



Collaboration for
Early Childhood

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TS GOLD PROPOSAL OUTLINE

March 2021

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PROPOSAL OVERVIEW



OUR PROPOSAL

To use funds from our IGA Administrative Reserve Account to expand access to the Teaching Strategies Gold (TSGOLD) child assessment tool.

OUR GOALS

- To improve teacher practice (Systems Outcomes 2-4)
- To ensure age-appropriate proficiency for preschool students (Child Outcome 2)
- To improve kindergarten readiness (Child Outcome 3)

WHAT IS TSGOLD?

TSGOLD is a tool used to:

- enhance teacher practice;
- improve the learning environment for children; and
- provide families with critical information about a child's development and growth.

BENEFITS

- Lasting impact to teacher practice
- Improved child data
- Ability to speak to kindergarten readiness
- Improved information for schools
- Ability to look at cultural indicators because of larger sample size
- Post COVID data



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SUMMARY OF EARLY CHILDHOOD ASSESSMENT



Early childhood assessment is a tool used to gather and provide educators, parents, and families with critical information about a child's development and growth. In many programs, licensed early childhood programs are required to include a child assessment component in their programs. The following is a collection of information and resources to inform educators on early childhood assessment programs.

WHAT IS CHILDHOOD ASSESSMENT?

Childhood assessment is a process of gathering information about a child, reviewing the information, and then using the information to plan educational activities that are at a level the child can understand and is able to learn from.

Assessment is a critical part of a high-quality, early childhood program. When educators do an assessment, they observe a child to get information about what he knows and what he can do.

Observing and documenting a child's work and performance over the course of a year allows an educator to accumulate a record of the child's growth and development. With this information, educators can begin to plan appropriate curriculum and effective individualized instruction for each child.

This assessment record is also a great tool to share with parents so they can follow their child's progress at school, understand their child's strengths and challenges, and plan how they can help extend the learning into their homes.

WHY IS ASSESSMENT IMPORTANT?

Assessment provides educators, parents, and families with critical information about a child's development and growth. Assessment can:

- Provide a record of growth in all developmental areas: cognitive, physical/motor, language, social-emotional, and approaches to learning.
- Identify children who may need additional support and determine if there is a need for intervention or support services.
- Help educators plan individualized instruction for a child or for a group of children that are at the same stage of development.
- Identify the strengths and weaknesses within a program and information on how well the program meets the goals and needs of the children.
- Provide a common ground between educators and parents or families to use in collaborating on a strategy to support their child.



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WHAT ARE DIFFERENT CHILD ASSESSMENT METHODS?

Methods of child assessment can be informal (conducting natural observations, collecting data and children's work for portfolios, using educator and teacher ratings) and formal (using assessment tools such as questionnaires and standardized testing). Both methods are effective and can help inform educators and parents about a child's progress.

- Observations can be made with minimal or no intrusion into children's activities. Educators can observe all facets of development, including intellectual, linguistic, social-emotional, and physical development, on a regular basis.
- Portfolios are a record of data that is collected through the work children have produced over a period of time. The collection clearly shows the progress of a child's development. Portfolios can be an important tool in helping facilitate a partnership between teachers and parents.
- Educator Ratings are useful in assessing children's cognitive and language abilities as well as their social-emotional development. These ratings can be linked to other methods of assessment, such as standardized testing or other assessment tools. (See the next question below.)
- Parent Ratings integrate parents into the assessment process. Parents who are encouraged to observe and listen to their child can help detect and target important milestones and behaviors in their child's development.
- Standardized Tests are tests created to fit a set of testing standards. These tests are administered and scored in a standard manner and are often used to assess the performance of children in a program.

HOW DO YOU IMPLEMENT ASSESSMENT INTO YOUR PROGRAM?

The process of choosing the right assessment tools varies for each early childhood program. Below are some general guidelines for implementing assessment into your program.

- Assessment aligns with instructional goals and approaches. Different types of assessments have different purposes. It is important to first determine what should be measured; then find the assessment program that best assesses those goals.
- Assessor knows the child. The adult conducting the assessment should have a pre-existing relationship with the child. Ideally the assessor is the educator.
- Assessment is "authentic." Assessment should take place in a child's normal setting. The assessment should reflect everyday relationships and experiences. It should be conducted in familiar contexts and settings (such as the classroom).
- Observations are ongoing and diverse. For a comprehensive assessment, observations should be made at a variety of children's activities and be ongoing in order to fully see the progress of a child.

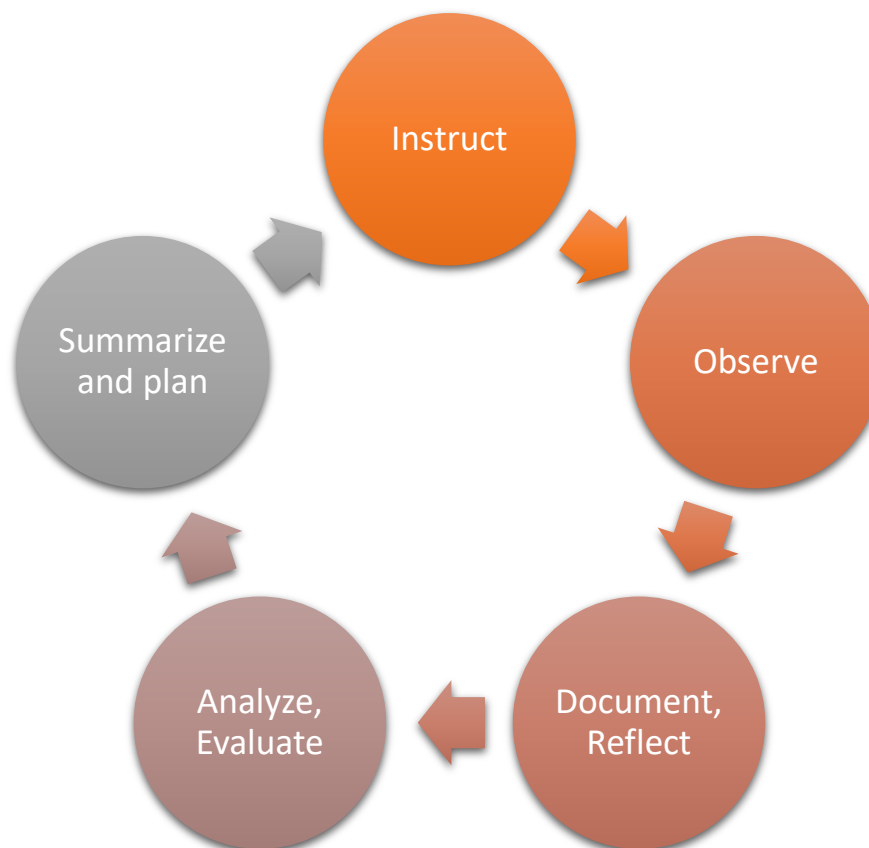


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- Assessment is a cycle. Although specific methods for assessment tools vary, the process is cyclical. The cycle allows educators to make changes to their curriculum to better serve children in their program. The cycle is as follows:

1. Instruct.
2. Observe. Observe children in various situations.
3. Document, Reflect. Record while observing or as soon as possible.
4. Analyze, Evaluate. Study the data with assessment tools. The assessment comes from the combination of documentation and evaluation.
5. Summarize, Plan, and Communicate. This informs a child's specific needs and future curriculum.

Instruct. (The cycle repeats.)





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TEACHING STRATEGIES GOLD OVERVIEW

SAMPLE OF INDICATORS



The Collaboration has an existing relationship with publicly-funded preschool programs who use the Teaching Strategies GOLD tool. The Teaching Strategies GOLD assessment system is used by early education and care programs across the country. This strategy bases its assessment around 38 objectives that are important to early childhood education.

<http://www.teachingstrategies.com>

The following is a description of the Teaching Strategies GOLD tool.

Teaching Strategies GOLD

Objectives for Development & Learning

Social-Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter–sound knowledge
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during read-alouds and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

Science and Technology

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

Social Studies

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

The Arts

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

English Language Acquisition

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

Objective 1 Regulates own emotions and behaviors

a. Manages feelings






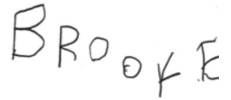
	Not Yet	1	2	3	4	5	6	7	8	9
			Uses adult support to calm self <ul style="list-style-type: none"> Calms self when touched gently, patted, massaged, rocked, or hears a soothing voice Turns away from source of overstimulation and cries, but is soothed by being picked up 		Comforts self by seeking out special object or person <ul style="list-style-type: none"> Gets teddy bear from cubby when upset Sits next to favorite adult when sad 		Is able to look at a situation differently or delay gratification <ul style="list-style-type: none"> When the block area is full, looks to see what other areas are available Scowls and says, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack." 		Controls strong emotions in an appropriate manner most of the time <ul style="list-style-type: none"> Asserts, "I'm mad. You're not sharing the blocks! I'm going to play with the ramps." Says, "I'm so excited! We're going to the zoo today!" while jumping up and down 	

b. Follows limits and expectations

	Not Yet	1	2	3	4	5	6	7	8	9
			Responds to changes in an adult's tone of voice and expression <ul style="list-style-type: none"> Looks when adult speaks in a soothing voice Appears anxious if voices are loud or unfamiliar Touches the puddle of water when adult smiles encouragingly 		Accepts redirection from adults <ul style="list-style-type: none"> Moves to the sand table at suggestion of adult when there are too many at the art table Initially refuses to go inside but complies when the teacher restates the request 		Manages classroom rules, routines, and transitions with occasional reminders <ul style="list-style-type: none"> Indicates that only four persons may play at the water table Cleans up when music is played Goes to rest area when lights are dimmed 		Applies rules in new but similar situations <ul style="list-style-type: none"> Walks and uses a quiet voice in the library Runs and shouts when on a field trip to the park Listens attentively to a guest speaker 	



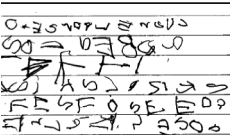
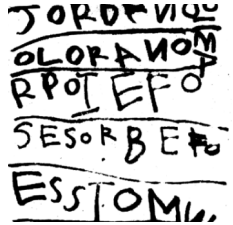


Objective 19 Demonstrates emergent writing skills

a. Writes name

Not Yet	1	2	3	4	5	6	7
	<p>Scribbles or marks</p> <ul style="list-style-type: none"> Scribble writes deliberately Makes marks that appear to adults to be in random order  <p>Carolyn</p>	<p>Controlled linear scribbles</p> <ul style="list-style-type: none"> Scribbles lines, circles, or zigzags in rows Often repeats action and forms  <p>Lilly</p>	<p>Mock letters or letter-like forms</p> <ul style="list-style-type: none"> Writes segments of letter forms, e.g., lines, curves May use too many segments to create a letter, e.g., five horizontal lines on the letter E May not orient letter segments correctly  <p>Paula</p>	<p>Letter strings</p> <ul style="list-style-type: none"> Writes some letters correctly Writes letters in unconventional order  <p>Emma</p>	<p>Partially accurate name</p> <ul style="list-style-type: none"> Writes all the letters of own name, although some may not be sequenced correctly Writes all the letters of own name, but some of the letters are not formed or oriented correctly  <p>Vicky</p>	<p>Accurate name</p> <ul style="list-style-type: none"> Writes all the letters of own name in the correct sequence, form, and orientation Uses uppercase or lowercase letters (or a combination of both) when writing name  <p>Brooke</p>	

Objective 19 Demonstrates emergent writing skills

b. Writes to convey meaning

Not Yet	1	2	3	4	5	6	7
	<p>Scribbles or marks</p> <ul style="list-style-type: none">• Scribble writes deliberately• Makes marks that appear to adults to be in random order  <p>Maya said, "Here Mommy. Read this."</p>	<p>Controlled linear scribbles</p> <ul style="list-style-type: none">• Scribbles lines, circles, or zigzags in rows• Often repeats action and forms  <p>Carolyn said, "That's my phone number. You can call me."</p>	<p>Mock letters or letter-like forms</p> <ul style="list-style-type: none">• Writes segments of letter forms, e.g., lines, curves• May use too many segments to create a letter, e.g., five horizontal lines on the letter E• May not orient letter segments correctly  <p>Erica said, "I'm writing my ABCs just like my sister."</p>	<p>Letter strings</p> <ul style="list-style-type: none">• Writes strings of letters• Writes some letters correctly• Writes letters in unconventional order• Begins to separate groups of letters with spaces• May copy environmental print  <p>Jordan said, "Here's a ticket! You're under arrest!"</p>	<p>Early invented spelling</p> <ul style="list-style-type: none">• Uses first letter of word to represent whole word• Writes initial and/or final sounds of a word to represent the whole word <p><i>*Note: In Spanish, early invented spelling may consist primarily of vowels.</i></p>  <p>Meir wrote, "Uncle Clay, I love you."</p>	<p>Late invented spelling</p> <ul style="list-style-type: none">• Begins to include beginning, middle, and ending sounds in words• Represents most of the sounds heard in words in the correct order  <p>Jenna said, "I need to buy some blackberries and grapes at the store."</p>	

Objective 22 Compares and measures

	Not Yet	1	2	3	4	5	6	7	8	9
			Makes simple comparisons between two objects <ul style="list-style-type: none"> Pours sand or water from one container to another Indicates which ball is bigger when shown a tennis ball and a beach ball 		Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers <ul style="list-style-type: none"> Puts blocks side by side in order of length Says, "We go outside after lunch." Lays two short blocks on top of a long block to see if it's the same length Responds, "You're second to use the computer." 		Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools <ul style="list-style-type: none"> Measures by using paper clips, cubes, string, hands, feet or other objects Measures block tower with linking cubes and says, "I made mine fifteen cubes high!!" Stands on scale while pretending to be in a doctor's office 		Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth <ul style="list-style-type: none"> Says, "We need two cups of flour and one cup of salt to make dough." Says, "If I add three more tiles to this side of the scale, they'll be the same." Looks at the clock and says, "It's 12 o'clock. It's time for lunch." 	



TEACHING STRATEGIES GOLD PROPOSAL

COST SUMMARY



July 2021 – June 2022

Item A. Cohort #1: 5 programs onboarding + 3 year license***

Cost

\$14,900

Item B. Cohort #1 PD and Training

\$14,500

Year Total

\$29,400

July 2022 – June 2023

Item C. Cohort #1: Facilitated Mentorship*

\$ 4,000

Item D. Cohort #2: 5 programs onboarding + 3 year license***

\$14,900

Item E. Cohort #2 PD and Training

\$14,500

Year Total

\$33,400

July 2023 – June 2024

Item F. Cohort #2: Facilitated Mentorship*

\$ 4,000

Item G. Cohort #3: 5 programs onboarding + 3 year license***

\$14,900

Item H. Cohort #3 PD and Training

\$14,500

Year Total

\$33,400

July 2024- June 2025

Item I. Cohort #3 Facilitated Mentorship*

\$ 4,000

Item J. Cohort #4: 5 programs onboarding + 3 years***

\$14,900

Item K. Cohort #4 PD and Training

\$14,500

Item L. Cohort #1 License renewal (3 years)

\$14,900

Year Total

\$48,300

PROPOSAL TOTAL:

\$144,500**



****Facilitated Mentorship Description***

- *5 programs meet with 5 newer programs*
- *Programs meet together quarterly X 2 hours each meeting (8 hours/ year)*
- *\$100/ hour stipend for program participation, payable to program*
- *\$800/ year stipend to each program x 5 programs= \$4,000*

***There would be a potential increase in the Chapin Hall contract, for handling of additional data.*

****Each cohort renews after three years at the 3-year bundle rate*