Bright Learner

A Family Guide to Teaching Strategies GOLD®

Bright Horizons®
Early Education & Preschool

TeachingStrategies®

Dear Bright Horizons Families,

I am very pleased to introduce you to the *Family Guide to Teaching Strategies GOLD™ Online Assessment.* Teaching Strategies GOLD™ is an integral component of Bright Learner, Bright Horizons' approach to planning for, tracking and communicating your child's developmental journey with us. This guide will help you better understand how we use assessment to inform planning for children as well as offer very specific instruction regarding how to use Teaching Strategies GOLD™ online as a parent.

As you view this guide, please note that there are a few variations in how we implement GOLD™ at Bright Horizons. We have adapted the planning forms within GOLD™ to reflect our curriculum, *The World at Their Fingertips* and the *World* planning cycle. Therefore the planning forms you will see in this guide will vary slightly from the ones you will see at your center or online through GOLD™. The form below is the kind you will have access to on GOLD™ as a Bright Horizons parent:

Our partnership with you in documenting your child's developmental journey is very important to us. We hope you will find this *Family Guide* to be helpful in further understanding our approach to child assessment and GOLD™, the state of the art online tool we use to do that.

Sincerely,

Linda C. Whitehead, Ph.D.
Vice President, Education and Development

Table of Contents

Introduction

Families often wonder:

- What are the most important skills my child needs to have to be ready for school?
- How do the teachers find out what my child knows and can do?
- How will the teachers ensure that my child is developing and learning as expected?
- How can I find out about my child's progress?
- What can I do at home to help my child gain the skills and knowledge to be ready to succeed in school and in life?

In our program, we use a system of ongoing assessment that answers your questions. *Teaching Strategies GOLD®* online helps us plan for each child and ensure that every child is making progress. We know how important these early years are to children's success in school and in life. Like you, we want to do everything we can to give your child a strong foundation for lifelong learning.

There are two parts to this guide. Part 1, "Understanding Assessment," explains how assessment enables us to make decisions about *what* to teach, *when* to teach it, and *how* to plan the right experiences for every child. Part 2, "Using *Teaching Strategies GOLD®* Online," gives detailed and illustrated instructions to help you find and use the tools and resources available for all families. You will learn how to upload your own observations of your child and view the observations and reports that highlight your child's development and learning.

Part 1

Understanding Assessment

Assessment is the ongoing process we use to find out what every child knows and can do. It helps us discover each child's strengths, skills, interests, and needs so we know how to help every child experience success. Our assessment system also enables us to exchange information with families so, together, we can ensure that your child is progressing.

The assessment system we use does *not* involve testing children. We learn about children by carefully observing what they do and say as they participate in everyday activities in the classroom. We know that each child is an individual, with different interests, skills, strengths, and needs. The more we learn about each child, the better we can plan experiences that are just right: sufficiently challenging and engaging.

What Is Being Assessed and Why?

When assessing children, we observe and nurture the skills and knowledge we want them to acquire in our program. Assessment, therefore, is closely linked to our curriculum. To teach effectively, we have to know *what* to teach, *when* to teach particular skills, and *how* to teach in ways that help each individual child develop and learn.

Knowing What to Teach

What we teach is guided by 38 objectives that address all aspects of children's development and learning. The experiences and learning activities we plan each day are designed to help children acquire these abilities.

You will no doubt find that the objectives for development and learning are ones that are also important to you. You have watched your child growing and learning since birth.

Every day you have seen your child developing new abilities, such as

- learning how to relate positively to others and how to control emotions;
- developing physical skills, gaining increasing control of both large and small muscles;
- acquiring thinking skills, solving problems, and figuring out how things work; or
- understanding the meaning of words and using words to communicate.

From a very early age, your child has been gaining knowledge and skills in five important content areas:

Literacy: enjoying stories and books, understanding how print works, learning the alphabet and the sounds of words and letters

Math: comparing sizes and shapes, recognizing patterns, counting and using numbers

Science and Technology: observing and experimenting to learn about objects and living things and using tools and technology to do tasks

Social Studies: learning about people—how they live, how they change, and where they live

The Arts: exploring music, dance, and dramatic play and expressing ideas with art materials

The 38 objectives for development and learning are based on research, include the skills and knowledge that predict children's school success, and are aligned to state early learning standards. This reassures us—and you—that we are focusing on the most important skills and knowledge that children need to acquire in the first 5 years of life.

The objectives are organized into 10 areas of development and learning, including 2 for English- and dual-language learners. Many of the objectives are broken down into 2 or more smaller objectives called "dimensions." These dimensions clarify all the skills that are relevant to each objective. On the next page, you will find a complete list of all the objectives for development and learning for children from birth through kindergarten.

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**

When we help children develop these skills and abilities depends on three things:

- what we know about child development,

- what the research shows are realistic (widely held) expectations for children from birth through kindergarten, and

- what we learn about each child's abilities.

Teaching Strategies GOLD® uses a color-coded system to show the widely held expectations for children from birth through kindergarten.

| Birth to 1 year | 1 to 2 years | 2 to 3 years | Preschool 3 | Pre-K 4 | Kindergarten |

These color bands appear for each objective to show what step we can expect children to be at for each age group or class/grade. The example that follows shows the steps (progressions) for one objective under cognitive development: "Uses classification skills." Under each step, there are examples of what a child might do or say. These examples help us know what to look for when deciding what step a child has reached.

Objective 13 Uses classification skills

Not Yet	1	2	3	4	5	6	7	8	9
		Matches similar objects • Puts one sock with another sock • Gathers all the vehicles from a shelf • Picks out and eats only the animal crackers • Puts only blue pegs in pegboard; leaves red and yellow pegs to the side		**Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape** • Puts all the red beads together and all the blue beads together • Pulls out all the trucks from the vehicle bin • Identifies fabric pieces as being scratchy or soft • Puts pictures into piles of babies, older children, and grown-ups		**Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason** • Says, "These buttons are blue, and these are red"; then resorts buttons into big and little • Points to groups of animals and says, "These are zoo animals and these are farm animals"; then sorts the zoo animals into those with stripes and those without stripes		**Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons** • Organizes a sticker collection into groups and subgroups and explains why and how; then creates a new grouping when the teacher makes a suggestion • Creates four piles of shapes: big red triangles, small red triangles, big blue triangles, small blue triangles. Switches when asked to form two groups of all the big and small triangles	

You will see that the color bands are uneven in length and often overlap. This is because children develop at different rates, and this wide span of development and learning is perfectly normal. It is, therefore, not realistic to expect all children of a given age or class to be at the same point in development and learning at the same time. For example, in reviewing the widely held expectations of the progressions for classification, we learn the following:

- Between 1 and 3 years of age (the orange and yellow bands), children typically begin matching similar objects, the first step in this progression. One child may be 1½ and another almost 3 when each one develops this skill. We would not expect to see any evidence of this ability for a child below 1 year of age (the red color band).

- The second step, placing objects in two or more groups based on one difference, is a skill we can expect to see in children between 3 and 4 years old (the green and blue color bands).

- Some 4-year-old children may be at the third step. They are able to group objects one way, then change to another grouping, and tell us what they did in words. We would expect children in kindergarten to be at this step (the purple color band), and many will be at the last step in the progression.

Planning the Right Experiences

How we teach and support children's development and learning involves determining what each child knows and can do, and using the teaching strategies in our curriculum to plan the right experiences and activities each day. For example, depending on the children's age and what we learn about each child, we would offer the following types of experiences to promote children's skills in classification:

- Provide materials that are safe for infants and toddlers to explore using all their senses and talk about the characteristics: "That block is smooth and hard." "You like rolling that big red ball."

- Model sorting and classifying: "Let's pick up all the cars and put them in this basket."

- Play sorting games with familiar objects, such as sorting different colored blocks or organizing a collection of buttons or bottle caps.

- Sort a collection of objects into categories according to two characteristics and have children guess how we decided to group the objects. Then have children sort the objects, so we have to guess the children's categories.

Because the experiences we plan for children depend on what they already know and what they are ready to learn, ongoing assessment plays an important role in our program.

How Assessment Works

When we say that *Teaching Strategies GOLD*® online is an authentic, ongoing, and observation-based assessment system, it means we

- observe your child during regular, everyday activities;

- document what we see and hear by taking notes, collecting samples of your child's drawings and writing attempts, or taking photos, audio recordings, or video clips;

- exchange information with you to gain a more complete picture of what your child knows and can do;

- compare the information collected to research-based, widely held expectations for children of similar ages or grades; and

- use the information to plan experiences that support your child's learning and meet individual needs, both at home and at school.

Observing What Children Do and Say

The most authentic way to discover what children know and can do is to observe them as they participate in daily activities in the program. Like you, we observe children all the time. The observations we do for assessment are more intentional. We are watching and listening to gain information on specific aspects of their development and learning.

The 38 objectives for development and learning give us a focus for our observations. During everyday experiences, we take note of what children do and say. Here are a few examples of this kind of intentional observation:

- During mealtimes with a group of 4-year-olds, we always sit and talk with the children. We note when a child is able to engage in conversations of at least three exchanges (Objective 10a, "Engages in conversations"), and when the child regularly seeks to play with one or two other children (Objective 2d, "Makes friends").

- When we read books to the children, we observe to find out whether children are able to respond to questions about the story (Objective 18a, "Interacts during read-alouds and book conversations") and whether children are able to retell a familiar story using pictures as cues (Objective 18c, "Retells stories").

- In the Toys and Games area, we might observe a child stringing colored beads in a simple repeated pattern, such as red, blue, red, blue (Objective 23, "Demonstrates knowledge of patterns") and then accurately counting the beads and announcing, "I have 18 beads on my necklace" (Objective 20a, "Counts").

We observe children over time and at different periods of the day to be sure we capture an accurate picture of what each child knows and can do. With your access to *Teaching Strategies GOLD®* online, you will be able to add your own observations to help us create a more complete picture of your child's development and learning.

Keeping Track of What We See and Hear

To ensure that we have a record of what we observe, we

- keep written notes of what children do and say and date each note;

- collect samples of children's work, such as drawings and writing;

- take photographs of children's constructions or artwork or examples of how they are demonstrating a particular skill;

- sometimes capture a child's actions on video or what a child says with an audio recording; and

- use checklists to note when children have demonstrated certain abilities, such as how a child throws and catches a ball or what letters a child can identify.

The examples of what your child knows and can do are kept in a portfolio that we can share with you via *Teaching Strategies GOLD*® online. This portfolio is a secure place; only you, your child's teacher, the program administrator, and anyone else whom the three of you authorize are able to access your child's portfolio items.

Exchanging Information With Families

No one knows your child better than you do. To have a complete picture of each child's strengths, needs, interests, and abilities, communication with families is essential. There are many ways we might exchange information.

When you enroll your child in our program, we are eager to hear about your hopes and dreams for your child, your child's past experiences and special interests, and any insights you can share to help us understand and get to know your child. *Teaching Strategies GOLD*® online allows you to communicate directly with the teachers and to add your own observations and documentation of what your child knows and can do.

If your child is learning English as a second language, or learning another language, we want to support your child in strengthening both languages. We will provide you with a short "Home Language Survey" to help us get to know your child's abilities in understanding and speaking a second language.

Throughout the year, we will set up family conferences so we can meet with you and review your child's accomplishments and progress. We will provide you with a report that highlights what your child is able to do in different areas of development and learning. The conference is an opportunity for us to share our observations, look over samples of your child's work, and hear what you are observing about your child's progress. We will plan together how we can support your child's development and learning at home and at school. *Teaching Strategies GOLD*® online invites families to communicate and share information about their children, and offers a rich selection of activities designed specifically for each child that can be used at home.

Examining Progress

We regularly review the information we have collected in each child's portfolio to determine what step a child has reached in the progression for each objective. We know what reasonable expectations are for each objective and dimension, and where most children of a particular age-group or class/grade are likely to be at the beginning or end of a program year.

As stated earlier, children develop at very different rates, and there is a wide range that can be considered typical development for any age group or grade. We use the information we have collected to decide which step best describes the child's skills, knowledge, and behavior related to each objective. We ask ourselves two questions:

- Is the child making progress?

- Is the child performing within widely held expectations? If not, why?

There might be several reasons a child is behind what is expected. It could be that the child has not had sufficient experiences to develop the skill or understanding. In that case, we know we have to give more attention to providing the support the child needs. It may also indicate that a more in-depth assessment may be necessary to identify what is preventing the child from progressing.

Summarizing and Using What We Learn

The last step in the assessment process is summarizing what we have learned about each child's progress on all the objectives, and then using the information to plan for each child and for the group of children. Because *Teaching Strategies GOLD®* online covers all areas of development and learning, we have a complete picture of every child. We know where a child's development and learning is progressing as expected, and what areas need more focus and attention. We will share a "Development and Learning Report" with you online that summarizes what your child's knowledge and skills currently are, and where you can expect your child to go next.

The activities we offer children each day can be adapted based on what we know of each child's abilities. We can modify any activity to make it simpler or more complex so all children can participate successfully. This is the great value of our assessment system. It not only connects to our curriculum, it also offers families access to many easy-to-use activities at home that are designed to address each child's level of development and learning. If there are activities that we think are just right for you to use with your child at home, we will share them with you online.

Part 2

Using *Teaching Strategies GOLD®* Online

Now that you know how ongoing assessment helps us support your child's development and learning, we want to introduce you to *Teaching Strategies GOLD*® online, where you will have access to rich information about your child's development and learning. Being online makes it easy for us to share observation notes, pictures, and other meaningful information with you. Whenever you access *Teaching Strategies GOLD*® online, you create an opportunity to be right there with us in the classroom! We hope you take some time to explore and learn about all the exciting features of the system.

This section of the guide walks you through all the features available to families. You will see screenshots alongside descriptive text that will guide you through online navigation. Part 2 consists of

Getting Started: how to log in to *Teaching Strategies GOLD*® online (page 16);

Sharing Documentation: how to view documentation we have shared and create documentation of your own (page 20);

Communicating: how to review messages and access reports (page 22);

Activities: how to access developmentally appropriate activities that you can use at home (page 27); and

Accessing the Support and Resources Library: how to access support articles and how-to videos (page 29).

You can also learn about *Teaching Strategies GOLD*® online through these online videos.

Getting Started

Your "golden ticket" to *Teaching Strategies GOLD*® online arrives in an e-mail invitation. Here is how you can accept the invitation and set up your account:

- When you receive the e-mail invitation, click the Web site link in the body of the message, which will take you to the Accept this Invitation screen:
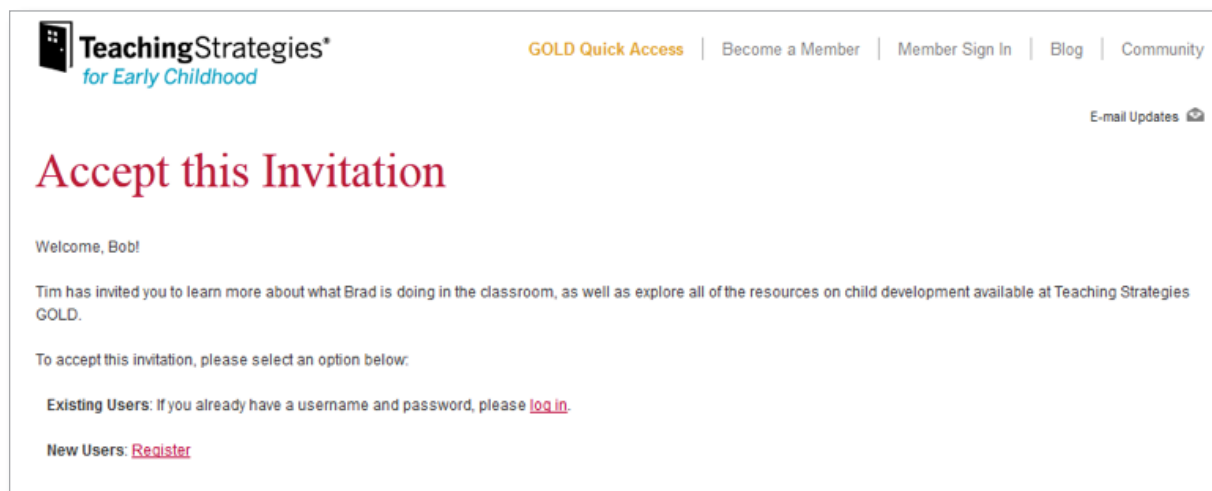
- To set up an account with TeachingStrategies.com, click the "Register" link next to "New Users."

- Create a username and password, set up three security questions, and provide other personal information.

- If you already have an account with TeachingStrategies.com, click the "log in" link near "Existing Users."
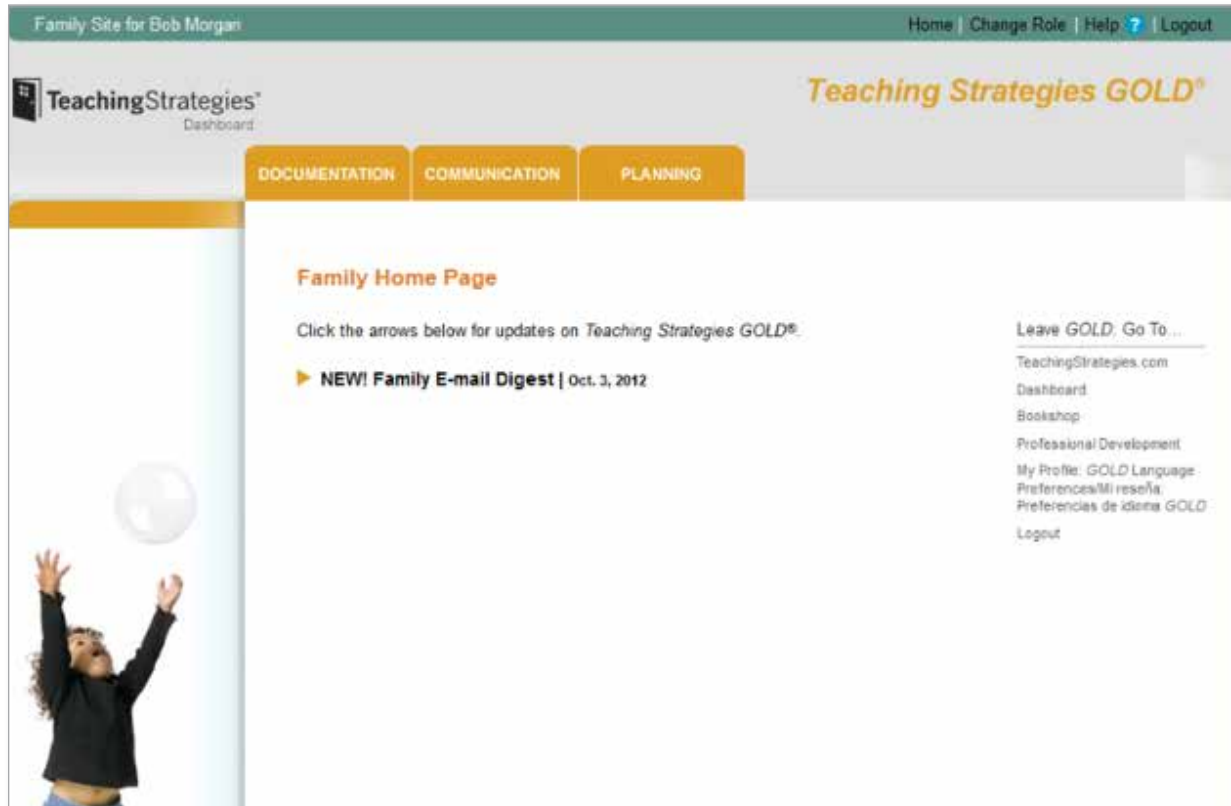

Once you have set up your account, you will be able to return to *Teaching Strategies GOLD®* online:

- Visit TeachingStrategies.com.

- Click **GOLD Quick Access** at the top of the screen:
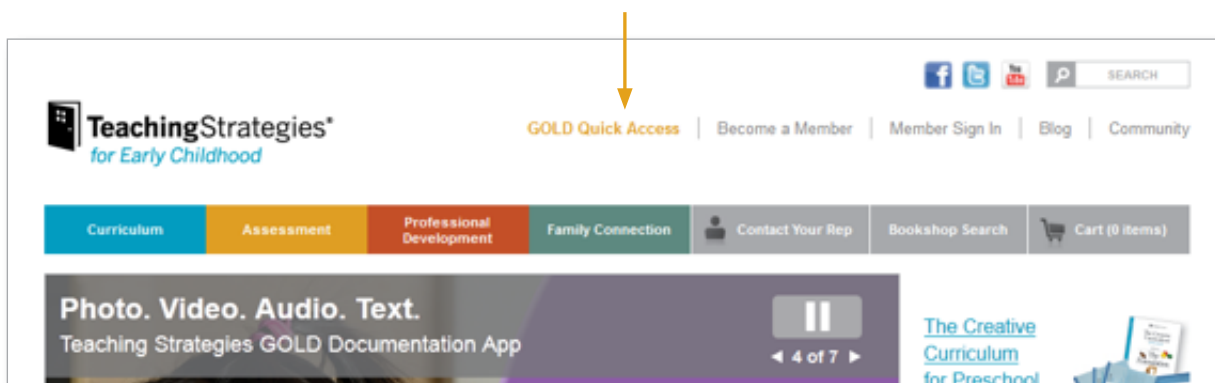
Logging in with your username and password will take you to the *Teaching Strategies GOLD®* online Family Home Page.

The Family Home Page

- Find updates listed in bold under "Family Home Page."

- Click [Help ?] to access the Support and Resources Library.

- Click [TeachingStrategies Dashboard] to access the Teaching Strategies member Dashboard to update your profile.

- Place your cursor on [DOCUMENTATION] [COMMUNICATION] or [PLANNING] to access shared information from teachers or to add observation notes of your own.

- Click [Home] to return to the Family Home Page from any screen.

- Click [Logout] to log out of *Teaching Strategies GOLD®* online.

Teaching Strategies Member Dashboard

The Dashboard is where you can manage your online account settings.

- Click **MARKETPLACE** to track orders placed on TeachingStrategies.com.

- Click **COMMUNITIES** to communicate with other TeachingStrategies.com users by adding your own posts or commenting on other users' posts in our online community.

- Place your cursor on **MY PROFILE** to access the options for updating your account information. You can update your personal information, limit the e-mails you receive from Teaching Strategies, set your preferred language to English or Spanish, reset your password, reset your security questions, or change your username.

Under the **MY PROFILE** tab, select **Edit My Profile** and scroll down to "GOLD Preferences":

Select ⃝ **Yes** to receive only one daily e-mail alerting you to shared documentation instead of receiving an e-mail every time documentation is shared.

Select ⃝ **Spanish** to set your preferred language for *Teaching Strategies GOLD*® online to Spanish. The default choice is **English**.

Click **GOLD** to return to *Teaching Strategies GOLD*® online.

GOLD Preferences

Family Members: Receive any shared documentation or messages from your child's teacher in one daily e-mail digest.
⃝ Yes ⦿ No

Select language preference for viewing the *GOLD* Site.
⦿ English ⃝ Spanish

Submit

Sharing Documentation

Sharing your own observations of your child helps us learn more about your child's development and learning. Place your cursor on **DOCUMENTATION** to reveal the following options:

Add Documentation: enter observation notes or upload pictures or videos.

View Documentation: view your own notes, pictures, or videos or those that we have shared with you.

Search Documentation: search for specific notes, pictures, or videos by date observed or keyword.

Forms: view forms that contain information we have collected about your child's alphabet, number, and shape recognition.

Adding Documentation

- Select your child under **Identify Children**.

- Select the date that the note, picture, or video took place under **Date**.

Add Documentation

Identify Children (Select Children)
Alexa Morgan ✕

Date
03/14/2013

- If you are adding a note, type it into the text box under **Notes**.

Notes

B *I* <u>U</u>

Alexa painted a picture using only blue paint and said it was a picture of our house.

- If you are adding a picture, video, or another type of media file, click **BROWSE** to upload the file from your computer.

- Click **SAVE** to add your documentation.

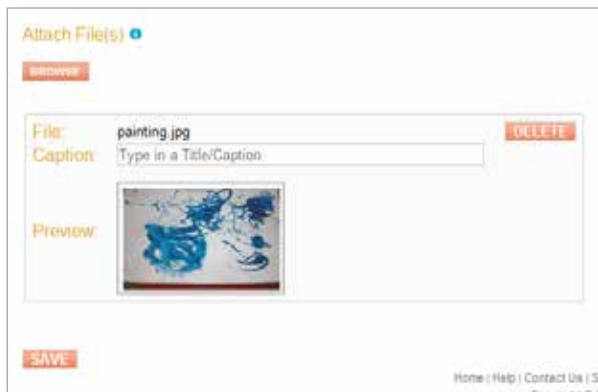- We will have instant access to the documentation that you add to the system.

Attach File(s)

BROWSE

File: painting.jpg   DELETE
Caption: Type in a Title/Caption

Preview

SAVE

Home | Help | Contact Us | Sy

Viewing Documentation

- Select [Action ▼] to **View** documentation that we have shared with you or to **View**, **Edit**, or **Delete** documentation that you have added. (*Note: you will receive an e-mail and a message in Teaching Strategies GOLD® online when documentation is shared with you.*)

- Click [Print] to print documentation.

- Click [PDF] to save documentation to your computer as a PDF file.

Searching Documentation

- Search for your favorite documentation by **Keyword**, **Date Observed**, **Children**, and/or **Author**.

Forms

- When we share access to the "Alphabet Knowledge," "Spanish Alphabet Knowledge," "Number Concepts," or "Shapes" forms, you will be able to access them by selecting the name of the form from the **DOCUMENTATION** tab.

- These forms show the date when your child was observed recognizing, writing, or making connections to various letters, numbers, and shapes.

	Recognizes Letters		Writes Letters		Letter-Sound Connection
	Uppercase	Lowercase	Uppercase	Lowercase	
A	10/11/2010	11/11/2010	11/11/2010	11/11/2010	10/12/2010
B	10/08/2010	10/20/2010	10/20/2010	10/08/2010	10/08/2010
C	10/08/2010	10/08/2010	10/08/2010	10/08/2010	10/08/2010
D	10/08/2010	10/08/2010	10/08/2010	10/08/2010	10/08/2010
E	10/08/2010	10/08/2010	10/08/2010	10/08/2010	
F					

Communicating

Staying in touch with us about your child's development and learning helps create a more complete picture of your child's progress and builds a strong home–school partnership. Place your cursor on COMMUNICATION to reveal the following options:

Compose Message: send us messages and/or pictures and videos.

View Messages: browse all messages sent to and from us.

Search Messages: look for specific messages.
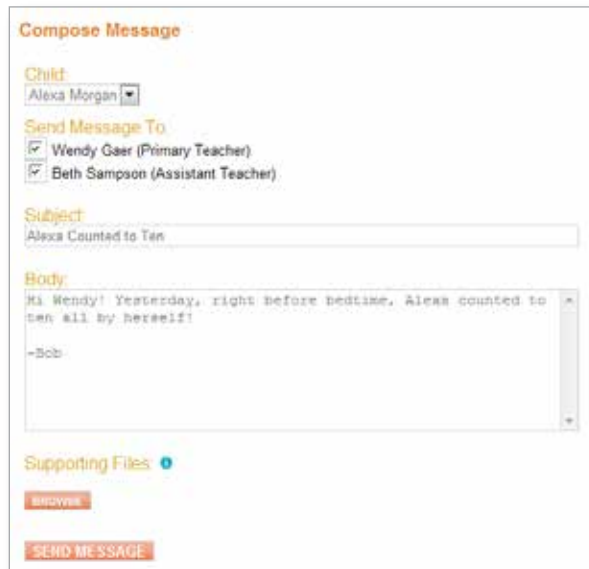
Family Conference Forms: view any shared conference forms.

Development & Learning Reports: view any shared outcome reports.

Calendar: view any upcoming classroom and/or school events.

Composing Messages

- Select your **Child**, and under **Send Message To** choose the teacher(s) to whom you are sending the message.

- Add a **Subject**.

- Type your message into the box under **Body**.

- Click **BROWSE** to add a picture, video, or other media file.

- Click **SEND MESSAGE** when you are ready to send.

Viewing Messages

- Select [Action ▼] to **View/Reply** to a message, or to **Archive** a message.

- Use the options under [Change View ▼] to narrow your search.

View Messages

Current View
All Messages for Alexa Morgan
Categories: All   [Change View ▼]

Shared Documentation for 2/16/12 | January 24, 2013, 10:17 am   [Action ▼]

Look what Alexia did today!

(0 Responses)

Alexa Tracy's Family Conference Form for Winter 2010/2011 | November   [Action ▼]
8, 2012, 11:27 am

Check out for family conference form! Please review before our meeting.

Searching Messages

Search for your favorite messages by **Keyword**, **Children**, whether the messages are linked to **Family Conference Forms** or **Documentation**, **Status**, and **Archives** status.

Search Messages

Keyword
Paint

Children:
Select from list ▼

Limit to messages linked to [?]
☐ Family Conference Forms
☑ Documentation

Status:
All ▼

Archives:
☑ Show Archived Messages

[SUBMIT]
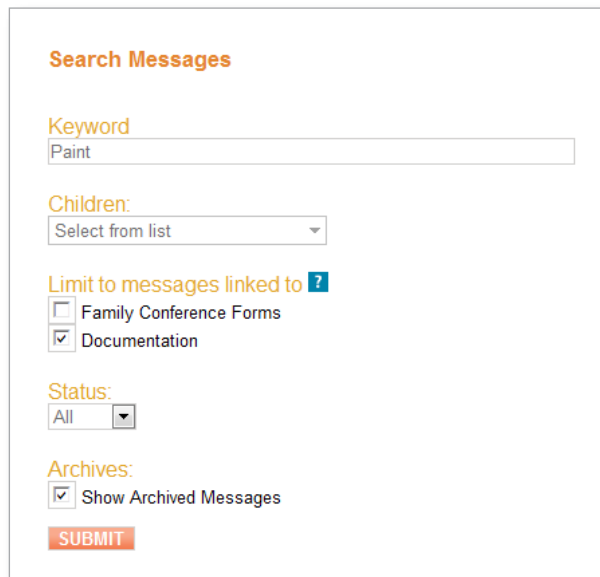
The "Family Conference Form"

In preparation for a conference, we may share a "Family Conference Form" that you can review prior to the meeting. You will be able to access the form by clicking "View" next to the conference date. *(Note: you will receive an e-mail and a message in* Teaching Strategies GOLD® *online when a form is shared with you.)*

Family Conference Forms for Alexa Morgan

Date	Action
10/19/2012	View
11/16/2010	View

- Your child's growing abilities are listed on the form alongside observation notes in the "Describe this child's strengths…" sections of the form.

- The "Plan for this child's development & learning" section includes some of the ways we can support your child's development and learning together. Additional strategies will be discussed and added during the conference.

- Click Print to print the form.

- Click PDF to save the form to your computer as a PDF file.

‹ Back to Family Conference Forms   Change View ▼ Print PDF

Family Conference Form for Alexa Morgan

Date: 10/19/2012   Child's Name: Alexa Morgan
Family Member(s): Bob Morgan   Teacher(s): Wendy Gaer

Describe this child's strengths in social-emotional, physical, language, and cognitive development:

- Alexa and another child read a book together. Josie held the book the right way and turned the pages correctly. Jenny was asking questions as Josie explain some of the pages.

- Alexa colored and said, "look at my red dots!"

Is beginning to hold drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

Responds appropriately to specific vocabulary and simple statements, questions, and stories

Follows simple requests not accompanied by gestures

Engages in conversations of at least three exchanges

Uses acceptable language and social rules while communicating with others; may need reminders

Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

Is beginning to plan and pursue a variety of appropriately challenging tasks

Describe this child's strengths learning literacy and math.

Matches beginning sounds of some words

Is beginning to identify and name 11-20 upper- and 11-20 lowercase letters when presented in random order

Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

Plan for this child's development & learning:

Support Alexa to:

- Begin to sustain attention to tasks or projects over time (days to weeks); return to activities after interruptions
- Describe and tell the use of many familiar items

Teacher(s) Signature(s):   Family Member(s) Signature(s):

The "Development and Learning Report"

The "Development and Learning Report" summarizes your child's progress. When we share a "Development and Learning Report," you will be able to access it by clicking "View" next to the report date.

Development and Learning Reports

Child	Date of report	
Alexa Morgan	January 24, 2013	View

Teaching Strategies GOLD® **Development and Learning Report**

Date: 1/24/2013
Child: Alexa Morgan
Area of Development and Learning: Language
Period: Spring 2011/2012

This report highlights your child's strengths in particular areas of development and learning.

Currently, Alexa:	Recommended Activity
Responds appropriately to specific vocabulary and simple statements, questions, and stories	ABC Song (View Other Activities)
Follows directions of two or more steps that relate to familiar objects and experiences	Action! (View Other Activities)
Is beginning to describe and tell the use of many familiar items	Being Kind to Our Pet (View Other Activities)
Is understood by most people; may mispronounce new, long, or unusual words	Our Class Book (View Other Activities)
Is beginning to use three- to four-word sentences; may omit some words or use some words incorrectly	Yes or No Sounds
Is beginning to tell stories about other times and places that have a logical order and that include major details	"All About Me" Books (View Other Activities)
Engages in conversations of at least three exchanges	Backhoes, Dump Trucks, and Front-End Loaders (View Other Activities)
Is beginning to use acceptable language and social rules while communicating with others; may need reminders	Conversations (View Other Activities)

Next Alexa will:

- Begin to respond appropriately to complex statements, questions, vocabulary, and stories
- Begin to follow detailed, instructional, multistep directions
- Describe and tell the use of many familiar items
- Begin to pronounce multisyllabic or unusual words correctly
- Use three- to four-word sentences; may omit some words or use some words incorrectly
- Tell stories about other times and places that have a logical order and that include major details
- Begin to engage in complex, lengthy conversations (five or more exchanges)
- Use acceptable language and social rules while communicating with others; may need reminders

For each area of development and learning, your child's current knowledge, skills, and behaviors are listed under "Currently, [your child's name]." When we share activities, you will be able to access those by clicking the link under "Recommended Activity." Your child's next knowledge, skills, and behaviors are listed under "Next [your child's name] will."

Calendar

We can place classroom events or meetings on your *Teaching Strategies GOLD®* online calendar.

- Select the event on the calendar to access more information.

Newsletter

Every week or month, we will e-mail you a newsletter. This newsletter will keep you informed of the current classroom study topic or focus, and will contain information about upcoming events.

Activities

One of the most exciting features of the Family Site is keeping up with what is happening in your child's classroom and having access to activities you can use with your child at home. Place your cursor on **PLANNING** to reveal the following options:

Weekly Planning Forms: view weekly classroom plans that we have shared with you.

Activities: view and search through activities that we have shared with you.

The "Weekly Planning Form"

If we share a "Weekly Planning Form," you will be able to access it by clicking "View" next to the form name. This is a great way for you to see what has been happening in the classroom.

View Weekly Planning Forms for Alexa Morgan

Study / Project / Focus	Week	
Buildings	03/18/2013	View
Buildings	03/11/2013	View

- The date and study topic/project name are listed at the top of the form.

- Below each day of the week are the different events of the day.

- Click the name of an activity in orange to access its family version.

Weekly Planning Form

Week of: Mar 18, 2013   **Study/Project**: Buildings   **Teacher(s)**: Wendy Gaer, Beth Sampson

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Blocks: foam blocks Dramatic Play: Construction hats Toys & Games: blocks Library: Add Books about Buildings Sand & Water: boats Outdoors: inflatable balls	Blocks: foam blocks Toys & Games: blocks Library: Add Books about Buildings Sand & Water: boats Outdoors: inflatable balls	Blocks: foam blocks Toys & Games: blocks Art: Construction Materials Library: Add Books about Buildings Sand & Water: boats Outdoors: inflatable balls	Blocks: foam blocks Toys & Games: blocks Library: Add Books about Buildings Sand & Water: boats Outdoors: inflatable balls	Blocks: foam blocks Toys & Games: blocks Library: Add Books about Buildings Sand & Water: boats Outdoors: inflatable balls
Large Group	• Hello Song Notes: Objectives / Dimensions: None	• Building Responsibility Notes: Objectives / Dimensions: 1b, 3a, 8b, 9a, 11b, 12b, 29, 1c, S8b, S9a • Reading to Share Notes: Objectives / Dimensions: 2a, 2c, 3a, 8a, 9a, 10a, 11a, 12b, 17b, 18a, 29, 1c, S8a, S9a, S10a, S17b, S18a	• Hello Song Notes: Objectives / Dimensions: None • Reading to Share Notes: Objectives / Dimensions: 2a, 2c, 3a, 8a, 9a, 10a, 11a, 12b, 17b, 18a, 29, 1c, S8a, S9a, S10a, S17b, S18a	• Active Listening Notes: Objectives / Dimensions: 1a, 2c, 3b, 8a, S8a	• Active Listening Notes: Objectives / Dimensions: 1a, 2c, 3b, 8a, S8a • Hello Song Notes: Objectives / Dimensions: None
Small Group	• Getting To Know You Description: Describe the activity... Notes: Make sure you have the CD ready	• Look at My Day Notes: Objectives / Dimensions: 1a, 2a, 9d, 9b, 9a, 10a, 12a, 29,	• Getting To Know You Description: Describe the activity... Notes: Make sure you have the CD ready	• Getting To Know You Description: Describe the activity... Notes: Make sure you have the CD ready	• Look at My Day Notes: Objectives / Dimensions: 1a, 2a, 9d, 9b, 9a, 10a, 12a, 29,

Shared Activities

Teaching Strategies GOLD® online offers a wide range of developmentally appropriate activities that help children develop the skills and knowledge related to all the objectives for development and learning. When we share an activity, you will be able to access it by clicking "View" next to the activity name.

Shared Activities for Alexa Morgan

Activity	Action
B-I-N-G-O	View
Building Responsibility	View
Here's the Plan	View
Simon Says	View

Each selected activity is designed to address your child's knowledge and skills.

- Click Print to print the form.

- Click PDF to save the form to your computer as a PDF file.

You can use the search feature to browse all activities by clicking View All Activities, or search for specific activities by typing in the name of the activity under **Keyword**.
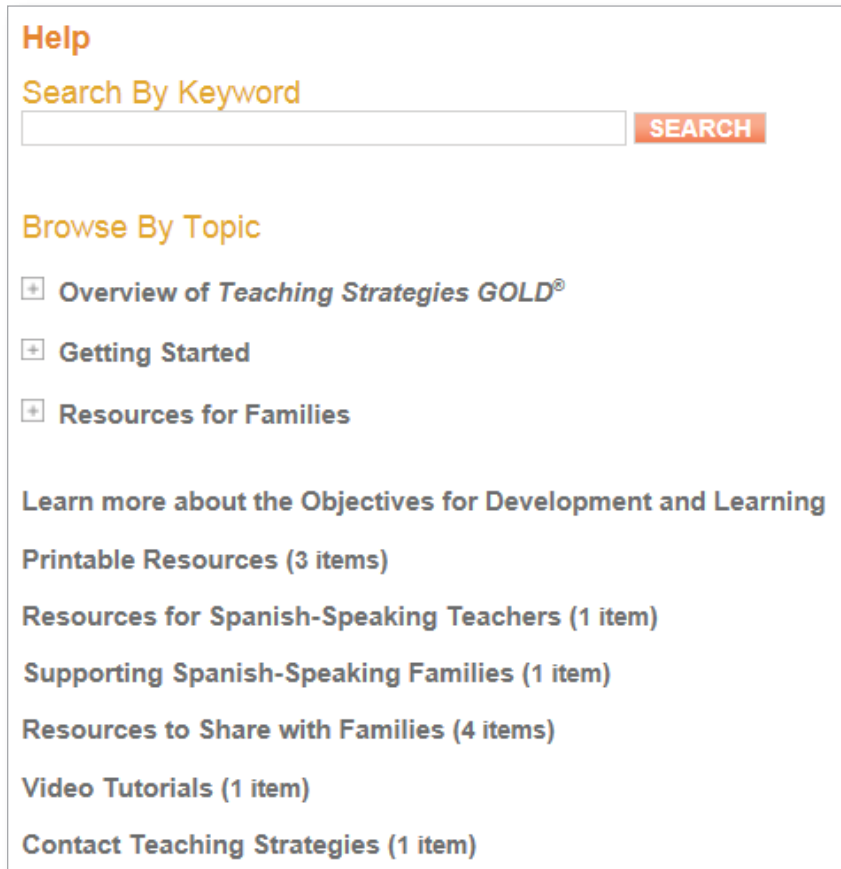
Activity Library Search

View All Activities

To limit your results, use the form below.

Keyword

SUBMIT

Accessing the Support and Resources Library

In the Support and Resources Library, you will find videos that explain how to navigate the online system, as well as articles and support documents. Family members can access the library from any screen in *Teaching Strategies GOLD*® online by clicking **Help ?** in the top right corner of their screen. The library will then appear in a pop-up window:

Help

Search By Keyword

[   ] **SEARCH**

Browse By Topic

⊞ **Overview of Teaching Strategies GOLD®**

⊞ **Getting Started**

⊞ **Resources for Families**

Learn more about the Objectives for Development and Learning

Printable Resources (3 items)

Resources for Spanish-Speaking Teachers (1 item)

Supporting Spanish-Speaking Families (1 item)

Resources to Share with Families (4 items)

Video Tutorials (1 item)

Contact Teaching Strategies (1 item)

- Click ⊞ next to the topics under **Browse By Topic** to view additional support items:

  – "Overview of *Teaching Strategies GOLD*®" provides more information about the topics explained in part 1 of this guide.

  – "Getting Started" gives you navigation resources.

  – "Resources for Families" includes articles written by early childhood experts.

- "Learn More about the Objectives for Development and Learning" is where you can listen to audio clips or watch video clips about how your child's teacher uses *Teaching Strategies GOLD*® online.

- "Video Tutorials" offers a video tutorial on how to use the online features available to families.

- "Contact Teaching Strategies" is the best way for you to get in touch with a support representative who can help you with any technical questions or problems.

- Use the **Search By Keyword** feature to find any of the resources on this site.

Conclusion

We hope *A Family Guide to* Teaching Strategies GOLD® has answered your questions about what your child is learning and how we use ongoing assessment to support your child's development and learning. Your involvement in this process—sharing your own observations of your child and reviewing the observations we share with you—will give all of us a richer and more accurate picture of your child's
growing abilities. The resources you have access to will help you find new ways to promote your child's development and learning at home.

It always takes time to learn to use a new system. Choose the features of *Teaching Strategies GOLD*® online that interest you the most and explore those first. And keep in mind the support resources that are built into the system:

*   Overview of *Teaching Strategies GOLD*® online

*   Video Tutorials

For *Teaching Strategies GOLD*® online technical support, call **800.637.3652**, option 4, or e-mail **Implementation@TeachingStrategies.com**.

We look forward to a wonderful partnership that will enable your child to develop the skills and knowledge to be successful in school and in life. Thank you for joining us!

TeachingStrategies®

Objectives for Development & Learning

Birth *Through* Kindergarten

Social–Emotional

1. Regulates own emotions and behaviors
2. Establishes and sustains positive relationships
3. Participates cooperatively and constructively in group situations

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination

Language

8. Listens to and understands increasingly complex language
9. Uses language to express thoughts and needs
10. Uses appropriate conversational and other communication skills

Cognitive

11. Demonstrates positive approaches to learning
12. Remembers and connects experiences
13. Uses classification skills
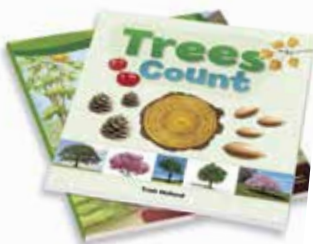14. Uses symbols and images to represent something not present

Literacy

15. Demonstrates phonological awareness
16. Demonstrates knowledge of the alphabet
17. Demonstrates knowledge of print and its uses
18. Comprehends and responds to books and other texts
19. Demonstrates emergent writing skills

Mathematics

20. Uses number concepts and operations
21. Explores and describes spatial relationships and 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