TeachingStrategies®

GOLD® User Guide for Teachers

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

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Preparing for Implementation

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

☐ **Review and begin completing all items on the *Getting Started Checklist*.**

☐ **Check the messages on your *MyTeachingStrategies*® dashboard.**
These messages include alerts and information from Teaching Strategies as well as messages posted directly by your administrator(s). You will want to check the messages on a regular basis.

☐ **Visit My Courses to begin completing recommended free professional development resources.**
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.
  • Check with your administrator for guidance and timeframes for completing this coursework.

☐ **Preview available support resources.**
  ○ Visit the *MyTeachingStrategies*® Support Portal to view 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.

☐ **Explore the Teach area.**
This area provides planning functionality to help you link your assessment data with instruction.
  • Set your weekly template before you begin creating weekly plans.
  • Customize your monthly calendar to account for holidays and other planned closures.
  • View the Lesson Planning for Goddard Educators on-demand webinar for more planning support.

☐ **Complete the Home Language Survey.**
The Home Language Survey only needs to be completed for children in preschool-third grade classrooms. This survey helps to determine if teachers should use the English language acquisition objectives for development and learning with children.
  • Complete this survey within the first two weeks of a child entering your program.
  • Ensure all surveys are completed prior to beginning the first checkpoint period.

☐ **Ensure the *MyTeachingStrategies*® mobile app has been downloaded to your classroom device.**
- Log in to the mobile app using your *MyTeachingStrategies*® login credentials.
- Watch the video introduction to the 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.**

☐ **View your checkpoint dates.**
- Note the checkpoint due dates for planning purposes.

☐ **Use the *MyTeachingStrategies*® Practice Environment.**
- Practice using *MyTeachingStrategies*® without affecting the data within your account.

☐ **Access My Courses for free coursework if you are implementing *The Creative Curriculum*®.**
Complete the product tutorial for the appropriate curriculum(s) implemented in your classroom.
- Complete the 2-hour Getting to Know The Creative Curriculum® for Infants, Toddlers & Twos product tutorial, if applicable.
- Complete the 2-hour Getting to Know The Creative Curriculum® for Preschool product tutorial, if applicable.
- Complete the 2-hour Getting to Know The Creative Curriculum® for Kindergarten product tutorial, if applicable.

☐ **Register to attend the free back-to-school webinar or refer back to the archived version.**
- *MyTeachingStrategies*® Back-to-School Webinar for Teachers

Getting Started In Checkpoint One

☐ **Register to attend the free documentation webinar or refer back to the archived version.**
- Adding and Viewing *GOLD*® Documentation in *MyTeachingStrategies*®

☐ **Begin creating your weekly plans.**
- Use *Intentional Teaching Experiences/Opportunities* to seamlessly link assessment and curriculum.
- Plan for an infants, toddlers, and twos classroom by creating an Individual Care Plan for each child on the Weekly Routines page of *MyTeachingStrategies*®.
- Plan for preschool or older classrooms by adding studies to your calendar, if your program subscribes to *The Creative Curriculum*®, Digital Resources.
- During this checkpoint, focus on planning *Intentional Teaching Experiences/Opportunities* to implement each week and using your observations and assessment data to make instructional decisions. While teaching with *Intentional Teaching Experiences/Opportunities*, be sure to capture documentation in the moment.

☐ **Submit and share your weekly plans.**
Your administrator may provide additional guidelines and expectations for submitting plans for review and for sharing weekly plans with families.
- Submit your plans to administrators for approval, if required.
- Share weekly plans with families following your administrator's guidance.

☐ **Add documentation consistently.**
- Add documentation from the Assess area of *MyTeachingStrategies*® and through the *MyTeachingStrategies*® mobile app.
- Use your copy of the *Objectives for Development & Learning* to help select the objectives and dimensions you have observed for.
- Assign preliminary levels as you enter documentation to allow the system to identify where each child's knowledge, skills, and abilities currently are along the progressions, which helps you quickly and effectively individualize instruction.
- Ensure you're entering high quality documentation by considering the following questions:
Does your documentation include factual information and is it void of any judgments?
Does your documentation contain enough context to make valid assessment decisions?
- Refer to *Documentation Tips & Tricks* for additional best practices and timesaving strategies.

☐ **Utilize the On-the-Spot Recording Tool.**
This tool allows you to capture documentation for objectives/dimensions that are easily observable.
- Upload a photo of the form as your documentation, instead of manually typing the information.
- Always try to assign preliminary ratings when adding the documentation.

☐ **Generate the Documentation Status Report weekly.**
This report will help you identify which children or objectives you have already collected documentation for, as well as children or objectives requiring additional documentation.
- Use the results of this report to guide your weekly planning in the upcoming week, making sure you plan for opportunities to capture documentation of missing objectives and dimensions.

☐ **Generate the Class Profile Report weekly.**
This report helps you intentionally plan for small- and large-group activities, as the report allows you to see at what level groups of children are demonstrating their skills, knowledge, and abilities. Please note that adding preliminary levels as you enter documentation will ensure the data in the reports accurately reflects children's current knowledge, skills, and abilities.
- Use the results of this report to inform your weekly planning and instruction.

☐ **Generate the Individual Child Report, as needed.**
This report will help you plan individual activities and experiences to target a specific child's areas of potential growth. Please note that adding preliminary levels as you enter documentation will ensure the data in the reports accurately reflects children's current knowledge, skills, and abilities.
- Use the results of this report to inform your individualized child instruction.

☐ **Review and edit documentation, as needed.**
- Ensure all added documentation has accurate objectives/dimensions attached, has been assigned preliminary levels, and is an objective and factual observation.
- Use your copy of the *Objectives for Development & Learning* to help confirm all selections.

☐ **Ensure the Home Language Survey is completed.**
This only needs to be completed for children in preschool–third grade classrooms and must be completed prior to beginning the checkpoint.

Completing Checkpoint One

☐ **Prepare for your checkpoint.**
- Review the tips for completing a successful checkpoint.
- View the *GOLD® Fall Checkpoint Support for Teachers* webinar.
- Bookmark both links above to refer to again through your completion of the checkpoint.

☐ **Generate the Documentation Status Report.**
- Ensure you have at least one piece of documentation for each child for each objective/dimension.
- Review your documentation to ensure you have substantial, quality evidence to make valid assessment decisions.

☐ **Start completing your checkpoint.**
We recommend beginning your checkpoint at least two weeks prior to the due date to ensure you have substantial time to make accurate assessment decisions.
- Complete checkpoints by child or by class.
- Note the difference between selecting "Not Yet" and "Not Observed" when needed.

☐ **Monitor your progress in completing the checkpoint.**
- Generate the Assessment Status Report.
- Finalize checkpoint ratings by child or by class.

☐ **Generate various reports to view your classroom's finalized checkpoint ratings and make informed instructional decisions based on the outcomes.**
- Class Profile Report: Generating this report on a weekly basis can helpfully inform your weekly planning and instructional decisions. The report can also be generated after a checkpoint period, including only finalized checkpoint ratings, to allow you to compare the progress children in your class made throughout a checkpoint period against the widely held expectations for their age or class/grade.
- Individual Child Report: This report informs your planning for individual children. The report can also be generated after a checkpoint period, including only finalized checkpoint ratings, to allow you to compare the progress of one child against the widely held expectations for his or her age or class/grade.
- Snapshot Report: This report displays your checkpoint results to show how your class is performing overall compared to the widely held expectations for the selected age or class/grade. The report can be generated by areas of development and learning, or by specific objective/dimensions.
- Snapshot (Birth Through Third Grade): This report displays your class's assessment results, allowing you to select the specific objectives/dimensions, children, and demographics you want included in the report. The report can be organized by class or by colored band.

☐ **Follow the guidance and expectations from your administrators when sharing children's progress with family members.**
- Communicate children's progress in a positive, collaborative manner through either the *Family Conference Form* or the Development and Learning Report.
- Please note, the Report Card is another report that allows you to easily share children's progress with families, but we recommend this report only for kindergarten classes or above.

Getting Started In Checkpoint Two

☐ **Follow the guidance provided in Getting Started in Checkpoint One.**

☐ **Continue to add documentation on a consistent basis.**
- During this checkpoint, focus on ensuring you are completing the assessment process when adding documentation by tagging appropriate objective/dimensions and assigning preliminary levels.
- Use your copy of the *Objectives for Development & Learning* to help confirm all selections.
- Continue to refer to Documentation Tips & Tricks for additional best practices and timesaving strategies.

☐ **Continue to plan intentional and meaningful experiences on a weekly basis.**
- During this checkpoint, focus on the link between instruction and assessment. Generate the Class Profile Report and the Individual Child Report to make informed, intentional decisions when planning small-group, large-group, and individual child experiences. As you review the reports, identify children who need additional support with certain skills and plan to use *Intentional Teaching Experiences/Opportunities* to target the identified skills.

- Continue to plan purposeful ways to scaffold the learning of all children. How will you support those children who are making appropriate progress and how will you continue to support children who are exceeding expectations?

Completing Checkpoint Two

☐ **Follow the guidance provided in Completing Checkpoint One.**

☐ **Prepare for your checkpoint.**
- Review the tips for completing a successful checkpoint.
- View the *GOLD® Winter Checkpoint Support for Teachers* webinar.
- Bookmark both links above to refer to again through your completion of the checkpoint.

☐ **Generate an additional outcomes report once all checkpoint two data is finalized.**
- Generate the Snapshot by Dimension report to review the number or percentage of children in your class(es) at various levels along the progression.
- Generate the Snapshot Report for both checkpoint periods. Generate the report for Checkpoint One and again for Checkpoint Two. Generating both reports will allow you to compare growth over the two checkpoint periods.

    - Please note that if you teach an infants, toddlers, and twos class and have a child who has changed colored bands since Checkpoint One, you will want to view the child's progress over the course of the year from birthday to birthday, instead of over the program year. If you use the Individual Child Report, you can choose to include both checkpoint periods on the report, which will allow you to easily see the child's progress and growth over time.

Getting Started In Checkpoint Three

Follow the guidance provided in Getting Started in Checkpoint One.

☐ **Begin the Interrater Reliability Certification process if you are not certified.**
This is an online certification process that's free for all GOLD® *users and intended to support your ability to make accurate assessment decisions. Certification is valid for three years; you can check your certification in the Develop area. Once certification has expired, or if you have begun working with children of a new age-group, we recommend that you complete a new certification. Your administrator may provide additional guidance on completing the certification.*

☐ **Continue to add documentation on a consistent basis.**
- During this checkpoint, focus on ensuring you are collecting a variety of types of documentation, such as photographs, videos, and audio recordings, in a variety of ways, such as using the On-the-Spot Recording Tool or making observations when you use *Intentional Teaching Experiences/Opportunities.*
- Use your copy of the *Objectives for Development & Learning* to help confirm all selections for preliminary levels and tagged objectives and dimensions are accurate.
- Continue to refer to Documentation Best Practices for additional best practices and timesaving strategies.

☐ **Continue to plan intentional and meaningful experiences on a weekly basis.**
- During this checkpoint, focus on changes to the environment and instructional strategies that support children's development and learning. Make sure that you are using current assessment data and observations to help inform those decisions.

Completing Checkpoint Three

☐ **Follow the guidance provided in Completing Checkpoint Two.**

☐ **Prepare for your checkpoint.**
- Review the tips for completing a successful checkpoint.
- View the *GOLD® Spring Checkpoint Support for Teachers* webinar.
- Bookmark both links above to refer to again through your completion of the checkpoint.

☐ **Follow the guidance below for Ending the Year.**

Ending The Year

☐ **Generate any final reports before child records are transferred, deleted, or archived.**
Please note that classroom-level reports cannot be generated once child records have been deleted or archived. We recommend generating any or all of the following reports before the end of the year.

- Class Profile Report: This report allows you to compare the progress your children made in a checkpoint period against the widely held expectations for the age or class/grade.

- Individual Child Report: This report allows you to see a child's progress across multiple checkpoint periods.

- Snapshot Report: This report displays your checkpoint results, allowing you to see how your class is performing overall compared to the widely held expectations for the class's selected age or class/grade. The report can be generated by areas of development and learning or by specific objective/dimensions.

- Snapshot (Birth Through Third Grade): This report displays your class's assessment results and allows you to select the specific objectives/dimensions, children, and demographics to include in the report. The report can be organized by class or by colored band.

- Report Card: This report provides information about a child's current abilities, as well as what next steps can be expected. The Report Card is only recommended for kindergarten classes or above.

- Development and Learning Report: This report will highlight a child's strengths in selected areas of development and learning. This report is appropriate and recommended for all ages.

- Alignment Report: This report enables you to see how the children in your class are developing in relation to other standards, such as *The Head Start Child Development and Early Learning Framework*.

☐ **Reflect on Implementation**
- Spend time reflecting on your utilization and implementation of *GOLD*® to help you make intentional decisions in the future, continuing your own learning and development.

Preparing For Next Program Year

☐ **Complete the *Getting Started Checklist: GOLD® Teacher.***

☐ **Follow the steps provided in this user guide.**