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Welcome to

Teaching Strategies GOLD®

Dear Colleagues:

It is with great pleasure that I introduce Teaching Strategies GOLD®, an exciting resource that supports effective teaching and children’s development and learning. It was created so that teachers finally have an assessment tool that is user-friendly and inclusive of all children—one that enables teachers to increase the accuracy of their assessments while having more time to interact with children. This Touring Guide gives you an inside look at our comprehensive assessment system.

Teaching Strategies GOLD® is a seamless system for assessing children from birth through kindergarten. Extensive field tests have shown it to be both valid and reliable. Available online and in print, the system can be used with any developmentally appropriate early childhood curriculum. Grounded in 38 research-based objectives that include predictors of school success and are aligned with state early learning standards, Teaching Strategies GOLD® truly helps teachers focus on what matters most for children’s success. It can be used to support all types of learners, including children with special needs and children with advanced knowledge and skills. Because Teaching Strategies GOLD® is a fully bilingual tool, it offers teachers support for assessing the dual-language learners in their classrooms who are learning English and Spanish.

Authentic, ongoing observational assessment is critical to planning appropriate learning experiences and helping children thrive. We think you’ll agree that this comprehensive system will help you meet the strengths, needs, and interests of every child in your class. Enjoy the tour!

Diane Trister Dodge
Founder and President
For use with *any* developmentally appropriate curriculum.
What Is Teaching Strategies GOLD®?

Teaching Strategies GOLD® is an authentic, ongoing observational system for assessing children from birth through kindergarten, proven to be valid and reliable by extensive field testing. It helps teachers observe children in the context of everyday experiences, which is an effective way to get to know them well and find out what they know and can do.

Teaching Strategies GOLD® is based on 38 objectives that include predictors of school success and are aligned with state early learning standards. These objectives are the heart of the system—teachers use them to focus their observations as they gather information to make classroom decisions.

Teaching Strategies GOLD® online has many user-friendly features that help teachers increase the effectiveness of their assessments as they identify children’s developmental levels and describe children’s knowledge, skills, and behaviors. Research summaries, color-coded progressions of development and learning, online portfolios, and easy-to-generate, state-of-the-art reports are just a few of the tools that save teachers time and help eliminate some of the common challenges associated with assessment. Best of all, Teaching Strategies GOLD® leaves teachers with more time to interact with children.

With Teaching Strategies GOLD® online, teachers can:
• use a variety of tools to gather and organize meaningful data quickly.
• create a developmental profile of each child to answer the questions, “What does this child know? What is he or she able to do?”
• understand how their observations relate to important objectives for development and learning and use that understanding to scaffold each child’s learning.
• determine if a child is making progress and compare the child’s knowledge, skills, and behaviors to those of most children of his or her age or class/group.
• recognize children who might benefit from special help, screening, or further evaluation.
• generate comprehensive reports that can be customized easily and shared with family members and other stakeholders.
What Are the *Teaching Strategies GOLD®* Objectives for Development & Learning?

*Teaching Strategies GOLD®* is grounded in 38 objectives that guide teachers throughout the assessment cycle. They are based on research, include predictors of school success, and are aligned with the *Head Start Child Development and Early Learning Framework* and early learning standards for each state. The objectives are organized into 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide teachers’ thinking about various aspects of that objective, and help clarify what the objective addresses.

<table>
<thead>
<tr>
<th>SOCIAL–EMOTIONAL</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regulates own emotions and behaviors</td>
<td>8. Listens to and understands increasingly</td>
</tr>
<tr>
<td>a. Manages feelings</td>
<td>complex language</td>
</tr>
<tr>
<td>b. Follows limits and expectations</td>
<td>a. Comprehends language</td>
</tr>
<tr>
<td>c. Takes care of own needs appropriately</td>
<td>b. Follows directions</td>
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<td></td>
<td></td>
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<tr>
<td>2. Establishes and sustains positive</td>
<td>9. Uses language to express thoughts and needs</td>
</tr>
<tr>
<td>relationships</td>
<td>a. Uses an expanding expressive vocabulary</td>
</tr>
<tr>
<td>a. Forms relationships with adults</td>
<td>b. Speaks clearly</td>
</tr>
<tr>
<td>b. Responds to emotional cues</td>
<td>c. Uses conventional grammar</td>
</tr>
<tr>
<td>c. Interacts with peers</td>
<td>d. Tells about another time or place</td>
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<tr>
<td>d. Makes friends</td>
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<td></td>
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<tr>
<td>3. Participates cooperatively and</td>
<td>10. Uses appropriate conversational and other</td>
</tr>
<tr>
<td>constructively in group situations</td>
<td>communication skills</td>
</tr>
<tr>
<td>a. Balances needs and rights of self and</td>
<td>a. Engages in conversations</td>
</tr>
<tr>
<td>others</td>
<td>b. Uses social rules of language</td>
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<tr>
<td>b. Solves social problems</td>
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<td></td>
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<tr>
<td>PHYSICAL</td>
<td>COGNITIVE</td>
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<tr>
<td>4. Demonstrates traveling skills</td>
<td>11. Demonstrates positive approaches to</td>
</tr>
<tr>
<td></td>
<td>learning</td>
</tr>
<tr>
<td>5. Demonstrates balancing skills</td>
<td>a. Attends and engages</td>
</tr>
<tr>
<td>6. Demonstrates gross-motor manipulative</td>
<td>b. Persists</td>
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<tr>
<td>skills</td>
<td>c. Solves problems</td>
</tr>
<tr>
<td>7. Demonstrates fine-motor strength and</td>
<td>d. Shows curiosity and motivation</td>
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<tr>
<td>coordination</td>
<td>e. Shows flexibility and inventiveness in</td>
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<tr>
<td></td>
<td>thinking</td>
</tr>
<tr>
<td>a. Uses fingers and hands</td>
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<tr>
<td>b. Uses writing and drawing tools</td>
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<td></td>
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<td></td>
<td>12. Remembers and connects experiences</td>
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<tr>
<td></td>
<td>a. Recognizes and recalls</td>
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<td></td>
<td>b. Makes connections</td>
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<td></td>
<td>13. Uses classification skills</td>
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<td>14. Uses symbols and images to represent</td>
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<td></td>
<td>something not present</td>
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<tr>
<td></td>
<td>a. Thinks symbolically</td>
</tr>
<tr>
<td></td>
<td>b. Engages in sociodramatic play</td>
</tr>
<tr>
<td>LITERACY</td>
<td>SCIENCE AND TECHNOLOGY</td>
</tr>
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<td>-------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>15. Demonstrates phonological awareness</td>
<td>24. Uses scientific inquiry skills</td>
</tr>
<tr>
<td>a. Notices and discriminates rhyme</td>
<td>25. Demonstrates knowledge of the characteristics of living things</td>
</tr>
<tr>
<td>b. Notices and discriminates alliteration</td>
<td>26. Demonstrates knowledge of the physical properties of objects and materials</td>
</tr>
<tr>
<td>c. Notices and discriminates smaller and smaller units of sound</td>
<td>27. Demonstrates knowledge of Earth’s environment</td>
</tr>
<tr>
<td>16. Demonstrates knowledge of the alphabet</td>
<td>28. Uses tools and other technology to perform tasks</td>
</tr>
<tr>
<td>a. Identifies and names letters</td>
<td></td>
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<tr>
<td>b. Uses letter–sound knowledge</td>
<td></td>
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<tr>
<td>17. Demonstrates knowledge of print and its uses</td>
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</tr>
<tr>
<td>a. Uses and appreciates books</td>
<td></td>
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<tr>
<td>b. Uses print concepts</td>
<td></td>
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<tr>
<td>18. Comprehends and responds to books and other texts</td>
<td></td>
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<tr>
<td>a. Interacts during read-alouds and book conversations</td>
<td></td>
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<tr>
<td>b. Uses emergent reading skills</td>
<td></td>
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<tr>
<td>c. Retells stories</td>
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<tr>
<td>19. Demonstrates emergent writing skills</td>
<td></td>
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<tr>
<td>a. Writes name</td>
<td></td>
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<tr>
<td>b. Writes to convey meaning</td>
<td></td>
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<tr>
<td>MATHEMATICS</td>
<td>SOCIAL STUDIES</td>
</tr>
<tr>
<td>20. Uses number concepts and operations</td>
<td>29. Demonstrates knowledge about self</td>
</tr>
<tr>
<td>a. Counts</td>
<td>30. Shows basic understanding of people and how they live</td>
</tr>
<tr>
<td>b. Quantifies</td>
<td>31. Explores change related to familiar people or places</td>
</tr>
<tr>
<td>c. Connects numerals with their quantities</td>
<td>32. Demonstrates simple geographic knowledge</td>
</tr>
<tr>
<td>21. Explores and describes spatial relationships and shapes</td>
<td>33. Explores the visual arts</td>
</tr>
<tr>
<td>a. Understands spatial relationships</td>
<td>34. Explores musical concepts and expression</td>
</tr>
<tr>
<td>b. Understands shapes</td>
<td>35. Explores dance and movement concepts</td>
</tr>
<tr>
<td>22. Compares and measures</td>
<td>36. Explores drama through actions and language</td>
</tr>
<tr>
<td>23. Demonstrates knowledge of patterns</td>
<td>37. Demonstrates progress in listening to and understanding English</td>
</tr>
<tr>
<td></td>
<td>38. Demonstrates progress in speaking English</td>
</tr>
</tbody>
</table>

ENGLISH LANGUAGE ACQUISITION

37. Demonstrates progress in listening to and understanding English

38. Demonstrates progress in speaking English
How Does Teaching Strategies GOLD® Work?

Teaching Strategies GOLD® supports teachers through every step of the ongoing assessment cycle. Every day of the year, Teaching Strategies GOLD® helps teachers understand what to focus on, why it's important, how to gather and interpret assessment information, and how to use that information to plan meaningful learning experiences.

Observe and Collect Facts

Teaching Strategies GOLD® offers easy-to-use tools to help teachers focus their observations of children, document facts, and organize the information. Optional tools like Assessment Opportunity Cards™ and the On-the-Spot Observation Recording Tool help teachers streamline their documentation. Electronic portfolios offer a generous amount of storage, allowing teachers to upload, organize and securely store photos, videos, and samples of children's work.

Summarize, Plan, and Communicate

Reports, the activity library, and weekly planning forms are just a few of the tools that help teachers summarize, plan, and share information with families, administrators, and other stakeholders. Teachers have everything they need to discuss each child's development and learning with others, and to make informed decisions about the best ways to support each child's development.
What Is Teaching Strategies GOLD®?

Evaluate

*Teaching Strategies GOLD®* guides teachers through the crucial process of evaluating children’s knowledge, skills, and behaviors. Color-coded progressions of development and learning make it easy for teachers to compare each child’s knowledge, skills, and behaviors to widely held expectations for most children of the same age or class/grade. To make evaluation simpler and easier, all documentation that teachers tagged with the objectives on the documentation screen are gathered on this screen as evidence to help teachers make their decisions.

Analyze and Respond

*Teaching Strategies GOLD®* provides teachers with the support they need to answer the questions, “What does this information mean?” and “What do I do next?” Teachers “tag” each piece of documentation with related objectives. Often, one rich piece of documentation can address many objectives and dimensions—there’s no need to enter a unique observation for every objective. When it comes time to evaluate children’s progress, the system will use these tagged objectives and dimensions to help teachers make informed decisions.
How Does *Teaching Strategies GOLD*® Help Teachers Make Better Decisions?

To help children progress, teachers must understand what children currently know and can do, what steps they are ready to take next, and how to help them take those steps. *Teaching Strategies GOLD*® makes it easier for teachers to gather information in the classroom and communicate with families.

Indicators and Examples

Progressions of development and learning—a central feature of *Teaching Strategies GOLD*®—enable teachers to understand how children's observable behaviors relate to the objectives. They also help teachers predict likely next steps.

Many of the objectives include dimensions, which are more specific descriptions of aspects of the objective. Indicators and examples help teachers know what to look and listen for as they observe and interact—and how to interpret what they see and hear.

The clear, user-friendly progressions help teachers know exactly where to begin and continue tracking the progress of each child. Detailed examples make it easier for teachers to understand the indicators and effectively rate each child's knowledge, skills, and behaviors. Each progression includes “in-between” levels to help teachers document children's skills that are emerging but not yet fully developed. Embedded tips and audio and video clips provide immediate support with content and technology as teachers use the progressions.

### Area: Social-Emotional (1)

**Objective:** 1 - Regulates own emotions and behaviors (3)

**Dimension:** a. Manages feelings (1)

<table>
<thead>
<tr>
<th>Level</th>
<th>Not Yet</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Level 8</th>
<th>Level 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Examples</td>
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<tr>
<td></td>
<td>Comforts self by seeking out special object or person</td>
<td>Is able to look at a situation differently or devalue gratification</td>
<td>Controls strong emotions in an appropriate manner most of the time</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>- Calms self when touched gently, patted, massaged, or held in a soothing sound.</td>
<td>- Annoyed when others don't follow their rules.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Color code</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Orange</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
</tr>
</tbody>
</table>

*Red*: Not Yet

*Green*: Level 3

*Orange*: Level 2

*Blue*: Level 1
Teaching Strategies GOLD® progressions have color-coded bands that show widely held expectations for children’s development and learning. Based on research literature, the bands show at what levels most children of a particular age or class/grade are likely to be at the beginning and end of a program year. Because development and learning are uneven and overlapping, the color bands also overlap, helping teachers guide their expectations realistically. Teachers see the full spectrum of development at once, enabling them to work with any child, at any level of development.

Supports English- and Dual-Language Learners

• The tool supports assessment in both English and Spanish. With Teaching Strategies GOLD® teachers can view all assessment features and generate many reports in both English and Spanish.

• The tools can be used to measure children’s progress in Spanish language and literacy.

• Teaching Strategies GOLD® offers teachers the option of using both English and Spanish language and literacy objectives, providing a more complete profile for dual-language learners.

• A “Home Language Survey” helps teachers learn more about the languages spoken at each child’s home, as well as the language the child usually speaks at school.

• Two dedicated objectives focus specifically on children’s acquisition of receptive and expressive skills in English. These objectives may be adapted to assess progress in acquiring any second language.
What Makes Teaching Strategies GOLD® Unique?

Every feature of Teaching Strategies GOLD® was designed with teachers in mind. They save teachers time; help them make effective decisions as they rate each child’s knowledge, skills, and behaviors; and focus their efforts on what is most important for each child’s learning and development.

The tools and resources of Teaching Strategies GOLD® enable teachers to implement a comprehensive, complete system that directly links curriculum and assessment. Teaching Strategies GOLD® offers state-of-the-art, interactive options that enable teachers and administrators to run comprehensive reports with just a few clicks of the mouse. It also offers embedded professional development support and meaningful ways to involve families in the assessment process. It builds in support for every type of learner, with specific strategies and resources for working with children with advanced knowledge and skills and children with disabilities. Dedicated objectives and bilingual tools enhance the assessment of English- and dual-language learners.

Let’s take a closer look at the features that make Teaching Strategies GOLD® unique.
Teaching Strategies GOLD® presents a complete assessment solution because it is research-based, valid, and reliable. It offers teachers a clear and effective way to take the guesswork out of the assessment process. With Teaching Strategies GOLD®, teachers don’t have to wonder whether they’re focusing on what’s most important for children’s development and learning. That’s because Teaching Strategies GOLD’s® unique features and tools help them know exactly what data to collect and how to interpret it—meaning less guessing and more reliable outcomes. And, since Teaching Strategies GOLD® is aligned with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework, educators know that all progressions point toward school success.

Teaching Strategies GOLD® is thoroughly grounded in the most current research about how children develop and learn. Teachers can access a wealth of information that provides an essential base for supporting their assessment decisions. Comprehensive summaries of important research findings explain why each objective is important and how it is a predictor of school success. The practical teaching strategies that are provided in relation to each objective reflect the most current thinking about best practices in early childhood education. These pages also include special considerations for English- and dual-language learners and children with special needs, as well as cultural considerations. With Teaching Strategies GOLD®, teachers can be confident that they’re equipped with all the necessary information for making classroom decisions.
Teaching Strategies GOLD® has been rigorously and extensively field tested by independent researchers who measured the reliability and validity of the tool. That field testing, conducted at sites carefully selected to be representative of a national sample, determined that Teaching Strategies GOLD® is both reliable and valid. Teachers’ ratings are consistent and stable, and Teaching Strategies GOLD® can be used to effectively assess children from birth through kindergarten. Research for Teaching Strategies GOLD® is ongoing, so please visit TeachingStrategies.com/GOLD for updates.

Interrater reliability practice and certification helps early childhood educators increase effectiveness when they identify the children’s levels of development and learning. Teachers seeking interrater reliability certification analyze online portfolios. Their assessment decisions are then compared with those of Teaching Strategies GOLD® developers, with an agreement goal of 80% or better. Teachers can participate in certification any time it’s convenient for them, from any location. When reliability is achieved, teachers can stand behind assessment decisions with greater confidence.

**What Makes Teaching Strategies GOLD® Unique?**

### Checkpoint by Area for Interrater Reliability Certification

**Current Round: 1**

<table>
<thead>
<tr>
<th></th>
<th>Social-Emotional</th>
<th>Physical</th>
<th>Language</th>
<th>Cognitive</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam, 3 years old</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Amy, 4 years old</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Shae, 13 months old</td>
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</tr>
</tbody>
</table>

**Key**
- [ ] Not Started
- [ ] In Progress
- [ ] Complete
- [ ] Submitted
- [ ] Not Applicable

To begin or continue evaluating portfolios, click on a box in the chart above. This will take you to the first checkpoint level screen for the child and area of development and learning that you selected. You may begin with any child and area, and you may complete the checkpoint levels in any order.

The color of each box will indicate your progress. Refer to the **Key** on the right side of the screen for details.

You may click on boxes to review and change your levels at any time before you submit them to be scored. **Once your levels are submitted, they cannot be changed.**
Teaching Strategies GOLD® is Leading the Way with Reports

Teaching Strategies GOLD® features state-of-the-art interactive reporting for teachers and administrators. The reporting options are simple to use and understand, while allowing the user to easily visualize each child’s progress. In addition to interactive reports, Teaching Strategies GOLD® also offers reports for planning and reports for parents, all of which are designed to be used on an ongoing basis to help guide, instruct, and inform. Many of the reports can be generated in both English and Spanish.

The “Widely Held Expectations Report” compares information about the knowledge, skills, and behaviors of an individual child, class, or other group with widely held expectations for children of the same age or same class/grade. It tells teachers and administrators whether children’s knowledge, skills, and behaviors are below, meeting, or exceeding expectations for most children of the same age or class/grade. The report can be customized in a number of ways, such as by incorporating information about support services or looking specifically at an area, objective, or dimension. This helps ensure that stakeholders are getting the clear picture they need.
Teachers and administrators must feel confident that their assessment system can effectively measure the knowledge, skills, and behaviors of each child and show how the data relates to particular state standards. The “Alignment Report” enables teachers and administrators to collect universal child outcomes data, so they can 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 a particular state. The report provides easy access to information that’s essential to outcomes evaluation, such as the number of children who received support services. In relation to specific state standards, educators can easily view the percentages of children whose skills are emerging and children who have achieved the standards.
The “Performance and Growth Report” provides a snapshot of children’s development and learning over multiple checkpoint periods. Outcome data can be combined in a variety of ways to show children’s performance and growth throughout the academic year at the organizational, program, and site levels, or within classrooms. The reports help teachers answer these important questions: “Is this child (or group of children) meeting end-of-year expectations?” and “Is this child (or group of children) demonstrating progress toward meeting expectations?” With this information, administrators can understand how their organizations, programs, sites, or classes are doing over time and easily see where additional support might be required.

*Teaching Strategies GOLD* features a suite of reports designed to provide teachers with continuous information about children’s progress. These reports include the “Individual Child Report,” which enables teachers to view the progress of individual children, and the “Class Profile Report,” which assists with planning for groups of children who are at similar levels. Teachers can generate these and other planning reports on an ongoing basis, and use the data to inform instruction and individualize learning experiences for each child.
Family Report

The “Development and Learning Report” shares information with family members by providing a narrative for every objective or dimension. The report helps family members understand their child’s skills, knowledge, and behaviors, and it identifies likely next steps in the child’s development and learning (see page 29).
**Teaching Strategies GOLD® is Teacher-Friendly**

*Teaching Strategies GOLD®* is an extremely teacher-friendly early childhood assessment system for one simple reason: It doesn’t just tell teachers what to do; it explains why particular information is important, and how they can use assessment information to help children progress.

**Progressions of Development and Learning**

*Teaching Strategies GOLD®* offers progressions for the objectives in the major areas of child development and learning (social-emotional, physical, language, and cognitive); the content areas of literacy and mathematics; and the area of English language acquisition. When teachers use the progressions to understand the typical order in which children’s skills advance, they can sequence learning experiences appropriately. Knowing exactly where to begin means knowing how best to help each individual child progress.

**Interactive Support, Every Step of the Way**

To support assessment decisions, *Teaching Strategies GOLD®* offers audio explanations and video examples for each of the objectives. A simple mouse click leads to more detailed information that can help teachers understand how their observations relate to indicators. *Teaching Strategies GOLD®* online also recognizes what part of the assessment cycle teachers are working on, and it offers helpful tips and suggestions related to that work.
Teaching Strategies GOLD® summarizes important research findings to help teachers understand what objectives are important, and why, and also gives them the information they need to articulate their importance to those outside of the classroom, such as administrators and parents. Teaching strategies for each objective show how to help children progress.

To support teachers in their efforts to promote children’s development and learning, the Teaching Strategies GOLD® activity library contains over 1,000 developmentally appropriate activities in English and Spanish. It is also searchable, so teachers can easily pinpoint those related to particular objectives or skills. To make activity selection even easier for teachers, Teaching Strategies GOLD® can also recommend activities on the basis of information that has been entered in the system for a child. The system also provides a family version of each activity, which inserts the child’s name directly into the activity.
Teaching Strategies GOLD® is Streamlined

Teaching Strategies GOLD® offers many features and tools that help make the assessment process efficient.

Online Portfolios

Teaching Strategies GOLD® offers teachers the ability to create online portfolios and easily upload scans, photos, observation notes, and video clips. Including multimedia examples is a simple way to document more than one aspect of a child’s development and learning. With generous storage space for large files, teachers can upload a wide variety of documentation to support each child’s developmental profile.

Minimal Navigation and Simplified Fields

With minimal navigation required and just a few simple fields to fill out, the assessment process is streamlined, saving teachers valuable time. When it is time to make informed decisions, all the information teachers need—objectives, dimensions, indicators, examples, and expectations—appears on one screen. There’s no need to navigate among screens to gather the necessary information.
Teaching Strategies GOLD® provides optional user-friendly tools that help teachers capture important information quickly and easily. Assessment Opportunity Cards™, which include directions for short, playful, curriculum-embedded classroom experiences, provide additional opportunities for teachers to observe children's literacy and numeracy skills. The On-the-Spot Observation Recording Tool is a convenient checklist that helps teachers quickly capture information about selected objectives, eliminating the need for teachers to create their own checklists.
Teaching Strategies GOLD® is Supportive of Dual-Language Learners

Teaching Strategies GOLD® can be used to assess children who are developing skills in more than one language. Now programs no longer need to rely on a separate tool to assess the English- and dual-language learners in their classrooms.

Fully Bilingual System

The content of the Teaching Strategies GOLD® teacher site is available in both English and Spanish. Teachers simply select “View Spanish” to view all screens in Spanish and monitor children’s progress in relation to all 38 objectives. Many reports can also be generated in Spanish. This feature provides extra support to programs that provide instruction in Spanish and/or to teachers who prefer to read in Spanish. Teaching Strategies GOLD® can also be used to support dual-language learners who speak a language other than Spanish or English because many of the objectives, such as physical and social-emotional objectives, are not language-dependent. The English language acquisition objectives can be adapted to assess progress in acquiring any second language.

Home Language Survey

The “Home Language Survey” helps teachers gather and record useful information about the language(s) children hear and speak at home and at school. This information assists teachers in planning ways to support children’s language and literacy development and deciding when to use Objectives 37 and 38. Teachers discuss the questions with parents or other family members (with the assistance of interpreters, if necessary), and they determine the answers together.
Objectives for English Language Acquisition

Teaching Strategies GOLD® includes two objectives that focus on English language acquisition. They were developed by nationally recognized expert Dr. Patton Tabors. Objective 37, “Demonstrates progress in listening to and understanding English,” helps measure children’s receptive language skills. Objective 38, “Demonstrates progress in speaking English,” helps measure their expressive language skills.

Spanish Language and Literacy Objectives

Teaching Strategies GOLD® offers Spanish language and literacy objectives to help teachers scaffold children’s learning in these areas. These objectives are similar to the English language and literacy objectives, but they have been adapted to reflect patterns of development unique to Spanish language and literacy. Teachers have the option of using both English and Spanish language and literacy objectives, assessing learning in both languages and getting a more complete profile of a child’s development.
Support for Advanced Learners

All children benefit from support, including children who are advanced learners. Because the Teaching Strategies GOLD® assessment system provides a picture of predictable development and learning over more than six years, children whose skills and abilities are advanced for their age are still able to show progress. Teachers use the progressions to identify a child’s current ability level, as well as the next step along the progression for each dimension. This information helps teachers scaffold children’s learning and ensure the child stays challenged, stimulated, and engaged. Also, since Teaching Strategies GOLD® assesses all areas of development, teachers may discover an area that still needs strengthening for a child, even if that child is advanced in other tasks.
Teaching Strategies GOLD® can be used successfully to assess children with disabilities. Here’s why:

GOLD explains what progress looks like, so every child can show strengths. It focuses on a child’s current developmental levels and the progress the child makes over time. And, because GOLD is strengths-based, children can demonstrate skills and behaviors in many ways, even if there are developmental delays in a particular area.

Many features make Teaching Strategies GOLD® unique as an assessment tool for children with disabilities:

• Teaching Strategies GOLD® 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). This allows administrators to generate OSEP mandated reports. Plus, 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.

• The seamless nature of Teaching Strategies GOLD® offers teachers a comprehensive picture of development and learning over a child’s life from birth through kindergarten. Teachers begin the year with a clear idea of the child’s performance and growth over time. By generating reports for children prior to the start of the year, teachers are able to individualize instruction for children and use time effectively.

• Teaching Strategies GOLD® objectives have “in-between” levels that are critical for children with disabilities or any child whose skills are emerging or needs support (physical support, visual support, gestures or modeling). These “in-between levels” help teachers indicate that a child CAN accomplish a task or demonstrate a skill with appropriate supports. This also provides excellent information to the teacher for scaffolding children’s learning.

• For children who have IEPs, Teaching Strategies GOLD® online will automatically provide teachers with additional dimensions related to self-care, including feeding, toileting, dressing, and safety. This allows teachers to take a closer look at specific aspects of development that may be especially important for children with disabilities.
Teaching Strategies GOLD® is Supportive of Teachers’ Implementation

Teaching Strategies GOLD® offers many levels of support for teachers as they use the system. From resources and assistance built right into the tool to online and in-person professional development sessions, teachers have the information they need to use Teaching Strategies GOLD® successfully.

Support and Resources Links

Accessible from every screen, the “Support” and “Resources” links provide a wealth of helpful information to assist teachers throughout the assessment process. “Support” links offer help with the technology, answering questions such as “How do I change the documentation I am viewing?” or “How do I upload a picture?” “Resources” links lead to helpful tools, like Assessment Opportunity Cards™, video tutorials, and sample “Weekly Planning Forms.”
Online Training Opportunities

Our state-of-the-art online training sessions for Teaching Strategies GOLD® offer professional development options in a convenient electronic format. Teachers and administrators can take advantage of engaging, comprehensive training in a way that’s sure to meet their schedules and budgets.

In-Person Sessions

Our engaging, in-person professional development sessions on Teaching Strategies GOLD® are conducted by the highly qualified members of our Professional Development Network. Sessions are available year-round at Teaching Strategies’ headquarters and on-site in school communities. With targeted sessions for both teachers and administrators, our comprehensive, in-person professional development options guide educators step-by-step through the process of learning to use Teaching Strategies GOLD®.

Additional Free Support

To ensure that teachers’ implementation is fully supported, Teaching Strategies offers complementary technical assistance at many levels. A basic online training course comes free with each subscription. Frequent, regularly scheduled Webinars are available to teachers at no cost. Our Quick-Start Guide provides step-by-step, screen-by-screen guidance on everything from logging in and setting up passwords to entering checkpoint data and running reports. Furthermore, live help is just a phone call away: 800.637.3652.
Teaching Strategies GOLD® is

Designed to Include Families

Sharing information with families about their child’s learning and development is critical to building strong partnerships. Teaching Strategies GOLD® family communication tools promote regular dialogues between schools and homes. Many of the tools for sharing information with families are available in Spanish as well as in English.

Family Central

Teaching Strategies GOLD® offers a dedicated portal for communicating online with families about children’s experiences and progress. Teachers can invite families to use “Family Central” and then send and receive messages to and from family members who choose to register. All exchanges between teachers and families are saved and searchable. Online calendars help teachers share information about what’s happening in the classroom, and teachers can send resources to help families promote their children’s development and learning at home.

“Family Conference Forms” make it easier for teachers and families to develop a mutual understanding of each child’s strengths and challenges, and to share expectations for the child’s development and learning. Teachers begin to fill out the form by summarizing the child’s developmental progress during a particular period. The rest of the form is completed during a conference as the teacher and family together decide next steps. “Family Conference Forms” can be created in English or Spanish, helping to ensure successful communication. Completed forms can be printed, and they can be shared with families electronically.
The “Development and Learning Report” was designed for sharing information with each child’s family. It provides narratives that explain the child’s knowledge, skills, and behaviors in relation to each objective or dimension. Then, on the basis of the child’s developmental levels, it recommends activities for the family to do at home to provide additional support. Like other documents for families, the “Development and Learning Report” can be sent electronically.

What Makes *Teaching Strategies GOLD*® Unique?

### Development and Learning Report

**Date:** 5/3/2011  
**Child:** Bella Rodriguez  
**Areas of Development and Learning:** Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, English Language  
**Accreditation:** Spring 2010  

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

**Social-Emotional**

<table>
<thead>
<tr>
<th>Currently, Behaviors</th>
<th>Recommended Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comforts set by seeking out specific object or person</td>
<td>Active Listening (View Other Activities)</td>
</tr>
<tr>
<td>In beginning to manage classroom rules, routines, and transitions with occasional reminders</td>
<td>Make Signs and Signals (View Other Activities)</td>
</tr>
<tr>
<td>In beginning to demonstrate confidence in meeting new 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>In beginning to identify basic emotional reactions of others and their causes accurately</td>
<td>More, More Feelings, Too (View Other Activities)</td>
</tr>
<tr>
<td>Uses successful strategies for entering groups</td>
<td>From the Brain (View Other Activities)</td>
</tr>
<tr>
<td>In beginning to establish a special friendship with one other child, but the friendship might be lost a short while</td>
<td>Takes turns (View Other Activities)</td>
</tr>
<tr>
<td>Seeks adult help to resolve social problems</td>
<td>Facilitating Conflicts (View Other Activities)</td>
</tr>
</tbody>
</table>
Teaching Strategies GOLD® is also available in print format in both English and Spanish. The paper components are conveniently packaged in a reusable box so teachers have assessment resources at their fingertips.

**Objectives for Development & Learning** is a thorough reference volume that explains each domain and objective. It presents the related research and typical progression(s) of development and learning for each objective, expectations for each age or class/grade, and examples of strategies that promote learning.

Teachers use this booklet to record, analyze, and evaluate the information collected about a child—and to document an entire year’s progress in one convenient place.

This convenient checklist helps teachers capture information quickly and effectively for multiple children on selected objectives. Less time spent taking notes means more time for interacting with children.
The Objectives for Development & Learning classroom poster beautifully displays the 38 objectives for quick classroom reference.

Assessment Opportunity Cards™ offer 10 short, playful, curriculum-embedded classroom experiences that are opportunities for observations on particular literacy and numeracy objectives. Each card offers guidance for adjusting the experience for children at different developmental levels.

“Family Conference Forms” offer a convenient way of sharing assessment information with families in a conference setting.
A Unique Approach To Assessment

Authentic, ongoing assessment is critical to planning appropriate learning experiences and helping children succeed—in school and in life.

*Teaching Strategies GOLD®* offers

- Objectives for development and learning that are aligned with state early learning standards and include predictors of school success so educators can focus on what matters most for children’s development and learning.

- Seamless assessment for children from birth through kindergarten so educators and families can see a child’s progress over time.

- Easy-to-understand progressions of development and learning so teachers can accurately assess all children, including those with disabilities.

- Integrated, engaging assessment opportunities focused on literacy and numeracy so teachers can focus their observations on important literacy and numeracy skills—leaving nothing to chance.

- New English language acquisition objectives developed by Dr. Patton Tabors, as well as Spanish language and literacy objectives so teachers can assess and support dual-language learners in their programs.

- A dedicated online portal through which families can access and contribute information about their child’s learning and development so regular communication between a child’s family and teachers supports the home-school partnership essential to every child’s development and learning.
Supportive. Effective. Time-saving.
Teaching Strategies GOLD®

TeachingStrategies.com/GOLD