



## Early Learning Coalition of Palm Beach County

*Ready to Learn. Ready for Life.*

# GOT GOLD?

June 2017

Issue 16



## What's new?

“Children communicate with us through their eyes, the quality of their voices, their body postures, their gestures, their mannerisms, their smiles, their jumping up and down, their listlessness. They show us, by the way they do things, as well as by what they do, what is going on inside them. When we come to see children’s behavior through the eyes of its meaning to them, from the inside out, we shall be well on our way to understanding them.”

- Cohen and Stern, 1974

The GOLD Team is here to help you as you record your children’s ways of communicating, it helps us to see them as they are. We want to provide you with best practices for developing a “Daily System” to be successful with this process with GOLD.

We recently implemented a Data Review process that is conducted when a provider reaches 18 months in the GOLD Program and again at the 3-year mark. We also included Random Online Reviews, this will serve as a “check-in” with providers and offer feedback about their work in the GOLD database. After completing these first round of reviews, we received several questions like “how do I gather data”, “how much data needs to be entered”, as well as “how do I fit time in the day to enter data into the GOLD database”. This newsletter will provide tips for writing quality documentation, will help you with developing a daily system, as well as give you an understanding of the 3 steps for entering documentation into the GOLD database (Rhythm of the Work).

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Thank you to Bernice Butler, Kiddie Haven and My First Steps-Westgate for submitting GOLD in Action pictures!

Submit your pictures to be displayed on the next issue of GOT GOLD!

## ***Tips for Creating Quality Written Documentation.***



Before you enter documentation into the GOLD database, you want to make sure that you are creating quality documentation that explains the skills/ actions of each child. These tips will help you create quality documentation that shows evidence of each objective/dimension.

1. Provide context in your writing, include it at the beginning of each piece of documentation. Introduce the setting of the observation by using who, what and where.
2. Capture the dialogue by transcribing exactly what the child/children are saying
3. Be sure to add detail about what the children do with their bodies (Physical Development)? How do the children interact with other children and adults (Social Emotional)? How do children express themselves with sounds and words (Language)? How do children engage with materials and learning opportunities (Cognitive Development)?
4. Provide documentation that is factual, use quotes, describe what you see, include facial expression and descriptions of actions you observe.
5. Keep paper and pencils close by to write down these actions/words as you see it happening.

## **Understanding the Rhythm of the Work**

The Rhythm of the Work is the 3-step process for entering data into the GOLD database. Understanding this 3-step process will help with organizing data and entering it into the GOLD Database. In addition, this process will guide you with connecting to appropriate objective/dimension. It will also give clarification on how to select preliminary levels for each child's development. After logging into the GOLD database, follow these 3 steps to enter documentation.

**Step one** is adding documentation into the database. This includes entering observation notes, photographs, video clips, audio clips, or samples of children's work into the GOLD database. To do this select "Add Documentation" under the "Documentation" tab. Select the type of documentation you are entering, most of the time you will be entering "General Documentation". Select the child you are entering documentation about, as well as the date you observed the piece of documentation. Type in the anecdotal note from your observations and attach any files to support your evidence.

**Step two** is connecting that piece of documentation to the appropriate objective/dimension. Once you have entered your documentation, select the objectives or dimensions related to the documentation you have typed in or uploaded. (Clicking on the blue icon next to each objective will give you a more detailed explanation of that objective/dimension.) You may associate multiple objectives with each piece of documentation, so check all that apply. Once selected, a color band icon will appear to the left of the objective/dimension selected.

**Step three** is selecting a preliminary level for each connection made. You will determine what level of knowledge, skills, and behaviors the child demonstrated based on the evidence that was entered. Select the color band icon, another window will appear with color bands showing you the different levels for this objective/dimension. It is recommended to close the color bands by click the minus sign (-) next to the word color bands on the left of the chart and click the plus sign (+) to open the examples. This will help you select a true level, by comparing your notes to the examples and selecting a level based on evidence not by the color band. Once a level is selected close the window and a check mark will show on the color band icon, this tells you that a level has been selected.

After the 3 steps are complete select the "Save and Review" option at the bottom of the screen. This will bring you to a new screen informing you that the data has been saved. You will also be able to review that each step of this process has been completed. You will see the data entered along with the connections made to the appropriate objective/dimension and a check mark in the color band icon. If you have missed a step you can go back to the documentation list and edit as needed.

This cycle then continuously repeats until documentation is entered for all objectives/dimension.



## Ways to Develop a “Daily System for Collecting and entering data into the GOLD database

When creating your daily system, teachers are recommended to first, look at your daily routine and see where in the day you can insert a window of time, 10-20 minutes, to understand observations, videos, and/or photos and enter them into the GOLD database.

Next, you will want to decide “how much?” and “how many?” pieces of documentation to enter each day by recognizing how much documentation can be entered in these 10-20 minutes. So, if you are only able to add, connect, and level 3-5 observations a day, then that is all you should generate in the morning when you are with the children.

**HELPFUL HINT:** If you enter your data every day, you will get faster, and can do more in the same amount of time as you keep learning and gaining strength in working in the GOLD database. You will also begin to remember more details about the objectives and dimensions in GOLD, without having to memorize them.

As an Early Child Care Teacher, your day is full of reading, singing, socializing and so much more. During your day, observe and individualize those actions and explain in detail what the child is doing, write it down on paper or take a picture/ video to come back to during the window of time that you have set for yourself to work on your GOLD process.

**HELPFUL HINT:** Use the Documentation by Objective & Dimension Report. This report gives a quick look at how many documentation items you entered for each objective/dimension. A good guideline to follow is for each box to show 2 to 3 pieces of quality documentation for each objective. It also tells you for which children or objectives/dimensions you have not yet entered documentation. This information will aid you in gathering the data necessary for determining children’s checkpoint levels.

This report is found in the documentation tab in GOLD database. It can be run at any time to show the amount of quality documentation that has been entered for each child.

Lastly, take time to recognize how much more you know about each child in the first 4 areas of development (Socio-Emotional, Physical, Language, and Cognitive), because of working each day in GOLD. Ask yourself how this knowledge can help you to be a better early childhood teacher and caregiver to the children in your class.

### Checkpoint Deadlines

As we continue through the GOLD Program we have recently finished the Spring Checkpoint. We are now in the documentation window for Summer checkpoint (June 1, 2017- August 14, 2017).

This is the time allocated for teachers to observe and document children’s learning and complete connections and preliminary levels based on what is observed. From July 31, 2017- August 14, 2017, teachers will finalize levels.

During this checkpoint period, teachers will make final determinations about how to level a child based on the evidence in each objective/dimension. The checkpoint period closes on August 14, 2017 at midnight.



## Important Dates

### Summer Season:

June 1, 2017 - August 14, 2017

### Summer Checkpoint:

July 31, 2017 - August 14, 2017

### Fall Season:

August 15, 2017 (Or first day of program)- October 29, 2017

## Teacher's Guide to Gold Training

Early Learning Coalition has created a new training to go over everything GOLD! This is an introductory training for provider's in the StrongMinds Network. This training is recommended for staff members new to the GOLD Program as well as teachers who feel they need a refresher on how to create quality documentation and enter it into the GOLD database. Please visit the ELC website to register, the next training will be held on June 14th, 2017



Customer Support 1-800-637-3652 Monday- Friday 8:00am-6:00pm	Tech Support 1-866-736-5913 Monday-Friday 7:00am-9:00pm
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## Contact Us!



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NonprofitsFirst

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561-910-3895

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**StrongMinds**

Children's Services Council's Quality Child Care Network

Providers can also reach out to the StrongMinds Navigators to request technical assistance (TA) in GOLD under the content area of "Assessment and Documentation".

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