GOLD® User Guide for Administrators

This guide will support your successful implementation of GOLD® throughout the year.

Setting Up Your Account

☐ **Refer to the Getting Started Checklists to complete initial set-up steps.**
   Initial steps include:
   - Adding user accounts for each of your staff members, each with their own unique email address.
   - Adding or updating programs, sites, and classes.
   - Adding or updating child records for each child.
   - Setting due dates for each checkpoint period.

☐ **If you are also subscribed to *The Creative Curriculum® Cloud*, allocate licenses to classes to grant access to your staff.**

☐ **If you are also subscribed to Al's Pals™ digital access, allocate licenses to classes to grant access to your staff.**

☐ **If you are also subscribed to the professional development Coach Membership, allocate licenses to coaches to grant access to those users.**

☐ **Access The Hub and engage, connect, and share experiences with other early childhood educators, and participate in the open sharing of ideas.**

☐ **Preview the resources available in the *MyTeachingStrategies*® Support Portal.**

☐ **Subscribe to the monthly Teaching Strategies newsletter email.**

Preparing for Implementation

☐ **Visit My Courses and review the professional development resources.**
   - Explore the free product tutorials and encourage all users to complete the 2-hour tutorials for any solutions you use, such as The Power of *GOLD*®, as well as the 10-hour Objectives for Development and Learning course.
   - If you also subscribe to the Teacher Membership, explore the on-demand courses and the live classes and courses available on Quorum®.

☐ **Develop a communication plan.**
   - Ensure all teachers have access to The Hub, the *MyTeachingStrategies*® Support Portal, the free product tutorials, and if you subscribe to the Teacher Membership, Quorum®.
   - Explore the messages feature, and determine how often you will post messages.

☐ **Develop device expectations.**
   - Determine if your program will use the free *GOLD*® Documentation app (Apple or Android), and if so, download the app on your classroom devices.

☐ **Encourage all teachers to complete the Interrater Reliability Certification process.**
   This is an online certification process that's free for all GOLD® users and ensures all users' ability to make accurate assessment decisions. Certification is valid for three years, and users should be encouraged to

complete the certification again if their certification has expired or if the age group they work with has changed.

- o [Support users](#) in completing the certification.
- o Generate the [Interrater Reliability Report](#) to monitor teachers' progress toward completion.

☐ **Encourage teachers to create or update their [weekly template](#).**
This allows the Week View calendar in the Teach area to pre-populate with a teacher's recurring times of day should be completed before a teacher begins weekly planning.

☐ **Encourage teachers to [invite family members to Teaching Strategies Family](#).**
This allows families to download the free Teaching Strategies Family app and access multimedia playlists, access activities shared with them by teachers, and engage in two-way communication.

- o Encourage teachers to share a flyer with families that explains to them what to expect.

☐ **Set program expectations for submitting and reviewing weekly plans.**
- o Determine if teachers will [submit their completed weekly plans](#) for [review by administrators](#).
- o Communicate the expectations to your program.

Getting Started in Checkpoint One

☐ **Generate the [Documentation Status Report](#) on a weekly basis.**
- o Monitor the amount of documentation being entered by teachers throughout the checkpoint period and ensure teachers are consistently gathering documentation in all areas of development.

☐ **Review the quality of teachers' entered documentation by [viewing documentation](#).**
- o User your copy of the [*GOLD® Objectives for Development & Learning*](#) to help confirm accurate preliminary levels and objective/dimension selections.
- o Focus your review on the content and quality of observation notes and uploaded photos and videos.

Does the documentation include factual information, and is it void of any judgements?
Does the documentation contain enough context to make valid assessment decisions?

☐ **Review content in [submitted weekly plans](#).**
- o Focus your review on the content and the activities planned.

Are teachers using Intentional Teaching Experiences *in weekly plans?*
Ask teachers why they planned specific activity.
Were plans informed by assessment data and observations?
Do the large and small groups for activities make sense?
Are teachers focusing on the correct objectives/dimensions?

☐ **Monitor completion of the [Home Language Survey](#).**
The Home Language Survey only needs to be completed by teachers with preschool – third grade classes.
The survey will need to be completed prior to completing the first checkpoint period.

☐ **Generate the [Interrater Reliability Report](#) and [Online Professional Development Report](#), and if you subscribe to the Teacher and/or Coach Membership, the Completion Report in Quorum.**
- o Monitor teachers' progress in the Interrater Reliability Certification process and in online professional development course completion.

☐ **Update user profiles** if you experience staffing changes.
  o Consider disabling a user instead of deleting to maintain their Hub profile, completed professional development certificates, and custom activity library.
  o Provide any new staff members with the Getting Started support page.

☐ **Add child records** for new children as soon as they enroll in your program.
  o Ensure the following information is entered correctly:
    ▪ Class assignment
    ▪ Date of birth
    ▪ Age or class/grade selection (which will determine the assigned colored band).
  o Check that the Home Language Survey is completed if the child is in a preschool – third grade classroom.

Completing Checkpoint One

☐ **Support your teachers in completing checkpoints.**
  o Review the tips for completing a successful checkpoint with all staff members.

☐ **Generate the Assessment Status Report to monitor checkpoint completion.**
  o Monitor teachers' progress regularly, beginning two weeks prior to the end date of the checkpoint period.
  o Filter the report to the teacher level to review in-progress data and ensure teachers understand the difference between "Not Yet" and "Not Observed".

☐ **Generate outcomes reports for the first checkpoint to view aggregated assessment data to inform stakeholders, as well as professional development and coaching decisions.**
  o Snapshot (Birth Through Third Grade) Report: This report displays a selected group's assessment results for one checkpoint period. The report can be organized by entity or by colored band.
  o Comparative Report: This report enables you to compare assessment data at the area level for one or more checkpoint periods.
  o Alignment Report: Head Start administrators can generate this report to compare their data with the *Head Start Child Development and Early Learning Framework* for one checkpoint period.
  o Goals Report: If you have set defined program goals, this report allows you to compare assessment data to your customized benchmark values.
  o Data Export Report: This report allows you to generate an Excel file with all checkpoint ratings for each child for one checkpoint period. This is useful if you wish to create your own reports.

☐ **Set program expectations for sharing children's progress with family members.**
  o Support your teachers in communicating children's progress to families in a positive, collaborative manner through the Development and Learning Report or the Report Card.

Getting Started in Checkpoint Two

☐ **Continue to review the quality of teachers' entered documentation by viewing documentation.**
  o User your copy of the *GOLD® Objectives for Development & Learning* to help confirm accurate preliminary levels and objective/dimension selections.
  o Focus your review, for this checkpoint, on the assessment cycle.
    Are teachers completing the assessment cycle when they enter documentation by tagging appropriate objectives/dimensions and assigning preliminary levels?

☐ **Continue to review content in submitted weekly plans.**
Focus your review, for this checkpoint, on the link between instruction and assessment.
  - ○ Generate the Class Profile Report prior to reviewing a classroom's plan to help you determine if the plans are intentional, developmentally appropriate, and linked to assessment.

Completing Checkpoint Two

☐ **Support teachers in completing checkpoints.**
  - ○ Review the tips for completing a successful checkpoint with all staff members.

☐ **Generate outcome reports once all checkpoint ratings are finalized.**

Getting Started in Checkpoint Three

☐ **Continue to review the quality of teachers' entered documentation by viewing documentation.**
  - ○ User your copy of the *GOLD® Objectives for Development & Learning* to help confirm accurate preliminary levels and objective/dimension selections.
  - ○ Focus your review, for this checkpoint, on noted changes to the environment and instructional strategies.
    Are teachers using a variety of documentation, such as photographs, videos, audio recordings, and observation notes?
    Are teachers using the On-the-Spot Observation Recording Tool?
    Are teachers collecting observations when they use Intentional Teaching Experiences*?*

☐ **Continue to review content in submitted weekly plans.**
Focus your review, for this checkpoint, on noted changes to the environment and instructional strategies.
    Did teachers use assessment information to make intentional changes to the environment or to inform and adjust instructional strategies?

Completing Checkpoint Three

☐ **Support teachers in completing checkpoints.**
  - ○ Review the tips for completing a successful checkpoint with all staff members.

☐ **Support If this is the end of your program year, follow the guidance provided in "Ending the Year".**

Getting Started in and Completing Checkpoint Four

☐ **If your program has a fourth checkpoint, follow the guidance provided in previous pages for completing the fourth checkpoint.**

Ending the Year

☐ **Generate any final reports before your transfer, delete, or archive child records.**

Please note that many reports can be generated with archived data; however, class level reports cannot be generated with archived data.

- o **Snapshot (Birth Through Third Grade) Report:** This report displays a selected group's assessment results for one checkpoint period. The report can be organized by entity or by colored band.
- o **Comparative Report:** This report enables you to compare assessment data at the area level for one or more checkpoint periods.
- o **Alignment Report:** Head Start administrators can generate this report to compare their data with the *Head Start Child Development and Early Learning Framework* for one checkpoint period.
- o **Goals Report:** If you have set defined program goals, this report allows you to compare assessment data to your customized benchmark values.
- o **Data Export Report:** This report allows you to generate an Excel file with all checkpoint ratings for each child for one checkpoint period. This is useful if you wish to create your own reports.
- o **Growth (Birth Through Third Grade) Report:** This report allows you to measure growth between the first and third checkpoint period, and to compare that growth to the expected growth ranges of a sample group of peers.

☐ **Reflect on your implementation.**
- o Engage in a reflection process with your staff and with your peers on The Hub.
- o Use the results of the reflection and program outcomes data to develop your professional development plan for the next program year.

Getting Started in Checkpoint Three

☐ **Partner with your account executive to begin developing your professional development plan for the next program year.**
If you have new teachers joining your program, identify how best to support them in implementing GOLD®. *If you have a few new teachers joining your program, we recommend completing the free, 10-hour online course designed to support implementation of* GOLD® *for the age range of children in their care.*
- o Implementing *GOLD®* in *MyTeachingStrategies®* (Infants, Toddlers & Twos)
- o Implementing *GOLD®* in *MyTeachingStrategies®* (Preschool)
- o Implementing *GOLD®* in *MyTeachingStrategies®* (Kindergarten–Third Grade)

☐ **Complete the Returning User Checklists.**

☐ **Return to the beginning of this resource and start again.**