

Module 3C: Session Handouts

Managing an Effective Program through GOLD®

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Pre- and Post-Assessment

Module 3C: *Managing an Effective Program through GOLD®*

Date: _____

Trainer's Name: _____ Participant's Name: _____

Job Title: Teacher Assistant Teacher Director Other: _____
(circle one)

Ages you work with: infants toddler: ones toddler: twos preschool pre-k
(circle all that apply) 6 weeks to 12 months 13 to 23 months 24 to 35 months 3 to 4 years 4 to 5 years

Instructions: Think about the following statements in relation to what you understand BEFORE and AFTER the training. Please check the box that best describes how you would rate your level of knowledge and skills based on the training topic: 1 (lowest) to 5 (highest).

STATEMENTS	BEFORE THE TRAINING						AFTER THE TRAINING					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Why programs use Teaching Strategies GOLD®												
Ensuring teachers are capturing quality documentation and entering it timely												
Selecting the best method to track use of Teaching Strategies GOLD®												
Mapping out a planning calendar for Teaching Strategies GOLD® implementation												
Running Teaching Strategies GOLD® reports to optimize effective instructional practices and program compliance												

How Well Do You Know _____ ?

Select a person in the room and write that person's name in the title. Circle the answer that you think the person you selected would choose. Be prepared to share how you came to your decisions.

Salty	Sweet
Country Music	Pop Music
Starbucks	PJ's Coffee
Night Owl	Early Bird
Facebook	Instagram
Beach	Pool
Fall	Spring
Texting	Talking
Sweats	Dressing Up
Book	Movie
Spicy	Plain
Baths	Showers
Pizza	Burger
Saints	LSU
Cake	Cookie
Christmas	Las Vegas
Boat	Plane
Summer	Winter
Scary Movie	Comedy

Objectives for Development & Learning

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

Default Objectives in Teaching Strategies *GOLD*®

<p>Social Emotional 1a, 1b, 1c 2a, 2c 3a, 3b</p>	<p>Cognitive 11b, 11c, 11d, 11e 12a, 12b 13</p>
<p>Physical 4, 5, 6 7a, 7b</p>	<p>Literacy 15a, 15b, 15c 16a, 16b 17a, 17b 18a, 18b, 18c 19a, 19b</p>
<p>Language 8a, 8b 9a, 9b, 9c, 9d 10a</p>	<p>Math 20a, 20b, 20c 21a, 21b 22a, 22b, 22c 23</p>

On-the-Spot Recording Tool in *MyTeachingStrategies*®

1. In the Assess area, select “On The Spot” on the top navigation menu.
2. Select the child records you would like to include.
3. To show the colored bands, select Color under “Select Output.”
4. Expand the “Select objectives and dimensions” drop-down menu by clicking the “+” icon and customize which Objectives/Dimensions are shown in the tool.

Note: Only the physical, literacy, Spanish literacy, and mathematics Objectives/Dimensions can be included in the On-The-Spot Recording Tool.

5. Instructions explaining how to use the tool are included by default, but you may choose not to include them.
6. Select “Next.”

The screenshot shows the 'On-the-Spot Observation Recording Tool' configuration interface. It includes sections for 'Select Children' (with a list of names like Bella Fernandez, Jonathan Hunt, etc.), 'Select Output' (Color selected), 'Select objectives and dimensions' (expanded), and 'Include instructions' (Yes selected). A 'Next' button is at the bottom right.

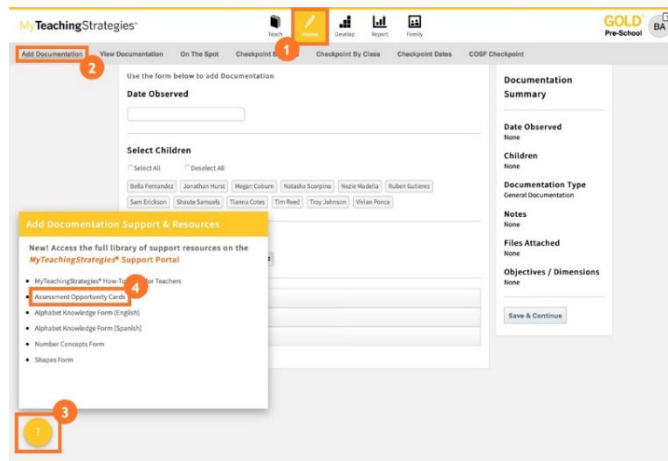
1. If you choose to include instructions, those will appear at the top of the On-the-Spot Recording Tool.
2. Each included progression will appear with your class list below the instructions.
3. Select “Print” to print the On-the-Spot Recording Tool.

The screenshot shows the 'On-the-Spot Observation Recording Tool' with instructions and a data table. The instructions explain the tool's purpose and usage. The table below is for 'Objective 4: Demonstrates traveling skills'.

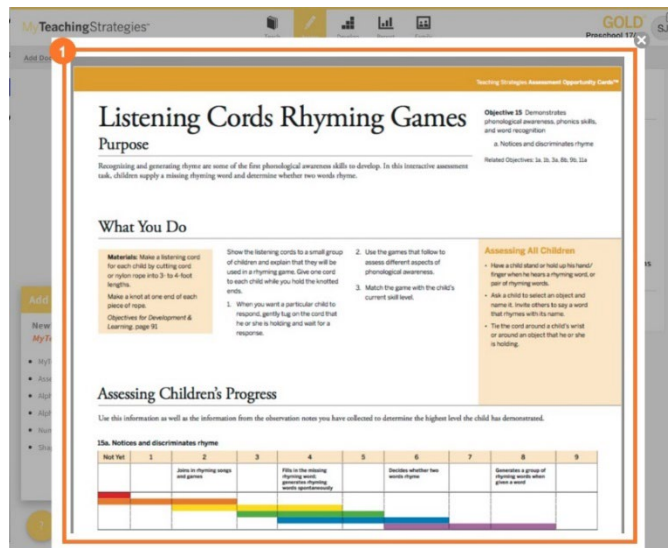
Item	1	2	3	4	5	6	7	8	9	10	11	12	13
Item													
Item		Moves to explore immediate environment	Experiment with different ways of moving	Moves purposefully from place to place with control	Coordinates increasingly complex movements in play and games	Uses a variety of traveling movements, varying speed, path, and direction	Coordinates multiple complex movements while traveling						
Children	Bella Fernandez	Jonathan Hunt	Natasha Scarpino	Nora Madril	Ruben Gutierrez	Sam Erickson	Shane Samuels	Tiana Cotes	Troy Johnson	Victor Flores			

Assessment Opportunity Cards™ in MyTeachingStrategies®

1. While in the Assess area, select “Add Documentation” in the top navigation menu.
2. Select the “Support and Resources” icon.
3. Select “Assessment Opportunity Cards.”



4. Scroll through the PDF to view each of the ten Assessment Opportunity Cards™.



Note: GOLD® supports authentic assessment – you observe and document children’s learning as they engage in meaningful experiences.

Ways to Document Handwritten Notes

Social-Emotional
Objective 1: Regulates own emotions and behaviors

Student Name	Social-Emotional Objective 1: Regulates own emotions and behaviors			Comments
	a) Manages feelings Date Observed	b) Follows limits and expectations Date Observed	c) Takes care of own needs appropriately Date Observed	
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12
13				13
14				14
15				15
16				16
17				17
18				18
19				19
20				20
21				21
22				22
23				23
24				24
25				25
26				26
27				27
28				28
29				29
30				30

MyTeachingStrategies™

Alphabet Knowledge for _____

Child's Name _____

	Recognizes Letters		Write Letters		Letter-Sound Connection
	Uppercase	Lowercase	Uppercase	Lowercase	
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L					
M					
N					
O					
P					
Q					
R					
S					
T					
U					
V					
W					
X					
Y					
Z					

Teaching Strategies Objective Checklist



Student: _____
Checkpoint Fall Winter Spring



Social-Emotional

Objective Number	Objective/Dimension	Date Observed	Completed
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. Make friends.		
3	Participates cooperatively and constructively.		
	a. Balances needs and rights of self and others.		
	b. Solves social problems.		

Physical

Objective Number	Objective/Dimension	Date Observed	Completed
4	Demonstrates traveling skills.		
5	Demonstrates balancing skills.		
6	Demonstrates gross-motor manipulative skills.		
7	Demonstrates fine-motor strength.		
	a. Uses fingers and hands.		
	b. Uses writing and drawing tools.		

Language

Objective Number	Objective/Dimension	Date Observed	Completed
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.		

Teaching Strategies Observation Notes

Area: Physical	Objectives and Dimensions		
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
Date	Student	Objective/Dimension	Observational Notes

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Handout 9

Literacy 15a	Literacy 15b
Literacy 15c	Literacy 16a
Literacy 16b	Literacy 17a
Literacy 17b	Literacy 18a
Literacy 18b	Literacy 18c

Quality Documentation

Program Planning:

Who captures documentation for each class?	Which types of documentation is required?	How will documentation be captured?	Who will monitor documentation?	Is staff Interrater Reliable? <small>If not, how will staff become reliable?</small>
<i>EXAMPLE: Teacher/Assistant teacher</i>	<i>EXAMPLE: Checklists Notes Pictures Videos Audio clips</i>	<i>EXAMPLE: My Teaching Strategies GOLD® On-the-Spot Observation Recording Tool GOLD® App Assessment Opportunity Cards Handwritten Notes</i>		

New ideas to implement:

Tips for a Successful Checkpoint

Tip #1: Watch the webinar in MyTeachingStrategies® Support Portal

Ex. Webinar: GOLD® Spring Checkpoint Support for Administrators

Tip #2: Review documentation weekly

The Documentation Status Report shows how many pieces of documentation have been collected for each objective/dimension for each child in the class. Running this report weekly.

Tip #3: Maximize efforts

Using the *Checkpoint by Class* option to enter data saves valuable time.

Tip #4: Check your progress towards completion

The Assessment Status Report gives an overall view of how far the program or class has progressed in completing the checkpoint. This report will show which areas of development and learning do not have finalized checkpoint ratings.

Tip #3: Maximize efforts

This will ensure everything is complete and reported timely.

Planning for Successful Checkpoints

Dates to Consider:

Weekly:

Monthly:

October:

February:

May:

Dates to consider:

Weekly:

Documentation entry/monitoring

Monthly:

Run reports

October/February/May:

Last day to enter notes

Handout 13

How can I use the Class Profile Report in my program?

How can I use the Development and Learning Report in my program?

How can I use the Report Card Report in my program?

Handout 14

How do I use the MyTeachingStrategies® Support Portal?

From the home page of the Support Portal, you can browse support articles and videos, view recommended resources, and access other forms of support.

- On any page of the Support Portal, select Home from the top navigation menu to return to the home page.
- Select Implementation from the top navigation menu to browse the implementation resources.
- Select Teachers from the top navigation menu to browse all support articles and videos for teachers.
- Select Administrators from the top navigation menu to browse all support articles and videos for administrators.
- Select Videos from the top navigation menu to browse all support videos.
- Select Webinars from the top navigation menu to browse all upcoming and archived support webinars.
- Select Submit a Case from the top navigation menu to submit a technical support case to Teaching Strategies.
- Type a question or phrase into the "Ask a question..." bar to find related support articles and videos.
- Browse the newest support videos.
- Browse recommended support articles and videos for teachers and administrators. These are updated each month with suggested resources based on the time of year.
- In the top right of the Home page, you will find a link to the Teaching Strategies Performance Status Page. Select Visit Page to leave the portal and view that page. The performance status page provides you with real-time updates regarding any any performance issues affecting *MyTeachingStrategies*®.
- Browse the most viewed support articles and videos under Trending Articles and Videos.
- Watch the latest webinar under Experts' Corner.

Implementation Resources

The Implementation page provides you with resources (in English and in Spanish) that support your team to use Teaching Strategies products successfully in your program.

Support Articles

Of the over 1000 articles in the support portal, the majority have titles that begin with the words *how*, *what*, and *why*; and are formulated as questions. We recommend that you search by keyword or phrase, or type in the specific question that you need answered.

- *How?* – These support articles contain information about how to use a specific feature or generate a specific report.
- *What?* – These support articles contain information about the purpose of a feature or what it is used for.
- *Why?* – These articles explain why features operate a certain way or why something may not be working correctly.

Support Videos

The Support Portal also includes a library of support videos. The Videos page lists all of the support videos that are currently available, organized by topic.

Support Webinars

The Support Portal includes all upcoming and archived *GOLD*® support webinars.

- Select “Webinars” in the top navigation menu.
- Selected the “Featured Webinar” to view the most recent archived webinar.
- Select an upcoming webinar to register for that webinar.
- Select and archived webinar to view that webinar.

Submit a Case

You can use the Submit a Case form for any *GOLD*® issue that you are unable to find answers to in the Support Portal. As you type in the Subject and Description fields, suggested articles and videos will populate to the right under “Find Answers Fast” based on what you type.

Select an article or video from the list of suggestions. If you find your answer there, please select “Yes” at the bottom of the article or video once to let us know that the resource helped and then again to clear your case form.

Examples of Support

How do I print a list of the *GOLD*® Objectives for Development and Learning at the progressions in MyTeachingStrategies®?

<https://teachingstrategies.force.com/portal/s/article/How-do-I-print-a-list-of-the-GOLD-objectives-for-development-and-learning-and-the-progressions-in-MyTeachingStrategies>

How do I add objectives/dimensions in MyTeachingStrategies®?

<https://teachingstrategies.force.com/portal/s/article/How-do-I-require-additional-GOLD-objectives-and-dimensions-for-a-site-in-MyTeachingStrategies-for-abbreviated-item-set-licenses>

What devices support the *GOLD*® Documentation app?

<https://teachingstrategies.force.com/portal/s/article/What-devices-support-the-GOLD-Documentation-app>

Webinar: Saving Time Using *GOLD*® for Teachers

<https://teachingstrategies.force.com/portal/s/article/Webinar-Saving-Time-Using-GOLD-for-Teachers>