framework as a resource in the planning process. Review the graphic on page 27 of the *California Preschool Curriculum*

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Framework, Volume 2 called "The Reflective Curriculum Planning Process." Remind students that this graphic represents an ongoing, cyclical, evolving process. Teachers are continually observing, documenting, reflecting, discussing, and then planning to make adjustments in environments, materials, interactions, and strategies based on what they observe and document.

The first part of the process is observation and documentation.
Direct students to the sections entitled "Observe, reflect, document" that begin on page 27 of the *California Preschool Curriculum Framework, Volume 2*. Ask each group to find definitions of the terms "observation" and "documentation" and write them on separate sheets of paper so that they can keep them at hand.

Remind students that observation and documentation are processes; they involve more than just products. These two processes help teachers document a picture of the child and get to know the child's story, which they then can reflect on when they are planning curriculum.

Now ask students to find examples in the text of ways to document and ask them to write them on their sheets of paper. Ask them to add any other methods that they have used, seen, or heard of.

> **Online Options**
>
> Students could individually write short papers that include the definitions of the terms "observation" and "documentation" and examples of documentation. They then post their papers and review those of their classmates. After reviewing them, students can revise their own definitions and examples. Upon instructor's recommendation, these revised papers can then be resource tools for students in their work.

Next, ask students to read both vignettes on pages 27–29 and find where the DRDP comes into the process. Point out that the DRDP is used in two ways:

- As the teacher in the vignettes observes the children, she or he recognizes some behavior as evidence of progress for a few children on some DRDP measures.

- Documentation could be used to support a teacher's periodic assessment of a child's progress using the DRDP.

The next part of the process is discussion and reflection.
This step involves looking at documentation, reflecting on it, and discussing it with coworkers. This is an ongoing process, and, periodically in this process, the DRDP is brought in for discussion about what curricular adjustments its results indicate might be made. Remind students that the DRDP is a measurement tool based on samples of

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observable behaviors in each domain. The DRDP is one of many sources for curricular decisions.

Keeping it Going

Slide 7

The following three steps are to guide students in practicing using the DRDP, foundations, and framework in the planning process. If you have sample documentation available from previous work or other sources, it could be used along with the DRDP Rating Record provided here.

Step 1

We do not have specific documentation samples to work from, but let's look at the DRDP and see what we can learn from that.

Slide 8

Sample documentation is available for downloading at http://www.wested.org/desiredresults/training/resource_drdp.htm - pstools, but it is related to scoring the DRDP from documentation and could be used here only to see what documentation would look like that relates to DRDP use. If scored, it will not match the sample DRDP provided here.

Ask the students to remain in their groups and ask them to review the sample DRDP Rating Record of an individual child that is provided as Handout 2 following this key topic. Then they should consider these questions:

- Overall, what do you see about the individual child?

- Where are there strengths that can be enhanced?

- Where are there areas that need specific intentional support to encourage progress?

Online Options

The sample DRDP Rating Record of an individual child and the questions from Step 1 could be posted online for students to review. Students could then respond to the questions in Step 1 online and post their responses for instructor review. Or students could review their classmates' responses and be prepared to discuss them in a class session.

Step 2

Slide 9

Next, direct students to the foundations to explore areas of development that can be supported or strengthened. Make sure they consider all three domains in the *California Preschool Learning Foundations, Volume 2*. Ask students to look specifically for their assigned domain, but make sure that each group then discusses all the domains among themselves.

A look at the foundations is included here to get an idea of what we want this child to learn over time. We are using the foundations here as goal-like statements describing key areas of development where we would like to see children make progress. They help us see where children are on a continuum of development, where they are headed, and how we can support that.

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It is helpful if students have previously explored the foundations, but the Appendix, on pages 103-112 of the *California Preschool Learning Foundations, Volume 2* can help them think through where they might like to see this child make progress.

Point out to students that they will not find exact mapping of the DRDP onto the foundations. Physical development and health are domains in the DRDP, but the measures are not entirely identical to the content of those domains in the foundations. Students should be looking for developmental areas and then the foundations to identify knowledge and skills that curriculum planning should aim to support. This will require thinking across what is represented on the DRDP and how this relates to the foundations in the *California Preschool Curriculum Framework, Volume 2*

Ask students to think about these questions:

- What strands and substrands in each domain will be important for supporting this child's learning and development?

- What might be some later-developing areas that we can intentionally plan to support?

Step 3

Now it is time to use the curriculum framework as a resource to find ways to support development in those designated substrands. It is very important here for students to understand that they will not find specific foundations in the curriculum framework but will see guidance for supporting children's progress within domains, strands, and substrands.

Slide 10

Next, in their groups, direct students to go to the *California Preschool Curriculum Framework, Volume 2* and ask each student to look in his or her previously assigned domain for suggested environments and materials that might be helpful to this child. As they do this, ask them to consider how suggestions from one domain would support development in various other domains of the *California Preschool Curriculum Framework, Volume 2*. For example, how could environments and materials suggested in the visual and performing arts domain support development in the physical development domain as well? Health domain? Encourage this cross-domain thinking as much as possible.

Then, ask students to look for interactions and strategies that might be helpful to this child. Again, as they do this, ask them to consider how suggestions from one domain would support development in another domain. For example, how could interactions and strategies suggested in the physical development domain support development in visual and performing arts? Health? As with the environments and materials, encourage this cross-domain thinking as much as possible.

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Slides 11-14

Taking it further
Repeat this process with the DRDP "Group Data Summary" provided following this key topic as Handout 3. Remind them that, as with the individual child data, the DRDP is reviewed along with other observations and documentation. The DRDP comes into the process only periodically, but we are using it here so we can see how the pieces of the California Early Learning and Development System work together. Handout 4, included with this key topic, provides a possible summary of what these group results suggest. This is intended as a guide for thinking about the results. Students might have some different ideas about what the results suggest. Because of the nature of the DRDP, results might suggest work on domains that are in Volume 1 of the *California Preschool Learning Foundations* and Volume 1 of the *California Preschool Curriculum Framework*. This might be puzzling to students but is a good indication of the way curriculum support can be developed around multiple domains and might elicit some thoughts about how to work across domains. Handout 4, included with this key topic, will take them through the questions that follow, with suggested responses, and prepare students for using the framework as a resource for planning.

As they did in Step 1 for the individual child, have students begin by asking these questions:

- Overall, what do you see about this small cluster of children?

- Where are there strengths that can be enhanced?

- Where are there specific areas that need support to encourage progress?

Then continue the process by looking through the foundations as you did for the individual child, and then go on to the curriculum framework.

Again ask students to work in their groups of three and go to the *California Preschool Curriculum Framework, Volume 2* for suggested environments and materials that might be helpful for this cluster of children and to look across domains wherever possible, as they did with the individual child profile. Then ask students to look for interactions and strategies that might be helpful for this cluster of children and, again, to look across domains as much as possible.

Slides 15-16

Putting it together
Go back to the curriculum-planning cycle graphic on page 27 of the *California Preschool Curriculum Framework, Volume 2* and remind students that this is an ongoing, cyclical, evolving process. Once they have found guidance in the curriculum framework, decisions are made about how to implement these intentional adjustments, and then the cycle begins again.

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Close this exercise by posing these questions:

- What did you learn about how the California Early Learning and Development System works?

- What did you learn about using the *California Preschool Curriculum Framework, Volume 2* as a resource in the curriculum-planning cycle, as illustrated on page 27 of the curriculum framework?

Reflection

Slide 17

The following questions can be addressed as a journaling exercise or as a class discussion:

- What ideas stood out for you today?

- What has been most helpful?

- Where are there still challenges?

- What do you need to do to fill in any gaps in your understanding of the *California Preschool Curriculum Framework, Volume 2* as a resource for curriculum planning?
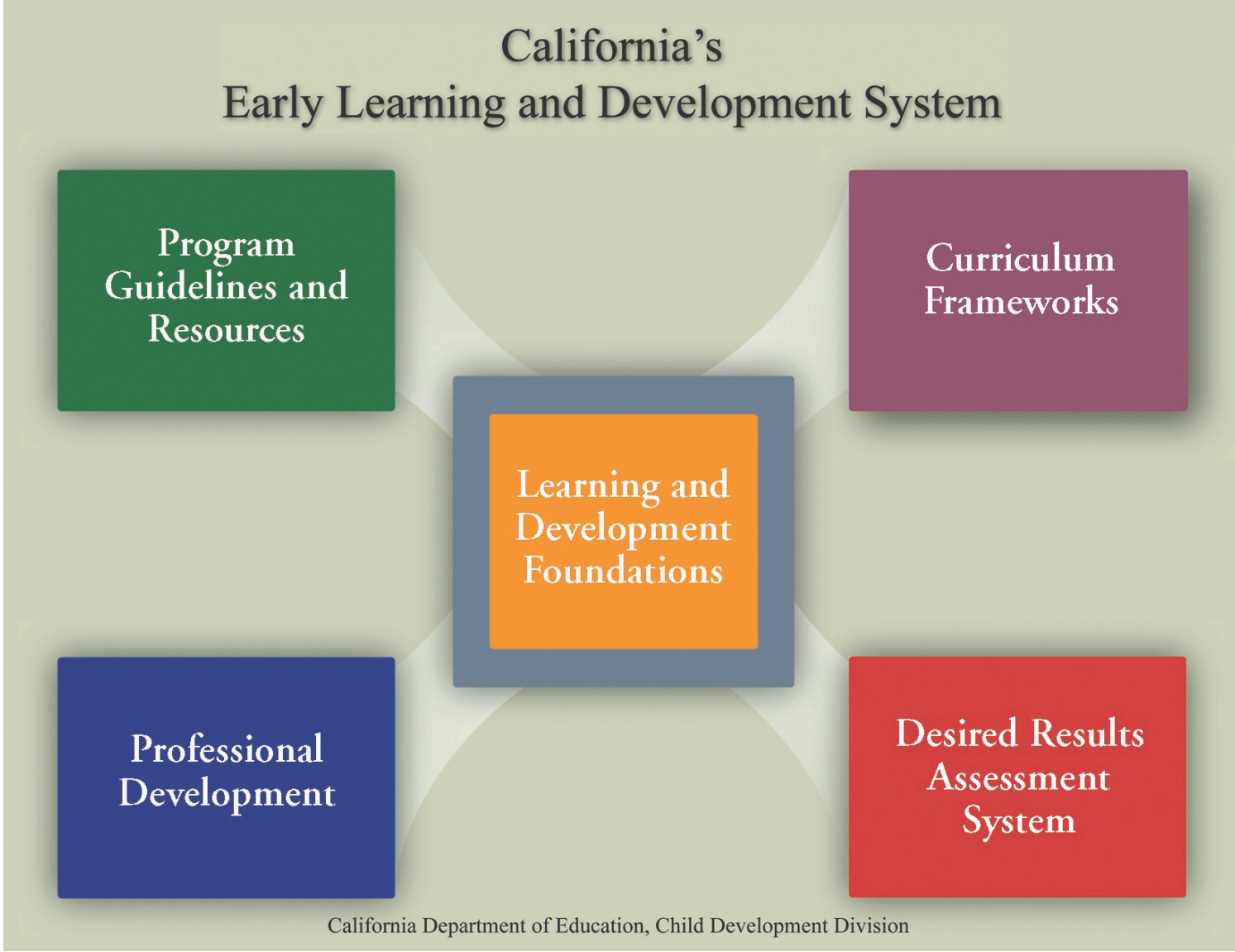
Deeper Understanding

Slides 18-19

This learning experience has asked students to work across documents and across domains. This has been designed to promote curriculum that is integrated across domains. Ask students to review the eight overarching principles that guided the development of the *California Preschool Curriculum Framework, Volume 2*, as well as the rationales for these overarching principles. These begin on page 5 of the curriculum framework. Go through these overarching principles one at a time and ask students to find statements in the rationale paragraphs that tell or suggest how this principle relates to integrated curriculum. As instructors go through the overarching principles, point out to students how foundational these eight overarching principles are to our daily work with young children.

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California's
Early Learning and Development System

Program Guidelines and Resources

Curriculum Frameworks

Learning and Development Foundations

Professional Development

Desired Results Assessment System

California Department of Education, Child Development Division

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Key Topic 2 – Integrated Planning Using the California's Early Learning and Development System
Handout 1 – California's Early Learning and Development System

Desired Results Developmental Profile—Preschool© (2010)
Rating Record

DRDP-PS© (2010)

Date of assessment: _April 4, 2010_ Child: _any child_ Observer: _teacher A_

Classroom: _Blue room_ Site: _Center Street_ Agency: _ABC_

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. ix)

PS Measure	♥ DOMAIN: Self and Social Development (SSD)	Not yet at first level	Exploring	Developing	Building	Integrating	Emerging	Unable to Rate
1	SSD1: Identity of self			X				
2	SSD2: Recognition of own skills and accomplishments				X			
3	SSD3: Expressions of empathy			X				
4	SSD4: Impulse control			X				
5	SSD5: Taking turns		X					
6	SSD6: Awareness of diversity in self and others			X				
7	SSD7: Relationships with adults			X				
8	SSD8: Cooperative play with peers		X					
9	SSD9: Socio-dramatic play				X			
10	SSD10: Friendships with peers			X				
11	SSD11: Conflict negotiation		X					
12	SSD12: Shared use of space and materials		X					

PS Measure	📖 DOMAIN: Language and Literacy Development (LLD)	Not yet at first level	Exploring	Developing	Building	Integrating	Emerging	Unable to Rate
13	LLD1: Comprehension of meaning			X				
14	LLD2: Following increasingly complex instructions			X				
15	LLD3: Expression of self through language				X			
16	LLD4: Language in conversation			X				
17	LLD5: Interest in literacy			X				
18	LLD6: Comprehension of age-appropriate text presented by adults			X				
19	LLD7: Concepts about print			X				
20	LLD8: Phonological awareness			X				
21	LLD9: Letter and word knowledge				X			
22	LLD10: Emergent writing				X			

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Key Topic 2 – Integrated Planning Using the California's Early Learning and Development System
Handout 2 – Integrated Planning Using the Planning Process

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Desired Results Developmental Profile—Preschool© (2010)
Rating Record

DRDP-PS© (2010)

Date of assessment: *April 4, 2010*   Child: *any child*   Observer: *teacher A*

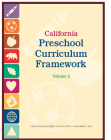Classroom: *Blue Room*   Site: *Center Street*   Agency: *ABC*

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. ix)

PS Measure	DOMAIN: English Language Development (ELD)		English only language spoken in home	Not yet at first level	Exploring	Developing	Building	Integrating	Emerging	Unable to Rate
23	ELD1:	Comprehension of English (receptive English)	X							
24	ELD2:	Self-expression in English (expressive English)	X							
25	ELD3:	Understanding and response to English literacy activities	X							
26	ELD4:	Symbol, letter, and print knowledge in English	X							

PS Measure	Domain: Cognitive Development (COG)		Not yet at first level	Exploring	Developing	Building	Integrating	Emerging	Unable to Rate
27	COG1:	Cause and effect			X				
28	COG2:	Problem solving			X				
29	COG3:	Memory and knowledge				X			
30	COG4:	Curiosity and initiative			X				
31	COG5:	Engagement and persistence			X				

PS Measure	DOMAIN: Mathematical Development (MATH)		Not yet at first level	Exploring	Developing	Building	Integrating	Emerging	Unable to Rate
32	MATH1:	Number sense of quantity and counting				X			
33	MATH2:	Number sense of mathematical operations			X				
34	MATH3:	Classification				X			
35	MATH4:	Measurement							
36	MATH5:	Shapes			X				
37	MATH6:	Patterning			X				

PS Measure	DOMAIN: Physical Development (PD)		Not yet at first level	Exploring	Developing	Building	Integrating	Emerging	Unable to Rate
38	PD1:	Gross motor movement				X			
39	PD2:	Balance				X			
40	PD3:	Fine motor skills			X				

PS Measure	Domain: Health (HLTH)		Not yet at first level	Exploring	Developing	Building	Integrating	Emerging	Unable to Rate
41	HLTH1:	Personal care routines				X			
42	HLTH2:	Healthy lifestyle			X				
43	HLTH3:	Personal safety			X				

DESIRED RESULTS
For Children and Families

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DRDP-PS© (2010) Group Data Summary

Overview Chart

Three Years To Kindergarten

Number of children listed on previous page:	6
Number of children who have ELD ratings:	2

	Not Yet at First Level	Exploring	Developing	Building	Integrating	Total level percents
Domain: SSD – Self and social development						
Percent of ratings at each level for the 13 measures in the SSD domain (including DR4 measures 41 thru 43)	*0%*	*1%*	*26%*	*45%*	*19%*	*91%*
Numbers rated for each measure						
Measure 1 – Identity of self	0	0	1	4	1	
Measure 2 – Recognition of own skills and accomplishments	0	0	3	3	0	
Measure 3 – Expressions of empathy	0		0	3	3	
Measure 4 – Impulse Control	0	0	0	3	3	
Measure 5 – Taking Turns	0	0	1	3	2	
Measure 6 – Awareness of Diversity in self and others	0	0	0	2	4	
Measure 7 – Relationships with adults	0	0	3	3	0	
Measure 8 – Cooperation play with peers	0	0	3	3	0	
Measure 9 – Socio-dramatic play	0	0	2	4	0	
Measure 10 – Friendships with peers	0	1	4	1	0	
Measure 11 – Conflict negotiation	0	0	1	4	1	
Measure 12 – Shared use of space and materials	0	0	1	3	2	
Domain: LLD - Language and literacy development						
Percent of ratings at each level for the 10 measures in the LLD domain	*0%*	*5%*	*52%*	*43%*	*0%*	*100%*
Numbers rated for each measure						
Measure 13 – Comprehension of meaning	0	0	3	3	0	
Measure 14 – Following increasingly complex instructions	0	0	0	6	0	
Measure 15 – Expression of self through language	0	0	2	4	0	
Measure 16 – Language in conversation	0	0	2	4	0	
Measure 17 - Interest in literacy	0	0	5	1	0	
Measure 18 – Comprehension of age-appropriate text, presented by adults	0	0	5	1	0	
Measure 19 – Concepts about print	0	0	2	4		
Measure 20 – Phonological awareness	0	1	4	1	0	
Measure 21 – Letter and word knowledge	0	1	4	1	0	
Measure 22 – Emergent writing	0	1	4	1	0	

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Key Topic 2 – Integrated Planning Using the California's Early Learning and Development System
Handout 3 – Integrated Planning Using the Planning Process

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DRDP-PS© (2010) Group Data Summary

Overview Chart

Three Years To Kindergarten

	Number of children listed on previous page:	6
	Number of children who have ELD ratings:	2

	Not Yet at First Level	Exploring	Developing	Building	Integrating	Total level percents
Domain: ELD - English language development						
Percent of ratings at each level for the 4 measures in the ELD domain -- Only for children whose home language is other than English	*0%*	*38%*	*63%*	*0%*	*0%*	**100%**
	Numbers rated for each measure					
Measure 23 – Comprehension of English (Receptive English)	0	1	1	0	0	
Measure 24 – Self expression in English (Expressive English)	0	0	2	0	0	
Measure 25 – Understanding and response to English literacy activities	0	2	0	0	0	
Measure 26 – Symbol, letter, and print knowledge in English	0	0	2	0	0	
Domain: COG - Cognitive Development						
Percent of ratings at each level for the 7 measures in the COG domain	*0%*	*3%*	*24%*	*66%*	*7%*	**100%**
Measure 27 - Cause and effect	0	0	1	4	1	
Measure 28 – Problem solving	0	0	1	5	0	
Measure 29 – Memory and knowledge	0		1	5	0	
Measure 30 – Curiosity and initiative	0	1	3	1	0	
Measure 31 – Engagement and persistence	0	0	1	4	1	
Domain: MATH - Mathmatics Development						
Percent of ratings at each level for the 6 measures in the MATH domain	*0%*	*11%*	*41%*	*49%*	*0%*	**100%**
Measure 32 – Number sense of quantity and counting	0	0	3	4	0	
Measure 33 – Number sense of mathematical operations	0	3	3	0	0	
Measure 34 – Classification	0	0	1	5	0	
Measure 35 – Measurement	0	1	3	2	0	
Measure 36 – Shapes	0	0	2	4	0	
Measure 37 – Patterning	0	0	3	3	0	
Domain: MPD - Motor and perceptual development						
Percent of ratings at each level for the 3 measures in the MPD domain	*0%*	*0%*	*17%*	*72%*	*11%*	**100%**
Measure 38 – Gross motor movement	0	0	0	5	1	
Measure 39 – Balance	0	0	2	4	0	
Measure 40 – Fine motor skills	0	0	1	4	1	
Domain: Included above as part of the SSD domain						
Percent of ratings at each level for the 2 Saftey and Heath measures separately	*0%*	*0%*	*17%*	*83%*	*0%*	**100%**
Measure 41 – Personal care routines	0	0	0	6	0	
Measure 42 – Healthy lifestyle	0	0	0	6	0	
Measure 43 – Personal safety	0	0	3	3	0	

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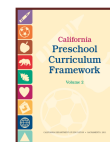
Sample Interpretation of DRDP Results for Completed Group Summary Data Form

First, note that this is a group summary for six children, two of whom have ratings in the English-language development domain. This means that there are two children in this cluster whose home language is other than English; they are young dual language learners.

All scores are aggregated here. That means this is about intentionally considering and planning what can be done to support these six children as a group. There might need to be further intentional planning for any individual child in this group.

The following questions will guide your conversation and reflection on the group summary. In your small group or pair, go through the questions in sequence. Each question is followed by a possible interpretation of the DRDP results. Think about whether or not you agree, disagree, or have additional ideas or comments and be prepared to discuss your decisions and ideas.

Then, consider the questions for curriculum planning across domains and also be prepared to discuss your responses.

1. *Overall, what do you see about this small cluster of children?*
   Suggested interpretation: This is a group who seem to be mostly at the "Building level," except in the domain of language and literacy development, where they spread between "Developing" and "Building." The two children who are young dual language learners are at "Exploring" and "Developing" levels in their English-language development. There is a range of strengths that can be further supported, and there are some specific areas that can be targeted for support to facilitate progress.

2. *Where are there strengths that can be enhanced?*
   Suggested interpretation: These six children appear to have good self-identity and awareness of diversity, which might be related. There is also evidence of strength in social-emotional development related to sharing, taking turns, and conflict negotiation. Possibly social-emotional development is emphasized in this program already and might only need to be a continued emphasis. There also might be opportunities to include these strengths in work in other areas, such as health, physical development, or visual and performing arts.

   Motor and perceptual development also appears to be strong, as well as memory and problem solving in cognitive development, along with quantity and counting, shapes, and classification in mathematics. Again, these might be emphases of this program and might need only to be a continued emphasis.

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Handout 4 – Sample Interpretation of DRDP Results for Completed Group Summary Data Form

3. ***Where are there specific areas that need support to encourage progress?***
   Suggested interpretation: In social-emotional development, there appears to be a need to encourage friendships. In language and literacy development, there appears to be a need to encourage comprehension, interest in literacy (including response to English literacy), phonological awareness, letter and word knowledge, and emergent writing. In the mathematics domain, there appears to be a need to support number sense of mathematical operations. Personal safety also appears to merit some special attention.

   The strongest supports appear to be needed in language and literacy. With two children in this cluster who are young dual language learners, there will be a need to look at additional support related to their English-language development as all are supported in making progress in language and literacy.

Implications For Curriculum Planning
As you reflect on these results and use the *California Preschool Curriculum Framework, Volume 2* as a resource for integrating curriculum planning across domains, consider these further questions for integrated curriculum planning:

1. How will young dual language learners need to be intentionally supported in developing habits of personal safety?

2. How can number sense and mathematical operations be integrated into curriculum related to the visual and performing arts?

3. How can the strengths in motor and perceptual development be used to support the development of friendships?

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