

1h. Observation/Assessment and Child Outcomes Process

Reviewed 05/25

Process for measuring progress, analyzing results, and planning for individualization and continuous program improvement.

The program will use the Teaching Strategies Gold assessment tool to measure children's growth and development. This assessment tool meets ECEAP and Head Start standards to have an assessment tool that is researched-based. The education staff will observe, monitor and document the progress of all children on an ongoing basis and record the results for each child's Teaching Strategies Gold Assessment System.

Observations

Teaching staff (Teachers, Assistants, Home Visitors) will observe each child enrolled in their class or on their caseload and will document observations in Teaching Strategies GOLD® weekly. A system will be planned and implemented to be able to observe and document in all objectives in TS Gold. Each child should have **a minimum of three to five observations weekly uploaded into the assessment system**. All objectives in TS Gold will be observed within the quarter and have an observation associated with the objective. Observations will start as soon as a child attends the first day of class.

These observations must:

- Document what children say and do, with whom by using initials of the other child or the initials o.c. (other child), and where they play.
- Be written in objective and factual notes, including direct quotations of language and descriptions of actions.
- Occur across a variety of activities, locations and throughout the daily schedule.
- Cover the following areas of development and learning for the individual child:
 - social emotional development
 - physical development
 - language development
 - cognitive development
 - literacy
 - mathematics.
- Take place over time, throughout the school year.

Observations may be documented by using:

- Anecdotal/Narratives
- Photos/videos of children's interactions, creations, etc.
- Photocopies or samples of children's work
- Parent Observation

- Checklists/On the Spot/Milestones

Teaching staff will use these observations to:

- Learn more about the child's development, skills, abilities, interests, friendships, interactions, and behavior.
- Inform Teaching Strategies GOLD® checkpoint ratings.
- Assist in developing school readiness individualized learning plans.
- Guide and individualize activities on lesson plans.
- Create and update activity matrix if needed.

Observations will:

- Be uploaded into system weekly.
- Have a preliminary rating on every observation.
- Only have one to four objectives associated with each observation.

Teachers and Home Visitors will analyze observations weekly to be able to plan next steps for individual children and document on lesson plan and create or update activity matrix as needed. Education staffing (updates) for each child will be completed monthly and will include a summary of the child's development based on the data collected in Teaching Strategies Gold. (Refer to FS/PE 8c. Children & Family Staffing Meetings Procedure - **link coming soon** for more information.)

Teachers and Home Visitors will encourage parents to share observations that will be documented in TS Gold.

Assessment

Teachers/Home Visitors will use Teaching Strategies GOLD® to document assessment of child development and learning.

Teachers/Home Visitors will:

- Complete the Home Language Survey for 3-to-5-year-olds and input this information into TS Gold by each child's first checkpoint after enrollment and will assess the child's English language acquisition using objectives 37-38 if indicated. The first two questions on the Home Language Survey will be in the intake notes. The second two questions will be answered after the child has attended class.
- Finalize checkpoint ratings in GOLD® by quarterly due date for each child who attended class for a minimum of three weeks prior to the checkpoint.
- Consider observations from observers who speak the child's home language, when possible.
- Rate all objectives in the required six areas of development and learning (mathematics, language, literacy, social-emotional, physical, and cognitive) for each child.

Teacher and Home Visitors will share quarterly checkpoints information with parents and gather ideas to better individualize for each child and this will be documented on the School Readiness Individualized Learning Plan, activity matrix and lesson plans.

Teachers/Home Visitors will analyze data and meet with Area Manager to plan next steps within three weeks after each checkpoint. They will use the analyzing directions and form to document information (refer to [EDUC 9q. TS Gold Analysis Process \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/q-TS-gold-analyzing-process\)](http://lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/q-TS-gold-analyzing-process) / [EDUC 9p. TS Gold Checkpoint Report Analysis Summary \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf\)](http://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf)).

Strategies identified on the TS Gold Analyzing Form should be reflected on lesson plans/activity matrix or home visit forms.

Area Managers will keep original for monitoring file, copy for teacher and send a copy to School Readiness Specialist.

The School Readiness Specialist will analyze data from Teaching Strategies GOLD® program and other data resources, create a outcomes report and share outcome report three times a year with all staff, Policy Council, and Board of Trustees.

Listed below are factors that could be considered affecting outcomes as reports are analyzed:

- Class size
- Gender mix/ratio
- Staff/Adult to child ratio
- Number of IEP's and quality/frequency of services
- Number of children on Individual Care Plans
- Number of non-English speaking children
- Experience of staff
- New staff team versus established team
- Age mix
- Classroom arrangement/availability of materials
- Number of class days, hours served; i.e. different programs (traditional Head Start or ECEAP)
- AM versus PM class time
- Trainings/mentoring received or needed
- Consistency in documenting children's skill level: standards used, frequency of documentation, and consistency within the individual teaching teams
- Staff turnover/extended absences
- Systems for observation/documentation
- Child turnover rate
- Attendance
- Social service needs/family crisis
- Number of returning children
- Additional factors

Child Outcomes will be reviewed and shared with the Self-Assessment Team on a yearly basis and will be a part of the report and Program Improvement Plan as necessary. In addition, the Self-Assessment will include a review of the growth of outcome measures for children throughout the program and the past year.

Policy Council will be trained yearly on the Child Outcomes Process and review report quarterly on the progress children are making in the program. They will review the program-wide recommendations and action plans as they are developed.

As children transition into Kindergarten, each individual child's progress will also be shared with the local school district staff during a Spring Transition Meeting.

DRAFT