



Arizona  
Department of Education

# GOLD Nuggets



VOLUME 2, ISSUE 4 JANUARY 2013

Next Checkpoint Date:  
**February 8th**

## In this Issue:

- ◆ *Moving from Compliance to Quality*
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In workshops provided by the Early Childhood Education unit across Arizona, administrators have been receiving tools and information to begin **moving from compliance to quality** in the collection and use of GOLD child assessment data.

Here are some key ideas from these workshops:

- ◆ **Communicate** to staff why assessing the progress of children’s development matters. We do our best work in any task when we understand it’s fundamental purpose and **why it matters**. Assessment data matters because it helps us to improve educational and developmental outcomes for children.
- ◆ **Create a system** in which all staff understand the “big picture” of assessing children and their particular roles and responsibilities within it. In the absence of clear expectations, roles and responsibilities in our work, we may feel overwhelmed, confused and disengaged. Developing a written guidance document reflecting your system will **provide staff with the clarity needed now** to effectively conduct assessment and the ability to reflect on where improvements are needed *in the future*.
- ◆ **Understand why quality data matters.** Establishing a clearly-defined system in which everyone understands the purpose, the process and individual roles allows staff to shift their focus from complying with data *requirements* to a focus on data *quality*. This shift must begin with an understanding of why quality data matters. Assessment data should drive how and what we teach each child. To most effectively and intentionally teach, our assessment data must *accurately* reflect each child’s current skills and abilities in *all* developmental and content areas. In short, **we must have a clear picture where children “are” in order to support them to where they need to go.** Quality data makes this possible and increases our ability to significantly improve outcomes for children.

## *Professional Development*

**GOLD  
Two-Day Introductory  
Teacher Training**

**January 24-25th**

**[Ade.az.gov/onlineregistration](http://Ade.az.gov/onlineregistration)**

***“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives.”***

William A. Foster

- ◆ **Identify what teachers need.** When we begin making this shift to focus on quality, we may discover that we don’t have a clear understanding of what “quality” in assessment of children looks like in practice. We may discover that staff need to develop new organizational management strategies. We may discover that staff need additional training in child development or practice in observing children and accurately assessing these observations. **Determine the professional development needs of your staff and make a plan for the coming months/year.** Document this in your ECQUIP Enhancement Plan.

To begin addressing each of these issues, see text and links starting on page 5 of the [ADE Early Childhood Assessment Manual](#). For more specific information, ideas and resources that were provided in each workshop, please contact ECE at 602-542-2790 or [holly.ford@azed.gov](mailto:holly.ford@azed.gov).

## “The Reason for the Seasons in GOLD” ...or “Why Winter is Wonderful!”

### Using Data to Inform Instruction

The purpose of monitoring children’s progress in an on-going manner is to enable teachers to plan and teach based on children’s needs within a single school year. While comparing assessment scores from the beginning of the year to the end of the year (i.e. pre and post assessment) demonstrates the *total* amount of progress a child made, this approach does not provide a teacher with an opportunity to make adjustments to instruction *before* the year is over.

**Finalized data from the winter season provides an opportunity to stop, reflect and plan accordingly for the remainder of the school year.**

**Teachers:** To get started, generate a **Class Profile Report** for each class under the Reports tab in GOLD.

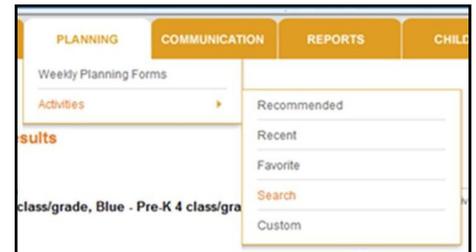
- ◆ Children whose names appear to the LEFT of the color bands are considered *below* the widely-held age expectations in that particular objective/dimension.
- ◆ Children whose names appear anywhere within the color band on this report are considered *within* the widely-held age expectations in that particular objective/dimension.
- ◆ Children whose names appear to the RIGHT of the color band are considered above the widely-held age expectations in that particular objective/dimension.

Class Profile Report:											
Checkpoint Period:		Fall 2010/2011 - All levels (Preliminary, Unfinalized, Finalized)									
Classes:		Bluebirds									
Age or Class/Grade:		Pre-K-4 class/grade (Blue)									
Generated on:		September 13, 2011									
Data											
Social-Emotional											
Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	
1a. Manages feelings	Pre-K-4 class/grade (Blue)				Isabelle Heart Camille Gippon	Krista Dewie Andy Utteman Nick Stetson	Daphne NIGHT Caitlin Taylor	Grant Allen Joah Rigling	Marcos Castillo Ervin Waddy Tamsyn Brown	Abner Nieves	
1b. Follows limits and expectations	Pre-K-4 class/grade (Blue)				Andy Utteman Isabelle Heart	Krista Dewie Nick Stetson	Daphne NIGHT Caitlin Taylor	Grant Allen Joah Rigling Camille Gippon	Abner Nieves Marcos Castillo Ervin Waddy Tamsyn Brown	Vjay Goldschm Adolpho Martinez	

Using this report, teachers can begin to identify specific development and content areas in which individual or groups of children need targeted support. Reflecting on this report may also help teachers discover areas in which changes to materials, instruction, routines and schedules are needed to the benefit of the whole class.

**Tip:** Start small. Just choose one area, a few objectives or a few particular children with which to focus your efforts.

To search for activities that target particular areas/objectives, group-sizes or topics, click on “Activities” then “Search” under the Planning tab. Each activity includes a list of objectives and dimensions that can be observed during it’s use and can also be printed in family-friendly language to be sent home with children.



**SAIS ID Update:** In September 2012, ADE ECE announced that non-district programs serving typically-developing preschool children now have the ability to generate SAIS ID numbers for children. This process is essential to tracking data on children as they enter the K-12 public education system.

**As of January 2013,**

- ◆ **Over 50%** of all child portfolios in GOLD either have no SAIS ID number, inaccurate ID numbers or have erroneous information entered in this field (i.e. letters, words, etc.)
- ◆ Approximately **3000** children with IEPs, who already have received SAIS ID numbers, currently do not have these numbers entered in GOLD online.

For assistance in receiving SAIS ID numbers for children, please contact ECE at 602-542-2790. See [September Nuggets](#) for instructions on efficiently verifying the accuracy / entering missing child data in GOLD.

## 2013-2014 Checkpoint Dates

*October 11th*  
*February 7th*  
*May 31st*

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