AN INTRO TO TEACHING STRATEGIES GOLD

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Who are you?

- Job Title

- Age of children you are working with

- On a scale of 1-5, how comfortable and confident do you feel about Teaching Strategies Gold or assessment in general?

What do we hope to learn?

◦ What is Teaching Strategies Gold?

◦ Why do we need assessment in early childhood classrooms?

◦ What counts as data and what kinds of data are most helpful?

◦ What strategies do we have for taking data effectively?

What is Teaching Strategies Gold?

◦ Teaching Strategies Gold (TSG) is an ongoing assessment model covering all developmental and academic skill areas

◦ It's a tool to document children's learning over time, inform instruction, and facilitate communication with families

◦ These areas include the following:
  ◦ Social emotional developmental
  ◦ Physical development
  ◦ Language development
  ◦ Cognitive skills
  ◦ Literacy skills
  ◦ Math skills
  ◦ Science and Technology skills
  ◦ Social studies skills
  ◦ Art development

TSG does the following:

Provides a sequence for student grown and development

Is broken down by age-norms for development

Gives a scaffolded outline of skill acquisition

Allows teacher to place child at current skill level

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 • 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** • 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** • When the block area is full, looks to see what other areas are available • Scowls, "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** • 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	

Rating scale

Indicators (in bold)

Examples (bulleted)

Expectations for ages and for classes/grades

Birth to 1 year

1 to 2 years

2 to 3 years

Preschool 3 class

Pre-K 4 class

Kindergarten

TSG can provide useful information

◦ Objectives give a clear idea of what is typically expected form any child at any given age

◦ Informs developmentally appropriate practices for young children
  ◦ What types of math skills are 3-year olds developmentally ready for?

◦ TSG gives you a road map for extending learning once a child has mastered a skill, regardless of age

◦ TSG outlines prerequisite knowledge for what we may think of as individual or isolated skills
  ◦ Singing songs like "Baby Bumblebee" (exposure to repeated beginning sounds) is a prerequisite skill for identifying beginning sounds of words

◦ And lastly….
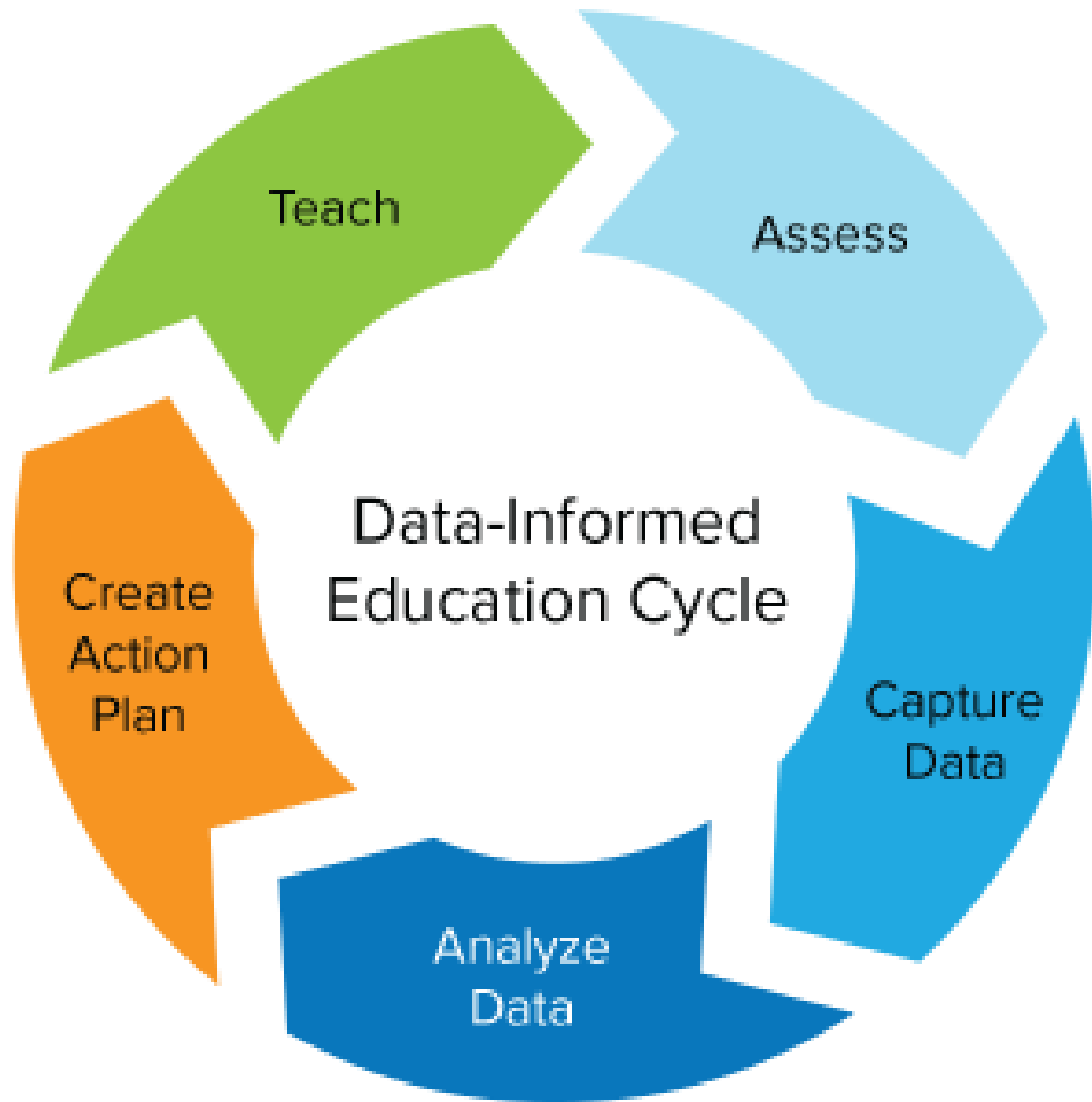
Assessment Drives Instruction!

Data highlights the gap between student knowledge and desired outcome

Where are your students currently?

How do you move them from what they know to what you want them to know?

How Can You Use This Information?

◦ The data provides information about exactly where each child is and the next steps for them

◦ Shows you which children are working on the same skill and allows you to easily group your kids
  ◦ Either by children working on the same skill (patterns)
  ◦ Or by children who need peer-modeling (language, turn taking)

◦ This is only useful if the data is high quality!
  ◦ You are using this data to make big decisions about learning in your classroom
  ◦ You want to make sure these decisions are based on facts, not feelings

What is quality data?

◦ High quality data measures what is intended to be measured
  ◦ Cognitive skill of naming familiar animals-for nonverbal kids, "What is this" vs. "Find the horse"

◦ Demonstrates the associated skill
  ◦ "Engages in Conversations" is not something I would typically look for during Circle Time

◦ It's clear to an outside observer

◦ It allows the observer to level the child

◦ It's specific, clear, and concise
  ◦ "Friends are naming shapes" vs. "While building the puzzle, Kaitlyn identified a circle, square, triangle, and diamond"

What to Remember:

- Include Context:
  - When and where is this activity taking place?
    - During center time, while playing in home living, during literacy circle, etc.
- Include child's name
- Include the degree to which they demonstrated the skill
  - Independently, with help, when given two choices, etc.
- Be specific about what they know
  - Write the information that they objective is asking for, a lot of the words are given to you in the objective

Pictures

◦ Pro:

   ◦ Shows context for the activity

   ◦ Large group, small group, one on one, centers

◦ Con:

   ◦ May not show the degree to which the child demonstrated the skill

   ◦ What letters was he able to identify?

While playing with magnets during center time, Ryan correctly identified the following uppercase letters: R, A, T, S, Q, and P.

Video

◦ Pro:
  ◦ Shows exactly what's happening for both context and skill

◦ Con:
  ◦ Limited to 1 minute when using the app
  ◦ Cannot be re-watched in the app
  ◦ Hard to use for small or whole groups
  ◦ Still might need a note describing each child's individual actions
  ◦ Time consuming if videoing children individually

Baby in white climbed the stairs with alternating feet. All other children climbed stairs with a leading leg. The older girl walked up the stairs using alternating steps.

Note

- Pro:
  - You can write exactly what happened with all relevant information
  - A single note can be written for the entire class
- Con:
  - Can be time consuming
  - Must include all pieces to be high quality

During center time, friends were asked to identify numerals 1-5 and place the correct number of pom poms in each number's cup.

The following students correctly identified all numbers: Emma, Jack, Keisha

Carmen: Identified 1-3

Tyson: Identified 1, 4, and 5

Zane identified all numerals when asked to "find the number _____" and given a choice between 2 numerals. He was not able to independently name the numerals.

Checklist

Friends used animal counters to create patterns today during center time.

- Pro:
  - Great for whole class data collection
  - Provides the actual data eliminating the need for lengthy notes
  - Can use the words provided in the objective
  - Can display data for entire classroom
  - Does not need to be rewritten or reworded
- Con:
  - Must be prepared in advance

	Copies simple repeating patterns	Extends simple repeating patterns	Creates simple repeating patterns
Mark	X	X	
Tyson	X	X	X
Emma	X	X	E
Keisha	X	E	
Landon	NY		
Sam	E	E	
Annabel	X	E	

X=Skill demonstrated independently
E=emerging (needed teacher help)
NY=not yet

Pattern Play!

Mathematics   23. Demonstrates knowledge of patterns

Progression View ▼

◀ NOT YET 1 | 2 3 4 5 6 7 8 | 9 10 11 12 13 14 15 ▶

1	2	3	4	5	6	7	8
	Shows interest in simple patterns in everyday life		Copies simple repeating patterns		Extends and creates simple repeating patterns		Recognizes, creates, and explains more complex repeating and simple growing patterns *less*
◯ Show Examples	◯ Show Examples		◯ Show Examples		◯ Show Examples		◯ Show Examples

Documentation Type: Video

"Sydney extended an AB (blue/yellow) and an ABC (blue/yellow/red) pattern independently."

Documentation Type: Picture

Sydney independently extended an AB and ABC pattern during the small group activity.
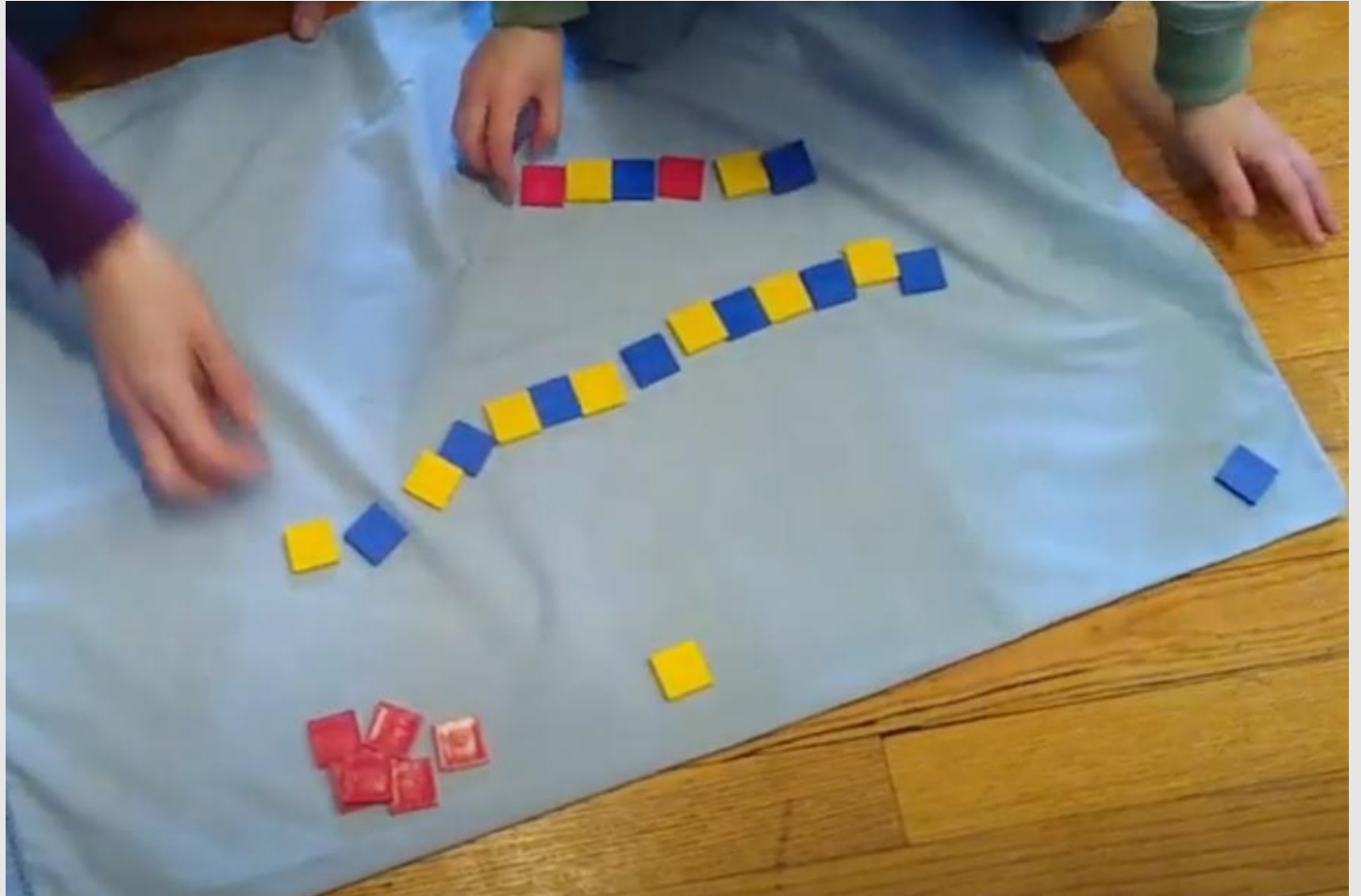
Documentation Type: Note

During centers today, Sydney worked with her teacher to build patterns. When given the beginning of the pattern, such as blue-yellow-blue-yellow, Sydney was able to extend the pattern independently.

Additionally, she was able to extend an ABC (blue, yellow, red) pattern after being shown the first 3 tiles.

Documentation Type: Checklist

	Copies simple repeating patterns	Extends simple repeating patterns	Creates simple repeating patterns
Sydney		X	
Tyson			
Landon			
Carmen			
Zack			

During center time today, friends worked to build and create patterns using colored tiles.

X=independent   **E**=with teacher help   **NY**=Not Yet

Is this enough information?

◦ When given bowls of different colors, Connor was able to sort the items by color after doing the first few with the help of a teacher.
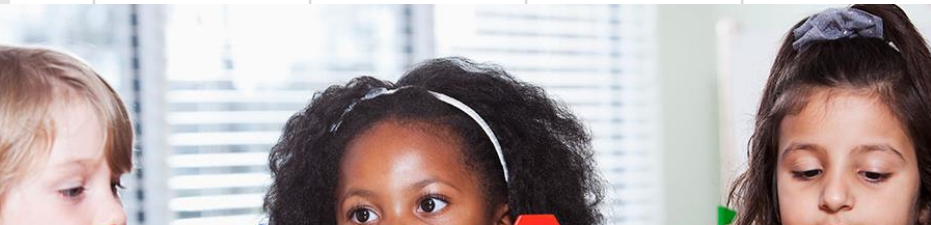
1	2	3	4	5	6	7
	Matches similar objects		Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape) *less*		Groups objects by one characteristic; then regroups them using a... *more*	

Is this enough information?

	2	3	4	5	6	7	8
	Matches two identical shapes		Identifies a few basic shapes (circle, square, triangle)		Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation *less*		Shows that shapes remain the same when they are… *more*

◦ During a small group center activity, friends worked together to identify basic shapes like triangle, circle, and square. They also identified more complex shapes like hexagon, trapezoid, and pentagon.

Is this enough information?

◦ Max and Anna are working together to write a grocery list like the one we made as a whole group during Morning Message. Max's list includes macaroni and hamburgers Anna said she was going to write pizza on her list. Max noted that she wrote a B and pizza begins with a P.

	6	7	8	9	10	11
	Uses drawing, dictation, and mock letters or letter forms to convey a message		Uses drawing, dictation, and letter strings to convey a message		Uses drawing, dictation, and early invented spelling to convey a message	

Strategies for Data Collection

◦ Have a plan!
  ◦ Know what you plan to take data on during any given activity on any given day and PREPARE.

◦ Try to catch all children during the same activity
  ◦ This may mean changing your questions or the directive you give to some children

◦ Only focus on 2-3 objectives during each activity
  ◦ It's tempting to tag every related thing, but that may mean that you are not including enough information to accurately see what kids know

◦ Remember to TEACH not just TEST!
  ◦ We focus on data and getting them to tell us what they know, that we sometimes forget to teach them what they don't know!
  ◦ Model, scaffold their learning, EXPOSURE TO A SKILL is important!

◦ Review the TSG book!

Any Questions?

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