A special note for programs serving children with disabilities:

*Teaching Strategies GOLD®* is fully aligned with OSEP (Office of Special Education Programs) outcomes and automatically converts the information entered from *Teaching Strategies GOLD®* to the seven-point scale on the Child Outcomes Summary Form (COSF). The data teachers enter into *Teaching Strategies 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, *Teaching Strategies 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 Teaching Strategies GOLD® reports!

Teaching Strategies 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 Teaching Strategies GOLD® reports, now you can.

Teaching Strategies GOLD® Interactive Reports

Reports in this section:
- Widely Held Expectations
- Performance and Growth
- Alignment

Teaching Strategies GOLD® Interactive Reports

Reports in this section:
Widely Held Expectations
Performance and Growth
Alignment
Widely Held Expectations Report

The Widely Held Expectations Report can be generated by both administrators and teachers, and customized to include data from an organization, program, site, or class, depending on your level of access.

How It Works

The “Widely Held Expectations Report” is based upon the color-coded bands found in Teaching Strategies GOLD®. These color-coded bands represent widely held expectations for most children of the same age or same class/grade. The “Widely Held Expectations Report” compares information for each child, class, or group, placing children into three categories: below, meeting, or exceeding widely held expectations. This lets teachers and administrators know where children are relative to most children of the same age or class/grade.

A Closer Look

The “Widely Held Expectations Report” has a hierarchy, which gives teachers and administrators the opportunity to view data as broadly or as specifically as they would like. Teachers and administrators begin by looking at a particular area, such as mathematics or literacy. From there, they can look at children’s skill levels related to specific objectives and/or dimensions. Due to the interactive nature of the report, users also have the option to incorporate information about support services, averages, and progress. This enables teachers and administrators to quickly identify children who may be in need of additional support.
Widely Held Expectations Reports

- provide an **at-a-glance understanding** of the number of children exceeding, meeting, and below expectations.
- offer **user-friendly**, visual representations of data.
- enable teachers to easily identify areas where children need more **individualized instruction**.
- can be **generated by administrators** for their entire organization, program, or site by area objective, and/or dimension.
- enable teachers to **look broadly** at data for all children, then **drill down** to specific ages, or classes.
Performance and Growth Report

The Performance and Growth Report enables teachers and administrators to organize outcome data in a variety of ways: by program, site, school, class, or individual child level.

How It Works

The “Performance and Growth Report” provides a big picture view of how children are progressing toward meeting development and learning objectives. This report will help teachers understand whether a child or group of children is demonstrating progress toward meeting expectations.

A Closer Look: Performance

The performance information in the report enables teachers and administrators to identify the progress necessary to meet performance expectations. As with the “Widely Held Expectations” Report, users begin by looking at a particular area, such as social–emotional or literacy. From there, they can look at children’s skills related to specific objectives. Teachers and administrators can monitor children’s progress toward performance goals at all levels, and use that information to meet the needs of the site, class, or individual child.

A Closer Look: Growth

The growth information in the report shows evidence of change over time. Teachers and administrators use growth information to examine movement between any two checkpoint periods. Unlike performance information, which is tied directly to widely held expectations, growth information can show gains independent of these expectations. This enables administrators and teachers to demonstrate any gains children make over time. This is particularly helpful to show incremental growth of children who begin with developmental or other delays. They can still show gains toward meeting widely held expectations.
Performance and Growth Reports

- allow clear, visual demonstration of progress toward meeting expectations.
- enable educators to access data in a variety of helpful ways, including by program, site, school, class, or individual child level.
- can be used to show gains that occur independently of widely held expectations.
- provide a quick and easy way to show gains for children with developmental or other delays.
Alignment Report

The Alignment Report enables teachers and administrators to show how the knowledge, skills, and behaviors of a child or groups of children meet important state early learning standards and/or align to the domains of the Head Start Child Development and Early Learning Framework.

How It Works

The information generated by the “Alignment Report” is based upon the state standard or Head Start alignment, which is selected by the user during the report-generation process. Teachers and administrators drill down into their own state early learning standards and quickly see which Teaching Strategies GOLD® objectives are aligned to them. The resulting report will show users the actual or average score for the child or group of children, as well as the percent of children who are emerging toward or who have met the particular state or Head Start standard.

A Closer Look

The “Alignment Report” can also be used to generate other information that is essential to the reporting process. The reports have the capability to show the end of year expectations for a particular objective as it relates to a particular state or Head Start standard, as well as the average score for a group of children. Like all of the interactive reports, this report also provides users with important information about support services that a particular child or group of children may be receiving. This helps the administrator or teacher better understand the context of the data that they are seeing.
Alignment Reports

• enable collection of **universal child outcomes data**.

• enable teachers and administrators to **quickly see the alignment** of each of the Teaching Strategies GOLD® objectives to the Head Start Child Development and Early Learning Framework or the early learning standards of the states for which there are alignments.

• provide easy access to **information that’s essential to outcomes evaluation**, such as the number of children who received support services.

• let educators clearly and easily view the **percentages of children whose skills are emerging and who have met the standards**.

Teaching Strategies GOLD® Reports for Planning

Reports in this section:

Class Profile

Individual Child

Snapshot

Growth Report for Administrators

Comparative Report for Administrators
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 the children in their classes are along each progression, teachers can utilize the color bands that appear on the report to easily plan small-group activities for children that are below, meeting, or exceeding the widely held expectations. For example, if a group of three children appear just below their widely held expectations, they could be grouped with one child who is well into the color band, allowing for modeling to take place within the group activity. This report also lets teachers consider how they might form a mixed ability group so children can learn from each other.
### Class Profile Report:

| Age or Class Grade: Pre-K 4 class/grade (Blue) |
| Generated on: July 28, 2011 |

### Data

#### Social-Emotional

<table>
<thead>
<tr>
<th>Objective/Dimension</th>
<th>Age or Class Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Manages feelings</td>
<td>Pre-K 4 class/grade (Blue)</td>
<td>Molly Parker</td>
<td>Alex Panier</td>
<td>Lea Bandi</td>
<td>Jamal Bryant</td>
<td>Alma Robinson</td>
<td>Emily Leducowen</td>
<td>Dana Alman</td>
<td>Tasha Williams</td>
<td>Scott Hendrick</td>
</tr>
<tr>
<td>1b. Follows limits and expectations</td>
<td>Pre-K 4 class/grade (Blue)</td>
<td>Molly Parker</td>
<td>Alex Panier</td>
<td>Lea Bandi</td>
<td>Jamal Bryant</td>
<td>Alma Robinson</td>
<td>Dana Alman</td>
<td>Tasha Williams</td>
<td>Scott Hendrick</td>
<td>Kate Enders stake</td>
</tr>
<tr>
<td>1c. Takes care of own needs appropriately</td>
<td>Pre-K 4 class/grade (Blue)</td>
<td>Molly Parker</td>
<td>Alex Panier</td>
<td>Lea Bandi</td>
<td>Jamal Bryant</td>
<td>Alma Robinson</td>
<td>Dana Alman</td>
<td>Tasha Williams</td>
<td>Scott Hendrick</td>
<td>Kate Enders stake</td>
</tr>
</tbody>
</table>

Class Profile Reports

- enable teachers to quickly see where the children in all their classes stand 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 Teaching Strategies GOLD® 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.

---

**Individual Child Report:**

<table>
<thead>
<tr>
<th>Child:</th>
<th>Kate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth Date:</td>
<td>05/05/2006</td>
</tr>
<tr>
<td>Generated on:</td>
<td>May 13, 2011</td>
</tr>
</tbody>
</table>

**Data for Kate**

* = Preliminary Levels

<table>
<thead>
<tr>
<th>Social-Emotional Objectives/Dimensions</th>
<th>Age or Class Grade</th>
<th>Not Yet</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Manages feelings</td>
<td>Pre-K 4 class/grade (Blue)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a. Forms relationships with adults</td>
<td>Pre-K 4 class/grade (Blue)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b. Solves social problems</td>
<td>Pre-K 4 class/grade (Blue)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 Teaching Strategies GOLD® 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 pre-K 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 for Administrators

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 *Teaching Strategies GOLD*®’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 for Administrators

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 is comprised of the scores of children who have been assessed by Teaching Strategies GOLD® (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 Teaching Strategies GOLD®.
Supportive. Thorough. Essential.

Teaching Strategies GOLD® Reports for Families

Report in this section:
Development and Learning
Supportive. Thorough. Essential.

Teaching Strategies GOLD® Reports for Families

Report in this section:

Development and Learning
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 Teaching Strategies GOLD®. 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 Teaching Strategies 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: 5/13/2011  
Child: Kate  

Areas of Development and Learning: Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, English Language Acquisition  
Season: Fall 2010/2011  

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

Social-Emotional  

Currently, Kate  

<table>
<thead>
<tr>
<th>What the Child Can Do</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 Me Five (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 the knowledge, skills, and behaviors in relation to each objective or dimension.

- identify where children 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.
Ready to get started with Teaching Strategies GOLD®?

Take a closer look at TeachingStrategies.com/GOLD or contact us at GOLD@TeachingStrategies.com or 800.637.3652 option 4.