

# GOLD NUGGET



## Special points of interest:

- **MONITORING ALERT!** Starting in March, the yearly monitoring of documentation will begin. Up to 10% of student's portfolios will be monitored by ADE. Please ensure that quality documentation is entered for ALL students.
- The documentation will be monitored with a rubric developed by ADE's Early Childhood Special Education Unit. If you'd like to view this rubric please contact Ariana Lopez at Ariana.Lopez@azed.gov
- Next checkpoint is May 29, 2015.

## I Finalized Data in Early Spring for New Students....Now What?

Programs have 45 days to finalize data for children that start at various points during the year. Children that started less than 45 days before the Winter checkpoint date will have their first set of finalized data in early Spring (late February/ early March). Since finalizing data early in the Spring season means they won't have to finalize again by the regularly scheduled Spring checkpoint date, this presents the issue of what should be done with this child's portfolio for the remaining months of the school year. It is recommended that teachers continue collecting observations and assign preliminary levels for these children in May. Setting preliminary levels allows teachers and administrators to generate reports and measure progress made by these newly-enrolled children at the end of the school year.

## GOLD Portfolios for Soon-to-Be Kindergarteners

In instances when an LEA has not chosen to use GOLD in kindergarten, information collected at the preschool level should be shared with the family and considered part of the child's educational record. Evidence collected at the preschool level can be used to provide kindergarten staff with information about a child's educational needs and thus inform instruction and intervention methodologies. Information about a child's developmental growth and work samples can become part of the quality kindergarten transition plan.

Some good reports to print off and share with Kinder teachers as children graduate to Kinder are:

- **DEVELOPMENT AND LEARNING REPORT**, provides **narrative descriptions of each child's current skills and abilities** in all nine areas.
- **INDIVIDUAL CHILD REPORT**-shares information about a child's level against the widely held expectations for that child's age.

The Office of Special Education Programs (OSEP) requires data on preschool children with special needs that have received special education for at least 6 months. However, it is **recommended** that programs create and maintain GOLD portfolios for these children as a means of providing comprehensive information on their development to parents and kindergarten teachers at the conclusion of their participation in preschool special education.

