

Instructions for Reviewing Child Observations and Portfolios SY 20-21

(Checkpoint dates: October 09, 2020, February 5, 2021, June 4, 2021, July 20, 2021)

How to access a child's portfolio:

1. Log into your own TSG account
2. Go to your initials in the top right-hand corner, click on that, and select "Administration" from the drop down
3. Go up to the top "My Teaching Strategies" bar and click on "Assess"
4. On gray bar below click on "View Documentation"
5. On the left side of the screen, click on "Filter Documentation"
6. Organization and Program may be locked depending on what you have access to. If not, select the program you wish to view.
7. Select a site within that program.
8. Select a teacher within that site.
9. Select a class within that teacher's access.
10. Select ONE student whom you wish to view their documentation to complete the rubric.
11. On the right side of the screen, click on "Apply"

How to Use the Child Observations and Portfolio Rubric

Before using the rubric, take some time to read through the observations in the child's portfolio that you selected.

As you read, take notice of the:

- objectives to which the teacher has associated each piece of documentation
- varying types of documentation (anecdotal notes, work samples, etc.)
- sources of information (teachers, paraprofessionals, related service providers, family members)
- dates of each observation

Now, using the rubric, score this child's portfolio. Add comments as you go to each section of the rubric, making note of the strengths of this portfolio as well as areas where the teacher may need specific feedback on how to improve the quality of the documentation and the portfolio as a whole. Always use this rubric at a child level.

Child Observations and Portfolio Rubric

Criteria	1	2	3	4
Documentation from Multiple Adults <i>(teachers, paraprofessionals, therapists, family)</i>	Documentation limited to <i>single</i> adult (e.g. teacher)	Majority of documentation from a single adult but <i>at least one</i> other adult has provided minimal input	Documentation is from at least two adults and includes family input	Documentation is from multiple adults and includes family input
Comments:				
Documentation of Various Types <i>(screening/intake, anecdotal notes, work samples, checklists, photos, videos)</i>	Documentation limited to a <i>single</i> type of documentation	Majority of documentation limited to a single type but <i>at least one</i> other type is included	Documentation reflects a combination of <i>at least 3</i> different types	Documentation reflects a combination of <i>4 or more</i> different types
Comments:				
Documentation Collected Over Time <i>(observed on multiple days throughout GOLD season)</i>	Documentation collected at a <i>single</i> point in time (all same dates)	Majority of documentation is collected at a <i>few</i> points in time	<i>At least 50%</i> of documentation is collected over time	<i>At least 90%</i> of documentation is collected over time
Comments:				

<p>Documentation Appropriately Linked to Objectives (Clear relationship between documentation and the objective(s) to which it is linked)</p>	<p>Majority of documentation is <i>insufficient</i> to assess objective(s) to which they are linked</p>	<p>Majority of documentation has a weak relationship to the linked objectives with no context statement</p>	<p>Majority of documentation has an adequate relationship to linked objective(s) and include context statements</p>	<p>Majority or all documentation has a <i>clear, supportive</i> relationship to the objectives selected and include context statements</p>
<p>Comments:</p>				
<p>Documentation is objective and specific regarding children, materials, time span, etc. (See ADE Assessment Manual for more information on quality assessment practices.)</p>	<p>Majority of documentation contains the whole group lesson plans for the day and no specific details on what each child can do, or all the documentation is “whole class”</p>	<p>Majority of documentation contains some whole group lesson plans and some specific details of each child. Also no judgements or opinions are included in the child specific documentation</p>	<p>Majority of documentation contains specific details about what each child can do and minimal “whole class” documentation as well as minimal lesson plan reporting. No judgements or bias is found in the documentation</p>	<p>Majority of documentation contains <i>extensive</i> details of the specific event that creates a clear, unbiased picture of the event and the child. All documentation is specific to each child and no judgements or bias is observed.</p>
<p>Comments:</p>				
<p>Adequate training has been completed by users for Gold</p>	<p>Lead teacher and assistants in the classroom have completed will have completed the following online modules: *Introducing My TS *Gold Introduction *Objectives for Development and Learning.</p>	<p>All the previous are met and one teacher in the classroom has attended 2-day in person training.</p>	<p>All the previous are met and Interrater reliability certificate valid for all teachers in the classroom and administrators.</p>	<p>All the previous are met and an administrator has attended 2-day in person “Administrators” training.</p>

Comments: