

GOLD Nuggets

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Solutions for App Users Who Cannot Access the Camera

Some app users have reported that they are seeing only the audio recording option in the app, no camera or video option. This will happen if on app installation, the user chooses "Don't Allow" to the Apple permission prompt "Document would like to access the microphone".

This is a new prompt related to a permission setting in iOS 7. The recent release of iOS7 has made this permission request a prerequisite for installations of all applications that request use of the device's microphone. The good thing is, you will only be asked once.

If you inadvertently did not allow access to the microphone when installing the app, here is a step-by-step guide to resetting Microphone access, and regaining the photo and video options.

From the Home screen on your device:

- Tap **Settings**
- Tap **Privacy**
- Tap **Microphone**
- Then, where "Document" is shown, select "ON" (green)

The Power of Kindergarten

From the National Association of Early Childhood Specialists in State Departments of Education <http://www.naecs-sde.org/policy/k->

(10 Policies Leading to Positive Child Outcomes continued from October)

2. Be taught by a teacher who has received specialized training in working with and instructing young children, particularly kindergartners, and who has shown his/her competency in providing intentional and appropriate evidence-based instruction to this age child.
3. Be served by a program and within a system that connects with and deeply engages families in decisions about their child's education and learning.
4. Receive supports as determined by their individual needs including planned transitions into kindergarten and from kindergarten to first grade.

Documentation

Using Valid Procedures for Collecting Assessment Data

Assessment data must be collected on children in an on-going manner using a variety of documentation methods. This is essential in capturing the most comprehensive “picture” of development over time, in various contexts.

Observation is the basis of all good teaching and the foundation of any assessment system. Listening objectively and watching a child gives the teacher so much information on the child. For some objectives, seeing a child perform a skill once is sufficient to make an informed decision. Other objectives need more evidence and documentation. It may also be necessary to document a skill as it develops over time.

Documenting the words and actions of children serves as the evidence on which educators base their decisions about the development and learning of the children in their classroom. This evidence is required to determine where a child is along the continuum of development. This evidence also helps educators determine where they can begin to support this child toward the next developmental stage. The number of observations collected for each objective and dimension for each child will vary depending on what is being assessed, the child, and school district policy. In general, for some objectives an adult should observe a child demonstrate a particular skill or behavior multiple times in different contexts in order to accurately rate the child’s abilities and skill/behavior, other objectives may be rated after one observation.



Voices From the Field

“We have chosen the TS Gold assessment for use in determining early school readiness. This decision was based on our use of the TS Gold assessment at the preschool level for the past three years. A primary factor in the successful implementation of TS Gold in our preschools has been that the assessment is considered by staff and parents to provide relevant data that matches where our students come in and provides valuable information on where the targets for success need to be” from a metro area school district.

Strategies for Documentation

- When implementing an on-going progress monitoring system into your classroom, remember to keep the documentation simple. Documentation may be collected while directly engaging with children (in the action), while observing from a distance (out of the action), and after the fact. Set up simple systems to make collecting observation notes as convenient as possible. Implementing an assessment system takes intentional planning. Plan for other adults to make observations (specials teachers, educational assistants, etc.).
- A single observation that documents the language and behaviors of multiple children at a single moment in time can be entered once into Teaching Strategies GOLD online and populated in the portfolios of each child instantly, saving time previously needed to document this same information for each child separately. Further, a single observation that is documented with rich and thorough detail can serve as documentation for multiple objectives and domains. Teachers can then edit each portfolio as needed to individualize this documentation for each child. **It is important to consider child confidentiality when using this method.** Instead of a child's name, use initials when documenting into a single child's portfolio.
- In addition to typed notes, digital photos



of children, photos of work samples can be uploaded to a child's portfolio online and serve as documentation as it pertains to specific objectives and dimensions. Video clips, voice recordings and voice transcriptions/dictation software are also efficient ways of documenting children's development and learning.

- Paraprofessionals, related service providers and parents can observe and document children's development and learning in a variety of ways that help assist teachers. These individuals can provide verbal or written documentation to be entered in the child's portfolio by the teachers. Paraprofessionals and related service can also be given personal login information to GOLD online that provides access only to the portfolios of a particular child.
- Use the "On-the-Spot Observation Recording Tool" available in GOLD online to quickly assess children. Teachers can print a copy of this recording tool for each objective with children's names automatically populated on each sheet.

Documentation by Objective and Dimension

A report within TS GOLD titled “Documentation by Objective and Dimension” can be found under the “Documentation” tab. This report allows teachers to view the amount of documentation that they have collected and entered for each child under each objective and dimension. Teachers can check in at any time to see which areas they still need to collect and enter documentation and plan accordingly to focus on these particular areas and objectives.



Focus Groups;

We completed the Aurora focus group on November 4th and received a lot of valuable information from teachers and district coordinators.

Upcoming Groups;

November 13th Soaring Eagles Elementary School Library, Colorado Springs 4:30 p.m. to 6:30 p.m.

November 18th Durango Administration Building- Conference Room, 4:00p.m. to 6:00 p.m.

November 20th Greeley/Evans School District Administration Building- basement 4:30p.m. to 6:30 p.m.

December 2nd Rifle- Learning Opportunity Center (LOC) 4:30p.m. to 6:30p.m.

There is still time to RSVP to Amy Cameron at Cameron_a@cde.state.co.us.

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