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# LOUISIANA EARLY CHILDHOOD Key Training Modules:

Managing an Effective Program  
through **GOLD**®

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# **Welcome, Session & Group Introductions**

# Learning Objectives

# 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

**“How well do  
you know \_\_\_\_?”  
Activity**



# 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.

# What is Teaching Strategies *GOLD*®?

# OBJECTIVES FOR DEVELOPMENT AND 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, phonics skills, and word recognition
  - a. Notices and discriminates rhyme
  - b. Notices and discriminates alliteration
  - c. Notices and discriminates discrete units of sound
  - d. Applies phonics rules and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
  - a. Identifies and names letters
  - b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
  - a. Uses and appreciates books and other texts
  - b. Uses print concepts
18. Comprehends and responds to books and other texts
  - a. Interacts during reading experiences, book conversations, and text reflections
  - b. Uses emergent reading skills
  - c. Retells stories and recounts details from informational texts
  - d. Uses context clues to read and comprehend texts
  - e. Reads fluently
19. Demonstrates writing skills
  - a. Writes name
  - b. Writes to convey meaning
  - c. Writes using conventions

## MATHEMATICS

20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies
  - c. Connects numerals with their quantities
  - d. Understands and uses place value and base ten
  - e. Applies properties of mathematical operations and relationships
  - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
  - a. Understands spatial relationships
  - b. Understands shapes
22. Compares and measures
  - a. Measures objects
  - b. Measures time and money
  - c. Represents and analyzes data
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





# DEVELOPMENTAL AGE PROGRESSION BANDS

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

**a. Notices and discriminates rhyme**

| Not Yet | 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>Hums along and joins in random words in rhyme</li> <li>Sings with a group, "One, two, buckle 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 ____ (mat)."</li> <li>Chants spontaneously, "Me, fee, kee, tee, lee, bee."</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 goat?"</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, "Bat, sat, lat," 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 decode text</b></p> <ul style="list-style-type: none"> <li>Makes the word bat with the plastic 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> |  |
|         |   |   |   |  |   |   |   |   |  |    |   |  |

**Why do we use Teaching Strategies *GOLD*®?**

# LOUISIANA'S REPORTING OBJECTIVES (70%)

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

# Quality Documentation

# TYPES OF DOCUMENTATION

A child's Teaching Strategies *GOLD*<sup>®</sup> portfolio can be made up of a variety of types of documentation:

- 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
- Checklists, participation lists, and frequency counts



# Ways to Capture Documentation

- My Teaching Strategies *GOLD*<sup>®</sup>
- On-the-Spot Observation Recording Tool
- *GOLD*<sup>®</sup> Documentation App
- Assessment Opportunity Cards
- Handwritten Notes

# DOCUMENTATION SYSTEM

Student's name Jane Doe

|   |  |
|---|--|
| <p><b>Literacy 15a</b><br/>When singing Down by the Bay Jane sang "did you ever see a deer doing a cheer"<br/>Music Movement 2:00pm 12/2/19</p>                               | <p><b>Literacy 15b</b></p>   |
| <p><b>Literacy 15c</b></p>  | <p><b>Literacy 16a</b><br/>While playing letter sort, Jane recognized and named: J, A, M, E, D, O, P, Q, B, M, L, K (all uppercase)<br/>Table Toys 10:00am 12/1/19</p> |
| <p><b>Literacy 16b</b></p>  | <p><b>Literacy 17a</b></p>   |
| <p><b>Literacy 17b</b><br/>During shared writing Jane said, "we should end this sentence w/ a question mark b/c we want to know something."<br/>Large Group 8:45 12/16/19</p> | <p><b>Literacy 18a</b></p>   |
| <p><b>Literacy 18b</b><br/>Jane used the read aloud book to read to her "class". She pointed to words and closely matched the text.<br/>Teach Station 10:20 1/3/20</p>        | <p><b>Literacy 18c</b><br/>Using the felt board, Jane retold the story The Three Billy Goats Gruff - included all main parts<br/>Library center 1:45 12/13/19</p>      |

Student's name Jane Doe

|  |   |
|--|---|
| <p><b>Literacy 19a</b><br/>Jane wrote her 1<sup>st</sup> name on her art project today (Combo of upper/lower case) - picture taken<br/>Art Center 10:15am 12/12/19</p> | <p><b>Literacy 19b</b></p>  |
| <p><b>Language 8a</b></p>  | <p><b>Language 8b</b><br/>Jane got her coat and gloves from the cubby when it was time to go outside. She then grabbed the jump ropes and a ball.<br/>Outdoor play 11:00am 1/2/20</p> |
| <p><b>Language 9a</b></p>  | <p><b>Language 9b</b><br/>Jane said, "I know, we can measure the circumference of the sphere."<br/>large group/Ball study 8:45am 12/10/19</p>   |
| <p><b>Language 9c</b></p>  | <p><b>Language 9d</b></p>   |
| <p><b>Language 10a</b></p>   | <p><b>Math 20a</b><br/>Jane counted 11 party hats. She then told a student we can have 11 girls come to our party.<br/>Dramatic play Center 1:50 pm 1/13/20</p>                       |

# INTERRATER RELIABILITY

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.





**Quality  
Documentation  
Activity**



# ENSURING QUALITY DOCUMENTATION IS ENTERED

- Run a Documentation Status Report for each class every week to ensure teachers are entering quality documentation weekly.
- View documentation.
- Check one documentation entry each week for two different teachers to monitor quality.
- Check that the teacher has given the documentation a preliminary level rating and the documentation accurately captures the rating.



# Viewing Documentation

Hold CTRL and click the picture to play video.

The image displays a grid of eight documentation cards, each with a thumbnail image, a text description, and a video play button icon. The cards are arranged in two rows and four columns.

- Card 1 (Top Left):** Thumbnail shows a blank document with a blue header. Text: [Redacted]. Video play button is active (orange).
- Card 2 (Top Middle-Left):** Thumbnail shows a blank document with a blue header. Text: [Redacted]. Video play button is active (orange).
- Card 3 (Top Middle-Right):** Thumbnail shows a group of children. Text: Jonathan sang... Video play button is active (green).
- Card 4 (Top Right):** Text: Bella identified the numerals 1, 2, and 3 on a number puzzle. Video play button is active (green).
- Card 5 (Bottom Left):** Text: The Spanish-speaking assistant told me that Bella identified instantly that there were four shells on the... Video play button is active (green).
- Card 6 (Bottom Middle-Left):** Text: I used the "Sound Play Game" Assessment Opportunity Card with Bella and two other children. Bella was not able to... Video play button is active (green).
- Card 7 (Bottom Middle-Right):** Thumbnail shows a child cleaning. Text: During cleanup... Video play button is active (green).
- Card 8 (Bottom Right):** Thumbnail shows a group of children. Text: I said, "Let's... Video play button is active (green).

# Checkpoint Preparation

# TIPS FOR COMPLETING YOUR *GOLD*<sup>®</sup> CHECKPOINT

## Tip #1:

Watch the webinar in  
MyTeachingStrategies<sup>®</sup> Support  
Portal

Webinar: *GOLD*<sup>®</sup> Spring Checkpoint  
Support for Administrators

## Tip #2:

Review documentation  
weekly

Documentation Status Report

## Tip #3:

Maximize efforts  
Checkpoint By Class option

## Tip #4:

Check your progress towards  
completion

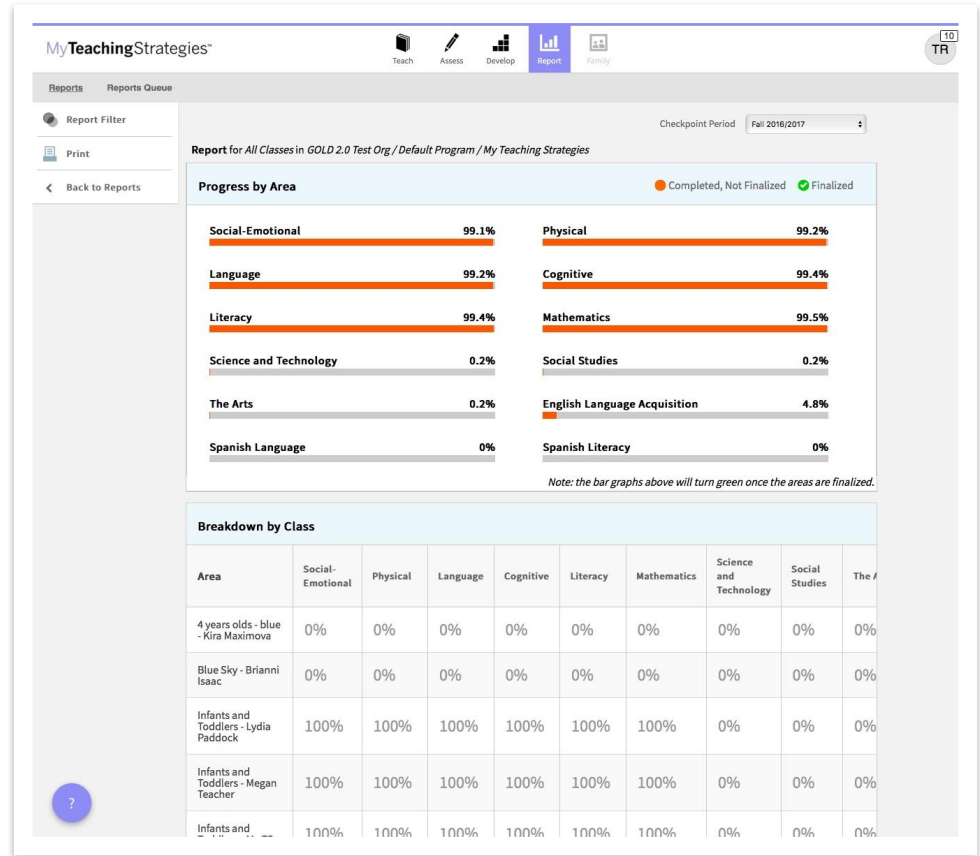
Assessment Status Report

## Tip #5:

Make a calendar with due  
dates

Share calendar with all staff  
members

# Assessment Status Report



Hold CTRL and click the picture to play video.



# Planning a Calendar





# Generating a Report



# 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                          |

# Useful Reports for Administration

# Snapshot Report

## GOLD 2.0 Test Org - Default Program

Fall 2017/2018

|                  | 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 by Dimension Report

## Snapshot By Dimension

Please Note: The Snapshot by Dimension report is refreshed every three hours to reflect updated data.

Checkpoint Period: Fall 2018/2019

**Table 1: Social-Emotional**

| Objectives / Dimensions             | Age or Class/Grade      | Not Yet | 1         | 2           | 3           | 4           | 5           | 6           | 7          | 8 | 9 | 10 | 11 | 12 | 13 |
|-------------------------------------|-------------------------|---------|-----------|-------------|-------------|-------------|-------------|-------------|------------|---|---|----|----|----|----|
| 1a. Manages feelings                | Birth to 1 year         |         | 1<br>100% |             |             |             |             |             |            |   |   |    |    |    |    |
|                                     | 1 to 2 years            |         | 1<br>100% |             |             |             |             |             |            |   |   |    |    |    |    |
|                                     | 2 to 3 years            |         |           | 4<br>66.67% | 2<br>33.33% |             |             |             |            |   |   |    |    |    |    |
|                                     | Preschool 3 class/grade |         |           | 3<br>20%    |             | 4<br>26.67% | 5<br>33.33% | 2<br>13.33% | 1<br>6.67% |   |   |    |    |    |    |
|                                     | Pre-K 4 class/grade     |         |           |             | 2<br>100%   |             |             |             |            |   |   |    |    |    |    |
|                                     | Kindergarten            |         |           |             |             |             | 3<br>75%    | 1<br>25%    |            |   |   |    |    |    |    |
|                                     | 1st Grade               |         |           |             |             |             |             |             |            |   |   |    |    |    |    |
| 1b. Follows limits and expectations | Birth to 1 year         |         |           |             | 1<br>100%   |             |             |             |            |   |   |    |    |    |    |
|                                     | 1 to 2 years            |         |           |             | 1<br>100%   |             |             |             |            |   |   |    |    |    |    |
|                                     | 2 to 3 years            |         |           |             | 1<br>100%   |             |             |             |            |   |   |    |    |    |    |
|                                     | Preschool 3 class/grade |         |           |             |             | 4<br>30.77% | 7<br>53.85% | 2<br>15.38% |            |   |   |    |    |    |    |
|                                     | Pre-K 4 class/grade     |         |           |             |             | 1<br>100%   |             |             |            |   |   |    |    |    |    |
|                                     | Kindergarten            |         |           |             |             |             |             | 1<br>100%   |            |   |   |    |    |    |    |

# Snapshot (Birth through Third Grade) Report

Table 1: Social-Emotional by Program

| Program Name    | Below |    |      | Meeting |     |      | Exceeding |   |      |
|-----------------|-------|----|------|---------|-----|------|-----------|---|------|
|                 | Count | %  | Mean | Count   | %   | Mean | Count     | % | Mean |
| Default Program | 1     | 8% | 43.0 | 12      | 92% | 42.7 |           |   |      |

Table 2: Physical by Program

| Program Name    | Below |     |      | Meeting |     |      | Exceeding |   |      |
|-----------------|-------|-----|------|---------|-----|------|-----------|---|------|
|                 | Count | %   | Mean | Count   | %   | Mean | Count     | % | Mean |
| Default Program | 6     | 46% | 22.7 | 7       | 54% | 26.3 |           |   |      |

Table 3: Language by Program

| Program Name    | Below |     |      | Meeting |     |      | Exceeding |   |      |
|-----------------|-------|-----|------|---------|-----|------|-----------|---|------|
|                 | Count | %   | Mean | Count   | %   | Mean | Count     | % | Mean |
| Default Program | 5     | 38% | 33.2 | 8       | 62% | 38.0 |           |   |      |

Table 4: Cognitive by Program

| Program Name    | Below |     |      | Meeting |     |      | Exceeding |   |      |
|-----------------|-------|-----|------|---------|-----|------|-----------|---|------|
|                 | Count | %   | Mean | Count   | %   | Mean | Count     | % | Mean |
| Default Program | 6     | 46% | 36.0 | 7       | 54% | 42.3 |           |   |      |

Table 5: Literacy by Program

| Program Name    | Below |   |      | Meeting |     |      | Exceeding |     |      |
|-----------------|-------|---|------|---------|-----|------|-----------|-----|------|
|                 | Count | % | Mean | Count   | %   | Mean | Count     | %   | Mean |
| Default Program |       |   |      | 11      | 85% | 37.2 | 2         | 15% | 66.0 |

Table 6: Mathematics by Program

| Program Name    | Below |     |      | Meeting |     |      | Exceeding |    |      |
|-----------------|-------|-----|------|---------|-----|------|-----------|----|------|
|                 | Count | %   | Mean | Count   | %   | Mean | Count     | %  | Mean |
| Default Program | 4     | 29% | 32.0 | 9       | 64% | 25.4 | 1         | 7% | 48.0 |

# Alignment Report

## Approaches to Learning (36 to 48 Months)

### SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

P-ATL1.1 - Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.

1a: Manages feelings

| Program Name      | Current Average Score | End of Year Expectation | Emerging |         | Accomplished |         |
|-------------------|-----------------------|-------------------------|----------|---------|--------------|---------|
|                   |                       |                         | Count    | Percent | Count        | Percent |
| GOLD 2.0 Test Org | 3.62                  | 6                       | 26       | 89.66%  | 3            | 10.34%  |
| Default Program   | 3.62                  | 6                       | 26       | 89.66%  | 3            | 10.34%  |

P-ATL2.1 - 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.

1b: Follows limits and expectations

| Program Name      | Current Average Score | End of Year Expectation | Emerging |         | Accomplished |         |
|-------------------|-----------------------|-------------------------|----------|---------|--------------|---------|
|                   |                       |                         | Count    | Percent | Count        | Percent |
| GOLD 2.0 Test Org | 4.50                  | 6                       | 16       | 88.89%  | 2            | 11.11%  |
| Default Program   | 4.5                   | 6                       | 16       | 88.89%  | 2            | 11.11%  |

P-ATL3.1 - Handles classroom materials, such as putting them where they belong, with adult support.

1b: Follows limits and expectations

| Program Name      | Current Average Score | End of Year Expectation | Emerging |         | Accomplished |         |
|-------------------|-----------------------|-------------------------|----------|---------|--------------|---------|
|                   |                       |                         | Count    | Percent | Count        | Percent |
| GOLD 2.0 Test Org | 4.50                  | 6                       | 16       | 88.89%  | 2            | 11.11%  |
| Default Program   | 4.5                   | 6                       | 16       | 88.89%  | 2            | 11.11%  |

# Comparative Report

## Comparative

| Social-Emotional  | Widely Held Expectations |     | Fall 2018/2019 |         |         |         |           |           |             |             |
|-------------------|--------------------------|-----|----------------|---------|---------|---------|-----------|-----------|-------------|-------------|
|                   | Bottom                   | Top | # Children     | Average | # Below | % Below | # Meeting | % Meeting | # Exceeding | % Exceeding |
| GOLD 2.0 Test Org | 300                      | 396 | 13             | 351     |         |         | 13        | 100       |             |             |
| Default Program   | 300                      | 396 | 13             | 351     |         |         | 13        | 100       |             |             |

| Physical          | Widely Held Expectations |     | Fall 2018/2019 |         |         |         |           |           |             |             |
|-------------------|--------------------------|-----|----------------|---------|---------|---------|-----------|-----------|-------------|-------------|
|                   | Bottom                   | Top | # Children     | Average | # Below | % Below | # Meeting | % Meeting | # Exceeding | % Exceeding |
| GOLD 2.0 Test Org | 378                      | 555 | 13             | 404     | 5       | 38.5    | 8         | 61.5      |             |             |
| Default Program   | 378                      | 555 | 13             | 404     | 5       | 38.5    | 8         | 61.5      |             |             |

| Language          | Widely Held Expectations |     | Fall 2018/2019 |         |         |         |           |           |             |             |
|-------------------|--------------------------|-----|----------------|---------|---------|---------|-----------|-----------|-------------|-------------|
|                   | Bottom                   | Top | # Children     | Average | # Below | % Below | # Meeting | % Meeting | # Exceeding | % Exceeding |
| GOLD 2.0 Test Org | 295                      | 443 | 13             | 313     | 4       | 30.8    | 9         | 69.2      |             |             |
| Default Program   | 295                      | 443 | 13             | 313     | 4       | 30.8    | 9         | 69.2      |             |             |

| Spanish Language  | Widely Held Expectations |     | Fall 2018/2019 |         |         |         |           |           |             |             |
|-------------------|--------------------------|-----|----------------|---------|---------|---------|-----------|-----------|-------------|-------------|
|                   | Bottom                   | Top | # Children     | Average | # Below | % Below | # Meeting | % Meeting | # Exceeding | % Exceeding |
| GOLD 2.0 Test Org | 295                      | 443 | 1              | 287     | 1       | 100     |           |           |             |             |



# Growth (Birth through Third Grade) Report

| Growth by Area of Development |              |                                 |              |                |           |            |            |             |
|-------------------------------|--------------|---------------------------------|--------------|----------------|-----------|------------|------------|-------------|
| Starting Score                | Ending Score | Average/Actual Amount of Growth | Growth Range | Type of Growth | 0% to 24% | 25% to 49% | 50% to 74% | 75% to 100% |
| 42.1                          | 53.7         | 11.6                            | 6 through 23 | Meeting        |           | x          |            |             |

| Growth by Area of Development |              |                                 |              |                |           |            |            |             |
|-------------------------------|--------------|---------------------------------|--------------|----------------|-----------|------------|------------|-------------|
| Starting Score                | Ending Score | Average/Actual Amount of Growth | Growth Range | Type of Growth | 0% to 24% | 25% to 49% | 50% to 74% | 75% to 100% |
| 25.5                          | 34.3         | 8.8                             | 2 through 12 | Meeting        |           |            | x          |             |

| Growth by Area of Development |              |                                 |              |                |           |            |            |             |
|-------------------------------|--------------|---------------------------------|--------------|----------------|-----------|------------|------------|-------------|
| Starting Score                | Ending Score | Average/Actual Amount of Growth | Growth Range | Type of Growth | 0% to 24% | 25% to 49% | 50% to 74% | 75% to 100% |
| 35.8                          | 50.9         | 15.1                            | 4 through 18 | Meeting        |           |            | x          |             |

| Growth by Area of Development |              |                                 |              |                |           |            |            |             |
|-------------------------------|--------------|---------------------------------|--------------|----------------|-----------|------------|------------|-------------|
| Starting Score                | Ending Score | Average/Actual Amount of Growth | Growth Range | Type of Growth | 0% to 24% | 25% to 49% | 50% to 74% | 75% to 100% |
| 37.5                          | 54.3         | 16.8                            | 6 through 23 | Meeting        |           |            | x          |             |

| Growth by Area of Development |              |                                 |              |                |           |            |            |             |
|-------------------------------|--------------|---------------------------------|--------------|----------------|-----------|------------|------------|-------------|
| Starting Score                | Ending Score | Average/Actual Amount of Growth | Growth Range | Type of Growth | 0% to 24% | 25% to 49% | 50% to 74% | 75% to 100% |
| 35.5                          | 56.8         | 21.3                            | 8 through 28 | Meeting        |           |            | x          |             |

| Growth by Area of Development |              |                                 |              |                |           |            |            |             |
|-------------------------------|--------------|---------------------------------|--------------|----------------|-----------|------------|------------|-------------|
| Starting Score                | Ending Score | Average/Actual Amount of Growth | Growth Range | Type of Growth | 0% to 24% | 25% to 49% | 50% to 74% | 75% to 100% |
| 25.1                          | 42.5         | 17.4                            | 5 through 17 | Meeting        |           |            |            | x           |

# Goals Report

## Goals

| 17a. Uses and appreciates books and other texts |                          | Fall 2018/2019 |         |               |               |           |           |
|---|--------------------------|----------------|---------|---------------|---------------|-----------|-----------|
|   | Custom Goal Expectations | # Children     | Average | # Not Meeting | % Not Meeting | # Meeting | % Meeting |
| GOLD 2.0 Test Org                               | 5                        | 13             | 3.3     | 13            | 100%          | 0         | 0%        |
| Default Program                                 | 5                        | 13             | 3.3     | 13            | 100%          | 0         | 0%        |

| 1a. Manages feelings |                          | Fall 2018/2019 |         |               |               |           |           |
|----------------------|--------------------------|----------------|---------|---------------|---------------|-----------|-----------|
|                      | Custom Goal Expectations | # Children     | Average | # Not Meeting | % Not Meeting | # Meeting | % Meeting |
| GOLD 2.0 Test Org    | 6                        | 15             | 4.4     | 12            | 80%           | 3         | 20%       |
| Default Program      | 6                        | 15             | 4.4     | 12            | 80%           | 3         | 20%       |

| 20a. Counts       |                          | Fall 2018/2019 |         |               |               |           |           |
|-------------------|--------------------------|----------------|---------|---------------|---------------|-----------|-----------|
|                   | Custom Goal Expectations | # Children     | Average | # Not Meeting | % Not Meeting | # Meeting | % Meeting |
| GOLD 2.0 Test Org | 5                        | 13             | 2.8     | 12            | 92.31%        | 1         | 7.69%     |
| Default Program   | 5                        | 13             | 2.8     | 12            | 92.31%        | 1         | 7.69%     |

| 5. Demonstrates balancing skills |                          | Fall 2018/2019 |         |               |               |           |           |
|----------------------------------|--------------------------|----------------|---------|---------------|---------------|-----------|-----------|
|                                  | Custom Goal Expectations | # Children     | Average | # Not Meeting | % Not Meeting | # Meeting | % Meeting |
| GOLD 2.0 Test Org                | 7                        | 13             | 4.8     | 13            | 100%          | 0         | 0%        |
| Default Program                  | 7                        | 13             | 4.8     | 13            | 100%          | 0         | 0%        |



# **Using the Class Profile, Development and Learning, or Report Card to Manage Your Program**

# Class Profile Report

Hold CTRL and click the picture to play video.

MyTeachingStrategies™

Teach Assess Develop Report Family

Pre-School BA

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### Class Profile

Checkpoint Period: Fall 2018/2019 — Finalized or Unfinalized Checkpoint

Class: Pre-School

Age or Class/Grade: All

Generated On: February 22, 2019



#### Social-Emotional

| Objectives / Dimensions             | Class/Grade                     | Not Yet | 1 | 2            | 3 | 4   | 5   | 6                              | 7            | 8 | 9 |
|-------------------------------------|---------------------------------|---------|---|--------------|---|---|---|--------------------------------|--------------|---|---|
| 1a. Manages feelings                | Preschool 3 class/grade (Green) |         |   | Vivian Ponce |   | Bella Fernandez, Natasha Scorpino                   | Jonathan Hurst, Ruben Gutierrez, Sam Erickson, Troy Johnson | Nezie Madella, Shaute Samuels  | Tianna Cotes |   |   |
| 1b. Follows limits and expectations | Preschool 3 class/grade (Green) |         |   |              |   | Bella Fernandez, Jonathan Hurst, Troy Johnson, Yoan | Natasha Scorpino, Sam Erickson, Shaute Samuels, Tianna      | Nezie Madella, Ruben Gutierrez |              |   |   |

# CLASS PROFILE REPORT

The Class Profile Report can be utilized for:

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Pacing of instruction  |
| <input checked="" type="checkbox"/> | Planning   |
| <input checked="" type="checkbox"/> | Differentiated instruction for students/individual child plans |
| <input checked="" type="checkbox"/> | Remediation for students to the left of the color band         |
| <input checked="" type="checkbox"/> | Enrichment for students to the right of the color band         |
| <input checked="" type="checkbox"/> | Re-teaching for certain objectives                             |
| <input checked="" type="checkbox"/> | Grouping – heterogeneous/homogeneous                           |

# Development and Learning Report

Hold CTRL and click the picture to play video.

PRINT ALL

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## Development and Learning Report: Jonathan Hurst

**Date:** February 22, 2019

**Class:** Pre-School

**Teacher:** Beth Akers

**Child:** Jonathan Hurst

**Areas of Development and Learning:** Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, English Language Acquisition, Spanish Language, Spanish Literacy

**Period:** Fall 2018/2019 -- Finalized or Unfinalized Checkpoint Level

This report describes your child's current knowledge, skills, and abilities and suggests activities you can do with your child at home to take his or her learning to the next level.

### Social-Emotional

Currently, Jonathan:

Is beginning to be able to look at a situation differently or delay gratification

Accepts redirection from adults

Is beginning to take responsibility for own well-being

Is beginning to engage with trusted adults as resources and to share mutual interests

Is beginning to identify basic emotional reactions of others and their causes accurately

Initiates, joins in, and sustains positive interactions with a small group of two to three children

Is beginning to play with one or two preferred playmates

Is beginning to initiate the sharing of materials in the classroom and outdoors

Is beginning to suggest solutions to social problems

Next Jonathan will:

- Be able to look at a situation differently or delay gratification
- Begin to manage classroom rules, routines, and transitions with
- Take responsibility for own well-being
- Begin to engage with trusted adults as resources and to share
- Identify basic emotional reactions of others and their causes
- Begin to interact cooperatively in groups of four or five children
- Play with one or two preferred playmates
- Initiate the sharing of materials in the classroom and outdoors
- Suggest solutions to social problems



## Development and Learning Summary

### Children

Bella Fernandez

Ellie Faulk

▶ Jonathan Hurst

Natasha Scorpino

Nezle Madella

Ruben Gutierrez

Sam Erickson

Shaute Samuels

Tianna Cotes

Troy Johnson

Vivian Ponce

# 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





# Report Card Report

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Teach Assess Develop Report Family

Kindergarten 1 SJ

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**Alano Rodriguez**

Class / Grade: Kindergarten

Teacher: Susan James

School / Program: My Teaching Strategies

Checkpoint 1 (CP1): Fall 2017/2018  
**Checkpoint 2 (CP2): Winter 2017/2018**  
 Checkpoint 3 (CP3): Spring 2017/2018  
 Checkpoint 4 (CP4): Summer 2017/2018

E = Exceeding Expectations  
 M = Meeting Expectations  
 P = Progressing Toward Expectations

Knowledge, skills, and abilities

| Social-Emotional |                                       | CP1 | CP2 | CP3 | CP4 | Assessment Comments  |
|------------------|---------------------------------------|-----|-----|-----|-----|--|
| 1a               | Manages feelings                      | P   | M   |     |     | <p><b>Currently, Alano:</b> is able to look at a situation differently or delay gratification</p> <p><b>Next, Alano will:</b> Begin to control strong emotions in an appropriate manner most of the time</p>                                 |
| 1b               | Follows limits and expectations       | P   | M   |     |     | <p><b>Currently, Alano:</b> Manages classroom rules, routines, and transitions with occasional reminders</p> <p><b>Next, Alano will:</b> Begin to apply basic rules in new but similar situations</p>  |
| 1c               | Takes care of own needs appropriately | P   | M   |     |     | <p><b>Currently, Alano:</b> Is beginning to take responsibility for own well-being</p> <p><b>Next, Alano will:</b> Take responsibility for own well-being</p>  |
| 2a               | Forms relationships with adults       | P   | M   |     |     | <p><b>Currently, Alano:</b> Is beginning to engage with trusted adults as resources and to share mutual interests</p> <p><b>Next, Alano will:</b> Begin to engage with trusted adults as resources and to share mutual interests</p>         |
| 2b               | Responds to emotional cue             | P   | M   |     |     | <p><b>Currently, Alano:</b> Identifies basic emotional reactions of others and their causes accurately</p> <p><b>Next, Alano will:</b> Begin to recognize that others' feelings about a situation might be different from his or her own</p> |

**Report Card Summary**

**Children**

- ▶ Alano Rodriguez
- Caitlyn Rabowski
- Dylan Rubenstein
- Isaiah Lutz
- Jessica Bowman
- Jocelyn Santiago
- Kileah Coates
- Lilly Peterson
- Nathaniel Roberts
- Nicholas Vicoletti
- Raegen Kindergarten
- Robert Franco
- Sarah Foster
- Sebastian Kindergarten
- Taylor Boyd
- Tristan Brown

# 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.



# 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*®?

# Session Review

# 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

**Reflections,  
Questions, &  
Comments**



**Please complete the  
Post-Assessment  
Evaluation.**

**Thank you!**

