# RESULTS MATTER: FACT SHEET FOR PROVIDERS

## UPDATES FOR 2012-2013

The following information provides key points to support teachers and providers in using ongoing observation to assess children in Teaching Strategies (TS) GOLD. More detailed information can be found in the Results Matter Technical Assistant Document(July 2012) http://www.education.ne.gov/oec/rm/rm_ta_doc.pdf.

## HOW TO GET STARTED – ENROLLING THE CHILD

- Go to view "Children", Manage Children" and click on the button to "Add a New Child."
- Enter information in the boxes.
  - It is **ESSENTIAL** to enter the funding source(s), NSSRS ID# and school district name for every child.
  - Remember: For children with IFSPs or IEPs, the program entry date is the IEP/IFSP meeting date.
- Do not adjust the child's age due to prematurity. Initial assessment begins when a child is 6 months old.
- Color Bands:
  - For Infants/Toddlers/Two's the color band is automatically assigned by the online system.
  - For Preschoolers (ages 3 to 5) the teacher must choose the correct color band based on the child's chronological age as of the **beginning** of the school year (first day of school).
  - If the child is 3 years old at the beginning of the school year, the child's color band is green all year. If the child is 4 years old at the beginning of the school year, the child's color band is blue all year.
  - The color band is **never changed during the year**, regardless of the child's birthday.
  - The purple color band is **never** used in a preschool program, even if the child is 5 years old. It is used only by kindergarten teachers for children in kindergarten classrooms.
  - For children who will be eligible for kindergarten the following year, the color band should be blue.
- What should I do if the system says that there is a child already entered with this profile? **STOP** and email Barb Jackson (bjjackso@unmc.edu) so she can see if the child needs to be transferred from another program.
- Identify which team members need to have access to a child and add them as a Team Central member. They can add observations, but the primary provider/teacher is the only one who can score. Go to "Invite Team Members" (on the left tool bar) and then click on "Add a New Invitation."

## IMPORTANT INFORMATION ABOUT DOCUMENTING IN GOLD

- Ongoing assessment must be documented in each of the following checkpoint periods:
  - Fall: August 15 – November 9 (extended from Oct 31 this year only, if districts wish to extend)
  - Winter November 10 – February 14
  - Spring February 15 – May 31
- The data on the child will not show up in reports unless the following is done:
  - All data must be finalized at the end of each checkpoint period.
  - All objectives/dimensions in the following six areas of development and learning must be scored: social-emotional, physical, language, cognitive, literacy, and math.
- Do not use "Not Observed" except in rare circumstances.
- There are **many ways to streamline** data collection and documentation. Remember that one observation should be used to score several items. See Results Matter Time-Saving Strategies document (August 2012).
- Parent report can and should be used to complete your ongoing assessments.
- Most anecdotes and documentation should be entered online. You are encouraged to enter as much as possible online so that your documentation can be used for family reports, lesson planning, etc.

## ADDITIONAL REQUIREMENTS FOR CHILDREN WITH AN IFSP OR IEP

**Entry Rules**:

- Entry data must be entered online within 45 calendar days of the child' IEP/IFSP meeting.
- **NOTE**: The child's program entry date must be in the same checkpoint period as the Entry data.
- On rare occasions, a child may not participate often enough in a program to collect the needed data (extremely absent, frequent cancellations). If this happens, postpone the entry data until regular attendance occurs.

**Exit Rules:**

Children need to be in the program for 6 months with complete entry data and exit data to be eligible for OSEP reporting. If they have not been the program that long, archive them at the time of exiting from the program or transition them to the Part B program and complete entry data for Part B.

- **For infants and toddlers**. Exit data needs to be completed by the child's 3rd birthday. Exit the child for OSEP reporting even if the child is still on an IFSP.

  Follow these steps at the child's 3rd birthday:
  - Complete all data entry and finalize data.
  - **NOTE**: The exit date must be in the same checkpoint as the exit data.
  - Alert your GOLD online administrator that the child needs to be exited from Part C and transferred to Part B for OSEP reporting.
  - The online administrator must exit the child and transfer the child to an Interim classroom (if continuing to get Part C services) or to a preschool classroom (if being transferred to a preschool classroom).
  - The child must be formally exited to show up in the OSEP reports.
  - The Part C exit data can now be used as the Part B entry data.
  - **NOTE:** If the child turns 3 and will be exiting Part C in June through August, use May 31 as the exit date and use the Spring checkpoint data for the exit data.

- **For preschoolers**. Exit data needs to be completed by the child's 6th birthday.
  - Complete all data entry and finalize data.
  - **NOTE**: The exit date must be in the same checkpoint as the exit data.
  - Alert your GOLD online administrator that the child needs to be exited from Part B.
  - The child must be formally exited to show up in the OSEP reports.

**Children who move to another district**

- Contact your online administrator if a child is moving to another district. The administrator will need to contact Barb Jackson at bjjackso@unmc.edu to complete the transfer of the child's GOLD data.

## HOME LANGUAGE SURVEY TO ASSESS ENGLISH AND DUAL-LANGUAGE LEARNERS

You will find the Home Language Survey with instructions and description on pages xvi-xviii of the Teaching Strategies GOLD book you received at GOLD training.

The following guidance is from *"Teaching Strategies GOLD: Objectives for Development and Learning."* Teaching Strategies, Inc. Washington D.C. 2010.

- To assess the knowledge and development of English and dual-language learners accurately, it is important to determine the primary language(s) of the children.
- The GOLD "Home Language Survey" is designed to help teachers gather and record useful information about the language(s) children have been exposed to in their home environment and the language(s) children use at home and at school. This information assists teachers in planning ways to support children's language and literacy acquisition and in basing instruction on child strengths and needs.
- Teachers discuss the four survey questions with parent or other family members, and determine the answers to the questions together.

- The survey should **not** be completed by teachers without input from parents or other family members.
- If the score on the survey is 2 or greater **and** the child is age 3 or older, the child's receptive and expressive language skills must be assessed using Objective 37 and Objective 38.
- If the score is less than 2, English can be considered the child's primary language, and Objectives 37 and 38 are not used.
- The data gathered with the survey should not be used to label children or identify them for special services. It should be used to help the teacher determine how to assess children most accurately and support their development and learning.
- The survey is a resource of the GOLD assessment system, not a requirement. If parents do not wish to provide this information or complete the survey with you, their wishes should be respected.

**PLEASE NOTE:** For all of the Objectives **other** than those for language and literacy, it is ideal to assess children's skills by documenting their response in their preferred language. For example, if a child can count to ten in Spanish and counts five objects accurately, using one number name for each object, then he or she is considered as being at level 4 of Objective 20a, "Counts." If a child can count to ten in a given language, the child can count to ten.

## REPORTS THAT ARE HELPFUL FOR TEACHERS, PROVIDERS AND/OR FAMILIES

There are several reports available for providers. Here are just a few to get started! Please refer to your copy of GOLD's "*Teacher Quick Start Guide*" that you received at GOLD training. You can also download it free of charge from GOLD Online.

The **Individual Child Report** can provide a visual summary of the child's skills across checkpoint areas. Each domain has shaded areas that show the typical age range children acquire that skill.

**Social-Emotional**

| Objectives/Dimensions | Age or Class/Grade | Not Yet | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1a. Manages feelings | Preschool 3 class/grade (Green) | | | | Winter 2011/2012* | | | | | | |
| 1b. Follows limits and expectations | Preschool 3 class/grade (Green) | | | | | | | Summer 2011/2012 | | | |

The **Class Profile** provides a quick snapshot of where all of the children in your class are by objective and dimensions. This is a helpful tool for planning activities in the classrooms.

**Social-Emotional**

| Objectives/Dimensions | Age or Class/Grade | Not Yet | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1b. Follows limits and expectations | Preschool 3 class/grade (Green) | | | | Test Child | | Jill | John Marlin | | | |

The **Development and Learning Report** is a great summary report for parents that you can customize by area. It provides both a description of the child's skills, but also what you can expect next. The teacher can customize activities and print in Spanish.

### Social-Emotional

| Currently, Jill: | Recommended Activity |
|---|---|
| Is beginning to manage classroom rules, routines, and transitions with occasional reminders | Bike Signs and Signals (View Other Activities) |

**Next Jill will:** Manage classroom rules, routines, and transitions with occasional reminders

The **Assessment Status Report** (under Checkpoint Tab) shows you what percent of the items are scored for each dimension.

| | Social-Emotional | Physical | Language | Cognitive | Literacy | Mathematics | Science and Technology | Social Studies | The Arts | English Language Acquisition | Spanish Language | Spanish Literacy |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Jill | 11% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | | | |
| | | | | | | | | | | | | |