Teacher Guidance for ECE Objectives and Content in APTT Meetings
Developed by the DCPS - Office of Early Childhood Education

Introduction

The purpose of this guidance is to provide PS and Pre-K teachers, using the *GOLD®* child observation assessment system, with a sample "map" of developmentally appropriate learning objectives and activities. The objectives cover both content and development areas of child growth and academic performance. The map allows a teacher, starting in the first few months of school, to use data to inform goal-setting and instructional planning for the class as a whole as well as each individual child. In turn, this information can be dynamically shared in a timely fashion with families during APTT meetings.

GOLD® Objectives are aligned with specific activities that can be adapted for use by adults at home with preschoolers and pre-kindergarteners. The majority of activities can easily be facilitated by an adult and practiced at home with the student. Materials for home games and activities can be duplicated or constructed and then practiced by families during an APTT meeting. While a few activities, such as Science Eyes may require a more thoughtful adaptation, parts of the learning experience can easily be made into a science-based activity for families to facilitate with their young learner.

Use of Class and Child Observation Data

Teachers use the data-driven child observation cycle of: observation—analysis--goal setting—instruction—assessment--observation. After teachers have inputted observations and evidence of each child's current level of development and performance in the six or seven *GOLD®* objective areas, *GOLD®* generates a variety of reports that can:

1) inform a teacher's decisions on focus areas for instruction at different point throughout the academic year,
2) provide clear evidence for families of their child's current level of growth and functioning within specific objectives,
3) illustrate for families the overall growth of the class across multiple objectives,
4) provide a point for discussion with families about their role in supporting their child's individual growth and progress towards meeting academic performance goals.

Fall

- Teachers may use data gathered from each child's Ages & Stages Questionnaire report, parent/guardian feedback during Transition Week meetings, initial observations of the child from the first few weeks of school, and *GOLD®* data from the Individual Child Report from the child's previous year at school, if it is available.

Winter and Spring

- The Class Profile Report (CP) can be used at this point in the year to determine the next objectives for the class as a whole
- Performance and Growth Reports (P&G) will show growth in objectives focused on in prior months to be shared with all families during APTT meetings
- Individual Child Report (IC) and the Development and Learning (D&L) Report- will illustrate each child's development and progress towards meeting the objectives and can be shared with individual families

End-of-School Year

The Performance and Growth (P&G) will show families the class overall growth in all objectives focused on throughout the school year Every family should receive an Individual Child Report and the Development and Learning Report in addition to the final report card to have evidence of their child's progress in across all objectives over the past school year.

SAMPLE Map of Objectives, assessments and Activities

Grade Band	Area	Objectives/Dimensions	*Assessment Data	Activities from Tools of the Mind Curriculum
Preschool/Pre-K	Development	Social-Emotional: 1. Regulates own emotions and behaviors/a. manages feelings; b. follows limits and expectations; c. takes care of own needs appropriately	Teachers may choose to use a variety of reports – individual and group, to share information	Attention-Focusing Activities (songs, chants, finger plays), Community-Building Activities, Rules, Plan the Daily Schedule, Make Believe Play Practice, Buddy Reading Games: "Do What I Do," "I Have-,

			with parents about: 1) current level of performance within and across objectives for the class and individual children and 2) development and learning objectives for the class as well as their individual child.	Who Has? Names," "Freeze," "Pattern Movement," "Number Follow the Leader," "Mouse Trap," "Mr. Wolf"
	Development	Physical: 4. Demonstrates traveling skills		"Follow the Leader," "Freeze," Make Believe Play Practice
	Development	Language: 8. Listens to and understands increasingly complex language/a. comprehends language; b. follows directions		Graphics Practice, "I Have- Who Has?"; Share the News; Story Lab-Active Listening, Connections, Vocabulary
	Development	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		Story Lab- Visualization, Character Empathy; Prop making; Pattern Movement; Play Planning
	Content	Literacy: 15. Demonstrates phonological awareness/ a. notices and discriminates rhyme; b. notices		Attention-Focusing Activities, "I Have-Who Has? Letters," Elkonin Boxes I & II – Jumping the Sounds,

		and discriminates alliteration; c. notices and discriminates smaller and smaller units of sound		Token Game
	Content	Mathematics: 20. Uses number concepts and operations/a. counts; b. quantifies; c. connects numerals with their quantities		"I Have-Who Has? Math," Number Line Hopscotch, Numerals Game, Making Collections
	Content	**Science and Technology/24. Uses scientific inquiry skills		Science Eyes/Experiments

*Description of _GOLD®_ Data Reports

Widely Held Expectations Reports (WHE): These reports enable you to see which children's skills are below, meeting, or exceeding widely held expectations that are defined by the color-coded age bands of _Teaching Strategies GOLD®_

Snapshot Reports: shows whether children in your classroom are below, meeting or exceeding expectations at a particular checkpoint season. The report can be customized so you can choose whether to show data for all _GOLD®_ Objectives for Development and Learning or just specific ones on which you wish to focus.

Class Profile Reports (CP): shows the skill levels for all children in the class for each objective and dimension in one report

Individual Child Reports (IC): shows each child's skills, knowledge, and behavior for each objective and dimension related to widely held expectations.

Development and Learning Reports (D&L): shows what a child is currently able to do related to his/her current ratings on selected objectives/dimensions, recommends activities, and outlines the next level of learning and development.

The Performance & Growth Reports (P&G): assist users to look at change over time. You can see the various amounts of growth made by children throughout the academic year at the program level, site level, or within classrooms. Additionally, these new reports allow users to identify specific children or groups of children who need additional support to meet performance goals.

Head Start Alignment Reports (HSA): When the user clicks on a Head Start standard or _GOLD®_ objective, a box appears on the right side of the screen that shows the target score for _GOLD®_ that aligns with Head Start expectations for either the end of the preschool 3 year OR the pre-K 4 year. Make sure that you select the year that is appropriate for the children you teach. The Report shows whether the child or children's skills are "emerging"

toward meeting Head Start expectations or whether the child or children's skills show that the skills are "accomplished. We have included the 2003 Head Start Child Outcomes Framework, as well as, the 2010 Head Start Child Development and Learning Framework.

** While we do not have ratings for children's progress in Science and Technology, teachers may use the GOLD manual to identify developmentally appropriate objectives in this area.

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