

Description of Teaching Strategies *Gold*[®] Online Assessment Tool

Teaching Strategies GOLD[®] Online Assessment System is a reliable and valid assessment that measures the knowledge, skills, and behaviors that are most predictive of school success. The assessment has 36 objectives, including 2 objectives related to English language acquisition. Thirty-six objectives are organized into nine areas of development and content learning. The four areas of development are social-emotional, physical, language, and cognitive. The content learning areas are literacy, mathematics, science and technology, social studies, and the arts. The objectives are aligned to the Illinois Learning Standards and the Head Start Child Development and Early Learning Framework. The assessment is used to assess all 0-5 children funded by DFSS programs. The assessment is used both as a formative and a summative assessment. The summative assessment checkpoints are Fall (10-29), Winter (2-14), Spring (5-31) and Summer (8-14). The summer checkpoint session solely looks at the progress made for those children going to kindergarten.

Fall Data 2018-2019 Demographics:

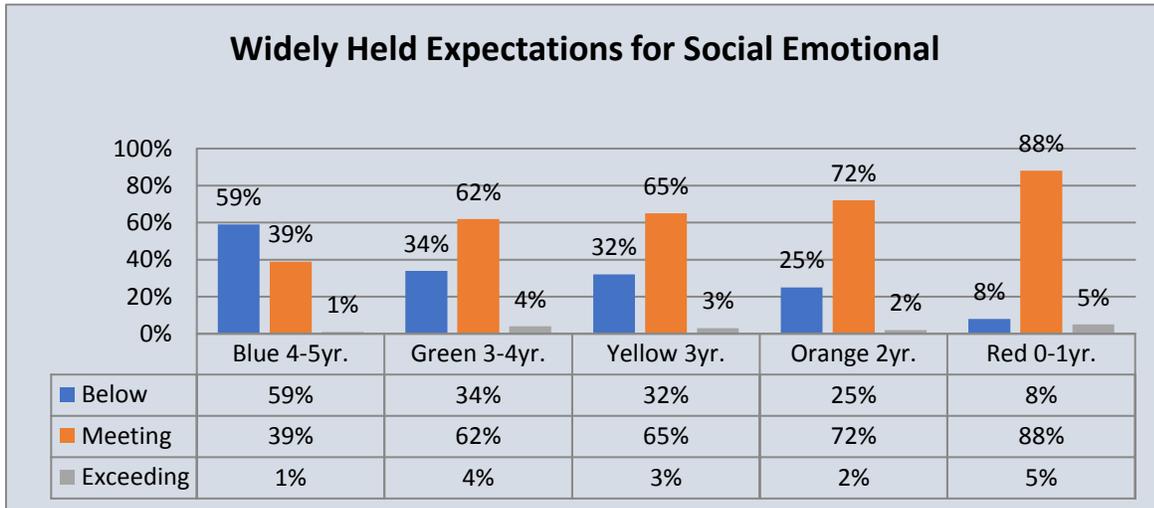
- Fall Checkpoint Season date range: August 15th to October 29th
- Data in the report represents all DFSS HS/EHS/EHSCCP funded children: 16,589
- 51% of the children are males and 49% are females
- 41% of the children are Pre-k-4 meaning they are going to kindergarten
- 35% are Pre-k 3-4 years old
- 13% are children 2 to 3 years old
- 7% are children 1 to 2 years old
- 4% are children birth to 1 years old
- 16% of the Children identified as Spanish speaking and 1% speaks Chinese.

Fall Data Collection Period: August 15th to October 29th

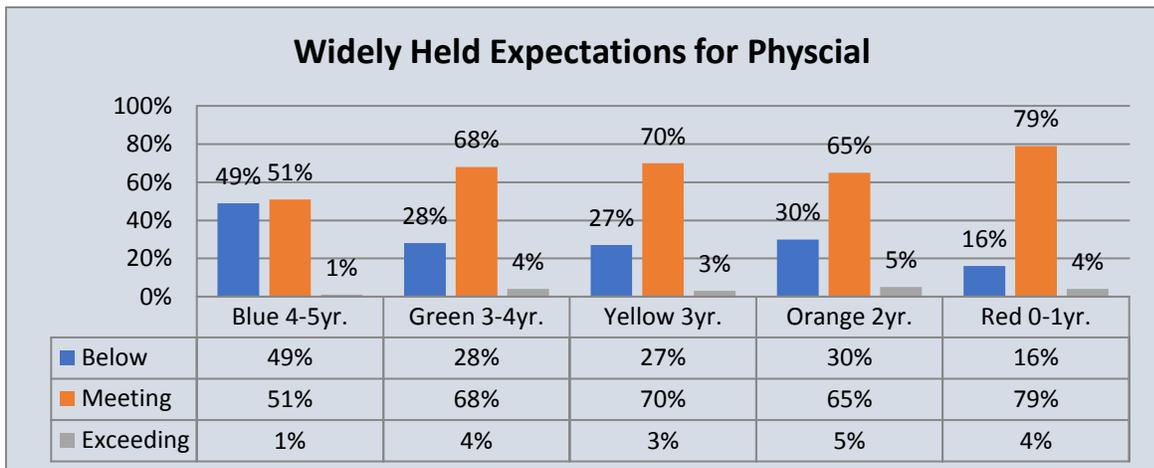
The Snapshot report was generated to assess the skill set children entered with for program year 2018-2019. The Snapshot Report functions like photograph, capturing information about individual children and groups of children at one point in time. The report enables both administrators and teachers to best understand how to support each child's continued development and learning during the upcoming year. Analysis of the report will inform needed professional development, how best to align the curriculum to the needs of children and what resources will best support parents in working with their children.

Fall Checkpoint Season Below /Meeting/Exceeding Widely Held Expectations: 16,589 Children Assessed

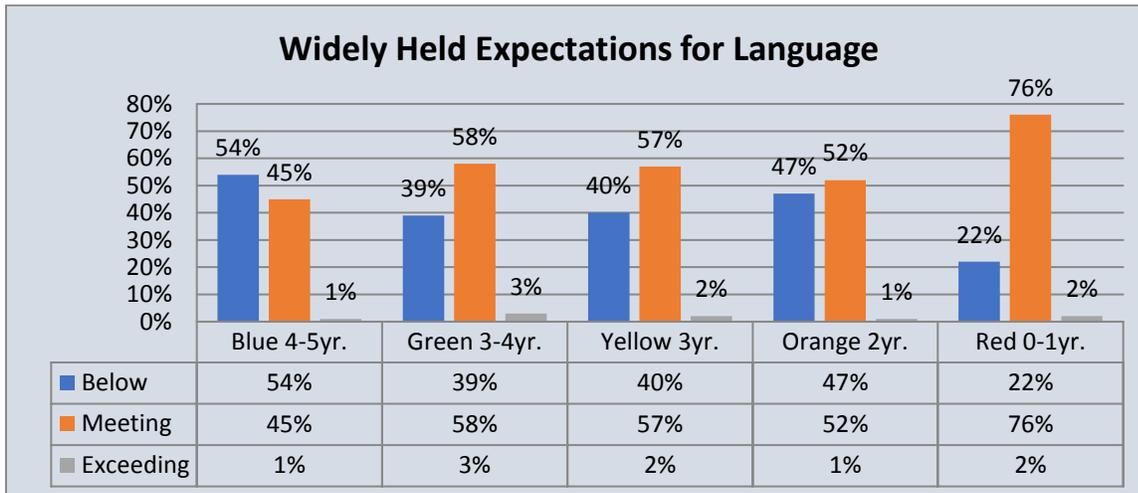
Each table represents an area of development or area of content learning. The charts identify the percentage of children’s skills, knowledge and behaviors that are below/meeting/exceeding widely held expectations (WHE) for their age group.



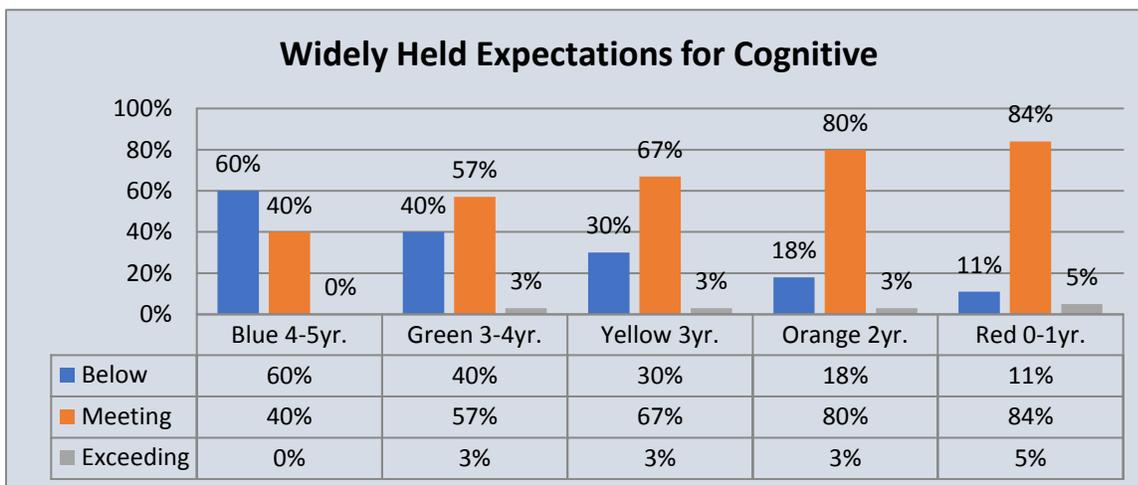
- Percentage of children not meeting WHE during the Fall are typical high since it is their first school experience.
- Kindergarten bound children have the highest percentage of not meeting for this area.



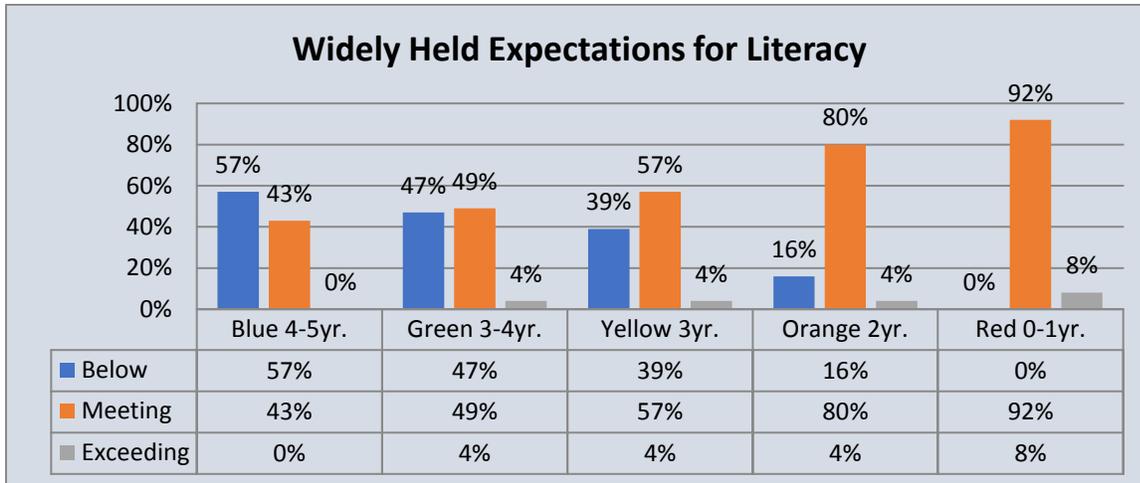
- Kindergarten bound children have the highest percentage of not meeting for this area.
- Children in the 2yr. old age group also demonstrated a high percentage of not meeting WHE. One would want to exam the physical environments for this age group to ensure environments are arranged in a way that supports physical development.



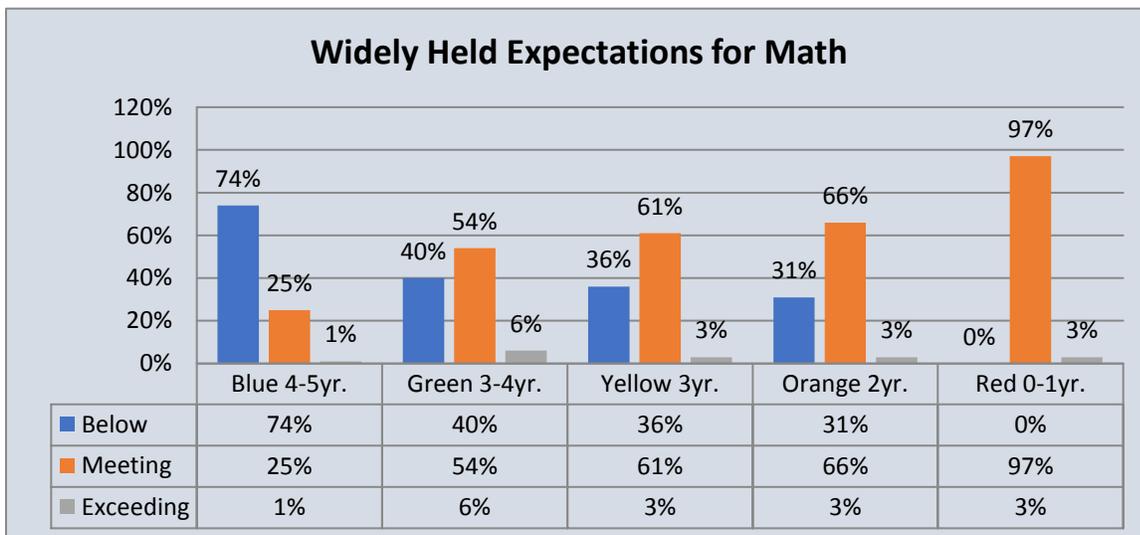
- Children going to Kindergarten/Blue age group have the highest percentage of children not meeting WHE for the Fall checkpoint.
- Children in the 2-3 age range also have a high percentage of not meeting WHE. Routines and experiences should be assessed to ensure caregivers are expanding children's vocabulary and conversing with children during routines and experiences.



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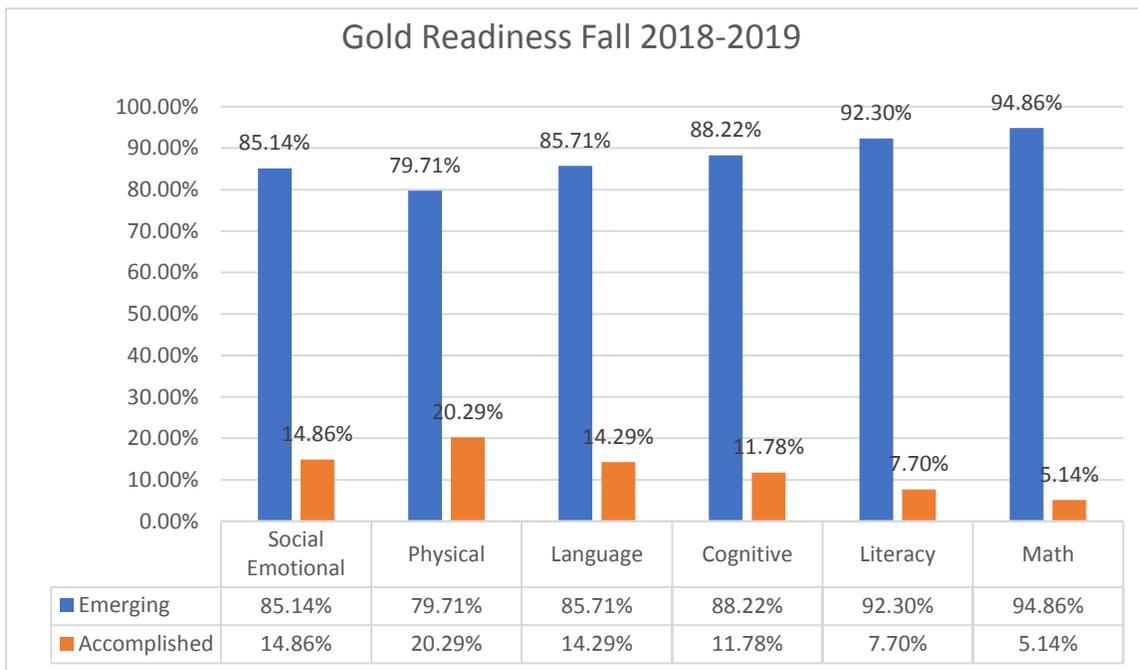
- Kindergarten bound children have the highest percentage of not meeting for this area.
- The 2-3 yr. old age group has a high percentage for this area.



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Gold Readiness Report / Kindergarten Entry

The Gold Readiness report was used to analyze children who are going to Kindergarten next year. The Gold Readiness Report enables users to compare children’s scores to a readiness benchmark which looks at a child’s readiness towards kindergarten entry (entry skills). The chart shows the percentage of children whose skills, knowledge and behaviors are emerging (below benchmark value) or accomplished (at or above the benchmark value). In analyzing the report, the data informs that for all areas of development and content learning kindergarten bound children are not meeting the bench mark. Moving forward teachers should target/align curriculum planning and individualization for these children to ensure progress in meeting Gold Readiness Benchmarks.



Comparing Gender Progress: 51% Boys / 49% Girls

The Fall assessment data was filtered according to gender to answer the question, is there a difference in skill level associated to gender? Current research notes that gender influences behavior, learning styles and how teachers react to those differences can influence how and what a child learns. In reviewing Fall data for gender, it identifies that boys were behind girls in all areas of development by several points starting at the beginning of Preschool. Interesting trend noted is that boys during the first three years of life scored similar or within several points of girls but beginning at the preschool the gap became significant. The Fall data set identified the largest disparity (7 to 8 points) in the areas of Social/Emotional, Physical and Language.

Age/Grade	Social Emotional		Physical		Language		Cognitive		Literacy		Math	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Birth to 1yr.	88%	88%	79%	80%	78%	75%	84%	84%	91%	93%	96%	98%
1yr. to 2yrs.	72%	72%	65%	63%	50%	54%	79%	80%	78%	82%	65%	68%
2yrs to 3yrs.	63%	67%	70%	70%	54%	60%	64%	68%	54%	60%	59%	63%
PreK-3	58%	66%	65%	71%	54%	62%	53%	61%	45%	52%	51%	58%
Prek-4	36%	44%	48%	55%	42%	50%	38%	43%	39%	47%	24%	26%

Considerations:

In review of the current research several essential steps have been identified to support the development and learning of boys.

Teacher and Parent Training on different learning styles and implications for supporting a child's individual learning style.

Strategies for teachers to use in their Classrooms:

- Incorporating boy's interests into large or small group planning.
- Start with books in small groups especially those with pictures of real people and things.
- Expect to change room environment and schedule for boy-generated activities ie; construction area, working with tools, building, movement/dance with props.
- Increase the use of graphics and pictures in working with boys to recall and document their learning.
- Boys learn best through a project approach..... where the learning is more kinesthetic. Ensure a project/study approach to learning is implemented on a consistent basis.

School Readiness Goals	Alignment to Gold Objectives and Dimensions	Percentage of all children meeting/exceeding WHE
Manages Feelings	1a	74%
Follows limits and expectations	1b	73%
Takes care of own needs	1c	69%
Forms relationships with adults	2a	63%
Responds to emotional cues	2b	69%
Interacts with peers	2c	77%
Demonstrates traveling skills	4	77%
Demonstrates balancing skills	5	74%
Demonstrates gross motor skills	6	70%
Uses fingers and hands	7a	70%
Comprehends Language	8a	66%
Follows directions	8b	74%
Uses an expanding expressive vocabulary	9a	69%
Speaks clearly	9b	70%
Uses conventional grammar	9c	74%
Attends and engages	11a	70%
Persists	11b	65%
Solves Problems	11c	61%
Shows curiosity and motivation	11d	69%
Recognizes and Recalls	12a	65%
Makes connections	12b	69%
Uses and appreciates books	17a	76%
Writes name	19a	68%
Writes to convey meaning	19b	52%
Counts	20a	62%
Quantifies	20b	57%
Understands spatial relationships	21a	57%
Understands shapes	21b	60%
Compares and measures	22	62%
Demonstrates knowledge of patterns	23	65%

The *Gold*[®] objectives are aligned to the Illinois Learning Standards and the Head Start Child Development and Early Learning Framework. There are 30 school readiness goals identified by DFSS. The percentage of all children meeting/exceeding for the Fall checkpoint has been identified for each objective. One would expect at the beginning of the year that percentages of all children meeting School Readiness Goals would be a range above 65% to 80%. Planning and curriculum alignment should ensure intentionally planned learning experiences that focus on those Objectives that fall at or below 65% (highlighted)

Key Take Aways and Considerations:

- One would expect high percentages of children not meeting widely held expectations in the Fall since this may be a child's first school experience. The Fall checkpoint season is the shortest collection period. The purpose of the this first data collection period is to assess what skills children have upon entering to align/individualize the curriculum to support development and learning. Percentages appear to be high for all age groups except for the 0-1 yr. old age group.
- A trend noted in the analysis is that the Pre-K-4 group/Kindergarten bound children have the highest percentage of children not meeting widely held expectations across all areas of development. Areas of specific concern are Social Emotional, Cognitive, and Math.
- Noted pattern for children in the 0-3 age group is that the older one is in this age range the higher percentage of children not meeting WHE.
- Children in the 1- 2yr. old age group demonstrated a high percentage of not meeting WHE for physical development. One would want to exam the physical environments for this age group to ensure environments are arranged in a way that supports physical development.
- Caregivers for 0-3 need to examine how they are incorporating Language and Math vocabulary during daily routines and experiences. Routines and experiences should be assessed to ensure caregivers are expanding children's vocabulary and conversing with children.
- Program Administrators for 3-5 center base should revisit teacher fidelity scores for item 14 (teacher planned activities/experiences for language and literacy) and 15 (planned experiences for mathematical concepts) to ensure indicators not observed have been addressed and appropriate coaching strategies in place.
- Program Administrators for 0-3 should revisit teacher fidelity scores for Physical Environment, Structure and Teacher Child Interactions to ensure curriculum practices are supporting this age groups development and learning.
- Ensure teachers are using their informative assessment data for planning. (Class Profile and Documentation Status Report)
- Support teacher use of the Digital Resources; specifically, the Intentional Teaching Cards in addressing School Readiness Goal

Recommended Professional Development and Resources:

- Training on Digital Resources to ensure teachers and caregivers are individualizing plans for children based on each child's skill and development level.
- Creative Curriculum for Infants, Toddlers and Two's 3rd Edition with an emphasis on the caregivers' role in supporting the development of language and literacy skills during routines and experiences.
- Supporting Social-Emotional Development. (0-5)
- Supporting Mathematical Thinking. (0-5)
- Supporting Language and Literacy Development and Learning. (0-5)
- Coaching to Fidelity for IT2 coordinators, site managers to ensure caregivers are implementing the curriculum with fidelity
- Coaching to Fidelity for Preschool coordinators, site managers to ensure reliability when implementing the tool.
- Supporting Boys to Thrive During the Early Years (0-5)
- Teaching Strategies Support Portal and Online Courses
- Head Start ECLKC website
- Erikson Early Math Collaborative

Suggested Resources for Head Start and Early Head Start Parents

- Learning Games: at home activities parents can do with their children with an emphasis on Math and Language.
- Generate the Development and Learning Report for individualized at home activities.
- Head Start Resource Center: News You Can Use / Math
- Reading Right from the Start: What Parents Can Do in the First Five Years.
- Math Right from the Start: What Parents Can Do in the First Five Years.