*My Teaching Strategies* *GOLD®*

2018-2019 Requirements and Guidelines

**Helpful Tips!** Continue your success with the newly expanded *My Teaching Strategies®* Birth- Grade Three platform*,* including information that is Vermont specific.

Vermont Early Learning Standards (VELS)

Prequalified PreK programs are required to implement a developmentally appropriate curriculum which is aligned with the **VELS.** To obtain accurate data collection that is reliable and valid, it is important that staff understand and use the **VELS** to inform and plan instructional activities that are developmentally appropriate for all children.

# Site Naming Guidance

All administrators of TSGOLD program accounts are to use the following guidance and make changes if necessary to help ensure that assessment results are reported correctly.

1. If you have a **single site**, your site name is the name of the location as it appears in your child Care License as received from the Agency of Human Services (AHS) Child Development Division (CDD).
2. If you have **multiple sites**, your site names will be the names of the locations as they appear on each of your Child Care Licenses.
3. **DO NOT USE DEFAULT AS THE SITE!**

# Universal PreK Vermont Umbrella and Pricing

Prequalified PreK programs are required to sign up for *GOLD®* under the Vermont umbrella license by completing an online form to obtain approval. Only one application per organization/district is required. The primary authorized administrator or his/her designee should complete the form on behalf of all the sites/schools in the organization or school district. If a program is currently not under the Vermont*GOLD®* Umbrella, program administrators should [contact](https://teachingstrategies.com/state/vermont/) a Vermont Teaching Strategies *GOLD®* representative. Prequalified PreK programs not under the Vermont Umbrella are at risk of losing their prequalification status.

The *GOLD®* pricing per Vermont’s agreement is as follows:

2018-2019: $11.75

2019-2020: $12.55

Documentation in *GOLD®*

Staff should make every effort to have enough documentation for each Objective and Domain, so checkpoint levels can be confidently chosen for each child. Documentation will vary depending on language of indicators. It is highly recommended that documentation be uploaded and/or added directly to *MyTeachingStrategies**®*.

2018-2019 Checkpoint dates

Prequalified PreK programs are required to use *GOLD®* to observe, assess, and complete fall and spring checkpoints for each child in their program. Per Act 166, all checkpoints must be finalized by July 31st. Fall and Spring checkpoint finalized dates are in bold below.

**Fall: 8/14/2017- 12/15/2017**

**Spring: 2/17/2018- 6/15/2018**

# Checkpoint Completion for Mid-Year Transfers

If the child leaves within two weeks or so of the fall or spring final checkpoint date, the current provider should finalize the checkpoints for that child. If it is 3 weeks or more, the current provider should continue to add documentation until the child leaves. The “new” provider will use previous and current documentation within *GOLD®* to make the checkpoint determination.

One Portfolio for Each Child

Each child participating in Act 166 are to have **one** *GOLD®* portfolio only. This portfolio should be maintained by the program providing the 10 hours of Universal PreK. If a child attends another program for additional hours, that program may contribute feedback either in written form to the program providing Universal PreK or request to be a contributing member of Team Central.

# Duplicate Portfolios

If a child has two portfolios, it is the program administrator’s responsibility to determine which portfolio should be maintained and transfer any information needed. The State *GOLD®* Administrator should be notified to delete the duplicate portfolio.

# Archiving Students

Three years is the recommended time for archiving students after they have left your program.

# Student Transfers

When a child leaves a program, it would be helpful if the sending program asked the family if they intend to enroll their child in another PreK program. If it is another Prequalified PreK, both sending and receiving providers must complete and sign the necessary transfer form and send it to the AOE *GOLD*® Administrator. The *GOLD**®* Administrator will make changes ensuring the child's portfolio will transfer with the child.

Funding Sources

The following three sources are to be completed on every child:

1. The Supervisory Union or School District counting this child in their Average Daily Membership (ADM)
2. Town of Residence
3. The School District (SD) or Supervisory Union (SU) including this child in the school census

Helpful Resources and Documents

1. [Alignment of *GOLD* Objectives for Development and Learning Birth-Grade 3 with the VELS](https://teachingstrategies.com/wp-content/uploads/2017/05/Vermont-Birth-5-to-GOLD-05.10.17.pdf):
2. [*MyTeachingStrategies**®* Support Portal](https://teachingstrategies.force.com/portal/s/)*:* quickly and easily find the support you need by browsing articles, videos, frequently asked questions, and archived and live webinars from the resource library, or simply type your question into the search bar on the home page. The Portal also contains a form for reporting GOLD® issues.
3. GOLD® Communications Plan: This document contains dates of communications such as webinars and emails to the field that support topics for teachers and administrators such as setting up classes, documentations, planning, and checkpoints.
4. Vermont GOLD® Transfer Form
5. [VELS](http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards): The Vermont Early Learning Standards (VELS) help inform families about the development and capabilities of children from birth through grade 3 and guide educators in the development and selection of program-wide curriculum and educational strategies for children from birth through grade 3. These standards are central to the shared vision of what we want for young children in Vermont and highlight the importance of high quality early childhood experiences as the foundation for school success and lifelong learning.

# Questions? Please contact Laura Greenwood laura.greenwood@vermont.gov