

# Teaching Strategies GOLD® Online: Time-Saving Features

Spend less time at the computer and more time with children! Many *Teaching Strategies GOLD*® features help you gather assessment information quickly and enter it accurately. Here are a few examples:

## Objectives for Development and Learning

To document children’s development and learning, you need to know what information to gather. The *Teaching Strategies GOLD*® progressions help you understand how the knowledge, skills, and behaviors related to each objective and dimension are evidenced by what children say and do. You can print the progressions from the “Resources” section of an “Add Documentation” screen, or you can read *The Creative Curriculum*® for Preschool, Volume 5: *Objectives for Development & Learning*. An efficient way to use *Teaching Strategies GOLD*® is to collect items that each document several objectives and dimensions.

## Assessment Opportunity Cards™

Evidence of some types of knowledge and skills is sometimes difficult to gather during the course of a typical preschool day, but the 10 *Assessment Opportunity Cards*™ that you may download and print from *Teaching Strategies GOLD*® will help. The cards present play-based, small-group activities that enable you to collect information about children’s literacy and numeracy skills. When you indicate the name of the particular *Assessment Opportunity Card*™ you used, the activity’s primary objective is highlighted automatically. That makes it easy to find the place to enter data.

## On-the-Spot Observation Recording Tool

The *On-the-Spot Observation Recording Tool* is a checklist that enables you quickly to collect information related to the physical, literacy, and mathematics objectives. Just print this form with your children’s names and enter the data you gather. This feature makes it possible to collect information for an entire checkpoint period in one document. It is a good idea to save your printed form to use multiple times throughout a checkpoint period.

## Uploading Video Clips, Audio Files, and Photos as Documentation

Sometimes you can document information more easily with a video clip or photo than with an observation note. *Teaching Strategies GOLD*® online allows you to upload video, audio, and image files, and you can add a note about the context in which the information was collected. Taking digital photos of children’s artwork, writing, and other work is sometimes faster than scanning those items, and you can share them easily with family members. What’s more, a single file often documents knowledge and skills related to several objectives and dimensions.

## Activity Library

You can search and use over 450 activities that promote children’s development and learning in relation to specified objectives. The system automatically recommends activities from the “Activity Library” on the basis of the levels you identify for a particular child. The “Family View” option enables you easily to share activity instructions with families so they can extend children’s learning at home.

## Teaching Strategies GOLD® Online: Time-Saving Features, continued

### Making the Most of Reports

Explore the **REPORTS** tab to learn about reports that will assist your analysis of class and individual data. They will help you plan experiences to promote children's development and learning.

The "Individual Child Report" enables you to see the levels of development and learning of each child at a given point during a checkpoint period. Each child's knowledge and skills are shown in relation to widely held expectations for each objective/dimension. This helps you identify the child's strengths and needs and then plan accordingly. By selecting multiple checkpoint periods, you can also see how the child's knowledge, skills, and behaviors were evaluated over time.

Run the "Widely Held Expectations" report to compare information about the knowledge, skills, and behaviors of an individual child or groups of children with widely held developmental expectations for children of the same age or class/grade.

Run the "Performance and Growth" report after multiple checkpoint periods to track children's development and learning over time. Teachers and administrators can organize data by program, site, school, class, or individual child. You will be able to see whether and in what ways children's knowledge and skills are progressing between checkpoint periods.

The "Alignment" report compares your preschool and pre-K children's skills with the expectations expressed in your state's early learning standards or the Head Start framework.

The "Class Profile Report" provides an overview of your entire class's performance during a particular checkpoint period. It shows how the knowledge, skills, and behaviors of each child in a class or program compare with widely held expectations. You can see the overall strengths and needs of your group and then plan accordingly.

Run the "Development and Learning Report" to share with a child's family. This report highlights the child's strengths in particular areas of development and learning and suggests engaging activities to support continued learning.

The "Snapshot Report" displays evaluation data for a group of children at one checkpoint. Use this report to see the number, percentage, and mean score of the children whose knowledge and skills are below, meeting, and exceeding expectations. You can even see child outcomes data by area, objective, and dimension, or by demographics.

If you have documented children's development and learning by using the forms for alphabet knowledge, Spanish alphabet knowledge, number concepts, and shapes, run the "Forms" report to view data on each form.

### Monitoring Documentation

As you gather assessment information throughout the program year, it is helpful to print the "Documentation by Objective/Dimension" report regularly in order to monitor data collection. This report shows how many observations and supporting files you have, by child, for each objective/dimension. It helps you see for what objectives you need more information and where you might need additional support in collecting evidence of children's learning.

## Teaching Strategies GOLD® Online: Time-Saving Features, continued

### More Quick Tips

- Co-teachers and assistant teachers can also enter documentation online. Additional user accounts are free with subscriptions, and administrators can add them easily. To help protect children’s privacy, each user may have his or her own account.
- Many teachers use the Dragon Dictation application on their mobile devices. Online, visit the Colorado Department of Education’s Results Matter Video Library to view “Using Technology for Authentic Assessment.” You can find the Library at <http://www.cde.state.co.us/resultsmatter>
- Enter documentation and preliminary levels each day instead of waiting until the end of a week or checkpoint period. Staying current with data entry will help make the end of each checkpoint period stress-free.
- Refer to your online observation notes when you complete “Family Conference Forms.”
- Print “Family Conference Forms” for your whole class at one time by using the “Print Multiple Forms” feature.
- Use the “Development and Learning” report for conferences and shorter conversations with families.
- Watch the *Teaching Strategies GOLD®* video tutorials to enhance your knowledge and navigation skills.
- As you write weekly plans, include plans for observing and decide which objectives and dimensions to focus on.
- Send activity ideas to families and have them share their experiences with you through “Family Central.” Use this documentation as you determine preliminary levels.
- When communicating with families, use “Family Central” and the “Newsletter” feature. This keeps all family communication in one place and eliminates duplication of work.
- Administrators can monitor teachers’ assessment efforts and provide feedback by using the “Assessment Status” and “Documentation” reports.