



GOLD® User Guide for Administrators

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

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Setting Up Your Account

- Refer to the Logistics section on your [Preparing for Implementation Document](#).**

 - Review all items prior to implementation.

- Use [Getting Started Checklists](#) to complete initial set-up steps.**

Initial steps include ensuring all users have been added to *MyTeachingStrategies*® and can log in; programs, sites, and classes have been added or updated; child records are created/updated; and checkpoint dates are set.

 - If this is your first year of implementation, refer to items 1–7 on the [Getting Started Checklist: New GOLD® Administrators](#).
 - If this is not your first year of implementation, refer to items 1–9 on the [Getting Started Checklist: Returning GOLD® Administrators](#).

- If your program has subscribed to *The Creative Curriculum*® Cloud, [allocate licenses to classes](#) to grant access to your staff.**

This license provides *The Creative Curriculum*® and GOLD® users with digital curriculum resources and additional functionality that save teachers time while planning and offer additional opportunities to provide intentional, individualized instruction.

 - Contact your [account executive](#) to learn more or to purchase a subscription.

- If your program has subscribed to online professional development, [allocate online professional development course credits to users](#).**

Course credits allow users to access and complete 10-hour online, CEU credit-bearing courses within *MyTeachingStrategies*®.

 - Contact your [account executive](#) to learn more or to purchase credits.

- Preview the resources available in the [MyTeachingStrategies](#)® Support Portal.**

 - Bookmark [this link](#) for easy access to assist in troubleshooting and implementation.

- Sign up to receive ongoing communications.**

 - [Subscribe to](#) our implementation support emails if you haven't already.

Preparing for Implementation

These items may also be referenced in your *Getting Started Checklist*.

- ❑ **Visit [My Courses](#) and review professional development resources.**
 - Encourage all users to complete the free 2-hour tutorials for any products you use, such as *GOLD® Introduction* and *Introducing MyTeachingStrategies®*, as well as the free 10-hour Objectives for Development and Learning course.
 - Determine which courses will be required for users to complete.
 - Use [messages](#) to communicate expectations for course completion.
 - Generate the [Online Professional Development Report](#) to monitor users' progress.

- ❑ **Develop a communication plan.**
 - Determine what kind of and how often you will post [messages](#) to users.
 - Use suggestions throughout this document as guidance for best practice tips and reminders that can be sent via messages.

- ❑ **Ensure all teachers have access to and are utilizing support resources.**
 - Send the link to [all implementation support documents](#) to users and encourage all teachers and staff members to access the following documents.
 - [Getting Started Checklists](#)
 - [GOLD® User Guide for Teachers](#)

- ❑ **[Set goals](#), if your program has defined goals for program-wide initiatives.**

- ❑ **Develop device expectations.**
 - Determine if your program will be utilizing the free *GOLD® Documentation* app ([Apple](#) and [Android](#)) and, if so, download the app on your classroom devices.
 - Use [messages](#) or another method to communicate device usage expectations.

- ❑ **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.

 - Use [messages](#) to remind users of the expectations set for completing certification.
 - [Support users](#) in completing the certification.
 - Generate the [Interrater Reliability Report](#) to monitor teachers' progress toward completion.

- ❑ **Encourage teachers to create or update their [weekly template](#).**
This allows the weekly calendar in the Teach area to pre-populate with a teacher's recurring times of day and should be completed before a teacher begins weekly planning.
- ❑ **Encourage teachers to [add family members to MyTeachingStrategies® Family](#).**
This allows teachers to share activities and other resources with families digitally and engage in two-way communication with families via the *MyTeachingStrategies®* Family mobile app.
- ❑ **Set program expectations for submitting and reviewing weekly plans.**
 - Determine if teachers will [submit their completed weekly plans](#) for [review by administrators](#).
 - Communicate the expectation to your program and consider posting a [message](#) that summarizes the weekly plan expectations.

Getting Started in Checkpoint One

- ❑ **Generate the [Documentation Status Report](#) on a weekly basis.**
 - 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](#).**
 - Use your copy of the *GOLD® Objectives for Development & Learning* to help confirm accurate [preliminary levels](#) and objective/dimension selections.
 - Focus your review on the content and quality of the observation.
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](#).**
 - Focus your review on the content and on the activities planned.
Is the teacher using Intentional Teaching Experiences in his weekly plans? Ask the teacher why he planned a specific activity. Was the plan informed by assessment data and observations? Do the groups for activities make sense? Is the teacher focusing on the right objectives/dimensions?
- ❑ **Monitor completion of the [Home Language Survey](#).**
The Home Language Survey only needs to be completed by teachers in 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](#).
 - Monitor teachers’ progress in the Interrater Reliability Certification process and in online professional development course completion.
- ❑ [Update user files](#) if you experience any changes in instructional staff.
 - Consider [disabling a user](#) instead of [deleting the user](#) to maintain information in the user record for reference, including course completion information and custom activities.
 - Provide any new staff members with the link to the [implementation support documents](#) and encourage them to download the *Getting Started Checklists* and *User Guides*. Provide guidance for completion of all relevant items.
- ❑ [Create a child record](#) for new children as soon as they enroll in your program.
 - Ensure the following information is entered correctly: class assignment, date of birth, and [age or class/grade selection](#) (which will determine the assigned colored band).
 - 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.**
 - Review the [tips for completing a successful checkpoint](#) with all staff members.
- ❑ **Generate the [Assessment Status Report](#) to monitor checkpoint completion.**
 - Monitor teachers’ progress regularly, beginning two weeks prior to the end date of the checkpoint period.
 - 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 various reports to view finalized checkpoint ratings and make informed professional development and coaching decisions based on your program’s outcomes.**
 - [Comparative Report](#): This report enables you to create comparative data by placing your checkpoint ratings for each objective/dimension on a uniform scale.
 - [Alignment Report](#): This report enables you to see how the children in your program are developing in relation to other standards, such as the *Head Start Child Development and Early Learning Framework*. Since the standards are often goals for the end of a year, generating this report in the first or second checkpoint is most useful for determining progress toward meeting the standard.
 - [Goals Report](#): If you have set defined program goals, this report enables you to compare checkpoint ratings to your customized benchmark values.
 - [Data Export Report](#): This export allows you to generate an Excel file with all checkpoint ratings for each child record in a single checkpoint period. This is useful if you wish to do your own report manipulation or utilize a different management system for child outcome data.
 - **Snapshot Reports**: There are three types of Snapshot Reports. Each Snapshot Report offers an overarching look into your program’s performance level for a single checkpoint period.
 - [Snapshot Report](#): This report enables you to get a quick, at-a-glance overview of child outcomes by area or objective/dimension.
 - [Snapshot by Dimension](#): The Snapshot by Dimension Report displays the levels of a given objective or dimension, showing the number or percentage of children at certain levels along the progressions. The report includes colored bands, enabling you to visually compare the assessment results to widely held expectations.
 - [Snapshot \(Birth Through Third Grade\)](#): The Snapshot (Birth Through Third Grade) Report displays a selected group’s assessment results, allowing you to select the specific objectives/dimensions, classes, children, and demographics included in the report. The report can be organized by entity or by colored band.

- **Set program expectations for sharing children’s progress with family members.**
 - Support your teachers in communicating children’s progress to families in a positive, collaborative manner through either the [Family Conference Forms](#) or the [Development and Learning Report](#).

Getting Started in Checkpoint Two

- **Continue to review the quality of teachers' entered documentation by [viewing documentation](#).**
 - Use 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 the assessment cycle.
Is the teacher completing the assessment cycle for each piece of 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 an additional outcome report once all checkpoint two ratings are finalized.**
 - Generate the [Growth \(Birth Through Third Grade\) Report](#), which enables you to compare the growth of children's knowledge, skills, and abilities in each area to the expected growth range of a sample group of their peers.

Getting Started in Checkpoint Three

- Continue to review the quality of your teachers' entered documentation by [viewing documentation](#).**
 - Use 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 the types of documentation being collected.
Is the teacher using a variety of documentation, such as photographs, videos, audio recordings, and observation notes; using the On-the-Spot Observation Recording Tool; and making observations when she uses Intentional Teaching Experiences/Opportunities?

- Continue to review content in [submitted weekly plans](#).**
 - Focus your review, for this checkpoint, on noted changes to the environment and instructional strategies.
Did the teacher utilize 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.

- 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 you transfer, delete, or archive child records.**

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

- **Individual Child Report:** This report allows you to compare the progress of one child's knowledge, skills, and abilities to the widely held expectations for the age or class/grade. This is beneficial to generate prior to archiving a child record as an inclusion in the child's file.
- **Report Card:** This is most beneficial for programs with children of kindergarten age or older. This report can only be generated for the current school year.
- **Comparative Report:** This report enables you to create comparative data by placing your checkpoint ratings for each objective/dimension on a uniform scale.
- **Growth (Birth Through Third Grade) Report:** This report enables you to compare the growth of children's knowledge, skills, and abilities in each area to the expected growth range of a sample group of their peers.
- **Snapshot Report:** This report enables you to get a quick, at-a-glance overview of child outcomes by area or objective/dimension.
- **Snapshot by Dimension:** This report displays the levels of a given objective/dimension, showing the number or percentage of child records at certain levels along the progression. The report includes colored bands, enabling you to visually compare the assessment results to widely held expectations.
- **Snapshot (Birth Through Third Grade):** This report displays a selected group's assessment results, allowing you to select the specific objectives/dimensions, classes, child records, and demographics to be included in the report. The report can be organized by entity or by colored band.
- **Data Export Report:** The export allows you to generate an Excel file with all checkpoint ratings for each child record in a single checkpoint period. This is useful if you wish to do your own report manipulation or utilize a different management system for child outcomes data.
- **Alignment Report:** This report enables you to see how the children in your program are developing in relation to other standards, such as the *Head Start Child Development and Early Learning Framework*.
- **Goals Report:** If you have set defined program goals, this report enables you to compare checkpoint data to your customized benchmark values.

☐ **Reflect on your implementation.**

- Engage in a reflection process with all administrators and teachers.
- Use the results of the reflection and program outcomes data to develop your professional development plan for the next program year.

Preparing for Next Program Year

☐ **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 learning *MyTeachingStrategies*® and implementing *GOLD*®. If you only have a few new teachers joining your program, we recommended purchasing a credit for each teacher to complete the 10-hour online course designed to support implementation of *GOLD*® for the age range of children in their care.

- 10-Hour Course: Implementing *GOLD*® in *MyTeachingStrategies*® (Infants, Toddlers & Twos)
- 10-Hour Course: Implementing *GOLD*® in *MyTeachingStrategies*® (Preschool)
- 10-Hour Course: Implementing *GOLD*® in *MyTeachingStrategies*® (Kindergarten–Third Grade)
- If you have a large population of new teachers joining or had low implementation rates, it may be beneficial for your program to have another 2-day in-person training focused on implementing *GOLD*® in *MyTeachingStrategies*®.

☐ **Complete the Returning User Checklists.**

- In a welcome [message](#), provide teachers with the link to access the [Getting Started Checklist: Returning *GOLD*® Teachers](#).
- Ensure all administrators have and are utilizing the [Getting Started Checklist: Returning *GOLD*® Administrator](#).

☐ **Follow the guidance provided in [GOLD® User Guides](#).**

- Ensure all teachers have downloaded the *GOLD*® *User Guide for Teachers* for use in the next program year.
- Continue to use the *GOLD*® *User Guide for Administrators*.