

# Module 3C: Outline & Manual

*Managing an Effective Program through GOLD®*

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## Module Description

This 2-hour interactive training module is designed for managers/directors/principals/leaders who want to build their capacity to effectively use *GOLD*® to manage their program. In this training, participants will develop an understanding of *GOLD*® and why it is used to assess the development and learning of young children. Participants will learn how staff members can capture quality documentation and how to ensure staff captures this quality documentation regularly. Various methods for tracking documentation will be shared to ensure checkpoints are finalized timely and accurately. Participants will leave this session knowing the best reports to use to optimize effective instructional practices while ensuring proper program compliance.

### Pre-Work

- Ensure participants have a copy of *Objectives for Development & Learning*
- Prepare example chart for Factors that Influence Development & Learning Activity

### Materials

- Chart paper and markers
- Tape
- Copy paper
- Pencils or pens for participants
- Handouts
  - *How Well Do You Know \_\_\_\_?*
  - *Objectives for Development and Learning*
  - *Default Objectives in Teaching Strategies GOLD*®

- *On-the-Spot Recording Tool*
- *Assessment Opportunity Cards™ in MyTeachingStrategies®*
- *Ways to Document Handwritten Notes*
- *Handout 9*
- *Quality Documentation*
- *Tips for a Successful Checkpoint*
- *Planning for Successful Checkpoints*
- *Handout 13*
- *Handout 14*
- *Pre- and Post-Assessment Evaluations*

## Learning Outcomes

Candidates who actively participate in this session will be able to...

- Explain why programs use Teaching Strategies *GOLD*®
- Ensure teachers are capturing quality documentation and entering it timely
- Select the best method to track use of Teaching Strategies *GOLD*®
- Map out a planning calendar for Teaching Strategies *GOLD*® implementation
- Run Teaching Strategies *GOLD*® reports to optimize effective instructional practices and program compliance

## Training Agenda

Total Content Time: 2.0 hours

Total Session Time: 3.0 hours

Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start <i>(not included in total course time)</i>
Welcome, Session & Group Introductions	20 minutes
What is Teaching Strategies <i>GOLD</i> ®?	5 minutes
Why do we use Teaching Strategies <i>GOLD</i> ®?	5 minutes
Quality Documentation	25 minutes
Ensuring Quality Documentation is Entered	15 minutes
Checkpoint Preparation	10 minutes
Planning a Calendar	20 minutes
Generating a Report	5 minutes
Useful Reports for Administration	5 minutes
Using the Class Profile, Development and Learning, or Report Card to Manage Your Program	15 minutes
How-To Resources	5 minutes
Session Closing & Post-Assessment	15 minutes <i>(not included in total course time)</i>

Individualized Q&A

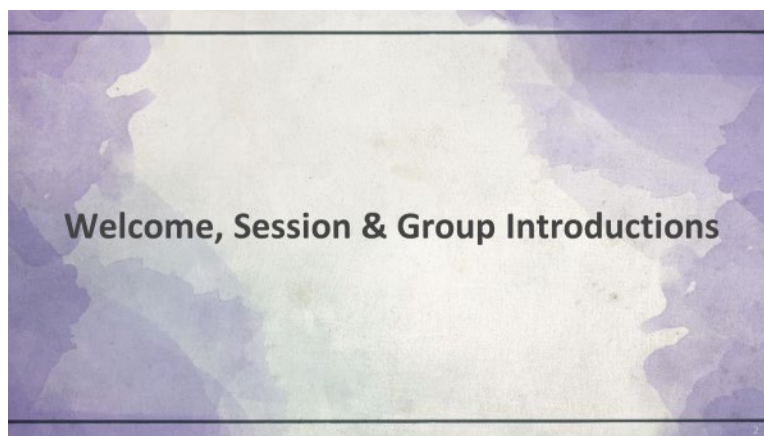
15 minutes following course completion  
(not included in total course time)

## Training Manual



*Distribute the Pre-Assessment Evaluation as participants enter the training.*

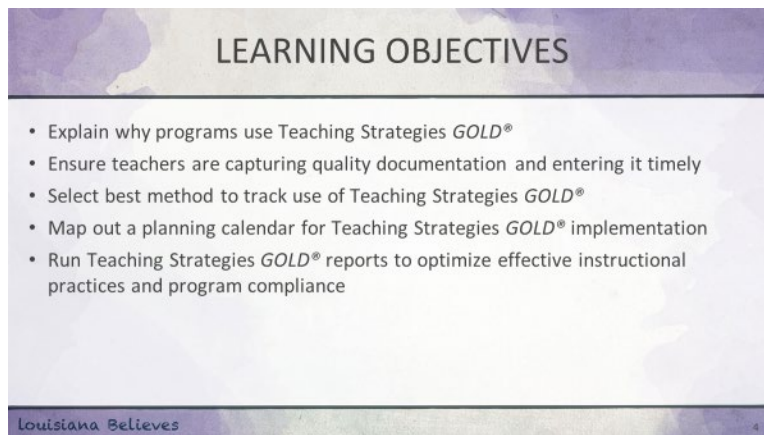
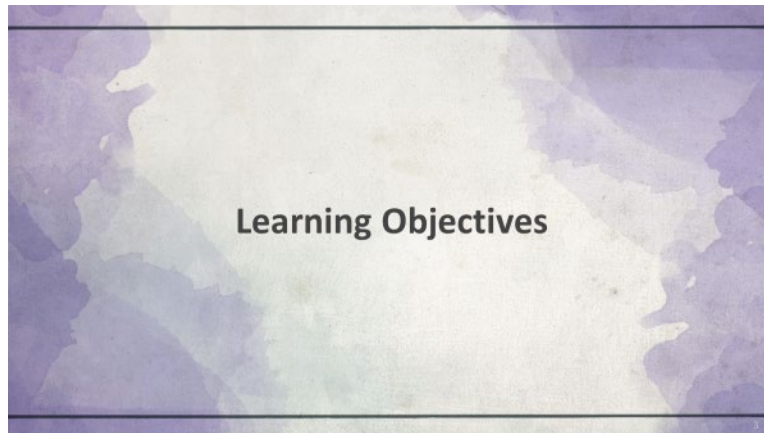
- *Ask them to complete the Pre-Assessment Evaluation and return to you*
- *Briefly review the forms to identify the group's needs*
- *Emphasize the learning objective(s) identified by the group as needing support*
- *Modify the session to spend more time on knowledge, skills, and abilities needed by the group*



Good morning/afternoon. This is a presentation of the Louisiana Early Childhood Key Training Modules. I am (insert name) and I will be your trainer today.

This morning/afternoon, we will begin by getting to know a little bit about one another, and also review what you will be learning today.

First, I want to welcome and thank you for taking the time to join us today. I/we appreciate your dedication to young children in Louisiana. Your efforts to grow will help them grow, so thank you.

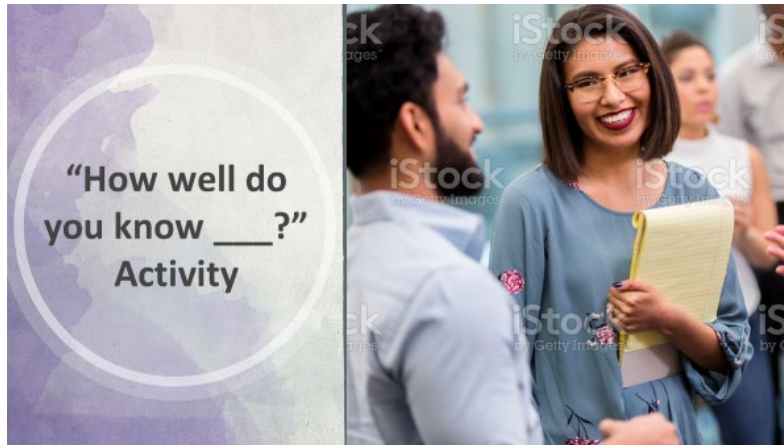


*Read each learning objective aloud.*

- **Explain why programs use Teaching Strategies *GOLD*®**
- **Ensure teachers are capturing quality documentation and entering it timely**
- **Select best method to track use of Teaching Strategies *GOLD*®**
- **Map out a planning calendar for Teaching Strategies *GOLD*® implementation**
- **Run Teaching Strategies *GOLD*® reports to optimize effective instructional practices and program compliance**

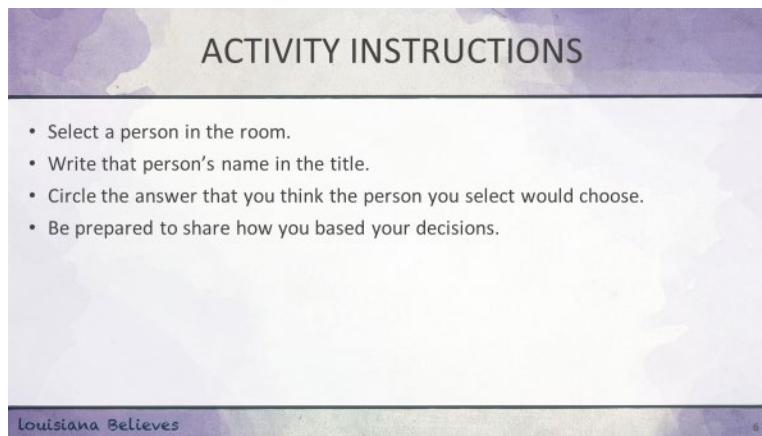
Are there any additional points we should add to our list of objectives for today?

*Record responses on chart paper.*



Distribute “How well do you know \_\_\_?” Activity handout.

We will play a short game.



### ACTIVITY INSTRUCTIONS

- Select a person in the room.
- Write that person’s name in the title.
- Circle the answer that you think the person you select would choose.
- Be prepared to share how you based your decisions.

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**Select a person in the room. Write that person’s name in the title.**

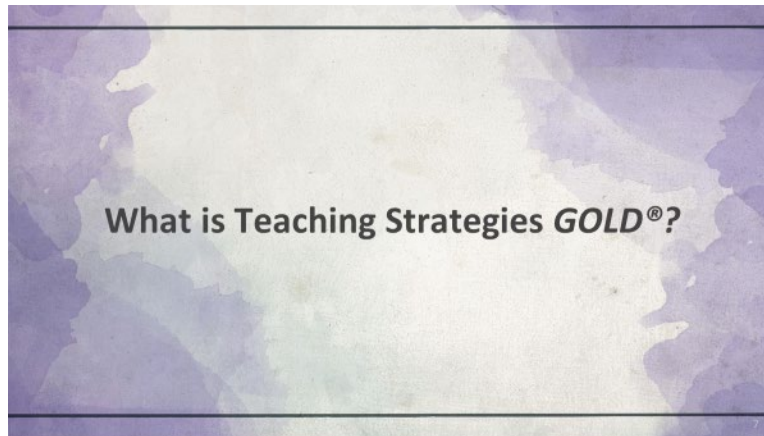
**Circle the answer that you think the person you selected would choose. Be prepared to share how you based your decisions.**

*Give participants about two minutes to select answers, and about three minutes to share the results with the person they selected to see how accurate they were in selecting responses. Have a few participants share with the larger group and have them share how they based their decisions.*

Besides having a little fun, the point of this exercise is to prove that when we can base ratings or answers on observational data, we have a better opportunity to capture accurate results. For example, if you always see the person you selected drinking PJ’s Coffee on Facebook, it is more than likely that person prefers PJ’s Coffee over Starbucks.

This piece of “documentation” that you gathered from viewing Facebook posts over time led you to make an informed decision rather than just guess what you think the person prefers because you saw it one time. This is a very simple way to understand *GOLD*® and the importance of capturing accurate, quality documentation over time. If you would have

had enough quality documentation, you probably could have selected all 20 preferences of the person you selected in the room.



Teaching Strategies GOLD® is an authentic, ongoing observational system for assessing children from birth through third grade. 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.

What is ongoing assessment? *Allow one or two participants to share with the group.*

Yes, 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.

At your table, discuss what ongoing assessment means to you. *When participants are done discussing, have two tables share their idea with the larger group.*

*Possible answers include:*

- *Happens during regular, everyday activities*
- *Should not be treated like a test*
- *Implemented on a continuous basis throughout the year*
- *Helps teachers meet children where they are*
- *Helps children meet challenging and achievable learning goals*
- *Gives broader and more meaningful picture of development*
- *Should not be done right before the checkpoint is due*
- *Never performed outside of everyday activities*
- *Should be captured in some form daily*

### OBJECTIVES FOR DEVELOPMENT AND LEARNING

AREA OF DEVELOPMENT AND LEARNING	OBJECTIVES	OBJECTIVES	OBJECTIVES	OBJECTIVES	
<b>Language Arts</b>	<ol style="list-style-type: none"> <li>1. Understands the relationship between spoken and written language.</li> <li>2. Understands the relationship between spoken and written language.</li> <li>3. Understands the relationship between spoken and written language.</li> <li>4. Understands the relationship between spoken and written language.</li> <li>5. Understands the relationship between spoken and written language.</li> <li>6. Understands the relationship between spoken and written language.</li> <li>7. Understands the relationship between spoken and written language.</li> <li>8. Understands the relationship between spoken and written language.</li> <li>9. Understands the relationship between spoken and written language.</li> <li>10. Understands the relationship between spoken and written language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands the relationship between spoken and written language.</li> <li>2. Understands the relationship between spoken and written language.</li> <li>3. Understands the relationship between spoken and written language.</li> <li>4. Understands the relationship between spoken and written language.</li> <li>5. Understands the relationship between spoken and written language.</li> <li>6. Understands the relationship between spoken and written language.</li> <li>7. Understands the relationship between spoken and written language.</li> <li>8. Understands the relationship between spoken and written language.</li> <li>9. Understands the relationship between spoken and written language.</li> <li>10. Understands the relationship between spoken and written language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands the relationship between spoken and written language.</li> <li>2. Understands the relationship between spoken and written language.</li> <li>3. Understands the relationship between spoken and written language.</li> <li>4. Understands the relationship between spoken and written language.</li> <li>5. Understands the relationship between spoken and written language.</li> <li>6. Understands the relationship between spoken and written language.</li> <li>7. Understands the relationship between spoken and written language.</li> <li>8. Understands the relationship between spoken and written language.</li> <li>9. Understands the relationship between spoken and written language.</li> <li>10. Understands the relationship between spoken and written language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands the relationship between spoken and written language.</li> <li>2. Understands the relationship between spoken and written language.</li> <li>3. Understands the relationship between spoken and written language.</li> <li>4. Understands the relationship between spoken and written language.</li> <li>5. Understands the relationship between spoken and written language.</li> <li>6. Understands the relationship between spoken and written language.</li> <li>7. Understands the relationship between spoken and written language.</li> <li>8. Understands the relationship between spoken and written language.</li> <li>9. Understands the relationship between spoken and written language.</li> <li>10. Understands the relationship between spoken and written language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands the relationship between spoken and written language.</li> <li>2. Understands the relationship between spoken and written language.</li> <li>3. Understands the relationship between spoken and written language.</li> <li>4. Understands the relationship between spoken and written language.</li> <li>5. Understands the relationship between spoken and written language.</li> <li>6. Understands the relationship between spoken and written language.</li> <li>7. Understands the relationship between spoken and written language.</li> <li>8. Understands the relationship between spoken and written language.</li> <li>9. Understands the relationship between spoken and written language.</li> <li>10. Understands the relationship between spoken and written language.</li> </ol>

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Distribute Objectives for Development and Learning handouts.

These handouts are the Objectives for Development and Learning. They can serve as a quick reference to the 38 objectives that guide teachers through the assessment cycle. The objectives can 10 areas of development and learning.

### COLOR-CODED PROGRESSIONS

**Objective 15** Demonstrates phonological awareness, phonics skills, and word recognition

**a. Notices and discriminates rhyme**

Not Met	1	2	3	4	5	6	7	8	9	10	11	
		<p><b>Joins in rhyming songs and games</b></p> <ul style="list-style-type: none"> <li>• Rhymes along and joins in random words in rhyme</li> <li>• Sings with a group, "Ore, two, tuckles my shoe..."</li> </ul>		<p><b>Fills in the missing rhyming word; generates rhyming words spontaneously</b></p> <ul style="list-style-type: none"> <li>• Completes the rhyme in the phrase, "The fat cat sat on the _____ chair."</li> <li>• Chants spontaneously, "Me, too, too, too, too, too."</li> </ul>		<p><b>Decides whether two words rhyme</b></p> <ul style="list-style-type: none"> <li>• "Do bear and chair rhyme? What about bear and pear?"</li> <li>• Matches rhyming picture cards</li> </ul>		<p><b>Generates a group of rhyming words when given a word</b></p> <ul style="list-style-type: none"> <li>• Says, "hat, sat, bat," when asked, "What words rhyme with cat?"</li> </ul>		<p><b>Generates rhyming words without a prompt word; identifies rhyming words in written text; uses rhyme to decide text</b></p> <ul style="list-style-type: none"> <li>• Makes the word out with the phonics alphabet letters and then changes the first letter to create the words cat, hat, mat, reads each one and says, "I made a lot of rhyming words."</li> <li>• Identifies all the rhyming words after reading a simple story told in rhyme.</li> </ul>		

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Teaching Strategies *GOLD*® offers progressions for the objectives in the major areas of child development and learning. When teachers use the progressions understand the typical order in which children’s skills advance, they can sequence learning experiences appropriately.

Teaching Strategies *GOLD*® progressions have color-coded bands that show widely held expectations for children’s development and learning. The bands show at which levels most children of a particular age or class or grade are likely to be at the beginning and end of a program year.

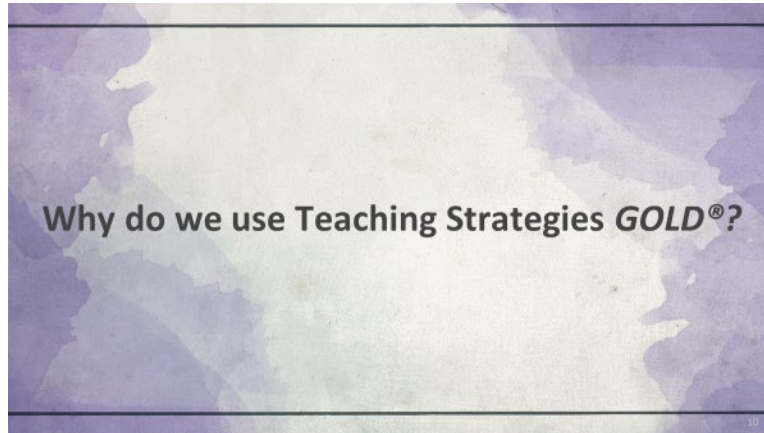
Because development and learning are overlapping, the color bands also overlap, helping teachers guide their expectations realistically.

Color band key:

- **Red:** Birth to 1 year
- **Orange:** 1 to 2 years
- **Yellow:** 2 to 3 years
- **Green:** Pre-K 3 class
- **Blue:** Pre-K 4 class
- **Purple:** Kindergarten
- **Pink:** First grade
- **Silver:** Second grade



- *Brown: Third grade*

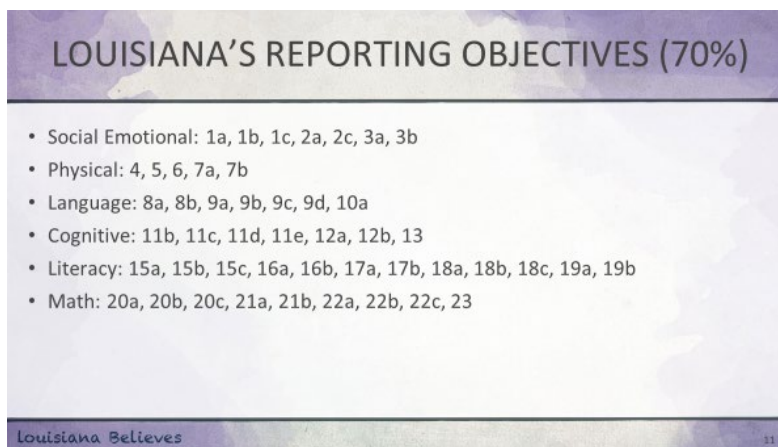


Take a moment to discuss at your table the question of “**why do we use Teaching Strategies GOLD®?**” Give participants about two minutes to discuss.

Would anyone like to share out?

Possible answers include:

- *Authentic, ongoing observational assessment is critical to planning appropriate learning experiences to help children thrive*
- *Teaching Strategies GOLD® can be used with any developmentally appropriate early childhood curriculum*
- *It supports all types of learners, including children with special needs, English Language Learners, and children with advanced knowledge and skills*
- *It is aligned to the Louisiana Birth to Five Early Learning and Development Standards*
- *It is one of the informational metrics on the state’s Early Childhood Performance Profiles*



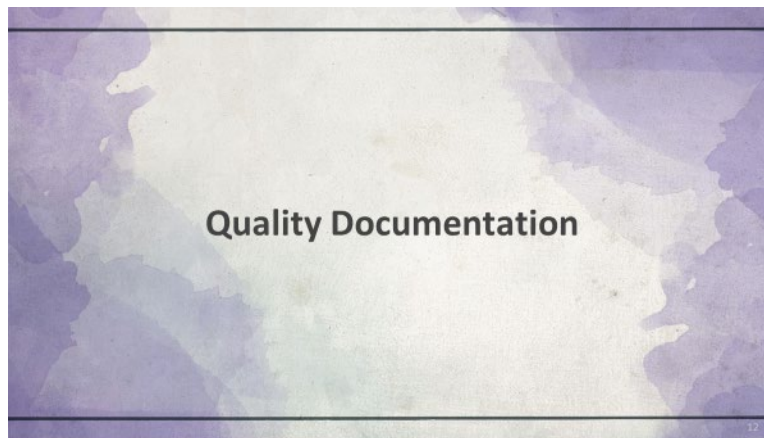
Distribute Default Objectives in Teaching Strategies GOLD® handout.

This is the list of default objectives in Teaching Strategies GOLD®. This can serve as quick reference to the objectives Louisiana requires to rate for each checkpoint.

In Louisiana, all publicly-funded children attending public and nonpublic pre-K, Head Start, and childcare are assessed with *GOLD*<sup>®</sup> three times annually, on the last day of October, February, and May.

Louisiana currently recommends a default *GOLD*<sup>®</sup> item set which is 70% of the objectives offered by Teaching Strategies *GOLD*<sup>®</sup>.

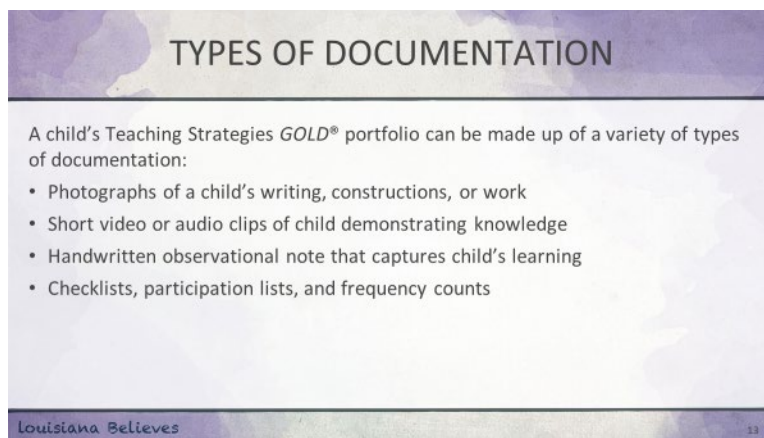
Programs may choose to assess children using more than the 70% default objective set by manually adding objectives.



What does **quality documentation** mean to you? Take a moment and talk with a partner. *Give participants about three minutes to talk.*

*Possible answers include:*

- *Factual information only*
- *Descriptions of gestures, facial expressions, and other actions*
- *Direct quotations and descriptions of the child's work and creations*
- *Video clips*
- *Pictures*



I am sure as you talked with your partner, you discussed types of documentation.

Types of documentation can include:

- Photographs of a child’s writing, constructions, or work,
- Short video or audio clips of child demonstrating knowledge,
- Handwritten observational note that captures child’s learning, and
- Checklists, participation lists, and frequency counts.

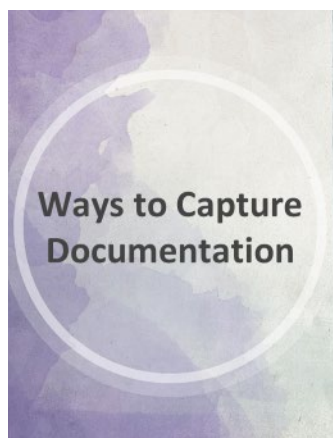
It is important that all Teaching Strategies *GOLD*® documentation is objective, factual, and strengths-based. Documentation should include:

- Objective descriptions of a child or children’s actions or words
- Context in which the child or children are being observed
- Date, time, location
- Materials and/or activity taking place

How much documentation does your program require for each checkpoint for each objective?

*Have a few participants share with the group. Answers will vary. There is no right or wrong answer as long as a program collects enough documentation to support a rating.*

Teaching Strategies *GOLD*® does not dictate a certain required amount for each objective. They state that teachers need to collect enough documentation to accurately support their assessment decisions of each child’s knowledge, skills, and behaviors at the end of every checkpoint. At minimum, a teacher needs to have at least one piece of documentation for every objectives and dimension for every child.

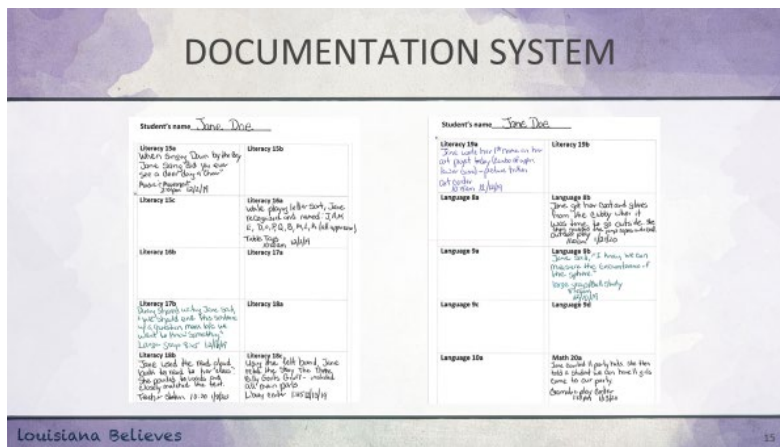


- My Teaching Strategies *GOLD*®
- On-the-Spot Observation Recording Tool
- *GOLD*® Documentation App
- Assessment Opportunity Cards
- Handwritten notes

Now let’s look at **ways to capture documentation**:

- **My Teaching Strategies *GOLD*®**
  - Notes and files can be directly entered in the assess tab.
- **On-the-Spot Observation Recording Tool**
  - This is an optional checklist used to collect information quickly, either for one child or a group of children in the areas of physical, literacy, and mathematics. It can be printed from the assess tab and will list students in the class. If you are not familiar with this resource, *On-the-Spot Recording Tool* handout explains how to access it.
- ***GOLD*® Documentation App**

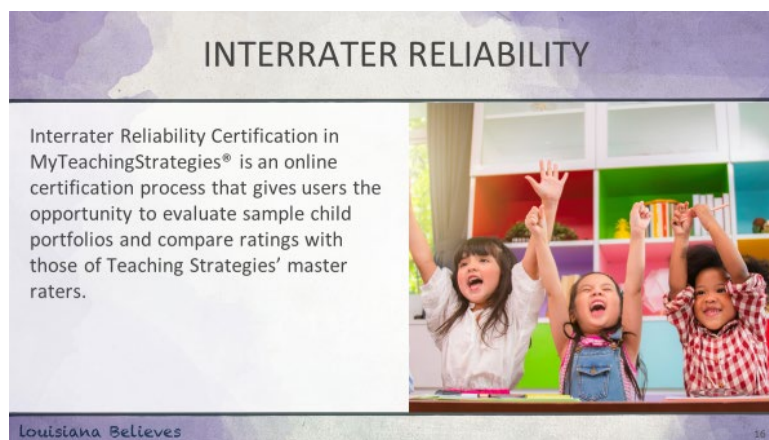
- The App can capture pictures, videos, and audio recordings. Users can also add a voice-to-text dictation note.
- **Assessment Opportunity Cards**
  - These are 10 performance-based assessments for literacy and math. If you are not familiar with this resource, *Assessment Opportunity Cards™ in MyTeachingStrategies®* handout explains how to access it.
- **Handwritten notes**
  - There are many options out there. The key is to keep them organized to transfer by uploading pictures or typing into My Teaching Strategies GOLD®. *Ways to Document Handwritten Notes* handout has some examples of ways to take notes.



Does your program currently have a system in place for capturing documentation? *Pause to allow participants to respond and share with a partner. Answers will vary.*

*Distribute Handout 9 handout.*

This handout is an idea to track per student. Several sheets would be created per child so each objective would have a note box. At a glance, the teacher could see which objectives had notes and which still needed a note. The sheets could be stapled in a manila folder for easy access and storage. Since this documentation is for one child, the teacher can take a picture of the sheet of notes and upload it into GOLD®.



**Interrater Reliability** is a way to ensure staff rates documentation through the same lens.

**Interrater Reliability Certification in MyTeachingStrategies®** is an online certification process that gives users the opportunity to evaluate sample child portfolios and compare ratings with those of Teaching Strategies' master raters. Certification is valid for three years. Teaching Strategies will email a notification 30 days prior to when an Interrater Reliability Certification will expire and again once an Interrater Reliability Certification expires.



*Distribute Quality Documentation handout.*

Let's take about five minutes to reflect on what we have discussed about quality documentation by filling out the table on the *Quality Documentation* handout.

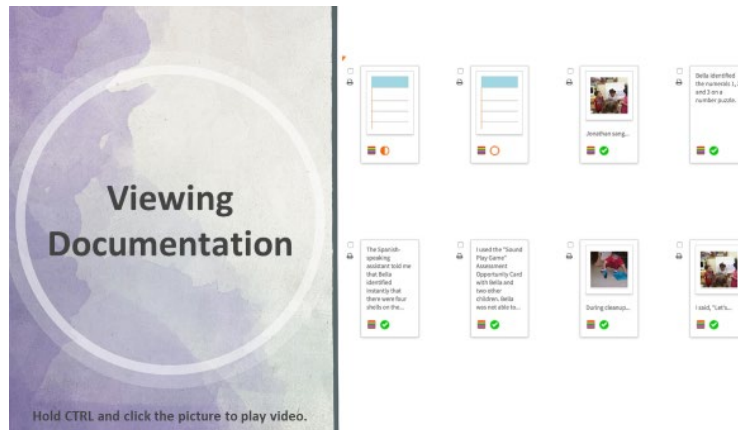
Now we will get moving to share what you do in your program. We will use the Kagan activity: Stand Up, Hand Up, Pair Up.

Everyone will stand up with *Quality Documentation* handout in your hand. Then raise your hand and mix and mingle in the room. When you find a partner that was not at your table, you will put your hand down and discuss your handout with your partner.

Any questions? Let's begin. *Allow participants about five minutes to complete the activity.*

Can I have everyone's attention? Take a moment to finish your thought and return back to your seat. The bottom of the handout has a place for you to jot any new ideas you learned while speaking with your partner.





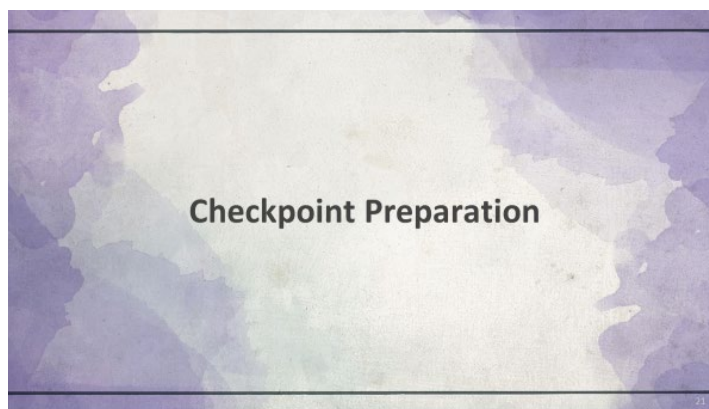
Not only is it a best practice to ensure that teachers are entering documentation weekly, administrators should also monitor the quality of documentation being entered. The purpose of this monitoring is to provide support for any staff member needing extra guidance or professional development in capturing quality documentation.

Administrators can **view documentation** that has been added by teachers in their program. We will now watch a quick video that will show you how this is done.

*Play the video linked on the slide. (Duration: 3:25)*

*Video link: <https://teachingstrategies.force.com/portal/s/article/Video-Viewing-Documentation-for-Administrators>*

*Expand to full screen view so all participants can easily view the content.*



Running a weekly Documentation Status Report and ensuring teachers are entering quality documentation by viewing items weekly will ensure a smooth **checkpoint**.



Here are a few other tips that can help your program complete a successful checkpoint. This can be focused on *Tips for a Successful Checkpoint* handout.

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

- For example, **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 or dimension for each child in the class. Run 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 #5: Make a calendar with due dates**

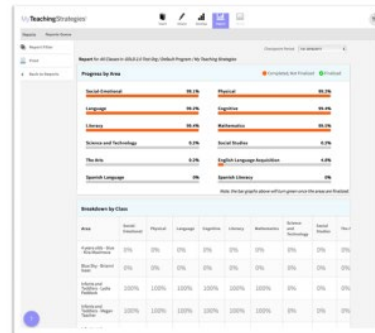
- This will ensure everything is complete and reported timely, and **share the calendar with all staff members**.

*Trainer Note: The web links below are intended to provide additional information.*

<https://teachingstrategies.force.com/portal/s/article/Webinar-GOLD-Spring-Checkpoint-Support-for-Administrators>

<https://teachingstrategies.force.com/portal/s/article/Video-Completing-Checkpoints-By-Class-for-Teachers>





Administrators can generate the **Assessment Status Report** in MyTeachingStrategies® to see how far their teachers have progressed in completing and finalizing **GOLD®** checkpoint ratings for a checkpoint period.

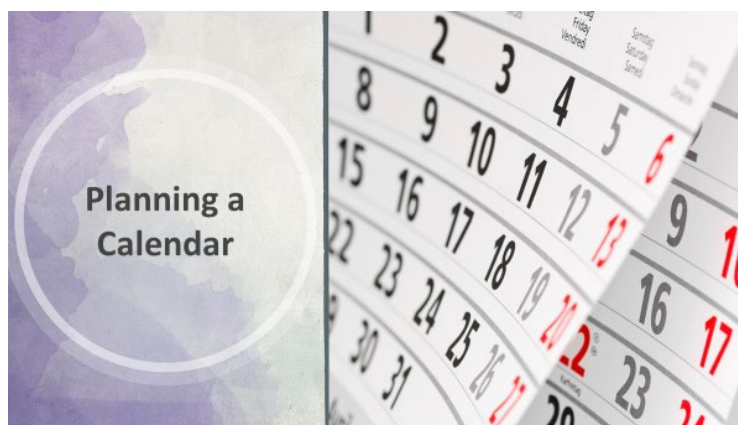
This should be run regularly starting about a week before you set your checkpoint due. Programs should set a program checkpoint due date a week before the state deadline. This will allow time to correct any reporting errors.

We will now watch a quick video that will show you how to run this report.

*Play the video linked on the slide. (Duration: 3:08)*

*Video link: <https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Assessment-Status-Report-in-MyTeachingStrategies>*

*Expand to full screen view so all participants can easily view the content.*



We have talked about key functions in Teaching Strategies **GOLD®** that should take place periodically. The best way to keep track of this is to map it out. Using chart paper, each group will map out due dates for the year that can be transferred to a program calendar. Please get into groups of four to five.

*Distribute Planning for Successful Checkpoints* **handout**. Use this **handout** as a guide as to what should be included.

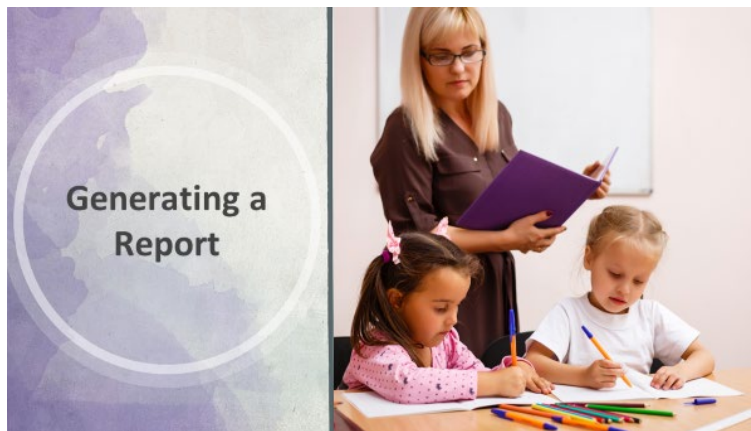
Feel free to add any other important *GOLD*® dates or activities that your program uses. Once you are finished, we will conduct a gallery walk. Would one person from each group come up and get supplies?

*Hand one member from each group a piece of chart paper, markers, and tape. Give ten minutes to prepare the planning chart. Notify participants when they have two minutes left. When groups finish, instruct them to hang the chart on any open wall space.*

It is now time for us to begin our gallery walk. Please take a pack of sticky notes. Your team will take about a minute to view each chart and leave a comment or a new idea on a sticky note before moving to the next chart.

*Trainer Note: If you are presenting to a large audience, have participants visit five charts and leave feedback.*

Now to conclude our activity, please go back to your chart and read what was shared by the other groups. Feel free to add anything to the *Planning for Successful Checkpoints* handout that may be helpful to your program.



Teaching Strategies has numerous reports that can be generated.

TEACHING STRATEGIES REPORTS	
Class Profile Report	Comparative Report
Individual Child Report	Goals Report
Report Card Report	Growth Report (Birth through Third Grade)
Development and Learning Report	Snapshot Report
Documentation Status Report	Snapshot (Birth through Third Grade) Report
Assessment Status Report	Interrater Reliability Report
Snapshot by Dimension Report	Online Professional Development Report
Alignment Report	Data Export Report

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Here is the list of all of the reports that can be generated. Naturally, each report has a purpose, but some are particularly useful for administrators.



Are there certain reports that you like to run? *Have a few participants share, and follow up with the next question.*

Possible answers include:

- Snapshot
- Development and Learning
- Class Profile

When do you typically run these reports?

Possible answers include:

- Snapshot – end of program year
- Development and Learning – after checkpoints
- Class Profile – after checkpoints

I will share with you the reports that Teaching Strategies suggest administrators use.

**Trainer Note:** If time is running short, simply click through the following slides and name the different types of reports.

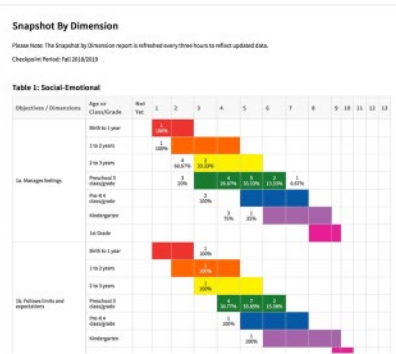


GOLD 2.0 Test Org - Default Program Full Results			
	Below	Meeting	Exceeding
Social Emotional	34 / 38.64%	49 / 55.68%	5 / 5.68%
Physical	26 / 32.5%	54 / 67.5%	0 / 0%
Language	20 / 40%	30 / 60%	0 / 0%
Cognitive	17 / 35.42%	31 / 64.58%	0 / 0%
Literacy	3 / 6.38%	44 / 93.62%	0 / 0%
Mathematics	6 / 15%	33 / 82.5%	1 / 2.5%
Spanish Language	5 / 100%	0 / 0%	0 / 0%
Spanish Literacy	0 / 0%	1 / 100%	0 / 0%

**Snapshot Report** is used to take a quick pulse check of where a class is at any given time. Administrators often use it to get an at-a-glance overview of their classes after a checkpoint is completed.

**Trainer Note:** The web link below is intended to provide additional information.

<https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Snapshot-Report-in-MyTeachingStrategies>



**Snapshot by Dimension Report** is generated from checkpoint data. It displays the levels of a given objective or dimension, showing the number or percentage of children at levels along the progression. The report includes colored bands, enabling you to visually compare the assessment results against widely held expectations.

**Trainer Note:** The web link below is intended to provide additional information.

<https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Snapshot-By-Dimension-Report-in-MyTeachingStrategies>



**Table 1: Social-Emotional by Program**

Program Name	Count	%	Mean	Count	%	Mean	Count	%	Mean
Default Program	1	8%	43.0	12	82%	42.7			

**Table 2: Physical by Program**

Program Name	Count	%	Mean	Count	%	Mean	Count	%	Mean
Default Program	8	48%	22.7	7	54%	28.3			

**Table 3: Language by Program**

Program Name	Count	%	Mean	Count	%	Mean	Count	%	Mean
Default Program	9	54%	23.2	6	82%	28.3			

**Table 4: Cognitive by Program**

Program Name	Count	%	Mean	Count	%	Mean	Count	%	Mean
Default Program	8	48%	26.0	7	54%	42.3			

**Table 5: Literacy by Program**

Program Name	Count	%	Mean	Count	%	Mean	Count	%	Mean
Default Program	9	54%	23.2	11	86%	37.2	2	13%	88.0

**Table 6: Mathematics by Program**

Program Name	Count	%	Mean	Count	%	Mean	Count	%	Mean
Default Program	4	25%	22.0	9	64%	28.4	1	7%	48.0

**Snapshot (Birth through Third Grade) Report** is generated from checkpoint data. It displays a group's assessment results at a given point in time, enabling you to see which children are below, meeting, and exceeding the widely held expectations for each area. The report can be organized by entity, by colored band, and by class. You can view it in HTML, as a PDF, or in Excel.

**Trainer Note:** The web link below is intended to provide additional information.

<https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Snapshot-Birth-through-Third-Grade-Report>



**Approaches to Learning (36 to 48 Months)**  
**SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION**  
PATL.1 - Manages intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.  
3a: Manages feelings

Program Name	Current Average Score	End of Year Expectation	Emerging		Accomplished	
			Count	Percent	Count	Percent
EOE 2.0 Test Obj	3.02	6	26	86.6%	3	13.4%
Default Program	3.02	6	26	86.6%	3	13.4%

PATL.2 - Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.  
3b: Follows limits and expectations

Program Name	Current Average Score	End of Year Expectation	Emerging		Accomplished	
			Count	Percent	Count	Percent
EOE 2.0 Test Obj	4.30	6	18	60.0%	2	11.3%
Default Program	4.5	6	18	60.0%	2	11.3%

PATL.3 - Handles classroom materials, such as putting them where they belong, with adult support.  
3c: Follows limits and expectations

Program Name	Current Average Score	End of Year Expectation	Emerging		Accomplished	
			Count	Percent	Count	Percent
EOE 2.0 Test Obj	4.50	6	18	60.0%	2	11.3%
Default Program	4.5	6	18	60.0%	2	11.3%

**Alignment Report** compares assessment of children’s skills, knowledge, and abilities to state or national standards. Administrators typically generate this report toward the end of a school year, since each alignment compares to state or national end-of-year expectations.

*Trainer Note: The web link below is intended to provide additional information.*  
<https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Alignment-Report-in-MyTeachingStrategies>



**Comparative**

Social-Emotional	Widely Held Expectations		Fall 2018/2019							
	Bottom	Top	# Children	Average	# Below	# %	# Meeting	# %	# Exceeding	# %
EOE 2.0 Test Obj	300	300	13	350			13	350		
Default Program	300	300	13	350			13	350		

Physical	Widely Held Expectations		Fall 2018/2019							
	Bottom	Top	# Children	Average	# Below	# %	# Meeting	# %	# Exceeding	# %
EOE 2.0 Test Obj	376	350	13	400	5	36.5	8	61.5		
Default Program	376	350	13	400	5	36.5	8	61.5		

Language	Widely Held Expectations		Fall 2018/2019							
	Bottom	Top	# Children	Average	# Below	# %	# Meeting	# %	# Exceeding	# %
EOE 2.0 Test Obj	290	400	13	310	4	30.8	9	69.2		
Default Program	290	400	13	310	4	30.8	9	69.2		

Spanish Language	Widely Held Expectations		Fall 2018/2019							
	Bottom	Top	# Children	Average	# Below	# %	# Meeting	# %	# Exceeding	# %
EOE 2.0 Test Obj	290	400	1	287	1	330				
Default Program	290	400	1	287	1	330				

**Comparative Report** is generated from checkpoint data. It enables you to create comparative data by placing your checkpoint ratings for each objective or dimension on a uniform scale.

*Trainer Note: The web link below is intended to provide additional information.*  
<https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Alignment-Report-in-MyTeachingStrategies>



Growth by Area of Development									
Starting Score	Ending Score	Average/Usual Amount of Growth	Growth Range	Type of Growth	% to 25%	% to 50%	% to 75%	% to 100%	
42.1	53.7	11.6	6 through 23	Meeting	x				
Growth by Area of Development									
Starting Score	Ending Score	Average/Usual Amount of Growth	Growth Range	Type of Growth	% to 25%	% to 50%	% to 75%	% to 100%	
25.5	34.3	8.8	2 through 12	Meeting	x				
Growth by Area of Development									
Starting Score	Ending Score	Average/Usual Amount of Growth	Growth Range	Type of Growth	% to 25%	% to 50%	% to 75%	% to 100%	
38.8	58.9	20.1	4 through 18	Meeting	x				
Growth by Area of Development									
Starting Score	Ending Score	Average/Usual Amount of Growth	Growth Range	Type of Growth	% to 25%	% to 50%	% to 75%	% to 100%	
37.9	54.3	16.8	6 through 23	Meeting	x				
Growth by Area of Development									
Starting Score	Ending Score	Average/Usual Amount of Growth	Growth Range	Type of Growth	% to 25%	% to 50%	% to 75%	% to 100%	
25.9	35.8	9.9	8 through 20	Meeting	x				
Growth by Area of Development									
Starting Score	Ending Score	Average/Usual Amount of Growth	Growth Range	Type of Growth	% to 25%	% to 50%	% to 75%	% to 100%	
25.1	42.8	17.6	6 through 17	Meeting	x				

**Growth Report (Birth through Third Grade)** is generated from checkpoint data. It enables the viewer to compare the growth of children’s knowledge, skills, and abilities in each area to the expected growth range of a sample group of their peers.

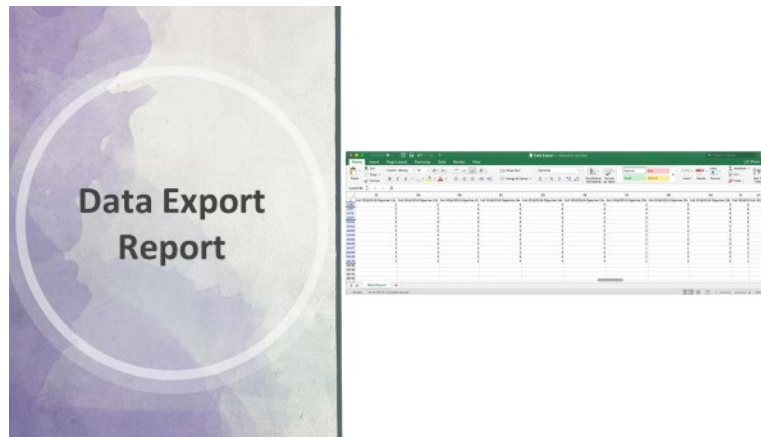
*Trainer Note: The web link below is intended to provide additional information.*  
<https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Growth-Birth-Through-Third-Grade-Report-in-MyTeachingStrategies>



Goals									
17c. Uses and appreciates books and other texts					Fall 2018/2019				
Custom Goal Expectations	# Children	Average	# Not Meeting	% Not Meeting	# Meeting	% Meeting	# Meeting	% Meeting	
50.0.0.0 Test Obj	5	23	3.3	13	100%	0	0%		
Default Program	5	23	3.3	13	100%	0	0%		
1c. Manages feelings					Fall 2018/2019				
Custom Goal Expectations	# Children	Average	# Not Meeting	% Not Meeting	# Meeting	% Meeting	# Meeting	% Meeting	
50.0.0.0 Test Obj	8	15	4.4	12	80%	3	20%		
Default Program	8	15	4.4	12	80%	3	20%		
20c. Counts					Fall 2018/2019				
Custom Goal Expectations	# Children	Average	# Not Meeting	% Not Meeting	# Meeting	% Meeting	# Meeting	% Meeting	
50.0.0.0 Test Obj	5	11	2.8	12	50.0%	3	100%		
Default Program	5	11	2.8	12	50.0%	3	100%		
5. Demonstrates listening skills					Fall 2018/2019				
Custom Goal Expectations	# Children	Average	# Not Meeting	% Not Meeting	# Meeting	% Meeting	# Meeting	% Meeting	
50.0.0.0 Test Obj	7	11	4.8	13	100%	0	0%		
Default Program	7	11	4.8	13	100%	0	0%		

**Goals Report** is generated only from checkpoint data. Administration can compare assessment data describing children’s knowledge, skills, and abilities with customized benchmark values that reflect a program’s defined goals.

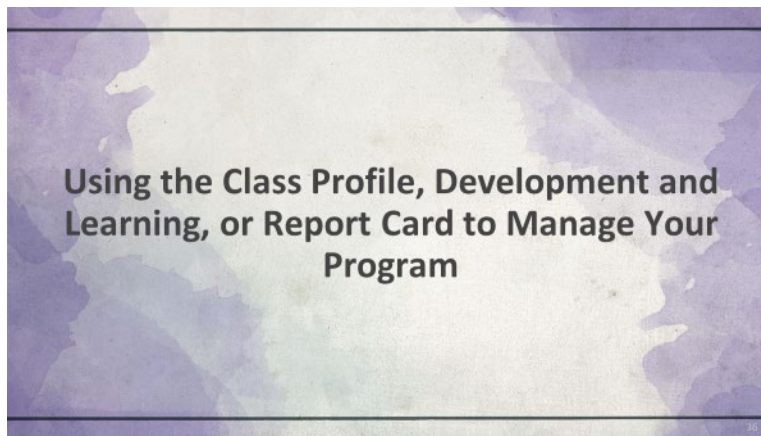
*Trainer Note: The web link below is intended to provide additional information.*  
<https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Goals-Report-in-MyTeachingStrategies>



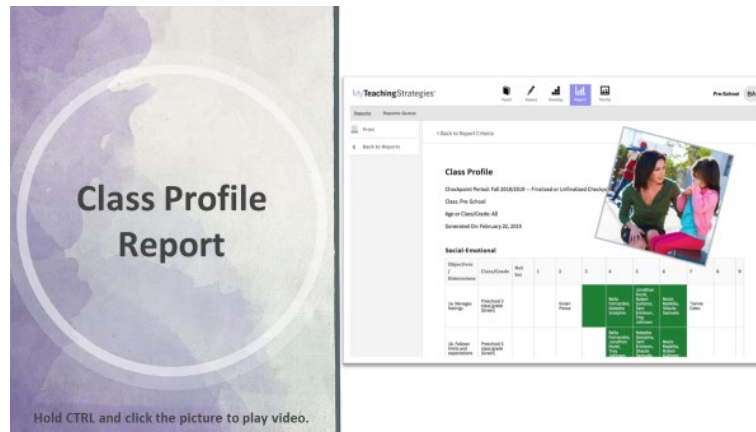
**Data Export Report** allows administrators to generate an Excel file with all checkpoint data for each child. Administrators would use the Data Export to create reports outside of MyTeachingStrategies™, or to import into their own student information database.

*Trainer Note: The web link below is intended to provide additional information.*

*<https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Data-Export-Report-in-MyTeachingStrategies>*



Yes, we did go through many reports! As administrators and directors, I am sure you have some reports that you typically use. I would like to share three reports that I think your program will find very useful if you are not currently using them.



*Trainer Note: This slide links to a video that shows how the report can be generated. Only show the video if the majority of the group was not able to bring a Class Profile Report for a class in their program.*

*If the majority of the group does not have a Class Profile Report:*

*Play the video linked to the slide. (Duration: 1:39)*

*Video link: <https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Class-Profile-Report-in-MyTeachingStrategies>*

*Expand to full screen view so all participants can easily view the content.*

*If the majority of the group does have a Class Profile Report:*

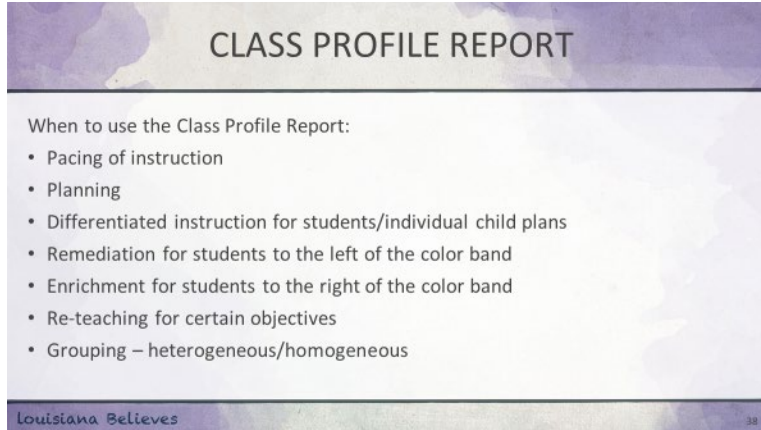
Please take out the Class Profile Report you brought with you today. I would like you to look at it while we explore this report.

The **Class Profile Report** in MyTeachingStrategies® displays information about children’s knowledge, skills, and abilities compared to widely held expectations for their age or class/grade for each objective.

The report includes the colored bands for each age or class/grade, and provides an at-a-glance view of children whose knowledge, skills, and abilities are below, meeting, or exceeding widely held expectations.



It can be generated at any time using preliminary or unfinalized data during the checkpoint period, or using finalized data at the end of the checkpoint. This is huge! This means that this report generates real time data based on documentation entered by the teacher.



The image shows a slide titled "CLASS PROFILE REPORT". Below the title, it lists "When to use the Class Profile Report:" followed by a bulleted list of seven items: Pacing of instruction, Planning, Differentiated instruction for students/individual child plans, Remediation for students to the left of the color band, Enrichment for students to the right of the color band, Re-teaching for certain objectives, and Grouping – heterogeneous/homogeneous. The slide has a purple and white background with a decorative border at the bottom.

**When to use the Class Profile Report:**

- **Pacing of instruction,**
- **Planning,**
- **Differentiated instruction for students/individual child plans,**
- **Remediation for students to the left of the color band,**
- **Enrichment for students to the right of the color band,**
- **Re-teaching for certain objectives, and**
- **Grouping – heterogeneous/homogeneous.**

Looking at your data, think of one new way you can use this report and share with your table. You may want to take a few notes for later reference on *Handout 13* handout.

*Give participants a couple of minutes to discuss.*

*Possible answers include:*

- *Developing individual child plans*
- *Developing activities for small groups*
- *Adding learning activities/manipulatives to interest areas*
- *Grouping students for activities*



We will now take a look at a report that is great to share with parents.

*Trainer Note: This slide links to a video that shows how the report can be generated. Only show the video if the majority of the group was not able to bring a Development and Learning Report for a class in their program.*

*If the majority of the group does not have a Development and Learning Report:*

*Play the video linked to the slide. (Duration: 1:59)*

*Video link: <https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Development-and-Learning-Report-in-MyTeachingStrategies>*

*Expand to full screen view so all participants can easily view the content.*

*If the majority of the group does have a Development and Learning Report:*

Please take out the Development and Learning Report you brought with you. I would like you to look at it while we explore this report.

The **Development and Learning Report** shows an individual child’s current knowledge, skills, and abilities. The report explains what to expect next in the child’s development and can be customized to share information in the most accessible way possible for each family. This report can be particularly helpful for teachers when talking to parents about what to look for in their child’s progression.

The Development and Learning Report can be sent to families electronically also allows families to access the recommended activities online. This report can also be generated at any time using preliminary or unfinalized data during the checkpoint period, or using finalized data at the end of the checkpoint.

## DEVELOPMENT AND LEARNING REPORT

When to use the Development and Learning Report:

- Parent conferences
- Monthly parent check-in phone calls
- Planning individualized take-home activities



Louisiana Believes 40

**When to use the Development and Learning Report:**

- **Parent conferences**
- **Monthly parent check-in phone calls**
- **Planning individualized take-home activities**

At your table, discuss how you currently use this report and how you may use it in the future. Compare the data on this report to the data from the same child in the Class Profile Report. You may want to take a few notes for later reference on *Handout 13* handout.

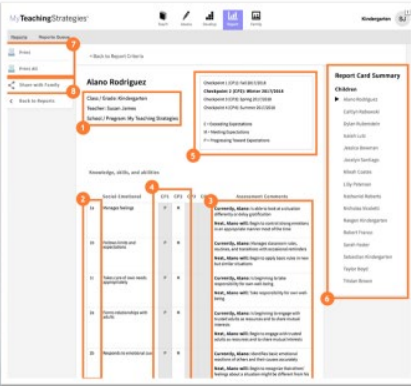
*Give participants a couple of minutes to discuss.*

*Possible answers:*

- *Explain progress to parents at meetings*
- *Include in portfolio after each checkpoint*

Class Profile Report shows a leveled rating for each objective. The Development and Learning Report explains in text where the child is functioning in each area of development and learning and what will probably be the next step on development.

### Report Card Report



*Trainer Note: This slide links to a video that shows how the report can be generated. Only show the video if the majority of the group was not able to bring a Report Card Report for a class in their program.*

*If the majority of the group does not have a Report Card Report:*

*Play the video linked to the slide. (Duration: 2:25)*

*Video link: <https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Report-Card-in-MyTeachingStrategies>*

*Expand to full screen view so all participants can easily view the content.*

*If the majority of the group does have a Report Card Report:*

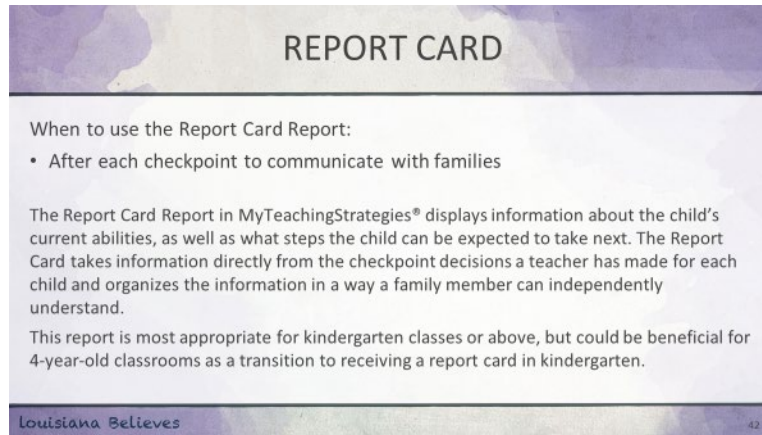
Please take out the Report Card Report you brought with you. I would like you to look at it while we explore this report.

The Report Card Report shares the latest information regarding a child's skills, knowledge, and abilities with families, including a comparison of the child's current abilities to widely held expectations and a narrative of where the child's abilities are now and where they'll be next. This report can also be generated at any time using preliminary or unfinalized data during the checkpoint period, or using finalized data at the end of the checkpoint.

Notice that the Report Card Report and the Development and Learning Report are very similar. With a group, share two things that you notice are the same, and two things that you notice are different. *Give participants about two minutes to discuss.*

*Possible answers:*

- *Same:*
  - *The "currently" and "next" information is the same*
  - *Both reports describe child's current knowledge, skill, and ability for each Area of Development and Learning*
  - *Both reports can capture both finalized and unfinalized data*
- *Different:*
  - *Report Card shows student data for each checkpoint on the same report, while the Development and Learning Report is for only one period*
  - *Report Card reports on all objectives in each Area of Development and Learning, while the Development and Learning Report is not as specific*
  - *Report Card describes a child's ability for each objective as E = Exceeding Expectations, M = Meeting Expectations, and P + Progressing Toward Expectations*



## REPORT CARD

When to use the Report Card Report:

- After each checkpoint to communicate with families

The Report Card Report in MyTeachingStrategies® displays information about the child's current abilities, as well as what steps the child can be expected to take next. The Report Card takes information directly from the checkpoint decisions a teacher has made for each child and organizes the information in a way a family member can independently understand.

This report is most appropriate for kindergarten classes or above, but could be beneficial for 4-year-old classrooms as a transition to receiving a report card in kindergarten.

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**The Report Card Report in MyTeachingStrategies® displays information about the child's current abilities, as well as what steps the child can be expected to take next. The Report Card takes information directly from the checkpoint decisions a teacher has made for each child and organizes the information in a way that a family member can independently understand.**

**This report is most appropriate for kindergarten class or above, but could be beneficial for 4-year-old classrooms as a transition to receiving a report card in kindergarten.**

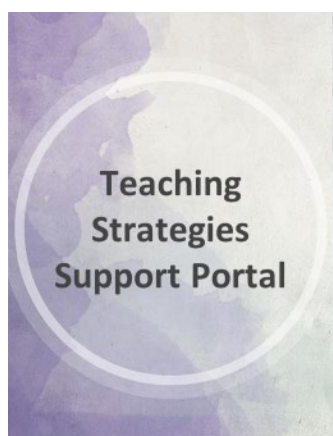
**When to use the Report Card Report:**

- **After each checkpoint to communicate with families**

With a group, discuss if you currently use this report and how you may use it in the future. You may want to take a few notes for later reference on *Handout 13* handout. *Give participants about two minutes to discuss.*

*Possible answers include:*

- *Parent conference*
- *Student portfolio documentation*
- *Planning meetings*
- *Goal setting workshop*



Before we leave today, I would like to share one last valuable resource. This information can be found on *Handout 14* handouts.

MyTeachingStrategies® Support Portal is a very valuable tool. From the home page of the Support Portal, you can browse support articles and videos, view recommended resources, and access other forms of support.

**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.

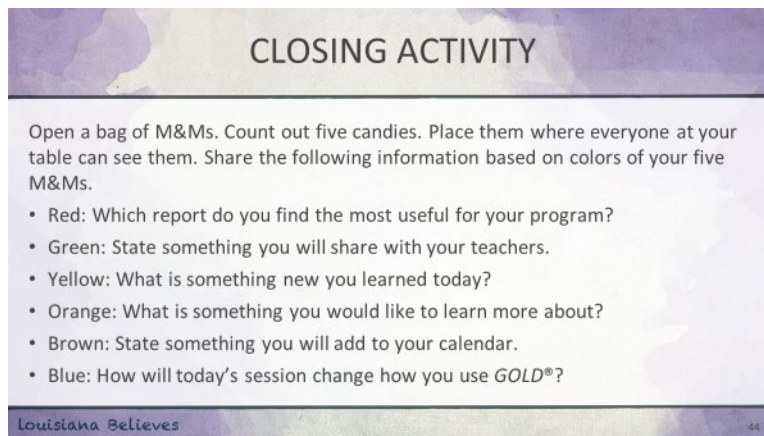
**Support Articles:** There are over 1,000 articles in the support portal. Search by keyword or phrase, or type in the specific question that you need answered.

**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.

**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 right under Find Answers Fast based on what you type.

If there is any topic that we covered today that you would like more information about, this is where you can find it.



**CLOSING ACTIVITY**

Open a bag of M&Ms. Count out five candies. Place them where everyone at your table can see them. Share the following information based on colors of your five M&Ms.

- Red: Which report do you find the most useful for your program?
- Green: State something you will share with your teachers.
- Yellow: What is something new you learned today?
- Orange: What is something you would like to learn more about?
- Brown: State something you will add to your calendar.
- Blue: How will today's session change how you use *GOLD*®?

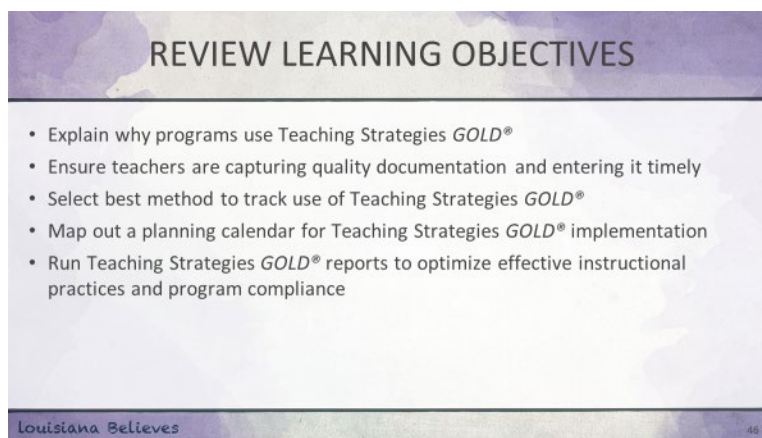
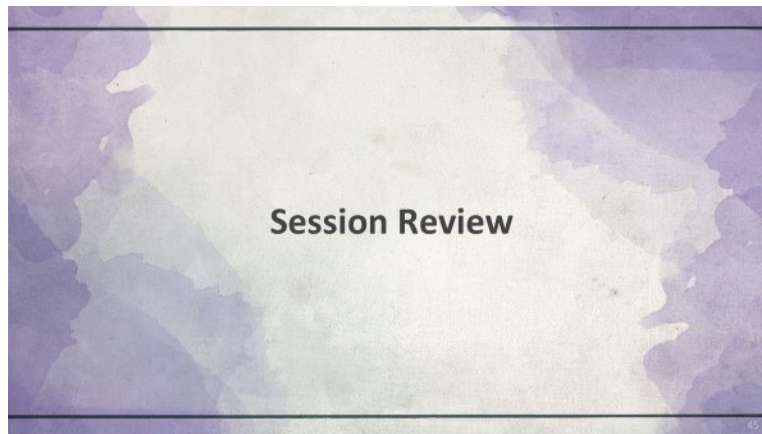
Louisiana Believes 44

Let's end today with a little sweet treat! We are going to play the M&Ms game.

*Distribute one snack size bag of M&Ms to each participant.*

**Open your bag of M&Ms and count out five candies. Place them where everyone at your table can see them. Share the following information based on the colors of your five M&Ms.**

- **Red: Which report do you find the most useful for your program?**
- **Green: State something you will share with your teachers.**
- **Yellow: What is something new you learned today?**
- **Orange: What is something you would like to learn more about?**
- **Brown: State something you will add to your calendar.**
- **Blue: How will today's session change how you use *GOLD*®?**



Explain that for each statement, they will show a “thumbs up” if they think we covered the objective, a “thumbs down” if we did not cover the objective, and a “sideways thumb” if we partially covered the objective.

**Review Learning Objectives:**

- **Explain why programs use Teaching Strategies GOLD®**
- **Ensure teachers are capturing quality documentation and entering it timely**
- **Select best method to track use of Teaching Strategies GOLD®**
- **Map out a planning calendar for Teaching Strategies GOLD® implementation**
- **Run Teaching Strategies GOLD® reports to optimize effective instructional practices and program compliance**



*Open the floor for participants' comments and questions.*



That brings us to the end of our time. Thank you so much for your attention and hard work today. Before you go, please complete the Post-Assessment Evaluation.

*Distribute the Post-Assessment Evaluation.*

When you have completed the evaluation, please fold it and leave it in the center of your table before you leave. I hope this has been valuable! If you have any additional questions, I will be available to talk further.

Thank you.

#### *Post-Assessment Evaluation Guidance*

- *Review the forms to identify the group's responses*
- *Compare the results and identify the areas in which participants expressed greatest growth and the areas in which participants might still need support*
- *Share results with Louisiana DOE representative to inform local continuing professional development efforts*