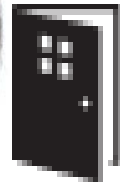


Analyzing and Evaluating



Teaching Strategies®



Analyzing and Respond

Which components might I use?

- ❖ Objectives for development and learning
- ❖ Documentation
- ❖ Check Point

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

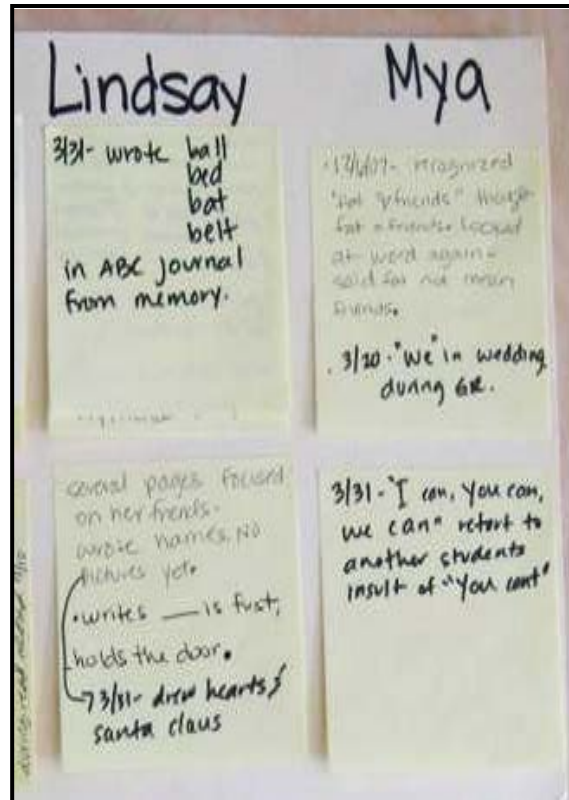
29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

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



Lindsay

3/31- wrote ball, bed, bat, belt in ABC journal from memory.

several pages filled on her friends - wrote names, no pictures yet.

writes - is fact, holds the door.

3/31- drew hearts, Santa Claus

Mya

1/3/07- recognized "hot friends" through fat friends looked at word again - said fat not many friends.

3/20- "We in wedding during GK."

Objective 6 Demonstrates gross-motor manipulative skills

a. Throws

Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Reaches, grasps, and releases balls or other objects	Throws a ball or other object by pushing it with both hands or by flinging it	Throws a ball or other object overhead or underhand toward a person or large target several feet away	Steps forward to throw ball or other object overhead toward a target (6-10 feet away) and follows through				
Children								
1. Javi	1					10/15, 11/15	2/3	
2. Tim	2				10/15, 12/1	2/3		
3. Mingo	3				10/15		3/1, 2/3	
4. Lou	4			11/4, 2/7				

Responding “In the Moment”

❖ Observe

❖ Reflect

❖ Respond



View the video

What did you see?

- Observations
- Find out what she knows
- Responding
- Challenges
- Conversations and comments
- Support



Analyzing Observation Notes

- Collecting information (forms)
- Reflecting documentation with objectives
- Work samples online
- Preliminary check points
- Evaluative interpretation
- Check points

Practice, Practice, Practice!

Watch the video and write:

- Anecdotal observation notes
- Number of the objectives
- Letters of the dimensions

Practice, Practice, Practice!

Watch the video again and focus on a different element of the scene.

- Write your anecdotal observation notes related to that element. Include the objective numbers and the letters of the dimensions.

Practice, Practice, Practice!


Watch the video one last time focusing on something new.

- Write down the objective numbers and the letters of the dimensions that are relevant to each observation.

Associate Documentation

- You will step back and reflect on the documentation you have collected. In *Teaching Strategies GOLD*® online, you can easily tag each documentation entry with related objectives and dimensions. This simple action will be a tremendous help when you want to evaluate children's progress.

Jonathan, 3 years old | July 2, 2010 Action ▾



Jonathan built what he called a "castle for horses." But when he tried to put the horses into each hole, they would not fit. (They were actually twice the size of the holes.) I asked Jonathan what he was going to do now, and he said, "It's really a castle for fish." He then got the basket of small fish and inserted them into the holes.

9a. Uses an expanding expressive vocabulary
11c. Solves problems
11e. Shows flexibility and inventiveness in thinking
22. Compares and measures

Checkpoint for Bella Rodriguez




Period: Fall 2010/2011

The checkpoint due date is: October 29, 2010

Area: English Language ⓘ

Objective: 8 - Listens to and understands increasingly complex language ⓘ

Dimension: a. Comprehends language ⓘ

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet		Shows an interest in the speech of others		Identifies familiar people, animals, and objects when prompted		Responds appropriately to specific vocabulary and simple statements, questions, and stories		Responds appropriately to complex statements, questions, vocabulary, and stories	
Examples Show										
Colored Bands Hide										
Previous Checkpoints Hide					Spring 2009/2010					
Documentation View All					 10/01/2010  10/08/2010					
Bella Rodriguez	<input type="radio"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4 	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9

Click here to hide the colored bands.

Click here to enter the final checkpoint developmental level.

Click to show examples of indicators.

Click icon to view documentation.

Checkpoint Screens

- Optional Physical Dimensions
- When entering data for Physical Objectives 4, 5, and 6, you can use the optional gross-motor dimensions to have the system assist you. These optional dimensions provide more details about the large-muscle physical objectives.
- For some programs, these are not optional and are included as part of the Physical objectives/dimensions.
- Often this dimensions are used for children withy special challenges.

Optional Physical Dimensions

< Back to Checkpoints by Child

Checkpoint for Bella Rodriguez

Period: Fall 2010/2011

The checkpoint due date is: October 29, 2010

Area: Physical ⓘ

Objective: 4 - Demonstrates traveling skills ⓘ

Fill Out Optional Dimensions to Suggest Level

Click **Fill Out Optional Dimensions to Suggest Level** to enter ratings for each physical dimension.

Level	Not Yet	Level 1	Level 2
Indicators	Not Yet		Moves to explore immediate environment

Checkpoint Screens

Fill Out Optional Dimensions to Suggest Level

Area: Physical ⓘ
Objective: 4 - Demonstrates traveling skills ⓘ
Dimension: a. Walks ⓘ

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet		Rolls from front (stomach) to back and back to front (stomach)		Crawls and/or begins to cruise		Walks steadily without support		Walks up and down stairs, alternating feet	
Colored Bands	Orange		Orange			Orange		Yellow	Green	Blue
Hide										
	○	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6	○ 7	○ 8	○ 9

Area: Physi...
Objective: ...
Dimension: ...

Fill Out Optional Dimensions to Suggest Level

Level Recommendation

Based on your responses, the system recommends that you place the child between levels 4 and 6

Close

Finalize/Unfinalize Checkpoint Data

The terms “unfinalized” and “finalized” refer to the checkpoint process.

The term “Preliminary Level” refers to individual pieces of documentation. The preliminary level you select for one piece of documentation relates to your assessment of a particular child, but will not preselect a checkpoint level for you. To finalize an area, you must select a level for every objective/dimension.

By Area

Checkpoint by Area for Preschool Class

Period: Fall 2010/2011

The checkpoint due date is: October 29, 2010

Remember to complete the Content Areas, English Language Acquisition Objectives (where applicable), and Spanish Language and Literacy Area (where applicable). Select the appropriate Area/Objectives on the left.

	Social Emotional	Physical	Language	Cognitive	Finalize by Child
Tommy Baldwin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grace Burgoyne	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adam Glen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Finalize to finalize all entries in all areas for one child.

Click the box to finalize, and select **Finalize** in the pop-up screen.

To make a change, click the box and select **Unfinalize** in the pop-up screen. Then edit and finalize when finished. Click

By Objective

Checkpoint by Objective for Preschool Class

Current View

Period: Fall 2010/2011

The checkpoint due date is: October 29, 2010

+ Social-Emotional ⓘ

Objective 1: Regulates own emotions and behaviors ⓘ

- a. Manages feelings ⓘ
- b. Follows limits and expectations ⓘ
- c. Takes care of own needs appropriately ⓘ
 - c1. Feeding ⓘ
 - c2. Toileting and personal hygiene ⓘ
 - c3. Dressing ⓘ

Objective 2: Establishes and sustains positive relationships ⓘ

- a. Forms relationships with adults ⓘ
- b. Responds to emotional cues ⓘ
- c. Interacts with peers ⓘ
- d. Makes friends ⓘ

Objective 3: Participates cooperatively and constructively in group situations ⓘ

- a. Balances needs and rights of self and others ⓘ
- b. Solves social problems ⓘ

[Finalize This Checkpoint](#)

When levels have been entered for every child, click **Finalize This Checkpoint**.

To make a change, click **Unfinalize This Checkpoint**. Edit and then finalize when finished.

By Child

Checkpoint for Bella

Current View

Child: Bella in Preschool Class

Period: Fall 2010/2011

Color Band at Fall 2010/2011: Preschool 3 class/grade (Green) [Edit](#)

Spanish Language and Literacy Objectives: Off [Edit](#)

English Language Acquisition Objectives: On [Edit](#)

The checkpoint due date is: October 29, 2010

Social-Emotional

Objective 1: Regulates own emotions and behaviors

Dimension	Level	Documentation
a. Manages feelings	Level 4	C D
b. Follows limits and expectations	Level 5	
c. Takes care of own needs appropriately	Level 5	D

Objective 2: Establishes and sustains positive relationships

Dimension	Level	Documentation
a. Forms relationships with adults	Level 4	
b. Responds to emotional cues	Level 5	
c. Interacts with peers	Level 4	
d. Makes friends	Level 5	

Objective 3: Participates cooperatively and constructively in group situations

Dimension	Level	Documentation
a. Balances needs and rights of self and others	Level 4	
b. Solves social problems	Level 4	

[Finalize This Checkpoint](#) | [Move This Checkpoint Data](#) | [Delete This Checkpoint](#)

Click here and select **Finalize This Checkpoint**.
To make a change, click and select **Unfinalize This Checkpoint**. Edit and then finalize when finished.

Find out more !

- [The Creative Curriculum for Preschool](#)
- [The Creative Curriculum for Infants, Toddlers and Twos](#)
- <http://www.naeyc.org/files/tyc/file/Seitz.pdf> - The Power of Documentation in the Early Childhood Classroom article
- <http://mserinsroom.blogspot.com/> - Great blog documenting activities in their classrooms
- [Windows on Learning: Documenting Young Children's Work](#)
- [The Power of Observation for Birth Through Eight](#)
- [Observation: The Key to Responsive Teaching](#)
- <http://ceep.crc.uiuc.edu/eeearchive/books/projapp1/initial.html#Documenting> – Clearinghouse on Early Education and Parenting: The Project Approach