

## TeachingStrategies GOLD® Frequently Asked Questions

### Introduction

#### When will users be granted access to the new TS GOLD® license?

Emails were sent from TS GOLD® for users to reset their password in the new license. If users have not received this email, they should check the spam folder and notify their network administrator or [ECAssessment@la.gov](mailto:ECAssessment@la.gov).

#### When will access to the old license expire?

Access to the old ECE licence will expire on August 31, 2021. All documentation for the 2021-2022 academic year should be entered into the new license.

The OSEP license will remain open throughout the 2021-2022 school year for any children who already have an entry assessment entered in the current OSEP license. All entry data for children who have a completed entry assessment within the current OSEP license will need to be manually transferred by OSEP Administrators by the first checkpoint period (October, 2021).

#### For students in both licenses, will their information from each license transfer to the new license?

The information will not transfer to the new license. Recommended reports to run can be located under [Introduction](#) in the [TS GOLD License Update Guidance](#)

### 2021-2022 TeachingStrategies GOLD® Changes

#### Administrators

##### How do users get administrator access TS GOLD®?

All users were given “Teacher” level access within the new license. Network or OSEP administrators must watch the [Webinar: MyTeachingStrategies® Back-to-School Support for Administrators](#) and complete [TS GOLD Administrator Assurances](#). The LDOE will review Administrator Assurance requests and grant access to these users’ accounts. Network level administrators will have the ability to provide site-level administrator access to users within their program. Site level administrators should be encouraged to watch the training video and review [TS GOLD License Update Guidance](#) for information regarding naming protocols and other administrative functions.

##### Who is responsible for providing access for service providers, assigning roles, and granting site-level access?

LDOE is responsible for granting administrative access at the program level. Lead Agencies and OSEP Administrators are responsible for granting administrator access to users within their program. Levels of Access for Users can be located in the TeachingStrategies GOLD® Guidance [TS GOLD License Update Guidance](#) under [Getting Started](#)

##### How do administrators change the site assigned to a user?

To change a user’s assigned site, the program administrator will transfer each user individually. Under administration, select “Users” from the top of the navigation menu. Filter or search to find the user that you wish to transfer. Select “Transfer” from the left navigation menu. This will display the program and site that the user is currently assigned to and

will ask for the program and site that the user should be transferred into. For more detailed instructions, read [“Transferring Users in MyTeachingStrategies.”](#)

**Who is responsible for creating classrooms and adding students in TeachingStrategies GOLD®?**

Lead Agencies and OSEP Administrators are responsible for granting administrator access to users within their program and deciding the process for creating classrooms and adding students in TeachingStrategies GOLD®

**What is the process for naming classrooms?**

Naming protocols for adding new classes, users, and children to the license can be found in the [TS GOLD® License Update Guidance](#) under [Administrators](#). To create a class, the TS GOLD login information for the user will be required along with the year school starts (firstname.lastname.idoe.school year start date). For example, Amy Smith’s pre-K classroom will be called “*amy.smith.idoe.2021*.” If a teacher transfers, the classroom name remains the same.

**Where can networks locate a child’s LASID (Louisiana Student ID)?**

Only students participating in a school-based early childhood program are given LASIDS. This includes 3 year olds receiving OSEP services from the school system. School systems and/or school-based sites should be able to provide administrators with LASID information.

**If a child does not have a lasid number (ex. children attending child care), what should administrators enter as the id number for the student?**

If a child does not have a LASID number, their GOLD® Id should be used. GOLD® Ids are generated automatically when student profiles are created.

**What is the process for transferring students?**

Transfer requests will now be completed and submitted through the [TS GOLD Transfer Request 2021-2022 Form](#). When completing a transfer request, please include a LASID (if available) and GOLD ID. The individual making the transfer request must be recognized as a network or OSEP administrator and authorized by the superintendent of the school system to request a transfer of student data. This form can be submitted by the program the student is transferring to or the program that the student is transferring from. The person submitting the transfer request should also notify [ECAssessment@la.gov](mailto:ECAssessment@la.gov) that a transfer request has been submitted. This email should not contain any identifying student information.

**If teachers need to complete all 38 objectives, does that include the English language acquisition objectives (37 & 38)?**

Teachers should complete the short [Home Language Survey](#) for each preschool and pre-K child to determine if they should have the GOLD® English language acquisition objectives enabled. Only children with an average score of 2 or higher on the survey will have the English language acquisition objectives activated in their child record.

**What is the difference between selecting “Not Yet” and “Not Observed” while using GOLD®?**

Selecting the "Not Yet" level as a preliminary level or checkpoint rating indicates that a child is not yet demonstrating the knowledge, skills, and abilities for a particular objective/dimension. "Not Yet" is a level along each progression, and any checkpoint ratings of "Not Yet" will factor into a child's outcomes reporting. “Not Observed” is no longer an option for completing a checkpoint rating.

**How should programs proceed if a child enters school at the very end of a checkpoint?**

If a child enrolls with less than 6 weeks *before the end* of the checkpoint window, documentation and preliminary data can be entered; however, a checkpoint should not be finalized until the next checkpoint window.

**If documentation is entered for a child that enters during the last six weeks of the checkpoint but the checkpoint is not finalized, how will that affect the Assessment Status Report?**

If a child enrolls with less than 6 weeks before the end of the checkpoint window, documentation and preliminary data can be entered; however, a checkpoint should not be finalized until the next checkpoint window. The system does not “penalize” a teacher/site/program for not having 100% completion of a checkpoint. It is actually quite common that for one reason or another the checkpoint completion on the ASR (assessment status report) is less than 100%. The Department has advocated for a trigger to not have children with less than 6 weeks in the class included in the ASR. However, this update has not been included at this point. From an administrative reporting perspective, the best way to know if a child should have a completed checkpoint would be by looking at the FDIP (first day in program) and counting the days to the end of the checkpoint.

**Office of Special Education Programs (OSEP)**

**If a student has entry data in the current OSEP license, but has not exited, will the student and entry data transfer to the new license?**

Any child in the current OSEP license that has a finalized entry assessment, and has not yet been exited, will need to be manually transferred to the new license.

**In the event a student exits prior to the first checkpoint, which platform should be used to enter exit assessment data?**

If the child will be exited before the end of the Fall Checkpoint (October 31, 2021), OSEP Administrators can exit the child from the current OSEP license.

**Should OSEP students entering at age 3 complete the 4 year-old assessment?**

Data is recommended to be transferred; however, not required.

**Can OSEP administrators enter a student's first day based on their IEP date of service?**

Yes, the IEP start date can reflect the first day that the child receives early childhood special education services.

**Which OSEP reports indicate a student's entry date when manually transferring students to the new license?**

Running the [OSEP Status Report](#) will generate the service start date and entry date finalized. The [Data Export](#) will generate objective level ratings for a single rating period. Both reports will collect all of the data that the OSEP Administrator will need to transfer the entry assessment information.

**Can current providers print entry assessment ratings for OSEP students and enter into the new license or will administrators have to print reports to obtain assessment ratings?**

Service providers or general education teachers can input the entry assessment data to support this process. If a child is enrolled in an early childhood program, the general education teacher will need to finalize the checkpoint rating.

**Will entry assessments occur within 6 weeks of the start of services or will teachers and providers follow GOLD checkpoints?**

The entry assessment for a child with an IEP will be captured during the checkpoint (Fall, Winter, Spring) in which the child starts receiving early childhood special education services. For example, if a child has an IEP developed in January, then the Winter Checkpoint data will get pulled as the “entry assessment”. An additional assessment beyond the Winter Checkpoint is not required. The teacher or service provider will continue to evaluate the student for each checkpoint.

**Who is responsible for marking a student as having an IEP (teacher or administrator)?**

The OSEP Administrator is responsible for marking if a child has an IEP. As soon as a child receives an IEP, this should be noted on the child’s profile in TS GOLD. Information that will need to be input includes the date that the child will begin receiving Special Education services. OSEP Administrators are encouraged to cross-check SER on the first of every month for children with new IEPs.

**Will special education teachers assess students at each checkpoint?**

If a child with an IEP is enrolled in an early childhood program, every checkpoint will require both documentation and final ratings. If a child with an IEP only receives special education services (i.e., not currently enrolled in an early childhood program), documentation is required for the first and last checkpoints that correlate to entry and exit of early childhood special education services. All checkpoints in between will require final ratings only (no documentation).

**Will documentation for each domain be required for speech only students or only the communication domain?**

The documentation for the entry and exit checkpoints is required for the full item set (any checkpoint in between will only require final checkpoint ratings). Service providers are encouraged to include parent reports and therapist observations and evaluations to reflect documentation that is comprehensive of the child’s skills beyond the communication domain.

**What happens if a child is evaluated mid-year and an IEP is developed?**

When an IEP is developed for a child, the checkpoint window during the creation of the IEP will be the data that gets used for entry assessment. For example, if a child has an IEP developed in January, then the Winter Checkpoint data will get pulled as the “entry assessment”. Additionally, objectives 1c1-1c4 will only populate when “Has IEP” gets checked off. These additional objectives will require documentation and checkpoint ratings based on the checkpoint window when the IEP is developed.

**For special education teachers and/or providers servicing more than one site, will access to each site require more than one login?**

No, special education teachers will be provided team-member access to each child profile specific to their caseload among different sites. A different login will not be necessary.

**In the event personnel changes occur, can regular education teachers enter student data?**

Lead Agency Administrators or OSEP Administrators will be responsible for determining who will enter student data in the event of personnel changes. If an administrator, teacher, or other individual who has access to a child’s GOLD® portfolio becomes no longer employed by the program, it is the program administrator or their designee’s responsibility to [delete](#) or [disable](#) the administrator, teacher, or other individual from the GOLD® system.