

Head Start Performance Standard	ECEAP Performance Standard
<u>1302.33</u>	<u>E-11</u>

Purpose

Teaching Strategies GOLD is the formal ongoing assessment system used in our center-based programs.

The Child Assessment Portfolio/Objectives for Development and Learning (ODL) Rating Scale is how we assess the developmental progress of each child.

- **Part Day/Part Year** Head Start and ECEAP: occurs **three times per year** (Fall, Winter, and Spring)
- **Full Year** Early Head Start Center Based and Head Start Center Based: occurs **four times per year** (Fall, Winter, Spring, and Summer)

Procedure

The Child Assessment Portfolio will be part of the child’s record and will become the basis for the child’s Individual Learning Plan (ILP) that is completed in partnership with the family.

The Teaching Strategies GOLD online assessment system is used to collect and hold the observational assessment data for all assessed areas of children’s development and learning. This helps the teacher know and understand what each child needs to best plan for intentional experiences and instructional strategies within an engaging and challenging curriculum.

Teaching Strategies GOLD is inclusive of children with disabilities, children who are English language or Dual language learners, and children who demonstrate competencies beyond typical developmental expectations. Teaching Strategies GOLD recognizes that young children’s development occurs at an uneven pace, changes rapidly, and that development and learning are interrelated and overlapping.

All lead and assistant teachers must take the Interrater Reliability certification, Preschool or Infant Toddler, including dual language learners and children with disabilities, in TS Gold within 6 months of hire.

Weekly Lesson Planning

Teachers will utilize the Teaching Strategies Gold Digital Library and Creative Curriculum CLOUD to create weekly lesson plans.

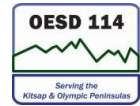
- Lesson Plans must be completed and submitted for coach review **2 weeks in advance**
- Double-sided sites must create lesson plans for **both AM and PM** sessions
- Teachers will add families to the TSG Family Tab and invite family members to set up a MyTeachingStrategies Family account so they can access resources and messages shared with children’s families

Home Language Survey

English and dual-language learners are children who are developing the ability to understand and speak more than one language. Some children begin learning English for the first time when they enroll in our program, while others have been introduced to English from an early age by family members. To assess the knowledge and development of English and dual language learners accurately, it is important first to determine the primary language(s) of the children using the Home Language Survey. **Teachers must complete a Home Language Survey for all children within two weeks of their first day of service.**



Teaching Strategies GOLD Assessment Procedure



Observations and Work Samples

Teaching staff will consistently record and collect observations and documentation of children’s development and learning.

Documentation must include

- thoroughly written individualized anecdotal observations
- photos of children engaged in classroom experiences
- examples of children’s artwork and writing.

Observations will include factual information, be void of judgments, and contain enough context to support teachers to make valid assessment decisions.

When entering documentation into the TS GOLD online portfolio, teachers will add preliminary levels to ensure the data accurately reflects children’s current knowledge, skills, and abilities. Assigning preliminary levels also supports teachers to quickly and effectively individualize instruction.

Teachers must ensure they have at **least one piece of documentation for each child for each objective /dimension** across all developmental areas to support the completion of TS Gold checkpoint ratings. Teachers will generate the Documentation Status Report regularly to track children’s progress and development and inform planning and instruction.

All written observations must show the significance of the experience of the individual child. Group observations are used sparingly, must be individualized, and show the significance of the experiences for each child.

Checkpoints

Three/four (based on assessment period) times during the year, teachers will review and analyze the documentation they have collected for each child.

Teachers will assess each child’s development and learning and determine where a child is on the Objectives for Development and Learning (ODL). This is done for each TS GOLD objective and dimension. All objectives and dimensions will be assessed.

For children determined to be Dual Language Learners based on the results of their Home Language Survey, objectives 37 and 38, the English Language Acquisition objectives, will also be assessed.

The assessment/checkpoint periods are as follows:

Assessment Period	Observation Collection Timeframe	Checkpoint Due Date
Fall	August 1 st - November 15 th	November 15 th
Winter	November 16 th – February 15 th	February 15 th
Spring	February 16 th - May 24 th	May 24 th
Summer	May 25 th – August 15 th	August 15 th

Teachers will begin completing the checkpoint assessment at least two weeks before the due date to ensure there is substantial time and documentation to make accurate assessments.

Teaching Strategies GOLD Assessment Procedure

After finalizing checkpoint ratings after each assessment period, teachers will generate an **Individual Child Profile Report** and **Development and Learning Report for each child**. Teachers will save and upload both of these reports into ChildPlus under the Education tab after each assessment period for each child. Additionally, after completing the GOLD assessment online, teachers will generate the Development and Learning Report for each child.

- The **Individual Child Report** allows the teacher to see how each child is developing and learning in comparison to the widely held expectations for his/her age range.
 - should be reviewed before meeting with each child's family to share assessment information
 - Does not need to be given to families
- The **Development and Learning Report** shows what each child is currently able to do in relation to the selected objectives and dimensions. It also highlights the next level of development and learning.
 - is reviewed before meeting with each child's family to share assessment information
 - Is to be given to families

Teachers will bring their copy of the Objectives for Development and Learning (ODL) with them when meeting with families, using it as a resource to explain the assessment if needed or for planning. When meeting with a family to share assessment information, they start by sharing samples of work and observations collected over time. This is a concrete way to begin talking about the child's development and learning and share progress

Teachers will encourage families to further participate by asking them to share observations about their child from home. Teachers will let families know how they can help support their child's growth and development by inviting them to bring in pictures or written observations for inclusion in the child's portfolio. **Together, the teacher and the family will develop goals for the child, based on the child's strengths and areas that need strengthening.** This is documented in the Education section of ChildPlus as an Individual Learning Plan event. A copy of the ILP event notes will be printed and shared with families.

All children who are in the TS Gold Assessment system at the time of checkpoint due dates must have finalized checkpoints. However, **if a child is newly enrolled or has had significant absences** during the checkpoint period, you can select "Not Observed." Selecting "Not Observed" should only be used in rare circumstances because using this rating for too many objectives/dimensions for a child record will prevent that child record from appearing in outcomes reports such as the Snapshot Report, the Snapshot (Birth Through Third Grade) Report, the Comparative Report, and the Growth (Birth Through Third Grade) Report. Teachers should let their Coach and Program Manager know when this occurs.

If a child drops or transfers, Early Head Start and Head Start teachers should let the Child Development Program Manager know as soon as possible. The child will need to be archived or transferred in TS GOLD. Teachers should not delete children from the GOLD system. The Child Development Program Manager or coaches will archive the children for the Head Start teachers. For ECEAP only, DCYF/ECEAP archives children. All ECEAP children are uploaded to TS Gold from the ELMS DATA Base. ECEAP Only- Please make sure that you have entered the child's first day of service into the ELMS system for the upload to occur.

After all the children in the class have been assessed, teachers will generate a **Class Profile report**.

- Teachers will review the report to identify the strengths and areas that need support for children.
- Teachers will work with their coach to complete the TSG Reflection form each assessment period (3 times a year) to document how they are using the school readiness assessment information to inform their curriculum planning and individualization.
- A copy of the Class Profile Report and TSG Reflection form will be uploaded as attachments in ChildPlus (more guidance on this to follow)