GOLD™ by Teaching Strategies®

Reports
A special note for programs serving children with disabilities:

*GOLD™* by Teaching Strategies® is fully aligned with OSEP (Office of Special Education Programs) outcomes and automatically converts the information entered from *GOLD™* to the seven-point scale on the Child Outcomes Summary Form (COSF). The data teachers enter into *GOLD™* enables administrators to generate OSEP mandated reports, saving time and helping teachers to better individualize instruction for the children in their classes. In addition, *GOLD™* developers worked directly with the Early Childhood Outcomes Center (ECO) on the crosswalk to ensure its effectiveness for assessing children with disabilities.
Welcome to an inside look at GOLD™ by Teaching Strategies® reports!

GOLD™ reports are unique: they are cutting-edge, state-of-the-art, and designed to make it simple for teachers and administrators to analyze information.

Imagine being able to bring data to life with just a few clicks of a mouse, telling a story about children’s progress. With GOLD™ reports, now you can.

GOLD™ by Teaching Strategies®

Reports for Teachers

Reports in this section:

Class Profile
Individual Child
Development & Learning

GOLD™ by Teaching Strategies®
Reports for Teachers

Reports in this section:
- Class Profile
- Individual Child
- Development & Learning
Class Profile Report

The Class Profile Report compares information about the knowledge, skills, and behaviors of the children in one or more classes with the widely held expectations of their age or class/grade. This information can be compared for each dimension during one checkpoint period.

How It Works

The “Class Profile Report” can be generated for multiple classes at once, enabling administrators to get an overview of where all children are, or for a specific class, making the report more useful for daily planning. Teachers using the report can do so at any time during the checkpoint period, using preliminary levels, in order to understand where children are at that time. This information can then be compared with the information from the end of the previous checkpoint, helping teachers plan for the rest of the checkpoint period based upon growth.

A Closer Look

Because the “Class Profile Report” shows teachers where children's behavior, skills, and knowledge are along each progression, teachers can use the color bands that appear on the report to easily plan small-group activities for children whose abilities are below, meeting, or exceeding the widely held expectations. This report also lets teachers consider how they might form a mixed ability group so children can learn from each other.
Class Profile Reports

- enable teachers to quickly see where children's skills are along each progression.
- can be created for all classes at once to provide overview information or for individual classes to help with day-to-day planning.
- can be generated at any time using preliminary or unfinalized data during the checkpoint period or using finalized data at the end of the checkpoint.
Individual Child Report

The Individual Child Report lets teachers and administrators see how individual children are performing during one checkpoint period or progressing over multiple checkpoint periods.

How It Works

The “Individual Child Report” can be generated for one child or multiple children at a time and customized to include one or multiple checkpoint periods. Teachers select the criteria they wish to use and quickly and easily create a thorough report that provides information on how to plan for a particular child. Using the color-coded bands linked to widely held expectations, the teacher can focus on each child’s individual strengths and see what is needed to support every type of learner.

A Closer Look

Like many other GOLD™ by Teaching Strategies® reports, the “Individual Child Report” can be generated at the end of a checkpoint period using finalized data from previous checkpoints, which is helpful for demonstrating progress. Or teachers can generate the report in the middle of a checkpoint period using preliminary levels in order to get a better idea of where children currently are versus where they were at the end of the last checkpoint. This allows teachers to plan based upon a child’s growth by getting a better picture of where the child is improving versus where he or she is remaining the same or regressing.
**Individual Child Reports**

- let teachers and administrators see how individual children are progressing over multiple checkpoint periods.

- help teachers plan for each individual child and easily identify areas where he or she may need additional support.

- can be generated at any time using finalized data from previous checkpoints or preliminary levels to plan based on growth.

- can be used as a final report to show where the child started and where he or she finished for each dimension.

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**Individual Child Report:**

<table>
<thead>
<tr>
<th>Child</th>
<th>Kate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth Date</td>
<td>05/06/2011</td>
</tr>
<tr>
<td>Generated on:</td>
<td>May 10, 2016</td>
</tr>
</tbody>
</table>

**Data for Kate**

*~ Preliminary Levels

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Follows limits and expectations</td>
<td>Pre-K 4 class/grade (Blue)</td>
<td>Fall 2015/2016</td>
<td>Winter 2015/2016</td>
<td>Spring 2015/2016</td>
</tr>
<tr>
<td>1c. Takes care of own needs appropriately</td>
<td>Pre-K 4 class/grade (Blue)</td>
<td>Fall 2015/2016</td>
<td>Winter 2015/2016</td>
<td>Spring 2015/2016</td>
</tr>
<tr>
<td>2a. Forms relationships with adults</td>
<td>Pre-K 4 class/grade (Blue)</td>
<td>Fall 2015/2016</td>
<td>Winter 2015/2016</td>
<td>Spring 2015/2016</td>
</tr>
<tr>
<td>2c. Interacts with peers</td>
<td>Pre-K 4 class/grade (Blue)</td>
<td>Fall 2015/2016</td>
<td>Winter 2015/2016</td>
<td>Spring 2015/2016</td>
</tr>
<tr>
<td>3a. Balances needs and rights of self and others</td>
<td>Pre-K 4 class/grade (Blue)</td>
<td>Fall 2015/2016</td>
<td>Winter 2015/2016</td>
<td>Spring 2015/2016</td>
</tr>
<tr>
<td>3b. Solves social problems</td>
<td>Pre-K 4 class/grade (Blue)</td>
<td>Fall 2015/2016</td>
<td>Winter 2015/2016</td>
<td>Spring 2015/2016</td>
</tr>
</tbody>
</table>
Development and Learning Report

The Development and Learning Report helps teachers share important information with family members. It can be generated in both English and Spanish, and uses an easy-to-understand format that conveys what the child is currently able to do and what steps she or he will likely be taking next.

How It Works

The “Development and Learning Report” provides narratives that explain the child’s knowledge, skills, and behaviors in relation to each objective or dimension. Based on the child’s developmental levels, the report also recommends activities customized with the child’s name for the family to do at home to provide additional support. The “Development and Learning Report” can be sent to families electronically, through the dedicated family portal that is part of GOLD™ by Teaching Strategies®. Sending the report electronically also allows families to access the recommended activities online.

A Closer Look

The “Development and Learning Report” was designed with families in mind, with content provided in an easy-to-follow, narrative form. It gives teachers the option to remove information that might needlessly complicate the report, such as objective and dimension numbers, and instead simply state the essential information that parents need to help support their children’s progress. Parents can quickly and easily access the recommended developmentally appropriate activities suggested by the report by using the GOLD™ online activity library. With the “Development and Learning Report,” involving families in a child’s progress becomes a greatly simplified process.
Development and Learning Report

Date: 5/13/2016
Child: Kate
Areas of Development and Learning: Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, English Language Acquisition
Season: Fall 2015/2016

This report highlights your child’s strengths in particular areas of development and learning.

Social-Emotional

<table>
<thead>
<tr>
<th>Currently, Kate</th>
<th>Recommended Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comforts self by seeking out special object or person</td>
<td>Active Listening (View Other Activities)</td>
</tr>
<tr>
<td>Is beginning to manage classroom rules, routines, and transitions with occasional reminders</td>
<td>Give Signs and Signals (View Other Activities)</td>
</tr>
<tr>
<td>Is beginning to demonstrate confidence in meeting own needs</td>
<td>Let’s Go (View Other Activities)</td>
</tr>
<tr>
<td>Uses trusted adult as a secure base from which to explore the world</td>
<td>Art for Two (View Other Activities)</td>
</tr>
<tr>
<td>Is beginning to identify basic emotional reactions of others and their causes accurately</td>
<td>Others Have Feelings, Too (View Other Activities)</td>
</tr>
<tr>
<td>Uses successful strategies for entering groups</td>
<td>Rock the Boat (View Other Activities)</td>
</tr>
</tbody>
</table>

Development and Learning Reports

- provide a **simple narrative** of information to share with families.
- help parents understand their child’s knowledge, skills, and abilities in relation to each objective or dimension.
- identify where children’s abilities currently are and the **likely next steps** they will take along each progression.
- recommend developmentally appropriate activities for families to do at home to support children’s learning.

GOLD™ by Teaching Strategies®
Reports for Administrators

Reports in this section:
- Snapshot
- Growth Report
- Comparative Report
Snapshot Report

The Snapshot Report offers teachers and administrators the chance to get an overarching look at their program’s performance levels for a single checkpoint season. The report can be generated for the GOLD™ by Teaching Strategies® areas of learning, state standards, or the domains of the Head Start Child Development and Early Learning Framework.

How It Works

The “Snapshot Report” functions like photographs, capturing information about a group of children at one particular point in time. Teachers and administrators can generate a “Snapshot Report” to show the number of children at a particular developmental level for each objective and dimension. Charts can be included in the report to show whether the skills of children are below, meeting, or exceeding expectations. This can be done for an area of development and learning, an objective, a dimension, or another outcome, such as a Head Start or state early learning standard. Charts can also be created to include the entire program or any combination of sites. With these reports, teachers and administrators can easily see the status of their group of children.

A Closer Look

The “Snapshot Report” can also generate Alignment Report data in a printer-friendly way, showing how the skills of children in preschool and preK are developing in relation to the expectations of Head Start or state early learning standards. The users can select their Head Start or state early learning standards and then view the skills, knowledge, and behaviors of an individual child or group of children. Users can also filter the report using demographic information.
Snapshot Reports

- show a “snapshot” of development at a particular point in time.
- help teachers understand how to best support children by showing their status at a given point.
- use important information that's essential to the reporting process, such as children’s ages, background, family, or language.
- keep identifying information confidential, making reports useful for sharing with boards or funders.
- can be created using the program's logo and a customized introduction for formal submission to agencies, boards, or state officials.
- enable users to generate Alignment Report data in a printer-friendly way, showing the end of year expectations for a specific objective as it relates to a state or Head Start standard.
Growth Report

Sometimes, when a child isn’t meeting widely held expectations, it can be challenging to document the other real gains that he or she is making. With GOLD™ by Teaching Strategies®’s online Growth Report, users can shine a spotlight on any meaningful movement and growth that a child demonstrates.

How It Works

The “Growth Report” examines movement between any two checkpoint seasons and shows change made by children over time. Because the “Growth Report” shows gains independent of widely held expectations, administrators can demonstrate any gains children make over time. This means that children who begin with developmental or other delays can still show gains toward meeting widely held expectations.

A Closer Look

The “Growth Report” helps communicate the gains children are making and supports planning in order to ensure that all children in the class are making progress toward their goals.
Growth Reports

- help teachers determine **whether children are progressing at the necessary rate** for meeting their achievement goals.

- enable all children to **demonstrate progress toward their goals**, even those who are not meeting widely held expectations.

- show teachers the areas where additional support might be required for particular children.

- generate information that supports the standards found in many state requirements for assessment.
Comparative Report

The Comparative Report enables users to generate comparative data by taking children’s skill level scores for each objective or dimension and putting them on a uniform scale. This is a necessary step in order for the scores to be used for comparison purposes and enables users to compare skill levels across areas to better understand the whole child.

How It Works

The “Comparative Report” will present data for each area of development and compare the children’s scores to either widely held expectations or to a nationally representative sample of children. By selecting “Widely Held Expectations,” users can compare data for a group of children to determine if they are below, meeting, or exceeding widely held expectations. Or, users can opt for comparison to the “National Normative Sample,” in which the range of scores indicating whether a group of children are below, meeting, or exceeding expectations is comprised of the scores of children who have been assessed by GOLD™ by Teaching Strategies™ (as opposed to the widely held expectations). In either case, generating this comparative information makes it easy to compare a group of children’s scores across areas of development, highlighting areas needing additional attention.

A Closer Look

Administrators can generate a chart, table, or both in order to illustrate their data comparing a group of children’s scores across areas. This helps them to quickly identify areas of strength and areas in need of attention. The report offers multiple filtering options under Areas of Development, Programs, Sites, Children, and Demographics—allowing administrators the ability to broaden or narrow their report criteria in order to meet their specific needs. The visual illustrations of data presented in the table offer a user-friendly and printer-friendly way to present important information in an easy-to-understand format.
Comparative Reports

- enable users to compare their data not only between checkpoint periods but also across developmental levels.
- offer the option to output data into an easy-to-read chart format, providing a clear overview of information that can easily be shared with key stakeholders.
- include a feature that enables administrators to compare their data to a nationally representative sample (our National Normative Sample) which consists of scores of children who have been assessed specifically by GOLD™ by Teaching Strategies®.
Ready to get started with *GOLD™* by Teaching Strategies®?

Take a closer look at TeachingStrategies.com/GOLD

or contact us at sales@teachingstrategies.com or 800.637.3652 option 6.