

 Teaching Strategies®

GOLD plus™



information integration intentionality intuition

you & individuality

inspiration imagination insight interaction



you & i

Every child is different. It's no surprise that they learn differently, too.

At Teaching Strategies, we celebrate those differences—and are committed to developing tools that help you meet the individual needs of each child. That's why *GOLDplus™* was created. To help you plan your instruction intuitively, based on assessment data, and adjust it for every child. To integrate your curriculum with information from your assessment. And to act on data without needing to be a data expert. *GOLDplus* takes the guesswork out of individualizing instruction, so you can get back to doing what you love most—connecting with each child. **Let's take a look at how.**



As a teacher, your goal is to meet the individual needs of every child. But we know that can be a real challenge. That's why we created *GOLDplus*[™]. *GOLDplus* automatically links assessment data to curricular experiences, giving you all the information you need for a clear picture of each child's progress. With immediate, at-your-fingertips access to already-tailored learning experiences for every child in the class, you'll know just how to individualize instruction to help each one of them succeed.

you & individuality

Infants, Toddlers, and Twos

For the youngest learners, having their needs met builds the trust that is critical to fostering secure attachments and positive relationships. *GOLDplus*™ digital individual care plans allow instant access to all the information you need to responsively care for each child. And *Intentional Teaching* opportunities help you engage every child at the developmental level that's most appropriate. In both cases, whether during routines or experiences, you can rest assured that each child in your care is getting just what he or she needs.

Preschool

Every day, *GOLDplus* gives you in-the-moment support to individualize instruction. Whether you're working one-on-one with a child, intentionally bringing together children with common skills, or choosing to group together children with a range of abilities, you have guidance at the ready to make the experience meaningful for every single child.

Kindergarten

Whether your commitment is to the *Common Core State Standards* or to standards for your individual state, as a kindergarten teacher, you need experiences that will support and drive every child's success. With *GOLDplus Intentional Teaching* experiences, you can individualize your small-group interactions with children to provide direct instruction that's already linked to standards—in a way that's developmentally appropriate and meaningful for all children in the class. Plus, direct instruction of key concepts takes place across all areas of development and learning—ensuring the whole child is fully supported.

Unique Support for Individualized Instruction

No one else offers embedded, color-coded teaching sequences that help every teacher to quickly adapt the activity or experience in the moment to meet the needs of each child. Learn more on page 11.





At Teaching Strategies, our goal is to support you in driving positive outcomes for children. So we've provided a seamless and continuous link between curriculum and assessment—where assessment data informs instruction, and instruction informs assessment data in return. *GOLDplus™* provides a revolutionary, already-integrated approach to teaching and assessment, where the tap of a finger lets you toggle quickly between the two. So you can enter data right in the moment—when everything you've observed is still fresh in your mind.

you & i *ntegration*

Infants, Toddlers, and Twos

Picture this: a caregiver engages Jonathan in a play experience that has already been tailored to his specific developmental needs through information from assessment data. As she and Jonathan interact, with just a tap, she can gather documentation for him to further inform her responsive planning. The information she enters automatically updates her information for Jonathan, so the next time she's planning for his day, she will have updated information that tells her exactly how to use that time most effectively to support what's next for Jonathan's development. That's integration at its finest—and support at its best.

Preschool

GOLDplus™ helps teachers truly scaffold children's learning on a daily basis. Here's how: in small-group interactions, teachers use already-individualized experiences that are based on already-entered assessment data. And while teachers engage children in the experience, they can easily toggle between teaching and assessing to gather additional, in-the-moment assessment information that will automatically inform further instruction. Teach. Assess. Teach. Assess. It's seamless, continuous—and it all happens with just a few quick taps of a finger.

Kindergarten

For kindergarten teachers, *GOLDplus* offers embedded language from the *Common Core State Standards* and state early learning standards for kindergarten to help you understand the kind of real, applicable experiences that will drive positive outcomes. Specific, kindergarten-focused *Intentional Teaching* experiences help you ensure that all standards are directly addressed—and with the seamless integration of teaching and assessment, you can rest assured that you're differentiating instruction for each child, every time.

The image shows two tablets displaying the GOLDplus interface. The top tablet is in 'Teach' mode, showing a lesson plan for 'Mathematics M01 Dinnertime'. The bottom tablet is in 'Assess' mode, showing a progress bar and a table of student performance.

Teach Screen (Top Tablet):

Mathematics M01
Dinnertime

- Display the dishes, utensils, napkins, and cups. Tell the children to pretend they are going to have friends to dinner.
- Encourage them to talk about what they might serve or whom they might invite. Discuss healthy food choices and foods that are eaten often.
"Yum, Enchiladas."
"You're serving."
"It is fun to eat."
- Demonstrate how to use the knife.
"I'm putting the knife on the table."
"The knife goes on the table."
- Ask questions to guide your observations.
"How many items did the child count accurately, pointing to or touching each item?" (20b)

Assess Screen (Bottom Tablet):

Mathematics M01
Dinnertime

Questions to Guide Your Observations

How did the child solve the story problems? How much assistance did he or she need? How many items did the child count accurately, pointing to or touching each item? (20b)

Objective: 20 - Uses number concepts and operations

20b. Quantifies

Level 3	Level 4	Level 5	Level 6	Level 7
Recognizes and names the number of items in a small set (up to five) including combinations and separates up to five objects and describes the sets.	Recognizes and names the number of items in a small set (up to five) including combinations and separates up to five objects and describes the sets.	Recognizes and names the number of items in a small set (up to five) including combinations and separates up to five objects and describes the sets.	Makes sets of 6-10 objects and then describes the sets; identifies which set has more, less, or the same (equal); counts all or sorts on to find out how many.	Makes sets of 6-10 objects and then describes the sets; identifies which set has more, less, or the same (equal); counts all or sorts on to find out how many.

Examples

Student	Level 3	Level 4	Level 5	Level 6	Level 7
Mac Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6
Mick Richards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
Scott Hendrick	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
Alisa Fisher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6
Alma Robinson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6
Brad Allen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6



One of the most remarkable things that *GOLDplus*[™] does is give the benefit of insight. Insight into ways to meet the needs of each child. Insight into any gaps that exist in a child's assessment portfolio. Insight into where to focus efforts for professional development. All of this insight means that you can be intentional in the teaching decisions that you make—and ensure that you're being your most effective as an educator.

See What's Needed to Stay on Track

Imagine, during a busy day, having built-in support that lets you know what's needed to get a complete picture of each child's development. If you work with infants, toddlers, and twos, it might say, "You haven't yet created a plan for the 'arrival routine' for Keisha." If you're a preschool or kindergarten teacher, it might say, "You completed LLO1, Shared Writing. Be sure to select 'Assess' on that *Intentional Teaching* experience and follow the questions to guide your observations." *GOLDplus*™ helps you stay on track, offering notifications to help you make sure you have the most up-to-date, accurate information to individualize daily routines and instruction for each child, every day. You can also set reminders for yourself to help you stay focused on what needs your attention. You'll feel completely supported—and so will the children in your classroom.



"Bring in liquid and powder detergent for the Discovery Area."



"Caleb is missing documentation for objectives 1a, 9c, and 21b for this checkpoint."

Even More Support for Creative Curriculum® Users

If you're using *The Creative Curriculum*®, you'll have an additional layer of planning support in the form of embedded curriculum notifications. They'll help you plan ahead and offer helpful guidance on how to implement the curriculum.



GOLDplus[™] makes planning for instruction easy with a state-of-the-art interface that offers weekly and monthly calendars, innovative tools to help you populate and rearrange your day with just a few taps, and previews of activities before you add them to your calendar. Plus, you'll have access to hundreds of experiences that are rooted in the very same objectives you're looking to observe during your ongoing assessment.

Infants, Toddlers, and Twos

What does instruction look like in an infant, toddler, and twos classroom? It means intentionally engaging children in language-rich interactions through their daily routines and experiences. Consider this: if a child's diaper is changed six times a day until he is 30 months old, he will have had more than 5,400 diaper changes. Anything a child experiences 5,400 times is important, and so is how a caregiver engages that child during the experience. *GOLDplus™* lets teachers select from a range of developmentally appropriate activities and strategies to input into their daily plans, which they can easily reference during routines like diapering and mealtime. That means you can be confident that what you're doing is intentional, and that you're maximizing all opportunities for learning throughout the day.

Preschool

The best way to plan instruction is by leveraging assessment data to help you make informed decisions while you're planning. *GOLDplus* gives you access to over 200 *Intentional Teaching* experiences that can be added into daily plans with just a few quick taps. Better yet, each experience automatically links directly with your latest assessment data—so you'll know just how to individualize the experience for every child. Plus, if you're using *The Creative Curriculum®*, your monthly and weekly calendars can be automatically populated with guidance for all the major parts of your day. Intuitive planning, intentional teaching, and integrated assessment—now that's teaching with an added touch.

Kindergarten

As a kindergarten teacher, you want to provide individualized experiences that you know are rooted in the *Common Core State Standards* and your state standards. *GOLDplus* gives you access to over 200 experiences that focus on objectives already aligned to standards. You'll also find activities that support other important areas of development and learning—like social-emotional and cognitive—that are equally important for children's success in school and in life. All this—plus monthly and weekly calendar templates that are easy to use, modify, and reorder—is available to you with just a few quick taps.



Objectives for Development and Learning

At Teaching Strategies, the same 38 essential objectives for development and learning are at the core of all of our curricular and assessment resources. Here's why: we believe that an inextricable link between curriculum and assessment offers the best way to help teachers to be their most effective and support positive outcomes for all children.



SOCIAL-EMOTIONAL	
1.	Regulates own emotions and behaviors
a.	Manages feelings
b.	Follows limits and expectations
c.	Takes care of own needs appropriately
2.	Establishes and sustains positive relationships
a.	Forms relationships with adults
b.	Responds to emotional cues
c.	Interacts with peers
d.	Makes friends
3.	Participates cooperatively and constructively in group situations
a.	Balances needs and rights of self and others
b.	Solves social problems
PHYSICAL	
4.	Demonstrates traveling skills
5.	Demonstrates balancing skills
6.	Demonstrates gross-motor manipulative skills
7.	Demonstrates fine-motor strength and coordination
a.	Uses fingers and hands
b.	Uses writing and drawing tools
LANGUAGE	
8.	Listens to and understands increasingly complex language
a.	Comprehends language
b.	Follows directions
9.	Uses language to express thoughts and needs
a.	Uses an expanding expressive vocabulary
b.	Speaks clearly
c.	Uses conventional grammar
d.	Tells about another time or place
10.	Uses appropriate conversational and other communication skills
a.	Engages in conversations
b.	Uses social rules of language

COGNITIVE	
11.	Demonstrates positive approaches to learning
a.	Attends and engages
b.	Persists
c.	Solves problems
d.	Shows curiosity and motivation
e.	Shows flexibility and inventiveness in thinking
12.	Remembers and connects experiences
a.	Recognizes and recalls
b.	Makes connections
13.	Uses classification skills
14.	Uses symbols and images to represent something not present
a.	Thinks symbolically
b.	Engages in sociodramatic play
LITERACY	
15.	Demonstrates phonological awareness, phonics skills, and word recognition
a.	Notices and discriminates rhyme
b.	Notices and discriminates alliteration
c.	Notices and discriminates discrete units of sound
d.	Applies phonics rules and knowledge of word structure to decode text
16.	Demonstrates knowledge of the alphabet
a.	Identifies and names letters
b.	Identifies letter-sound correspondences
17.	Demonstrates knowledge of print and its uses
a.	Uses and appreciates books and other texts
b.	Uses print concepts
18.	Comprehends and responds to books and other texts
a.	Interacts during reading experiences, book conversations, and text reflections
b.	Uses emergent reading skills
c.	Retells stories and recounts details from informational texts
d.	Uses context clues to read and comprehend texts
e.	Reads fluently
19.	Demonstrates emergent writing skills
a.	Writes name
b.	Writes to convey meaning
c.	Writes using conventions





MATHEMATICS

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
 - d. Understands and uses place value and base ten
 - e. Applies properties of mathematical operations and relationships
 - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
 - a. Measures objects
 - b. Measures time and money
 - c. Represents and analyzes data
23. Demonstrates knowledge of patterns

SCIENCE AND TECHNOLOGY

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

SOCIAL STUDIES

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

THE ARTS

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

ENGLISH LANGUAGE ACQUISITION

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

The 38 objectives guide teachers through the assessment process, helping them to link observable behavior to essential early learning requirements and predict likely next steps in every area of development and learning. They cover 10 areas of development and learning, including developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide teachers' thinking about various aspects of a given objective and help clarify the skills and knowledge it addresses.

And when each of these objectives are embedded not just in your assessment resource, but also in every one of your instructional experiences, that means you get access to real-time assessment information that can be used to individualize support for every child.

This information comes in the form of color-coded progressions of development and learning that allow teachers to tailor their approach for all children—whether their skills and abilities are below, meeting, or exceeding expectations. No more having to seek out different activities that will meet each child's needs. It's all there for you, along with all of the guidance you need to individualize instruction, easily and in the moment.





Teaching Strategies® GOLD™

Even without the planning features and support for individualized instruction found in *GOLDplus™*, *GOLD™* can help you deliver on your commitment to authentic assessment. From tools that help build digital portfolios for each child to robust reporting options and resources to communicate with families, *GOLD* can help drive positive outcomes for all children. Learn more at [TeachingStrategies.com/GOLD](https://www.teachingstrategies.com/GOLD).



*integration information imagination
intuition interaction inspiration intentionality insight*

GOLDplus[™] by Teaching Strategies[®]

A revolutionary new digital solution for individualizing instruction.

To schedule a demo, call 1-84-GOLD-PLUS, or visit TeachingStrategies.com/GOLDplus.



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