

Results Matter Video Library Catalog

The Colorado Department of Education (CDE) produces these videos for professional development activities and obtains voluntary written permission from all parties who appear in these video clips. We wish to thank the families and early childhood education teams who have partnered with us to create the videos in the [Results Matter Video Library](#).

Access the Videos:

You can watch the clips online or download QuickTime versions of the videos for use in professional development activities. To download the Apple QuickTime .MOV file, select the DOWNLOAD VIDEO link located below each video. Please note: if you download any of these video files you will need a free media player that will play video files such as [VLC Media Player](#) or [UMPlayer](#) on both PCs and Macs. [QuickTime Player](#) is also recommended for Macs but not PCs.

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Notice:

These videos were produced and posted to this website with voluntary written permission from all parties who appear in the videos including program staff, volunteers and parents/guardians on their own behalf and that of their children. These videos are NOT extracted in any form from child assessment records, but rather were produced by CDE for professional development activities.

For more information about the video library, please contact:

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Please visit our sister video project: [California's Desired Results Access Project Video Library](#)

Video Categories (hyperlinked to our library)

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Early Intervention

1. [Reflections During the Final Home Visit](#) (Runtime: 5:45) A mother shares her feelings about what Megan Klish Fibbe, physical therapist and early intervention has accomplished for her and her children during their final home visit.
2. [Authentic Assessment in Early Intervention](#) (Runtime: 7:36) Physical therapist Megan Klish Fibbe describes and illustrates how authentic assessment practices enhance her early intervention work with children and their families, including the use of observation, conversations with families, and video.
3. [Using Video for Self-Reflection](#) (Runtime: 1:41) Megan Klish Fibbe illustrates how the use of video provides an opportunity for feedback and self-reflection.
4. [Using Video to Share with Family Members](#) (Runtime: 3:25) Megan Klish Fibbe shows ways to use video with family members in early intervention.
5. [Using Video to Celebrate Progress](#) (Runtime: 2:09) Megan Klish Fibbe shows how video can support families by highlighting family strengths and child progress.
6. [Using Video for REALLY Watching](#) (Runtime: 1:52) Megan Klish Fibbe demonstrates how the use of video can help providers better observe infants and toddlers and observe family strengths.

Just Being Kids

7. [Blake's Story](#) (Runtime: 7:15) This vignette illustrates how an occupational therapist worked with the family to make shopping trips easier and help actively engage two and a half year old Blake in the rich learning opportunities found in the grocery store
8. [Evan's Story](#) (Runtime: 10:00) This vignette illustrates how a speech-language pathologist worked with 18 month old Evan's family at home and with the teacher at a child care center to work on feeding and communication goals.
9. [Jacob's Story](#) (Runtime: 5:00) This vignette illustrates how a physical therapist worked with the family to help two and a half year old Jacob and his younger brother have fun at the playground.
10. [Janella's Story](#) (Runtime: 11:20) This vignette illustrates how a child development specialist worked with members of a transdisciplinary early intervention team and the family to help 27 month old Janelle make her choices known and participate in play and family routines.
11. [Jenni's Story](#) (Runtime: 8:00) This vignette illustrates how a physical therapist worked with the entire family to address the family's goal that two and a half year old Jenni walks independently
12. [Nolan's Story](#) (Runtime: 6:10) This vignette illustrates how a physical therapist worked with the family using low-tech adaptations and household items to make bath time a fun, social, and enriching experience for almost three year old Nolan and his entire family.

[Clips for Practicing Observation, Documentation and Assessment Skills](#)

13. [Gabby](#) (Runtime: 1:38) Gabby, a toddler, demonstrates a variety of physical skills.

14. [Gabby and Nicholas](#) (Runtime: 2:20) Toddlers Gabby and Nicholas demonstrate a variety of cognitive, social, and physical skills as they engage with objects and with one another.

15. [Lilly](#) (Runtime: 1:38) Lilly, just learning to crawl, demonstrates physical and communication body as she interacts with materials, peers, and a caregiver.

16. [Profitt](#) (Runtime: 3:43) Profitt, a toddler, demonstrates a variety of physical skills as he explores his classroom and materials.

17. [Samantha and Sara Building Towers and Castles](#) (Runtime: 6:45) Preschoolers Sara and Samantha demonstrate a variety of imaginative, manipulative, gross motor, communication, and social skills in the block area.

18. [Samantha on the Playground](#) (Runtime: 1:46) Preschooler Samantha demonstrates a rich variety of gross motor skills over a short period of time on the playground.

19. [Joy and Johna Working on a Puzzle](#) (Runtime: 6:04) Preschoolers Joy and Johna demonstrate a rich variety of fine motor, communication, social, play, and problem-solving skills while working together on a puzzle.

20. [Joy on the Playground \(Look out for monsters!\)](#) (Runtime: 3:18) Preschooler Joy demonstrate a variety of gross motor, imaginative, communication, and social skills on the playground with her classmates.

21. [Abigail and Samantha Working on Computers](#) (Runtime: 3:16) Preschoolers Abigail and Samantha demonstrate a variety of cognitive, digital, communication, and social skills while playing with computer games next to each other.

22. [At the Breakfast Table](#) (Runtime: 3:07) Preschoolers Mariyam, Mical, and Asli demonstrate a variety of self-help, manipulative, communication, and social skills at the breakfast table.

23. [Real Conversations During a Pretend Lunch](#) (Runtime: 6:17) Preschoolers Bih and Kennadi demonstrate a variety of imaginative, play, communication, and social skills while talking with their teacher in the dramatic play area of the classroom.

24. [Alexa and Ulysses Order Pizza](#) (Runtime: 4:15) Alexa and Ulysses demonstrate a range of imaginative, social, and communication skills while playing together in the dramatic play area. In Spanish.

25. [Four Boys Talk About a Garbage Truck](#) (Runtime: 2:04) During choice time, four boys watch a video of a recent visit by sanitation workers and talk about their experience.

26. [Praptee at the Breakfast Table](#) (Runtime: 4:03) Preschooler Praptee demonstrates a rich variety of self-help, communication, social, and manipulative skills at breakfast.

27. [Praptee's Self-Portrait](#) (Runtime: 6:57) Preschooler Praptee demonstrates a rich variety of artistic, fine motor, communication, social, and literacy skills while producing a life-size self-portrait.

28. [Cameron and Alexis Playing with Blocks](#) (Runtime: 4:25) Cameron and Alexis demonstrate a rich variety of communication, social, problem-solving, motor, manipulative, imagination, and play skills in the block area.

29. [The Puppet Stage](#) (Runtime: 3:20) Jenniah, Cameron, and Evelyn demonstrate a rich variety of imaginative, communication, social, motor, manipulative, and play skills while playing with puppets.

30. [Jadyn Writing and Drawing](#) (Runtime: 3:13) Jadyn demonstrates a variety of skills while writing her name with a pencil and drawing a picture with crayons.

31. [Building with Legos](#) (Runtime: 5:04) Gavin, Aiden, and Emiliano demonstrate a number of fine and gross motor, imaginative, communication, problem-solving, self-regulation, and persistence skills while building with Legos.

32. [Joseph Reading The Three Little Pigs](#) (Runtime: 2:10) While reading a book with his teacher, Joseph illustrates a variety of communication and literacy-related skills.

33. [The Three Little Pigs](#) (Runtime: 5:44) A group of preschool children re-enact the story of The Three Little Pigs, reflecting on the book that they have been reading in class.

34. [Katie Painting at the Easel](#) (Runtime: 6:26) While painting at the easel, Katie demonstrates a number of communication/language, fine and gross motor, and imaginative skills.

35. [Michael Builds a Castle](#) (Runtime: 6:08) While building with blocks, Michael demonstrates a number of fine and gross motor, imaginative, problem-solving, self-regulation, and persistence skills.

36. [On the Playground](#) (Runtime: 4:40) A number of children play together on the playground and demonstrate a rich variety of communication, social, imaginative, and motor skills.

37. [Ian Plays With An iPad](#) (Runtime: 3:46) Ian demonstrates a variety of cognitive, manipulative, and fine motor skills while playing with an iPad.

38. [Ian Playing With Trains](#) (Runtime: 2:40) Ian demonstrates a variety of cognitive, imaginative, manipulative, and fine motor skills while playing with trains.

39. [Ian Pouring](#) (Runtime: 2:16) Ian demonstrates manipulative and fine motor skills while pouring liquids in a variety of vessels.

40. [Ian's Art Project](#) (Runtime: 3:23) Ian demonstrates a variety of cognitive, manipulative, and fine motor skills while working on an art project.

41. [Draco and Friends Playing with Legos](#) (Runtime: 2:50) While playing with Legos, Draco and his friends illustrate a variety of social, communication, imaginative, and fine motor skills.

42. [Draco and Friends at a Restaurant](#) (Runtime: 3:39) While at a pretend restaurant, Draco and his friends illustrate a variety of social, communication, cognitive, and play skills.

43. [Draco and Jessie Playing with Trains](#) (Runtime: 5:55) Draco and Jessie illustrate a variety of fine motor, social, communication, and cognitive skills while building a train track.

44. [Draco's Transition to Group Time](#) (Runtime: 4:01) This clip illustrates Draco's transitions from free play to clean up time to large group time. While initially having a difficult time, Draco loves being assigned the job of door holder.

45. [Devin and Draco Going Fishing](#) (Runtime: 2:46) While playing a fishing game, Devin and Draco illustrate a variety of social, communication, cognitive, and fine motor skills.

46. [Wyatt and Draco Playing at the Table](#) (Runtime: 2:50) Wyatt and Draco play at the sensory table and illustrate a range of play, fine motor, social, and communication skills.

47. [Wyatt Playing With Beads](#) (Runtime: 2:49) Wyatt demonstrates play and fine motor skills at the sensory table.

48. [Henry Gets Around](#) (Runtime: 4:12) Henry demonstrates a wide range of movement skills, including walking, climbing, running, and jumping, while supported by his ankle-foot orthosis and occasionally using a wheelchair.

49. [Talking about Mustaches during Snack Time](#) (Runtime: 1:55) Five children talk with their teacher about milk mustaches and other mustaches and beards during snack time.

50. [Oscar and Luciano at the Water Table](#) (Runtime: 3:08) Oscar and Luciano demonstrate a range of communication, social, and manipulative skills while talking about friendships and playing together at the water table.

51. [Jasmin and Alyssandra Stenciling](#) (Runtime: 2:19) Jasmin and Alyssandra demonstrate communication, manipulative, writing, and literacy skills while stenciling together.

52. [Jasmin and Alyssandra Playing](#) (Runtime: 4:44) Good friends Jasmin and Alyssandra demonstrate a range of skills while playing together with a variety of toys.

53. [Jasmin and Alyssandra and their Babies](#) (Runtime: 9:08) In this lengthy sequence of interconnected play activities, Jasmin and Alyssandra demonstrate a variety of imaginative, dramatic play, manipulative, and communication skills.

54. [Jasmin and Alyssandra in the Kitchen](#) (Runtime: 3:05) Jasmin and Alyssandra demonstrate a variety of imaginative, dramatic play, manipulative, and communication skills.

55. [Valeria - At the Art Table](#) (Runtime: 4:01) Valeria demonstrates a range of art, fine motor skills, and writing skills as she works with paper, glue, a variety of material, and writes her name with a crayon. In Spanish.

56. [Mauricio Reading Books](#) (Runtime: 1:54) Mauricio demonstrates a variety of literacy skills while reading books with his teacher. In Spanish.

57. [Ricky, Lilly, and Emiliano Play with an iPad](#) (Runtime: 4:20) Ricky, Lilly, and Emiliano demonstrate a variety of social, communication and iPad-related skills during choice time at preschool.

58. [Adrian Draws a Picture of Herself](#) (Runtime: 5:41) Adrian demonstrates a number of skills as she draws a picture of herself and talks about the picture.

59. [Alicia on the Playground](#) (Runtime: 3:07) Alicia demonstrates a range of her motor skills on the playground.

60. [Asia and Lyric Building a Road Together](#) (Runtime: 3:23) Asia and Lyric demonstrate their imaginative, communication, cooperative, and fine motor/manipulative skills building together.

61. [Austin and Sander at the Breakfast Table](#) (Runtime: 3:06) Austin and Sander demonstrate a variety of communication and self-help skills at breakfast.

62. [Austin and the Broken Bridge](#) (Runtime: 2:48) Austin demonstrates a variety of social, motor, and play skills while building with foam blocks.

63. [Davana and Jozlynn at the Sand Table](#) (Runtime: 2:49) Davana and Jozlynn have lively conversations at the sand table.

64. [Davana and Sidney Painting Together](#) (Runtime: 4:49) Davana and Sidney demonstrate their artistic and communication skills at the activity table.

65. [Evan and Iris at Cleanup Time](#) (Runtime: 1:08) Evan and iris do a thorough job cleaning a table, chairs, and the surrounding area during clean-up time.

66. [Evan, Elyas, Lyric, and Itiah On the Bus](#) (Runtime: 5:25) Four preschool children illustrate their imaginative pretend play skills.

67. [Evan and Pharoh At the Water Table](#) (Runtime: 2:31) Evan and Pharoh explore a variety of ways of pouring and filling vessels with water.

68. [Itiah and De'Ari and The Three Bears](#) (Runtime: 6:20) Itiah and De'Ari participate during group reading time as a teacher reads The Three Bears.

69. [Jacob Draws a Picture of Himself](#) (Runtime: 1:33) Jacob demonstrates his drawing skills in this brief clip.

70. [Keyave Building a Tower](#) (Runtime: 3:40) Keyave builds a tower with magnetic panels.

71. [Melanie and the Rock People](#) (Runtime: 3:10) Melanie demonstrates a variety of skills during this imaginative play activity.

72. [The Construction Site](#) (Runtime: 2:54) Three boys have animated conversations as they build complex block structures.

73. [Anais Makes a Butterfly](#) (Runtime: 4:23) Anais demonstrate a range of fine motor skills as she makes a butterfly using paper, scissors, markers, straws, and tape in her Spanish speaking preschool classroom. In Spanish.

74. [Atzy Makes a Heart](#) (Runtime: 2:09) Atzy demonstrate a range of fine motor skills as she makes a heart using paper, scissors, and markers in her Spanish speaking preschool classroom. In Spanish.

75. [Cindy Makes a Flower](#) (Runtime: 1:42) Cindy demonstrates her skills working on a shape and color matching puzzle in her Spanish speaking preschool classroom. In Spanish.

76. [Cindy Makes a Heart](#) (Runtime: 2:54) Cindy demonstrate a range of fine motor skills as she makes a heart using paper, scissors, and markers in her Spanish speaking preschool classroom. In Spanish.

77. [Ruben Painting at the Easel](#) (Runtime: 3:31) Ruben paints at the easel during free time and demonstrates some of his painting skills.

78. [Table Blocks](#) (Runtime: 4:12) Jacqueline, David, and Jesus work together to build a tabletop tower in their Spanish speaking preschool classroom. In Spanish.

79. [Finley Having Snack](#) (Runtime: 4:01) Finley demonstrates a variety of skills as she enjoys a snack of peanut butter, apples, and juice.

80. [Jacob at the Easel](#) (Runtime: 1:49) During free play time, Jacob chooses to paint at the easel and demonstrates some of his painting skills.

81. [Javier Having Snack](#) (Runtime: 4:34) Javier demonstrates a variety of skills as he enjoys a snack of peanut butter, apples, and juice.

82. [Kira and Isaac Playing Together](#) (Runtime: 2:22) In this birds-eye view, Kira and Isaac demonstrate a range of social, communication, fine motor, and imaginative skills.

83. [Kyrill and Dylan at the Water Table](#) (Runtime: 2:34) Kyrill and Dylan demonstrate a range of social, communication, fine motor, and play skills. Watch for Dylan encouraging Kyrill to use words.

84. [Kyrill and Kira at the Easel](#) (Runtime: 1:58) Kyrill and Kira draw next to each other at the easel and demonstrate a variety of social, communication, fine motor, and drawing skills.

85. [Paljum Having Snack](#) (Runtime: 2:32) Paljum demonstrates a variety of skills as she enjoys a snack of peanut butter, apples, and juice.

86. [Sam Draws a Scary Scarecrow](#) (Runtime: 3:43) Sam draws at the easel next to some friends and demonstrates a variety of social, communication, fine motor, imaginative, and drawing skills.

87. [Sam Reading Books](#) (Runtime: 3:36) Sam reads aloud a couple of books about animals, demonstrating a variety of literacy skills.

88. [Caul Plays With a Puzzle](#) (Runtime: 3:10) Caul demonstrates a variety of imaginative, fine motor, and cognitive skills while playing with a puzzle.

89. [Henry at Mealttime](#) (Runtime: 2:09) Henry demonstrates a number of functional and communication skills at lunch time at his preschool.

90. [Kaleb on the Playground](#) (Runtime: 2:37) Kaleb demonstrates a number of gross motor skills on the playground during free play.

91. [Alex Drew a Butterfly](#) (Runtime: 3:55) Alex draws a caterpillar turning into a “beautiful butterfly” and then describes his art to his teacher and a couple of friends.

92. [Alex, Hannah, and Faith Have a Tea Party](#) (Runtime: 4:41) Alex, Hannah, and Faith demonstrate a range of social, communication, fine motor, and imaginative abilities.

93. [Amber Plays with Moon Sand](#) (Runtime: 1:04) Amber plays cooperatively with a friend at the moon sand table.

94. [Anderson Paints a Caterpillar](#) (Runtime: 3:16) Anderson focuses on painting a caterpillar during this thematic art activity.

95. [Dylan and Enrique Matching](#) (Runtime: 3:22) Dylan and Enrique demonstrate a variety of communication and cognitive skills while matching cards.

96. [Dylan and the Matching Board](#) (Runtime: 3:47) Dylan matches objects to a picture board.

97. [Kyrill at the Easel](#) (Runtime: 1:12) Kyrill draws a picture and then takes it off of the easel to show his teacher.

98. [Kyrill in the Kitchen - Part 1](#) (Runtime: 3:58) Kyrill serves up snacks and beverages to his friends in the dramatic play area.

99. [Kyrill in the Kitchen - Part 2](#) (Runtime: 3:23) Kyrill continues to serve his friends snacks and beverages.

100. [Kyrill Pouring](#) (Runtime: 3:21) Kyrill pours colored water between vessels at an activity table alongside other children.

101. [Kyrill Toasting](#) (Runtime: 4:33) Kyrill plays with a toy toaster at an activity table alongside other children.

102. [Maggie Reading About a Butterfly](#) (Runtime: 1:40) Maggie reads a book about a caterpillar turning into a butterfly.

103. [Maren at the Activity Table](#) (Runtime: 2:48) Maren interacts with a variety of children while building at the activity table.

104. [Matthew at the Easel](#) (Runtime: 2:57) During free play time, Matthew chooses to draw at the easel.

105. [Matthew at Group Time](#) (Runtime: 1:46) Matthew participates in a movement activity during group time.

106. [Alicia in Several Activities](#) (Runtime: 6:33) Preschooler Alicia demonstrates a variety of skills at mealtime, on the playground, and reading with her teacher.

107. [Alicia Stenciling](#) (Runtime: 1:49) Preschooler Alicia demonstrates her stenciling and communication skills.

108. [Collaborative Puzzling](#) (Runtime: 2:31) A small group of preschool children work together to complete a puzzle.

109. [Eric and Caleb Threading](#) (Runtime: 2:02) Preschoolers Eric and Caleb demonstrate their fine motor, communication, and social skills.

110. [Eric Plays a Computer Game](#) (Runtime: 3:19) Eric and a friend play computer games illustrating a variety of skills.

111. [Joe Doing a Difficult Puzzle](#) (Runtime: 3:35) Joe takes on a difficult puzzle and illustrates a variety of fine motor, problem-solving, communication, and social skills.

112. [The MailBox Girl](#) (Runtime: 4:32) A small group of preschool girls demonstrate a variety of communication, social, and imaginative skills.

113. [The Playdough Table](#) (Runtime: 5:18) A group of preschoolers demonstrate a variety of fine motor, manipulative, imaginative, social, and communication skills.

114. [Tania Playing In The Yard](#) (Runtime: 3:42) While playing in the back yard with her mother, brothers, and sister, Tania demonstrates a variety of motor skills including stepping, jumping, running, climbing. In Spanish.

115. [Making Black Muck](#) (Runtime: 7:07) A group of children play together in a large sandbox demonstrating a range of social, communication, problem solving, motor, cognitive, and imaginative play skills.

General Interest

116. [DEC Recommended Practices 2014](#) (Runtime: 2:42) Narrated by Mary McLean, the Chair of the DEC Recommended Practices Commission, this video offers an overview of the new DEC Recommended Practices. The Recommended Practices were produced through a collaboration of the Division for Early Childhood of the Council for Exceptional Children, the Early Childhood Technical Assistance Center, and the Office of Special Education Programs, U.S. Department of Education. Thanks to Results Matter at the Colorado Department of Education and the Desired Results access Project, funded by the California Department of Education's Special Education Division, for permission to use selected video clips.
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117. [Child Outcomes Step by Step](#) (Runtime: 8:42) The U.S. Department of Education has adopted a set of three child outcomes. These outcomes address three areas of child functioning necessary for each child to be an active and successful participant at home, in the community, and in other places like a child care program or preschool. During the design phase of Results Matter, stakeholders met to review the three child outcomes and discuss how they might be used in Colorado. The overwhelming response was that we should measure these three outcomes for all children as part of the ongoing authentic assessment process for young children in our state. The outcomes provide a way to understand the integrated nature of development and learning in the early childhood years. Measuring progress on the outcomes helps Colorado meet federal reporting requirements for children with disabilities, state requirements for monitoring of student growth and provides a common measure to reflect results across different assessments, age groups, programs and even different state outcome data. This video describes and illustrates the three child outcomes. It is a collaborative presentation of Results Matter, Colorado Department of Education, the Desired Results access Project, Napa County Office of Education, funded by the California Department of Education, Special Education Division, and the Early Childhood Outcomes Center, funded by the Office of Special Education Programs. A SPANISH VERSION OF THE CAPTIONS IS AVAILABLE FOR THIS VIDEO.
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118. [What Is Authentic Assessment?](#) (Runtime: 3:02) This video illustrates the primary features of authentic assessment, including: ongoing, whole child, naturalistic, multiple perspectives, and useful.
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119. [So Many Ways to Learn](#) (Runtime: 3:08) Set to music, this video illustrates the many ways that young children learn.

Using Technology for Authentic Assessment

120. [Using Child Assessment Data to Achieve Positive Outcomes](#) (Runtime: 14:53)
Administrators and teachers illustrate how they use authentic child assessment data to: 1) inform funders, 2) inform classroom level instruction, 3) support teachers, and 4) meet the needs of individual children and their families.
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121. [Family Engagement With TS GOLD](#) (Runtime: 8:38) This video, the first of a two-part series, features a teacher and a parent describing key family communication features and benefits in TS GOLD. The second video, "Aiden's Parent-Teacher Conference" illustrates the use of TS GOLD during

an actual parent-teacher conference.

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122. [Aiden's Parent-Teacher Conference](#) (Runtime: 11:53) This video is the second of a two-part series. The first video, "Family Engagement with TS GOLD," features a teacher and a parent describing family communication features and benefits in TS GOLD. This video begins with brief interviews with the teacher and parent discussing the importance of parent teacher conferences. The video then shows about ten minutes of an actual parent-teacher conference. The conference highlights how the teacher uses several features of TS GOLD during the conference and illustrates how the teacher describes the ways that families can participate in TS GOLD.
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123. [Using Technology to Enhance Instruction and Family Engagement](#) (Runtime: 9:44) This video illustrates how a preschool teacher uses a variety of technologies, including computers, iPads, iPods, a Promethean Board, and a media sharing site, to enhance instruction for children and engage their families.
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124. [Teaming on the Use of the GOLD® Documentation App](#) (Runtime: 5:31) This video demonstrates how three team members of a preschool classroom work together to use the TS GOLD® Documentation App to document children's learning.
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125. [Using the GOLD® Documentation App to Better Understand Children's Communication](#) (Runtime: 3:23) This video demonstrates how a preschool teacher uses the audio recording function of the GOLD® Documentation App to capture language samples to that document children's language development.
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126. [First Look-Teaching Strategies GOLD® Documentation App](#) (Runtime: 5:45) This video demonstrates the functions of the *Teaching Strategies GOLD®* Documentation App for iPads, iPod Touches, and iPhones that was released during the week of November 5, 2012.
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127. [Aurelius Reading at Naptime](#) (Runtime: 4:52) This clip tells the story of how a preschool teacher used digital video and other technologies to help document and assess a young boy's notable skills and share the information with the child's family.
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128. [Using iPod Touch and Dragon Dictation to Record Observation Notes](#) (Runtime: 3:15) This video illustrates how early care and education providers are using the free Dragon Dictation app on the iPod Touch to document their observation notes more accurately and efficiently.
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129. [Using the iPod Touch and iPhone to Record Video and Photographic Documentation](#) (Runtime: 3:53) Three teachers discuss and illustrate how they use the iPhone and iPod Touch to capture, watch, and share video and photographs
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130. [Using MPEG Streamclip to Edit Video Files](#) (Runtime: 10:12) There are many ways to edit your video files. This instructional video illustrates how to use one free application, [MPEG Streamclip](#), to trim, join, and compress your video files. MPEG Streamclip works on both PCs and Macs, but requires that the free Apple QuickTime player is installed on your computer. Please refer to the requirements and installation instructions at. ([See CDE's Web Link Disclaimer.](#))
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131. [Watching Video Documentation with Children](#) (Runtime: 3:49) This video illustrates how watching video documentation with children can be used a strategy for assessment and can enhance children’s engagement in activities and choice-making.
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132. [Documentation as a Habit](#) (Runtime: 8:03) This video illustrates the exemplary documentation practices of Kim Moroze and her staff at Emerald Preschool, Boulder Valley School District. The teaching team and parents discuss and illustrate uses of observation notes, photography, and video.
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133. [Using Documentation at Emerald Preschool](#) (Runtime: 9:00) This video illustrates several ways that documentation is organized and used at Emerald Preschool, Boulder Valley School District.
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134. [Sharing Video Documentation with Families](#) (Runtime: 1:35) Christina DeVarona provides a powerful illustration of how video can help us understand children's learning and development and the benefits of sharing video with families.
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- [Practices Here and There](#)**
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135. [Kids’ Castle: An In-Home Portrait of Early Childhood Education](#) (Runtime: 5:57) Owners of a licensed family child care home describe how they make high-quality programming, curriculum, and assessment work in a home environment.
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136. [Using Child Assessment Data to Achieve Positive Outcomes](#) (Runtime: 14:53) Administrators and teachers illustrate how they use authentic child assessment data to: 1) inform funders, 2) inform classroom level instruction, 3) support teachers, and 4) meet the needs of individual children and their families.
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137. [The Benefits of Using Authentic Assessment in a Child Care Program](#) (Runtime: 2:23) The director of a child care program discusses and illustrates the benefits of using authentic assessment in a child care program.
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138. [The Results Matter Expansion Project Step By Step](#) (Runtime: 6:52) This video illustrates how the Colorado Department of Education’s Results Matter Expansion Project supported a child care center to begin using Teaching Strategies GOLD™. The director of the program and two teachers discuss and illustrate the transition process and the benefits for children, families, and teachers.
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139. [Engaging Families with Video at Parent-Teacher Conferences](#) (Runtime: 7:48) In this video, Anna La Torre, an ECE Teacher, illustrates how she shares video of children’s development and learning with their parents at parent-teacher conferences. Anna and two parents describe the benefits of sharing video for teachers, families, and children.
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140. [Preschool Home Visits - Making the Time to Build Relationships](#) (Runtime: 5:12) In this video, Sara Hefner, an Early Childhood Special Educator, discusses and illustrates the importance of making home visits in preschool. Sara and a father that she visits describe the benefits of home visits for children, families, and teachers.
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141. [The Sunshine Bus Preschool on Wheels Program Engaging Children and Families](#) (Runtime: 9:23) A sequel to “Gus The Bus – Preschool on Wheels” (see below), this video illustrates how the Aspen Community Foundation, Garfield Re-2 School District, and a host of community partners produced a second Preschool on Wheels to serve families who live in isolated areas. The focus of

this story is on family engagement, described by a number of families who participate in the program.

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142. [Friendship, Inclusion, and Learning](#) (Runtime: 7:25) This story is about a beautiful friendship that blossomed between two young girls in a preschool classroom. The children’s parents and teacher describe how the friendship helped both girls progress in learning important social and academic skills.
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143. [Photographer of the Day - Engaging Children and their Families](#) (Runtime: 7:46) This video tells the story of how a preschool teacher created a “photographer of the day” classroom job for the children. The child’s photos are shared the following day with the other children who reflect on the images and with families who get to see their children’s experiences during the school day. The teacher and a parent describe the benefits of this activity for the children, their families, and the teacher.
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144. [Videos From Parents - Enhancing Family Engagement](#) (Runtime: 9:58) This video illustrates a few ways that a preschool teacher uses video to promote family engagement. The teacher invites families who can’t schedule time to be in the classroom to take and share video clips of their occupational and community lives. The children share these videos with their classmates and the teacher integrates the clips in thematic units. The teacher also shares videos of the children with their parents.
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145. [Using Text Messaging to Strengthen Family-School Relationships](#) (Runtime: 8:12) This video illustrates how a preschool teacher uses text messaging to help families clearly and quickly understand what their children are learning in the classroom, how they are learning, and ways that they can support their children to learn at home. The teacher, a parent, and the school principal share their perspectives on the use of cell phones and text messaging to build relationships.
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146. [Family Engagement With TS GOLD](#) (Runtime: 8:38) This video, the first of a two-part series, features a teacher and a parent describing key family communication features and benefits in TS GOLD. The second video, “Aiden’s Parent-Teacher Conference” illustrates the use of TS GOLD during an actual parent-teacher conference.
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147. [Aiden’s Parent-Teacher Conference](#) (Runtime: 11:53) This video is the second of a two-part series. The first video, “Family Engagement with TS GOLD,” features a teacher and a parent describing family communication features and benefits in TS GOLD. This video begins with brief interviews with the teacher and parent discussing the importance of parent teacher conferences. The video then shows about ten minutes of an actual parent-teacher conference. The conference highlights how the teacher uses several features of TS GOLD during the conference and illustrates how the teacher describes the ways that families can participate in TS GOLD.
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148. [Collaborating to Support Aiden](#) (Runtime: 12:14) Because of an immune disease and the risk of infection, Aiden was not able to be near other children. This inspiring video illustrates how a homebound interventionist and a preschool teacher collaborated to enable Aiden to attend a typical preschool classroom through video conferencing. The story illustrates a number of themes, including collaboration between general and special education, teaming, the importance of reflection, family engagement, friendships, uses of technology, modifying instructional practices to

include all children, administrative support, and IEP meetings.

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149. [Using The Project Approach In a Spanish-Speaking Preschool Classroom](#) (Runtime: 10:09) This video illustrates a variety of themes and practices as the teacher discusses Spanish-speaking classrooms, The Project Approach, family engagement, community engagement and support, and having high expectations for all children.
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150. [Gus the Bus - Preschool on Wheels](#) (Runtime: 9:32) This video tells the story of how a community foundation and school district partnered to create a preschool on wheels and provide early education services to children living in isolated areas.
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151. [Using Technology to Enhance Instruction and Family Engagement](#) (Runtime: 9:44) This video illustrates how a preschool teacher uses a variety of technologies, including computers, iPads, iPods, a Promethean Board, and a media sharing site, to enhance instruction for children and engage their families.
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152. [Ruairi Goes To Preschool](#) (Runtime: 11:52) This video tells a heartwarming story in which a family, a preschool teacher and her staff, a state TA provider, and a school principal worked together to enable a young girl with significant medical issues to attend a preschool classroom through video conferencing.
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153. [Reflections of a First Year Teacher](#) (Runtime: 6:44) First year preschool teacher Ashley Hamand describes how she was video recorded for an entire school day, and reflects on what she learned when she watched and shared the clips with others.
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154. [Thompson Family Circles: All About Relationships](#) (Runtime: 10:39) This video describes and illustrates this program of Thompson School District. The Thompson Family Circles reaches out to families with young children before they begin preschool, providing a parenting support that is bilingual, relationship-based, and playful.
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155. [Using Video for Reflection and Coaching at SD27J Preschool](#) (Runtime: 5:47) This clip describes how video is being used as a foundation for self-reflection and coaching at SD27J Preschool in Brighton, Colorado.
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156. [Example of Using Video for Coaching at SD27J Preschool](#) (Runtime: 7:54) This video illustrates the principles presented in "Overview of The Incredible Years at SD27L Preschool." It was recorded during one day in one classroom and includes scenes of Dinosaur School during group time, children using problem solving strategies during play activities, and interviews with a child, a teacher, and a parent.
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157. [Aurelius Reading at Naptime](#) (Runtime: 4:52) This clip tells the story of how a preschool teacher used digital video and other technologies to help document and assess a young boy's notable skills and share the information with the child's family.
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158. [Overview of Dialogic Reading at SD27J Preschool](#) (Runtime: 6:07) This video describes how teachers in SD27J Preschool in Brighton, Colorado use this approach to interactive reading.
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159. [Example of Dialogic Reading at SD27J Preschool](#) (Runtime: 4:15) This video illustrates a dialogic reading group.
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160. [Overview of The Incredible Years at SD27J Preschool](#) (Runtime: 4:15) This video illustrates how teachers in SD27J Preschool in Brighton, Colorado use The Incredible Years, also known as "Dinosaur School."
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161. [Example of The Incredible Years at SD27J Preschool](#) (Runtime: 7:52) This video illustrates how teachers in SD27J Preschool in Brighton, Colorado use The Incredible Years, also known as "Dinosaur School."
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162. [Finley's Parent-Teacher Conference](#) (Runtime: 11:03) This video shows highlights of a parent-teacher conference. The meeting occurred during the half hour before school began and the parent brought two of her children, her preschooler and infant, along with her. The video illustrates a variety of practices, including using engaging open-ended questions, active listening, positive ways to share information with families, having strengths-based discussions, and sharing photo and video documentation with families.
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163. [Connecting Learning Opportunities](#) (Runtime: 1:34) Early childhood educator Sarah Mogen discusses how she presents information to children in various but connected ways to reach different kinds of learners.
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164. [Linking Documentation and Curriculum](#) (Runtime: 1:35) Christina DeVarona, an early childhood educator, illustrates how documentation helps her plan and set up the curriculum, including gauging children's interests, understanding their learning styles, and expanding on ideas.
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165. [Sharing Documentation with Families](#) (Runtime: 1:03) Sarah Mogen discusses the importance of sharing documentation with families.
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166. [The Essential Role of Observation and Documentation](#) (Runtime: 1:30) Sarah Mogen discusses the importance of observing and documenting children's participation in the classroom.
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167. [Using Documentation to Become a Better Teacher](#) (Runtime: 3:12) Sarah Mogen discusses the process of learning to use video and some of the benefits of using it in the classroom, including improving teaching skills.

[iPads In Early Childhood](#)

168. [Using Technology to Enhance Instruction and Family Engagement](#) (Runtime: 9:44) This video illustrates how a preschool teacher uses a variety of technologies, including computers, iPads, iPods, a Promethean Board, and a media sharing site, to enhance instruction for children and engage their families.
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169. [Teaming on the Use of the GOLD® Documentation App](#) (Runtime: 5:31) This video demonstrates how three team members of a preschool classroom work together to use the TS

GOLD® Documentation App to document children's learning.

170. [Using the *GOLD*® Documentation App to Better Understand Children's Communication](#) (Runtime: 3:23) This video demonstrates how a preschool teacher uses the audio recording function of the *GOLD*® Documentation App to capture language samples to that document children's language development.
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171. [First Look-Teaching Strategies *GOLD*® Documentation App](#) (Runtime: 5:45) This video demonstrates the functions of the *Teaching Strategies GOLD*® Documentation App for iPads, iPod Touches, and iPhones that was released during the week of November 5, 2012.
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172. [Using iPads to Enhance Preschool Speech and Language Services](#) (Runtime: 10:48) This video describes and illustrates a number of ways that speech and language pathologists are using iPads to enhance their work with preschoolers at Adams County School District 50.
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173. [Ricky, Lilly, and Emiliano Play with an iPad](#) (Runtime: 4:20) Ricky, Lilly, and Emiliano demonstrate a variety of social, communication and iPad-related skills during choice time at preschool.
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174. [Using iPads at Thompson Early Childhood](#) (Runtime: 12:13) This video documents how the Thompson School District in Loveland, Colorado introduced the use of iPads throughout their early learning programs and how teachers and therapists used them one month later.
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175. [Using iPads at Thompson Early Learning One Year Later](#) (Runtime: 10:08) This video documents revisits the iPad program at Thompson Early Learning one year after it was rolled out and illustrates how early childhood educator's use of iPads evolved over the course of a year.
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176. [Using iPads to Illustrate Problem Solving Strategies](#) (Runtime: 3:08) This video illustrates how preschool teacher Ashley Hamand creatively uses the iPad to enable children to illustrate problem solving strategies from the Pyramid Model for one another.
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177. [Learning with iPads at Adams50](#) (Runtime: 6:35) Preschool teacher Holly Williams describes the benefits of using iPads during choice time with children in her class.
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178. [Lucy's iPad](#) (Runtime: 4:54) Bonnie Swing describes how valuable the iPad has been for her daughter Lucy and her entire family.