



GOLD[®] User Guide for Administrators

This guide will support your successful implementation of *GOLD*[®] in *MyTeachingStrategies*[®] throughout the year. By following the guidance provided, you can effectively offer support and coaching to your teachers.

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Setting Up Your Account

- Use [Getting Started Checklists](#) to complete initial set-up steps.
- If your program purchased a subscription to the digital resources, [allocate digital curriculum resource licenses](#) to classes.

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

 - Contact your [account executive](#) to learn more or to purchase a subscription.
- Visit [My Courses](#) to begin completing recommended free professional development resources.

It is recommended that administrators and management team members complete the coursework outlined below first, and then provide support to faculty as all staff member complete the coursework. A printable version of the progressions is available within the 10-hour Objectives for Development and Learning course.

 - Complete the 2-hour *Introducing MyTeachingStrategies*® product tutorial, the 2-hour *GOLD*® Introduction product tutorial and the free 10-hour *Objectives for Development and Learning* course.
 - Support staff members in the completion of the courses above and use [messages](#) to remind users of the expectations for course completion.
 - Use the [Online Professional Development Report](#) to monitor staff members' progress.
 - Utilize these courses in the onboarding of new faculty members throughout the year.
- Preview available support resources.
 - Visit the [MyTeachingStrategies® Support Portal](#) for helpful articles, videos and webinars.
 - Visit the [Goddard Support Page](#) for additional implementation resources.
 - Bookmark these links for easy access when you need assistance in troubleshooting and implementation.
- Sign up to receive ongoing communications.
 - [Subscribe to](#) our implementation support emails if you haven't already.

Preparing for Implementation

- **Develop a communication plan.**
 - Determine what kind of and how often you will post [messages](#) to your users.
 - Use the [Faculty Meeting Discussion Points](#) to help you plan and host meaningful and focused conversations each month that will support your implementation process.
 - Utilize suggestions throughout this document as additional guidance for best practice tips and reminders that can be sent via messages.

- **Ensure all teacher have accessed and are utilizing support resources.**
 - Send the link to [all implementation support and documents](#) to users and encourage all teachers and staff members to read the following documents:
 - [Getting Started Checklists](#)
 - [GOLD® User Guide for Teachers](#)
 - [Documentation Tips & Tricks](#)

- **Set goals, if your program has defined goals for program-wide initiatives.**

Setting goals allows you to generate the [Goals Report](#) at the end of any checkpoint period. This report allows you to compare the checkpoint data to your customized benchmark values that reflect your program’s defined goals.

- **Download the *MyTeachingStrategies*® mobile app to classroom devices.**
 - Review device usage expectations with all staff.
 - Provide an opportunity for staff to watch the [video introduction to the mobile app](#).
 - **Log in to *tadpoles*® with your *MyTeachingStrategies*® username and password by navigating to [tadpoles.com](#), selecting login, then selecting education, then selecting the *MyTeachingStrategies*® block.**

- **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.

 - Review [this video](#) on the planning functionality provided in the Teach area.
 - Communicate expectations for teachers to submit their completed weekly plans for administrative [review](#).
 - Contact TSSupport@goddardsystems.com or visit Goddard Connect for questions regarding Goddard standards, expectations, and recommendations for planning.

- **Set program expectations for submitting and reviewing weekly plans.**
 - Determine if teachers will [submit their completed weekly plans](#) for [review by administrators](#).
 - Communicate the expectations to your program and consider posting a [message](#) that summarizes the weekly plan expectations.

- **Utilize the [MyTeachingStrategies® Practice Environment](#).**
 - Practice using *MyTeachingStrategies®* without affecting the data within your account.
- **Register to attend the back-to-school webinars or refer back to the archived versions.**
 - [MyTeachingStrategies® Back-to-School Webinar for Administrators](#)
 - [MyTeachingStrategies® Back-to-School Webinar for Teachers](#)

Getting Started in Checkpoint One

- **Encourage teachers to register for the free webinar about gathering documentation or watch the archived version.**
 - [Adding and Viewing GOLD® Documentation in MyTeachingStrategies®](#)
- **Generate the [Documentation Status Report](#) on a weekly basis.**
 - Monitor the amount of documentation being entered by your teachers throughout the checkpoint period and ensure teachers are consistently gathering documentation in all areas of development.
- **Review the quality of your teachers' entered documentation by [viewing documentation](#).**
 - Use your copy of the [Objectives for Development & Learning](#) to help confirm accurate [preliminary ratings](#) and objective and dimension selections.
 - Focus your review on the content and quality of the observation.
 - Does the documentation include factual information, such as descriptions of gestures and facial expressions, direct quotations, and description of the child's work or creation?*
 - Does the documentation contain enough context to make valid assessment decisions?*
 - Could a few added details allow the documentation to be attached to additional objectives and dimensions?*
- **Review content in [submitted weekly plans](#).**
 - Focus your review on the content and on the activities planned.
 - Is the teacher utilizing Intentional Teaching Experiences/Opportunities in his weekly plans? Ask the teacher why she 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 appropriate objectives/dimensions?*

- ❑ **Monitor completion of the [Home Language Survey](#).**
The Home Language Survey, completed by teachers with input from families, only needs to be completed for children in preschool–third grade classrooms. The survey will need to be completed prior to beginning the first checkpoint period.
- ❑ **Generate the [Online Professional Development Report](#).**
 - Monitor teachers’ progress in online professional development course completion.
- ❑ **[Update user files](#) if you experience any changes in instructional staff.**
 - [Disable the user profile](#) of anyone who no longer works for your organization as this information will not update from FMS.
 - 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.
 - Utilize [My Courses](#) for onboarding of any new faculty members.
- ❑ **Review [any new child records created](#) through the automated FMS integration.**
 - Ensure any new child profiles have the accurate class assignment and date of birth.
 - Make changes to a child’s profile through FMS, if needed.
 - Ensure the [age or class/grade selection](#), which determines the child’s colored band, is accurate.

Completing Checkpoint One

- ❑ **Support your teachers in completing checkpoints.**
 - Provide staff with an opportunity to watch an on-demand [checkpoint webinar](#).
 - 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 or 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 that reflect your program’s defined goals.
 - **Data Export:** This export allows you to generate an Excel file with all checkpoint data for all children in a single checkpoint period. This is useful if you want to do your own report manipulation or utilize a different management system for child outcomes 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 whose knowledge, skills, and abilities are at each level along the progression. The report includes colored bands, enabling you to visually compare the assessment results against 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

- Follow the guidance provided in [Getting Started in Checkpoint One](#).
- Continue to review the quality of your teachers' entered documentation by [viewing documentation](#).
 - Use your copy of the [Objectives for Development & Learning](#) to help confirm accurate [preliminary ratings](#) and objective and 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 teacher's plan to help you determine if the plans are intentional, developmentally appropriate, and linked to assessment.

Completing Checkpoint Two

- Follow the guidance provided in [Completing Checkpoint One](#).
- Generate an additional outcome report once all checkpoint two data is 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.
- Register to attend a webinar on administrative reports or refer back to the archived version.
 - [GOLD® Winter Reports Support for Administrators](#)

Getting Started in Checkpoint Three

- ❑ Follow the guidance provided in [Getting Started in Checkpoint One](#).
- ❑ 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 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 for completing certification.
 - [Support users](#) in completing the certification.
 - Generate the [Interrater Reliability Report](#) to monitor teachers' progress toward completion.
- ❑ Continue to review the quality of your teachers' entered documentation by [viewing documentation](#).
 - Use your copy of the [Objectives for Development & Learning](#) to help confirm accurate [preliminary ratings](#) and objective and dimension selections.
 - Focus your review, for this checkpoint, on the types of documentation being collected.
Is the teacher collecting a variety of documentation, such as photographs, videos, audio recordings, and anecdotal notes, in a variety of ways, such as using the On-the-Spot Observation Recording Tool or 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 to instructional strategies.
Did the teacher utilize assessment information to make intentional changes in the environment or to inform and adjust instructional strategies?

Completing Checkpoint Three

- ❑ Follow the guidance provided in [Completing Checkpoint Two](#).
- ❑ Follow the guidance below for [Ending the Year](#).

Ending the Year

- **Register to attend two free webinars designed to support your end-of-year processes and data collection or refer to the archived versions.**

- [GOLD® Spring Reports for Administrators](#)
- [GOLD® Spring Checkpoint Support for Administrators](#)

- **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 against the widely held expectations for the age or class/grade. Generating this prior to archiving the child record is beneficial if it needs to be included in a child's file.
- **Report Card:** This is most beneficial for programs with kindergarten-aged children 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 or 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 or dimension, showing the number or percentage of children whose knowledge, skills, and abilities are at each level along the progression. The report includes colored bands, enabling you to visually compare the assessment results against 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, children, and demographics included in the report. The report can be organized by entity or by colored band.
- **Data Export:** The export allows you to generate an Excel file with all checkpoint data for each child in a single checkpoint period. This is useful if you want 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 that reflect your program's defined goals.

- **Reflect on 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 *User Checklists*.**
 - In a welcome [message](#), provide teachers the link to access the [Getting Started Checklist: GOLD® Teachers](#). Ensure all administrators have and are utilizing the [Getting Started Checklist: 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 utilize the *GOLD® User Guide for Administrators*.