



GOLD® User Guide for Teachers

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

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Setting Up Your Account

- Utilize [Getting Started Checklists](#) to complete your account set-up.**
 - 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.
- Use the [MyTeachingStrategies® Practice Environment](#).**
 - Practice using *MyTeachingStrategies®* without affecting the data within your account.
- Register to attend the free back-to-school webinar or refer back to the archived version.**
 - [MyTeachingStrategies® Back-to-School Support 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 Documentation in MyTeachingStrategies®](#)

- Begin **creating your weekly plans.**
 - Use *Intentional Teaching Experiences* to seamlessly link assessment and curriculum.
 - [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.**
 - Add documentation from the Assess area of *MyTeachingStrategies®* and through the *GOLD® Documentation* app available on [Apple](#) and [Android](#) devices.
 - Use your copy of the [Objectives for Development & Learning](#) to help select observed objectives and dimensions.
 - Review any observations you received from families via [the family observation feature](#) or [the two-way communication feature](#).
 - 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.
 - 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 practice and timesaving strategies.
- Utilize the [On-the-Spot Recording Tool](#).
This tool allows you to capture documentation for objectives/dimensions that are easily observed.
- Upload a photo of the form as your documentation, instead of manually typing the information.
 - Always try to assign preliminary levels 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/objectives that require 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 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 knowledge, skills, and abilities. Please note that adding preliminary levels as you enter documentation will ensure the data in the reports accurately reflects children's current level of 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 level of 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 to completing a successful checkpoint](#).
 - Register to attend or view the archive of the [Fall Checkpoint Support for Teachers](#) webinar.
 - Bookmark both links above to refer to again as you start completing 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 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 your children made throughout a checkpoint period against 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 against the widely held expectations for their 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 determined age or class/grade selection. 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, 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 to 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.
 - For 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
 - 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.
 - 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?
- [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 in a preschool–third grade class.

- [Add family members for any new children.](#)

Completing Checkpoint Two

- Follow the guidance provided in [Completing Checkpoint One.](#)
- Prepare for your checkpoint.
 - Review the [tips for completing a successful checkpoint.](#)
 - Register to attend or view the archive of the [Winter Checkpoint Support for Teachers](#) webinar.
 - Bookmark both links above to refer to again as you start completing the 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) 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 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

Follow the guidance provided in [Getting Started in Checkpoint One](#).

- Continue to [add documentation](#) on a consistent basis.
 - For this checkpoint, focus on ensuring you are collecting a variety of types of documentation in a variety of ways, such as collecting photographs, videos, audio recordings, and anecdotal notes; using the [On-the-Spot Recording Tool](#); and making observations when you use [Intentional Teaching Experiences](#).
 - Review any observations you received from families via [the family observation feature](#) or [the two-way communication feature](#).
 - 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 practice and timesaving 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 be utilized to 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

- Follow the guidance provided in [Completing Checkpoint Two](#).

- Prepare for your checkpoint.**
 - Review the [tips to completing a successful checkpoint](#).
 - Register to attend or view the archive of the [Spring Checkpoint Support for Teachers](#) webinar.
 - Bookmark both links above to refer to again as you start completing the checkpoint.

- If this is the end of your program year, follow the guidance provided in [Ending the Year](#).

Getting Started in Checkpoint Four

- Follow the guidance provided in [Getting Started in Checkpoint One](#).
 - Continue to collect high-quality documentation and utilize assessment data to inform your weekly plans.

Completing Checkpoint Four

- Follow the guidance provided in [Completing Checkpoint Two](#).

- 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.
 - [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 age or class/grade selection. 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, 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 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 *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: Returning GOLD® Teacher](#)
- Follow the guidance provided in this user guide.