TeachingStrategies®

GOLD® User Guide for Teachers

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

Table of Contents

TeachingStrategies®

Setting Up Your Account

- ☐ **Utilize Getting Started Checklists to complete your account setup.**
  - If this is your first year of implementation, please refer to items 1–4 on the *Getting Started Checklist: New GOLD® Teachers.*
  - If this is not your first year of implementation, please refer to items 1–5 on the *Getting Started Checklist: Returning GOLD® Teacher Checklist.*

- ☐ **Ensure child records are accurate.**
  - Check the age or class/grade selection for each child record, because that selection determines the colored band automatically assigned to the child for easy assessment.
    - Please note that for infants, toddlers, and twos classes, the child's age or class/grade selection will update automatically based on the child's birth date. If the child's birth date falls before the midpoint of a checkpoint period, it will update automatically for that checkpoint period. If the child's birthday falls after the midpoint of a checkpoint period, it will update automatically during the next checkpoint.
    - Please note that for preschool and older classes, the child's age or class/grade selection will need to be updated by her teacher each year prior to the first checkpoint.

- ☐ **Add family members.**
  - This allows family members to set up a *MyTeachingStrategies®* Family account so they can access resources and messages you've shared.

- ☐ **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.**
  - Opt in to receive our implementation support emails if you haven't already.

Preparing for Implementation

These items may also be referenced in your *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 utilize relevant professional development resources.**
- Access the free 2-hour product tutorials, such as *GOLD®* Introduction and Introducing *MyTeachingStrategies®*, as well as the free 10-hour Objectives for Development and Learning course.

☐ **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 is intended to support your ability to make accurate assessment decisions. Certification is valid for three years; you can check for your certification in the Develop area. Your administrator may provide additional guidance on completing the certification.

☐ **Explore the Teach area.**
This area provides planning functionality to help you link your assessment data with instruction.
- Update or set your weekly template before you begin creating weekly plans.
- Customize your monthly calendar to account for holidays and planned closures.

☐ **Explore the Family area.**
This area provides family engagement functionality to help you involve family members in the assessment process.
- Explore the two-way communication feature.
- Explore the family Resources Library.

☐ **Complete the Home Language Survey.**
This only needs to be completed for children in preschool–third grade classrooms. We recommend completing it within the first two weeks of a child entering your program to ensure it is finished prior to the end of the first checkpoint period.

☐ **Download the free *GOLD® Documentation* app.**
The app is available on Apple and Android devices.

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

Getting Started in Checkpoint One

- ☐ **Begin creating your weekly plans.**
  - Add your own custom activities.
  - Use *Intentional Teaching Experiences* to seamlessly link assessment and curriculum.
  - Plan for *Mighty Minutes®* that feature short activities, including songs, chants, rhymes, and games that can help you turn every moment into a learning opportunity.
  - Plan for an infants, toddlers, and two classroom by creating an Individual Care Plan for each child in the Weekly Routines section.
  - Plan for preschool or higher classrooms by adding studies to your calendar, if your program subscribes to *The Creative Curriculum® Cloud*.
  - For this checkpoint, focus on planning for *Intentional Teaching Experiences* each week and using your observations and assessment data to make instructional decisions. While teaching with *Intentional Teaching Experiences*, be sure to capture documentation in the moment.

- ☐ **Share family activities with families.**
  Share family activities and plans with families to extend learning at home or to facilitate distance learning.
  - Share a distance learning plan from your weekly plan with families to offer them family versions of the *Intentional Teaching Experiences* and *Mighty Minutes®* you have planned for the week.
  - If you also subscribe to *The Creative Curriculum® Cloud*, *share an At-Home Guided Learning Plan* from the family resources library to send families a pre-populated plan based on the investigation week of the *Teaching Guide* you are currently implementing.

- ☐ **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 on a consistent basis.**
- Review the At-a-Glance dashboard to review real-time, actionable information on your documentation collection.
- Use the Add Documentation feature in the Assess area and the *GOLD® Documentation* app available on Apple and Android devices to add documentation on a regular basis.
- Review any observations you received from families via the family observation feature or the two-way communication feature.
- For this checkpoint, ensure you're entering high-quality documentation.
  Does your documentation include factual information, and is it void of any judgements?
  Does your documentation contain enough context to make valid assessment decisions?
- Refer to Documentation Best Practices for additional best practices and time-saving strategies.

☐ Generate the Documentation Status Report weekly.
This report helps you identify which children or objectives you have already collected documentation for, as well as children or objectives that require additional documentation.
- Use the results of this report to guide your weekly planning, making sure you plan for opportunities to capture documentation for 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 what level on the progressions groups of children are demonstrating their knowledge, skills, and abilities at. 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 need and 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.
- View your documentation and use the Action Required feature to locate missing information.

☐ 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.

☐ **Generate the** Documentation Status Report.
  - Ensure you have at least one piece of documentation for each objective/dimension for each child.
  - Review your documentation to ensure you have substantial, high-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.
  - Use the Checkpoints feature to enter and finalize your checkpoint ratings.
  - Note the difference between selecting "Not Yet" and "Not Observed" when needed.

☐ **Monitor your progress in completing the checkpoint.**
  - Generate the Assessment Status Report.

☐ **Generate various reports to view your classroom's finalized checkpoint data and make informed instructional decisions based on the outcomes.**

- Class Profile Report: This report is helpful to generate on a weekly basis to 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 made throughout a checkpoint period to the widely held expectations for their age or class/grade.
- Individual Child Report: This report informs your individual child planning. 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's knowledge, skills, and abilities to the widely held expectations for their age or class/grade.
- Snapshot Report: This report displays your checkpoint results to show how your class is progressing overall compared to the widely held expectations for the age or class/grade selection. The report can be generated by areas of development and learning or by specific objectives/dimensions.
- Snapshot (Birth Through Third Grade): This report displays your class's assessment results, allowing you to select the specific objectives/dimensions, child records, 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 available for sharing children's progress with families, but we recommend this report only for kindergarten classes or above.

Getting Started in Checkpoint Two

☐ Continue to add documentation on a consistent basis.
- For this checkpoint, focus on ensuring you are completing the assessment process when adding documentation by tagging appropriate objectives/dimensions and assigning preliminary levels.
- Continue to review your At-a-Glance dashboard to review real-time, actionable information on your documentation collection.
- Continue to view your documentation and use the Action Required feature to locate missing information.
- Review any observations you received from families via the family observation feature or the two-way communication feature.
- Continue to reference Documentation Best Practices for additional best practice and time-saving strategies.

☐ Continue to plan intentional and meaningful experiences on a weekly basis.
- For 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 and plan to use *Intentional Teaching Experiences* to target the identified skills.

☐ Ensure child records are correct.
If you have any new children who have joined your class, or if you teach an infants, toddlers, and twos class, complete this step.
- Check the age or class/grade selection for each child record, because that selection will determine the colored band assigned to the child record for easy assessment.

  - Please note that for infants, toddlers, and twos classes, the child's age or class/grade selection will update automatically based on the child's birth date. If the child's birth date falls before the midpoint of a checkpoint period, it will update automatically for that checkpoint period. If the child's birthday falls after the midpoint of a checkpoint period, it will update automatically during the next checkpoint.

  - Please note that for preschool and older classes, the child's age/class grade selection will need to be updated each year prior to the first checkpoint.
    - ○ Complete the Home Language Survey for any new children if you teach a preschool–third grade class.
    - ○ Add family members for any new children.

Completing Checkpoint Two

☐ Prepare for your checkpoint**.**
   • Review the tips for completing a successful checkpoint.

☐ Generate an additional outcome report once all Checkpoint Two ratings are finalized.
   • Generate the Snapshot by Dimension report to review the number or percentage of children in your class(es) demonstrating knowledge, skills, and abilities at various levels along the progressions.
   • Generate the Snapshot Report 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 child's birthday year instead of 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

☐ Continue to add documentation on a consistent basis.

- For this checkpoint, focus on ensuring you are completing the assessment process when adding documentation by tagging appropriate objectives/dimensions and assigning preliminary levels.

- Continue to review your At-a-Glance dashboard to review real-time, actionable information on your documentation collection.

- Continue to view your documentation and use the Action Required feature to locate missing information.

- Review any observations you received from families via the family observation feature or the two-way communication feature.

- Continue to reference Documentation Best Practices for additional best practice and time-saving strategies.

☐ Continue to plan intentional and meaningful experiences on a weekly basis.

- For this checkpoint, focus on changes to the environment and instructional strategies that can help support children's development and learning. Use current assessment data and observations to help inform those decisions.

☐ Ensure child records are correct.
If you have any new children who have joined your class, or if you teach an infants, toddlers, and twos class, complete this step.

- Check the age or class/grade selection for each child record, because that selection will determine the colored band assigned to the child record for easy assessment.

  - Please note that for infants, toddlers, and twos classes, the child's age or class/grade selection will update automatically based on the child's birth date. If the child's birth date falls before the midpoint of a checkpoint period, it will update automatically for that checkpoint period. If the child's birthday falls after the midpoint of a checkpoint period, it will update automatically during the next checkpoint.

  - Please note that for preschool and older classes, the child's age or class/grade selection will need to be updated each year prior to the first checkpoint.
    - Complete the Home Language Survey for any new children if you teach a preschool–third grade class.

Completing Checkpoint Three

☐ **Prepare for your checkpoint.**
  • Review the tips for completing a successful checkpoint.

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 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.*

- Class Profile Report: This report allows you to compare the progress children made in a checkpoint period to 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 progressing overall compared to the widely held expectations for the class's age or class/grade selection. The report can be generated by areas of development and learning or by specific objectives/dimensions.

- Snapshot (Birth Through Third Grade): This report displays your class's assessment results, allowing you to select the specific objectives/dimensions, child records, 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 highlights 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 the *Head Start Child Development and Early Learning Framework*.

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

Preparing for the Next Program Year

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

☐ Follow the guidance provided in this user guide.