



Welcome to the Read to Succeed Webinar series!



PRESENTED BY THE UNITED WAY OF GREATER NASHVILLE



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Welcome and Brain Smart Start

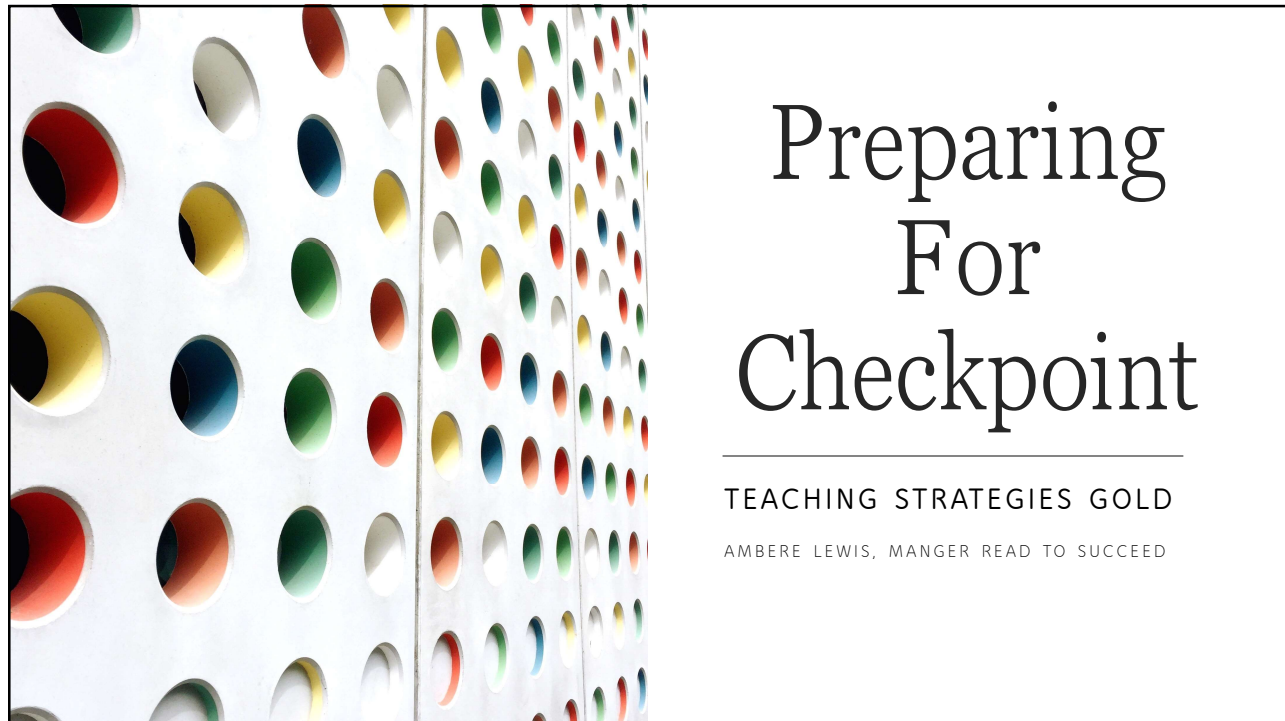
Welcome to RTS Webinar Wednesdays!

- Presenter – Ambere Lewis, Manager of Read to Succeed
- Facilitator – Elandriel Lewis, Manager of Early Learning and Training

Brain Smart Start

- Unite and Connect
 - Please use the chat box to share your name, where you work, and a highlight from this past week.
- Disengage the Stress
 - S.T.A.R. Breathing
- Commit
 - What do you give yourself permission to do during today's webinar?
 - Share in the chat box if you are willing


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A note for RTS partners:

How Many Pieces of Documentation Should You Collect Each Checkpoint?



For a successful checkpoint, teachers will need at least one piece of documentation per child record for each objective/dimension.

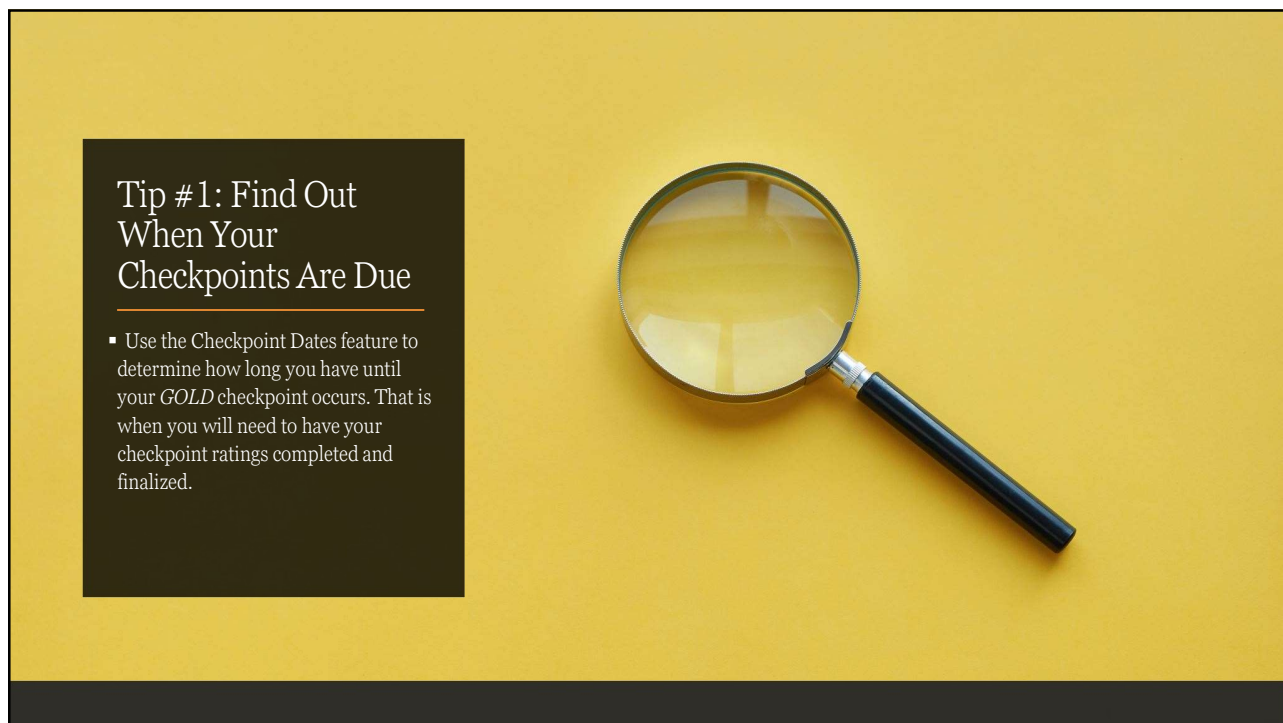


A New Checkpoint is completed each season Fall, Winter, Spring, and Summer

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Checkpoint Dates Feature

The screenshot shows the MyTeachingStrategies GOLD interface. At the top, there are navigation tabs: Add Documentation, View Documentation, On The Spot, Checkpoint By Child, Checkpoint By Class, and Checkpoint Dates. The 'Checkpoint Dates' tab is selected. Below the tabs, there are filters for 'Year' (set to 2020/2021) and 'Class Type' (set to Infants, Toddlers & Twos). The main content area is titled 'View Checkpoint Dates' and includes a note: 'Below are the checkpoint dates for your organization. Use the filter above to change Year.' Below this, a table displays the checkpoint dates for the 2020/2021 school year for the 'Infants, Toddlers & Twos' class type.

Period	Start Date	Checkpoint Due Date
Fall	08/01/2020	10/29/2020
Winter	10/30/2020	02/14/2021
Spring	02/15/2021	07/31/2021

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When Are Checkpoints Due?

Fall Checkpoints are November 13, 2020 → last date to enter documentation is November 6, 2020

Winter Checkpoints are March 5, 2021 → Last day to enter documentation is February 26, 2021

Spring Checkpoints are June 11, 2021 → Last day to enter documentation is June 4, 2021

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Tip #2: Review Your Documentation



The Documentation Status Report shows teachers, at a glance, how many documentation items they have collected for each objective/dimension for each child record in their class for the current checkpoint period.



This report can help guide your observations, so you focus on those objectives and dimensions or children that you haven't observed yet.



This will help you make sure you have the evidence you need to make informed checkpoint decisions.

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Tip #2: Review Your Documentation (Continued)

MyTeachingStrategies®

Library Teach Assess Develop Report Family

Reports Reports Queue

Report Filter Print Back to Reports

< Back to Documentation Status Criteria

Documentation Status

Current View

General Documentation for All Programs in Organization GOLD 2.0 Test Org

Areas of Development:

- Social-Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics

Period: Fall 2020/2021

Documentation Count By Area and Program

** Please note that the number in the Documentation Count column will often be less than the total of the items listed under dimensions. When a piece of documentation is tied to more than one dimension it will appear for each dimension, but will only be counted once under Documentation Count.*

Social-Emotional

Program	1a	1b	1c	2a	2b	2c	2d	3a	3b	Documentation Count
Default Program	2	--	1	1	1	2	--	1	--	5
MyTS Admin Demo Program	--	--	--	--	--	1	--	--	--	1
Teaching Strategies	--	253	--	--	--	--	--	--	--	253

Physical

Program	4	5	6	7a	7b	Documentation Count

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Tip # 3: Plan for Collecting Missing Documentation

If the Documentation Status Report includes objectives and dimensions that don't yet have documentation for each child in your class, use your **planning tools** in the Teach area to plan for *Intentional Teaching Experiences* for those objectives and dimensions.

You can enter documentation with preliminary levels while using the Assess feature on each *Intentional Teaching Experience*, and you can share a *Guided Learning Experience* with families to extend learning at home and prompt family observations, to help collect missing documentation.

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Plan for Collecting Missing Documentation (Teachers)

[How do I add *Intentional Teaching Experiences* to my weekly plan in *MyTeachingStrategies*®?](#)

[How do I use an *Intentional Teaching Experience* while teaching in *MyTeachingStrategies*®?](#)

[How do I share *Guided Learning Experiences* with families from my weekly plan in *MyTeachingStrategies*®?](#)

The screenshot displays the 'MyTeachingStrategies' web application. The top navigation bar includes 'Teach', 'Assess', 'Family', and 'Reports'. The left sidebar contains various tool icons. The main content area is titled 'Physical P17: Balance on a Beam' and lists three instructional steps for teachers. Below the steps, there is a table for tracking documentation status for each child in the class.

Child Name	Status
Bella Fernandez	✓
Jessica Hernandez	✓
Shakira Sarmiento	✓
Maya Johnson	✓
Isabella Rodriguez	✓
Nicole Martinez	✓
Eduardo Gutierrez	✓

The interface also includes a 'Select All' button and a 'View in Spanish' link. The right side of the screen shows detailed instructions for the activity, such as 'Invite the children to explore different ways of walking across a beam' and 'Offer assistance, holding a child's hand to provide confidence and help with balance'.

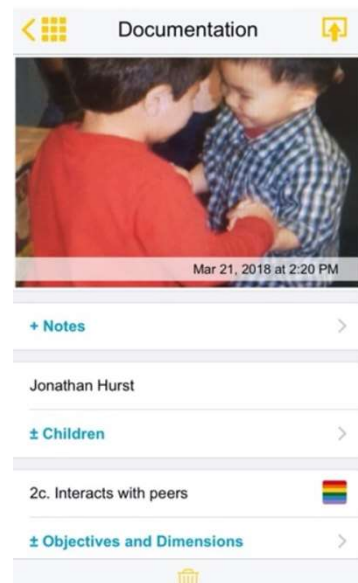
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Tip #4: Use the App to Capture Documentation

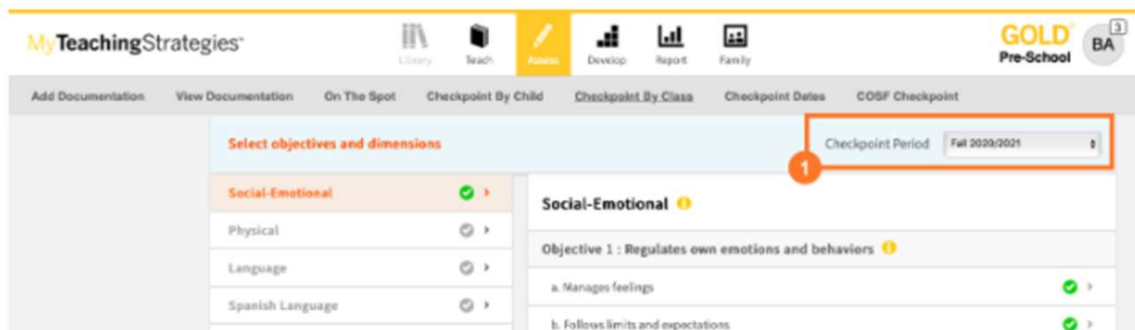
With the *GOLD® Documentation app*, you can:

- Capture documentation in real time using audio, video, photo, and text notes;
- Set preliminary levels, saving valuable time without compromising security, quality, or accuracy;
- Quickly and easily tag documentation with children's names, objectives, and dimensions and then assign levels and upload to *MyTeachingStrategies®* with just a few taps

<https://teachingstrategiesforce.com/portal/s/article/Video-GOLD-Documentation-App-for-teachers>



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Tip #5: Make Sure You're in the Correct Checkpoint Period

When teachers are completing checkpoint ratings in the Assess area, it's important for them to make sure they're viewing the correct checkpoint period.

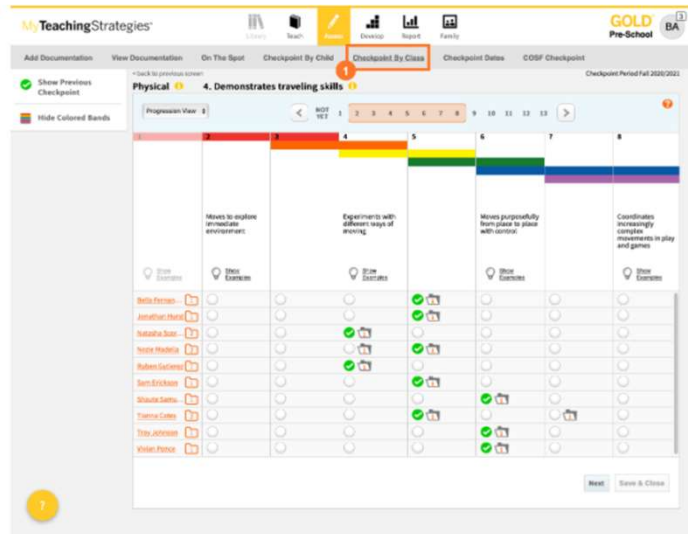
When accessing Checkpoint By Child, first select a child record and then check the checkpoint period toggle on the top right of your screen to verify you are viewing the correct checkpoint period.

After selecting Checkpoint By Class, you'll automatically see the checkpoint period toggle in the top right of your screen (1).

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Tip #6: Save Time (with Checkpoint By Class and preliminary ratings)

Using the Checkpoint By Class option (1) to enter data can help teachers save valuable time. This option enables you to use the progression screen to help you enter **checkpoint ratings** informed by any preliminary ratings you already entered for a single objective or dimension for all children in a class.



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Inform Your Level Choices Guide

Indicators (1) are the developmental milestones children demonstrate from birth through third grade to help guide your decision.

Show Examples (2) will display examples that show what each indicator looks like "in action" to help you understand what children might say or do to demonstrate the indicator.

Colored Bands (3) show the age or class/grade ranges of widely held expectations for children's development and learning.

Show Previous Checkpoint (4), in the left-hand navigation, will show any level information that exists from past checkpoint periods to help inform your current choices. If you've tagged the objective/dimension you are viewing to documentation, you'll see a folder icon with a number that represents the number of times you've observed that objective/dimension for that child record.

(5). Select that folder to see those pieces of documentation. If you select preliminary levels while adding documentation, you'll see a folder icon with a number that represents the number of times you've observed that preliminary level for that child record.

(6). Select that folder to see those documentation items. When using Checkpoint By Class with a large number of child records, you can scroll through your list of child records and keep the progression in view.

(7). When using Checkpoint By Class, a **Mark All as 'Not Yet'** option will be available in the **Not Yet** level for objectives/dimensions where children's knowledge, skills, and abilities are not yet developing according to the widely held expectations for the class's colored band. Select this option to auto-populate **Not Yet** for each child record. Once selected, you can select different levels for specific children who may be demonstrating knowledge, skills, and abilities at a level other than **Not Yet**.

Colored Bands can be minimized and referenced as needed. If you prefer that they are minimized for a simpler view, just click the **Hide Colored Bands** button in the left-hand navigation.

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Tip #7: Inform Your Level Choices Checkpoint by Child/Class

<https://teachingstrategies.force.com/portal/s/article/Video-Completing-Checkpoints-By-Child-for-Teachers>

<https://teachingstrategies.force.com/portal/s/article/Video-Completing-Checkpoints-By-Class-for-Teachers>

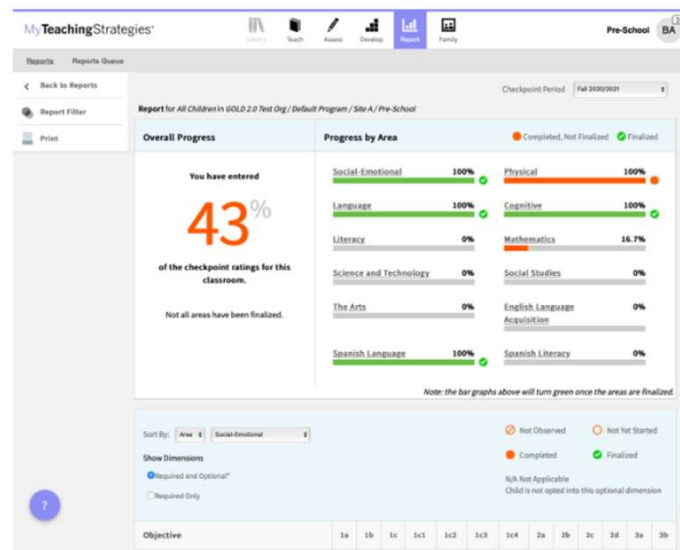
The screenshot shows the 'Physical' checkpoint for '4. Demonstrates traveling skills'. The interface includes a progress bar at the top, a table of student progress, and a sidebar with student names. Numbered callouts 1-7 highlight specific features: 1. Progress bar, 2. Student list, 3. Progress bar, 4. Checkpoint title, 5. Student list, 6. Progress bar, 7. Student list.

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Tip #8: Check Your Progress Towards Completion

Assessment Status Report

- Gives teachers and Administrators an overall view of how far they've progressed toward completing their checkpoint.
- See, at a glance, which areas of development and learning do not have finalized checkpoint ratings.
- Review the status icons on the Checkpoint by Class screen. For each area, you'll see an icon that indicates if that area is **Not Yet Started**, **In Progress**, **Completed**, or **Finalized**.
- Your goal is to see a green check mark next to each area. Select the objective/dimension without a green check mark next to it to continue completing that area.



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What Is The Difference Between Selecting “Not Yet” And “Not Observed” While Using GOLD?

- **Not Yet**- Selecting the “Not Yet” level as a preliminary level or checkpoint rating indicates that a child is not yet demonstrating the knowledge, skills, and abilities for a particular objective/dimension. “Not Yet” is a level along each progression, and any checkpoint ratings of “Not Yet” will factor into a child’s outcomes reporting.

- Selecting **“Not Observed”** while completing checkpoint ratings indicates that a child was not in your classroom long enough during the checkpoint period to accurately assess their knowledge, skills, and abilities for a particular objective/dimension.

Note: You should only use “Not Observed” in rare circumstances. For instance, a child may have been in the program for only a few weeks or has had significant absences during the checkpoint period. Selecting “Not Observed” for too many objectives/dimensions for a child record will prevent that child record from appearing in outcomes reports such as the Snapshot Report, the Snapshot (Birth Through Third Grade) Report, the Comparative Report, and the Growth (Birth Through Third Grade) Report.

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Tip #9: Finalizing Your Checkpoint

To finalize checkpoint ratings, teachers will visit the Assess area in *MyTeachingStrategies*®. At the bottom of each area, you can see which children’s checkpoint ratings are not yet started, in progress, completed but not finalized, or finalized.

Select the Finalize button below the objectives/dimensions list in Checkpoint by Class. Finalizing your entries signals to your administrator that you are not making any further changes to your decisions. The area will then be marked by a filled circle with a check indicating that this area is finalized and ready to be used in reports by you or your administrator.

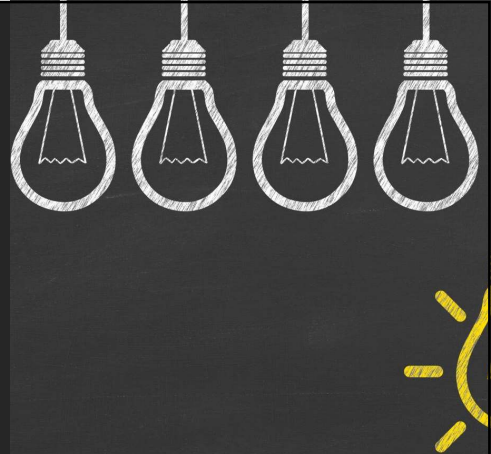
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Tip #10: Make Decisions With Your Data (Teachers and Administrators)

Once checkpoint ratings are finalized, teachers can apply this assessment information to their classroom instruction. There are several tools within *MyTeachingStrategies*® that can help you customize your instruction based on your checkpoint assessment.

Teachers:

- Development and Learning Report
- Family Conference Form
- Intentional Teaching Experience/Opportunities



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Administrators

Generate outcomes reports to make informed decisions using your program's checkpoint ratings. There are several reports designed to help you utilize and report on the collected checkpoint data.



The Snapshot Reports—These reports offer teachers and administrators the chance to get an overarching look at their program's performance levels for a single checkpoint period.



The Comparative Report—The Comparative Report enables you to create comparative data by placing your checkpoint ratings for each objective or dimension on a uniform scale.



The Goals Report—The Goals Report enables you to compare assessment data describing children's knowledge, skills, and abilities with customized benchmark values that reflect a program's defined goals.

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What Is Quality Documentation?

High quality data measures what is intended to be measured

Demonstrates the associated skill

It's clear to an outside observer

It allows the observer to level the child

It's specific, clear, and concise

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What Should We Remember To Include?

Context:

- When and where is this activity taking place?
- During center time, while playing in home living, during literacy circle, etc.

Child's name

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

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What Are The Pros and Cons For Each Type of Documentation?



Pictures



Videos



Notes



Checklist

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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?



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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



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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

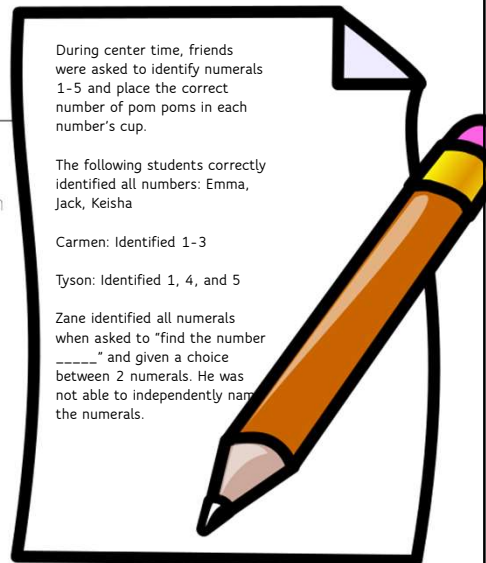
During center time, friends were asked to identify numerals 1-5 and place the correct number of pom poms in each number's cup.

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.



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Checklist

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

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

	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	

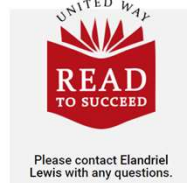
X=Skill demonstrated independently
E=emerging (needed teacher help)
NY=not yet

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How Does Accurately Completing Checkpoints With Quality Data Improve Instruction?

Take one minute to think about the question listed above. Be prepared to share out or post in the chatbox.

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We're offering Read to Succeed webinars for early childhood learning professionals including teachers, instructional coaches and administrators.

Latest Webinars

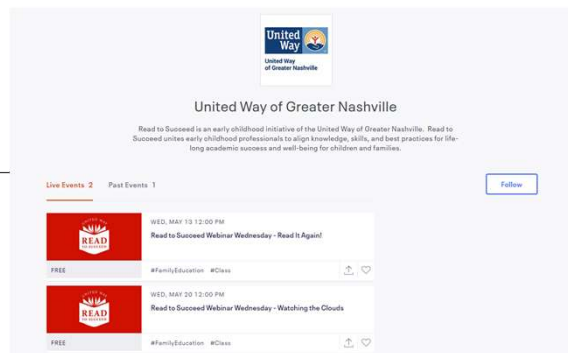
All webinars are DHS approved. Certificates are provided after viewing the webinar and completing a reflection form via the unique Google Form link for each webinar.

10/20/2020: CONSCIOUS LEADERSHIP: THE POWER OF UNITY | PRESENTER: ELANDRIEL LEWIS

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FIND MORE EDUCATIONAL OPPORTUNITIES

<https://www.edutoolbox.org/earlylearning>



EARLY CHILDHOOD LEARNING TOOLS

The Ayres Institute is excited to share a free, comprehensive, professional learning program for early childhood educators working in a variety of settings. Our professional learning program includes model lesson videos, an online learning module, and a resource library with over 100 resources. These professional learning resources were created through a collaborative partnership with educators across middle Tennessee.



RESOURCES

Our early childhood learning library includes over 100 resources to help childhood educators. Resources include, but are not limited to, small group lesson plans, interactive math and social games, assessment management tools, social-emotional learning resources, and professional growth resources for educators.

[+ explore](#)



MODEL LESSON VIDEOS

Our Model Lesson Videos feature three educators and highlight a variety of activities, classroom settings. The videos are designed for educators to explore 5 topics, writing opportunities in a peer-to-peer professional development opportunity in a peer-to-peer setting, and share the lessons through an integrated connection in a peer-to-peer setting. Each video has an accompanying facilitator guide for educators to use in a learning group discussion.

[+ watch](#)



ONLINE LEARNING MODULE

Our PLEET online learning module, *Supporting Language Development in a Pre-K Classroom*, encourages early childhood educators to explore the impact that early communication with young children has on literacy development. The module is designed for educators to work through independently or integrated professional learning community, or a literacy study. Upon completion of the module, educators receive a certificate of completion that can provide evidence of 3 hours of literacy professional learning.

[+ enroll](#)

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I WISH YOU WELL

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