



Teaching Strategies GOLD® Online A Teacher's Quick-Start Guide

February 2012



Welcome to *Teaching Strategies GOLD*® online!

This *Guide* was written to support your use of *Teaching Strategies GOLD*® online. It offers detailed, screen-by-screen guidance for using the tool. From logging in and setting up your classes to finalizing data and generating reports, we'll walk you through each step. We know it takes time to get used to a brand-new system, so we hope this *Guide* jump-starts the process for you.

The table of contents on page 3 shows what the *Guide* covers. You can read the entire *Guide* from start to finish or just choose the sections you need as you make your way through *Teaching Strategies GOLD*® online.

What's more, the information in this *Guide* will be updated regularly and posted on the *Teaching Strategies GOLD*® site. You'll always have the latest, most current information at your fingertips.

We hope you'll find this *Guide* to be a useful resource. Remember, at Teaching Strategies we are **always** available to provide you with personalized help. Just e-mail us at **Implementation@TeachingStrategies.com** or call **866.736.5913**.

Let's get started!



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This section explains how to set up your login information and profile, navigate *Teaching Strategies GOLD*®, and use your Teaching Strategies Dashboard to access professional development support and important *Teaching Strategies GOLD*® updates.

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This section shows how to set up and edit classes and children's records in *Teaching Strategies GOLD*®.

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Teaching Strategies GOLD® Online A Teacher's Quick-Start Guide

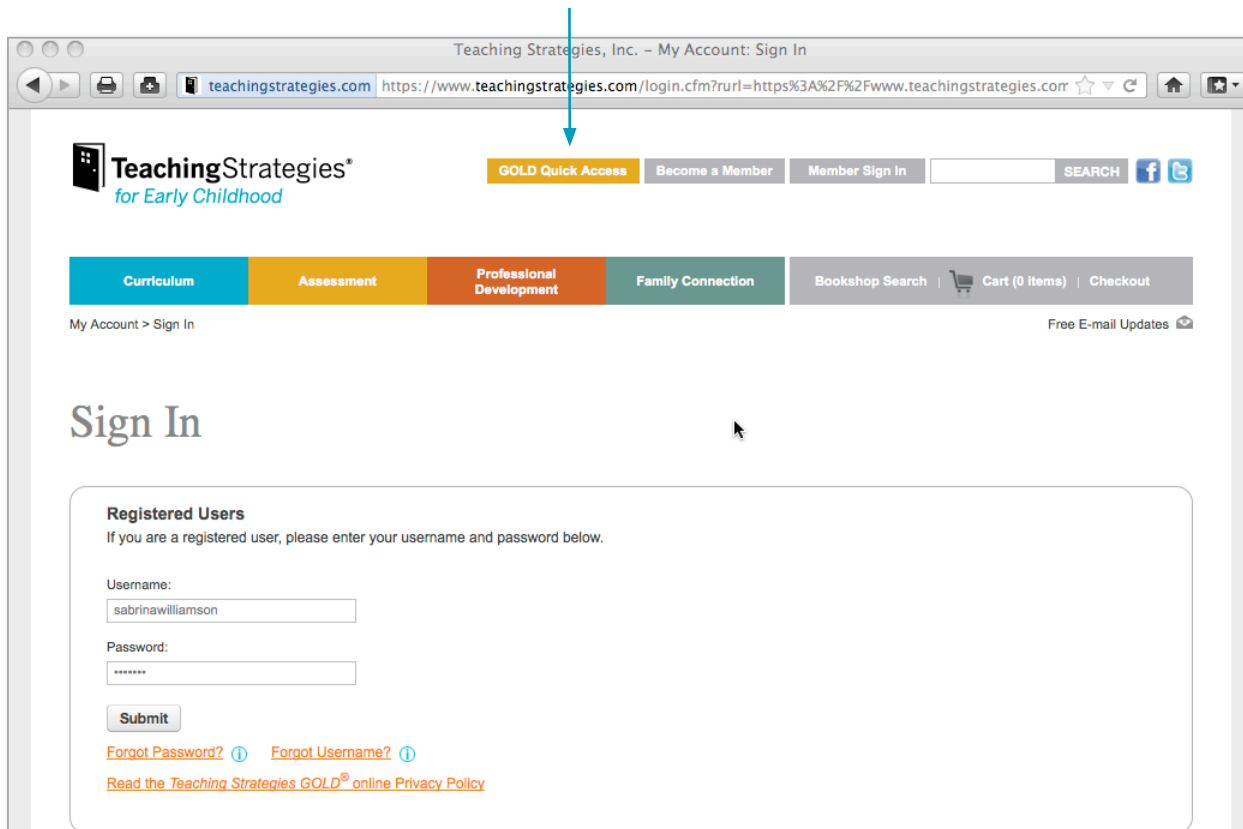
Section 1: Getting Started



Initial Set-Up

Signing In

Before you sign in, make sure you have the username and temporary password that you received by e-mail from **Implementation@TeachingStrategies.com** or that you used for **CreativeCurriculum.net**. Go to **TeachingStrategies.com** and click the **GOLD Quick Access** link at the top of the screen.



The screenshot shows a web browser window with the address bar displaying "teachingstrategies.com" and the URL "https://www.teachingstrategies.com/login.cfm?url=https%3A%2F%2Fwww.teachingstrategies.com". The page header includes the Teaching Strategies logo, a "GOLD Quick Access" button (highlighted by a blue arrow), "Become a Member", "Member Sign In", a search bar, and social media icons. Below the header is a navigation bar with links for Curriculum, Assessment, Professional Development, Family Connection, Bookshop Search, Cart (0 Items), and Checkout. The main content area is titled "Sign In" and contains a "Registered Users" section with a form for Username and Password. The Username field contains "sabinawilliamson" and the Password field contains "*****". A "Submit" button is below the form. Links for "Forgot Password?", "Forgot Username?", and "Read the Teaching Strategies GOLD® online Privacy Policy" are at the bottom of the form.

When the **Sign In** screen appears, enter your username and temporary password. Then click **SUBMIT**.

TIP: Use the **Forgot Password?** and **Forgot Username?** links if you forgot the information. Your username and a temporary password will automatically be sent to the e-mail address in your profile. For security reasons, the temporary password will expire one hour after it is sent, so log in as soon as you receive the e-mail.

You will see this icon on many screens: ⓘ . When you move the mouse pointer over or click the icon, you will find information about the item or screen you are exploring.

Initial Set-Up

Password and Security Questions

The first time you log in to your *Teaching Strategies GOLD*® account, you will create a new password, and select and answer three security questions.

TIP: Return to your Dashboard and select the [MY PROFILE](#) tab to edit your profile, password, security questions, or username. Remember to keep your e-mail address up-to-date in case you forget your login information.

The screenshot shows the 'MY PROFILE' tab selected in the top navigation bar. The left sidebar contains links for 'Edit Profile', 'Change Password' (highlighted), 'Change Security Questions', and 'Change Username'. The main content area is titled 'My Account / My Profile / Change My Password and Set My Security Questions' and 'Change My Password and Set My Security Questions'. It instructs the user to create a new password and set security questions. The form includes fields for 'New Password' and 'Confirm New Password', a note about password requirements, and dropdown menus for 'Security Question 1' and 'Security Question 2', each with a corresponding 'Security Response' field.

Preferences

You can also set your preferences at the bottom of the [Edit Profile](#) screen. Selecting [Español](#) will change the system's screen text to Spanish. However, the system will not automatically translate into Spanish any text you enter in English (including documentation).

The screenshot shows the 'Preferences' section with the following options: 'How would you describe your position?' with a dropdown menu set to 'Teacher'; 'Do you want to subscribe to free marketing e-mail updates about Teaching Strategies' products and services?' with radio buttons for 'Yes' and 'No'; 'Sort Children in GOLD By' with radio buttons for 'First Name' and 'Last Name' (selected); and 'Select language preference for viewing the GOLD Teacher Site.' with radio buttons for 'English' (selected) and 'Español'. A note at the bottom states: '*The Administrator Site is not currently available in Spanish.'

Teaching Strategies GOLD® Entry and Updates

Member Dashboard

When you sign in for the first time, you will be taken to your personal [DASHBOARD](#). The Dashboard is your point of entry into *Teaching Strategies GOLD®* and provides important personalized communications about assessment and professional development. To enter *Teaching Strategies GOLD®*, click the [Teaching Strategies GOLD®](#) button in the upper left corner of the screen.

The screenshot shows the 'Sabrina's Communications' member dashboard. At the top, a navigation bar includes 'DASHBOARD', 'MARKETPLACE', 'COMMUNITIES', 'PROFESSIONAL DEVELOPMENT', and 'MY PROFILE'. A sidebar on the left features the 'Teaching Strategies GOLD' logo and a 'RETURN TO HOMEPAGE' link. The main content area is titled 'Sabrina's Communications' and contains several sections: 'Teaching Strategies GOLD®' with a welcome message and a list of updates; 'PROFESSIONAL DEVELOPMENT' with a list of completed and upcoming courses; 'Support' with a link to a quick-start guide; and 'Resources' with links to welcome and introduction pages. Annotations with arrows point to specific elements: 'Enter Teaching Strategies GOLD® here.' points to the logo in the sidebar; 'See your product order history here.' points to the 'MARKETPLACE' tab; 'Access the online discussion forum here.' points to the 'COMMUNITIES' tab; 'Access professional development support here.' points to the 'PROFESSIONAL DEVELOPMENT' tab; and 'Manage and update your account here.' points to the 'MY PROFILE' tab.

TIP: When you use the GOLD Quick Access link to log in again, you will be taken directly into *Teaching Strategies GOLD®* rather than to your personal Dashboard. Navigating to your own Dashboard is explained on page 8.

Navigation

Homepage

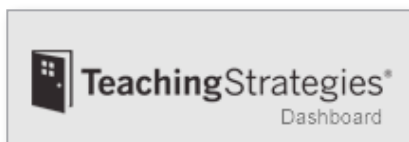
The teacher homepage is updated regularly with important information about new enhancements to the tool.



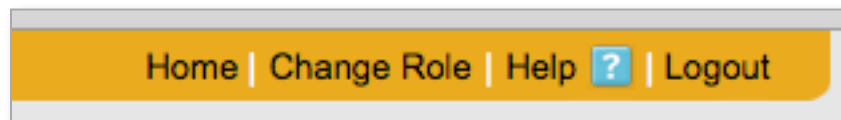
Click each arrow to expand the window and learn more about the update.

Navigation Tips

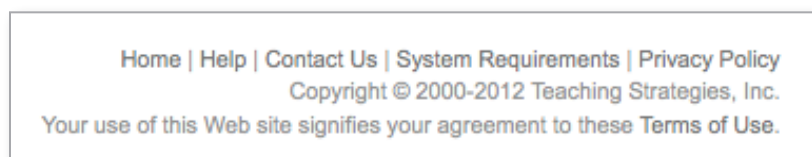
Once you're in *Teaching Strategies GOLD*®, you can always return to your Dashboard by clicking on the black *Teaching Strategies*® Dashboard logo in the upper left corner of every screen. You can also use the [Dashboard](#) link found under the [Leave GOLD: Go To...](#) heading on the right side of the screen.



When you click the [Change Role](#) link in the top right corner of a home page screen, you can switch between the Teacher and Family sites. When you are working in a site, you can always return to the homepage by clicking on the [Home](#) link in the banner.



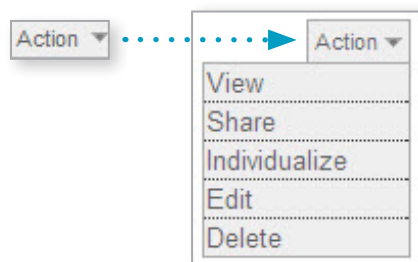
TIP: Notice that the banners at the top of the screen change color according to the site you are working in: Teacher (gold), Admin (black), Family (green), or Teacher's Sandbox (maroon). The following links are at the bottom of the screen so you can quickly access important information.



Navigation

Action Menu

Many screens have an Action menu. Clicking the word **Action** or the down arrow will give you a list of options. You can edit, delete, or, in some cases, share an item with family members.



Support and Resources

On the right side of many screens, you will see the headings **Key**, **Support**, and **Resources**. The Key explains the symbols used on the screen. The Support links provide help with using the assessment tool. The Resources are links to articles and other helpful tools that will assist you with the assessment process.

A screenshot of the 'View Documentation' screen. At the top, there is a navigation bar with tabs: DOCUMENTATION (selected), CHECKPOINT, PLANNING, COMMUNICATION, REPORTS, and CHILDREN. Below the navigation bar, the screen is divided into three main sections. On the left is a sidebar with 'Preschool Class' and a 'Switch Class' dropdown, followed by links for 'Add Documentation', 'View Documentation', 'View Portfolio', 'Search Documentation', 'Forms', 'On-the-Spot Observation Recording Tool', and 'Documentation by Objective / Dimension'. The main content area is titled 'View Documentation' and shows 'Current View' information: 'All Types of Documentation for all children in Preschool Class' and 'Period: Spring 2009/2010'. It displays 'Showing 1 to 4 of 296 entries' with pagination controls (First, Previous, 1, 2, 3, 4, 5, Next, Last). Three entries are visible, each with a name, date, a small icon, and an 'Action' dropdown. The first entry is for 'Mee Yong' on July 19, 2010, with a description of her stretching. The second is for 'Mee Yong' on July 12, 2010, about participating in a song and dance. The third is for 'Mee Yong' on July 12, 2010, about playing with a puzzle. The fourth entry is partially visible for 'Jonathan Wu' on July 9, 2010. On the right side of the main content area, there are three sections: 'Key' with symbols for 'On-the-Spot Observation Recording Tool', 'Family Documentation', 'Assessment Opportunity Cards™', and 'General Documentation'; 'Support' with links for 'How do I change the documentation I am viewing?', 'How do I individualize Group Documentation?', 'Quick Start: Documentation', and 'Contact Us'; and 'Resources' with links for 'On-the-Spot Observation Recording Tool', 'Assessment Opportunity Cards™', and 'Introduction to Teaching Strategies GOLD®'. At the top right of the main content area, there are buttons for 'Change View', 'Print', and 'PDF'.

Print | PDF

Use these links in the upper right corner of the screen to get a printer-friendly version or to generate a PDF, which is a file you can save to your hard drive. A PDF is often a more attractive print format. You must have Adobe Reader® to view a PDF. It is a free download from **www.Adobe.com**.



Navigation

Navigation Tabs

Teaching Strategies GOLD® online is organized by six tabs that run across the top of the screen. Move the mouse pointer over a tab to see the drop-down menu.

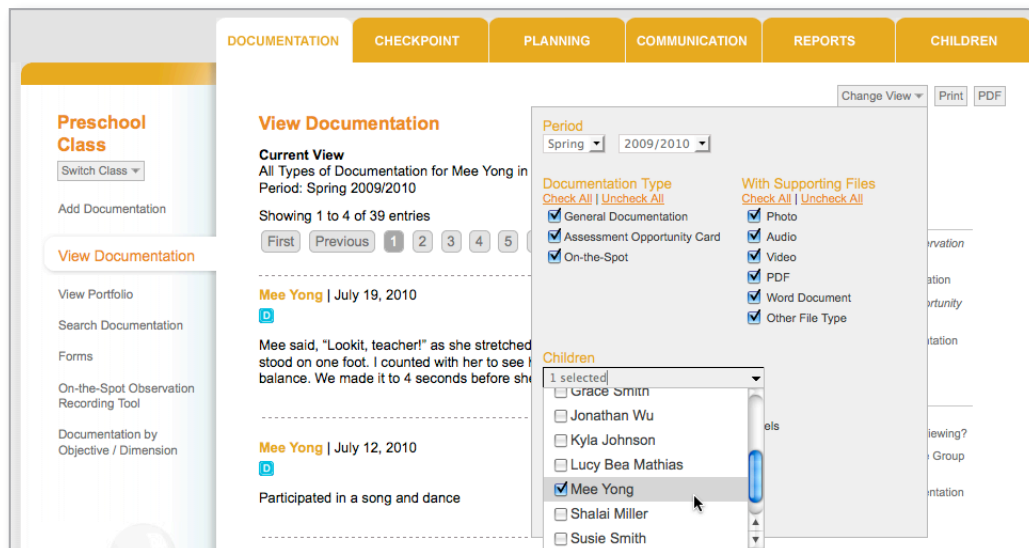


Navigation

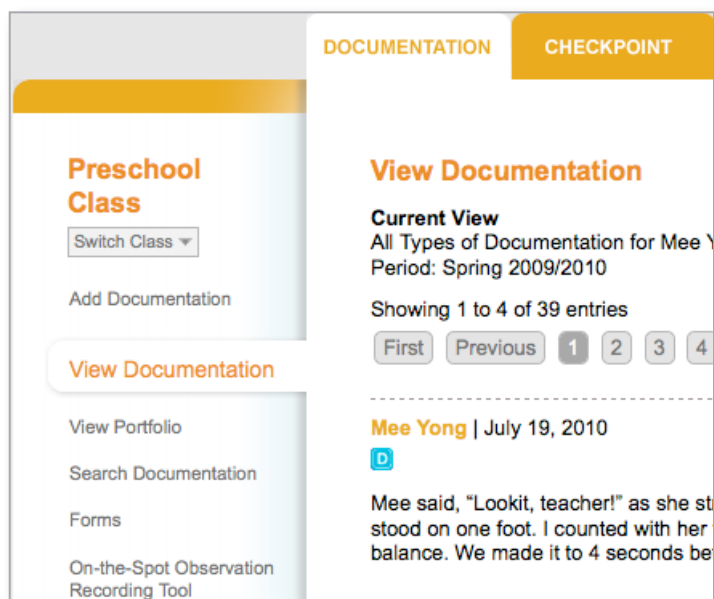
Controlling the View

You can choose what to display on each screen. To select a different class, click [Switch Class](#).
On most screens, you can only work with information for one class at a time.

When you are working with a View Documentation or View Portfolio screen, use the [Change View](#) link to change the Current View. The check boxes and drop-down menus will limit or expand what you see.



The Current View description tells you what is being displayed on the screen based on the selections you have made. In the example below, we have limited the [View Documentation](#) screen to one child, Mee Yong, for the Spring 2009/2010 checkpoint.



TIP: Learn more about adding and viewing documentation in the “Documentation” section, which begins on page 19.

Professional Development Support

Courses

To take “*Teaching Strategies GOLD® Basic*,” the free, four-module, self-paced course that introduces the structure and components of *Teaching Strategies GOLD®*, select the **PROFESSIONAL DEVELOPMENT** tab from the Dashboard. Click the course name to view and access the modules.

View details about your progress to date by using the color-coded boxes that provide information about your work on each module.

Course	Status	Details
Teaching Strategies GOLD® Basic	In Progress	Last access 01/20/12

Key

- Not Started
- In Progress
- Complete

Support

Download instructions for completing the *Teaching Strategies GOLD® Basic* course.

Module	Status	Details
Module 1: Introducing <i>Teaching Strategies GOLD®</i>	Complete	Completed 01/24/12
Module 2: Looking Closer: <i>Teaching Strategies GOLD®</i>	Complete	Completed 01/24/12
Module 3: The Assessment Cycle: Linking Teaching, Learning, and Assessment	In Progress	Last access 01/24/12
Module 4: How Do I...?: Exploring the Features of <i>Teaching Strategies GOLD® Online</i>	Not Started	Not Started

TIP: For detailed instructions on completing your course(s), download the PDF listed on the right-hand side of the screen. Alternatively, you can click on the course title and then click **(PDF)** in the center of the course overview screen.

Download instructions for completing this course.(PDF)

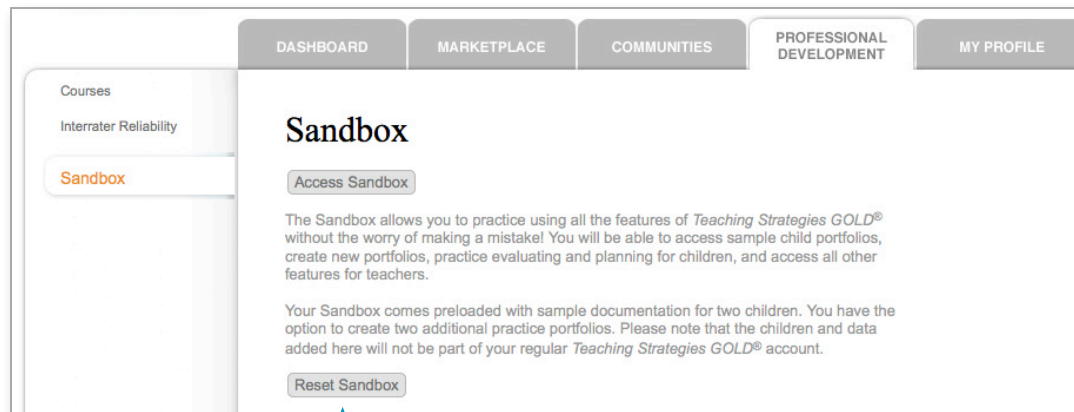
Directions: Click on a module name to begin. We recommend that you complete the modules in order from Module 1 to Module 4, but you can complete the modules in any order. You must complete all 4 modules to receive a certificate of completion.

Professional Development Support

Sandbox

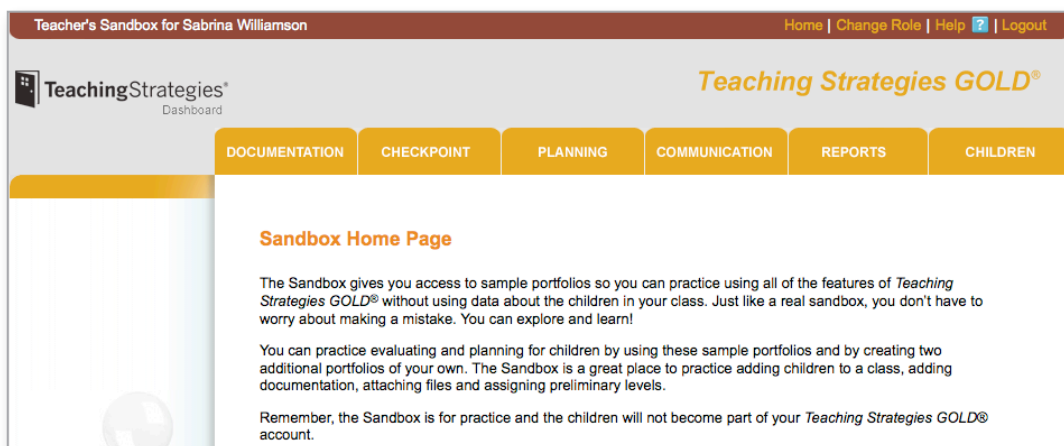
The [Sandbox](#) gives you access to sample portfolios so you can practice using all of the features of *Teaching Strategies GOLD*® without gathering and using data about the children in your class. Just as though you were exploring a real sandbox, you don't have to worry about making a mistake. You can investigate and learn!

To access the Sandbox, click on the [PROFESSIONAL DEVELOPMENT](#) tab and select [Sandbox](#). Then click the [Access Sandbox](#) button on the Sandbox launch screen.



By clicking [Reset Sandbox](#), you can clear everything you entered and start again.

Notice that the gold banner at the top of the screen changes to maroon when you are in the [Teacher's Sandbox](#). This will help you differentiate the practice portfolios from those of your students. To exit the Sandbox, click the [Dashboard](#) logo in the upper left corner.



TIP: "Sandbox" children will not become part of your *Teaching Strategies GOLD*® account. The Sandbox is only for practice!

Professional Development Support

Embedded Guidance

You may sometimes want more support while working with *Teaching Strategies GOLD*®. Help is easily accessed from the top navigation bar. When you click [Help?](#), you will have full access to all of the articles in *Teaching Strategies GOLD*® online. Search or browse by topic, or go to [Popular Resources](#) to see the most frequently used links. You can also access printable resources under [Quick Downloads](#).

Teacher Site for Sabrina Williamson Home | Change Role | Help? | Logout

TeachingStrategies™ Dashboard

Teaching Strategies GOLD®

DOCUMENTATION CHECKPOINT PLANNING COMMUNICATION REPORTS CHILDREN

TeachingStrategies™ Teaching Strategies GOLD®

Support and Resource Library

Search By Keyword **SEARCH**

Browse By Topic

- + A Teacher's Quick-Start Guide to *Teaching Strategies GOLD*® Online
- + ADMINISTRATION: Managing Your License
- + Overview of *Teaching Strategies GOLD*®
- + Getting Started
- + CHILDREN: Setting Up Your Classes and Children's Files
- + DOCUMENTATION: Working With Documentation and Forms
- + CHECKPOINT: Working With Checkpoint Data
- + PLANNING: Planning Instruction
- + COMMUNICATION: Communicating With Families and Others
- + REPORTS: Generating Reports

Learn more about the Objectives for Development and Learning

Printable Resources (20 items)

Resources for Spanish-Speaking Teachers (3 items)

Supporting English- and Dual-Language Learners (2 items)

Video Tutorials (17 items)

Contact Teaching Strategies (1 item)

Teaching Strategies GOLD® Alignments (57 items)

Popular Resources

- [Quick Start:](#) Download the complete guide
- [Contact Us](#)
- [Features Comparison:](#) CreativeCurriculum.net vs. *GOLD* Online
- [How do I Individualize Group Documentation?](#)
- [Introduction to *Teaching Strategies GOLD*®](#)
- [Navigation Basics](#)
- [Progressions of Development and Learning](#)
- [Uploading Video Files](#)
- [Video tutorial: Choosing Color Bands](#)
- [Video tutorial: Enhancements to the Widely Held Expectations Report](#)

Quick Downloads

- [Manage Classes](#)



Teaching Strategies GOLD® Online A Teacher's Quick-Start Guide

Section 2: Children



Setting Up a Class

To start using *Teaching Strategies GOLD*® online, you need to set up a class and enter information about the children. From the **CHILDREN** tab, select **Manage Classes** from the drop-down menu. Information about any classes you have already added will appear in a table.

TIP: If your class and children's records are not set up by your administrator, you may want to ask whether you need to keep any special program-specific instructions in mind as you set up.

Classes	Primary Teacher	Other Teachers	Associated Ages/Grades	Class Type	
Blue Butterflies	Sabrina Williamson	Jenny Mosley	Preschool 3 class/grade Pre-K 4 class/grade	Preschool, Pre-K, K	EDIT

Click here to edit information about an existing class.

Adding a New Class

To add a class, click the **Add New Class** button. Enter a class name that is appropriate for reporting purposes. Then select the appropriate class type. Click **SUBMIT**. Note: This is an important step that will affect all reports that are created.

Add New Class

To add a new class, complete the form below.

Class Name: *

Class Type: *

☐ Infants, Toddlers & Twos ⓘ

☒ Preschool, Pre-K, K ⓘ

Assessment Tool: *
GOLD

SUBMIT

Select **Preschool, Pre-K, K** to show the associated ages/grades checklist.

Choose the age-groups or class/grade that applies to your class. If you teach a mixed-age class, base your selection(s) on the ages/grades in your classroom.

Add New Class

To add a new class, complete the form below.

Class Name: *

Class Type: *

☐ Infants, Toddlers & Twos ⓘ

☒ Preschool, Pre-K, K ⓘ

Associated Ages/Grades:

☐ Preschool 3 class/grade (Green)

☐ Pre-K 4 class/grade (Blue)

☐ Kindergarten (Purple)

Assessment Tool: *
GOLD

SUBMIT

Tip: Placement in infants, toddlers, and twos classes depends on the child's birth date. Preschool, Pre-K, and kindergarten classes are identified according to the curriculum you are teaching rather than the children's ages.

Children's Records

Once you have set up your class(es), you can begin adding children's names as well as demographic and other relevant information.

Adding a Child's Record

Under [Manage Children](#), click the [Add New Child](#) button to add information.

For accounts with enabled OSEP features, an additional field is required for the OSEP reporting process. The entry date is the date the child began receiving IFSP/IEP services. Check with an administrator if you are unsure of which date to enter.

Manage Children

[Add New Child](#)

View All | Search:

Child	Class	DOB	
Shalai Miller	Preschool Class	Jul 28, 2006	EDIT
Michael Simmons	Preschool Class	Aug 12, 2007	EDIT
Mae Carr	Preschool Class	Oct 29, 2006	EDIT

Add New Child

To add a new child, complete the form below.

* Indicates required field

Name (first, middle initial, last) *

Nickname

Identifier

Class *

Gender *

Birth Date *

Age or Class/Grade *

First Day In Program *

Primary Language *

Ethnicity Level 1 *

Race Level 1 *

Funding Sources

IEP

Free or Reduced Lunch

Assess this child using the Spanish Language and Literacy Objectives?*

SUBMIT

Enter a program-specific identifier here (optional).

Click here to edit or delete existing child records.

Check here if this child has IFSP/IEP. Once you select the IFSP/IEP box, you will be prompted to provide the entry date and assessment tool. Select GOLD.

Click Yes to track Spanish language and literacy objectives for this child.

Tip: For preschool, pre-k, or kindergarten classes, you will also need to assign a class/grade for each child in your class. For infants, toddlers, and twos classes, the system automatically generates an age or class/grade designation based on the child's birth date.

Children's Records

Home Language Survey

The [Home Language Survey](#) determines whether Objectives 37 and 38 (the English language acquisition objectives) will be included for this child. When "Home Language Survey" results indicate that use of these objectives is appropriate, they are automatically added to the child's record.

TIP: The [Home Language Survey](#) may provide useful background information to assist you in planning and individualizing learning experiences for infants, toddlers, and twos. However Objectives 37 and 38 are used only with children in preschool, pre-k, and kindergarten classrooms.

Complete Home Language Survey

The English Language Acquisition objectives are to be used as needed with children age 3 and older whom you classify as English or dual-language learners. In order to determine whether or not to use the English Language Acquisition objectives (Objectives 37 & 38) you will need to gather information about what language the child and his or her family members use at home, and what language the child uses while he or she talks with the teachers and other children in the classroom. While the English Language Acquisition objectives are not used with very young children, this information should still be collected as useful background information.

Answer the following questions about the child and the family members who care for the child. You will respond by using a scale ranging from "only English" to "only home language". Try to gather as much information as possible to help you answer the questions. If you are unable to answer a question because you do not know the answer or because the child is not yet speaking, circle N/A.

A. What language do family members use when speaking to the child in the home?

N/A	1	2	3	4	5
Not Applicable	only English	mostly English	both equally	mostly home language but some English	only home language (not English)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home Language 1: <input type="text"/>					
Home Language 2: <input type="text"/>					

B. What language does the child use when speaking to family members in the home?

N/A	1	2	3	4	5
Not Applicable	only English	mostly English	both equally	mostly home language but some English	only home language (not English)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click if not applicable.

Child's Parents Decline To Provide Information

Click if the child's parents decline to provide information.

Resources

Download the Home Language Survey in English or Spanish

Click here to download and print a PDF.

Yes, Ask Me Later

Click here to complete the "Home Language Survey" at a later date.

Not Applicable

Click here if you know the child only speaks English.



Teaching Strategies GOLD® Online A Teacher's Quick-Start Guide

Section 3: Documentation



Documentation

Adding Documentation

To create digital portfolios for the children in your class, use the [DOCUMENTATION](#) tab.

TIP: Maximum file sizes are 100MB for videos and 5MB for other files. Allowed file types are JPG, GIF, MP3, MPEG, AVI, TIFF, Microsoft® Word, PDF, WAV, QuickTime™ Movie, AIFF, MP4, and Windows® Media.

Choose from **General Documentation**, **Assessment Opportunity Card**, or **On-the-Spot Observation Recording Tool**.

Enter name of one child or more, or use the **Select Children** link.

Enter the observation date (not the date of entry) manually or use the **Calendar** icon.

Add Documentation for Children in Preschool Class

Type

☒ General Documentation ⓘ
☐ Assessment Opportunity Card ⓘ
☐ On-the-Spot ⓘ

Identify Children (Select Children)

Date Observed
 ⓘ

Notes

Attach File(s) ⓘ

Key

ⓘ Information

Support

Types of Documentation
 Attaching files to documentation
 Adding preliminary levels to a documentation note
 Uploading Video Files
 Adding On-the-Spot documentation
Quick Start: Documentation
 Switch Classes

Resources

[On-the-Spot Observation Recording Tool](#)
[Assessment Opportunity Cards™](#)
 Additional Self-Care Dimensions for 1c
 Using Video as Documentation
 Video Tutorial: Add Documentation
 Download a list of the *Teaching Strategies GOLD®* objectives and dimensions. (en español)

Type observation notes here (optional if, for example, you are uploading files for which you do not need a note).

Click here to download and print useful resources to help you record information about children's physical, literacy, and mathematics skills.

Click here to download and print activities that enable you to collect information about children's literacy and numeracy skills.

Click **BROWSE** to add electronic file(s) as documentation.

If you don't see a BROWSE button, Adobe Flash may not be installed on your computer.

Click the [System Requirements](#) link at the bottom of any screen of *Teaching Strategies GOLD®* to see what is required.

[Home](#) | [Help](#) | [Contact Us](#) | [System Requirements](#) | [Privacy Policy](#)

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Documentation

TIP: A single observation note can relate to more than one objective or dimension, so teachers can assign documentation to multiple objectives and/or dimensions. This saves a lot of time during the checkpoint period.

Click the plus signs to see the full list of objectives and dimensions in an area.

Click the colored band icon to assign a preliminary level for a single objective/dimension.

Click the ABC icon to access the "Alphabet Knowledge" form. (See page 26 for more information about the "Alphabet Knowledge," "Spanish Alphabet Knowledge," "Number Concepts," and "Shapes" forms.)

Click here for articles, audio clips, and video clips that provide more information.

Objectives/Dimensions

+

Social-Emotional ⓘ

+

Physical ⓘ

+

Language ⓘ

+

Spanish Language ⓘ

+

Cognitive ⓘ

-

Literacy ⓘ

Objective 15: Demonstrates phonological awareness ⓘ

☐ a. - Notices and discriminates rhyme ⓘ
 ☐ b. - Notices and discriminates alliteration ⓘ
 ☐ c. - Notices and discriminates smaller and smaller units of sound ⓘ

Objective 16: Demonstrates knowledge of the alphabet ⓘ

☐ a. - Identifies and names letters ⓘ
 ☐ b. - Uses letter-sound knowledge ⓘ

Objective 17: Demonstrates knowledge of print and its uses ⓘ

☐ a. - Uses and appreciates books ⓘ
 ☐ b. - Uses print concepts ⓘ

Objective 18: Comprehends and responds to books and other texts ⓘ

☒ a. - Interacts during read-alouds and book conversations ⓘ
 ☐ b. - Uses emergent reading skills ⓘ
 ☐ c. - Retells stories ⓘ

Objective 19: Demonstrates emergent writing skills ⓘ

ABC ⓘ

☒ a. - Writes name ⓘ
 ☐ b. - Writes to convey meaning ⓘ

+

Spanish Literacy ⓘ

+

Mathematics ⓘ

+

Science and Technology ⓘ

+

Social Studies ⓘ

+

The Arts ⓘ

+

English Language Acquisition ⓘ

SAVE

SAVE AND ENTER PRELIMINARY LEVELS

CHECK SPELLING

When using the *On-the-Spot Observation Recording Tool*, select the associated objectives/dimensions and click on the **SAVE AND ENTER PRELIMINARY LEVELS** button. Then you will be able to record the level you determined for each child.

SAVE AND ENTER PRELIMINARY LEVELS

Documentation

Selecting a Preliminary Level

You may choose to assign preliminary levels for the objectives/dimensions you related to a particular piece of documentation. These are not final checkpoint decisions; you will make those at the end of the checkpoint period after reviewing all the documentation under the checkpoint tab.

TIP: The colored bands on the progressions indicate the age and class/grade ranges for widely held developmental and learning expectations. While there is a typical progression for each objective, it is not rigid; development and learning are uneven, overlapping, and interrelated. More information is available in *Objectives for Development & Learning* excerpts, which can be found in the Support and Resources Library.

Set Preliminary Level(s)

Area: Literacy ⓘ
Objective: 18 - Comprehends and responds to books and other texts ⓘ
Dimension: c. Retells stories ⓘ

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet		Retells some events from familiar story with close adult prompting		Retells familiar stories, using pictures or props as prompts		Retells a familiar story in proper sequence, including major events and characters		Retells stories with many details about characters, events, and storylines	
Examples										
Colored Bands										
Adrianne Hernandez		1	2	3	4	5	6	7	8	9

Close
Cancel

To view only the information you wish to see, click here to **Show** or **Hide** the Examples and Colored Bands.

Click here to assign a preliminary level on the basis of this particular piece of documentation.

Documentation

View Documentation

Click here to narrow the list of documentation or to select documentation for particular child.

Click here to navigate the list of documentation entries.

Click here for the Action menu, which is located next to each piece of documentation.

TIP: The [Print](#) and [PDF](#) buttons in the top right corner of the screen will help you turn all records into a nicely formatted document. When you click one of these choices, a box appears that enables you to customize your printout or PDF. Check or uncheck the check boxes to include or exclude notes, attachments, associated dimensions and levels, date/time entered, and author.

In the [Action Menu](#), select [Share](#) to send a message to families with a particular piece of documentation. (See pages 47–48 for more information).

[Share](#) ➔ **Compose Message**

Share Documentation:
Submitting this form will share a piece of documentation with the family members you select below. Please be sure to review the documentation to be sure it is appropriate to share with family members.

☒ Include Associated Objectives/Dimensions

[View Documentation](#)

Child/Children:
Bella Rodriguez

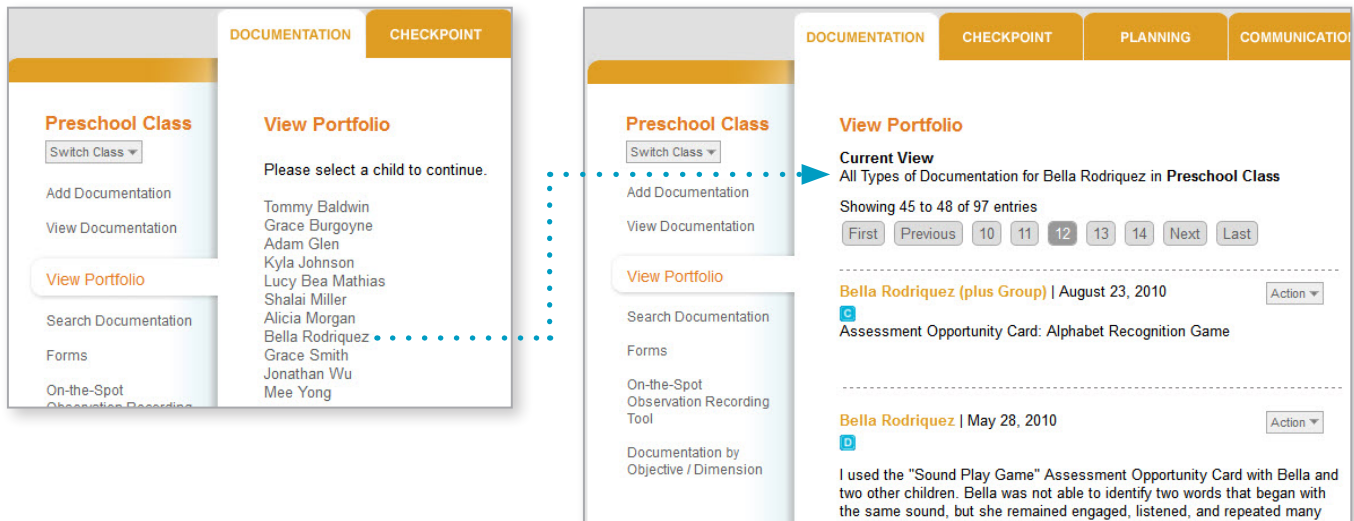
Send Message To:
☐ Carmen Rodriguez (Family)

Subject:
Shared Documentation for 10/8/10

Documentation

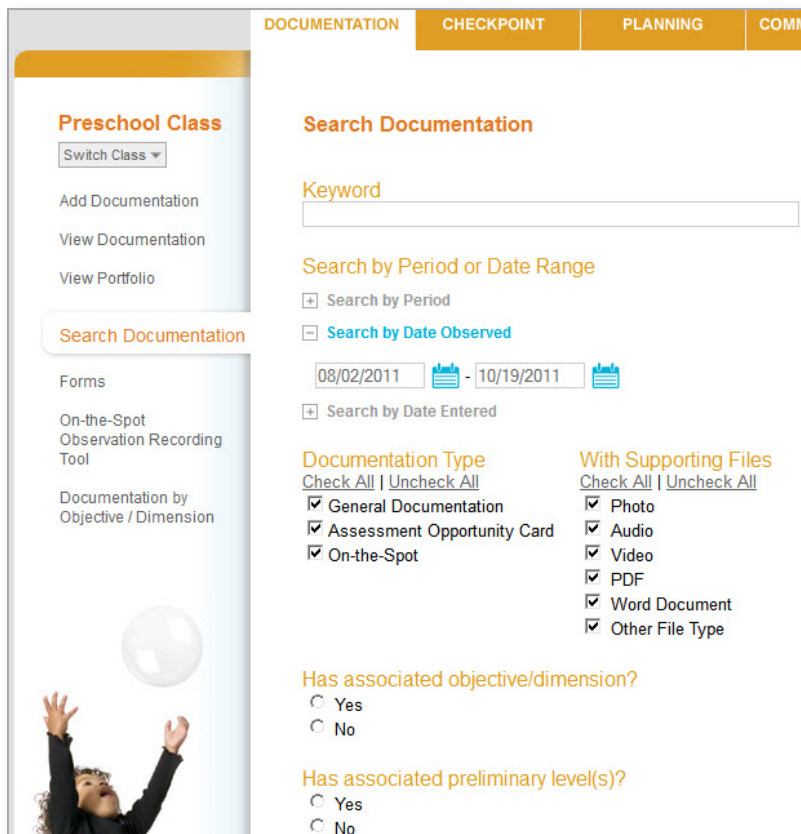
View Portfolio

The [View Portfolio](#) screens enable you to select and see all documentation for one child.



Search Documentation

The [Search Documentation](#) screens enable you to search all the documentation for your class(es).



Documentation

On-the-Spot Recording Tool

This tool enables you to customize and print the *On-the-Spot Observation Recording Tool* for your class.

DOCUMENTATION | **CHECKPOINT** | **PLANNING** | **COMMUNICATION**

Create a Customized On-the-Spot Observation Recording Tool

To generate a printable version of the On-the-Spot Observation Recording Tool, select the objective class and children you would like to include on the form.

☐ Objectives/Dimensions: ①

[Check All](#) | [Uncheck All](#)

4. Demonstrates traveling skills
[Check All](#) | [Uncheck All](#)
☒ a. Walks
☒ b. Runs
☒ c. Gallops and skips

5. Demonstrates balancing skills
[Check All](#) | [Uncheck All](#)
☒ a. Sits and stands
☒ b. Walks on beam
☒ c. Jumps and hops

6. Demonstrates gross-motor manipulative skills
[Check All](#) | [Uncheck All](#)
☒ a. Throws
☒ b. Catches
☒ c. Kicks

7. Demonstrates fine-motor strength and coordination
[Check All](#) | [Uncheck All](#)
☒ a. Uses fingers and hands
☒ b. Uses writing and drawing tools

15. Demonstrates phonological awareness

21. Explores and describes spatial relationships and shapes
[Check All](#) | [Uncheck All](#)
☒ a. Understands spatial relationships
☒ b. Understands shapes

☒ 22. Compares and measures

☒ 23. Demonstrates knowledge of patterns

☐ Children: ①

Class
Preschool Class

Children
11 selected

☒ Include instruction page on form

Language ☒ English ☐ Spanish

Output ☒ Color ☐ Black and White

CREATE FORM

Click here to select the class and children you would like to include.

Click **CREATE FORM** to see each page with the children's names included.

Documentation

Forms

There are four forms for recording a child's skills related to alphabet knowledge, Spanish alphabet knowledge, number concepts, and shapes. These forms document information about Dimensions 16a, 16b, 19a, 19b, S16a, S16b, S19a, S19b, 20c, and 21b.

Preschool Class
Switch Class ▾

Add Documentation
View Documentation
View Portfolio
Search Documentation

Forms

- Alphabet Knowledge
- Spanish Alphabet Knowledge
- Number Concepts
- Shapes**
- Forms Sharing Settings

On-the-Spot Observation Recording Tool
Documentation by Objective / Dimension

DOCUMENTATION CHECKPOINT PLANNING COMMUNICATION REPORTS CHILDREN

Shapes for Bella Rodriguez

Current View
Child: Bella Rodriguez in Preschool Class
View: Show most recent date added (Selected Semester Only)

21b. Understands shapes

Date Observed

	Identifies	Describes
	Check All/None	Check All/None
circle	<input type="checkbox"/> 09/07/2011	<input type="checkbox"/>
rectangle	<input type="checkbox"/> 09/07/2011	<input type="checkbox"/>
square	<input type="checkbox"/> 09/07/2011	<input type="checkbox"/>
triangle	<input type="checkbox"/> 09/07/2011	<input type="checkbox"/>

SAVE

Change View ▾
Child: Bella Rodriguez ▾
View Option: Show most recent date added (Selected Semester Only) ▾
Period: All Periods ▾
SUBMIT

Resources
Introduction to Teaching Strategies GOLD®

Each form is associated with one or more dimensions.

Click the check boxes to complete the form. If you see a date, it means you checked that box before.

Chose to view each form with different types of data or to edit data.

Select **Change View** and then **Child** to switch between children.

Documentation

Documentation by Objective/Dimension

It is helpful to know how many times an objective or dimension has been associated with a piece of documentation for one or more children in your class. When planning classroom activities, this will help you consider where you need more information.

Click here to view documentation by Objective/Dimension.

Click the check boxes for the objectives/dimensions you wish to view.

Click here to change the current view.

Documentation by Objective/Dimension for Preschool Class

Current View
All Types of Documentation for all children in **Preschool Class**
Period: Spring 2009/2010

Select area of development
[Check All](#) | [Uncheck All](#)

- ☒ Social-Emotional
- ☒ Physical
- ☒ Language
- ☒ Spanish Language
- ☒ Cognitive
- ☒ Literacy
- ☒ Spanish Literacy
- ☒ Mathematics
- ☒ Science and Technology
- ☒ Social Studies
- ☒ The Arts
- ☒ English Language Acquisition

Documentation by Objective/Dimension for Preschool Class

Current View
All Types of Documentation for all children in **Preschool Class**
Area of Development: All Areas of Development
Period: Spring 2009/2010

Social-Emotional

Child	1a	1b	1c	1c1	1c2	1c3	2a	2b	2c	2d	3a		
Adam Glen													
Alicia Morgan	2	1	2				3	1	2	2	1	1	12
Bella Rodriguez	2	3	3				4	2	1	1	1	2	15

Change View

Area of Development
12 selected

Period
Spring 2009/2010

Children
12 selected

SUBMIT

Contact Us

Resources

Once you select an area (in this case, Social-Emotional) a table will present data for all the children in your current class (this is the default setting). For individual children, it shows the number of documentation items you have associated with the objective/dimension. It also shows the total number of documentation items for each child in that area.

TIP: It is better to have a few rich pieces of documentation than many less informative ones. Some dimensions need to be documented multiple times; for other dimensions, once may be enough.



Teaching Strategies GOLD® Online A Teacher's Quick-Start Guide

Section 4: Checkpoints

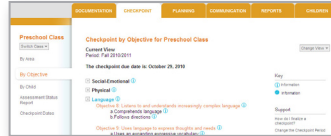


Checkpoint Process

The **CHECKPOINT** tab gives you access to the tools you need to enter your assessment decisions at the end of each checkpoint period. This is where you will enter your final decisions about levels, as distinguished from the preliminary levels you selected in the DOCUMENTATION tab. You can choose to enter levels by area, by objective, or by child. All three options take you to the same progression screen (see below and page 33), where you to enter and finalize levels.



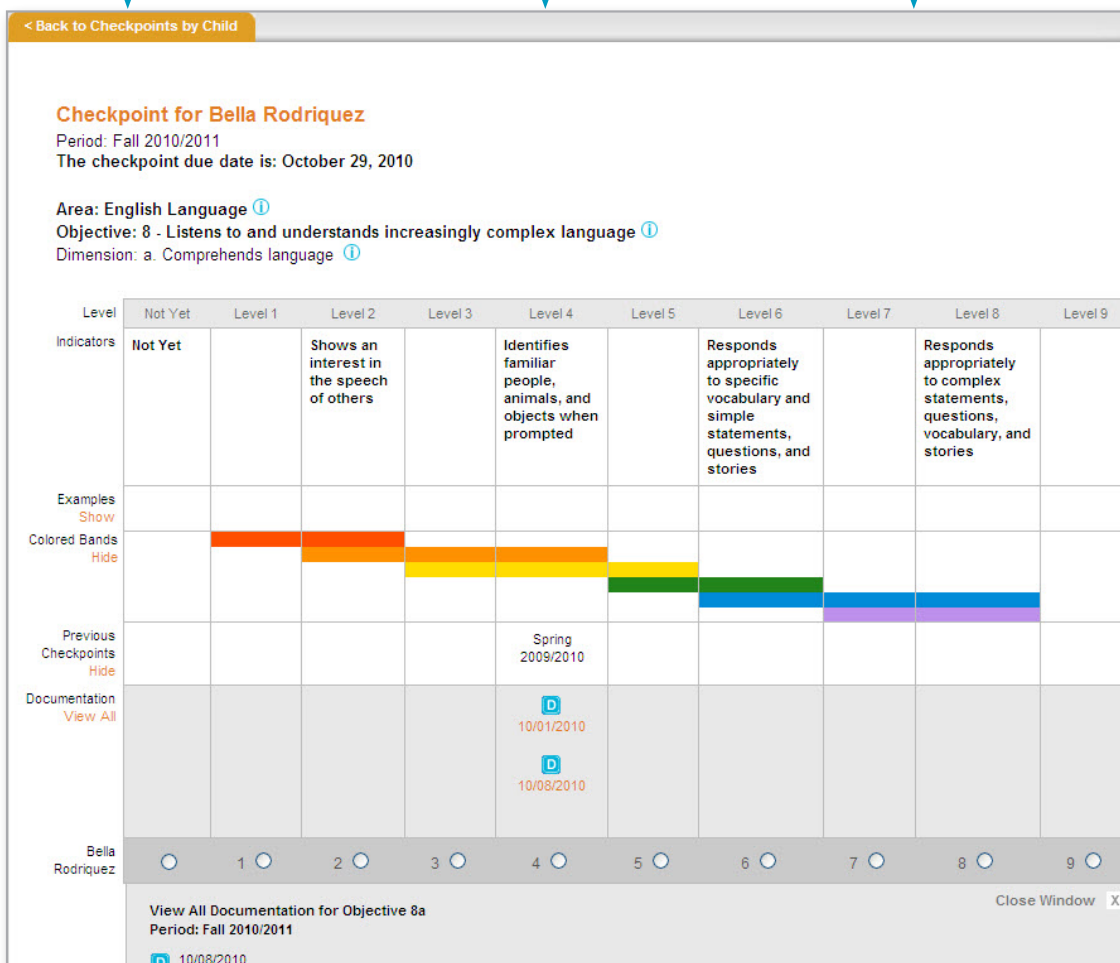
View by Area (page 30)



View by Objective (page 31)



View by Child (page 32)



Checkpoint Progressions (see also page 33)

TIP: How do you approach your checkpoint decisions? Do you prefer to evaluate all data for one child at a time, or do you prefer to think about an entire area, like Cognitive, for the whole class? *Teaching Strategies GOLD®* is designed to support whichever way you like to work.

Checkpoint Process

View by Area

TIP: English language acquisition objectives and Spanish language and literacy objectives appear only if you have identified children to be assessed on them.

Preschool Class

Switch Class ▾

By Area

- Development (Obj. 1-14)
- Content (Obj. 15-36)
- English Language Acquisition (Obj. 37-38)
- Spanish Language and Literacy (Obj. S8-S10 and S15-S19)

By Objective

By Child

DOCUMENTATION

CHECKPOINT

PLANNING

COMMUNICATION

REPORTS

CHILDREN

Checkpoint by Area for Preschool Class

Period: Fall 2010/2011

The checkpoint due date is: October 29, 2010

Remember to complete the Content Areas, English Language Acquisition Objectives (where applicable), and Spanish Language and Literacy Area (where applicable). Select the appropriate Area/Objectives on the left.

	Social Emotional	Physical	Language	Cognitive	Finalize by Child
Tommy Baldwin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grace Burgoyne	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adam Glen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kyla Johnson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Change View ▾

Key

- ☐ Not Started
- ☒ In Progress
- ☐ Complete
- ☒ Final
- n/a Not Applicable

Support

Where can I review the status of my assessment?

Check the status of your assessment data by area.

Click any box to enter levels.

Colors indicate the status of your decisions.

Click **Change View** to switch the checkpoint period.

Checkpoint Process

View by Objective

You can view checkpoint data for all dimensions of a particular objective by using the [Checkpoint by Objective](#) option.

Preschool Class
Switch Class ▾

By Area

By Objective

By Child

Assessment Status Report

Checkpoint Dates

Checkpoint by Objective for Preschool Class

Current View
Period: Fall 2010/2011

The checkpoint due date is: October 29, 2010

Change View ▾

☒ Social-Emotional ⓘ

☒ Physical ⓘ

☒ Language ⓘ

Objective 8: Listens to and understands increasingly complex language ⓘ

- a. Comprehends language ⓘ
- b. Follows directions ⓘ

Objective 9: Uses language to express thoughts and needs ⓘ

- a. Uses an expanding expressive vocabulary ⓘ

Key

ⓘ Information

ⓘ Information

Support

How do I finalize a checkpoint?

Change the Checkpoint Period

Click here to open the area to show related objectives and dimensions.

Checkpoint by Objective for Preschool Class

Current View
Objective 9: Uses language to express thoughts and needs
Area of Development: Language
Period: Fall 2010/2011

The checkpoint due date is: October 29, 2010

Change View ▾

Child	a. Uses an expanding expressive vocabulary	b. Speaks clearly	c. Uses conventional grammar	d. Tells about another time or place
Tommy Baldwin	Select Level	Select Level	Select Level	Select Level
Grace Burgoyne	Level 5	Level 4	Level 6	Level 3
Adam Glen	Select Level	Select Level	Select Level	Select Level
Kyla Johnson	Select Level	Select Level	Select Level	Select Level
Lucy Bea Mathias	Select Level	Select Level	Select Level	Select Level

Support

How do I finalize a checkpoint?

Checkpoint Dates

Resources

Download a list of the Teaching Strategies GOLD™ objectives and dimensions. (en español)

Using Teaching Strategies GOLD® to Assess English- and Dual-Language Learners

Click **Change View** to switch to another objective without returning to the Checkpoint by Objective screen.

See the level you have entered for each child, for each dimension.

Checkpoint Process

View by Child

To see all checkpoint data you have entered for an individual child, use the [By Child](#) option.

Preschool Class
Switch Class ▾

By Area
By Objective

By Child

Assessment Status Report
Checkpoint Dates

Checkpoint for Bella

Current View
Child: Bella in Preschool Class
Period: Fall 2010/2011
Color Band at Fall 2010/2011: Preschool 3 class/grade (Green) [Edit](#)
Spanish Language and Literacy Objectives: Off [Edit](#)
English Language Acquisition Objectives: On [Edit](#)
The checkpoint due date is: October 29, 2010

[Change View ▾](#)

Social-Emotional

Objective 1: Regulates own emotions and behaviors

Dimension	Level	Documentation
a. Manages feelings	Level 4	C D
b. Follows limits and expectations	Level 5	
c. Takes care of own needs appropriately	Level 5	D

Objective 2: Establishes and sustains positive relationships

Dimension	Level	Documentation
a. Forms relationships with adults	Level 4	
b. Responds to emotional cues	Level 5	
c. Interacts with peers	Level 4	
d. Makes friends	Level 5	

Objective 3: Participates cooperatively and constructively in group situations

Dimension	Level	Documentation
a. Balances needs and rights of self and others	Level 4	
b. Solves social problems	Level 4	

[Finalize This Checkpoint](#) | [Move This Checkpoint Data](#) | [Delete This Checkpoint](#)

Key
[S](#) On-the-Spot Observation Recording Tool
[C](#) Assessment Opportunity Cards™
[i](#) Information

Support
 How do I finalize a checkpoint?
 Change the Checkpoint Period
[Quick Start: Checkpoints](#)
 Contact Us

Resources
 Additional Self-Care Dimensions for 1c
 Download a list of the *Teaching Strategies GOLD™* objectives and dimensions. (en español)
 Download a printer-friendly

Click here to expand the area to see details about objectives and dimensions.

See the assessment level.

View documentation.

Click here for a shortcut to edit the class/grade for this child.

Click here to view data for another child or checkpoint period.

Tip: Did you enter data into the wrong checkpoint period? Any data that has not been finalized can be moved to another checkpoint period or deleted. Click [Unfinalize This Checkpoint](#) if entries were finalized but you need to make changes. (The Unfinalize option only appears if entries were finalized.)

Checkpoint Progression Screen

Whether you view the Checkpoint by Area, by Objective, or by Child, you are led to the progression screen. This is where you will make your assessment decisions for each objective or dimension for each child. Remember, the colored bands on each progression show age or class/grade ranges for widely held developmental and learning expectations.

TIP: If you don't see documentation that you entered, be sure to verify that you are in the correct checkpoint period.

[< Back to Checkpoints by Child](#)

Checkpoint for Bella Rodriguez

Period: Fall 2010/2011
The checkpoint due date is: October 29, 2010

Area: English Language ⓘ
Objective: 8 - Listens to and understands increasingly complex language ⓘ
Dimension: a. Comprehends language ⓘ

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet		Shows an interest in the speech of others		Identifies familiar people, animals, and objects when prompted		Responds appropriately to specific vocabulary and simple statements, questions, and stories		Responds appropriately to complex statements, questions, vocabulary, and stories	
Examples										
Colored Bands										
Previous Checkpoints					Spring 2009/2010					
Documentation					<div> <div>D</div> <div>10/01/2010</div> </div> <div> <div>D</div> <div>10/08/2010</div> </div>					

Bella Rodriguez

☐ Not Yet
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9

Click here to enter the final checkpoint developmental level.

Click here to hide the colored bands.

Click to show examples of indicators.

Click icon to view documentation.

When you are finished, click the [Next Dimension](#) button to go to the next dimension. Alternatively, you can click the [Save and Close](#) button to save your entry and return to your initial checkpoint screen.

[Next Dimension >](#)
[Save and Close](#)

Checkpoint Screens

Optional Physical Dimensions

When entering data for Physical Objectives 4, 5, and 6, you can use the optional gross-motor dimensions to have the system assist you. These optional dimensions provide more details about the large-muscle physical objectives.

For some programs, these are not optional and are included as part of the Physical objectives/dimensions.

[< Back to Checkpoints by Child](#)

Checkpoint for Bella Rodriguez
 Period: Fall 2010/2011
 The checkpoint due date is: October 29, 2010

Area: Physical ⓘ
 Objective: 4 - Demonstrates traveling skills ⓘ
[Fill Out Optional Dimensions to Suggest Level](#)

Click **Fill Out Optional Dimensions to Suggest Level** to enter ratings for each physical dimension.

Level	Not Yet	Level 1	Level 2
Indicators	Not Yet		Moves to explore immediate environment

Fill Out Optional Dimensions to Suggest Level

Area: Physical ⓘ
 Objective: 4 - Demonstrates traveling skills ⓘ
 Dimension: a. Walks ⓘ

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet		Rolls from front (stomach) to back and back to front (stomach)		Crawls and/or begins to cruise		Walks steadily without support		Walks up and down stairs, alternating feet	
Colored Bands										

Click here to select a level for each optional dimension and have the system recommend a level for the objective.

Click **Submit** to view the recommendation based on your responses.

Fill Out Optional Dimensions to Suggest Level

Level Recommendation

Based on your responses, the system recommends that you place the child between levels 4 and 6

Close

TIP: Note that the system does not enter the recommended checkpoint level for you. Once you close this box, you will need to enter the appropriate level for each objective.

Checkpoint Screens

Science and Technology, Social Studies, and the Arts

Objectives for science and technology, social studies, and the arts appear in a checklist format. *Teaching Strategies GOLD®* does not define progressions in these areas. If you are going to rate children's knowledge, skills, and behaviors in these areas, base your decisions on the expectations identified by your program.

Click **Content** to see Math, Literacy, and the other content areas.

Use check boxes to rate (or score) children's skills, knowledge, and behavior.

Scroll down to see all of the objectives.

Click here to view documentation associated with these objectives.

Finalizing/Unfinalizing Checkpoint Data

Teaching Strategies GOLD® has two types of status for your checkpoint entries: unfinalized and finalized. Your assessment decisions are considered “unfinalized” until you choose “finalize.” Finalizing the entries signals to your administrator that you are not making any further changes to your decisions.

TIP: In *Teaching Strategies GOLD®*, the terms “unfinalized” and “finalized” refer to the checkpoint process. The term “Preliminary Level” refers to individual pieces of documentation. The preliminary level you select for one piece of documentation relates to your assessment of a particular child, but *Teaching Strategies GOLD®* will not preselect a checkpoint level for you. To finalize an area, you must select a level for every objective/dimension.

By Area

Checkpoint by Area for Preschool Class

Period: Fall 2010/2011
The checkpoint due date is: October 29, 2010

Remember to complete the Content Areas, English Language Acquisition Objectives (where applicable), and Spanish Language and Literacy Area (where applicable). Select the appropriate Area/Objectives on the left.

	Social Emotional	Physical	Language	Cognitive	Finalize by Child
Tommy Baldwin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grace Burgoyne	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adam Glen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Click the box to finalize, and select **Finalize** in the pop-up screen.

To make a change, click the box and select **Unfinalize** in the pop-up screen. Then edit and finalize when finished. Click **Finalize** to finalize all entries in all areas for one child.

By Objective

Checkpoint by Objective for Preschool Class

Current View
Period: Fall 2010/2011
The checkpoint due date is: October 29, 2010

☒ **Social-Emotional** ⓘ

Objective 1: Regulates own emotions and behaviors ⓘ

- a. Manages feelings ⓘ
- b. Follows limits and expectations ⓘ
- c. Takes care of own needs appropriately ⓘ
- c1. Feeding ⓘ
- c2. Toileting and personal hygiene ⓘ
- c3. Dressing ⓘ

Objective 2: Establishes and sustains positive relationships ⓘ

- a. Forms relationships with adults ⓘ
- b. Responds to emotional cues ⓘ
- c. Interacts with peers ⓘ
- d. Makes friends ⓘ

Objective 3: Participates cooperatively and constructively in group situations ⓘ

- a. Balances needs and rights of self and others ⓘ
- b. Solves social problems ⓘ

[Finalize This Checkpoint](#)

When levels have been entered for every child, click **Finalize This Checkpoint**.

To make a change, click **Unfinalize This Checkpoint**. Edit and then finalize when finished.

By Child

Checkpoint for Bella

Current View
Child: Bella in Preschool Class
Period: Fall 2010/2011
Color Band at Fall 2010/2011: Preschool 3 class/grade (Green) [Edit](#)
Spanish Language and Literacy Objectives: Off [Edit](#)
English Language Acquisition Objectives: On [Edit](#)
The checkpoint due date is: October 29, 2010

☒ **Social-Emotional**

Objective 1: Regulates own emotions and behaviors

Dimension	Level	Documentation
a. Manages feelings	Level 4	C D
b. Follows limits and expectations	Level 5	
c. Takes care of own needs appropriately	Level 5	D

Objective 2: Establishes and sustains positive relationships

Dimension	Level	Documentation
a. Forms relationships with adults	Level 4	
b. Responds to emotional cues	Level 5	
c. Interacts with peers	Level 4	
d. Makes friends	Level 5	

Objective 3: Participates cooperatively and constructively in group situations

Dimension	Level	Documentation
a. Balances needs and rights of self and others	Level 4	
b. Solves social problems	Level 4	

[Finalize This Checkpoint](#) | [Move This Checkpoint Data](#) | [Delete This Checkpoint](#)

Click here and select **Finalize This Checkpoint**.

To make a change, click and select **Unfinalize This Checkpoint**. Edit and then finalize when finished.

Assessment Status Report

This report enables you to see whether you have entered levels and finalized checkpoints by area. It enables you to determine where you are missing data.

Assessment Status Report

Class:

Period:

Checkpoints:

- ☐ Show only finalized checkpoints
- ☐ Show unfinalized and finalized checkpoints

Output:

- ☐ HTML
- ☐ PDF
- ☐ Excel

GENERATE REPORT

Select whether or not to include only finalized checkpoints for all children and areas

Select PDF to print the report.

Currently Viewing:
Period: Fall 2010/2011
Checkpoints: Finalized Only

Blue Butterflies

	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics	Science and Technology	Social Studies	The Arts	English Language Acquisition	Spanish Language	Spanish Literacy
Adam Glen	0%	0%	0%	0%	0%	0%						
Alex Fisher	100%	100%	100%	100%	100%	100%	100%	100%	100%			
Alma Robinson	100%	100%	100%	100%	100%	100%	100%	100%	100%			
Alyssa DiNicola	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

0% means you have not identified levels that correspond with your "Checkpoints" choice for any objectives/dimensions in that area.

100% means you have identified levels that correspond with your "Checkpoints" choice for all objectives/dimensions in that area.

The meaning of the percentages depends upon whether you are including both unfinalized and finalized levels in the report.



Teaching Strategies GOLD® Online A Teacher's Quick-Start Guide

Section 5: Planning



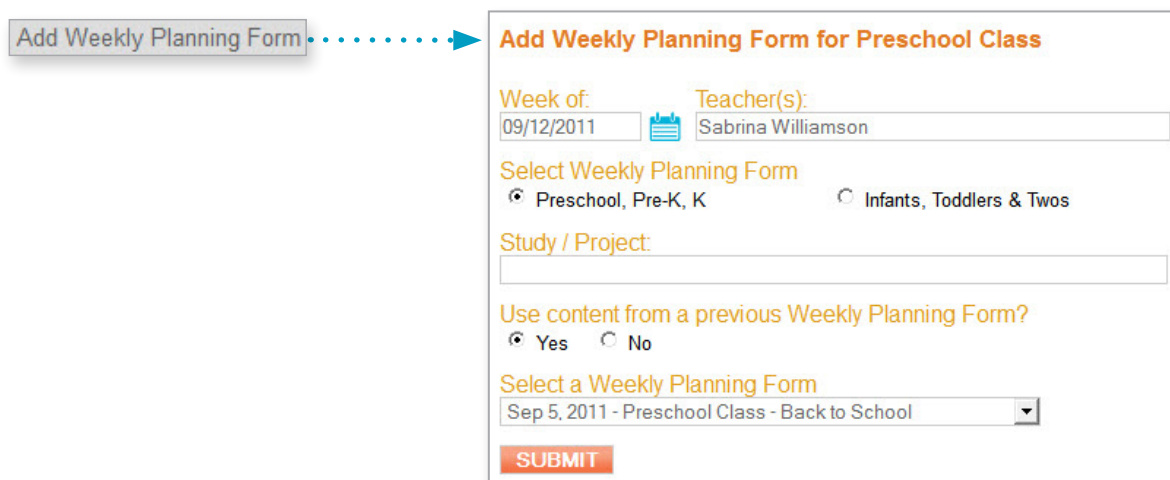
Weekly Planning Form

Fine and customize [Weekly Planning Forms](#) by using the [PLANNING](#) tab. These forms can be shared with families or submitted to site administrator(s) for review.

Add a New Form

To add a new form, click [Add Weekly Planning Form](#). Enter the relevant information and click [SUBMIT](#).

TIP: When you identify the type of form you want to complete, more choices appear on the screen. To save time, you can use content from a previous Weekly Planning Form and change it according to what you are doing that week. If you choose this option, select (from the drop-down menu) the Weekly Planning Form from which you want to transfer information.



Add Weekly Planning Form ➔

Add Weekly Planning Form for Preschool Class

Week of: 09/12/2011 Teacher(s): Sabrina Williamson

Select Weekly Planning Form

☒ Preschool, Pre-K, K ☐ Infants, Toddlers & Twos

Study / Project:

Use content from a previous Weekly Planning Form?

☒ Yes ☐ No

Select a Weekly Planning Form

Sep 5, 2011 - Preschool Class - Back to School

SUBMIT

Weekly Planning Form

Elements of the Form

Here is an example of a completed Weekly Planning Form.

Click here to edit your plans for interest areas.

Click here to save your changes.

Click here to print, share, archive, or delete the form.

< Back to Weekly Planning Forms

Change View | Action

Preschool, Pre-K, K Weekly Planning Form

Week of: 12/06/2010 Study / Project: Balls Teacher(s): Sabrina Williamson **SUBMIT**

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas EDIT	Toys & Games: three-dimensional shape sort	Blocks: wrecking ball (beach ball tied to a long piece of yarn); cardboard blocks Computer: ebook versions of Have a Ball and Play Ball!	Dramatic Play: materials suggested during Large Group Roundup on Day 2	Toys & Games: beads, laces Computer: ebook version of Play Ball	Art: materials for thank-you notes Discovery: natural spherical items; magnifying glasses
Large Group ADD	<ul style="list-style-type: none"> Song: I Can Make a Circle ✂ ✕ Discussion and Shared Writing: Preparing for the Site Visit ✂ ✕ 	<ul style="list-style-type: none"> Book: Have a Ball ✂ ✕ Discussion and Shared Writing: Preparing for the Site Visit ✂ ✕ 	<ul style="list-style-type: none"> Game: Body Patterns ✂ ✕ Discussion and Shared Writing: Exercise Ball ✂ ✕ 	<ul style="list-style-type: none"> Song: Clap a Friend's Name ✂ ✕ Discussion and Shared Writing: Visiting Grandparent ✂ ✕ 	<ul style="list-style-type: none"> Game: animal movement ✂ ✕ Discussion and Shared Writing: Pets That Play Ball ✂ ✕
Small Group ADD	<ul style="list-style-type: none"> Yesterday, Today, and Tomorrow ✂ ✕ 	<ul style="list-style-type: none"> Missing Lids ✂ ✕ 	<ul style="list-style-type: none"> Necklace Art ✂ ✕ 	<ul style="list-style-type: none"> Bead Patterns ✂ ✕ 	<ul style="list-style-type: none"> "I Love You" Card ✂ ✕
Read Aloud ADD	<ul style="list-style-type: none"> Just Like Josh Gibson ✂ ✕ 	<ul style="list-style-type: none"> Play Ball ✂ ✕ 	<ul style="list-style-type: none"> Just Like Josh Gibson ✂ ✕ 	<ul style="list-style-type: none"> Play Ball ✂ ✕ 	<ul style="list-style-type: none"> Just Like Josh Gibson ✂ ✕
Outdoor Experiences ADD	<ul style="list-style-type: none"> Sphere Hunt ✂ ✕ Great Big Golf ✂ ✕ 	<ul style="list-style-type: none"> Sphere Hunt ✂ ✕ Great Big Golf ✂ ✕ 	<ul style="list-style-type: none"> Sphere Hunt ✂ ✕ Great Big Golf ✂ ✕ 	<ul style="list-style-type: none"> Sphere Hunt ✂ ✕ Great Big Golf ✂ ✕ 	<ul style="list-style-type: none"> Sphere Hunt ✂ ✕ Great Big Golf ✂ ✕

Click here to add activities and notes.

Click here to edit this item.

Click here to delete this item.

TIP: On the planning form for infants, toddlers, and twos, the heading "Interest Areas" is replaced by "Changes to the Environment."

Weekly Planning Form

Editing Interest Areas

When you click **EDIT** on your Weekly Planning Form, you are taken to the **Edit Interest Areas** screen.

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas EDIT	Toys & Games: three-dimensional shape sort	Blocks: wrecking ball (beach ball tied to a long piece of yarn); cardboard blocks Computer: ebook versions of Have a Ball and Play Ball!	Dramatic Play: materials suggested during Large Group Roundup on Day 2	Toys & Games: beads, laces Computer: ebook version of Play Ball	Art: materials for thank-you notes Discovery: natural spherical items; magnifying glasses

Edit interest areas

Week of: 12/06/2010 Study / Project: Balls Teacher(s): Sabrina Williamson

Use this page to add changes to the environment.

You DO NOT need to make a change to each interest area each day or each week.

This form will help you remember which day you are introducing new materials to specific interest areas.

CHECK SPELLING

English	All Week	Monday	Tuesday	Wednesday	Thursday	Friday
Blocks			wrecking ball (beach ball tied)			
Dramatic Play				materials suggested during Large Group		
Toys & Games		three-dimensional			beads, laces	
Art						materials for thank-you
Library						
Discovery						natural spherical
Sand & Water						
Music & Movement						
Cooking						
Computer			ebook versions of Have a Ball		ebook version of Play Ball	
Outdoors						

Next Action

Back to Weekly Planning Form

CHECK SPELLING

SUBMIT

Text entered in the All Week column will appear in every daily column for that interest area.

Enter text in any field to record changes to the environment.

TIP: You do not need to add materials to every box. If you do not enter anything in a box, that interest area will not appear on your form (Sand and Water, for example).

To save what you entered, click **SUBMIT**.

Weekly Planning Form

Adding Activities

Many of the sections on the Weekly Planning Form can be created by clicking [ADD](#) and entering the [Activity Title](#) and [Days of the Week](#) on which you want to use the activity.

Small Group ADD	• Yesterday, Today, and Tomorrow ✎ ✕	• Missing Lids ✎ ✕	• Necklace Art ✎ ✕	• Bead Patterns ✎ ✕	• "I Love You" Card ✎ ✕
<div>Time of Day: Small Group CLOSE ✕</div> <div>Activity Title: <input type="text"/></div> <div>Days of the Week: <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday</div> <div>ADD ADD WITH DETAILS</div>					
Read Aloud ADD	• Just Like Josh Gibson ✎ ✕	• Play Ball ✎ ✕	• Just Like Josh Gibson ✎ ✕	• Play Ball ✎ ✕	• Just Like Josh Gibson ✎ ✕

Click here to add activities and notes.

Click here to save your work.

Adding Activities With Details

To enter more information than just the activity title and days, use the [ADD WITH DETAILS](#) button to open another screen. Here you can select from a list of activities or create your own.

[ADD WITH DETAILS](#)

Add Experience
Week of: 12/06/2010 Study / Project: Balls Teacher(s): Sabrina Williamson
Time of Day: Small Group Days: Monday, Wednesday
Custom Recommended Favorite Recent Search
Use a Previous Custom Activity
Title1:
Description:
Notes:
Objectives/Dimensions: Select
No objectives/dimensions selected.
Children: 11 selected
Español
SUBMIT CHECK SPELLING

Click the [Recommended](#), [Favorite](#), [Recent](#), or [Search](#) tabs to select existing activities. Create and save your own activities by using the [Custom](#) tab.

Click here to expand the screen and customize it for Spanish-speaking families.

Select [Yes](#) to save a customized activity for future use.

To save what you entered, click [SUBMIT](#)

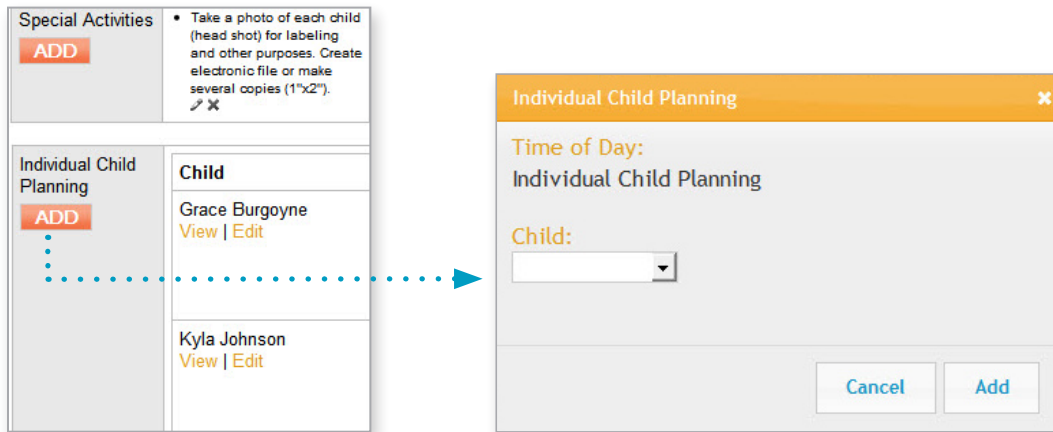
TIP: The [Notes](#) field allows you to enter specific reminders for you to consider as you conduct the activity. This is different from the [Description](#) field, in which you enter a more general explanation of the activity.

Weekly Planning Form

Planning for Individual Children: Step 1

You can use the [Individual Child Planning](#) section of the Weekly Planning Form to plan experiences for individual children that address their unique strengths, needs, and interests.

Click the orange **ADD** button to select the child for whom you want to plan.



Click **Add** on the pop-up screen to enter notes about the child's strengths, needs, and interests.

Teaching Strategies GOLD® will show you the indicators that correspond to the child's current levels in each [Area](#) (based on the preliminary levels you have identified and any checkpoint levels.) Checking the boxes makes this information appear on the form. Click **SUBMIT**.

Add

Add Strengths, Needs, and Interests

Week of: 12/06/2010 Study / Project: Balls Teacher(s): Sabrina Williamson

Individual Child Planning for Tommy Baldwin

Mathematics

☐ 20a. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20

SUBMIT **CHECK SPELLING (ENGLISH)** **CHECK SPELLING (ESPAÑOL)**

TIP: After you select an indicator, you can choose to customize the text to make it more personally descriptive of the child. This will make it easier for you to communicate with the child's family.

Weekly Planning Form

Planning for Individual Children: Step 2

When you click **SUBMIT** during step 1, you will be taken to the **Add Experience** screen. If you have selected indicators in step 1, a list of recommended activities will appear. You can also use custom, favorite, or recent activities. Click the activity title for a preview and then click **SELECT** to include it in the child's plan.

Add Experience

Week of: 12/06/2010 Study / Project: Balls Teacher(s): Sabrina Williamson

Individual Child Planning for Tommy Baldwin

Custom Recommended Favorite Recent Search

Recommended Activities for Individual Child Planning
Objective/Dimension: 20a, 20b, 20c [Show All](#)
Children: Tommy Baldwin

[Refine Search](#)

Objective/Dimension	Activity	
20b	The More, the Better	SELECT
20b	Friendship Fruit Salad	SELECT
20c	Go Fish	SELECT

Next you will see details about the activity, and you can add planning notes. From the **Next Action** drop-down menu, choose whether you wish to return to the **Weekly Planning Form**, **Add Another Activity**, or return to the **Individual Child Planning** section of the form. Then click **SUBMIT** to save your changes.

SELECT

Add Experience

Week of: 12/06/2010 Study / Project: Balls Teacher(s): Sabrina Williamson

Individual Child Planning for Tommy Baldwin

Custom Recommended Favorite Recent Search

Activity:
The More, the Better

Objectives / Dimensions:

1b. Follows limits and expectations ⓘ
7a. Uses fingers and hands ⓘ
8a. Comprehends language ⓘ
8b. Follows directions ⓘ
11c. Solves problems ⓘ
12b. Makes connections ⓘ
17b. Uses print concepts ⓘ
20a. Counts ⓘ
20b. Quantifies ⓘ
22. Compares and measures ⓘ

☐ Español

Notes:

Next Action
Back to Weekly Planning Form

SUBMIT **CHECK SPELLING**

Weekly Planning Form

Additional Sections

The [Family Partnership](#), [To-Do List](#), and [Reflecting on the Week](#) sections of the Weekly Planning Form enable you to track additional information for the week in a simple text box.

To complete the Family Partnership and To-Do List sections of the form, click [ADD](#) and type your notes in the boxes.

The screenshot shows the 'Family Partnership' section with an 'ADD' button. A text box for 'Notes' is visible, and an 'Español' checkbox is present. Below this is the 'To-Do List' section with another 'ADD' button and a list of tasks. At the bottom is the 'Reflecting on the Week' section with an 'ADD' button. Three blue arrows point to the 'ADD' buttons and the 'Español' checkbox, each with a text label explaining its function.

Click here to expand the screen so you can enter notes.

Click here to expand the screen so you can type notes for families in Spanish.

Click here to save your work.

TIP: If you want your notes to appear in bulleted form, add each one separately.

Saving

When you have finished adding activities and notes, click the [SUBMIT](#) button to save your Weekly Planning Form.

The screenshot shows the 'Preschool, Pre-K, K Weekly Planning Form'. It includes a 'Back to Weekly Planning Forms' link, a 'Change View' dropdown, and an 'Action' dropdown. The main form has three input fields: 'Week of:' (12/06/2010), 'Study / Project:' (Balls), and 'Teacher(s):' (Sabrina Williamson). A red 'SUBMIT' button is located at the bottom right.

Weekly Planning Form

Viewing, Sharing, and Saving

Once complete, a Weekly Planning Form can be viewed, printed, submitted to your administrator, shared with families, archived, or deleted.

View Weekly Planning Forms for Preschool Class

Add Weekly Planning Form

Week	Study / Project / Focus	Created By	Status	
12/13/2010	Trees	Sabrina Williamson	Not Yet Submitted	<div></div> GO
12/06/2010	Balls	Sabrina Williamson	Not Yet Submitted	<div><div>Edit Form</div><div>View/Print Form</div><div>View/Print Individual Child Planning</div><div>Submit to Administrator</div><div>Share with Families</div><div>Archive</div><div>Delete</div></div> GO

Click here to view and print the form.

Click here to send the form to your administrator.

Click here to delete form.

Click here to save the form for later access.

Click here to send the form to families' online accounts. Families only see individual planning for their own children.

Weekly Planning Form

Change View for Different Audiences

When you choose [View/Print](#) or [Share With Families](#) from a drop-down list, you will be able to use the [Change View](#) menu and check boxes to select the information you want to display on the Weekly Planning Form.

If you chose to include any of the *Teaching Strategies GOLD*® activities in your weekly plan, space constraints make it possible to see only the objectives, notes, and included children on the form.

The screenshot shows the 'Weekly Planning Form' interface. At the top, there is a 'Change View' dropdown menu. Below it, the form is titled 'Weekly Planning Form' and includes fields for 'Week of: Dec 6, 2010', 'Study/Project: Balls', and 'Teacher(s): Sabrina Williamson'. The form is organized into a table with columns for 'Monday', 'Tuesday', and 'Wednesday'. The rows are labeled 'Interest Areas' and 'Large Group'. The 'Interest Areas' row contains activities like 'Toys & Games: three-dimensional shape sort', 'Blocks: wrecking ball', and 'Dramatic Play: materials suggested during Large Group Roundup on Day 2'. The 'Large Group' row contains activities like 'Song: I Can Make a Circle', 'Book: Have a Ball', and 'Game: Body Patterns'. To the right of the table, there is a 'Change View' dropdown menu with options for 'Language' (English, Español), 'Days of Week' (Monday, Tuesday, Wednesday, Thursday, Friday), and 'Options' (Display Activity Title, Display Description, Display Notes, Display Children, Display Objectives / Dimensions, Daily Materials, Hide Unused Times of Day, Show Administrator Comments). A 'SUBMIT' button is at the bottom right.

TIP: If you are concerned about the children's privacy, deselect [Display Children](#) before you [Print](#) the form. This printed form without children's names is suitable for posting in the classroom.

Printing

When printing the form, you may choose to print *Teaching Strategies GOLD*® activities in full detail for reference during the week.

The screenshot shows a 'Print' dialog box with a title bar that says 'Print'. Inside the dialog, there is a section titled 'Select activities:' followed by a list of activities with checkboxes next to them: 'Bead Patterns', 'Missing Lids', 'Necklace Art', 'Great Big Golf', 'I Love You Card', and 'Yesterday, Today, and Tomorrow'.

Activities

Searching for Activities

Teaching Strategies GOLD® enables you to search more than 800 activities by objective, dimension, class, child, time of day, keyword, language, and colored band.

Click here to see activities suggested by GOLD® for a child, group, or class.

Click here to see activities from your Weekly Planning Form.

Click here to see activities you use frequently.

Click here to see activities you created.

Click here to search all activities in Teaching Strategies GOLD®.

Click here to see activity details.

Customize your activity search.

Preschool Class
Switch Class ▾
Weekly Planning Forms

Recommended Activities for Preschool Class
Change View ▾

Current View:
All Recommended Activities for all children in **Preschool Class**
Area of Development: Language

Objective/Dimension	Name of Activity	
8a. Comprehends language	ABC Song	
8a. Comprehends language	I Spy	
8a. Comprehends language	Busy Hands	
8a. Comprehends language	Book Boxes	VIEW
8b. Follows directions	Action!	View
8b. Follows directions	Bean Bag Rock	View

Area of Development
Language ▾

Children
8 selected ▾
SUBMIT

Cards™
Overview of the Assessment Cycle

Sharing Activities

While viewing the details of an activity, you may choose to share them with families. Parents will see a family version with their child's name and a list of relevant materials found at home.

Change View enables you to switch between English and Spanish and between the “Teacher” view and “Family” view. (Note that not all activities have a Spanish equivalent.)

8a. Comprehends language Busy Hands View

← Back to Recommended Activities Change View ▾ Share w/ Families ▾ Add to Favorites Print PDF

Busy Hands

Teacher View

Questions To Consider

1. How does this activity involve hand motions?

2. In what ways does this activity involve language experiences that build vocabulary and encourage them to explore the sounds of words (such as with rhyme and alliteration)?

3. How long is this activity?

Why is this Important:

Interactive songs and fingerplays give children an opportunity to do several things at once: listen, watch, move, and sing or talk. Songs and fingerplays also involve children in language experiences that build vocabulary and encourage them to explore the sounds of words (such as with rhyme and alliteration).

Support
Contact Us
Resources
Introduction to Teaching Strategies GOLD®



Teaching Strategies GOLD® Online A Teacher's Quick-Start Guide

Section 6: Communication



Family Communication

Inviting Families

Families must register in Family Central before you can share developmentally appropriate activities and information about their children's progress.

To invite a family member to register, first select **INVITE FAMILIES** from the drop-down menu under the **COMMUNICATION** tab. After choosing a class, click **Add New Invitation** on the screen that appears. Enter the family member's name and e-mail address to generate an e-mail invitation to create an account. The drop-down menu enables you to Edit/Resend the e-mail if necessary, but, once a family member has been invited, the invitation cannot be withdrawn. Use the **Custom Message** field to add a personal message.

When you have a new message from a family member, a note will appear on your Dashboard.

Invite Families for Children in Preschool Class

Add New Invitation

View All | Search:

Family Member	Child	Status	
Carmen Rodriguez	Bella Rodriguez	Accepted	<input type="button" value="GO"/>
Marissa Morgan	Alicia Morgan	Pending	<input type="button" value="GO"/>
Meggie Reed	Lucy Bea Mathias	Pending	<input type="button" value="GO"/>

Invite Families for Children in Preschool Class

Child:
Lucy Bea Mathias

Name of Family Member:
First Name: Meggie Last Name: Reed

E-mail Address:

Message:
☒ Use English ☐ Use Spanish

Dear <Family Member>,
YOU ARE INVITED!
I invite you to learn more about how your child is progressing in the classroom. We can share information easily through *Teaching Strategies GOLD* online.

Custom Message:

TIP: If your program purchased access to Team Central, the process for inviting team members is very similar. Your administrator will need to approve the invitation before it is sent.

Select **Use Spanish** to send an invitation to a family member who prefers to read in Spanish.

When a teacher edits the Spanish invitation for families, the system will not translate the copy.

Family Communication

Sending Messages

Teaching Strategies GOLD® enables you to send and receive messages to and from family members. These messages are saved and searchable.

Under the **COMMUNICATION** tab, chose **Messages** and then choose **Compose**. Select the child you would like to send a message about, and then select the family member name(s). When the family member responds, use the **Action** button to view the message, reply, mark as unread, or archive for later review.

Use **Search** to find a specific message by using keywords, check boxes, or the drop-down menu.

Preschool Class
Switch Class ▾

Messages

- View
- **Compose**
- Search

Family Conference Forms

Invite Team Members

Invite Families

Family Newsletters

Calendar

Compose Message

Child:
Bella Rodriguez ▾

Send Message To:

- ☒ Jackie Taylor (Assistant Teacher)
- ☒ Carmen Rodriguez (Family)

Subject:

Body:

Supporting Files: ⓘ

BROWSE

SEND MESSAGE

CHECK SPELLING

If there are co- or assistant teachers, their names will appear here. The assistant can redirect the message, too.

View Messages

Current View
All Messages for All Children in Preschool Class
Categories: All

Change View ▾

Thank you! | November 18, 2010, 9:48 am

Thanks for coming in the other day...

(0 Responses)

Field Trip | October 11, 2010, 3:04 pm

Bella and the class went to the zoo and saw elephants.

Action ▾

View/Reply

Mark As Unread

Archive

Tip: Change View includes an option to show archived messages.

Family Communication

Family Conference Form

Once you have entered checkpoint levels for a child's skills, knowledge, and behaviors, you can create a "Family Conference Form" for that child in English or Spanish.

Under the [COMMUNICATION](#) tab, choose [Family Conference Forms](#). Choose a child and an action, and then click [GO](#). Enter the date of the conference and the names of family member(s) who will be participating. Click [Save](#) to begin the form. (You will not be able to enter data in the boxes without clicking Save.)

[Click Here to Begin](#) enables you to enter information about the child's strengths in the developmental areas (first box) and the content areas (second box) as well as your plans for promoting the child's development and learning (third box). When you Click Here to Begin, you will be taken to another screen to begin entering data (see next page).

If the Spanish language and literacy objectives are enabled for the child, you will see a fourth box.

Manage Family Conference Forms for Preschool Class

Current View
Period: Fall 2010/2011

Child	Status	Action
Alicia Morgan	Not Started	Start Conference Form (English) GO
Bella Rodriguez	Created	Edit (English) GO
Grace Burgoyne	Created	Edit (English) GO
Jonathan Wu	Created	Edit (English) GO

Choose to start a new form, edit an existing form in English or Spanish, view, print, share with families, or delete the "Family Conference Form."

Edit Family Conference Form for Alicia Morgan

The family conference form has been updated.

Period: Fall 2010/2011

Date: 11/19/2010

Child's Name: Alicia Morgan

Family Member(s): Mom and Dad

Teacher(s): Sabrina Williamson

[SAVE](#)

Describe this child's strengths in social-emotional, physical, language, and cognitive development: [Edit](#)

[Click Here to Begin](#)

Describe this child's strengths learning literacy, math, science and technology, social studies, and the arts: [Edit](#)

[Click Here to Begin](#)

Plan for this child's development & learning: [Edit](#)

Family Communication

Family Conference Form: Entering Data

Begin entering data by clicking check boxes in an area. If you would like to include the objective and dimension on the form (to help explain the level and the documentation), select [Yes](#).

Describe this child's strengths in social-emotional, physical, language, and cognitive development: [Edit](#)

[Click Here to Begin](#)

Edit Strengths in Areas of Development for Alicia Morgan

Period: Fall 2010/2011

Instructions: Begin by selecting the levels of the Dimensions or Objectives in each Area that you want to focus on during the family conference. For additional support, see the *Support* and *Resources* to the right.

Social-Emotional

Objective 1: Regulates own emotions and behaviors

Dimension	Level	Documentation
a. Manages feelings	<input type="checkbox"/> Is beginning to be able to look at a situation differently or delay gratification	
b. Follows limits and expectations	<input checked="" type="checkbox"/> Is beginning to manage classroom rules, routines, and transitions with occasional reminders	<input checked="" type="checkbox"/> 10/04/2010

Show Objective & Dimension on form?

☒ Yes

☐ No

Family Conference Form: Attaching Documentation

To decide whether to include a piece of documentation on the form, click the date or icon in the Documentation column to preview the note. To place it on the form, click the box by the icon and date.

TIP: To avoid duplication of the note, the dates turn red when you have also associated the piece of documentation with other objectives and dimensions.

Update the text with specific comments. You will complete these steps again to fill in the second box, which focuses on the child's strengths in the content areas.

[SAVE](#)

Customize Strengths in Areas of Development for Alicia Morgan

Period: Fall 2010/2011

Describe this child's strengths in social-emotional, physical, language, and cognitive development.

Social-Emotional

1b. Level 5: Is beginning to manage classroom rules, routines, and transitions with occasional reminders

1b. Doc: Alicia worked with another child to set the table for snack time.

Physical

4. Level 5: Is beginning to move purposefully from place to place with control

Family Communication

Plan for Development and Learning

In the third box, click [Plan for this child's development & learning](#) to type your plan and add notes. You will be able to add the family's suggestions after you meet with them.

Underneath your notes, you will see language that describes the knowledge, skills, and behaviors the child will probably develop next. Select the skills and behaviors that you would like to discuss or those you think the family is most interested in. Select [Customize](#) to edit the text.

Plan for this child's development & learning: [Edit](#)

Click Here to Begin

Plan for Development and Learning for Alicia Morgan

Period: Fall 2010/2011

Record the next steps for school and home that you and the family have discussed at the family conference. For more support on completing this, use the [Support](#) and [Resources](#) links to the right.

B I U

1

2

3

ABC

Support Alicia to:

Social-Emotional

☒ Be able to look at a situation differently or delay gratification [Customize](#)

Be able to look at a situation differently or delay gratification

▲

▼

Options Upon Completion

Under Change View, you can view the form in Spanish, or you can choose [Print](#), [PDF](#), or [Share With Family](#). (Remember that the plan and notes you entered in English will not automatically be translated into Spanish.)

Change View ▼

Language

☒ English
 ☐ Español


SUBMIT

Family Communication

Newsletter

Create a newsletter to share information about your class with family members. Under the **COMMUNICATION** tab, choose **Family Newsletters**.

Create New Newsletter

Date: 

Newsletter Title:

Classes: ☒ Bluebirds

Input Method: ☐ Upload PDF or Word Document ☒ Create Newsletter Online

Articles:

Article 1 Title:

Article 1 Body:

B
I
U

1

2

3

ABC

This week we've been very busy learning about what kinds of animals live in trees. Because of the snow that fell earlier this week, we got to talk more about where animals go when it gets cold and how they stay dry when it snows or rains. The children had some great theories about what animals do to stay warm and dry!

We encourage you to share your own experiences with trees or any animals that live in trees. Mr. Hopkins shared an

Article 1 Image: Adobe JPEG or GIF format. Delete

Add Article

You can create a newsletter in *Teaching Strategies GOLD*® or upload your own newsletter as a PDF or Microsoft® Word document.

Type here to
add text to
your online
newsletter.

[Click here to add articles.](#)

[Click here to submit your newsletter.](#)

Date	Newsletter Title	Status
Sep 10, 2011	September News	New: Sep 13, 2011

[Edit Newsletter](#)
[View/Print Newsletter](#)
[Submit to Administrator](#)
[View Comments](#)
[Send to Families](#)
[Delete](#)

Click here to share the newsletter with the family members who have registered to communicate through *Teaching Strategies GOLD*®.

Family Communication

Calendar

The calendar is a great way to inform co- and assistant teachers, Team Central members, administrators, and families about what is going on in the classroom.

View Calendar

[Add Event](#)

◀ ▶ Today **September 2011** Month Week Day

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29 1st Day of School	30	31 10:30a All School Assembly	1	2	3
4	5 Labor Day	6	7	8	9 2p Trip to Fire Hall	10
11	12 Balls Study Week 1	13	14	15	16	17
18	19 Balls Study Week 2	20	21	22	23	24
25	26 Balls Study Week 3	27	28	29	30	1

Click here to add or share an event on your calendar.

Start Date/Time:
09/13/2011

End Date/Time:
09/20/2011

All Day Event: ☒

Private:
☐ Add this event just for my private calendar.

Audience Type: [?](#)
☐ Teachers ☐ TeamCentral Members ☐ Parents

Audience: [?](#)
☒ Preschool Class
 ☐ Alexa Tracy
 ☐ David Lloyd
 ☐ Jazmin, 5 años
 ☐ Jim Jones

Reminder:
1 Week Before Event Start

SAVE

Select which class or family members should be notified of this event. It will then appear in their *Teaching Strategies GOLD*® calendars.



Teaching Strategies GOLD® Online A Teacher's Quick-Start Guide

Section 7: Reports



Reports

Generating Reports

The **REPORTS** tab menu items enable you to create and share a variety of standard and customized reports.

TIP: You can find a video tutorial for each report in the Support section of the report's overview screen.

The screenshot shows the 'REPORTS' tab selected in a navigation bar. Below the tab, a list of report options is displayed. Callouts with arrows point to specific options, providing detailed instructions for each.

Reports

Please select a function to continue

- Widely Held Expectations
- Performance and Growth
- Alignment
- Class Profile
- Individual Child
- Development and Learning
- Snapshot

Support
Quick Start
Contact Us

Resources
Introduction
Strategies

Click here to create a report about the knowledge, skills and behaviors of an individual child, class, or other group. It will compare data about the child(ren) with widely held developmental expectations for children of the same age or class/grade.

Click here to generate a report that tracks children's development over time.

Click here to generate a report that shows how the skills of children in preschool and pre-K are developing in relation to the expectations in state early learning standards or the Head Start framework.

Click here to generate a report that compares information about children in one or more classes with widely held expectations during a particular checkpoint period.

Click here to generate a report that enables you to see the levels of one or more children at a given point during a checkpoint period.

Click here to generate a customized report that shows a group's assessment results at a given time.

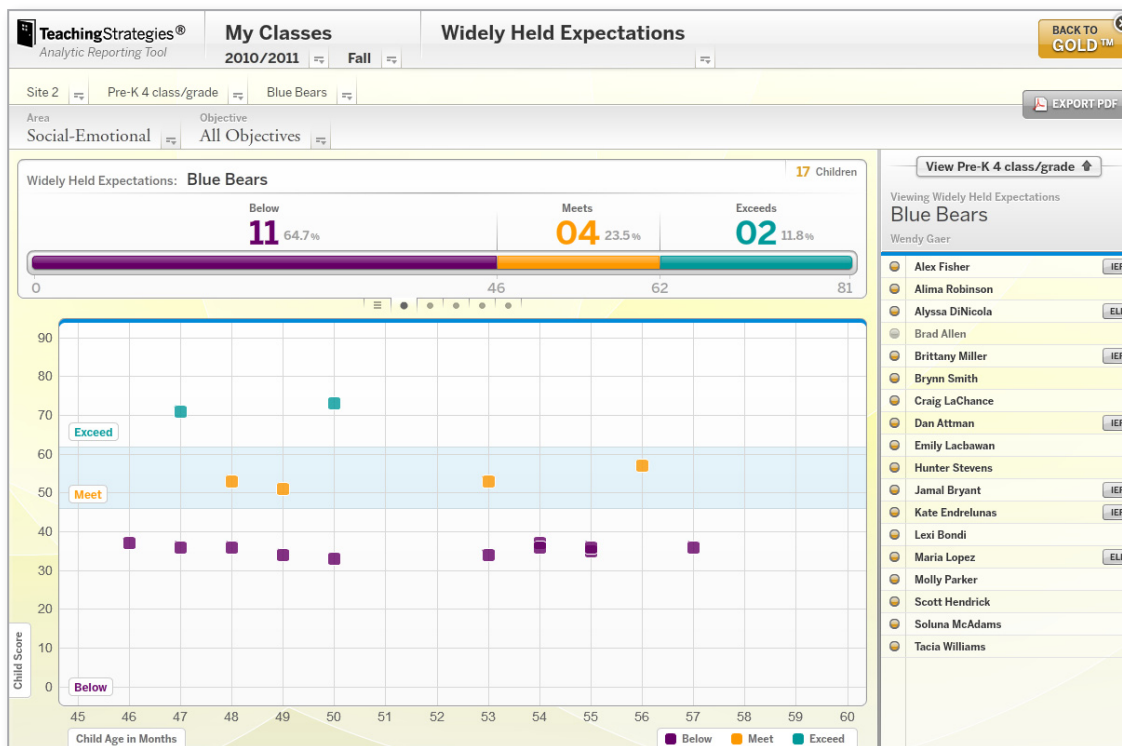
Click here to create a report that highlights a child's strengths in particular areas of development and learning and that suggests activities to extend learning. (This report is designed to be shared with families.)

For additional support, refer to the video tutorial and support documents listed on the right side of the screen.

Reports

Widely Held Expectations Reports

“Widely Held Expectations” reports compare information about the knowledge, skills, and behaviors of an individual child or groups of children with widely held expectations for children of the same age or grade/class. To begin creating your report, choose [Widely Held Expectations](#) (found under the [REPORTS](#) tab). This report can be created only with finalized checkpoint data.



Report Details

The “Widely Held Expectations” report groups children into three categories:

- **Below**—The numerical rating assigned to the child for a given objective or dimension is lower than the range of the appropriate colored band.
- **Meets**—The numerical rating assigned to the child for a given objective or dimension is within the range of the appropriate colored band.
- **Exceeds**—The numerical rating assigned to the child for a given objective or dimension is higher than the range of the appropriate colored band.

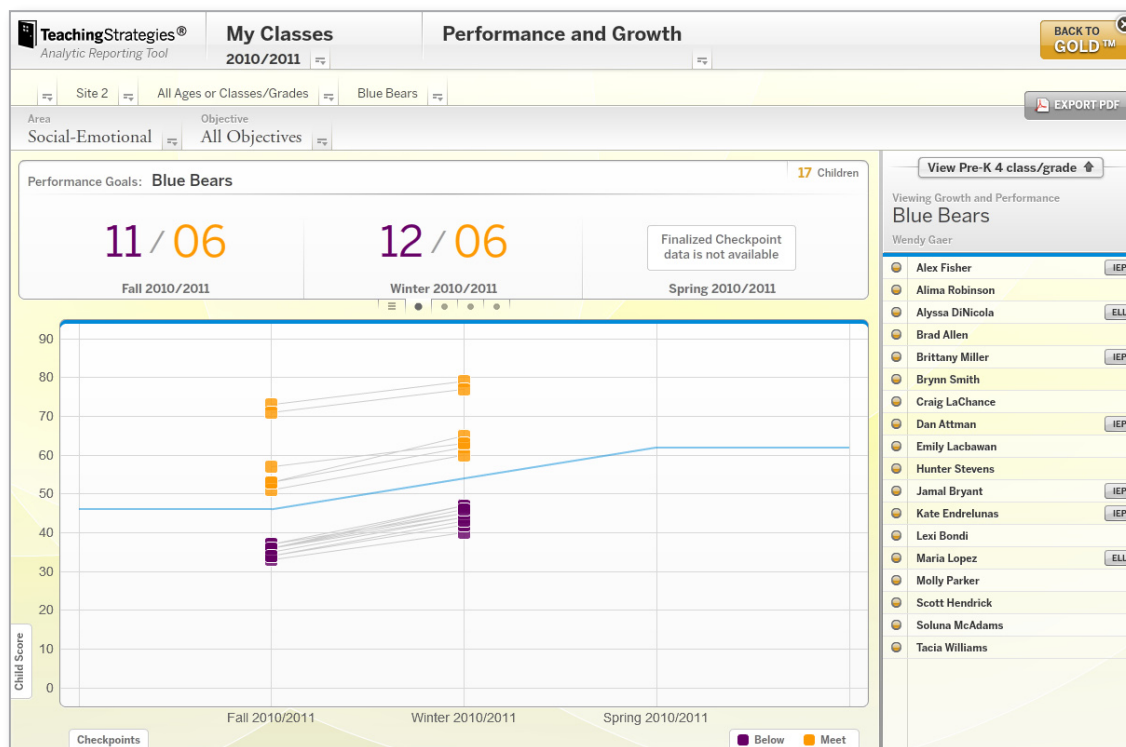
In the report, a horizontal band on the widely held expectations graph shows the expectations for your class. By looking at the placement of the small squares or circles on this graph, you can see each child's or group's skill level as it relates to widely held expectations for an area of development, objective, or dimension.

For additional support, refer to the video tutorial and support documents listed on the right side of the screen.

Reports

Performance and Growth Reports

“Performance and Growth” reports assist users in looking at change in children’s development and learning over multiple checkpoint periods. To begin creating your report, choose [Performance and Growth](#) (found under the [REPORTS](#) tab). This report can be created only with finalized checkpoint data.



Report Details

The “Performance and Growth” report answers these questions:

1. Is this child or group of children meeting end-of-year expectations? (performance)
2. Is this child or group of children demonstrating progress toward meeting expectations? (growth)

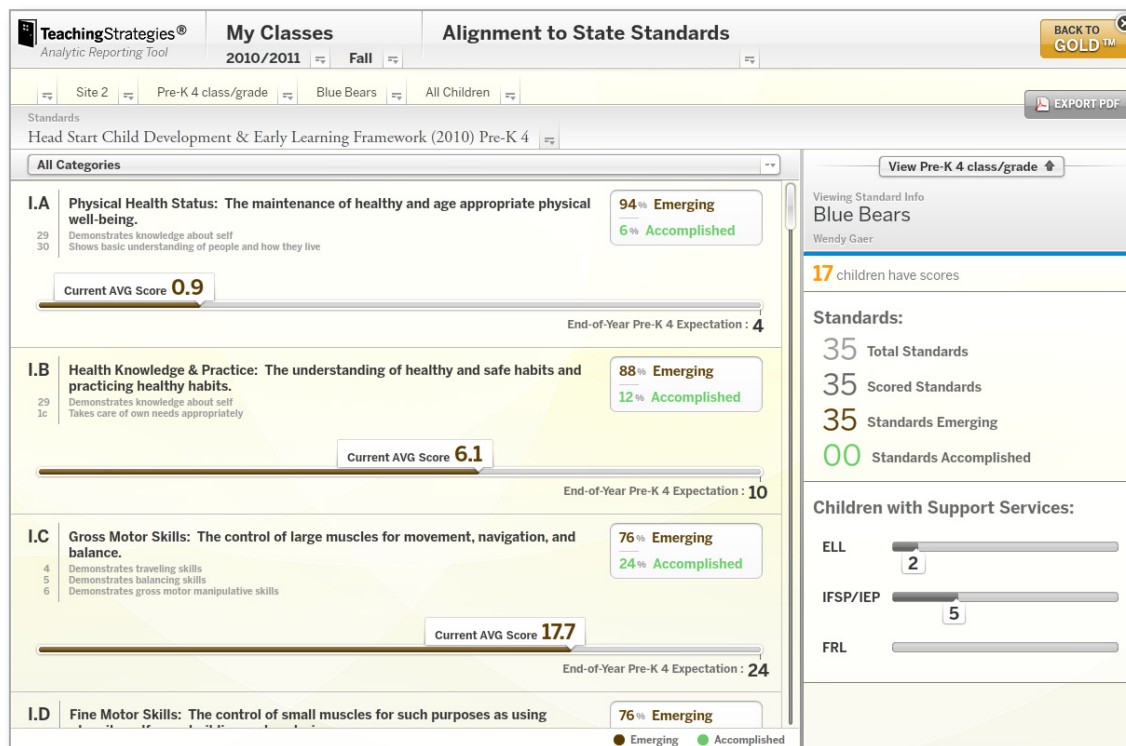
You can see the performance and growth of children throughout the academic year at the program, site, school, class, and individual child levels.

For additional support, refer to the video tutorial and support documents listed on the right side of the screen.

Reports

Alignment Reports

“Alignment” reports enable teachers and administrators to quickly see how the children in their classrooms are developing in relation to the *Head Start Child Development and Early Learning Framework* and the early learning standards for their states. To begin creating your report, choose [Alignment](#) (found under the [REPORTS](#) tab). After launching the report, select whether you would like to view individual children or a group of children by grade level or classroom. You can also choose whether you would like to include information about whether or not children are receiving support services, such as free or reduced-price lunches, or whether they have IEPs or IFSPs.



Report Details

The “Alignment” report shows the percentage of children whose knowledge and skills are emerging and the percentage of children who have accomplished the Head Start or state standard. Additionally, it shows the end-of year expectation for each objective as well as the average score for a group of children.

Reports

Class Profile Reports

“Class Profile Reports” compare information about the children in one or more classes with widely held expectations for their age or class/grade during a particular checkpoint period. To begin creating your report, choose [Class Profile](#) (found under the [REPORTS](#) tab) and select the [Classes](#) and [Age or Class/Grade](#) that you wish to include in the report. If you have a multi-age class, you have the option of selecting multiple Ages or Classes/Grades.

Class Profile

Classes

☐ Blue Butterflies
 ☐ Frogs
 ☐ Orange Cats
 ☒ Preschool Class

Age or Class/Grade

☒ Preschool 3 class/grade (Green)
 ☒ Pre-K 4 class/grade (Blue)

Checkpoint Period

Fall 2011/2012

Include

☒ All levels (Preliminary, Unfinalized, Finalized)
 ☐ Only Checkpoint levels (Unfinalized, Finalized)
 ☐ Only Finalized Checkpoint Levels

Output

☐ HTML
 ☒ PDF
 ☐ Excel

GENERATE REPORT

The colored sections of the chart show the range of widely held expectations for the age or class/grade.

Class Profile Report:

Checkpoint Period:	Fal 2010/2011 - All levels (Preliminary, Unfinalized, Finalized)
Classes:	Bluebirds
Age or Class/Grade:	Pre-K 4 class/grade (Blue)
Generated on:	September 13, 2011

Data

Social-Emotional

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8
1a. Manages feelings	Pre-K 4 class/grade (Blue)				Isabelle Heart Camille Gippon	Krista Dewie Andy Mitelman Nick Stetson Daphne Night Caitlin Taylor Grant Allen Josh Rigling		Marcos Castillo Ervin Waddy Tamsyn Brown	Abner Nieves	
1b. Follows limits and expectations	Pre-K 4 class/grade (Blue)				Andy Mitelman Isabelle Heart	Krista Dewie Nick Stetson Daphne Night Caitlin Taylor Grant Allen Josh Rigling Camille Gippon		Abner Nieves Marcos Castillo Ervin Waddy Tamsyn Brown		Vijay Goldsmith Adolpho Martinez

Report Details

The “Class Profile Report” shows widely held expectations for each objective and dimension for your selected *Teaching Strategies GOLD*® Age or Class/Grade, and it indicates which children are below, meeting, or exceeding widely held expectations at a given checkpoint.

If the additional content areas are enabled (science and technology, social studies, and the arts), they appear in the report without colored sections. That is because widely held expectations for those objectives are not included in *Teaching Strategies GOLD*®.

Reports

Individual Child Reports

“Individual Child Reports” enable you to see how individual children are performing during one or more checkpoint periods. To begin creating your report, choose [Individual Child Report](#) (found under the [REPORTS](#) tab) and click the check boxes to select the child or children you want to include in the report. By checking multiple checkpoint periods, you can track each child’s development and learning over time.

Individual Child Report

Class

Preschool Class ▾

Child

[Check All](#) | [Uncheck All](#)

☒ Adam Glen

☒ Alicia Morgan

☒ Bella Rodriguez

☒ Grace Burgoyne

☒ Grace Smith

☒ Jonathan Wu

☒ Kyla Johnson

☒ Lucy Bea Mathias

☒ Mee Yong

☒ Shalai Miller

☒ Tommy Baldwin

Period

☐ Winter 2009/2010

☐ Spring 2009/2010

☒ Fall 2010/2011

☒ Winter 2010/2011

☒ Spring 2010/2011

☐ Fall 2011/2012

Include

☒ All levels (Preliminary, Unfinalized, Finalized)

☐ Only Checkpoint levels (Unfinalized, Finalized)

☐ Only Finalized Checkpoint Levels

Language

☒ English

☐ Spanish

Output

☐ HTML

☒ PDF

☐ Excel

GENERATE REPORT

Individual Child Report:

Child:	Alicia Morgan
Birth Date:	02/01/2008
Checkpoint Periods:	Fall 2010/2011 Winter 2010/2011 Spring 2010/2011
Generated on:	September 13, 2011

Data for Alicia Morgan

* = Preliminary Levels

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6
1a. Manages feelings	Preschool 3 class/grade (Green)					Spring 2010/2011*	Fall 2010/2011, Winter 2010/2011*	
1b. Follows limits and expectations	Preschool 3 class/grade (Green)					Winter 2010/2011*, Spring 2010/2011*	Fall 2010/2011, Spring 2010/2011*	
1c. Takes care of own needs appropriately	Preschool 3 class/grade (Green)						Fall 2010/2011, Winter 2010/2011*, Spring 2010/2011*	

Report Details

The “Individual Child Report” shows a child’s skills in relation to widely held expectations (indicated by the colored band) for each objective/dimension.

TIP: You can choose which data to include in the report. If you select [All levels](#), the system will use all levels you entered for the checkpoint period. If you do not enter a checkpoint level for an objective/dimension, the report will show the most recent preliminary level.

Reports

Development and Learning Reports

“Development and Learning Reports” highlight each child’s strengths in particular areas of development and learning. To begin creating your report, choose [Development and Learning](#) (found under the [REPORTS](#) tab) and click the check boxes to select the children and the areas of development and learning that you want to view. You can also click check box to show Recommended Activities.

Create New Development and Learning Report

Period
Fall 2010/2011

Class
Preschool Class

Children
[Check All](#) | [Uncheck All](#)
☒ Adam Glen
☒ Alicia Morgan
☒ Bella Rodriguez
☒ Grace Burgoyne
☒ Grace Smith
☒ Jonathan Wu
☒ Kyla Johnson
☒ Lucy Bea Mathias
☒ Mee Yong
☒ Shalai Miller
☒ Tommy Baldwin

Areas of Development and Learning
[Check All](#) | [Uncheck All](#)
☒ Social-Emotional
☐ Physical
☒ Language
☐ Spanish Language
☐ Cognitive
☐ Literacy
☐ Spanish Literacy
☐ Mathematics
☐ English Language Acquisition

Include ⓘ
☒ All levels (Preliminary, Unfinalized, Finalized)
☐ Only Checkpoint levels (Unfinalized, Finalized)
☐ Only Finalized Checkpoint Levels

Show
☐ Objective and Dimension numbers (Not recommended when sharing)
☒ Recommended Activities

GENERATE REPORT

Development and Learning Report	
Date: 9/13/2011	
Child: Alicia Morgan	
Areas of Development and Learning: Social-Emotional, Language	
Period: Fall 2010/2011	
This report highlights your child's strengths in particular areas of development and learning.	
Social-Emotional	
Currently, Alicia:	Recommended Activity
Is beginning to be able to look at a situation differently or delay gratification	If You're Happy (View Other Activities)
Is beginning to manage classroom rules, routines, and transitions with occasional reminders	Bike Signs and Signals (View Other Activities)
Is beginning to demonstrate confidence in meeting own needs	Let's Go (View Other Activities)
Is beginning to manage separations without distress and engages with trusted adults	Art for Two (View Other Activities)
Is beginning to identify basic emotional reactions of others and their causes accurately	Others Have Feelings, Too (View Other Activities)
Is beginning to initiate, join in, and sustain positive interactions with a small group of two to three children	Rock the Boat (View Other Activities)


Report Details


The “Development and Learning Report” shows what the child is currently able to do in relation to the selected objectives/dimensions. It also recommends activities and identifies the next level of development and learning.

TIP: If you share this report with a family, they will be able to click links to see the family version of the recommended activities. They can also chose to read most activity instructions in English or Spanish.

Reports

Snapshot Reports

“Snapshot Reports” display a group’s assessment results at a given time. To begin creating your report, choose [Snapshot Report](#) (found under the [REPORTS](#) tab). Choose your settings by clicking the plus sign  next to each section you want to include. If you have more than one class, you must select a class in order to create the report.

To narrow the group of children in the report, select the options you want. For more guidance, click the  icon next to the option.

Snapshot Report

Click the plus sign (+) next to any of the sections below to change Snapshot report

Standards and Measures:

All GOLD Areas of Development and Learning selected

Children:

Class
Blue Butterflies

Children
21 selected

Demographics:

All Demographics Selected

Checkpoint Period:

Fall 2010/2011

☐ Unfinalized and Finalized Checkpoint Levels

☒ Only Finalized Checkpoint Levels

Format:

Organization Name:
TSI Training Organization

Organization Logo:
Browse...

Subtitle:

Overview:
☒ Standard
☐ Custom

☒ How to Read the Tables and Charts in this Report
☒ Profile of Children Included in this Report
☒ Data in this Report

Charts & Graphs:

Please select from the following options.

☒ Snapshot by Dimension

☒ Show Summary by Color Band (GOLD Standards and Measures)

☒ Show Summary by Class (GOLD Standards and Measures)

☒ Appendix, Completion Rate
☒ Appendix, Report Criteria

VIEW AS HTML VIEW AS PDF VIEW AS EXCEL

By colored band and class, you can see the number, percentage, and mean score for the children who are below, meeting, and exceeding expectations.

Table 1: Social-Emotional by Color Band

Color Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	4 - 14									
1 to 2 years (Orange)	14 - 30									
2 to 3 years (Yellow)	24 - 39									
Preschool 3 class/grade (Green)	34 - 50									
Pre-K 4 class/grade (Blue)	46 - 62	12	67%	35.6	4	22%	53.5	2	11%	72.0
Kindergarten (Purple)	56 - 72									

Table 2: Social-Emotional by Class

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Blue Butterflies	12	67%	35.6	4	22%	53.5	2	11%	72.0

Table 15: Social-Emotional

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
1a. Manages feelings	Pre-K 4 class/grade					12 66.67%	3 16.67%	1 5.56%			2 11.10%
1b. Follows limits and expectations	Pre-K 4 class/grade			2 11.11%	10 55.56%		3 16.67%	1 5.56%	2 11.10%		
1c. Takes care of own needs appropriately	Pre-K 4 class/grade					3 16.67%	9 50.00%	2 11.11%	2 11.11%		2 11.11%

Report Details

The “Snapshot Report” enables you to see child outcomes data by area, objective, and dimension. You can also report important demographic information.

Reports

Forms Reports

Forms reports present data by class or child. To begin creating your report, choose [Forms](#) (found under the [REPORTS](#) tab)

Create Report: Alphabet Knowledge Form

Click the plus sign (+) next to any of the sections below to change

+

*** Report Type:** ⓘ

Alphabet Knowledge Report By Class

+

Children: ⓘ

Class: Preschool Class

All Children

+

Demographics: ⓘ

All Demographics Selected

+

*** Period:**

Fall 2011/2012

Include Previous Periods

-

*** Output:**

☐ HTML

☒ PDF

☐ Excel

GENERATE REPORT

	Recognizes Uppercase Letters (#)	Recognizes Uppercase Letters (%)	Recognizes Lowercase Letters (#)	Recognizes Lowercase Letters (%)	Writes Uppercase Letters (#)	Writes Uppercase Letters (%)	Writes Lowercase Letters (#)	Writes Lowercase Letters (%)	Letter-Sound Connection (#)	Letter-Sound Connection (%)
A	9	81.82%	5	45.45%	4	36.36%	2	18.18%	4	36.36%
B	5	45.45%	4	36.36%	4	36.36%	3	27.27%	2	18.18%
C	6	54.55%	5	45.45%	4	36.36%	4	36.36%	1	9.09%
D	5	45.45%	6	54.55%	4	36.36%	3	27.27%	3	27.27%
E	5	45.45%	6	54.55%	3	27.27%	3	27.27%	3	27.27%

In the “Alphabet Knowledge Report by Class”, the numbers and percentages of children who have particular kinds of alphabet knowledge are displayed.

Children	Class Level in Fall 2010/2011	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	Total
Grace Burmyne	Preschool 3 class/grade												X						X	X				X				15 %
Kyle Johnson	Preschool 3 class/grade																											0 %
Lucy Bea Mathias	Preschool 3 class/grade																											0 %
Shane Miller	Preschool 3 class/grade																											0 %
Alicia Morgan	Preschool 3 class/grade	X					X	X																				12 %
Isabella Rodriguez	Preschool 3 class/grade																											0 %
Jonathan Wu	Preschool 3 class/grade	X	X	X	X			X	X			X	X	X								X	X					42 %
Mee Yong	Preschool 3 class/grade																											0 %
Number of Children		2	1	1	1	1	1	1	0	1	0	0	2	1	1	0	0	1	1	1	1	0	1	0	0	0	0	

In the “Alphabet Knowledge Report by Children”, an X signifies that the individual child can recognize the letter.

	Identifies (#)	Identifies (%)	Describes (#)	Describes (%)
circle	6	54.55%	2	18.18%
rectangle	3	27.27%	4	36.36%
square	6	54.55%	3	27.27%
triangle	5	45.45%	2	18.18%

Report Details

Forms reports generated by class can be posted in your classroom. Children’s names do not appear on class reports.



We hope that you found this *Guide* to be useful and informative.

If you have further questions or require additional support, just e-mail us at **Implementation@TeachingStrategies.com** or call *Teaching Strategies GOLD*® support at **866.736.5913**.

Thank you for using *Teaching Strategies GOLD*®!

