TeachingStrategies®

Teaching Strategies GOLD®

Birth *Through* Kindergarten

Touring Guide

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Welcome to

Teaching Strategies GOLD®

Dear Colleagues:

It is with great pleasure that we introduce *Teaching Strategies GOLD*, an exciting resource that supports effective teaching and children's development and learning. *Teaching Strategies GOLD* was created so that teachers finally have an ongoing assessment tool that is user-friendly and inclusive of all children—one that enables teachers to increase the accuracy of their assessments while having more time to interact with children. This Touring Guide gives you an inside look at our comprehensive assessment system.

Teaching Strategies GOLD is a seamless system for assessing children from birth through kindergarten. Extensive field tests have shown it to be both valid and reliable. Available online and in print, the system can be used with any developmentally appropriate early childhood curriculum. Grounded in 38 research-based objectives that include predictors of school success and are aligned with the *Common Core State Standards,* state early learning guidelines, and the *Head Start Child Development and Early Learning Framework*, *Teaching Strategies GOLD* truly helps teachers focus on what matters most for school readiness. It can be used to support all types of learners, including children with special needs and children with advanced knowledge and skills. Because *Teaching Strategies GOLD* is a fully bilingual tool, it offers teachers support for assessing the dual-language learners of English and Spanish in their classrooms.

Authentic, ongoing observational assessment is critical to planning appropriate learning experiences and helping children thrive. We think you'll agree that this comprehensive system will help you meet the strengths, needs, and interests of every child in your class. Enjoy the tour!

Diane Trister Dodge
Founder and President

Kai-leé Berke
Vice President, Curriculum and Assessment

Exciting. Innovative. Comprehensive.
For use with *any* developmentally
appropriate curriculum.

What Is *Teaching Strategies GOLD*®?

Teaching Strategies GOLD is an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of every day experiences, which is an effective way to learn what they know and can do. *Teaching Strategies GOLD* is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards. The objectives are aligned with the *Common Core State Standards*, state early learning guidelines, and the *Head Start Child Development and Early Learning Framework*. These objectives are at the heart of the system; teachers use them to focus their observations as they gather information to make classroom decisions.

Why Ongoing Assessment? Developmentally appropriate, ongoing, observation-based assessment occurs when teachers are observing children during regular, everyday activities on a continuous basis throughout the year. Unlike formal or standardized assessments, which offer a narrow picture of a child's ability at a given moment, ongoing assessments offer a broad, more meaningful picture of development.

Ongoing Assessment Is

- Happening during regular, everyday activities
- Implemented on a continuous basis throughout the year
- Helping teachers meet children where they are
- Helping children meet challenging and achievable learning goals
- A broader and more meaningful picture of development

Ongoing Assessment Is Not

- Formal or standardized
- A narrow picture of a child's ability at a given moment
- A one-dimensional measure of ability
- Performed outside of everyday activities
- A screening tool

What Are the *Teaching Strategies GOLD*® Objectives for Development & Learning?

The 38 objectives at the heart of *Teaching Strategies GOLD* guide teachers through the assessment cycle, helping them to link observable behavior to essential early learning requirements and predict likely next steps in every area of development and learning. The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide teachers' thinking about various aspects of a given objective and help clarify the behavior it addresses.

SOCIAL–EMOTIONAL
1. Regulates own emotions and behaviors
a. Manages feelings
b. Follows limits and expectations
c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
a. Forms relationships with adults
b. Responds to emotional cues
c. Interacts with peers
d. Makes friends
3. Participates cooperatively and constructively in group situations
a. Balances needs and rights of self and others
b. Solves social problems
PHYSICAL
4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
a. Uses fingers and hands
b. Uses writing and drawing tools

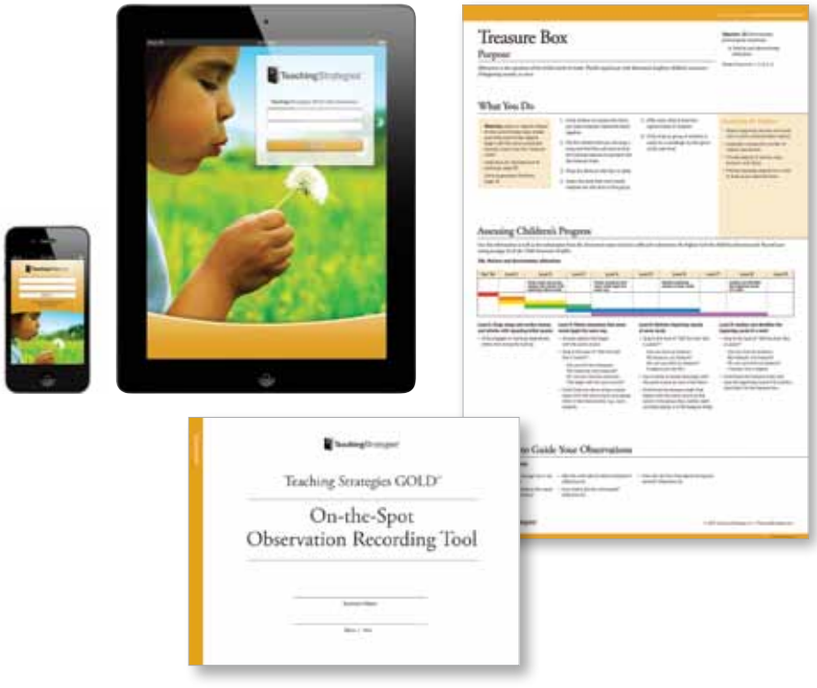
LANGUAGE
8. Listens to and understands increasingly complex language
a. Comprehends language
b. Follows directions
9. Uses language to express thoughts and needs
a. Uses an expanding expressive vocabulary
b. Speaks clearly
c. Uses conventional grammar
d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
a. Engages in conversations
b. Uses social rules of language
COGNITIVE
11. Demonstrates positive approaches to learning
a. Attends and engages
b. Persists
c. Solves problems
d. Shows curiosity and motivation
e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
a. Recognizes and recalls
b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
a. Thinks symbolically
b. Engages in sociodramatic play

LITERACY
15. Demonstrates phonological awareness
a. Notices and discriminates rhyme
b. Notices and discriminates alliteration
c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
a. Identifies and names letters
b. Uses letter–sound knowledge
17. Demonstrates knowledge of print and its uses
a. Uses and appreciates books
b. Uses print concepts
18. Comprehends and responds to books and other texts
a. Interacts during read-alouds and book conversations
b. Uses emergent reading skills
c. Retells stories
19. Demonstrates emergent writing skills
a. Writes name
b. Writes to convey meaning
MATHEMATICS
20. Uses number concepts and operations
a. Counts
b. Quantifies
c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
a. Understands spatial relationships
b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

SCIENCE AND TECHNOLOGY
24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks
SOCIAL STUDIES
29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge
THE ARTS
33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language
ENGLISH LANGUAGE ACQUISITION
37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

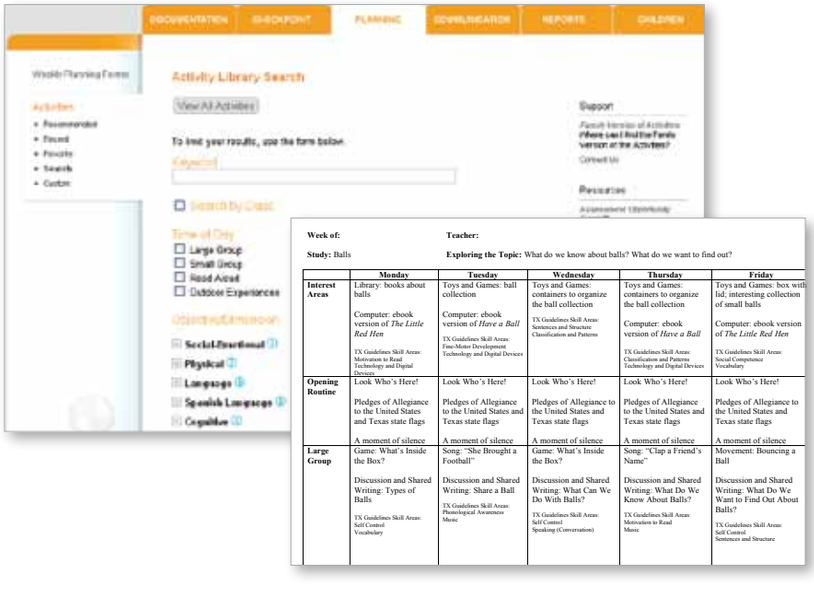
How Does *Teaching Strategies GOLD*® Work?

Teaching Strategies GOLD helps teachers create a developmental profile of each child to answer the questions, "What does this child know? What is he or she able to do?" It supports teachers through every step of the ongoing assessment cycle, helping teachers understand what to focus on, why it's important, how to gather and interpret assessment information, and how to use that information to plan meaningful learning experiences.



Observe and Collect Facts

Teaching Strategies GOLD offers easy-to-use tools to help teachers focus their observations on children, document facts, and organize the information. Our brand-new Documentation app offers a fast, flexible, simple way to streamline the assessment process and capture and send documentation to *Teaching Strategies GOLD*. Optional tools like *Assessment Opportunity Cards*™ and the *On-the-Spot Observation Recording Tool* help teachers streamline their documentation. Electronic portfolios offer a generous amount of storage, allowing teachers to upload, organize, and securely store photos, videos, and samples of children's work.

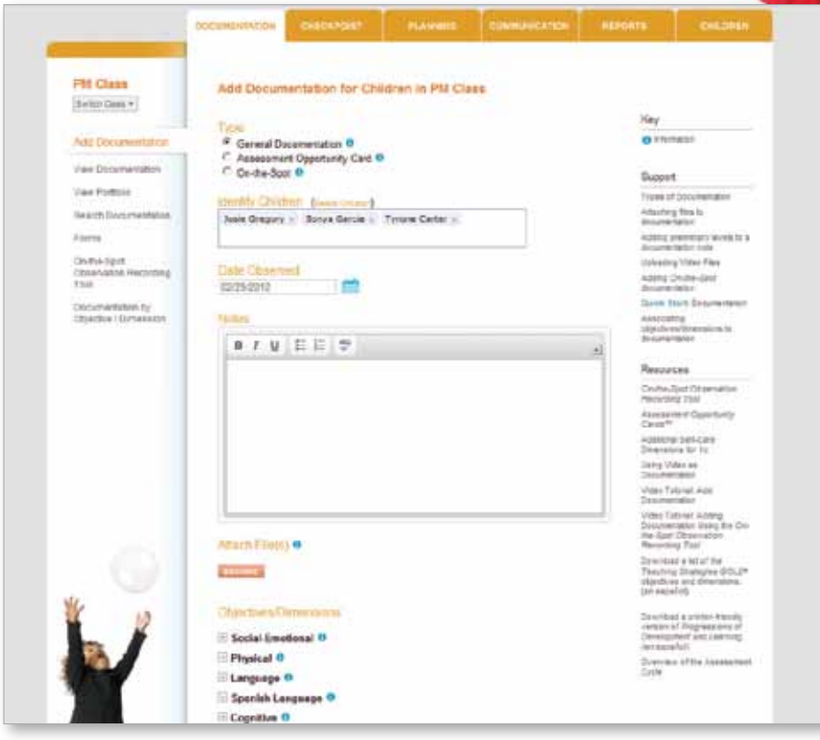


Summarize, Plan, and Communicate

Reports, the activity library, and weekly planning forms are just a few of the tools that help teachers summarize, plan, and share information with families, administrators, and other stakeholders. Teachers have everything they need to discuss each child's development and learning with others and to make informed decisions about the best ways to support each child's development.

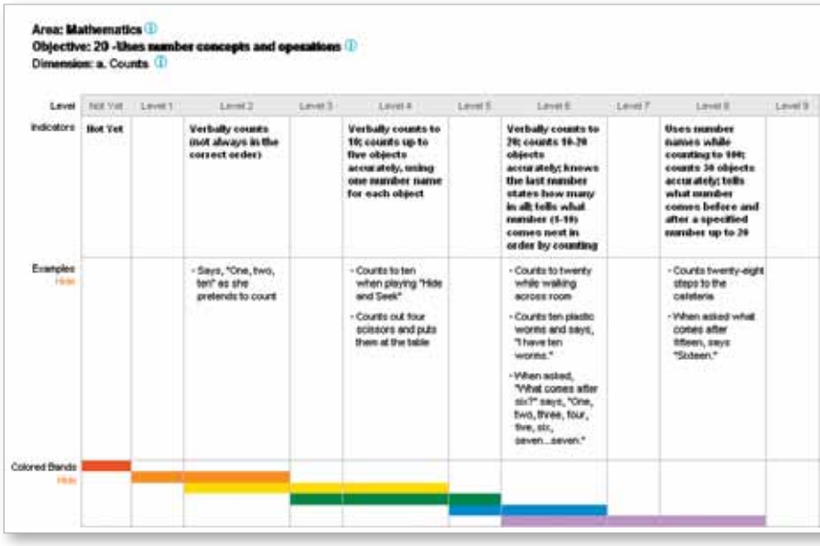
Analyze and Respond

Teaching Strategies GOLD provides teachers with the support they need to answer these questions: "What does this information mean?" and "What do I do next?" Teachers "tag" each piece of documentation with related objectives. Often, one rich piece of documentation can address many objectives and dimensions—there's no need to enter a unique observation for every objective. When it comes time to evaluate children's progress, the system will use these tagged objectives and dimensions to help teachers make informed decisions.



Evaluate

Teaching Strategies GOLD guides teachers through the crucial process of evaluating children's knowledge, skills, and behaviors. Color-coded progressions of development and learning make it easy for teachers to compare each child's knowledge, skills, and behaviors to widely held expectations for most children of the same age or class/grade. To make evaluations simpler and easier, all documentation that teachers tag with the objectives on the documentation screen are gathered on this screen as evidence to help teachers make their decisions.



How Does *Teaching Strategies GOLD*® Help Make Teachers More Intentional and Effective?

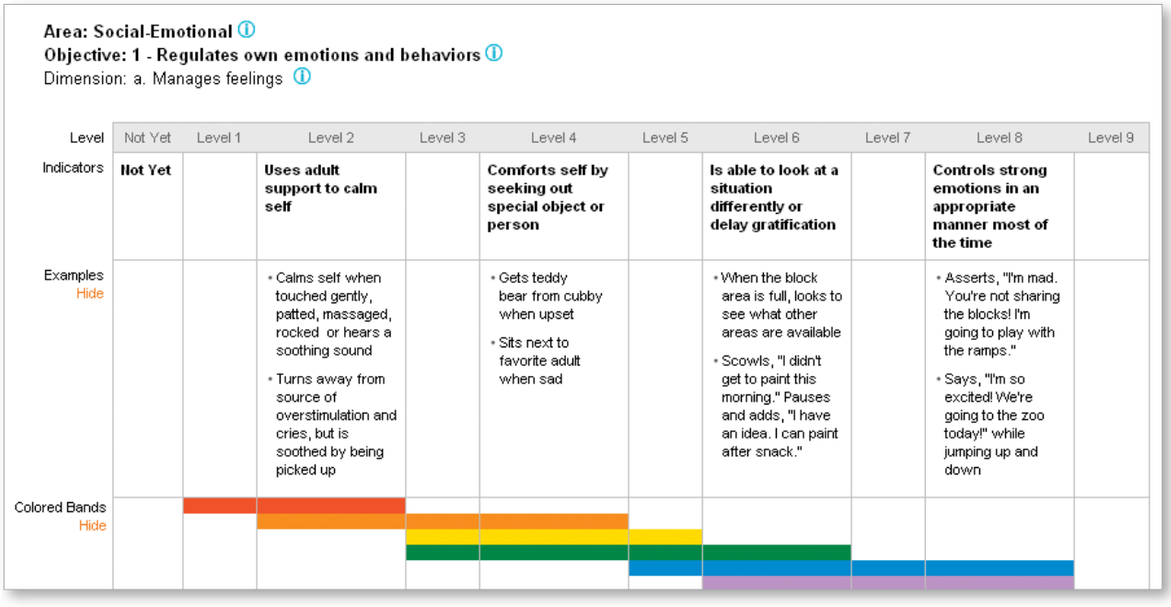
To help children progress, teachers must understand what children currently know and can do, what steps they are ready to take next, and how to help them take those steps. *Teaching Strategies GOLD* makes it easier for teachers to gather information in the classroom and communicate with families.

Indicators and Examples

Progressions of development and learning—a central feature of *Teaching Strategies GOLD*—enable teachers to understand how children's observable behaviors relate to the objectives. They also help teachers predict likely next steps.

Many of the objectives include dimensions, which are more specific descriptions of aspects of the objective. Indicators and examples help teachers know what to look and listen for as they observe and interact, as well as how to interpret what they see and hear.

The clear, user-friendly progressions help teachers know exactly where to begin and continue tracking each child's progress. Detailed examples make it easier for teachers to understand the indicators and effectively rate each child's knowledge, skills, and behaviors. Each progression includes "in-between" levels to help teachers document any skills that are emerging but not yet fully developed. Embedded tips and audio and video clips provide immediate support with content and technology as teachers use the progressions.



Area: Social-Emotional ⓘ
Objective: 1 - Regulates own emotions and behaviors ⓘ
Dimension: a. Manages feelings ⓘ

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	**Not Yet**		**Uses adult support to calm self**		**Comforts self by seeking out special object or person**		**Is able to look at a situation differently or delay gratification**		**Controls strong emotions in an appropriate manner most of the time**	
Examples Hide			• Calms self when touched gently, patted, massaged, rocked or hears a soothing sound • Turns away from source of overstimulation and cries, but is soothed by being picked up		• Gets teddy bear from cubby when upset • Sits next to favorite adult when sad		• When the block area is full, looks to see what other areas are available • Scowls, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack."		• Asserts, "I'm mad. You're not sharing the blocks! I'm going to play with the ramps." • Says, "I'm so excited! We're going to the zoo today!" while jumping up and down	
Colored Bands Hide										

Color-Coded Progressions

Teaching Strategies GOLD progressions have color-coded bands that show widely held expectations for children's development and learning. Based on research literature, the bands show at what levels most children of a particular age or class/grade are likely to be at the beginning and end of a program year. Because development and learning are uneven and overlapping, the color bands also overlap, helping teachers guide their expectations realistically. Teachers see the full spectrum of development at once, enabling them to work with any child at any level of development.

Red	Orange	Yellow	Green	Blue	Purple
Birth to 1 year	1 to 2 years	2 to 3 years	Preschool 3	Pre-K 4	Kindergarten

Teaching Strategies GOLD Supports English- and Dual-Language Learners

- *Teaching Strategies GOLD* supports assessment in both English and Spanish. Teachers can view all assessment features and generate many reports in both English and Spanish.
- Two dedicated objectives focus specifically on children's acquisition of receptive and expressive skills in English. These objectives may be adapted to assess progress in acquiring any second language.
- For more information on how *Teaching Strategies GOLD* offers support for English- and dual-language learners, see pages 24–25.

Research-based. Streamlined. Valid and reliable.

What Makes *Teaching Strategies GOLD*® Unique?

Every feature of *Teaching Strategies GOLD* was designed with teachers in mind. The features save teachers time; help them make effective decisions as they rate each child's knowledge, skills, and behaviors; and focus their efforts on what is most important for each child's learning and development.

The tools and resources of *Teaching Strategies GOLD* enable teachers to implement a comprehensive, complete system that directly links curriculum and assessment. *Teaching Strategies GOLD* offers state-of-the-art, interactive options that enable teachers and administrators to run comprehensive reports with just a few clicks of the mouse. It also offers embedded professional development support and meaningful ways to involve families in the assessment process. It builds in support for every type of learner, with specific strategies and resources for working with children with advanced knowledge and skills and children with disabilities. Dedicated objectives and bilingual tools enhance the assessment of English- and dual-language learners.

Let's take a closer look at the features that make *Teaching Strategies GOLD* unique.

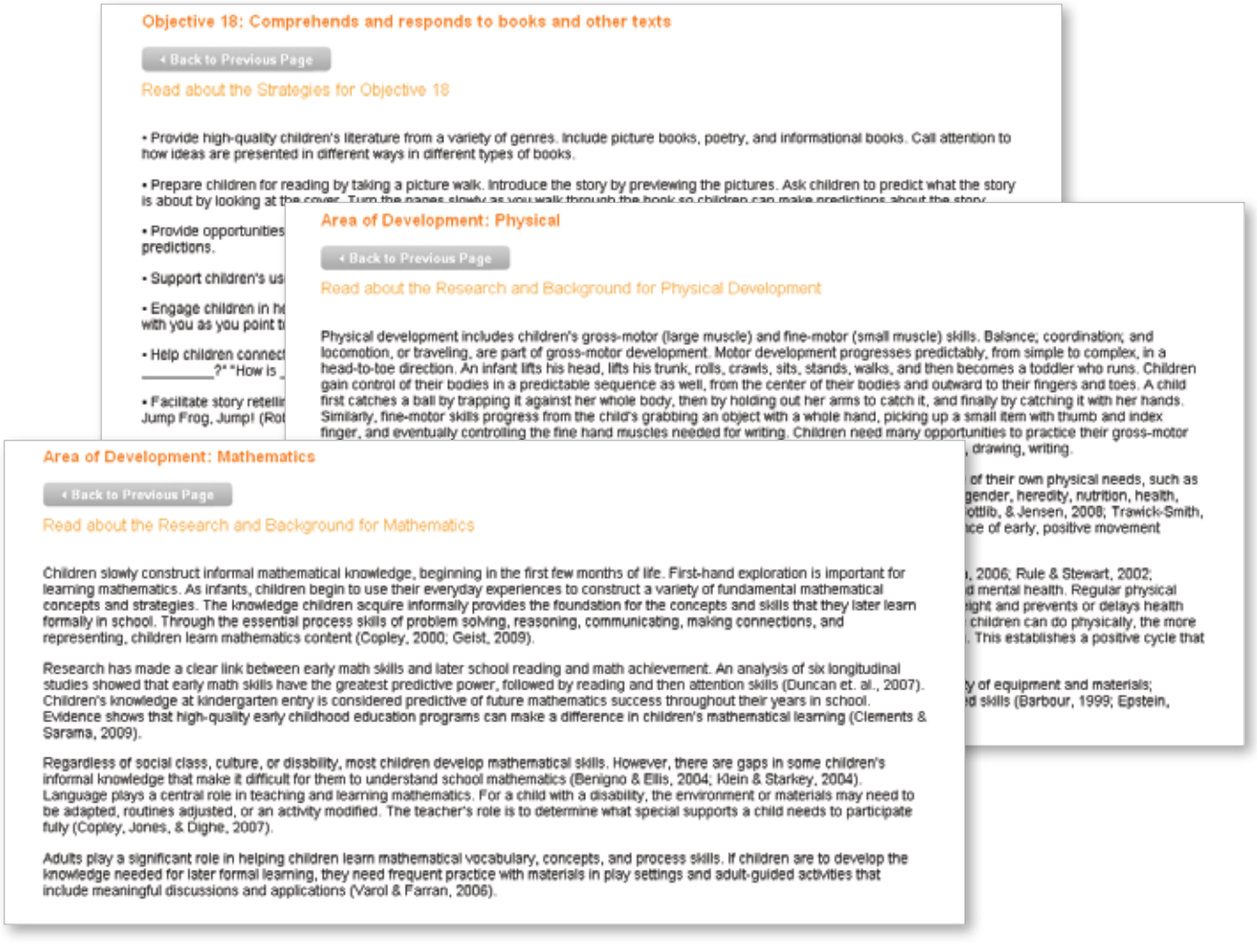
Teaching Strategies GOLD® Is

Research-Based, Valid, and Reliable

Teaching Strategies GOLD presents a complete assessment solution, because it is research-based, valid, and reliable. It offers teachers a clear and effective way to take the guesswork out of the assessment process. With *Teaching Strategies GOLD*, teachers don't have to wonder whether they're focusing on what's most important for children's development and learning. That's because *Teaching Strategies GOLD's* unique features and tools help them know exactly what data to collect and how to interpret it, resulting in less guessing and more reliable outcomes.

Research-Based

Teaching Strategies GOLD is thoroughly grounded in the most current research about how children develop and learn. Teachers can access a wealth of information that provides an essential base for supporting their assessment decisions. Comprehensive summaries of important research findings explain why each objective is important and how it is a predictor of school success. The practical teaching strategies that are provided for each objective reflect the current thinking about best practices in early childhood education.

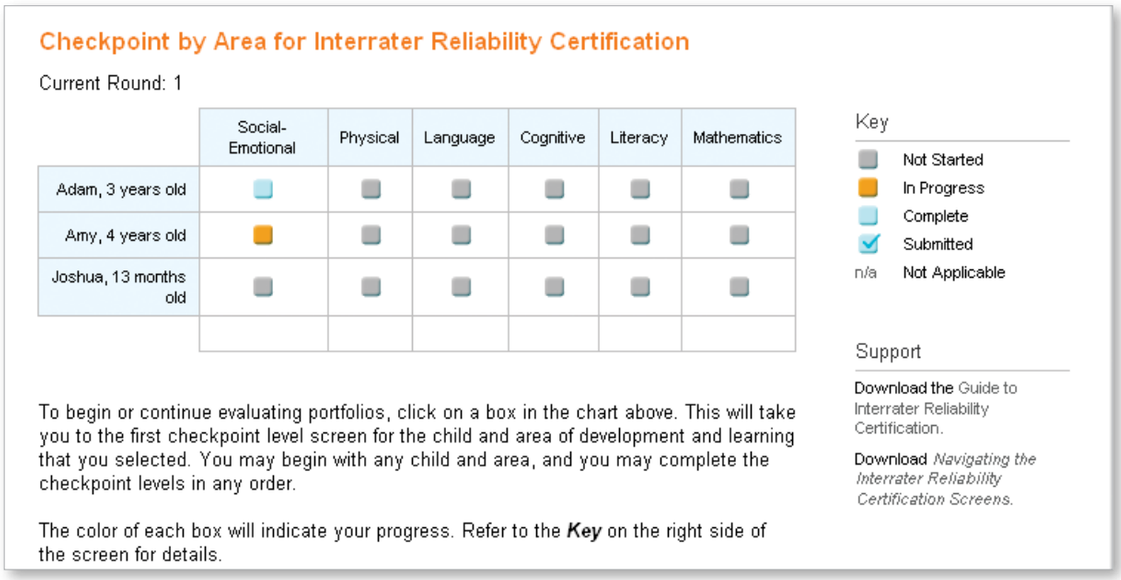


Valid and Reliable

Teaching Strategies GOLD has been rigorously and extensively field tested by independent researchers who measured the reliability and validity of the tool. That field testing, conducted at sites carefully selected to be representative of a national sample, determined that *Teaching Strategies GOLD* is both reliable and valid. Teachers' ratings are consistent and stable, and *Teaching Strategies GOLD* can be used to effectively assess children from birth through kindergarten. Research for *Teaching Strategies GOLD* is ongoing, so please visit TeachingStrategies.com/GOLD for updates.

Interrater Reliability Certification

Interrater reliability practice and certification, available at no cost to *Teaching Strategies GOLD* subscribers, helps early childhood educators increase effectiveness when they identify the children's levels of development and learning. Teachers seeking interrater reliability certification analyze online portfolios. Their assessment decisions are then compared with those of *Teaching Strategies GOLD* developers, with an agreement goal of 80% or better. Teachers can participate in certification any time it's convenient for them, from any location. When reliability is achieved, teachers can stand behind assessment decisions with greater confidence.



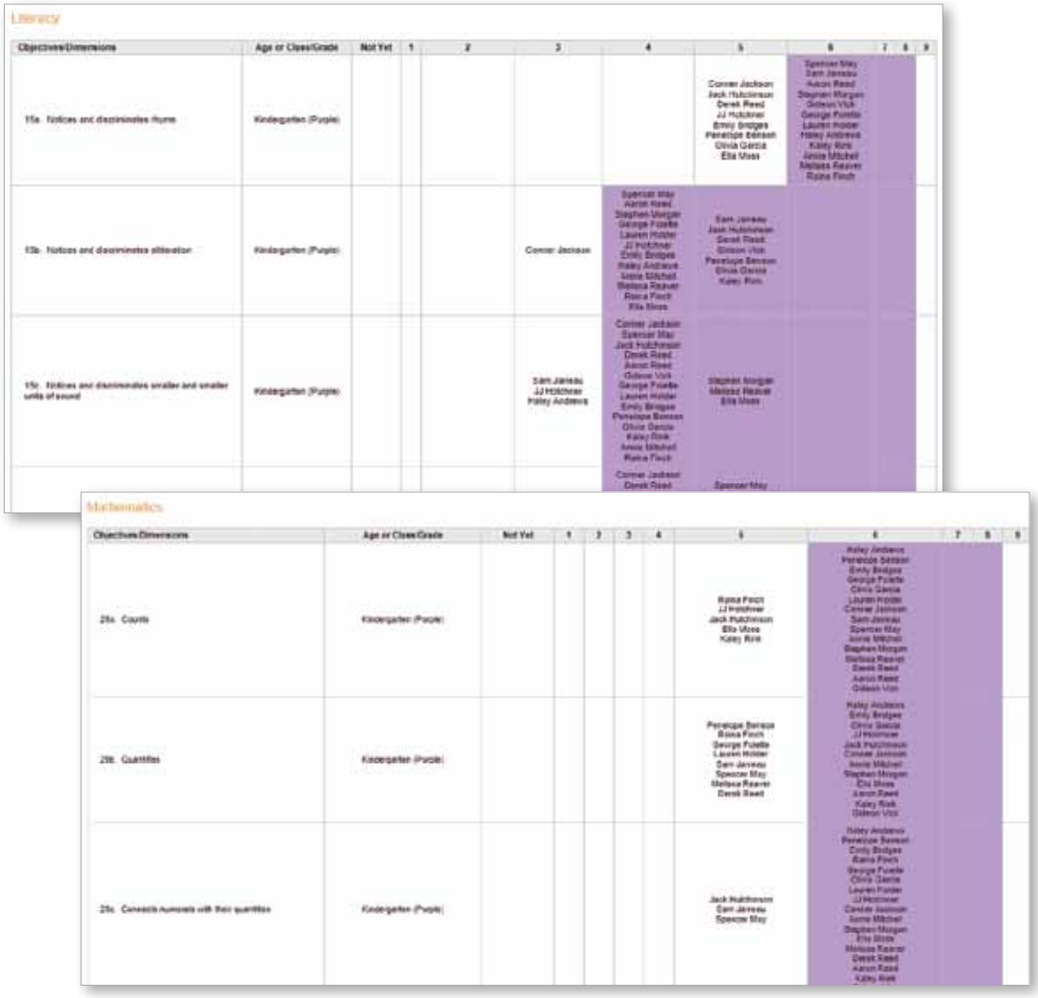
Teaching Strategies GOLD® Is

Customizable for Kindergarten Assessment

Every state has different priorities for kindergarten assessment. Because *Teaching Strategies GOLD* is customizable, it can be used by states to meet their unique needs, whatever those may be.

A Customizable Solution for Kindergarten Assessment

Teaching Strategies GOLD offers a flexible menu of options that can be modified to meet each state's specifications. And since it's been proven valid and reliable and meets the kindergarten entry requirements in the Race to the Top—Early Learning Challenge, states can be confident that *Teaching Strategies GOLD* will meet their needs in all the ways that matter most.



Modifications to Meet Each State's Needs

With *Teaching Strategies GOLD,* states have several options for kindergarten use. They can choose

- **When and how to use it:** either as a kindergarten entry assessment tool during the first 4 to 6 weeks of school or for ongoing formative assessment throughout the year with up to three additional checkpoint opportunities
- **What to assess,** with the option to select which specific *Teaching Strategies GOLD* objectives and dimensions teachers assess*
- **Whether to assess the *Common Core State Standards,*** which can be embedded directly into the comprehensive *Teaching Strategies GOLD* progressions (see pp. 16–17 for more information)
- **Other functionality options** to meet their specific needs

Benefits of using *Teaching Strategies GOLD* for kindergarten assessment

- A completely customizable solution that meets each state's specific needs
- A variety of features that can be turned "on" and "off" or modified for use in each program
- Essential, actionable data that helps teachers inform instruction
- Universal data showing kindergarten readiness that helps administrators and districts inform policy decisions
- Activities designed to inform instruction and support assessment
- Customized training and implementation plans that help every teacher to use *Teaching Strategies GOLD* with fidelity

* Please note that certain customizations may affect reliability and validity.

Teaching Strategies GOLD® Is

An Option for Assessment on the *Common Core State Standards*

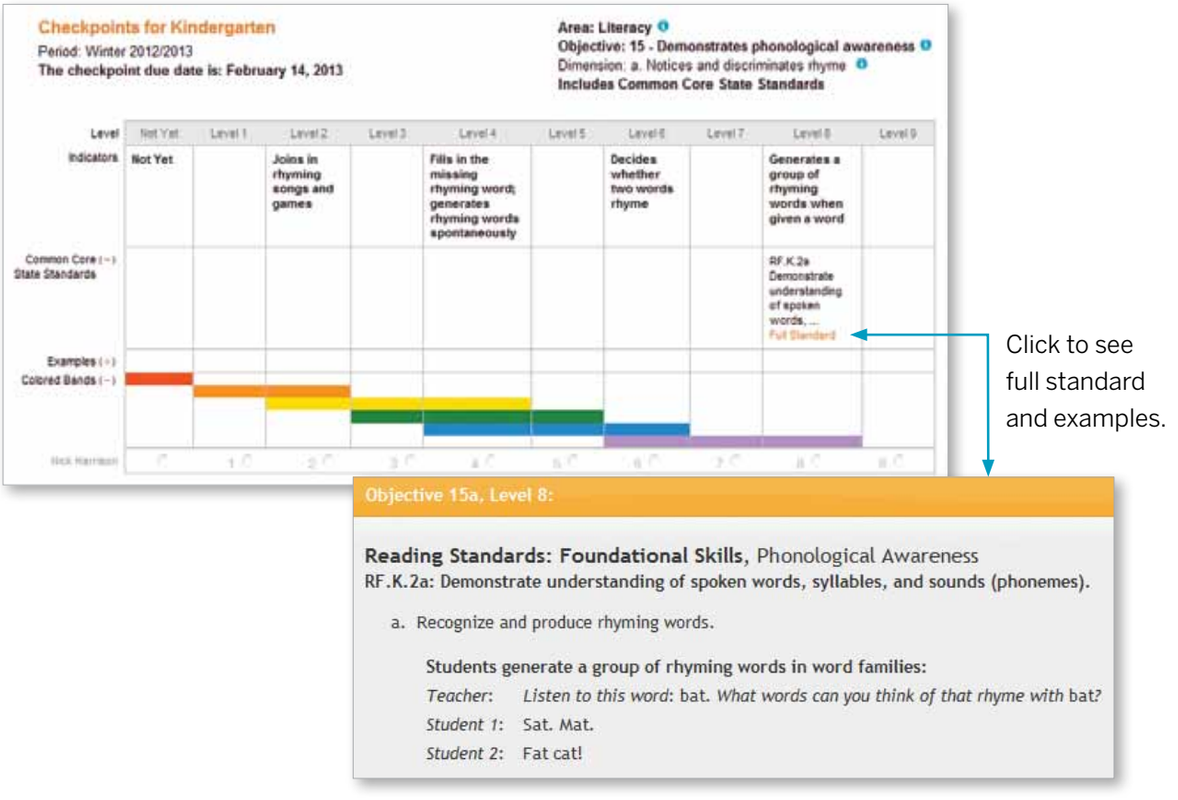
Teaching Strategies GOLD's 38 objectives for development and learning include predictors of school success and are based on school readiness standards.

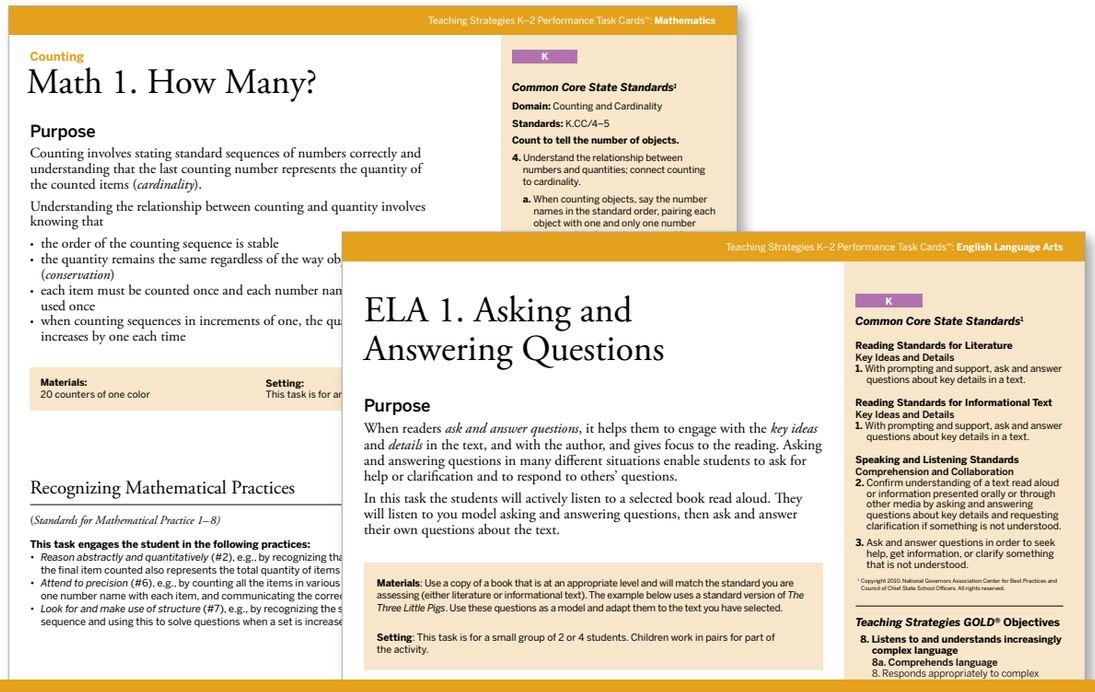
Aligned to the *Common Core State Standards*

Although *Teaching Strategies GOLD* is comprehensive, covering all areas of development and learning, it is also aligned to the *Common Core State Standards* for *English Language Arts* and *Mathematics*. Just like the *Common Core State Standards*, which provide a consistent, clear understanding of what students are expected to learn, the 38 objectives include progressions of development and learning that identify widely held expectations for children of particular ages or classes/grades. In both cases, identifying age-appropriate expectations for development and learning helps educators and parents know what they need to do to help children get where they need to be.

Option for Assessment on the *Common Core State Standards*

With *Teaching Strategies GOLD,* programs have the option for assessment of the *Common Core State Standards* for *English Language Arts* and *Mathematics*. By selecting this option, teachers can click "Full Standard" to see examples that show students demonstrating skills that meet the *Common Core State Standards*. Summary Reports related to the *Common Core State Standards* can also be generated for each school.





Teaching Strategies K–2 Performance Task Cards™: **Mathematics**

Counting

Math 1. How Many?

Purpose

Counting involves stating standard sequences of numbers correctly and understanding that the last counting number represents the quantity of the counted items (*cardinality*).

Understanding the relationship between counting and quantity involves knowing that

- the order of the counting sequence is stable
- the quantity remains the same regardless of the way ob (*conservation*)
- each item must be counted once and each number nan used once
- when counting sequences in increments of one, the qu increases by one each time

Materials:
20 counters of one color

Setting:
This task is for a

Recognizing Mathematical Practices

(*Standards for Mathematical Practice 1–8*)

This task engages the student in the following practices:

- *Reason abstractly and quantitatively* (#2), e.g., by recognizing tha the final item counted also represents the total quantity of items
- *Attend to precision* (#6), e.g., by counting all the items in various one number name with each item, and communicating the corre
- *Look for and make use of structure* (#7), e.g., by recognizing the s sequence and using this to solve questions when a set is increase

K

***Common Core State Standards*[1]**

Domain: Counting and Cardinality

Standards: K.CC/4–5

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number

Teaching Strategies K–2 Performance Task Cards™: **English Language Arts**

ELA 1. Asking and Answering Questions

Purpose

When readers *ask and answer questions*, it helps them to engage with the *key ideas* and *details* in the text, and with the author, and gives focus to the reading. Asking and answering questions in many different situations enable students to ask for help or clarification and to respond to others' questions.

In this task the students will actively listen to a selected book read aloud. They will listen to you model asking and answering questions, then ask and answer their own questions about the text.

Materials: Use a copy of a book that is at an appropriate level and will match the standard you are assessing (either literature or informational text). The example below uses a standard version of *The Three Little Pigs*. Use these questions as a model and adapt them to the text you have selected.

Setting: This task is for a small group of 2 or 4 students. Children work in pairs for part of the activity.

K

***Common Core State Standards*[1]**

Reading Standards for Literature
Key Ideas and Details
1. With prompting and support, ask and answer questions about key details in a text.

Reading Standards for Informational Text
Key Ideas and Details
1. With prompting and support, ask and answer questions about key details in a text.

Speaking and Listening Standards
Comprehension and Collaboration
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

[1] Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

***Teaching Strategies GOLD*® Objectives**

8. Listens to and understands increasingly complex language
8a. Comprehends language
8. Responds appropriately to complex

Teaching Strategies GOLD supports kindergarten assessment on the *Common Core State Standards* by

- offering programs the option for assessment on the *Common Core State Standards* for *English Language Arts* and *Mathematics*
- providing classroom examples that show students demonstrating skills that meet the *Common Core State Standards*
- including *Performance Task Cards*, which are formative assessment activities directly linked to specific *Common Core State Standards*
- showing the language, literacy, and math progressions of the earlier grades for instructional guidance and to support assessment decisions
- offering the flexibility to assess other areas of learning and development, such as social–emotional or physical development, that may be important to states in addition to the *Common Core State Standards*
- providing a summary report related to the *Common Core State Standards* for each school

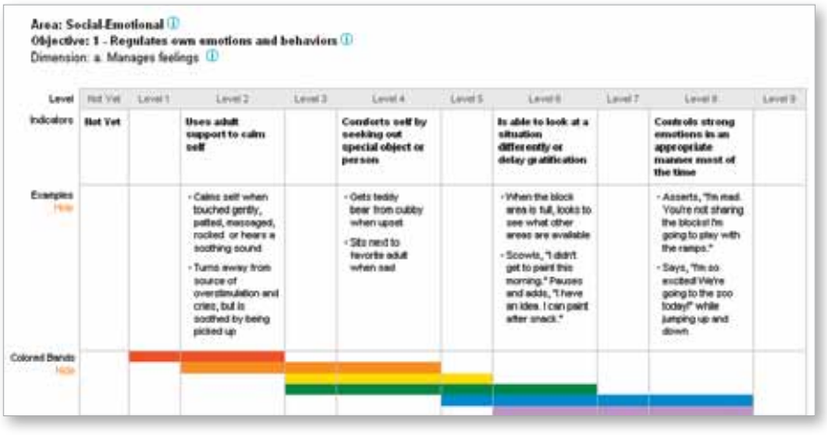
Teaching Strategies GOLD® Is

Teacher-Friendly

Teaching Strategies GOLD is an extremely teacher-friendly early childhood assessment system for one simple reason: It doesn't just tell teachers what to do; it explains *why* particular information is important and *how* to use assessment information to help children progress.

Progressions of Development and Learning

Teaching Strategies GOLD offers progressions for the objectives in the major areas of child development and learning (social–emotional, physical, language, and cognitive), the content areas of literacy and mathematics, and the area of English language acquisition. When teachers use the progressions to understand the typical order in which children's skills advance, they can sequence learning experiences appropriately. Knowing exactly where to begin means knowing how best to help each individual child progress.

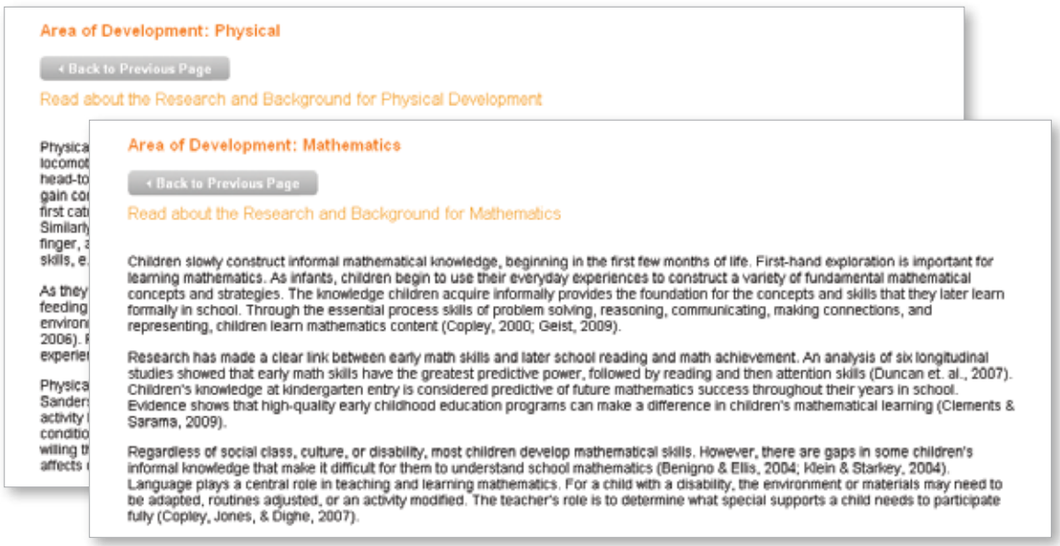


Interactive Support, Every Step of the Way

To support assessment decisions, *Teaching Strategies GOLD* offers audio explanations and video examples for each of the objectives. A simple mouse click leads to more detailed information that can help teachers understand how their observations relate to indicators. *Teaching Strategies GOLD* online also recognizes what part of the assessment cycle teachers are working on, and offers helpful tips and suggestions related to that work.

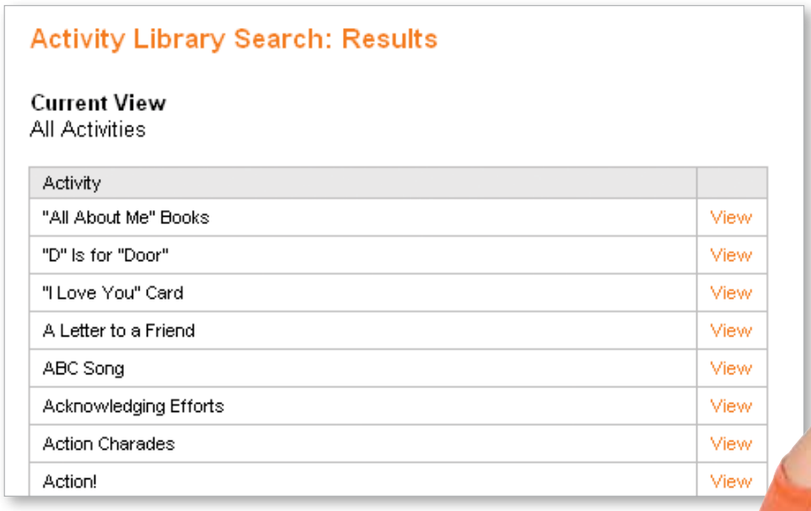
Just a Few Clicks to Find Out *What*, *Why*, and *How*

Teaching Strategies GOLD summarizes important research findings to help teachers understand what objectives are important and why, as well as provides the information needed to articulate their importance to those outside of the classroom, such as administrators and parents. Teaching strategies for each objective show how to help children progress.



A Searchable Library of Developmentally Appropriate Activities

To support teachers in their efforts to promote children's development and learning, the *Teaching Strategies GOLD* activity library contains over 1,000 developmentally appropriate activities in English and Spanish. Because the library is searchable, teachers can easily pinpoint those activities related to particular objectives or skills. To make the selection process even easier for teachers, *Teaching Strategies GOLD* can also recommend activities on the basis of information that has been entered in the system for a particular child. The system also provides a family version of each activity with the child's name inserted directly into the activity.



Teaching Strategies GOLD® Is

Streamlined

Teaching Strategies GOLD offers many features and tools that help make the assessment process efficient.

Teaching Strategies GOLD Documentation App

Teaching Strategies GOLD Documentation is a free app created exclusively for teachers using the *Teaching Strategies GOLD* online assessment system. Teachers can capture photos, videos, audio clips, and text notes; tag documentation with objectives, dimensions, and children's names; and send data to *Teaching Strategies GOLD* online with just one touch. The app helps streamline the assessment process by offering a fast, flexible, simple way for teachers to capture and send documentation to *Teaching Strategies GOLD* online.

Available on the App Store

Online Portfolios

Teaching Strategies GOLD offers teachers the ability to create online portfolios and easily upload scans, photos, observation notes, and video clips. Including multimedia examples is a simple way to document more than one aspect of a child's development and learning. With generous storage space for large files, teachers can upload a wide variety of documentation to support each child's developmental profile.

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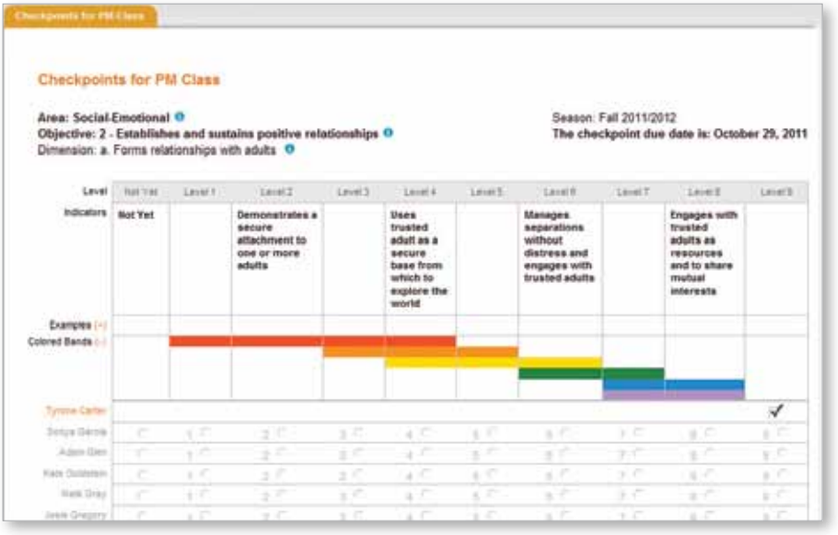
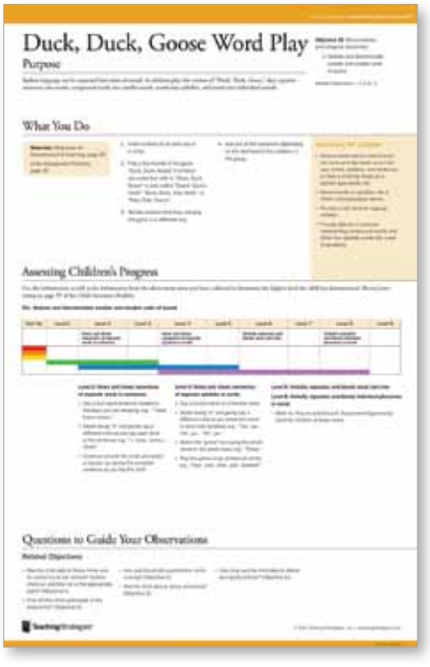
Minimal Navigation and Simplified Fields

With minimal navigation required and just a few simple fields to fill out, the assessment process is streamlined, saving teachers valuable time. When it is time to make informed decisions, all the information teachers need—objectives, dimensions, indicators, examples, and expectations—appears on one screen. There's no need to navigate among screens to gather the necessary information.



Observation Tools

Teaching Strategies GOLD provides optional user-friendly tools that help teachers capture important information quickly and easily. *Assessment Opportunity Cards*™, which include directions for short, playful, curriculum-embedded classroom experiences, provide additional opportunities for teachers to observe children's literacy and numeracy skills. The *On-the-Spot Observation Recording Tool* is a convenient checklist that helps teachers quickly capture information about selected objectives, eliminating the need for teachers to create their own checklists.



Teaching Strategies GOLD® Is

Leading the Way With Reports

Teaching Strategies GOLD features state-of-the-art interactive reporting for teachers and administrators. The reporting options are simple to use and understand, allowing the user to easily visualize each child's progress.

A Wide Range of Reports and Reporting Options

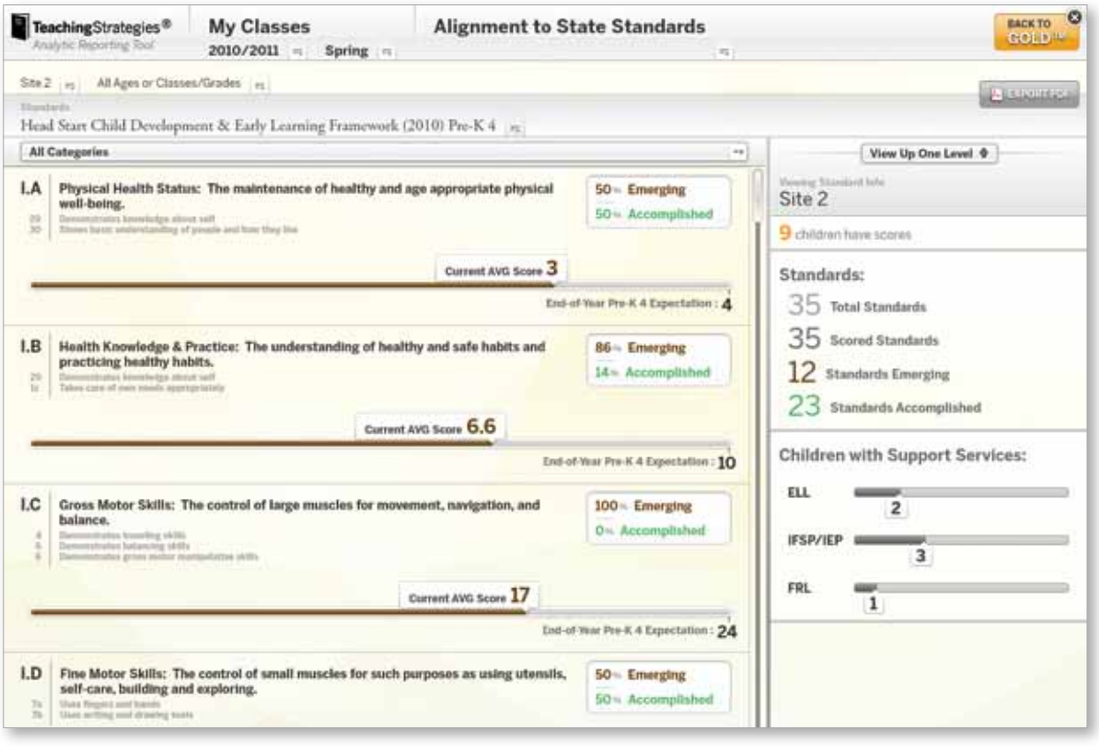
The wide range of available reports means that administrators can quickly and easily look at data in any way they need to—by state, by organization, by site, by program, by classroom, or by child—and can share the specific information that any key stakeholders might require. Users can opt for wide overviews of data or choose to drill down to look at specific children or groups of children. Many reports can be generated in both English and Spanish. For more information about each of *Teaching Strategies GOLD*'s cutting-edge reports, visit TeachingStrategies.com/Reports.

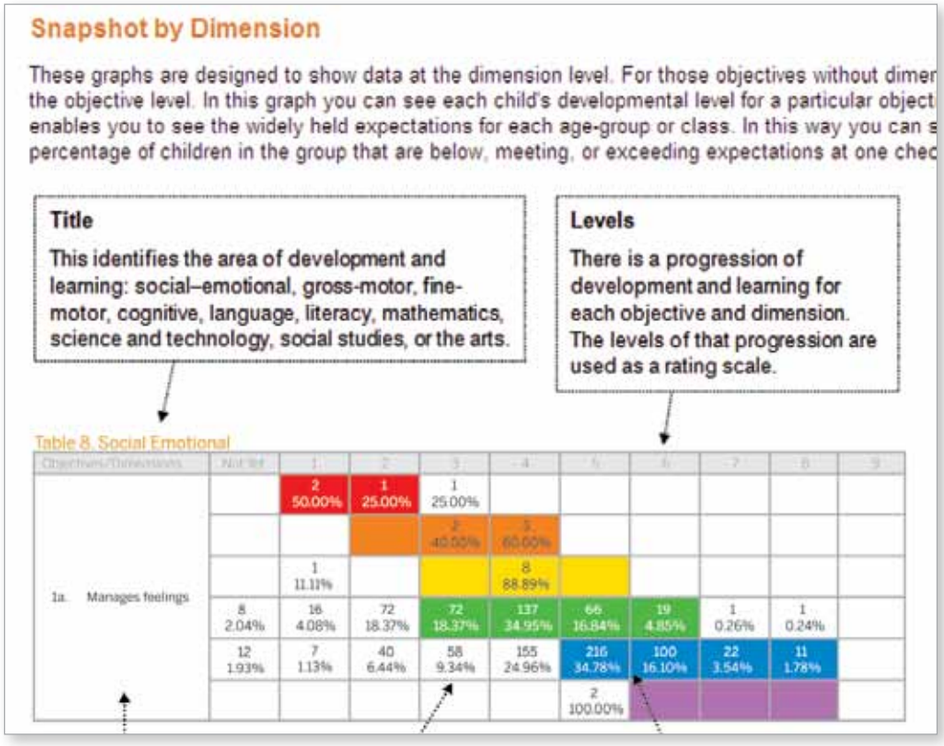
Available Reports

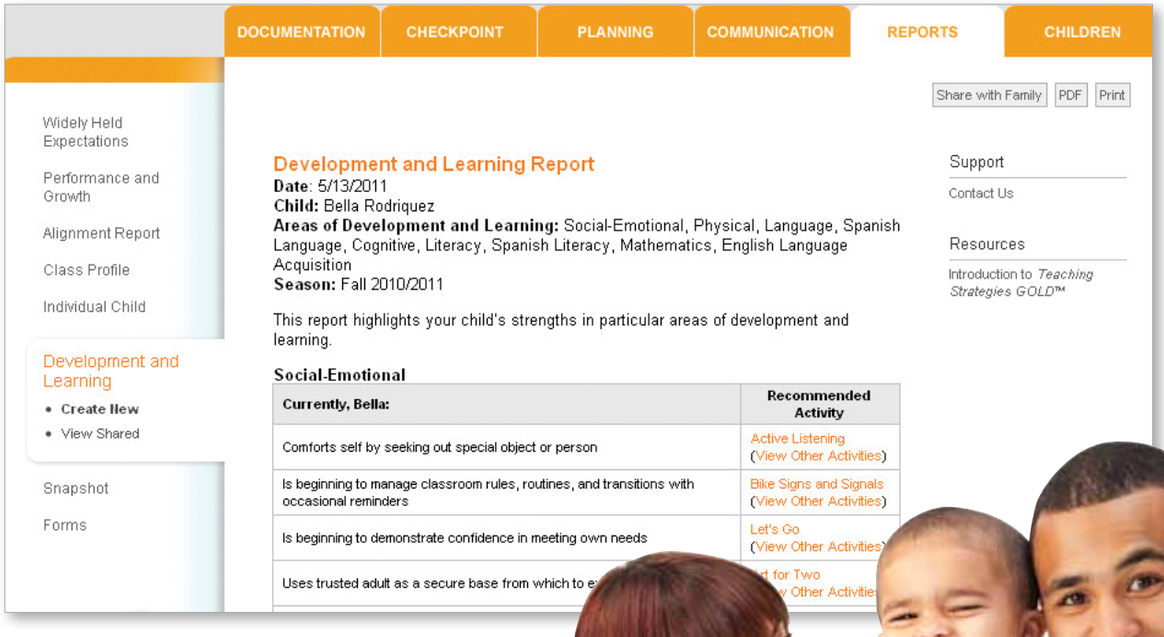
Interactive Reports
- Widely Held Expectations
- Performance and Growth
- Alignment

Reports for Planning
- Class Profile
- Individual Child
- Snapshot
- Comparative Reports
- Growth Reports

Reports for Families
- Development and Learning
- Individual Child




Snapshot by Dimension
These graphs are designed to show data at the dimension level. For those objectives without dimer
the objective level. In this graph you can see each child's developmental level for a particular object
enables you to see the widely held expectations for each age-group or class. In this way you can s
percentage of children in the group that are below, meeting, or exceeding expectations at one chec
Title
This identifies the area of development and learning: social–emotional, gross-motor, fine-motor, cognitive, language, literacy, mathematics, science and technology, social studies, or the arts.
Levels
There is a progression of development and learning for each objective and dimension. The levels of that progression are used as a rating scale.
Table 8. Social Emotional
1a. Manages feelings


DOCUMENTATION
CHECKPOINT
PLANNING
COMMUNICATION
REPORTS
CHILDREN
Share with Family
PDF
Print
Widely Held Expectations
Performance and Growth
Alignment Report
Class Profile
Individual Child
Development and Learning
Create New
View Shared
Snapshot
Forms
Development and Learning Report
Date: 5/13/2011
Child: Bella Rodriquez
Areas of Development and Learning: Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, English Language Acquisition
Season: Fall 2010/2011
This report highlights your child's strengths in particular areas of development and learning.
Social-Emotional
Currently, Bella:
Recommended Activity
Comforts self by seeking out special object or person
Active Listening (View Other Activities)
Is beginning to manage classroom rules, routines, and transitions with occasional reminders
Bike Signs and Signals (View Other Activities)
Is beginning to demonstrate confidence in meeting own needs
Let's Go (View Other Activities)
Support
Contact Us
Resources
Introduction to Teaching Strategies GOLD™

Teaching Strategies GOLD® Is

Supportive of Dual-Language Learners

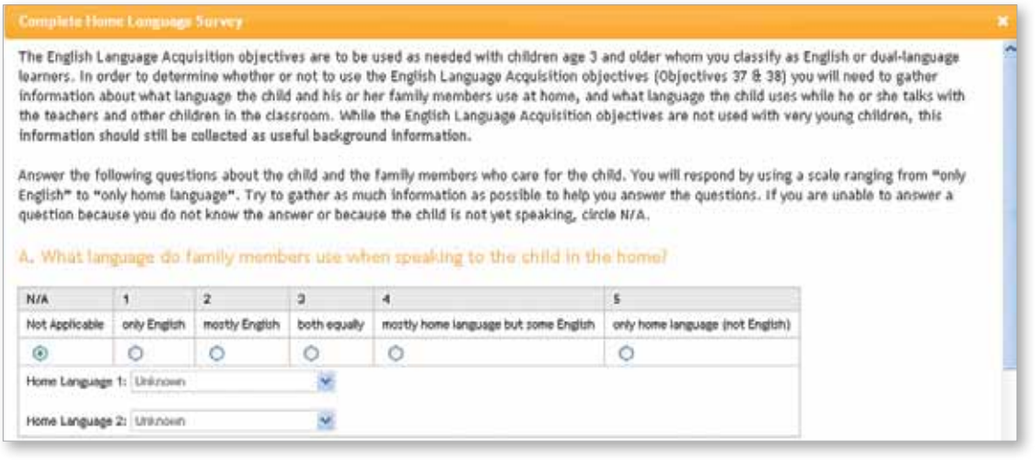
Teaching Strategies GOLD can be used to assess children who are developing skills in more than one language. Now programs no longer need to rely on a separate tool to assess the English- and dual-language learners in their classrooms.

Fully Bilingual System

Teaching Strategies GOLD online is available in both English and Spanish. Teachers and administrators can view the site in Spanish and monitor children's progress in relation to all 38 objectives. Many reports can also be generated in Spanish. This feature provides extra support to programs that provide instruction in Spanish and/or to teachers who prefer to read in Spanish. *Teaching Strategies GOLD* can also be used to support dual-language learners who speak a language other than Spanish or English because many of the objectives, such as physical and social-emotional objectives, are not language-dependent. Regardless of the home language, the English language acquisition objectives provide support for children learning English as a second language.

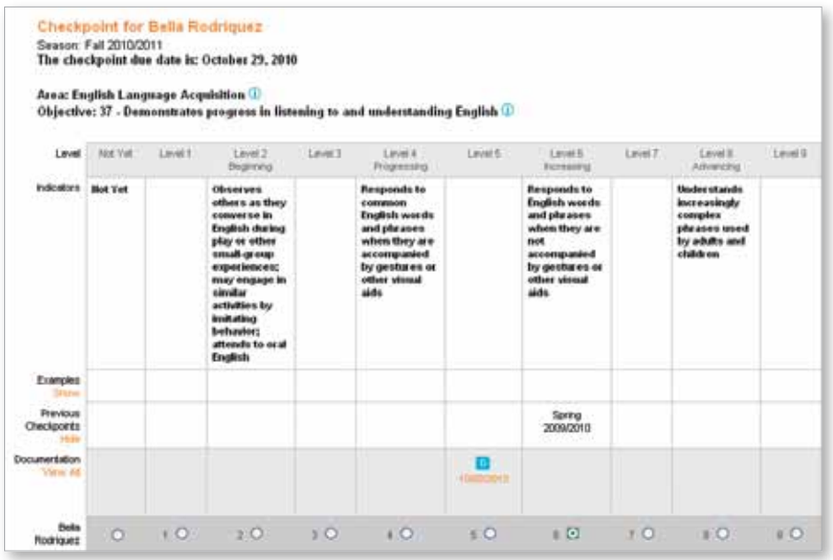
Home Language Survey

The "Home Language Survey" helps teachers gather and record useful information about the language(s) children hear and speak at home and at school. This information assists teachers in planning ways to support children's language and literacy development and deciding when to use Objectives 37 and 38. Teachers discuss the questions with parents or other family members (with the assistance of interpreters, if necessary), and they determine the answers together.



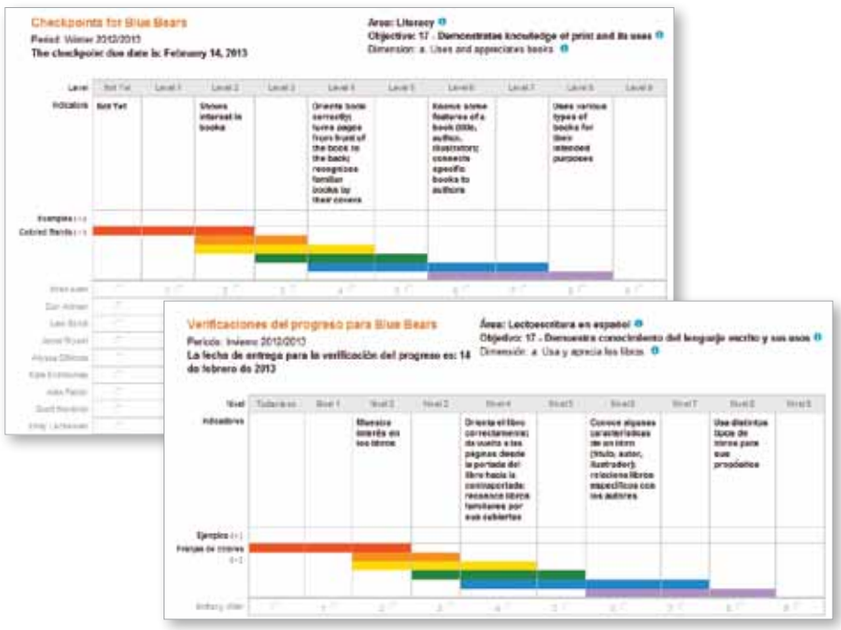
Objectives for English Language Acquisition

Teaching Strategies GOLD includes two objectives that focus on English language acquisition. They were developed by nationally recognized expert Dr. Patton Tabors. Objective 37, "Demonstrates progress in listening to and understanding English," helps measure children's receptive language skills. Objective 38, "Demonstrates progress in speaking English," helps measure their expressive language skills.



Spanish Language and Literacy Objectives

Teaching Strategies GOLD offers Spanish language and literacy objectives to help teachers scaffold children's learning in these areas. Teachers have the option of using both English and Spanish language and literacy objectives, allowing them to assess learning in both languages and to obtain a more complete profile of a child's development.



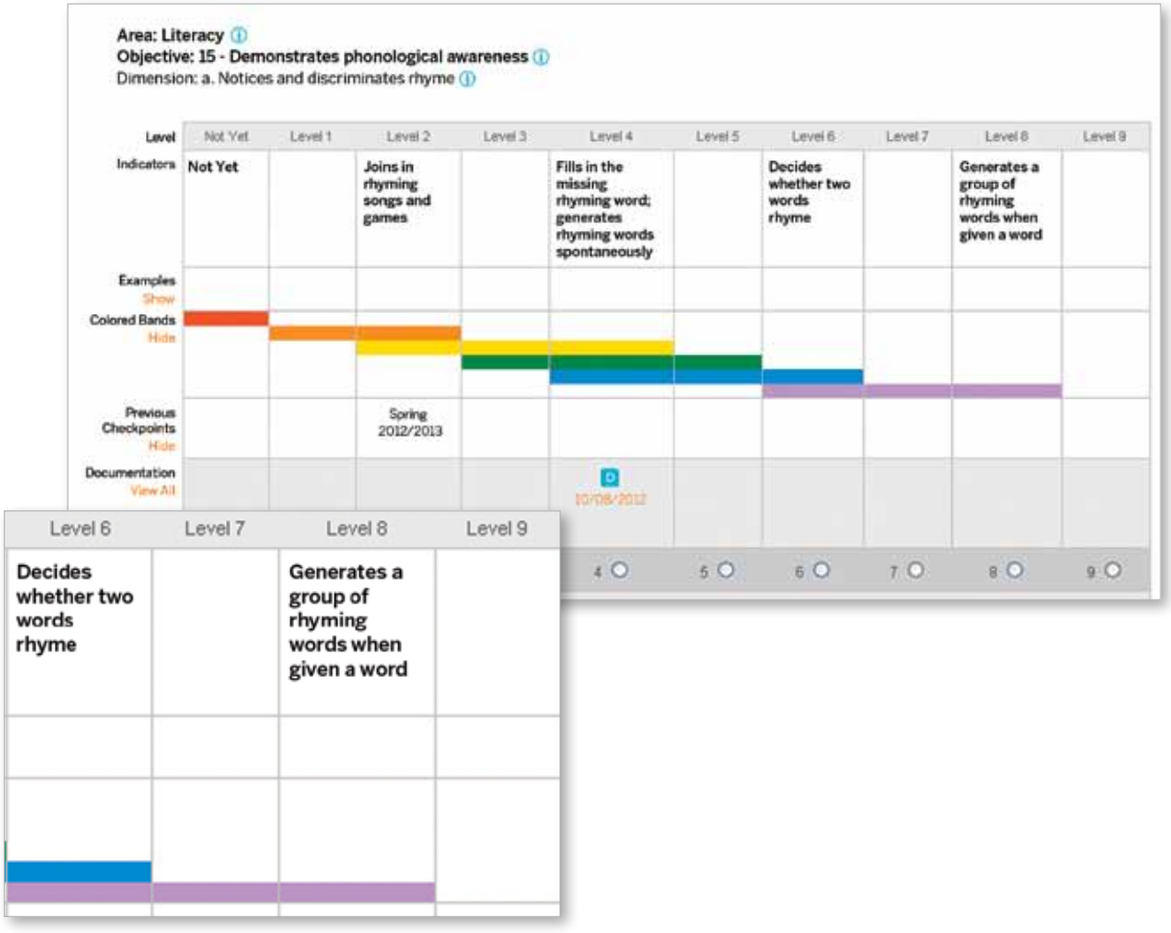
Teaching Strategies GOLD® Is

Appropriate for All Children

Teaching Strategies GOLD is a strengths-based tool that uses universal language to reflect an understanding that all children show what they know in various ways. To ensure that all children—including those with disabilities—are making progress, teachers recognize the many emergent skills that precede the development of typical skills from birth through kindergarten.

Support for Advanced Learners

All children benefit from support, including children who are advanced learners. Because the *Teaching Strategies GOLD* assessment system provides a picture of predictable development and learning over more than six years, children whose skills and abilities are advanced for their age are still able to show progress. Teachers use the progressions to identify a child's current ability level, as well as the next step along the progression for each dimension. This information helps teachers scaffold children's learning and ensure the child stays challenged, stimulated, and engaged. Also, since *Teaching Strategies GOLD* assesses all areas of development, teachers may discover an area that still needs strengthening for a child, even if that child is advanced in other tasks.



Support for Children With Disabilities

Teaching Strategies GOLD can be used successfully to assess children with disabilities*. Here's why: *Teaching Strategies GOLD* explains what progress looks like in a way that allows all children to show their strengths. The system focuses on a child's current developmental levels and the progress the child makes over time. And, because *Teaching Strategies GOLD* is strengths-based, children can demonstrate skills and behaviors in many ways, even if there are developmental delays in a particular area.

Many features make *Teaching Strategies GOLD* unique as an assessment tool for children with disabilities:

- *Teaching Strategies GOLD* is fully aligned with OSEP (Office of Special Education Programs) outcomes and automatically converts the information entered from *Teaching Strategies GOLD* to the seven-point scale on the Child Outcomes Summary Form (COSF). This capability allows administrators to generate OSEP mandated reports. Plus, *Teaching Strategies GOLD* developers worked directly with the Early Childhood Outcomes Center (ECO) on the crosswalk to ensure its effectiveness for assessing children with disabilities.
- The seamless nature of *Teaching Strategies GOLD* offers teachers a comprehensive picture of development and learning over a child's life from birth through kindergarten. Teachers begin the year with a clear idea of the child's performance and growth over time. By generating reports for children prior to the start of the year, teachers are able to individualize instruction for children and use time effectively.
- *Teaching Strategies GOLD* objectives have "in-between" levels that are critical for children with disabilities or any child whose skills are emerging or who needs support (physical support, visual support, gestures or modeling). These "in-between" levels help teachers indicate that a child CAN accomplish a task or demonstrate a skill with appropriate supports. These levels also provide excellent information to the teacher for scaffolding children's learning.
- For children who have IEPs (Individualized Education Programs), *Teaching Strategies GOLD* online will automatically provide teachers with additional dimensions related to self-care, including feeding, toileting, dressing, and safety. This information allows teachers to take a closer look at specific aspects of development that may be especially important for children with disabilities.

* For children with significant disabilities, teachers may need to use a supplemental assessment in addition to *Teaching Strategies GOLD* in order to identify incremental changes that are taking place for particular objectives.

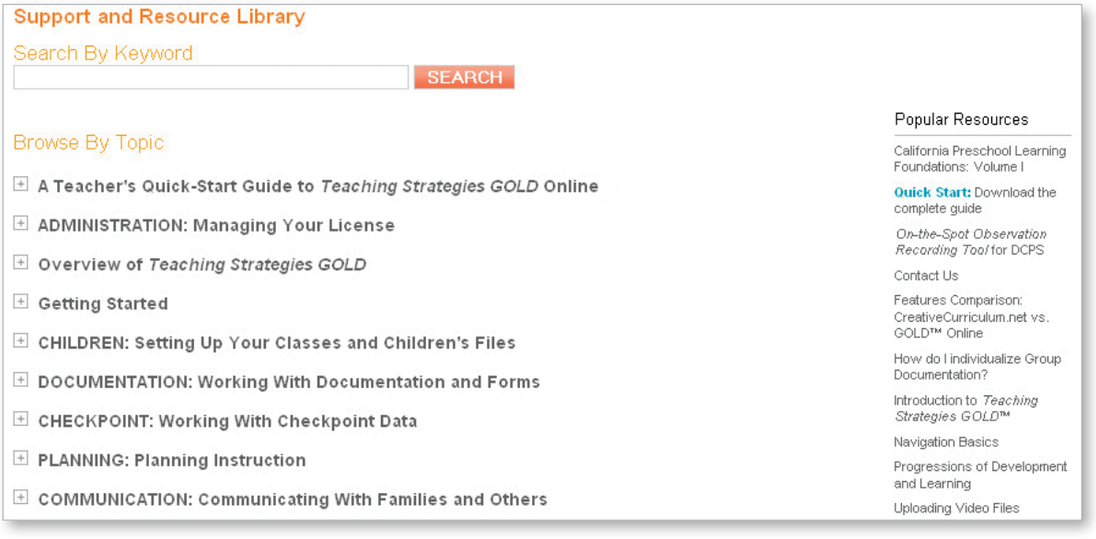
Teaching Strategies GOLD® Is

Supportive of Teachers' Implementation

Teaching Strategies GOLD offers many levels of support for teachers as they use the system. From resources and assistance built right into the tool to online and in-person professional development sessions, teachers have the information they need to use *Teaching Strategies GOLD* successfully.

Support and Resources Links

Accessible from every screen, the "Support" and "Resources" links provide a wealth of helpful information to assist teachers throughout the assessment process. "Support" links offer help with the technology, answering questions such as "How do I change the documentation I am viewing?" or "How do I upload a picture?" "Resources" links lead to helpful tools, like *Assessment Opportunity Cards*™, video tutorials, and sample "Weekly Planning Forms."



Find out what other early childhood educators are saying about *Teaching Strategies GOLD*'s support for implementation! Learn more at TeachingStrategies.com/Stories.

Online Training Opportunities

Our state-of-the-art online training sessions for *Teaching Strategies GOLD* offer professional development options in a convenient electronic format. Teachers and administrators can take advantage of engaging, comprehensive training in a way that's sure to meet their schedules and budgets.

In-Person Sessions

Our engaging, in-person professional development sessions on *Teaching Strategies GOLD* are conducted by the highly qualified members of our Professional Development Network. Sessions are available year-round at Teaching Strategies' headquarters and on-site in school communities. With targeted sessions for both teachers and administrators, our comprehensive, in-person professional development options guide educators step-by-step through the process of learning to use *Teaching Strategies GOLD*.

Additional Free Support

To ensure that teachers' implementation is fully supported, Teaching Strategies offers complimentary technical assistance at many levels. A basic online training course comes free with each subscription. Frequent, regularly scheduled Webinars are available to teachers at no cost, and short implementation videos are available on Teaching Strategies' YouTube channel. Our *Quick-Start Guide* provides step-by-step, screen-by-screen guidance on everything from logging in and setting up passwords to entering checkpoint data and running reports. Furthermore, live help is just a phone call away: 800.637.3652.

Objectives for Development & Learning: Birth Through Kindergarten

Teaching Strategies GOLD is also available in print format in both English and Spanish. The paper components are conveniently packaged in a reusable box so teachers have assessment resources at their fingertips.

Teaching Strategies GOLD® Is

Designed to Include Families

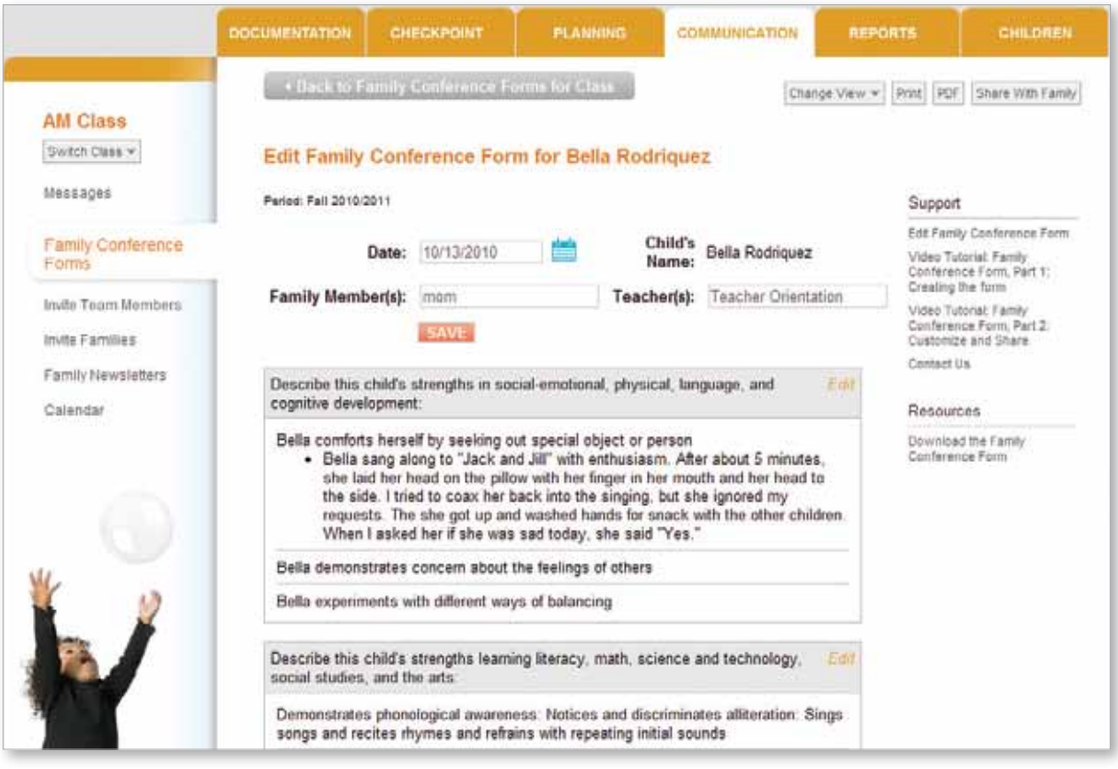
Sharing information with families about their child's learning and development is critical to building strong partnerships. *Teaching Strategies GOLD* family communication tools promote regular dialogues between schools and homes. Many of the tools for sharing information with families are available in Spanish as well as in English.

Family Central

Teaching Strategies GOLD offers a dedicated portal for communicating online with families about children's experiences and progress. Teachers can invite families to use "Family Central" and then send and receive messages to and from family members who choose to register. All exchanges between teachers and families are saved and searchable. Online calendars help teachers share information about what's happening in the classroom, and teachers can send resources to help families promote their children's development and learning at home. A *Family Quick-Start Guide* that helps families through the process of registering and using Family Central offers step-by-step guidance for setting up the two-way communication process.

Family Conference Forms

"Family Conference Forms" make it easier for teachers and families to develop a mutual understanding of each child's strengths and challenges, and to share expectations for the child's development and learning. Teachers begin to fill out the form by summarizing the child's developmental progress during a particular period. The rest of the form is completed during a conference as the teacher and family together decide next steps. "Family Conference Forms" can be created in English or Spanish, helping to ensure successful communication. Completed forms can be printed, and they can be shared with families electronically.



Development and Learning Report

The "Development and Learning Report" was designed for sharing information with each child's family. It provides narratives that explain the child's knowledge, skills, and behaviors in relation to each objective or dimension. Then, on the basis of the child's developmental levels, it recommends activities for the family to do at home to provide additional support. Like other documents for families, the "Development and Learning Report" can be sent electronically.

Teaching Strategies GOLD® and *The Creative Curriculum*® *for Preschool*: A Powerful Partnership

Teaching Strategies GOLD can be used with any developmentally appropriate curriculum. However, a recent study showed that when teachers use *Teaching Strategies GOLD* together with *The Creative Curriculum for Preschool*, children demonstrated significant growth and positive outcomes.

Here's why:

- The same **38 research-based objectives for development and learning** are at the core of both Teaching Strategies' curriculum and assessment resources. So the all-important link between curriculum and assessment has already been made.
- **Color-coded progressions of development and learning** from *Teaching Strategies GOLD* objectives link to color-coded teaching sequences found on *Intentional Teaching Cards* and in other curriculum resources.
- The **objectives are integrated** into each and every curriculum resource, giving educators the confidence that everything they're doing is focused on what's most important for school readiness.

To learn more about the positive outcomes from using *Teaching Strategies GOLD* and *The Creative Curriculum for Preschool*, visit TeachingStrategies.com/GOLD.

"Teaching Strategies GOLD takes ongoing assessment to another level."

— Elise Edwards, Early Education Coordinator, Denver Public Schools

Teaching Strategies GOLD®

TeachingStrategies.com/GOLD

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