

**Silver State Kindergarten Inventory Development Statewide (SSKIDS)
Year 2 Pilot Evaluation: Findings from Nevada's Users of the
Teaching Strategies Gold (TSG) Assessment Tool**

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June 30, 2015

Acknowledgements

The individuals and schools below contributed significant time and thought to the evaluation, making it possible for us to learn how the Teaching Strategies GOLD® (TSG) was being used during the second year of the pilot, and also providing great insights into how to engage parents as children's first teachers in using the TSG system and findings at home.

- Action Learning Circle Participants and Co-Investigators:
Olga Cardenas-Leaf, Joseph Dirvin, Colin Kvasnicka, Melissa Walker, Maureen Wander, Kristin Withey,
- Office of Early Childhood Learning and Development: Tammie Williams, Project Manager, and Patti Oya, Director for their guidance, willingness to address questions and seek out accurate records and documentation upon which to base our evaluation.
- Principals, teachers, and staff at our two case study sites who spent a day (or more) with each of our evaluation team members:
Northside Early Learning Center in Fallon, NV, and
High Desert Montessori School in Washoe County School District
- All teachers, principals, administrators, and other Teaching Strategies GOLD® users who responded to our surveys and/or attended the session we offered at the Nevada Association for the Education of Young Children Conference in Reno, Nevada, April, 2015
- District and State level key stakeholders who participated in focus groups and interviews
- Finally, a big thanks to Joanne Everts' grandchildren who abided our many project management meetings with grace and good humor as we circled around their play areas and distracted JoJo into more serious endeavors.

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Silver Stated KIDS Pilot Evaluation Year 2 Results

1. Background on the Evaluation from Year 1 into Year 2

Phase 1 of the Evaluation

The state contracted with Turning Point, Inc. to carry out an evaluation of the Silver State Kindergarten Inventory of Development Statewide (SSKIDS) Pilot over two years. The Silver State KIDS pilot was funded by Senate Bill 486, that was passed during the 2013 Legislative Session. Teaching Strategies GOLD (TSG) is the selected tool that has been used throughout this project. Teaching Strategies GOLD is a developmentally appropriate, criterion-referenced system for assessing the knowledge, skills, and behaviors of children from birth through kindergarten. It blends ongoing, authentic observational assessment across 10 areas of development and learning with performance-assessment tasks for selected literacy and numeracy objectives.

The purpose of the SSKIDS evaluation, as stated in the original Request for Bids, was for the State of Nevada to understand if the tool does all of the above in Nevada, if Nevada teachers and parents find it easy to use and informative, and whether the state should continue to use the tool into the next biennium. Of primary interest to Nevada, as noted by the Nevada Early Childhood Advisory Council (Nevada ECAC) and the Department of Education was using the TSG assessment tool to determine kindergarten readiness—what percent of children enter kindergarten “ready to learn?” In the first year of the evaluation it was apparent that an accurate response to that question was not obtainable, as we were only able to compare end-of-year TSG domain scores for the group of Pre-K children being served by TSG users with beginning of year TSG domain scores for another group of kindergarteners at the beginning of their school year. We were unable to examine scores at Pre-K and Kindergarten for the same group of children because there was insufficient data to do so. This same issue arose in Year 2 when the number of kindergarten children being assessed using TSG significantly diminished.

The evaluation focused on how TSG was implemented in Nevada during the Pilot Phase One, ease of use of the tool, how information from the tool was used by teachers, administrators, districts and parents, if the tool was meeting the needs of stakeholders, and how implementation and the tool might be improved. Three major findings resulted from the first year evaluation.

- 1) TSG is a useful tool for determining kindergarten readiness, and is particularly useful when those results are shared among peers and colleagues and between Pre-K/Early Childhood Special Educators and Kindergarten (K) teachers to inform instruction.
- 2) TSG is highly recommended by educators—teachers and administrators—and parents for continuing use, with specific attention to the adjustments and adaptations found in this report as reflected in the third finding.
- 3) For successful implementation and sustained use of the TSG tool, users specifically need adequate time, professional development and training, technical support and leadership from both site level and program administration as well as the Nevada Department of Education (NDE) and funding to sustain TSG use beyond the pilot.

Phase 2 of the Evaluation

In the 2014-2015 academic year, Teaching Strategies Gold was in use in six school districts in Nevada—Churchill, Clark, Lincoln, Mineral, Washoe, and White Pine, along with six other programs not affiliated with school districts (Table 1). While there are a larger number of users in Nevada’s TSG database, the total *number of TSG users who logged into TSG at least once between August 2014 and June 2015 was 1064*. This represents a 25% increase over the number of users during the 2013-14 academic year (N=759). Of the 346 sites where TSG was in use in 2014-2015, 79% were in Clark County, which uses the tool only in Pre-K. *Although the sites have increased, the high percentage of users in Clark County suggests that TSG use is not as widespread as it may appear and is predominantly a pre-K assessment tool.*

TSG was used at the kindergarten level in 23 classes at 16 sites; however, only 15 of the 23 classes were regular Kindergarten classes. When examining finalized checkpoints for the 2014-2015 academic year, however, only three programs had finalized kindergarten students (without IEPs) at the fall, winter, and spring checkpoints for a total of just 75 kindergarten students with data for the full year. This represents a reduction of 87% in the TSG Kindergarten Cohort that was assessed using TSG last year (N=582) as compared to those who were assessed using TSG during Year 2 (N=75). The 75 kindergarteners primarily attended two schools or programs: White Pine School District’s elementary school and the Child and Family Resource Center at UNR. At both programs, kindergarteners are likely to attend pre-K at that same site and TSG is also used at the Pre-K level at these two sites as an assessment tool and to guide instruction.

Table 1. Number of Programs, Sites and Kindergarten Classes Using TSG

	Year 1 (2013-2014)	Year 2 (2014-2015)
# of districts/programs	6 school districts; 6 other programs	6 school districts; 6 other programs
# of total sites	267 sites	346 sites
# of K classrooms	42 classes at 12 sites	23 classes at 16 sites

2. What are key factors in the Year 2 Pilot that set the context for use of TSG as an assessment tool and system?

Inter-rater Reliability Certification Levels

The Inter-Rater Reliability Certification modules were not required during the pilot years. Some administrators encouraged users to complete this, while others did not. The number of TSG users who were IRR certified increased from 13 in year 1 to 98 in year 2 (see Table 2). However, *the overall IRR certification was still very low, with the 98 IRR-certified users representing just 9% of TSG users (N=1064)*. Documentation levels were compared between non-IRR certified and IRR-certified Teachers. The pattern of greater mean number of documentations per child by IRR-certified versus non-IRR certified teachers continued in year 2 (see Table 3). In year 2, the 42 IRR-certified teachers had a mean of 17.7 documentations per child, while the 933 non-IRR certified teachers had a mean of 14.4 documentations per child. The number of areas (domains) documented was also slightly higher among IRR-certified teachers compared to non-IRR certified teachers.

Table 2. Comparison of Year 1 and Year 2 IRR Certification Levels

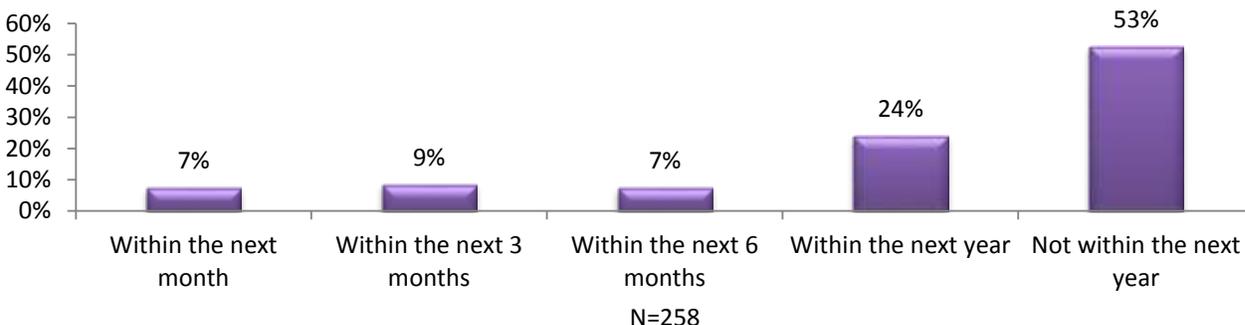
	Year 1 N=743		Year 2 N=1064	
	#	%	#	%
Total Number of Users Who Have Not Yet Started	24	3.2%	191	18.0%
Total Number of Users Who Are in Process	8	1.1%	37	3.5%
<i>Total Number of Users Who Have Passed</i>	13	1.7%	98	9.2%

Table 3. Comparison of TSG Documentation for IRR Certified and Non-IRR Certified Teachers

	Year 1		Year 2	
	Non-IRR certified N=1 class	IRR certified N=1 class	Non-IRR certified N=933 classes	IRR certified N=42 classes
Mean # of documentations per child	5.4	7.4	14.4	17.7
# areas documented	2	8	6.5	7.2

The year 2 mid-year teacher survey contained several questions about the IRR certification process. The majority of respondents had not started the IRR Certification process (86%) and were not aware of the IRR certification module on the TSG website (85%). Just five percent of the non-IRR certified respondents had ever looked at the IRR certification on the TSG website or were aware of anyone at their site who had completed the IRR certification. More than half of those who had not started the IRR process did not plan to start it within the next year (53%), suggesting that completing IRR certification is a fairly low priority for most non-certified users (see Figure 1).

Figure 1. When Non-IRR certified TSG Users' Plan to Complete the Process



While 31 teacher respondents indicated they had completed IRR certification, verification with the TSG database showed that only 19 of them had actually completed the certification (61% of those who reported having completed it). Of those who had started and/or completed the IRR certification, over half (58%) thought it helped them use TSG more reliably a “moderate amount” to a “great deal;” and slightly less than half (47%) thought it had changed how they rate children a “moderate amount” to a “great deal.” Less than 15% of those who had started or completed the IRR certification had worked with anyone else at their site to help them with the IRR process. Site visits and interviews with teachers revealed that system administrators didn’t necessarily know they had to invite or give access to TSG users to participate in the IRR process.

Since issues of fidelity are important to the integrity of findings on kindergarten readiness, requiring that users become IRR certified is a sensible next step, particularly once they have been trained and have some experience with the TSG system.

Site Visits and In-Depth Case Examples of TSG Use

Two site visits were conducted as part of this evaluation to understand how TSG use in programs or schools where both Pre-K and Kindergarten co-exist use the TSG system and share information. These two sites included two public schools, one a K-8 charter school in Washoe County School District in Reno, Nevada and the other an early learning center in Churchill

County School District in Fallon, Nevada. Three other sites included pre-K and Kindergarten users and students in the pilot (Natchez Elementary, White Pine School District, and UNR's Child and Family Resource Center). These sites were selected for urban/rural representation and because they had an ongoing commitment to TSG use from Pre-K through Kindergarten and potentially, beyond, based on Phase 1 of the Pilot findings. Each site also offered different conditions that were worth understanding as related to the consistent and comprehensive use of TSG (see Case Study Summaries in Appendix D for more details on what was learned). The conditions that were most likely to affect the use of TSG at each site, either positively or negatively included:

- 1) Commitment of leadership to use TSG in a comprehensive manner- in both sites leadership indicated a strong commitment to use TSG at multiple levels, but particularly Pre-K and K. Comprehensive use was limited if the leader emphasized the language, literacy and math domains as more important than social-emotional learning and development, even when teachers who used TSG believed that the tool was most valuable for its holistic capacity.
- 2) Curricular orientation and developmental appropriateness- At the charter school the curriculum is developmentally focused vs. academic in focus, which it is at the early learning center once children enter kindergarten. Therefore, sustained and comprehensive use at the early learning center decreases significantly in kindergarten. The charter school does adhere to the *Nevada Content Standards* which is not measured by TSG directly or completely, and is also participating in the Nevada Silver Starts Quality Rating and Improvement System (QRIS) so that its students experience a developmental curriculum and are prepared for each grade level transition.
- 3) Schoolwide Communication structures- Each school had some type of communication structure, but in only one of the two was TSG a topic of focus for the Professional Learning Community. In the second school there are no formal structures that are supported districtwide to bring teachers together within or across grades; they have Instructional Consultation Teams but these are based on referral only for individual or small groups of children who pose challenges, so overall learning and development within grade levels or during transitions is not a topic of focus.
- 4) School-Parent Communications- in both schools parents were not enrolled in the parent portal; the transfer of checkpoint data to report cards and from Pre-K to Kindergarten was a challenge at the early learning center and required many hours of dedicated staff time to manage the transition. Kindergarten report cards at the charter school and the early learning center do not match the TSG, therefore, one school uses other means of sharing the TSG since the timing does not coincide between checkpoints and report cards, although they feel that a shorter report that more easily shows progress would be

more helpful than the current available TSG reports. No visible or reported efforts are present at the early learning center to share TSG information with parents.

- 5) Technology- At the charter school use of technology is restricted based on the requirements of the Montessori curriculum; however, an exception was made for some in-class documentation on cell-phones and iPads. The use of this type of technology, being rare, seems to distract children from their attention to learning activities. At the early learning center technology is used and encouraged. However, access to the parent portal and the IRR certification portals are not in place. Neither does the administrator have the capacity to turn on access to lesson plans, which restricts use at the kindergarten level, where the domains have been reduced, to assessment use only.
- 6) District-level Support- This condition seems to greatly affect the current use of TSG at the early learning center, where the entire district is undergoing a restructuring. Principals are all being asked to re-apply and the current ELC principal will be moving in the fall. There are multiple assessments required in kindergarten, the report card required by the district does not accommodate TSG information, and there is no active district level trainer or technical assistance provider for TSG to support ongoing use. Regardless, the principal remains optimistic that there is an opportunity to use TSG P-3 as TSG concludes it's 1st and 2nd grade pilot and this information becomes available. These types of changes do not affect the charter school as it operates fairly independently of the overall district, although it does still align with the requirements for kindergarten (standards and report cards). The district's Early Childhood and Kindergarten Coordinators are on-hand to provide support in the use of TSG.

3. Does TSG continue to serve as a viable tool to measure kindergarten readiness in Nevada?

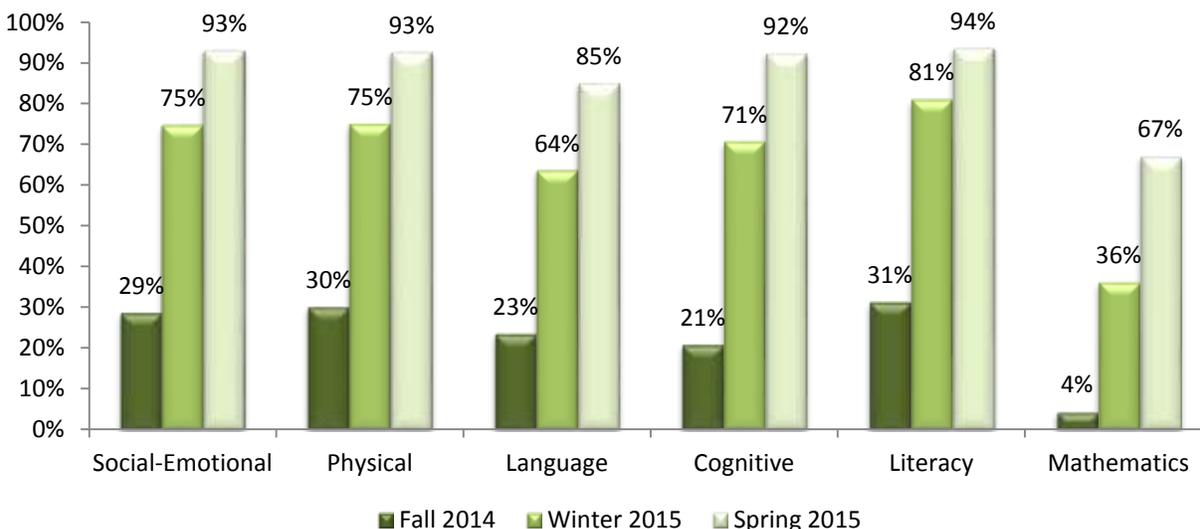
Kindergarten Readiness Data

Pre-K Students 2014-2015

Figure 2 below shows the kindergarten readiness for Pre-K students at the beginning, middle and end of their last year of preschool—that is the 4-year-old classes at Nevada Birth-Pre-K programs. The data came from 11 Pre-K programs (5 of those were within Clark County School District) and from 3,070-3,169 students depending on the area of development (children with IEP's were excluded). Students with finalized data at all three checkpoints were included. At the start of their last year of pre-k, this cohort had the highest levels of kindergarten readiness in the areas of physical development and social-emotional development and lowest levels of readiness in mathematics. By spring 2015, 84% to 94% of the pre-k cohort was ready for kindergarten in five of the six domains. The lowest percentage was ready in mathematics at

67%. The percentages of children ready for kindergarten in these six domains at the end of their pre-k year were similar to the pre-k cohort in year 1 of the pilot.

Figure 2. Kindergarten Readiness of Pre-K Children (4-year old) Fall 2014 to Spring 2015



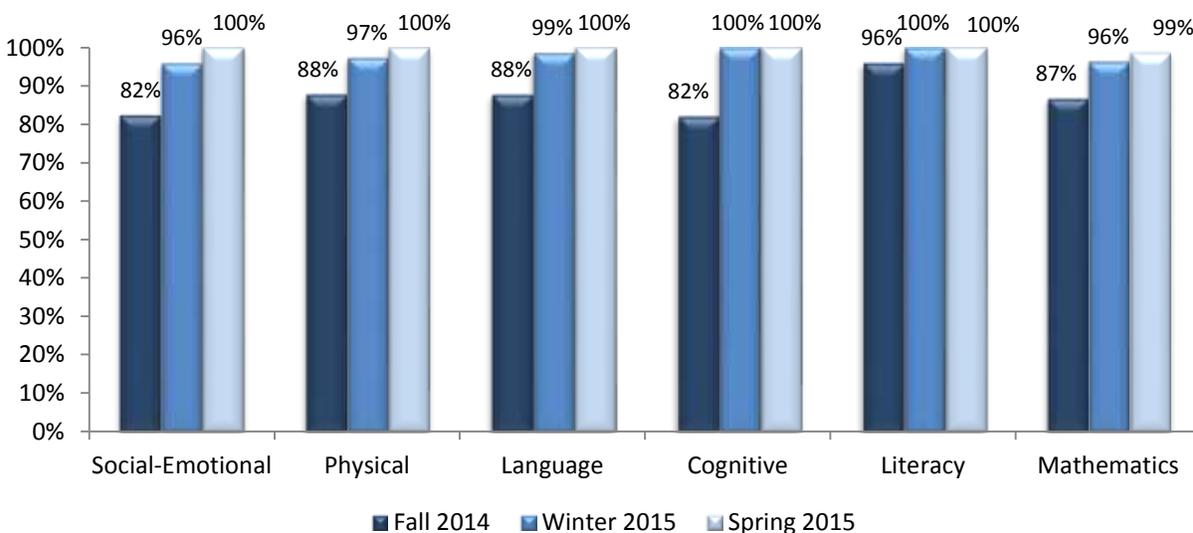
Overall the TSG results demonstrate consistent and significant growth and development and learning levels from the beginning to end of the Pre-K year. The gap between “readiness” at the end of Pre-K and beginning of Kindergarten was greater in Year 2 than it appears in Year 1.

Kindergarten Students

Figure 3 shows the kindergarten readiness data for the 2014-2015 Kindergarten students at Nevada’s public schools and programs. The data came from three kindergarten programs and from 56-75 students depending on the area of development (children with IEP’s were excluded). At entry to kindergarten, this cohort had the highest levels of readiness in the areas of literacy, physical development and language development. The lowest percentage of students ready for kindergarten was in social-emotional development, cognitive development and mathematics; however, 82% to 87% were ready for kindergarten in these three areas. By the end of their kindergarten year, 99% to 100% had accomplished the benchmarks in the six domains. What is significant about the Phase 2 cohort of Kindergarteners is that this sample is not only significantly smaller than Phase 1 (75 vs. 582), but because they are mostly concentrated in two sites/programs where Pre-K is also offered and TSG is used for both Pre-K and K readiness assessments, we can speculate that the higher levels of readiness for these kindergarteners from start to end of kindergarten may have been influenced by participation in Pre-K and by exposure during Pre-K as well as K to the TSG system of assessment and

instruction. That said, because there are few sites where kindergarteners are included in the TSG Pilot, and the TSG database drops information from its database for children year-to-year, we cannot conclusively determine in this pilot evaluation whether pre-K experience is associated with higher levels of kindergarten readiness, nor can we conclude that use of TSG is valuable in preparing children for kindergarten and beyond. In Fallon, where there was data on children in kindergarten who attended the NELC as pre-K students, the data for kindergarteners was not complete. Spring 2015 data had not been entered at the time of this evaluation. When it is, there is an opportunity to do a within site comparison for these children and perhaps, draw stronger conclusions about both the value of Pre-K and use of TSG.

Figure 3. Kindergarten Readiness of K Children Fall 2014 to Spring 2015



In year 2, less than one third of respondents (28%) indicated that TSG results had been used to determine children’s readiness for kindergarten at their site. Even fewer (17%) indicated that, at their site, Pre-K TSG results had been shared with kindergarten teachers as children move into kindergarten. The most common other assessment respondents are required to use is the Brigance (74%). Nearly one-third also were required to use district report cards. IEP progress reports and the PPVT were frequently mentioned in the written-in responses.

When principals and coordinators responded to questions about using the TSG as an assessment for kindergarten readiness, fewer principals (33%) than pre-K administrators (67%) thought that TSG works *mostly* or *extremely well* as a kindergarten entry assessment. Barriers to using TSG as a kindergarten entry assessment that principals and pre-K administrators mentioned included:

- Lack of alignment with the Nevada Academic Content Standards (NVACS)
- Too time-consuming to collect and input the data

- Larger class sizes in kindergarten
- Lack of sharing of results between Pre-K and K
- Perception that TSG is too vague and subjective
- Impractical as a K entry assessment since many students are not in a pre-k where TSG is being used

A slightly higher percentage of principals (44%) compared to pre-K administrators (40%) reported finding the TSG results to be very useful in learning about school readiness of pre-K and kindergarten students.

Principals and Coordinators Comments Regarding Barriers to Using TSG as a Kindergarten Assessment

“Too much time involved. My teachers need to deliver quality instruction, not collect the amount of data required for TSG.”—Principal

“If the students aren’t in a pre-school where it is being used, then I don’t think there would be enough time to use it as an entry assessment.”—Principal

“It takes too long. The teachers want something quicker and easier to use.” —Pre-K Administrator

“It does not align with kindergarten standards. I like the Brigance quick assessment. We have a great assessment to know where students are as they enter kindergarten. We continue to use it all year to show the growth of each student.” —Pre-K Administrator

“The observational aspect is difficult for teachers who aren’t trained in observational assessment or don’t have time to complete it.”—Pre-K Administrator

Overall, the TSG results from Pre-K to Kindergarten demonstrate consistent and significant growth in development and learning levels from the beginning and end of Pre-K year through Kindergarten when the TSG is used as a K-Readiness assessment tool.

4. How does TSG as an assessment tool and system promote parent involvement?

SSKIDS Parent Survey Results 2015

A total of 101 parent surveys were collected from six different school sites in Nevada (in Fallon, Henderson, Las Vegas and Reno) where TSG was being used. The greatest percentage of respondents (57%) reported that their child had attended a school district preschool. Parents varied in their levels of familiarity with the Teaching Strategies Gold assessment. Nearly one third (31%) reported being *not at all* familiar with TSG; with another 30% indicating they were *mostly* or *extremely* familiar with it (see Figure 4). Of the parents who had received information from their child’s teacher about TSG (64% of the sample), 71% reported that their child’s teacher had shared results from the TSG assessment. Most parents who had received TSG results reported that they helped them understand how their child is growing and learning and that it improved their understanding of what they can do as a parent to support their child in kindergarten or prepare their child for kindergarten (See Table 4).

Figure 4. Parent Familiarity with TSG (N=96)

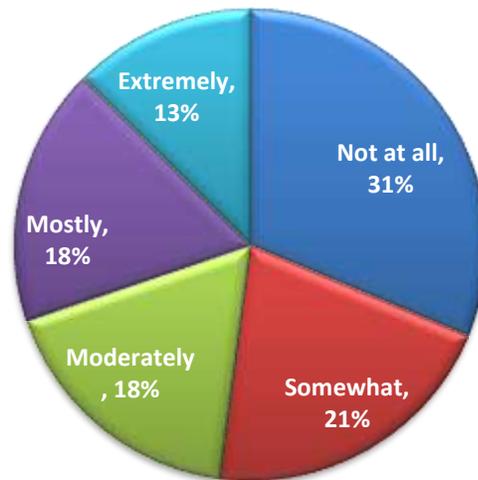


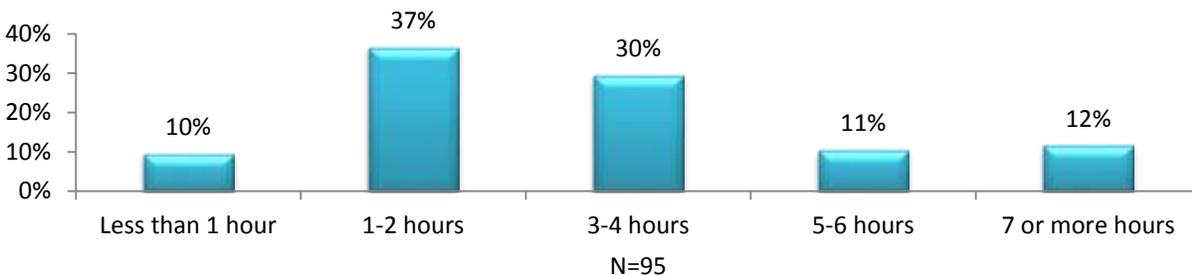
Table 4. Impact of Shared TSG results on Parents’ Understanding

	N	1 Not at all	2 Somewhat	3 A moderate amount	4 Quite a bit	5 A great deal
How much did the results shared by the teacher help you understand how your child is growing and learning?	68	4%	4%	25%	37%	29%
How much did learning about your child’s TSG assessment results improve your understanding of what you can do as a parent to support your child in kindergarten or prepare your child for kindergarten?	67	2%	6%	25%	31%	36%

Most parents indicated that their child’s teacher had suggested activities they could do at home with their child to help them in kindergarten (92%) and that they had done some of the

suggested activities (93%). The amount of time parents reported spending with their child on learning-related activities in a week ranged from less than one hour to seven or more hours with the majority of parents spending from one to four hours (see Figure 5).

Figure 5. Weekly Time Parents Spend with Children on Learning-Related Activities



The Action Learning Circle Projects (ALC) contributed significantly to our understanding of how TSG can be a useful tool and system for engaging parents in their children’s education as first teachers. Five of the six ALC projects examined formal to informal strategies for parent involvement. A list of these projects can be found in Appendix C along with links to the documentation that each participant submitted as part of their involvement. The projects revealed how direct learning about parent engagement—what engages them and how their engagement can be best sustained—as well as strategic learning about the process of engagement by the teacher and TSG user can be used to increase overall parent engagement.

Examples of direct learning related to parent engagement:

- Assigning homework using activities and tools from TSG allows parents opportunities to guide learning and foster intellectual development.
- Parents report enjoying opportunities to discuss topics of value (chores and jobs around the house, family history and stories, children’s experiences) and fun as a family.
- Informed parents are more willing to participate actively in their child’s education and learning.
- Informed parents feel more confident in their child’s kindergarten preparedness and more informed on how their child is growing and learning.
- Individualizing instruction and working one-on-one with parents builds rapport and creates parents who are eager to continue working with their child AND teacher and learning MORE about TSG.
- Giving parents information does not always mean they understand HOW to help their child.

Examples of strategic learning related to parent engagement:

- Provide parents with an extended time period to complete at their pace—using sheet-based homework with TSG Dimension packets.
- Reserve computer labs NOW for next year to bring in parents to TSG on-line (parent portal) and other activities.
- Schedule assessments and use them to inform instruction and learning and communicate consistently with parents.
- Use TSG “recommended activities” from the start.
- Access peer teachers—they are the best and most easily accessed resource—as we found in our Action Learning Circle.
- Send parent communication survey home BEFORE starting weekly notes home or sharing documentation from TSG.
- Use Parent/Teacher Conference week to set up all families with TSG parent log-ins
- Include a weekly activity from TSG in the weekly note home (instead of it being in addition to it).
- Make it a habit to share one piece of documentation with families each week.
- Share weekly lessons and themes on Monday so that parents can participate in at-home teaching and support.

The reports generated by the greatest percentages of users were the Class Profile Report, the Individual Child Report, and the Snapshot reports (Table 5). The reports most frequently shared with parents were the Individual Child Report and the Performance and Growth Reports. Teachers also reported sharing results with other teachers and administrators (Table 6). ALC participants consistently noted that the Development and Learning Report was easier to use for communicating with parents because they could see where their child was, where they would be next, and what activities they could do to help them get there. Of those responding to the question on the mid-year survey, 78% reported going over TSG results with parents in person. A smaller percentage of k teachers (60%) than pre-k teachers (78%) shared results with parents in person. About one quarter of the respondents said they helped parents learn about and use the TSG website and gave parents activities from the TSG website to use with their children at home.

An issue that came up in discussions during site visits was that the TSG parent portal on the website was not enabled at many sites. ALC Participants projects demonstrated that using the parent portal to give parents access to activities and sharing documentation enhanced parent involvement. When asked about this on the teacher end-of-year survey, more than half the respondents did not know if the parent portal was enabled at their site; 35% said it was not enabled; and, just 10% indicated that it was. When principals and pre-K administrators were

asked about the parent portal, 15% of principal survey respondents said it had been enabled at their site, while 24% of pre-K administrators indicated that it was.

Table 5. Reports Teachers Generated and Shared with Parents

	Have generated	Have shared with parents
N=306		
Class Profile report	93%	14%
Individual child report	91%	80%
Snapshot reports	89%	35%
Performance and Growth reports	88%	61%
Widely Held Expectations reports	87%	40%
Development and Learning report	87%	48%
Forms report	85%	34%
Growth Export (raw data)	83%	40%
Alignment report	83%	32%
Growth report	81%	50%
Comparative report	81%	33%

Table 6. People with Whom Teachers have Shared TSG Results

	% Shared
N=203	
Parents	86%
Other teachers	66%
Site/school administrators	60%
District administrators	11%

Parents are the primary audience with whom teachers share TSG information and results.

5. How has TSG been used and what are the perceptions of its value for instruction?

SSKIDS Mid-Year and End-of-Year Teacher Surveys

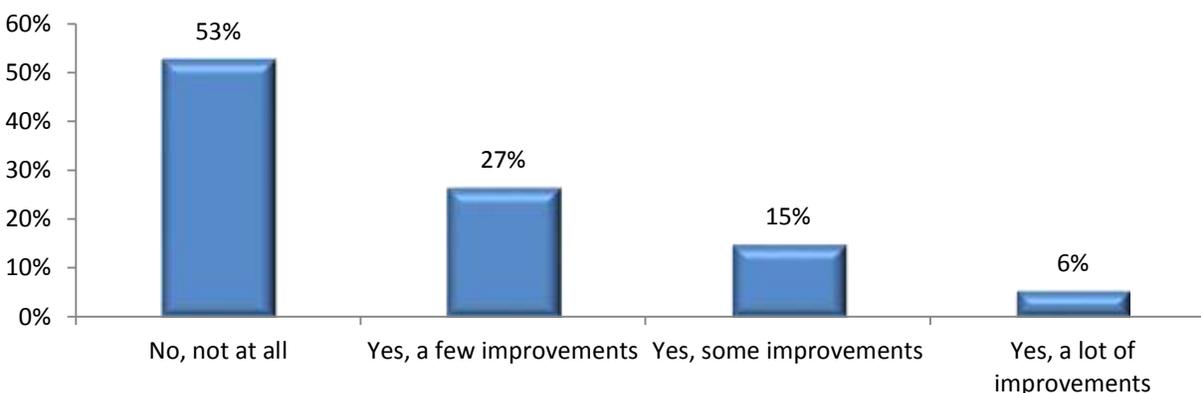
In December 2014, the SSKIDS Phase 2 Teacher Mid-Year Survey was emailed to 1064 teachers who were registered as TSG users and had logged in during the past year. A total of 427 teachers completed the survey for a response rate of 42%. Most respondents were teachers (84%), with a smaller percentage indicating they were paraprofessionals, aides or assistants (13%). More than 60% of the respondents had been using TSG for 13 months or longer. The highest percentage of users responding to the survey was in Early Childhood Special Education (57%); followed by Pre-K (55%); Special Education (12%); and Kindergarten (12%).

The SSKIDS Phase 2 Teacher End-of-Year Survey was administered online in April and May 2015. The survey was completed by 312 TSG users for a response rate of 29%. As for the mid-year survey, most respondents were teachers (88%) and 11% were paraprofessionals, aides or assistants. The majority of respondents (71%) had used TSG for 13 months or more. Pre-K (54%) and Early Childhood Special Education (57%) were the levels worked with by the highest percentages of respondents. As in the mid-year survey, twelve percent of respondents reported working with kindergarten.

Evaluation of TSG

Mid-year survey respondents who had used TSG last year were asked if they had noticed any improvements in how it functions since last year, to which 53% had not noticed any improvements and the remainder had noticed *a few to a lot of improvements* (see Figure 6). Compared to pre-k teachers, a higher percentage of k teachers said they had noticed some improvements. Improvements teachers noticed included the ability to document and finalize multiple children at once; improved app functionality; faster upload speeds; and improvement of the finalization process. *It seems that a fair number of the issues and challenges teachers reported with TSG system and technology in the Year 1 survey have since been improved.*

Figure 6. Improvements teachers noticed in how TSG functions

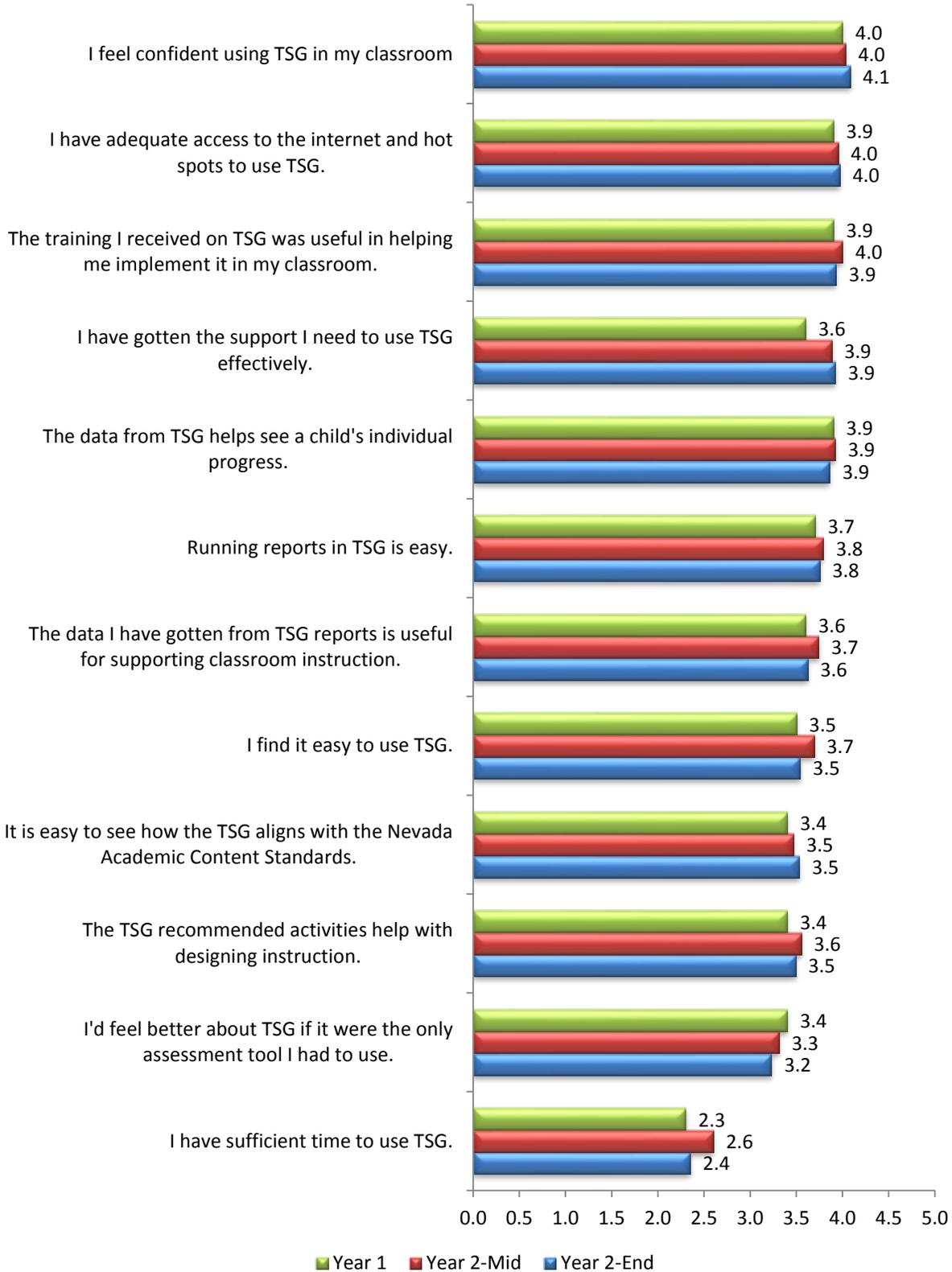


Respondents rated their level of agreement with twelve statements about TSG on a five-point scale from 1=completely disagree to 5 = completely agree. Responses from the year 1, mid-year 2, and end-of-year 2 surveys are compared in Figure 7. Responses were fairly similar across the three points in time. The highest mean rating was for “I feel confident using TSG in my classroom”. The lowest rated statement was “I have sufficient time to use TSG.” Most Year 2 end-of-year survey respondents had not needed technical support from TSG; however, of those

who did, the majority (85%) found it to be from moderately to completely acceptable. Pre-k and k teacher responses were similar on many of the items with a few exceptions.

- A higher percentage of pre-k teachers (72%) than kindergarten teachers (59%) agreed with the statement, “The training I received on TSG was useful in helping me implement it in my classroom.”
- A higher percentage of kindergarten teachers (41%) than pre-k (20%) disagreed with the statement “the TSG recommended activities help with designing instruction.”
- A higher percentage of pre-k teachers (62%) than kindergarten teachers (47%) agreed that “the data I have gotten from TSG reports is useful for supporting classroom instruction.”

Figure 7. Teachers' Agreement with Statements about TSG



Training

Teacher survey respondents reported receiving a mean of 5.2 hours of TSG training prior to August 2014; 3.5 hours from August to December 2014; and 4 hours between January and April 2015 . The majority reported receiving the training from a school district training or staff (79%) at a district or other local site (80%). More than half of the trainings occurred in one session (58%). Of the end-of-year teacher respondents, *51% reported having received no training.* Topics in which respondents reported needing the most additional training were:

- How to align TSG with the Nevada Academic Content Standards (NVACS);
- How to use the assessment results to support instruction;
- Time management skills;
- How to choose levels for special needs students; (one of the six ALC projects was focused on creating an expanded list of behaviors for special needs children and ECSE respondents were directed to the ALC Participant’s link as part of our survey) and,
- How to input data more quickly.

Half of the respondents said they were aware of the "Teaching Strategies GOLD® Progressions With Common Core State Standards" guide found on the TSG website. Of those, who were aware, 53% had used the guide to help them align TSG with the Nevada Academic Content Standards NVACS.

When they need help with TSG, the most frequently mentioned sources of help were school district staff (78%), a colleague at their site (69%), and the TSG website (53%). The sources of help with the highest mean ratings for level of helpfulness were district staff ($M=3.8$), colleagues at their site ($M=3.7$), and colleagues at another site ($M=3.5$).

Case Example of a Structured Professional Development and Ongoing Learning Opportunity: The Action Learning Circle (ALC)

The Action Learning Circle participants began as 12 and within a couple months, became a tight circle of 6 with two facilitators. They met monthly for six months via Google Hang-Out or teleconference using a structured Learning Circle format. At the end of their participation all were invited to meet face-to-face to present their project results. The group met at a fellow ALC member’s classroom in Las Vegas for their last session—a 2 ½ hour session that was both a social and professional gathering and exchange. As part of their ongoing professional development, a Facebook Page was created to facilitate ongoing communication. They shared a variety of issues, experiences and feelings on their closed Facebook page. They reflected on the challenges they face daily

working with young children, as well as the challenges of using the *Teaching Strategies Gold*[®].

ALC Participants discussed the development of their individual projects, as well as the development of their use of the TSG. All participants noted the involvement of parents, and the importance of their participation, input and support. They also shared tips on using the TSG such as how to use reports, activities and how to connect with parents. Several participants connected TSG with parents by providing TSG activities to do at home. Others described how to access the parent portal, and how to invite parents to participate online in TSG. One participant found that the TSG objectives helped parents understand how their children are learning over time, helping their children grow cognitively, socially and emotionally.

The main focus of the Action Learning Circle was to develop and complete individual projects connected to the use of the TSG. The Facebook Page was initiated to support the project development. It served as a place to get help from other participants, which was the case for one participant who developed a list of behavioral objectives that fit her special needs students. She asked participants to review the objectives, as well as disseminate them to other teachers.

Participants also shared their frustrations, and were provided support and empathy. One teacher had been progressing in observing and documenting her students, when a new student was introduced to the classroom. This student was disruptive and changed the climate of the classroom. The group responded to her frustrations, and supported her move forward. All talked about how to better use time, in order to better use the many tools that TSG has to offer. One mentioned this paradox: "I am collecting more usable and valid data and that decreases the time I spend meeting all assessment goals; it also increases the amount of data I collect." Again this refers to time in analyzing data, as well as time in using the data to support development. Time management is a recurring theme, recognizing that accurate observation and documentation can be time consuming, but valuable: "the more careful I am at documentation the more understandable my final data becomes. I am learning to take quick notes on post-its and then at the end of the work day, go and plug them into TSG. I hope to remain dedicated to taking detailed documentation notes to share them with parents more regularly."

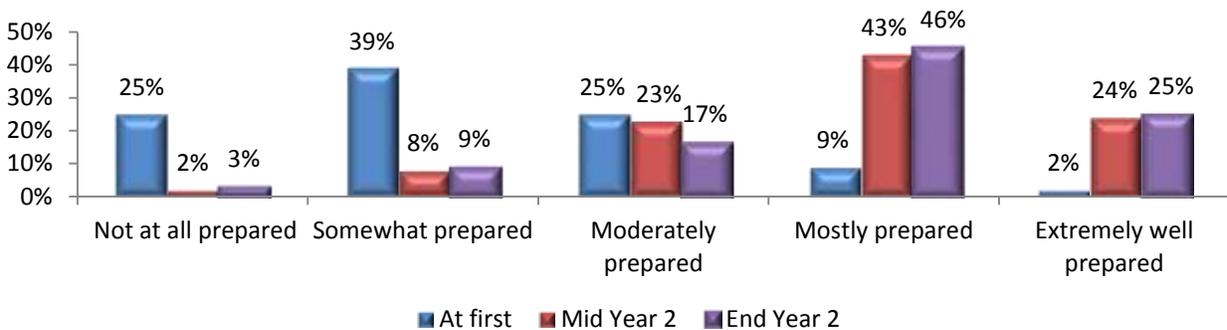
Participants shared actual activities and curriculum ideas for the classroom as well as take home activities for parents. They critiqued how the activities or at-home assignments worked, and offered materials to the other participants. Participants had a diverse student population. The majority served children with special needs, but also served diverse cultures, particularly Spanish speaking families. They discussed using the Spanish version TSG Objectives, Dimensions and Levels as a helpful tool in helping Spanish speaking families understand the development of their child.

The Facebook page was a way that participants could post their reflections on a weekly basis, to continue to connect between phone calls or go-to-meeting online meetings. Some posted more than others, but everyone could provide the supportive “like” or comment.

Preparation to Use TSG

For the most part, teachers perceived that they were more prepared to use TSG appropriately at the time of the mid-year and end-of-year phase 2 surveys than they were when they first started using it. Thinking back to when they first started using TSG, just 11% said they had felt mostly or extremely prepared; however, at the middle and end of year 2, 67% and 71%, respectively, felt mostly or extremely prepared (Figure 8).

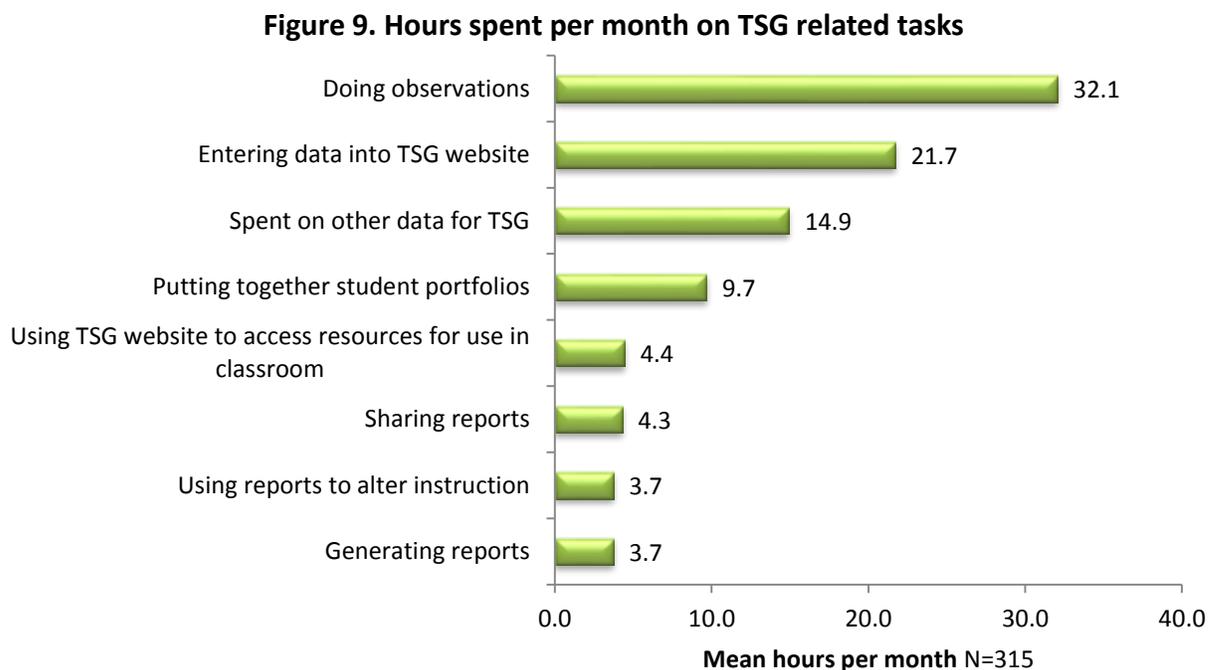
Figure 8. How prepared teachers felt to use TSG at first, mid-year 2, and end of year 2



Nearly three-fourths of teachers who use TSG for more than one year responded that they felt “mostly” or “extremely” prepared to use it.

How Teachers Use TSG

Documentation of the objectives was highest for six dimensions: Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics (93.6% to 97.5% at mid-year 2). When asked on the end-of-year survey, 65% were in favor of reducing the number of objectives and domains assessed in TSG, such as the model used in Washington state (19 total objectives, 6 dimensions of development)¹. Another 30% were not sure about reducing the number of objectives, while 6% were not in favor of a reduction. Respondents estimated the number of hours they spent in the past month doing TSG related tasks (see Figure 9). The greatest number of hours were spent doing observations ($M=32.1$ hours/month), entering data on the TSG website ($M=21.7$ hours/month), and spending time on other data for TSG ($M=14.9$). This figure highlights the high number of hours teachers put into using TSG, one of the greatest challenges to teachers in using this tool.



¹ The total number of objectives was reduced for Kindergarten TSG users, following the Washington model. Since there were fewer K-User responders, this finding reflects the ongoing request of both Pre-K and K users.

Use of TSG to Alter Instruction

Respondents most frequently reported using TSG results to alter instruction in the following ways:

- To share with parents and to help at home;
- To help write IEP's;
- To target more individualized areas;
- To develop/plan curriculum, lesson plans, activities; and,
- To set goals.

Table 7 compares teachers' use of results from year 1 and year 2. Use of the results to alter instruction decreased in year 2 in most of the areas with the exception of sharing with parents. In particular, in year 2, fewer teachers reported using TSG results group children according to need, to bring in new materials to support new activities, to target more individualized areas, and to help with IEPs. Kindergarten and pre-k teachers reported differences in their use of TSG related on two of the uses. Higher percentages of pre-k teachers than kindergarten teachers used TSG results to target more individualized areas (49% pre-k; 30% K) and to bring in new materials to support new activities (25% pre-k; 9% K).

Table 7. Use of TSG Results to Alter Instruction

	Year 1 N=277	Year 2 N=319
To share with parents and to help at home	58%	59%
To help with IEP's	55%	48%
To target more individualized areas	54%	47%
To develop/plan curriculum, lesson plans, activities	49%	43%
To set goals	41%	38%
To group children according to needs	32%	22%
To bring in new materials to support new activities	29%	22%
I have not used results for instruction	14%	16%

Finally, TSG users were asked what worked well and what was difficult about using TSG in general as well as to alter instruction. Below are highlights of their comments on the surveys.

What Works Well in Using TSG

- The app
- Documenting with photos
- Using and iPad for documentation
- TSG suggested instructional ideas and activities that align with objectives
- Lesson plans
- Keeping track of students' progress
- Individualizing lessons to work on skills students need

What is Difficult in Using TSG

- Too many steps to finalize
- Documenting while managing the classroom and teaching
- The amount of time it takes to document and input
- The large number of objectives
- Assessing special needs students
- Three checkpoints a year is too many.

6. What do key stakeholders say and recommend about TSG as a tool for assessing kindergarten readiness and more?

Interviews and focus groups were conducted with two groups of people to learn more about what key stakeholders thought about ongoing use of the TSG. One of the groups included statewide pre-K Directors and district level Early Childhood Special Education (ECSE) Coordinators. Some (N=7) participated in a tele-focus group (February 2015) and included members from both Washoe and Clark Counties, the Washoe Tribe, a charter school and rural school district. Eight individuals from this group were later interviewed during Spring 2015

(March-April). Eight individuals from the other group of state level stakeholders were interviewed in May 2015.

Statewide Programs Pre-K Directors and District ECSE Coordinators

Several themes emerged among this group regarding their perceptions of ongoing and sustained use of the TSG. These included:

- Administrative leadership and support
- Funding for professional development and sustained training and technical assistance
- Use in Kindergarten
- Fidelity of TSG use in documentation and rating
- Conflicting messages around use by state and districts
- TSG as a tool to support developmentally appropriate practice (DAP)

During the interviews, one respondent who is not currently using the TSG (but thinks statewide implementation is a good idea) said:

[Provide] staff training to overcome concerns about time and labor involved in implementation. Also training gets staff on board and demonstrates the benefits of consistent data collection across the state. Teachers are resistant because they don't see the value in testing, particularly at this young age (unless there are special needs). They often believe data is irrelevant. We need to demonstrate to teachers that the tool can be used to improve practice and serve as a tool to guide teaching strategies.

A Clark County respondent who has been using the TSG for years agreed that the TSG was a very useful tool, but that statewide implementation would require changing preconceived notions about the tool. Her advice was to “‘Sell it, not tell it.’ Talk about WHY we need to do this, and what we’re doing in terms of training and support to make that happen.”

In Washoe County, a focus group participant, an ECE Coordinator, noted:

We started with just 22 teachers and now have 57 teachers [which involved] getting everybody else on board and switching over to how to report data to the state; [TSG] is a valuable tool to track all that’s going on in classrooms; helps teachers where they need help and provides good data to our district; it’s a huge leap and we decided TSG is the only thing we’ll train on until everybody is comfortable and able to input data on time. We did get state support so for now it’s terrific. All teachers got the iPads and we

explained that was how we were keeping our data. [We have a district-level coordinator who provides] hands-on support of teachers; she does a phenomenal job in answering questions and inputting data; she uses reports to report to leadership team at the district level to see how we can track children's progress early on and how meaningful the reports are for preparing for next steps.

Her counterpart as a Kindergarten Coordinator noted something slightly different:

I'm not currently supporting teachers because none are using TSG; last year I joined the others to provide training to ECSE and Kindergarten teachers during PLCs. I'm not participating much since Kindergarten teachers are not involved with TSG. We have one tribal school that uses TSG and is moving them to the next level. Some are highly impacted and some less so, but all are moving forward and hitting all the domains. Teachers there are focusing on all areas of development equally with this.

In a rural district where there are no developmental kindergartens the kindergarten teachers rely on data from Pre-K TSG users to know exactly where students are and aren't ready.

It almost makes more sense to get that data in a little quicker instead of at 6-7 weeks; that's a long time to look at skills. This is our first year with roll-over data but our teachers haven't been trained to look at data from pre-K and decide what is useful and not. I/we have concerns about the fidelity of Pre-K data as well.

The majority of non-users and pilot testers had concerns about statewide implementation, mostly due to the burden of administration. One administrator who could see some benefit to using the TSG worried that it would be difficult to implement in her district. She said, "It's intimidating. Teachers worry they would lose teaching time. We have found that even with our current assessments, which are far less burdensome, instruction time suffers."

One classroom teacher in a district where the TSG is being piloted wrote that although she could see some benefits to using such a rich assessment tool:

I found quickly that [the TSG] was taking time away from my teaching even with using the technology apps (on iPads and iPhones). Observations are a necessary component of the assessment and with one lead teacher and one assistant teacher it was hard to find a balance. I felt like I was documenting on a computer screen more than having important relationships/connections with students (I soon put the screen down as I like to connect to my students and make learning connections with them).

Two districts raised concerns about the logistics of morning/afternoon split classrooms.

TSG is an amazing tool, rich in information about each child, but too much to do for 20 students in the morning and 20 in the afternoon (with only 2.5 hours of classroom time for each group). It requires too much time and effort for a caseload of more than 40 students.

Another user wrote:

Our class was two and a half hours long and we had an hour or so in between classes where we had to clean and prepare for the next session (also eat a lunch), it was very hard to find the time to download the observations on each individual child.

She goes on to note that part of the burden was due to multiple assessments: “Our grant requires other assessments so to add Teaching Strategies Gold was a lot on our plate to get done with everything else.”

Another respondent suggested that their assessments are working well, and changing assessments would be an unnecessary burden to her district. She said:

I don't think [the TSG] is a good match for us. We'll only use it if the state tells us to use it. We have a high quality program with great gains posted each year. We're testing and the tests are working well for us. We have a lot of things in place already and they're working. The observation protocol for TSG is very, very time consuming. We use a standards-based report card so we are already doing ongoing assessment and the TSG would be another layer. Even when I look at the TSG lesson examples, the lessons aren't rigorous enough and don't have the same rigor as common core.

A few of the coordinators commented on the usefulness of TSG to drive developmentally appropriate instruction and practices.

It makes the teachers focus on all the domains and helps them know where the children are to go to the next step. (Tribal coordinator)

Being ECE for close to 20 years I find this tool valuable for developing IEPs and reporting to parents. (CCSD Administrator)

I agree that most administrators don't understand Early Childhood and what is Developmentally Appropriate Practice. If they don't, TSG doesn't mean anything to them. They'll say suck it up and do it. They need to support it. If mandated, the state

needs to provide more training to trainers and teachers. As a trainer I don't feel I got enough training. As a rural trainer we need more here to succeed. (Rural Trainer)

Right now we're pretty disjointed and ECE operates pretty separately. We have a few collaborative sites but we're sinking our own time and resources into it and we have to report to the state—have to make assessments tied to Title programs. Would like to have it all come under the same heading. There's a controversy in our district between DAP vs. other not so child-centered initiatives. If we got direction from the state it would be great but it needs to be rolled out properly. (Washoe Administrator)

A Carson City administrator argued that with the right training, teaching staff might come to embrace TSG. Right now, it's difficult to compare what's happening in early childhood education across the state because the assessments are like “apples and oranges.” She feels it would be worthwhile to explain to teachers and administrators the benefits of consistent data collection across the state. She said, “We need to demonstrate to teachers that the tool can be used to improve practice and serve as a tool to guide teaching strategies.”

State Key Stakeholders

Seven of the eight key stakeholders participated in the interviews. Only one person reported having very limited familiarity with the TSG and the pilot. The remaining six interviewees were very familiar with the TSG pilot program.

The interview guide consisted of three primary questions:

- 1) What is your current take on the implementation of the TSG pilot in Nevada?
- 2) Given what other states are doing to support the implementation of TSG statewide (list of supports provided), what do you think Nevada would need to provide to support implementation here? Does the state have the capacity to provide those supports?
- 3) In your opinion, can we implement TSG statewide as a kindergarten entry assessment tool? Why or why not?

Question 1: How is the TSG Pilot going so far?

“I know it's a lot of work, but a good assessment is worthy of the extra effort.”

Overall, respondents were positive about the pilot and the use of Teaching Strategies Gold. For the most part, those who were interviewed felt that TSG is a strong assessment tool that yields valuable information – but this is often described

in terms of future potential. Some TSG pilot sites have experienced frustrations with implementation of the assessment tool, mainly related to insufficient training.

When asked how the TSG pilot was going, interviewees were quick to discuss the benefits of using the new assessment tool. Some of the highlights included:

- The assessment gleans really useful information for teachers and administrators
- As an assessment, it compares favorably to other possibilities
- Teachers are being challenged to think differently (more deeply, more proactively) in terms of childhood development and curriculum development
- The social-emotional aspects of the TSG are really important in rural areas, where high poverty creates challenges for children and families.
- TSG has the ability to calculate outcome scores for OSEP, so teachers don't have to do that separately
- The reports are helpful, and the assessment aligns well with Head Start and Pre-K standards, which the older assessments did not.

Respondents also noted some difficulties with the implementation of the pilot. Most of their frustrations were related to limited training, and were not related to the assessment

"It's important that we know how to use the tool appropriately, especially if we are using this data to plan instruction and this data follows students. We need to be sure the data is supporting growth."

tool itself (although one respondent noted that TSG appeared to be having staffing problems that impacted the availability of training and timely technical assistance). Some of the difficulties with implementing TSG that were noted include:

- Insufficient initial training
- School site staff changes between Year 1 and Year 2 required another round of initial training, but it wasn't available in the same way
- Changing leadership between year one and year two was a challenge – at the state level, the district level, and with TSG
- It's a culture change to observation and continuous assessment that involves a steep learning curve for teachers.
- The demands of this assessment along with others were particularly overwhelming for new teachers.
- Some IT glitches with a new license for Year 2 were frustrating.

- The reports look like they will be very useful, but one respondent is not comfortable using the data right now because she doesn't trust that it has been entered correctly (user/input error)
- Because the rollout of the pilot was initiated with the Early Childhood Council, it was seen as an early childhood initiative when really it was meant to encompass birth through 3rd grade.

It's most successful in the Pre-K environment right now because we're more used to ongoing assessment tools. If not TSG, what is there? That was the purpose of the pilot – it was the only comprehensive option for measuring all the necessary domains.

Question 2: What kinds of support would be important, and which can you see Nevada being able to provide?

"The most important is training through year-round professional development and summer institutes - maybe some online or small group training, too. Nevada is geographically large and divided. We need to minimize travel. I don't know what budget is possible, but I would hope that we would use money for training."

Interviewees were provided an overview of supports offered in other states, which included six broad categories: 1) formal training, 2) structural supports for teachers, (classroom aides, sub days, extra pay for data entry, pre-loaded data), 3) dropping use of other assessment tools, 4) timely technical assistance, 5) regular review and use of the data at multiple levels, and 6) a certification process for teachers who are highly skilled in use of the assessment. The most popular response was that intensive, ongoing, structured training opportunities would be essential for statewide implementation of TSG. These could take the form of summer institutes, professional development opportunities, or learning circles – but *most respondents felt that formal training was the most important support for this initiative*. In addition to packaged training opportunities, respondents felt that TSG trainings could address the following needs:

- Special training support for 0-36 months (TSG trainings have few examples for these ages)
- Additional background information on healthy child development. Early childhood teachers may not have formal training in child development – often TSG trainings assume a baseline level of knowledge
- Focusing more on how teachers can use the data/ how the data can be useful in the classroom
- A training schedule that reflects the need for initial trainings every year as teachers are moved around between grades and classrooms

- More online tutorials and ad-hoc training opportunities.

Respondents were also quick to support the idea of structural classroom supports for teachers implementing the TSG, particularly extra sub days (one per quarter was suggested) and extra hands in the classroom. An additional adult in the classroom was seen as particularly important for infant/toddler rooms where teachers must keep careful watch at all times for safety, and can't look away to enter data. Several respondents also liked the idea of having the district pre-load class list information (children's names and dates of birth) to relieve some of the data entry burden.

"I don't think we need to pay teachers extra, but giving sub time and entering class lists ahead of time makes a lot of sense."

"Also training teachers on the use of the data – not just the collection of the data. We'd like to see teachers actually use the data to improve outcomes."

Clear and consistent use of the data collected by TSG by teachers and administrators was seen as important by four of the seven respondents.

The idea of a state-level TSG "certification" for teachers who are highly skilled in TSG garnered significant support. One respondent cautioned that it should not be a requirement for hire, as it is already challenging to fill staff roles. Another suggestion included developing a regional coordinator position for TSG training. Having local support would be helpful to teachers, but one interviewee raised a concern that this role would be added to the responsibilities of already overburdened staff. A third staffing suggestion was the development of a KEA coordinator position to bridge the gap between early childhood providers and K-12 teachers.

The list of possible supports provided by the interviewer included the elimination of all other assessment tools. Respondents had mixed opinions on this, with some feeling that it was an important strategy to support teachers in the use of TSG. Others felt that dropping other assessment tools was unnecessary, and might not be feasible due to local control issues.

Question 3: Given our experiences with the pilot, do you believe statewide implementation of Teaching Strategies Gold as a kindergarten entry assessment is feasible in Nevada?

"It would be important to have one KEA coordinator person. This fell on the Head Start Collaboration Office, which works very little with K-12 kids. So TSG has been seen as a Pre-K tool without buy-in at the kinderaarten level."

Every respondent indicated that statewide adoption of Teaching Strategies Gold would be welcome, and that it would be possible with state funding, state and district level buy-in,

and intensive teacher training. Some respondents suggested that statewide implementation at the Pre-K level is more likely than an implementation inclusive of K-3, given that K-3 has not been as actively involved in the pilot. One respondent noted that although the TSG is in use, it's not clear how it's being used for kindergarten entry. At this time, the tool may be used more for internal tracking than for tracking between schools or programs.

Discussing the feasibility of statewide implementation prompted many respondents to talk more about how that could benefit children, families, and schools in Nevada. Consistency of data collection and reporting was a common theme. Some of the highlights included:

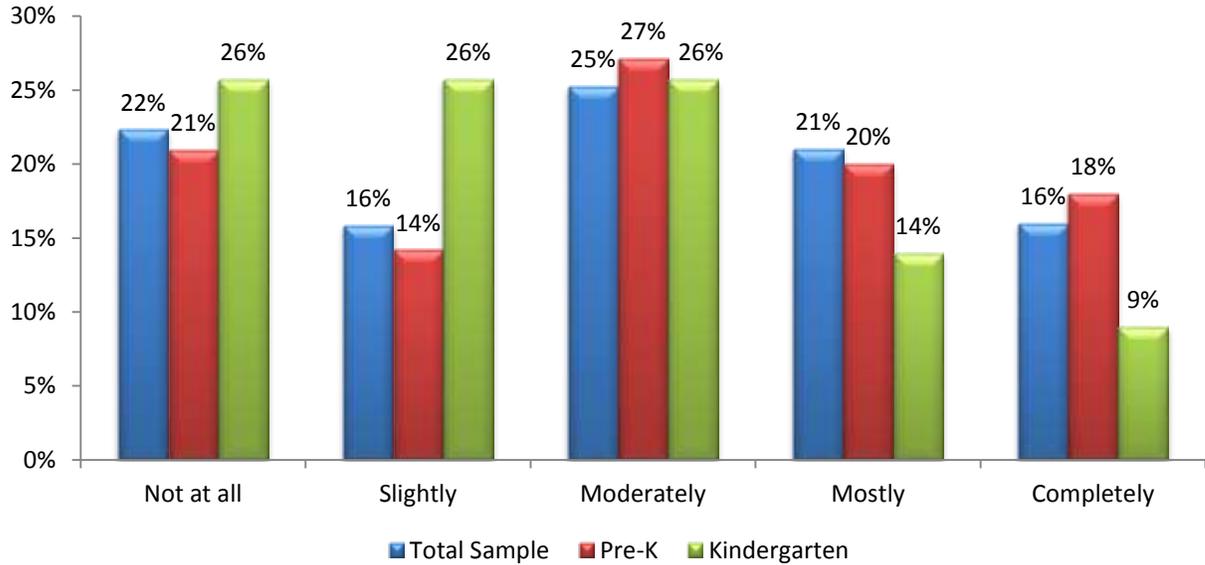
"I think we have the potential to make the TSG work state-wide, but we need state-level and district-level buy-in with appropriate PD support to make the shift. It's a new type of assessment that's not typically done in K-12. Having been involved with some of the P-3 reform work I can see [statewide implementation] happening with an appropriate degree of support from leadership."

- Statewide implementation of the TSG would allow us to compare apples to apples – between districts, between special education and regular education programs
- It would really help us track development and outcomes, even with the transiency of kids and families between schools and districts
- The ability to track kids through 3rd grade is a benefit of the TSG over other tools, and could help K-3 teachers focus on childhood development as much as academic progress
- Implementing TSG statewide would allow for consistency between districts when compiling federal reports (OSEP)
- The TSG could provide consistent tracking of progress and outcomes between and among 0-3 programs, 3-5 programs, and grades K-3.

Teacher and TSG User Willingness to Continue Using TSG

TSG users—teachers, aides and other staff—responded to items on the mid-year and end-of-year survey related to their willingness to continue use of TSG. Teachers' willingness to continue using TSG was similar at the ends of Years 1 and 2, with more Pre-K teachers mostly or completely (38% both years 1 and 2) willing than K teachers (22% in Year 1 and 23% in Year 2). Figure 10 shows the total sample year 2 results with comparisons between Pre-K and K teachers.

Figure 10. Year 2 Teachers' Willingness to Continue Using TSG (N=309)



Teacher users also offered their suggestions about how to improve the TSG to support ongoing and sustained use. These are noted below.

Suggestions for Improving TSG

- Reduce number of objectives and domains
- Reduce number of checkpoints from three to two per year
- Make it a checklist instead of requiring narrative.
- Remove arts, science and social studies
- Include more objectives appropriate for special needs, behaviors, IEP, and exceptions for disabilities
- Make it less time consuming
- Make it more parent-friendly and understandable
- Have other choices available in development (e.g., “able to but refuses to demonstrate”)
- Have Pre-K TSG results available for K teachers to use
- Stop using TSG

Quotes from Teachers Regarding the Implementation of TSG Across the State

I do NOT recommend it. I have 40 students and I spend more time working with TSG, then I do planning and changing and setting up my classroom each week. The reports are not important to the parents and the Kindergarten teachers do not find them relevant.

Find an assessment device that is less labor intensive and is more data driven.

It may be appropriate for children without special needs or who are mildly to moderately impaired, but it is more of a chore than a help for children with severe disabilities.

The philosophy of TSG is sound for an assessment tool and I would recommend keeping it at the pre K level. It could become a sound device for K if the continuum was extended regardless of first grade release. I would reevaluate the objectives and look for the ones aligned with the standards and modify from the WA one.

To not use TSG. It is too time consuming and the teacher spends less time interacting with the students.

Give teachers ample time to train and familiarize themselves with it before implementation.

If everyone is going to use it, make it feasible to transfer a child's records and results on to the next program. Children aging out of our program and moving on to Head Start or the WCSD don't have their documentation follow them as there is apparently only one person in the state with the power to make that happen.

Please don't use it..unless it is a simple checklist!

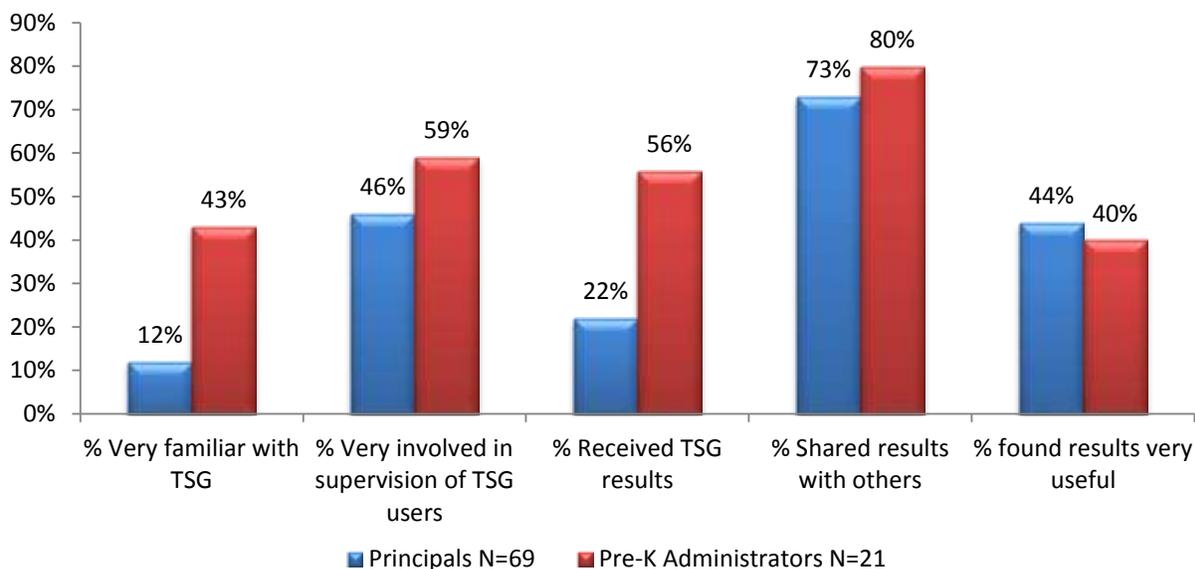
Please, please cut back the data collection! Let's try what Washington is doing, TSG is a great tool but honestly I don't have enough time to do all I need to do. I'm the last one to leave my school most days then I go home and work more. I work my heart out for these children; this is a critical age. The discrepancy between Regular Ed and EC Special Ed workload is appalling.

Principal and Pre-K/ECE Administrator/Coordinator views on sustained use of the TSG

Principals of schools where TSG was being used were invited to complete an online survey in April 2015. A total of 70 principals completed the survey. Pre-K/ECE Administrators/Coordinators from sites where TSG was being used were invited to complete an online survey in May 2015, to which 22 responded and completed the survey. When asked about their familiarity with TSG, more Pre-K administrators (43%) than principals (12%) indicated that they were very familiar with TSG (see Figure 11). More Pre-K administrators than principals also reported being very involved in supervising TSG users and to have received

results from the TSG assessment. The majority of both principals and Pre-K administrators had shared the results with others.

Figure 11. Principal and Pre-K Administrator Familiarity with TSG



When asked if they would consider ongoing use of the TSG assessment tool, 60% of Pre-K/ECE administrators/coordinators supported its use for Pre-K and Kindergarten, while just 6% of Principals supported it at both those levels. Three quarters of principals supported its ongoing use at the Pre-K level only (Table 8).

Table 8. Administrators’/Coordinators’ and Principals’ Consideration of Ongoing Use of TSG

Would you consider ongoing use of the TSG assessment tool?	Pre-K/ECE admin/coordinators N=15	Principals N=63
Yes, for Pre-K and Kindergarten	60%	6%
Yes, for Pre-K only	27%	76%
Yes, for Kindergarten only	0%	0%
No	13%	17%

“This is a lot of work showing what we already know and can prove with the assessments we already have in place.” –Principal

“Nevada districts overwhelm children and teachers with the required assessments.” –Principal

“...It would be a waste of our time to use for Kindergarten. We would still need to use the other assessments currently in place in order to have accurate data that supports academic goals for students.”—Pre-K Administrator

When asked what conditions would need to be in place for them to support ongoing use of TSG, funding from the state was the top need for Pre-K/ECE administrators (86%), while ongoing training was the top need for principals (81%). During site visits and interviews with principals, they indicated that *the lack of funding from the state in this second year of the pilot was a significant contributor to reduced or limited use of TSG*. Having a district person to support schools with TSG implementation was a top need for both pre-K administrators and principals (see Table 9).

Table 9. Conditions that would need to be in place to sustain use of TSG tool

	Pre-K/ECE admin/coordinators N=14	Principals N=62
Funding from the district or state	86%	66%
Ongoing training	79%	81%
District-level person available to support schools with TSG implementation	64%	77%
Reduction of other required assessments	50%	61%
Elimination of other required assessments	50%	39%

“...There needs to be support to transfer students from different sites at the state level along with having dedicated staff members to provide training and administrative support at the district level. Report cards should be aligned to TSG so teachers are not having to figure out how to make it fit the current report card.”—Principal

As is noted above, principals and coordinators also made suggestions about what types of support and training would be appropriate for sustaining ongoing use of TSG.

Types of Training and/or Support Necessary to Sustain Ongoing TSG Use

Pre-K/ECE Administrators/Coordinators

“Everyone needing to use it would need to go to a training. The training needs to be hands-on, not so much about the statistics of this program. We would also need ongoing meetings to address any new questions or teaching a new part of the program. Training, training, and support! It would also be nice to change some of the Gold program.”

“We need more training for new staff. We also need time for training and inputting of data.”

“Training to develop observation skills and to help increase the understanding of the value of observational/authentic assessment.”

Principals

“All teachers would need training to use the program (Kinder and teacher assistants). District-level support that we have had has been good—sustain that.”

“Face-to-face training should be provided on an ongoing basis to ensure fidelity of the implementation of TSG.”

“Release time to complete the information needed to be entered into TSG.”

7. Final conclusions and recommendations

Conclusions

- *Although the sites have increased, the high percentage of users in Clark County suggests that TSG use is not as widespread as it may appear and is predominantly a pre-K assessment tool.*
- *For sites or districts with strong administrative support and coordination there is more frequent communication and use of TSG as an assessment and instructional tool at the classroom level AND as a data-driven decision making tool at the leadership level.*
- *The change in state-level support and funding in Year 2 of the pilot limited and in some cases negatively affected the ongoing use and motivation to deepen*

- knowledge and skill levels around TSG use. The lack of funding from the state in this second year of the pilot was also a contributor to reduced or limited use of TSG.*
- *Kindergarten use in larger districts is limited, for the most part, to special needs students.*
 - *The overall IRR certification was still very low, with the 98 IRR-certified users representing just 9% of TSG users (N=1064).*
 - *Concerns about fidelity of use of TSG were flagged by coordinators who are responsible for checking the quality of documentation; with the participation and completion rates for IRR certification remaining so low, and technology issues in gaining access to IRR, this issue remains of concern for reliable and valid assessment data on kindergarten readiness.*
 - *Overall the TSG results demonstrate consistent and significant growth and development and learning levels from the beginning to end of the Pre-K year. The gap between “readiness” at the end of Pre-K and beginning of Kindergarten was greater in Year 2 than it appears in Year 1.*
 - *In year 2, less than one third of respondents (28%) indicated that TSG results had been used to determine children’s readiness for kindergarten at their site.*
 - *Parents are the primary audience with whom teachers share TSG information and results.*
 - *Conflicting messages from the districts and state to use the TSG AND use other multiple assessments and reporting mechanisms, when they focus on different information, causes confusion, especially among first year users for whom TSG training was less consistent.*
 - *A fair number of the issues and challenges teachers reported with TSG system and technology in the Year 1 survey have since been improved.*
 - *Nearly three-fourths of teachers who use TSG for more than one year responded that they felt “mostly” or “extremely” prepared to use it.*
 - *Uncertainty exists in the field—even for consistent and committed users—about the direction and support the state will provide for sustaining use of TSG.*
 - *All Key state level stakeholders that were interviewed indicated that statewide adoption of Teaching Strategies Gold would be welcome, and that it would be possible with state funding, state and district level buy-in, and intensive teacher training.*
 - *Head Start has been a consistent user of TSG and offers an opportunity to learn more about the value of Pre-K and TSG use as children transition to kindergarten; to our knowledge, in few if any districts has this opportunity been tapped.*
 - *Most respondents felt that formal training was the most important support for this initiative.*

Recommendations

Should the state decide to support the ongoing use of TSG as a kindergarten readiness assessment tool in Pre-K, a few recommendations emerged from the findings of multiple respondent groups that accentuate what is already cited in this report.

- Since issues of fidelity are important to the integrity of findings on kindergarten readiness, requiring that users become IRR certified is a sensible next step, particularly once they have been trained and have some experience with the TSG system.
- Consider the idea of a state-level TSG “certification” for teachers who are highly skilled in TSG as it garnered significant support among state key stakeholders and the ECAC members.
- Support structural supports at the classroom level for TSG users: sub-days; hands-on support in the classroom; and
- Encourage involvement of TSG users in a school, district, or cross-district learning circle or community of practice to access peer-to-peer learning and mentoring, similar to the Action Learning Circle used as an evaluation strategy in Pilot Year 2.
- Reduce or replace use of other assessments with the TSG where it is being used.

Appendices

Appendix A: Quantitative Methods and Survey Samples

- Mid-Year Teacher Survey/End-of Year Teacher Survey
- Principal Survey
- ECE Administrator Survey
- Parent Survey

Silver State Kids Teacher Mid-Year Survey Phase 2

As a user of the Teaching Strategies GOLD assessment tool, we would like you to complete a mid-year evaluation survey for the Phase 2 of the evaluation. We will randomly select five survey respondents to receive a \$25 gift card to Lakeshore Learning.

We are interested in finding out how prepared teachers feel to use TSG, what their experiences are using the assessment, and what recommendations they have for the State regarding future use of the tool. Your feedback is extremely important and will be used by the State to make important decisions.

Some preliminary evaluation results are available on our blog site <http://sskidsevalproject.wordpress.com/what-are-we-learning-comments-from-others/>. The site also provides some information about our evaluation team, project background and schedule.

If you have any difficulties with the survey, please contact Elizabeth Christiansen at the Center for Program Evaluation, University of Nevada, Reno at elizabethc@unr.edu

1. Do you currently use Teaching Strategies GOLD (TSG)?

- No, I have never used Teaching Strategies GOLD.
- No, I do not currently use TSG, but I have in the past.
- Yes, I currently use TSG.

2. How long have you been using TSG (or did you in the past)?

- | | |
|---|--|
| <input type="radio"/> I have not used TSG | <input type="radio"/> 7-12 months |
| <input type="radio"/> 0-3 months | <input type="radio"/> 12 months to 2 years |
| <input type="radio"/> 2-6 months | <input type="radio"/> More than 2 years |

3. What is your position at your school or site?

- | | |
|---|--|
| <input type="radio"/> Teacher | <input type="radio"/> Administrator |
| <input type="radio"/> Paraprofessional/Teacher Aide/Teacher Assistant | <input type="radio"/> Speech/Language Therapist or Pathologist |

Other (please specify)

Silver State Kids Teacher Mid-Year Survey Phase 2

4. What level(s) do you teach (or work with if administrator or other position)?

Pre-K

1st Grade

Early Childhood Special Education

2nd Grade

Kindergarten

Special Education

Other (please specify)

5. When you first started using TSG, how prepared did you feel to use it appropriately with children in your class?

1 Not at all prepared

2 Somewhat prepared

3 Moderately prepared

4 Mostly prepared

5 Extremely well prepared

6. How prepared do you feel to use TSG appropriately with children in your class now?

1 Not at all prepared

2 Somewhat prepared

3 Moderately prepared

4 Mostly prepared

5 Extremely well prepared

7. If given a choice, how willing would you be to continue using TSG in the future?

1 Not at all

2 Slightly

3 Moderately

4 Mostly

5 Completely

Training

8. Approximately how many hours of training related to TSG have you received?

of hours received August 2014-present:

of hours received previously (Before August 2014):

Silver State Kids Teacher Mid-Year Survey Phase 2

9. How much, if any, additional training do you feel you need on the following topics to use TSG more effectively?

	None	Some	A great deal
Understanding the TSG objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the computer and other technology with TSG (computer, apps, ipad, iphone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to document/take notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to do child observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to generate reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use the assessment results to support instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to communicate the results effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>		

Evaluation of TSG

10. To what extent do you agree or disagree with each of the following statements about TSG?

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree	N/A
I feel confident using TSG in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training I received on TSG was useful in helping me implement it in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have gotten the support I need to use TSG effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it easy to use TSG.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The TSG recommended activities help with designing instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to the internet and hot spots to use TSG.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have sufficient time to use TSG.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Running reports in TSG is easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The data from TSG helps see a child's individual progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The data I have gotten from TSG reports is useful for supporting classroom instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'd feel better about TSG if it were the only assessment tool I had to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to see how the TSG aligns with the Nevada Academic Content Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Silver State Kids Teacher Mid-Year Survey Phase 2

Evaluation of TSG

11. How acceptable has the technical support you have received from Teaching Strategies Gold been? (Mark N/A if you have not needed technical support)

1 Not at all acceptable	2 Slightly acceptable	3 Moderately acceptable	4 Mostly acceptable	5 Completely acceptable	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. If you have entered data into the TSG system, have you had any of the following issues? (Mark N/A if you have not entered data into the TSG system)

	Have not had this issue	Have this issue sometimes	Have this issue frequently	Have this issues always	N/A
Website issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slow connection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loss of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
App issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely response to issues or questions I raise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please describe any technical issues you have had using TSG that were not covered above.

Use of TSG

14. Approximately how many hours do you spend on each of the following TSG related activities per month?

Hours spent collecting data:	<input type="text"/>
Hours spent entering data into TSG website:	<input type="text"/>
Hours spent generating reports:	<input type="text"/>
Hours spent using reports to alter instruction:	<input type="text"/>
Hours spent sharing reports:	<input type="text"/>

Silver State Kids Teacher Mid-Year Survey Phase 2

15. Which of these TSG objectives/dimensions do you document?

- | | |
|---|---|
| <input type="checkbox"/> Social-Emotional | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Physical | <input type="checkbox"/> Science and Technology |
| <input type="checkbox"/> Language | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Cognitive | <input type="checkbox"/> The Arts |
| <input type="checkbox"/> Literacy | <input type="checkbox"/> English Language Acquisition |

16. Additional comments about TSG objectives:

Reports and Use of Results

17. For each of the TSG reports listed below, please indicate if you have generated that type of report and if you have shown it to parents.

	Have generated	Have shared with parents
Widely Held Expectations reports	<input type="checkbox"/>	<input type="checkbox"/>
Performance and Growth reports	<input type="checkbox"/>	<input type="checkbox"/>
Growth Export (raw data)	<input type="checkbox"/>	<input type="checkbox"/>
Growth report	<input type="checkbox"/>	<input type="checkbox"/>
Snapshot reports	<input type="checkbox"/>	<input type="checkbox"/>
Alignment report	<input type="checkbox"/>	<input type="checkbox"/>
Class Profile report	<input type="checkbox"/>	<input type="checkbox"/>
Comparative report	<input type="checkbox"/>	<input type="checkbox"/>
Development and Learning report	<input type="checkbox"/>	<input type="checkbox"/>
Individual child report	<input type="checkbox"/>	<input type="checkbox"/>
Forms report	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

18. With which of these others have you shared TSG results?

- Other teachers
 Site/school administrators
 District administrators

Other (please specify)

Silver State Kids Teacher Mid-Year Survey Phase 2

19. How have you used TSG assessment results to alter your instruction? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> To target more individualized areas | <input type="checkbox"/> To group children according to needs |
| <input type="checkbox"/> To help write IEP's | <input type="checkbox"/> To bring in new materials to support new activities |
| <input type="checkbox"/> To share with parents and to help at home | <input type="checkbox"/> To set goals |
| <input type="checkbox"/> To develop/plan curriculum, lesson plans, activities | <input type="checkbox"/> I have not used results for instruction. |

Other (please specify)

20. To your knowledge, at your site, have TSG results been used to determine children's readiness for kindergarten?

- I do not know. No, they have not. Yes, they have.

Other (please specify)

21. To your knowledge, at your site, have Pre-K TSG results been shared with kindergarten teachers as children move into kindergarten?

- I do not know. No, they have not. Yes, they have.

Other (please specify)

22. In addition to TSG, what other reports or assessment tools are you required to use?

- | | |
|--|---|
| <input type="checkbox"/> ASQ-3 | <input type="checkbox"/> State Power School reporting |
| <input type="checkbox"/> District report cards | <input type="checkbox"/> Brigance |

Other (please specify)

23. What have you found works well in using TSG in your classroom?

24. What have you found has been difficult in using TSG in your classroom?

Silver State Kids Teacher Mid-Year Survey Phase 2

25. What suggestions do you have to improve TSG?

26. What recommendations would you make to Nevada's Department of Education regarding the implementation of TSG across the state?

27. What stage have you reached in the Interrater Reliability Certification process?

- Have not started
- Have started, but have not finished it yet
- Have completed it

28. When do you plan to start the Interrater Reliability Certification process?

- Within the next month
- Within the next three months
- Within the next six months
- Within the next year
- Not within the next year

Please answer these questions about the Interrater Reliability Certification process to the best of your ability, recognizing that you may not have completed the process yet.

29. How much total time have you spent doing the IRR certification process?

30. To what extent has going through the IRR certification process helped you use TSG more reliability?

- 1 Not at all 2 Somewhat 3 A moderate amount 4 Quite a bit 5 A great deal
-

Silver State Kids Teacher Mid-Year Survey Phase 2

31. To what extent has going through the IRR certification process changed the way you rate children?

1 Not at all 2 Somewhat 3 A moderate amount 4 Quite a bit 5 A great deal

32. Please describe in what ways, if any, going through the IRR certification process has impacted how you use TSG.

33. What worked well with the IRR certification process?

34. What were some challenges you had with the IRR certification process?

35. Additional comments about the IRR certification process:

Survey Raffle and Next Year's Learning Circle

36. If you are interested in being entered into a raffle to win one of five \$25 gift cards from Lakeshore Learning, please provide your name, mailing address and email address.

Name:	<input type="text"/>
Address:	<input type="text"/>
Address 2:	<input type="text"/>
City/Town:	<input type="text"/>
State:	<input type="text"/>
ZIP:	<input type="text"/>
Email Address:	<input type="text"/>

Silver State Kids Teacher End-of-Year Survey Phase 2

As a user of the Teaching Strategies GOLD assessment tool, we would like you to complete this end-of-year evaluation survey for Phase 2 of the evaluation. We will randomly select ten survey respondents to receive a \$25 gift card to Lakeshore Learning.

We are interested in finding out how prepared teachers feel to use TSG, what their experiences are using the assessment, and what recommendations they have for the State regarding future use of the tool. Your feedback is extremely important and will be used by the State to make important decisions.

If you have any difficulties with the survey, please contact Elizabeth Christiansen at the Center for Program Evaluation, University of Nevada, Reno at elizabethc@unr.edu

1. Do you currently use Teaching Strategies GOLD (TSG)?

- No, I have never used Teaching Strategies GOLD.
- No, I do not currently use TSG, but I did use it more than one year ago.
- No, I do not currently use TSG, but I have in the past year.
- Yes, I currently use TSG.

2. What is your position at your school or site?

- Teacher
- Paraprofessional/Teacher Aide/Teacher Assistant
- Administrator
- Speech/Language Therapist or Pathologist

Other (please specify)

3. How long have you been using TSG (or did you in the past)?

- I have not used TSG
- 0-3 months
- 2-6 months
- 7-12 months
- 13 months to 2 years
- More than 2 years

4. How prepared do you feel to use TSG appropriately with children in your class now?

1 Not at all prepared	2 Somewhat prepared	3 Moderately prepared	4 Mostly prepared	5 Extremely well prepared	N/A
<input type="radio"/>	<input type="radio"/>				

Silver State Kids Teacher End-of-Year Survey Phase 2

5. If given a choice, how willing would you be to continue using TSG in the future?

1 Not at all 2 Slightly 3 Moderately 4 Mostly 5 Completely

6. What level(s) do you teach (or work with if administrator or other position)?

- | | |
|--|--|
| <input type="checkbox"/> Pre-K | <input type="checkbox"/> 1st Grade |
| <input type="checkbox"/> Early Childhood Special Education | <input type="checkbox"/> 2nd Grade |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Special Education |

Other (please specify)

Training

7. Approximately how many hours of training related to TSG have you received from January 2015 to the present?

of hours received January 2015 to present:

8. Who delivered the training you received about Teaching Strategies Gold between January 2015 and now? (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Trainer from Teaching Strategies GOLD | <input type="checkbox"/> School District trainer/staff |
| <input type="checkbox"/> State trainer/staff | <input type="checkbox"/> Someone from your program/school site |

Other (please specify)

9. Please describe any TSG-related topics for which you would like more training:

10. At your school or site, do you have Professional Learning Communities (PLC's) or some other structure that allows teachers to come together regularly for learning and support?

- Yes
- No

Silver State Kids Teacher End-of-Year Survey Phase 2

11. Has TSG ever been a topic addressed in PLC's or other regular teacher professional development community at your school?

- No
 Yes, at least one time
 Yes, multiple times

Evaluation of TSG

12. To what extent do you agree or disagree with each of the following statements about TSG?

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree	N/A
I feel confident using TSG in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training I received on TSG was useful in helping me implement it in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have gotten the support I need to use TSG effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it easy to use TSG.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The TSG recommended activities help with designing instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to the internet and hot spots to use TSG.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have sufficient time to use TSG.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Running reports in TSG is easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The data from TSG helps see a child's individual progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The data I have gotten from TSG reports is useful for supporting classroom instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'd feel better about TSG if it were the only assessment tool I had to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to see how the TSG aligns with the Nevada Academic Content Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How acceptable has the technical support you have received from Teaching Strategies Gold been? (Mark N/A if you have not needed technical support)

1 Not at all acceptable	2 Slightly acceptable	3 Moderately acceptable	4 Mostly acceptable	5 Completely acceptable	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reports and Use of Results

Silver State Kids Teacher End-of-Year Survey Phase 2

14. With which of these people have you shared TSG results?

- Parents Other teachers Site/school administrators District administrators I have not shared TSG results.

Other (please specify)

15. How have you used TSG assessment results to alter your instruction? (Check all that apply)

- To target more individualized areas To group children according to needs
 To help write IEP's To bring in new materials to support new activities
 To share with parents and to help at home To set goals
 To develop/plan curriculum, lesson plans, activities I have not used results for instruction.

Other (please specify)

16. Has the parent portal been enabled for TSG users at your school?

- Yes
 No
 I don't know

17. To your knowledge, at your site, have TSG results been used to determine children's readiness for kindergarten?

- I do not know. No, they have not. Yes, they have.

Other (please specify)

18. To your knowledge, at your site, have Pre-K TSG results been shared with kindergarten teachers as children move into kindergarten?

- I do not know. No, they have not. Yes, they have.

Other (please specify)

Silver State Kids Teacher End-of-Year Survey Phase 2

19. Would you find it useful to reduce the number of objectives and domains assessed in TSG to something like the model used in Washington state (19 total objectives, 6 dimensions of development)?

- Yes
 No
 Not sure

20. What have you found works well in using TSG in your classroom?

21. What have you found has been difficult in using TSG in your classroom?

22. Please describe any tips or shortcuts you have found work well to make TSG easier to use:

23. What suggestions do you have to improve TSG?

24. What recommendations would you make to Nevada's Department of Education regarding the implementation of TSG across the state?

Survey Raffle

Silver State Kids Teacher End-of-Year Survey Phase 2

25. If you are interested in being entered into a raffle to win one of ten \$25 gift cards from Lakeshore Learning, please provide your name, mailing address and email address.

Name:	<input type="text"/>
Address:	<input type="text"/>
Address 2:	<input type="text"/>
City/Town:	<input type="text"/>
State:	<input type="text"/>
ZIP:	<input type="text"/>
Email Address:	<input type="text"/>

The Phase 1 Evaluation results are available on our blog site <http://sskidsevalproject.wordpress.com/>. The site also provides some information about our evaluation team, project background and schedule.

Thank you for completing this survey!

Silver State Kids Phase 2 Administrator Survey

As Phase 2 of the SSKIDS evaluation concludes, we would appreciate your feedback about the Teaching Strategies GOLD assessment tool as someone in an administrative position at a school, site or district where TSG is being used. This survey is to learn more about how you perceive the use and value of TSG as a Kindergarten Entry Assessment along with or in lieu of other assessments you're required or choose to implement.

1. Is your school(s)/site(s)/district currently using Teaching Strategies GOLD assessment tool?

- Yes
- No, but we plan to.
- No, we used to, but no longer are using it.
- No, never used at our school.

2. Which groups use or have used TSG at your school/site/district?

- Pre-K Educators
- Early Childhood Special Educators
- Kindergarten teachers
- Speech Therapists/Pathologists
- Other

Other (please specify)

3. How familiar are you with the Teaching Strategies Gold Assessment tool?

1 Not familiar at all

2 Somewhat familiar

3 Very familiar

4. What other assessments are used along with or instead of TSG at your school/site/district at the Pre-K level?

Silver State Kids Phase 2 Administrator Survey

5. What other assessments are used along with or instead of TSG at your school/site/district at the ECSE level?

6. What other assessments are used along with or instead of TSG at your school/site/district at the Kindergarten level?

7. How involved are/were you in supervising and/or meeting with your teachers and staff who use the tool?

1 Not involved at all

2 Somewhat involved

3 Very involved

8. If you are in your second (or longer) year of TSG implementation, since the first year of the pilot, what have you learned about the Teaching Strategies GOLD assessment tool and how it is used by teachers?

9. How are your teachers using the TSG to design classroom instruction or individualized interventions?

10. Have you received any results from the TSG Assessment?

Yes

No

11. How useful have you found the results in learning about school readiness of pre-K and kindergarten students?

1 Not at all useful

2 Somewhat useful

3 Very useful

Silver State Kids Phase 2 Administrator Survey

12. If you're familiar with the results to date, how have these informed your school/program/district about how ready children are entering kindergarten?

13. Have you shared these results with others?

- Yes
 No

14. With whom have you shared the results? (check all that apply)

- Other site administrators or colleagues
 Teachers at your school/site
 Parents
 District-level staff
 Others

Other (please specify)

15. Have you (or another person with TSG Administrator privileges for your site/school/district) enabled access to the TSG parent portal for TSG users at your site?

- Yes
 No
 Don't Know

16. How well do you think Teaching Strategies GOLD works as a kindergarten entry assessment?

- 1 Not at all 2 Slightly 3 Moderately 4 Mostly 5 Extremely

17. What aspects of TSG make it challenging to use as a kindergarten entry assessment?

Silver State Kids Phase 2 Administrator Survey

18. At this point, given it is the second year of the pilot, would you consider ongoing use of the Teaching Strategies Gold Assessment tool?

- Yes, for Pre-K and Kindergarten
- Yes, for Pre-K only
- Yes, for Kindergarten only
- No

19. Why or why not?

20. How do you think your school/site/district would respond to a statewide mandate to use TSG as the Kindergarten Entry Assessment?

21. What conditions would need to be in place to comply (if mandated) and/or sustain the use of this tool (if self-selected)? (Check all that apply).

- District superintendent/school board support
- Funding from the district or from the state
- Ongoing training
- State-level person available to support districts with TSG implementation
- District-level person available to support schools with TSG implementation
- Reduction of other required assessments
- Elimination of other required assessments

Other (please specify)

22. What types of training and/or support would be necessary to sustain ongoing use of TSG at your site/school/district?

Silver State Kids Phase 2 Administrator Survey

23. How do your Pre-K and K teachers currently plan and share information?

24. How do kindergarten teachers use assessment data at your site/school/district? (write "does not apply" if you do not have kindergarten at your site)

25. What single assessment tool would you recommend for assessment of kindergarten readiness?

Thank you for completing this survey!

Silver State Kids Phase 2 Principal Survey

Since Teaching Strategies GOLD Assessment Tool has been at use at your school or site, we would appreciate your feedback for the SSKIDS project evaluation. This survey is to learn more about how you perceive the use and value of TSG as a Kindergarten Entry Assessment along with or in lieu of other assessments you're required or choose to implement.

1. Is your school/site currently using Teaching Strategies GOLD assessment tool?

- Yes
- No, but we plan to.
- No, we used to, but no longer are using it.
- No, never used at our school.

2. Which groups use or have used TSG at your school?

- Pre-K Educators
- Early Childhood Special Educators
- Kindergarten teachers
- Speech Therapists/Pathologists
- Other

Other (please specify)

3. How familiar are you with the Teaching Strategies Gold Assessment tool?

1 Not familiar at all

2 Somewhat familiar

3 Very familiar

4. How involved are/were you in supervising and/or meeting with your teachers and staff who use the tool?

1 Not involved at all

2 Somewhat involved

3 Very involved

5. How, if at all, have your expectations changed going into the second year of the pilot regarding your involvement as a pilot site in using the TSG assessment tool?

Silver State Kids Phase 2 Principal Survey

6. Have you received any results from the TSG Assessment?

- Yes
 No

7. How useful have you found the results in learning about school readiness of pre-K and kindergarten students?

1 Not at all useful 2 Somewhat useful 3 Very useful

8. Have you shared these results with others?

- Yes
 No

9. With whom have you shared the results? (check all that apply)

- Other site administrators or colleagues
 Teachers at your school/site
 Parents
 District-level staff
 Others

Other (please specify)

10. Have you (or another person with TSG Administrator privileges for your site) enabled access to the TSG parent portal for TSG users at your site?

- Yes
 No

Silver State Kids Phase 2 Principal Survey

11. How well do you think Teaching Strategies GOLD works as a kindergarten entry assessment?

- 1 Not at all 2 Slightly 3 Moderately 4 Mostly 5 Extremely

12. What aspects of TSG make it challenging to use as a kindergarten entry assessment?

13. At this point, given it is the second year of the pilot, would you consider ongoing use of the Teaching Strategies Gold Assessment tool?

- Yes, for Pre-K and Kindergarten
 Yes, for Pre-K only
 Yes, for Kindergarten only
 No

14. Why or why not?

15. Knowing what your experience has been and how your school feels about assessing kindergarten readiness, how do you think your school would respond to a statewide mandate to use TSG as the Kindergarten Entry Assessment?

Silver State Kids Phase 2 Principal Survey

16. What conditions would need to be in place to comply (if mandated) and/or sustain the use of this tool (if self-selected)? (Check all that apply).

- District superintendent/school board support
- Funding from the district or from the state
- Ongoing training
- District-level person available to support schools with TSG implementation
- Reduction of other required assessments
- Elimination of other required assessments

Other (please specify)

17. What types of training and/or support would be necessary to sustain ongoing use of TSG at your site?

18. At your site, do you have Professional Learning Communities (PLC's) or some other structure that allows teachers to come together regularly for learning and support?

- Yes
- No

19. What assessment tools are currently used by kindergarten teachers at your site? (write "does not apply" if you do not have kindergarten at your site)

20. How do kindergarten teachers use assessment data at your site? (write "does not apply" if you do not have kindergarten at your site)

Silver State Kids Phase 2 Principal Survey

21. What single assessment tool would you recommend for assessment of kindergarten readiness?

Thank you for completing this survey!

**Silver State Kids Inventory of Development (SSKID) Statewide Phase 2 Evaluation
Parent Survey**

Date: _____

Your child's school and teacher are using the Teaching Strategies Gold assessment tool with students. The state of Nevada has contracted with Turning Point, Inc. (TPI) to find out if Teaching Strategies GOLD works well with children from different cultures, backgrounds and abilities. We also want to find out if it is easy to use for teachers and parents, and if it helps them in understanding their child's growth and learning.

Grade/Age level of your child: ___ 0-3 years ___ Pre-K (3-5 years) ___ Kindergarten (5+ years)

I am the child's: ___ Mother ___ Father ___ Caregiver ___ Grandparent ___ Other

Child's school: _____ City _____

Child's teacher: _____ Child's gender: ___ Male ___ Female

Child's ethnicity: African American Asian/Pacific Islander
 Caucasian Hispanic/Latino
 Native American/Alaska Native Other (please specify): _____

What type of preschool did your child attend most often in the past 12 months? (Check one)

- | | |
|--|---|
| <input type="checkbox"/> None/Stayed home | <input type="checkbox"/> University campus preschool (name) _____ |
| <input type="checkbox"/> Home-based | <input type="checkbox"/> School district preschool (name) _____ |
| <input type="checkbox"/> Head Start (name) _____ | <input type="checkbox"/> Other facility/center (name) _____ |

1. How familiar are you with the Teaching Strategies Gold (TSG) Assessment used by your child's teacher?

1 Not at all 2 Somewhat 3 Moderately 4 Mostly 5 Extremely

2. Have you received information about the Teaching Strategies Gold (TSG) Assessment from your child's teacher or school? **Yes** **No**

3. Has your child's teacher shared results from the Teaching Strategies Gold (TSG) Assessment they used with your child, such as your child's growth and learning?

No

Yes ↓

3a. How much did the results shared by the teacher help you understand how your child is growing and learning? (circle one)

1 Not at all 2 Somewhat 3 A moderate amount 4 Quite a bit 5 A great deal

3b. How much did learning about your child's Teaching Strategies Gold (TSG) Assessment results improve your understanding of what you can do as a parent to support your child in kindergarten or prepare your child for kindergarten?

1 Not at all 2 Somewhat 3 A moderate amount 4 Quite a bit 5 A great deal

Go to next page

4. Has your child's teacher suggested activities you can do at home with your child to help them in kindergarten?

No
↓

Yes
↓

4a. Have you done any of the suggested activities at home with your child?

No

Yes

5. Thinking about last week, how much time did you spend with your child on learning-related activities such as reading or math?

- Less than one hour 1 to 2 hours 3 to 4 hours 5 to 6 hours 7 or more hours

Thank you for completing this survey!

**Evaluación de Fase 2 del Inventario del Desarrollo de los Niños del Estado de Plata (SSKID)
Encuesta Para Padres**

Fecha: _____

La escuela y el maestro de su hijo están utilizando la herramienta de evaluación de estrategias de enseñanza de oro ('Teaching Strategies Gold' o 'TSG') con los estudiantes. El estado de Nevada ha contratado con Turning Point, Inc. (TPI) para averiguar si Estrategias de Enseñanza ORO (TSG) funciona bien con niños de diferentes culturas, orígenes y habilidades. También queremos saber si es fácil de usar para los profesores y los padres, y si se les ayuda en la comprensión del desarrollo y aprendizaje de sus hijos.

Grado/Nivel de edad de su hijo: ___ 0-3 años ___ Pre-K (3-5 años) ___ Kindergarten (5+ años)

Yo soy : ___ La madre ___ El padre ___ El cuidador ___ El abuelo/la abuela ___ Otro

Escuela del niño: _____ Cuidad: _____

Maestro del niño: _____ Género del niño: ___ Masculino ___ Femenino

Etnicidad el niño: Afro Americano Asiático/Isleño Pacífico
 Caucásico Hispano/Latino
 Nativo Americano/Nativo de Alaska Otro(especifique): _____

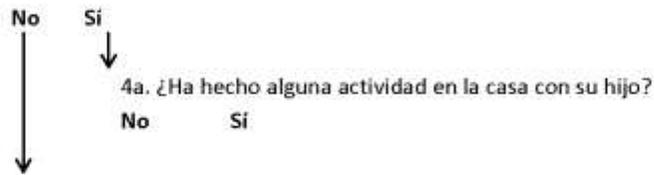
¿Qué tipo de escuela preescolar asistió su hijo con más frecuencia en los últimos 12 meses? (Cheque uno)

- Ninguna/permaneció en la casa Preescolar en una Universidad (nombre) _____
 Preescolar basado en la casa Preescolar del Distrito Escolar (nombre) _____
 Head Start (nombre) _____ Otro centro (nombre) _____

- ¿Qué tan familiarizado está con la herramienta de evaluación de estrategias de enseñanza de oro ('Teaching Strategies Gold' o 'TSG') utilizada por el maestro de su hijo?
1 No en absoluto **2** Un poco **3** Moderadamente **4** Principalmente **5** Sumamente
- ¿Ha recibido información acerca de la herramienta de evaluación de estrategias de enseñanza de oro ('Teaching Strategies Gold' o 'TSG') del maestro de su hijo? **Sí** **No**
- ¿El maestro de su hijo ha compartido con usted los resultados de la evaluación de estrategias de enseñanza de oro ('Teaching Strategies Gold' o 'TSG') que utilizó con su hijo, como el desarrollo y el aprendizaje de su hijo?

<p>No</p> <p>↓</p> <p>Vaya a la página siguiente</p>	<p>Sí</p> <p>↓</p> <p>3a. ¿Qué tanto los resultados que compartió el maestro le ayudaron a usted entender como su hijo está desarrollando y aprendiendo? (Marque una respuesta)</p> <p>1 No en absoluto 2 Un poco 3 Mediano 4 Bastante 5 Mucho</p> <p>3b. A causa de enterarse de los resultados de la evaluación de estrategias de enseñanza de oro ('Teaching Strategies Gold' o 'TSG'), ¿qué tanto mejoró su entendimiento de lo que usted puede hacer como padre para apoyarle a su hijo en kindergarten o preparárselo para entrar al kínder?</p> <p>1 No en absoluto 2 Un poco 3 Mediano 4 Bastante 5 Mucho</p> <p>↓</p>
---	---

4. ¿El maestro de su hijo ha sugerido actividades que puede hacer en las casa con su hijo para ayudarle en el kínder?



5. Pensando en la semana pasada, ¿cuánto tiempo pasó usted con su hijo en hacer actividades relacionadas con el aprendizaje, como la lectura o las matemáticas?

Menos que una hora 1 a 2 horas 3 a 4 horas 5 a 6 horas 7 o más horas

¡Gracias por completar esta encuesta!

Appendix B: Qualitative Methods and Protocols

- Administrator/Coordinator Focus Group
- Case Study Site Protocol
- Parent Focus Group
- Interview Protocol for State Pre-K Directors and District ECSE Coordinators
- Interview Protocol for State Key Stakeholders

SSKIDS-TSG Evaluation Pilot Year 2
Interview with Administrators and Coordinators:

Interviewer: _____ Name of Administrator/Coordinator: _____
School/District Site: _____ Role: _____
Date of Interview: _____

Your site has been involved in piloting the Teaching Strategies Gold since last year. This interview is to learn more from you about how you perceive the use and value of TSG as a Kindergarten Entry Assessment along with or in lieu of other KEAs you're required or choose to implement.

1. How familiar are you with the Teaching Strategies Gold Assessment Tool?
1= Not familiar at all; 2=Somewhat Familiar 3=Very Familiar
 2. How involved are you in supervising and/or meeting with your teachers that use the tool?
1= Not involved at all; 2=Somewhat Involved 3=Very Involved
 3. How, if at all, have your expectations change going into the second year of the pilot, regarding your involvement as a pilot site in using the TSG Assessment tool?
 4. What have you learned from the first year of the pilot about the Teaching Strategies Gold Assessment tool and its use?
 5. Have you received any results from the TSG Assessment? Yes No
 6. If so, have you shared these results with others? Yes No
- IF NO to both, SKIP TO Q.11. BELOW:
7. How are assessment results currently being shared and with whom?
____ Other school administrators ____ Teachers at my school ____ Parents
____ District level staff ____ Others: _____
 8. How useful have you found the results in learning about school readiness of pre-K and kindergarten students?
1=Not at all useful; 2=Somewhat useful; 3=Very useful
 9. If you're familiar with the results to date, how do these inform your school/program about how ready children are that are entering kindergarten?
 10. Based on the same question, have you discussed or developed any program/schoolwide interventions to address children's readiness levels?
 11. How are your teachers using the TSG to design classroom instruction or individualized interventions?
 12. At this point, given your second year of the pilot, would you consider ongoing use of the Teaching Strategies Gold Assessment tool? Why or why not?
 13. Also, knowing what your experience has been and how your program/school/district feels about assessing kindergarten readiness, how do you think you/your school/your district would respond to a statewide mandate to use TSG as the KEA?
 14. What conditions would need to be in place to comply (if mandated) and/or sustain the use of this tool (if self-selected)?

SSKIDS Case Study Protocol

Questions for Pre-K/ECSE/K Teacher TSG Users Facilitated Conversation:

- What happens at your school around “kindergarten readiness?” What types of activities, communication structures, training and planning occurs to insure children are ready for kindergarten?

If not mentioned:

- Do you have a PLC or other structure that brings you together to discuss your teaching and use of the TSG? If so, how does that work?
- What are the benefits of this structure for planning DAP activities with your children?
- What are the benefits of this structure for enhancing/improving the kind of individualized planning for children who have special needs or require additional support to “get ready” for kindergarten?
- Talk about the information you get from the TSG and how it is used in your teaching, in planning and conferencing, and in working across grades to help transition children from Pre-K to Kindergarten. (*prompt for frequency of reporting, sharing with parents, schoolwide planning, classroom modifications, etc.*)

Parents:

- How is TSG information communicated with parents?
- To what extent is it used to engage parents in using the TSG parent portal and do some of the recommended activities at home?

Training:

- How much training and technical assistance has been provided during this year (prior, during)?
- What was the nature of the training/TA you received? Was /Is there an individual at your school or in your district that is trained as a TA Provider/Trainer and is easily accessible to you? Talk about that if so.

Administrative Interview:

The goal in interviewing the administrator is to learn how they support teacher communication and sharing of information related to the TSG as well as provide the means for using TSG information across the school and between schools or at district level as part of kindergarten readiness planning and decision-making.

1. What is your current role and use of TSG?
2. How involved are you in supervising and/or meeting with your teachers that use the tool?
3. How, if at all, have your expectations changed going into the second year of the pilot, regarding your involvement as a pilot site or user of the TSG Assessment tool?
4. What have you learned from the first year of the pilot about the Teaching Strategies Gold Assessment tool and its use?
5. How are assessment results currently being shared and with whom?
____ Other school administrators _ Teachers at my school _____ Parents _____ District level staff _____ Others: _____
6. What do the results tell you and your school about school readiness of pre-K and kindergarten students?
7. Have you/your school discussed or developed any program/schoolwide interventions to address children's readiness levels?
8. At this point, given your second year of the pilot, would you consider ongoing use of the Teaching Strategies Gold Assessment tool? Why or why not?
9. Also, knowing what your experience has been and how your program/school/district feels about assessing kindergarten readiness, how do you think you/your school/your district would respond to a statewide mandate to use TSG as the KEA?
10. What conditions would need to be in place to comply (if mandated) and/or sustain the use of this tool (if self-selected)?

Classroom Observations:

Pre-Observation:

Meet in advance with the teacher to get a brief overview of their intentions for the day/time period during which the observation will take place. Ask:

- Do they use any other classroom observation instruments? Yes No
- If so, which?
- Are they evaluated by other using specific instruments? Yes No
- If so, which?

During Observation:

- Take photos and document process in classroom.
- Note time spent with individual children vs. group work.
- Note types of interactions of children with one another and with the teacher.

Post-Observation:

- How was TSG used to prep the lesson or activities?
- How did their knowledge of student levels from TSG inform decisions made prior to and during the instructional process?
- Discuss observations of individual and group interactions and learning activities.

Rubric for Assessing and Reporting Case Study Findings for Sharing TSG Information

Type of Communication and Sharing of TSG Information	Minimal to None	Present but not consistent or standardized	Highest level with standardized protocols	Comments and Evidence from Case Study Methods
Between Pre-K/ECSE and K Teachers	No TSG information is exchanged or if so, it is very sporadic and retrospective in nature, usually when a child in kindergarten presents challenges.	Communication occurs, usually on individual teacher initiative to seek consultation or provide consultation in advance of transition; and is not part of formal structures. There may be opportunities for grade level communication and information sharing but rarely if at all does this occur between grade levels.	Planned opportunities for grade levels to come together, within and across grades throughout the year to discuss readiness factors and ways to improve instruction to insure children are ready for kindergarten. A transition planning process for Pre-K/ECSE groups and individuals is in place and used consistently.	
Between Teachers and Parents	No TSG information is shared or if so, only at scheduled Parent-Teacher conferences only	Teachers share reports with parents at check-points and send home fliers with suggested activities. Few if any parents are enrolled in the parent portal and accessing information on-line.	Teachers share reports, host family nights or parent workshops focusing on the TSG reports/results, and provide support for parents to enroll in parent portal. Parent engagement using TSG activities is monitored and discussed individually and/or as group.	
Schoolwide Structures for Grade Level Planning	No formal structures are in place.	The school provides for Professional Development Days and planning structures within grades, but none have been specifically designated for sharing	There are specific within and cross-grade structures that are established and occur throughout the year for planning and sharing of	

Type of Communication and Sharing of TSG Information	Minimal to None	Present but not consistent or standardized	Highest level with standardized protocols	Comments and Evidence from Case Study Methods
		TSG information; if it occurs it is within a broader topic for the PLC or professional development focus. Kindergarten readiness is discussed but no consistent structures are in place to insure smooth transitions.	Information. TSG has been the topic of at least one of these and contributes to the discussion during a "transition planning" structure where kindergarten readiness is the main focus.	
Leadership/Principal review and cross-school Data-Driven Decision Making	No active review of the TSG data separate from overall testing results. Where review occurs, it is isolated and does not lead to action.	Administration reviews and provides feedback/seeks discussion from teachers regarding grade level results. Focus is on individual children requiring additional support for Kindergarten readiness.	Administration reviews, reports TSG information up to district level or brings information to collegial meetings and discussions for broader decision-making; consistently reviews with teachers and considers action around findings that would improve kindergarten readiness	

Interview Protocol for State Key Stakeholders:

1. What has come to your attention about how the TSG is being used in Nevada within the early childhood system—Pre-K/K?
2. Given this list of conditions that other states who were successful using TSG, what do you think Nevada has the capacity to carry out or in what areas could it ramp up it's capacity fairly readily to meet these conditions?
3. In your opinion, can/should we use TSG in the future as a kindergarten entry assessment? Yes or No
Where would it be appropriate (State Pre-K, Head Start, child care centers, etc.) Why or why not?

**SSKIDS-TSG Evaluation Pilot Year 2
Interview with State Pre-K Directors and District ECSE Coordinators:**

Interviewer: _____ Name of Director/Coordinator: _____
 School/District Site: _____ Role: _____
 Date of Interview: _____

I am a member of the Teaching Strategies Gold Pilot Evaluation team and we are in the second year conducting an evaluation of the use and contribution of the TSG to determining kindergarten readiness. We'd like to talk with you today to learn more from you about your familiarity with TSG, and whether you perceive Teaching Strategies Gold as a Pre-K/ECSE Assessment tool is useful in determining kindergarten readiness along with or in lieu of other assessments you're required or choose to implement. The interview should take about 20-30 minutes.

1. How familiar are you with the Teaching Strategies Gold Assessment Tool?
 1= Not familiar at all; 2=Somewhat Familiar 3=Very Familiar
2. Do schools in your district currently use the TSG? Yes No DK
 - a. If yes, is it used at the Pre-K/ECSE level? Yes No DK
 - b. If yes, it is used at the K level? Yes No DK
 - c. Any other levels of use? _____
3. What other assessments are used along with or instead of TSG?

4. How do your Pre-K and K teachers currently plan and share information?
5. How often do you provide Professional Development?
 Weekly Monthly Quarterly Semi-Annually Annually Other: _____
6. What types of technical support or training have you received from local, state and national trainers on use of KEAs or other assessments (if a TSG user, ask specifically about this T&TA)?
7. How useful was this T&TA:

a. Local	Not useful	Somewhat Useful	Very Useful
b. State	Not useful	Somewhat Useful	Very Useful
c. National/TSG Trainers	Not useful	Somewhat Useful	Very Useful

Comments:

If no to 2 above, skip to 23 below.

If yes to 2 above, continue

8. Do you believe that using the TSG alone would meet your program/district needs for information? Yes No DK
9. What other funders require assessments, other than the TSG, that you would need to

consider before a decision to use only the TSG could be reached?

10. To your knowledge, are these funders aware of the TSG and its purposes?

Yes No DK

11. How involved are you in supervising and/or meeting with your teachers that use the tool?

1= Not involved at all; 2=Somewhat Involved 3=Very Involved

12. If you are a grantee in your second year, what have you learned from the first year of the pilot about the Teaching Strategies Gold Assessment tool and how it is used by teachers?

13. Have you received any results from the TSG Assessment? Yes No

14. If so, have you shared these results with others? Yes No

15. How are assessment results currently being shared and with whom?

___Other school administrators ___Teachers at my school ___Parents

___District level staff ___Others: _____

16. How useful have you found the results in learning about school readiness of pre-K and kindergarten students?

1=Not at all useful; 2=Somewhat useful; 3=Very useful

17. If you're familiar with the results to date, how have these informed your school/program about how ready children are entering kindergarten?

18. Based on the same question, have you discussed or developed any program/schoolwide interventions to address children's readiness levels?

19. How are your teachers using the TSG to design classroom instruction or individualized interventions?

20. At this point, would you consider ongoing use of the Teaching Strategies Gold Assessment tool? Why or why not?

21. Also, knowing what your experience has been and how your program/school/district feels about assessing kindergarten readiness, what do you think about making the TSG a required assessment for Pre-K/ECSE?

22. What conditions would need to be in place to meet such a requirement or sustain the use of this tool (if self-selected)?

IF NO to 2 above, SKIP TO Q.23. BELOW:

23. What would it take to use the TSG?

24. Could you do it instead of _____(if they named another assessment tool in Q.3)? Why or why not?

25. In your opinion, what kind of support would teachers need to use the TSG?



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February 2, 2015

Dear Parent/Caregiver,

I would like to introduce myself and my colleague. I am Deborah Loesch-Griffin and my colleague's name is Joanne Everts. We are members of Turning Point, Inc., a Nevada-based evaluation firm. We have been contracted by Nevada's Department of Education to learn from parents and teachers of young children how they are using the Teaching Strategies Gold assessment tool and results to help children learn and develop and prepare for kindergarten.

We are working with your child's teacher to reach out to parents of the children in her/his classroom. We would like to invite you to a meeting with other parents to share your experiences on what you have learned about your child through the Teaching Strategies Gold Assessment results. Your teacher may have shared these results with you during a Family Meeting or Parent-Teacher Conference.

The meeting will be held on **Friday, April 10, 2015** and will take about one hour of your time:

Time: Location:

Each parent/caregiver that attends the focus group will receive a take-home activity, toy or book to use with your child at home.

Please let your child's teacher: _____ know whether you can make the meeting as scheduled above.

Thank you for your participation in this group meeting.

Deborah Loesch-Griffin and Joanne Everts
Teaching Strategies Gold Evaluation Team Members

**Silver State Kids Inventory of Development (SSKID) Statewide Pilot Evaluation
Focus Group Questions for Parents with children 0-3 years**

Introduction:

Your child's school and teacher are using the Teaching Strategies Gold assessment tool with students. The state of Nevada has contracted with Turning Point, Inc. (TPI) to find out if Teaching Strategies GOLD works well with children from different cultures, backgrounds and abilities.

We also want to find out if it is easy to use for teachers and parents, and if it helps them in understanding their child's growth and learning.

1. What if anything did your child's teacher or home visitor tell you about the new assessment, Teaching Strategies Gold?
2. What is your understanding about why they are using it with your child?
3. What has your teacher or home visitor told you about your child's growth and learning based on Teaching Strategies Gold? What did you find out about your child from this?
4. How has this information helped you to understand how your child is growing and learning?
5. What did you and your teacher/home visitor decide are the next steps are in helping your child's abilities and learning based on Teaching Strategies Gold?
6. What activities have you done at home with your child based on Teaching Strategies Gold?
7. What do you think it means for your child to be ready for school?
8. How do Early Head Start and Teaching Strategies Gold help your child be ready for school in the future?
9. (for K only) Has your child's teacher identified skills and knowledge your child has accomplished on the Teaching Strategies Gold assessment that are linked to the Nevada Academic Content Standards ?

Parent Survey when they arrive:

Date:

Grade/Age Level of your child: 0-3 years Pre-K (3-5 Years) Kindergarten (5+ years)

I am the child's: Mother/Father Caregiver Grandparent Other

Your child's school: _____ City: _____, NV

Your child's teacher: _____

1. Are you familiar with the Teaching Strategies Gold Assessment tool?

Yes No I don't know

2. Did your child's teacher or home visitor tell you about the new assessment, Teaching Strategies Gold?

Yes No I don't know

3. Has your child's teacher or home visitor told you about your child's growth and learning, based on the Teaching Strategies Gold assessment results?

Yes No I don't know

4. Has your child's teacher or home visitor suggested any activities for you to do at home with your child?

Yes No I don't know.



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January 23, 2015

Dear Nevada School, Kindergarten and Early Childhood/Pre-K Administrators and Coordinators,

Last year you participated in an interview with a member of the Turning Point, Inc. team as part of the Phase 1 Evaluation for the Teaching Strategies Gold Pilot. We valued your time and learned a great deal that we were able to pass along to the Program Managers and state staff involved in reviewing the value of the TSG assessment tool and system for helping prepare children for kindergarten and successful transitions as they move into and through the primary grades.

Overall, during Phase One of the evaluation three major findings were identified:

- 1) TSG is a useful tool for determining kindergarten readiness, and is particularly useful when those results are shared among peers and colleagues and between Pre-K/Early Childhood Special Educators and Kindergarten (K) teachers to inform instruction.
- 2) TSG is highly recommended by educators—teachers and administrators—and parents for continuing use, with specific attention to the adjustments and adaptations found in this report and as reflected in the third finding.
- 3) For successful implementation and sustained use of the TSG tool, users specifically need adequate time, professional development and training, technical support and leadership from both site level and program administration as well as the Nevada Department of Education (NDE) and funding to sustain TSG use beyond the pilot.

We are once again evaluating the Teaching Strategies Gold initiative as part of the Phase 2 Pilot to determine how users and their administrators communicate the results of the TSG; what changes have been made to improve use—i.e., training, technical support, alignment with Nevada Pre-K and K Academic content standards, restructuring of planning and assessment time for teachers to fully integrate TSG—and what obstacles to full adoption and use still remain. As part of this year's evaluation we are working with a group of teachers across the state who are participating in on-line learning circles and conducting evaluation projects in their classrooms around the use of the TSG. Their projects and the results they produce will be completed and shared in May, 2015. They are also assisting us in gathering information from their parents via a short survey. We have completed a survey with TSG users (teachers) and will be sharing those results shortly with the state management team. We are planning focus groups with parents, another end-of-year survey with teachers, and will also conduct interviews with and survey principals.

Appendix C: ALC Participant Projects

List of TSG ALC Participants' Emails, Locations, Project Titles and Dropbox Links

Name	Email	Location	Project Title	Drop Box Link to all Project Documents
Olga Cardenas-Leaf	gcardenasLeaf@interact.ccsd.net	Las Vegas	The Ins and Outs of the Individual Child's Report	https://www.dropbox.com/s/kqir0p4sqd5ikez/The%20Ins%20and%20Outs%20of%20the%20Individual?s%20Child.docx?dl=0
Kristin Withey	klaunch@interact.ccsd.net	Henderson	Teaching Strategies GOLD: Alignment with "Non-Conforming" Behaviors	https://www.dropbox.com/sh/1xgmjvsbw2momn/AACwnRlvrzg4t1ZLomLTq2Bja?dl=0
Maureen Wander	mwander@washoeschools.net	Reno	Teaching Strategies Gold And the Home/School Connection	https://www.dropbox.com/sh/8d35qnsdel0tf13/AAD5rtu7RB5exWyCXfool1hVa?dl=0
Joseph Dirvin	jdirvin@interact.ccsd.net	Las Vegas	Creating tools inside Teaching Strategies Gold assessment model/tool to meet the needs of an ELL (Spanish) demographic, as concerns: weekly planning, parent communication, and getting children and parents ready for kindergarten and beyond.	https://www.dropbox.com/sh/7hiwo6e1djw3dhm/AAAVSsDRauYUnCZd0NU_cTbta?dl=0
Melissa L. Walker	mlwalker@interact.ccsd.net	Las Vegas	Design and describe to parents examples of tasks and skills that align and directly correlates with the colored stages/bands of student development within TSG	https://www.dropbox.com/sh/bxstwdykmelQhak/AABxq5IK6ouxuXGhFBUREY7Ca?dl=0
Colin Kvasnicka	ckvasnicka@unr.edu	Reno	Changing the Perception of Homework Through TSG	https://www.dropbox.com/sh/k6nq1whcdjd3llf/AABie8j3-G37Uygv1h5q0IT2a?dl=0

Appendix D: Case Study Summaries

- Northside Early Learning Center
- High Desert Montessori School

**High Desert Montessori Case Study
Primary Program**

School Description: taken from:

<http://www.hdmsreno.com>

Montessori classrooms are multiage, so children have the opportunity to work with the same teacher for three years. This builds a strong, family-like community, with lasting relationships between child and teacher, and friendships between children of different ages. Young children look up to and learn from older ones; while the older children gain confidence as they become classroom leaders and mentors for their younger peers.

Montessori children acquire a level of physical and intellectual independence rarely seen in other schools. They learn to take care of their own needs and their environment. This daily experience of being trusted with real responsibility for meaningful tasks—and rising to the occasion by successfully meeting that responsibility—results in children who have the earned self confidence that comes from actual mastery.

The Primary program is the foundation of the Montessori educational system. This program offers long, uninterrupted work periods that allow children to fully engage in tasks that they have chosen for themselves, under the careful, individual guidance of their teachers. Montessori children thus have repeated opportunities to explore materials, become engrossed in their activities, and experience regular states of concentrated focus. Our materials are scientifically designed to teach multiple skills and to enable children to problem solve, using their hands and senses. Thus they can independently repeat activities and achieve mastery.

Use of Teaching Strategies Gold TSG:

High Desert Montessori decided to use TSG because of the developmental information that it provides. Since their classes are multiage, and the teachers work together as a primary team, they are all focused on children being ready at all levels. PreK and K students work together to develop independence and academic as well as life skills. Their structure is within the Montessori system, using all materials and curriculum designed by Montessori. Their focus is more life ready than kindergarten ready. Often their students are above the TSG criteria for kindergarten and first grad entrance. They take the *Nevada Content Standards* seriously, working towards reading by the end of kindergarten, which is not measured by TSG.

Teachers are trained in Montessori curriculum, use of Montessori materials and the Montessori philosophy. The teachers do have time to meet together, and have had some technical assistance in using TSG by the WCSD Early Childhood Special Education Coordinator. This training was focused more on “tips” for use, in a question and answer format. One teacher (out of four) did the online training and certification to become *IRR* certified (Inter-rater Reliability). They do not use TSG for curriculum planning, however, since they use Montessori for all activities and curriculum. Montessori is an individualized approach to education, allowing children to work at their own ability and developmental level, therefore, providing a developmentally appropriate environment. As students work at a variety of activities and

projects, teachers make observations, documentation and take pictures or videos, using the TSG app. An issue for them, however, is the fact that they do not allow the use of cell phones or IPADs in their classroom. They made an exception for TSG, notifying parents that there use is purely for the documentation of development. Since it is a novelty, students are sometimes distracted by the use of the IPAD, disrupting their learning. While I was observing and taking pictures, students seemed a little distracted by me as well. Since other Prek and K programs may use technology in their classrooms, the use of the IPAD or phone is more common.

Working with Parents

Teachers use the TSG information for Prek to provide parents a written report of their child's development. They use it as a "report card", and also present it during parent/teacher conferences. Teachers find it hard to use the TSG information for kindergarten students' report card, however, since it does not cover the same information that is required for the kindergarten report cards. Timing is also difficult, since the TSG checkpoints do not coincide with the quarterly report cards. Teachers reported that parents like the information, but the teachers would like a shorter report that could more easily show progress.

Two teachers invited several parents to the parent portal. One parent used the portal, providing some documentation about her child. This parent, however, is also a teacher in a PreK Inclusive classroom, and was using TSG. Teachers suggest ideas of activities for parents to do at home, but they are linked to the Montessori curriculum rather than TSG.

The principal is very supportive of her teachers in making the best decisions for their students. She appreciates the developmental information that is provided through TSG, but also understands some of the frustrations and issues the teachers have in using it. Since the model of the school is collaborative and built on teamwork and shared leadership, the principal provides support for the teachers in making the right decisions for assessment. She sees the teachers as the experts for the PreK/K classrooms. She describes her teachers as veteran teachers who have extensive training in development and understand milestones. The principal supports the teachers in sharing TSG information, and values the developmental information. It seems that this information is used with the recording of Montessori objectives, as well as the information that is required for their report cards. The TSG has not been used as a school wide strategy to develop interventions, since Montessori materials are individualized and can be used in interventions.

The second year of the pilot has been different for the teachers and the administration. All have learned more about the technical use of the TSG, and they have tried to use it more with parents and use the documentation regularly. In doing this, some of the teachers stated that when they used the TSG more, focusing on the documentation, etc., that it took time away from their Montessori recording, which is required by their curriculum. Particularly for the kindergarten students, focus becomes centered on developing reading skills and math. The decrease in objectives this year has helped, although several teachers felt that the social emotional objectives should not have been cut.

The principal will support the ongoing use or not use of TSG depending on the decision of the teachers. The group is undecided at this time. The teachers value the developmental information, but also see some inconsistencies with the objectives and outcomes in relation to the goals for entrance into first grade. They would also like to have a tool that would go through third grade. Since many of their students already meet the objective criteria at the start of the year, progress can't be shown, since they top out. If allowed to go onto kindergarten or first grade objectives, it could be more continuous. One issue for multiage classroom, is having to sign in for each age group; prek students and kindergarten students are separate sign ins. Last year they didn't have to do a separate sign in, this year they do. Another issue is timing of the checkpoints. Checkpoints are at different times than report cards, so they are another added assessment point. The cost of the TSG was paid for by the state during the pilot, so cost would be a consideration.

The principal and teachers said use was easier for their PreK students than the K students. They said if mandated for Prek, that they could comply, but also said that they would be participating in the Nevada Silver State Stars Quality Rating and Improvement System *QRIS* (www.nvsilverstatestars.org) for their preschool programs next year, and would have to put that first. Eventually all preschool programs in the state will need to be evaluated using the *QRIS* system. They did not participate in *QRIS* this year, since they were doing the TSG pilot process. Presently the TSG is not required in the *QRIS* process. High Desert Montessori is not a state funded preschool. Their K-8 program is a WCSD Charter school, but the preschool programs for infants- 5 years are fee based.

Classroom Observation

The TSG is not used in curriculum planning or preparation. The Montessori program and materials drive curriculum and class activities and schedules. Montessori has a record keeping system that is used to record child activities and progress, based on the Montessori program. Students select materials to use, and when completed, place the materials back on the shelf. Some materials have specific instructions and tools for use, which the teacher helps students learn how to use, then let them practice independently. While observing, the teacher assisted students and talked to them about their work. She took pictures to document skills, and made notes. Students usually worked individually or in pairs, sometimes with 3 students. They each had a folder that they would put work such as pictures or writing. Students were engaged and happy. They interacted quietly, and helped each other in completing activities. Since there is a broad range of ages (3-6), one can observe a variety of levels of one activity. While one child might be drawing a picture, another might be writing about a picture. I did not observe any group time.

Rubric for Assessing and Reporting Case Study Findings for Sharing TSG Information

Type of Communication and Sharing of TSG Information	Minimal to None	Present but not consistent or standardized	Highest level with standardized protocols	Comments and Evidence from Case Study Methods
Between Pre-K/ECSE and K Teachers	No TSG information is exchanged or if so, it is very sporadic and retrospective in nature, usually when a child in kindergarten presents challenges.	Communication occurs, usually on individual teacher initiative to seek consultation or provide transition; and is not part of formal structures. There may be opportunities for grade level communication and information sharing but rarely if at all does this occur between grade levels.	Planned opportunities for grade levels to come together, within and across grades throughout the year to discuss readiness factors and ways to improve instruction to insure children are ready for kindergarten. A transition planning process for Pre-K/ECSE groups and individuals is in place and used consistently.	The "primary team", prek/k meet together in a PLC, and they communicate with each other on an ongoing basis
Between Teachers and Parents	No TSG information is shared or if so, only at scheduled Parent-Teacher conferences only	Teachers share reports with parents at check-points and send home fliers with suggested activities. Few if any parents are enrolled in the parent portal and accessing information on-line.	Teachers share reports, host family nights or parent workshops focusing on the TSG reports/results, and provide support for parents to enroll in parent portal. Parent engagement using TSG activities is monitored and discussed individually and/or as group.	Prek works for report card, k doesn't work Check points don't go along with report card times, can't change report cards
Schoolwide Structures for Grade Level Planning	No formal structures are in place.	The school provides for Professional Development Days and planning structures within grades, but none have been specifically designated for sharing	There are specific within and cross-grade structures that are established and occur throughout the year for planning and sharing of	Rate between 2 & 3- Given multiage grouping and small group size, transitions are ongoing

Type of Communication and Sharing of TSG Information	Minimal to None	Present but not consistent or standardized	Highest level with standardized protocols	Comments and Evidence from Case Study Methods
Leadership/Principal review and cross-school Data-Driven Decision Making	No active review of the TSG data separate from overall testing results. Where review occurs, it is isolated and does not lead to action.	TSG information; if it occurs it is within a broader topic for the PLC or professional development focus. Kindergarten readiness is discussed but no consistent structures are in place to insure smooth transitions. Administration reviews and provides feedback/seek discussion from teachers regarding grade level results. Focus is on individual children requiring additional support for Kindergarten readiness.	Information. TSG has been the topic of at least one of these and contributes to the discussion during a "transition planning" structure where kindergarten readiness is the main focus. Administration reviews, reports TSG information up to district level or brings information to collegial meetings and discussions for broader decision-making; consistently reviews with teachers and considers action around findings that would improve kindergarten readiness.	and consistent. PLC provides a platform for professional development and sharing. TSG is one part of that, Montessori program is main The principal supports teachers in looking at overall development. Sees it as a support for what the Montessori program does

Northside Early Learning Center (NELC) Case Study

NELC is in its fifth year as an Early Learning Center. It is the only public school in the state that exclusively serves all pre-K and Kindergarten children from the district at one site. According to its website, NELC "believes that in order to effectively instruct the child they must instruct the whole child, both academically, and socially. They support families as children's first educators. Their purpose is to provide foundational experiences that prepare students to be socially and academically ready for their educational journeys."

For NELC this means they must ensure a safe and caring learning community. They are also intent on forming cooperative partnerships with the community's pre-K providers in order to meet their goal of having children ready for school and 1st grade.

NELC has six key priority areas that they focus on:

- (1) develop a culture that supports instructional efficacy that is specific to the developmental needs of young learners.
- (2) teach the curriculum and skills needed for preparing students to be successful in their transition to kindergarten
- (3) teach the curriculum and skills needed for preparing students to be successful in their transition to first grade.
- (4) continue to utilize achievement data for target instruction and as an indicator of instructional efficacy.
(This requires the continued collection and interpretation of baseline/interim/exit data.)
- (5) coordinate and foster the collegial/peer sharing/mentoring of instructional strategies, best practice, outstanding curriculum, and data analysis.
- (6) To foster positive social and emotional development of young learners.

The composition of NELC (as a site-specific early learning center) provides an opportunity for collaboration and consistency. The climate is positive and the educators at NELC meet the state standard of being highly qualified.

There are a total of 12 Kindergarten classrooms, 4 four-year old classrooms, 2 three-year old classrooms and one Head Start classroom. These include special education classes at all levels.

Use of Teaching Strategies Gold:

The entire school district is reorganizing next year, which represents significant changes to NELC's leadership. The principal has been with Northside Elementary for over 20 years, before it transitioned to a Early Learning Center model. Next year NELC will transition to a Pre-K only school. Still, the principal remains committed to using the TSG as an assessment tool and hopes to bridge it into 1st grade where he will be assigned as the principal for the K-1 school. NELC's leadership and staff are among the strongest supporters of GOLD. However, they have not seen support for the tool at the state level and are concerned that sustained use will diminish, mainly because the original premise for selecting TSG was to

use the same tool for P-3. Despite the commitment to TSG, which is designed as a holistic assessment tool that provides information across all developmental domains, at NELC the use is primarily as an assessment tool for literacy in both reading and math.

When we visited NELC last year it represented one of the few districts where TSG was in use in both Pre-K and Kindergarten, including special education classrooms. Their involvement was also based on the belief that TSG would come up with a report card for 2nd grade that would make the use and translation of findings for parents more feasible. The report cards were designed at the district level for upper grades, which contributed to the reduced use of TSG. However, should TSG finalize and make available its report card template for grades 1-2, NELC feels strongly that they will be positioned to argue for one testing system using TSG P-3.

NELC continues to use Teaching Strategies Gold as an assessment tool but comprehensive use has tapered off, with only a handful of teachers using it to design instruction and communicate with parents. With rare exception, TSG is being used to enter checkpoints and little else. Overall TSG isn't integrated into the culture of the school as a way of assessing and teaching. The transition to a K-1 school, leaving Pre-K behind as a single level school has affected teacher morale and commitment to TSG use. This has been further complicated by the lack of follow-up training they have received on TSG, the competing and non-aligned assessments and standards they are required to report on; and the lack of agreement in teachers' philosophy and approaches to teaching the common core; and conflicting messages and a perceived lack of support from the state around their commitment to continue use of the TSG. There is limited, informal communication between Pre-K and K teachers and no formal structures for cross-grade meetings. The reduction in objectives was helpful, although it occurred after data had already been entered in the system so data was lost. In addition, three key aspects of the TSG system were not accessible to or used by teachers: the IRR modules, access to lesson plans for Kindergarten teachers; and use of the Parent Portal due to time constraints.

During observations, we asked the Pre-K teacher whether she had been certified using the Inter-Rater Reliability (IRR) modules since she seemed to be one of the teachers most committed to full use of the TSG. She had not heard of the IRR modules and could not access them. She went into the system while we were in the classroom and it indicated that she had not been given authorization to access it. When the Kindergarten teacher was interviewed after our observation, she had shared that she would like to have access to lesson plans, but could not get it. The administrator with rights to the system indicated she was unable to get access to this feature so could not add teachers.

Both teachers we observed were identified as two of the most consistent users. They both used documentation from TSG for guiding both individual and small-group instruction. The teachers that participated in the focus group remained positive about the potential benefits of TSG as a holistic assessment tool, but they also felt that the competing demands for conducting alternative assessments and the need for more detailed information to assess students along the Nevada Academic standards was not adequately addressed in

TSG. Math continues to be “full of holes and [not] meet our needs at all. Literacy has some holes but not as much.

Where math and literacy are the emphasis, the value of TSG tends to diminish as it has not provided sufficient depth and breadth to align with the Kindergarten common core standards. There is limited time to do all that would make TSG truly valuable because the teachers have other assessments and professional development priorities for which they are held accountable. All indicated that they do not have the time allocated to play around with the system and become technically proficient. More training on using the system, documentation, and use of results for planning and designing instruction is needed. Two issues arose that challenged the staff and restricted them from going deeper and using the system more comprehensively: 1) the training did not cover these aspects and those who were designated as Trainer of Trainers did not follow through with on-site training and coaching; and 2) the allocated Professional Days for training and working with TSG were cancelled when the school did not receive the funding they had anticipated from the state.

Working with Parents:

The Parent Portal has not been activated at NELC, nor does there seem to be any interest or commitment to translating the TSG results to parents. The demands for accountability along the other assessments and report card results are cited as the main reasons why teachers have not communicated with parents about their child's TSG results. They seem to have interest in creating a TSG report card and have the state support its use (TSG system) for P-3. But to date, there is no effective way to bring the TSG system data together with the Power School database to integrate information and make TSG documentation readily available for uploading to report cards.

According to both parents and teachers, the teachers do communicate about the child's progress and provide suggested activities to do at home. It is not clear that any of these are associated with the activities made available on the TSG system. Parents who attended the focus group and completed the surveys for the most part had not heard of TSG nor did they recollect receiving information on the results of the TSG that would inform them of their child's development and learning. They are well-informed about the development and progress with learning of their children based on the Parent-Teacher-Conferences that they attend where teachers review information from the report cards.

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Between Pre-K/ECSE and K Teachers	No TSG information is exchanged or if so, it is very sporadic and retrospective in nature, usually when a child in kindergarten presents challenges.	Communication occurs, usually on individual teacher initiative to seek consultation or provide consultation in advance of transition; and is not part of formal structures. There may be opportunities for grade level communication and information sharing but rarely if at all does this occur between grade levels.	Planned opportunities for grade levels to come together, within and across grades throughout the year to discuss readiness factors and ways to improve instruction to insure children are ready for kindergarten. A transition planning process for Pre-K/ECSE groups and individuals is in place and used consistently.	There are no formal structures that are supported districtwide that bring teachers together within or across grades; there are Instructional Consultation Teams but these are based on referral only for children (individuals or groups) who pose challenges and teachers are assigned a coach.
Between Teachers and Parents	No TSG information is shared or if so, only at scheduled Parent-Teacher conferences only	Teachers share reports with parents at check-points and send home fliers with suggested activities. Few if any parents are enrolled in the parent portal and accessing information on-line.	Teachers share reports, host family nights or parent workshops focusing on the TSG reports/results, and provide support for parents to enroll in parent portal. Parent engagement using TSG activities is monitored and discussed individually and/or as group.	Teachers indicate that there is no time during PTCs because they must review information from the report cards and that takes 30 minutes. Parents
Schoolwide Structures for Grade Level Planning	No formal structures are in place.	The school provides for Professional Development Days and planning structures within grades, but none have been specifically designated for sharing	There are specific within and cross-grade structures that are established and occur throughout the year for planning and sharing of	The technology does not easily allow for transfer of data from TSG into the school system. Rolling up TSG data from Pre-K to K is

Type of Communication and Sharing of TSG Information	Minimal to None	Present but not consistent or standardized	Highest level with standardized protocols	Comments and Evidence from Case Study Methods
		TSG information; If it occurs it is within a broader topic for the PLC or professional development focus. Kindergarten readiness is discussed but no consistent structures are in place to insure smooth transitions.	Information. TSG has been the topic of at least one of these and contributes to the discussion during a "transition planning" structure where kindergarten readiness is the main focus.	cumbersome because other non-Pre-K children come in and this requires going from 4 to 12 classes. Kids aren't alphabetized in TSG—only by first names. TSG doesn't match any classlists for power school.
Leadership/Principal review and cross-school Data-Driven Decision Making	No active review of the TSG data separate from overall testing results. Where review occurs, it is isolated and does not lead to action.	Administration reviews and provides feedback/seek discussion from teachers regarding grade level results. Focus is on individual children requiring additional support for kindergarten readiness.	Administration reviews, reports TSG information up to district level or brings information to collegial meetings and discussions for broader decision-making; consistently reviews with teachers and considers action around findings that would improve kindergarten readiness	Principal indicated that he only reviews TSG information on math and reading—only interested in "knowing numbers and letters" and less so social-emotional information.