



In this Issue:

- ◆ Moving From Compliance to Quality: *Sample Schedules for Data Collection*
- ◆ Sharing GOLD Data with Kindergarten Teachers
- ◆ One Child = One GOLD Portfolio

Moving From Compliance to Quality: *Sample Schedules for Data Collection*

In the **January GOLD Nuggets**, we shared some beginning steps in creating a system for on-going progress monitoring at the program level. To continue our focus on *Moving from Compliance to Quality*, this issue will share some steps in creating a system at the classroom level. See **page 2** of this issue for sample schedule of a how a teacher and assistant begin to systematize data collection every day.

This **example** integrates data collection with *Zoning*, a method for organizing the roles of the adults in the classroom for each time of the day. Encourage staff to develop their own daily/weekly schedule that best suits them. The primary purpose of creating a plan for data collection is to help staff **become strategic** and eliminate the need to rush right before a checkpoint date to complete GOLD. When teachers take a systematic approach to collecting data, the result is higher-quality and a greater quantity of data being collected to guide instruction for and measure progress of children.



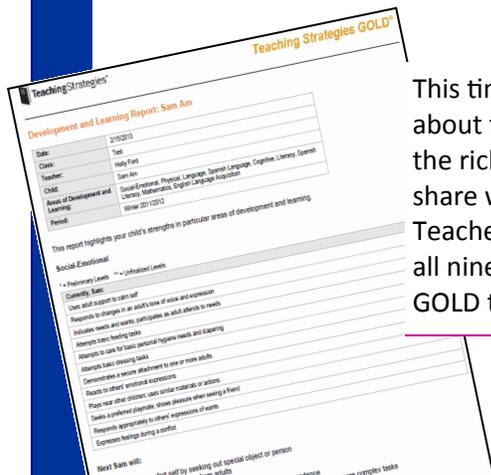
Sharing GOLD Data with Kindergarten Teachers

This time of year, preschool coordinators, teachers and families are beginning to think about transitioning children to kindergarten. Kindergarten teachers may not be aware of the rich information on children's development and learning that preschool teachers can share with them. The **DEVELOPMENT AND LEARNING REPORT**, available in GOLD through Teacher access, provides **narrative descriptions of each child's current skills and abilities** in all nine areas. Kindergarten teachers do not need to be familiar with the rating system in GOLD to make use of this report.

One Child = One GOLD Portfolio

When new children enroll in your program who have previously attended a district preschool, private child care or Head Start program in Arizona, these children will likely already have GOLD portfolios. This portfolio can be easily transferred to your GOLD license.

If you get a "Warning: Another Child in your Organization...." message when you attempt to enter a new child in GOLD, this means a portfolio already exists for this child. To request the transfer of a child portfolio, provide brief information on the **GOLD Child Portfolio Transfer Request** form and email it to holly.ford@azed.gov.



Tip: When generating this report to share with a Kindergarten teacher, include just one or two areas that you feel are most important for him/her to know about each child.

Sample Zoning Schedule and Plan for Data Collection

Zoning is a method for organizing adults in an early childhood classroom. It is designed to provide an environment in which **child engagement is the focus**. The basic premise is that one adult is assigned to each scheduled child activity. Other adults can be assigned to tasks such as preparing the next activity, helping a child who needs individual assistance, etc. During transition between activities, one adult is at the old zone and one adult is at the new zone. Watch this [3 minute video](#) on Zoning. **After creating a zoning schedule, the next step is to integrate a plan for data collection into each day. This is only one EXAMPLE.** Each classroom schedule will vary based on days of operation, number of children and staff, child needs, etc.

Activity	Time	Ms. Sandy (teacher)	Ms. Kathy (aide)
Arrival	9:00 –9:10	Greeting families & children	Hand-washing
Transition	9:10-9:15	Circle-gathering Song	Gathering children to circle
Circle Time	9:15-9:30	Facilitating circle activity	Supporting child engagement
Transition	9:30-9:35	Facilitating center choice	Support transition to centers
Centers & Small Group	9:35-10:30	Facilitating Small Group	Supporting engagement in multiple centers
Transition	10:30-10:35	Hand-washing	Receive Children for Snack
Snack	10:35-10:50	Facilitating Snack & Conversation / PECS	Facilitating Snack & Conversation / PECS
Transition	10:50-10:55	Leading Children outside	Hand-washing
Outdoor Activities	10:55-11:20	Engaging with Children	Engaging with Children
Transition /Prep for Dismissal	11:20-11:30	Closing Activity	Hand-washing / Backpacks

	Monday	Tuesday	Wednesday	Thursday
Ms. Sandy	Juan, Madison Kevin, Olivia, Seth	Turner, Alia Colton, Sivan, Maria	Sanjay, Alex Rachel, Polly, Angel	Any Child
Ms. Kathy	Turner, Alia Colton, Sivan, Maria	Sanjay, Alex Rachel, Polly, Angel	Juan, Madison Kevin, Olivia, Seth	Any Child

Planning for Data Collection

Before each week starts, Ms. Sandy and Ms. Kathy will review the documentation they have already collected by **generating a “Documentation by Objective/Dimension”** report (*found under the Documentation tab*) and determine **what** data they still need to collect. They will also discuss **when and how** they will collect documentation on children within their various roles throughout the day.

Example 1: At a minimum each day, Ms. Sandy will collect documentation during Small Group and Snack Time. Ms. Kathy will collect documentation during Circle Time and Outdoor Play. They will determine in advance the method of collecting (notes, checklist, work samples, photos, etc.) and the GOLD areas/objectives on which to focus their data collection. These will depend on the activities planned for each day as well as which areas they still need documentation. They will take additional notes during any time of the day as desired.

Example 2: In a class of 15 children that takes place at least 3 days/week, Ms. Sandy and Ms. Kathy will focus on collecting documentation for 5 particular children on the specified day. This documentation can be related to any area in GOLD from any portion of the day. If Sandy and Kathy take **at least one piece of documentation on 5 children Mon-Wed**, they will have a minimum of 30 pieces in one week.