

Preparing for Implementation GOLD®

Thank you for choosing *GOLD*®, the authentic, ongoing, observation-based assessment system that helps teachers and administrators focus on what matters most for children’s success. Accessed through *MyTeachingStrategies*®, *GOLD*® instantly strengthens the connection between instruction and assessment, making it easier to connect the two most important aspects of high-quality early childhood education.

Offering and explaining strategies such as identifying measures of success, building a professional development plan, and planning for logistics to get started, this document is intended to provide you with the guidance and ongoing support you need to ensure your implementation of *GOLD*® is as successful as possible.



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Identifying Measures of Success

Defining what success looks like in your program is critical to developing a meaningful implementation plan. Having measures of success will help you identify a focus for implementation, allow for continuous reflection on progress, and provide guidance for the support you receive from your partners at Teaching Strategies.

What does a successful implementation of GOLD® look like for your program in year one?

i.e., Teachers will use data to inform instruction • As an administrator, I will be able to use data to tell my program's story of growth • Checkpoints will be completed accurately before due date • Teachers will consistently enter high-quality documentation

How will you measure success in year one?

i.e., Teachers will finalize all checkpoints with enough documentation to support all objectives/dimensions for each child • Teachers will complete the Interrater Reliability Certification process by November • Teachers' documentation will be monitored consistently to ensure high-quality documentation

What potential roadblocks do you feel you may encounter in year one?

i.e., Teachers' discomfort with technology • Emerging but not yet fully developed confidence in capturing objective documentation • Whether assigned preliminary levels and checkpoint ratings are accurate • Emerging but not yet fully developed understanding of a formative and observation-based assessment system

What does success in GOLD® implementation look like for your program in year two?

i.e., Engaging in two-way communication with families to share documentation of children's development • Using intentional planning practices with assessment data to drive instructional decisions • Developing strategic improvement plans based on assessment data

Building a Professional Development Plan

[According to the National Staff Development Council](#), training programs providing 30–100 hours of professional development over 6–12 months saw the largest positive impact on child achievement. Prioritization of professional development is critical to overall success of implementation and to the creation of positive child outcomes. To ensure the highest possible level of success and positive child outcomes, we recommend a minimum of 5 days of in-person professional development for teachers throughout the first year of implementation, as well as the use of coaching visits and online professional development.

What are your goals for professional development?

i.e., Develop teachers' foundational knowledge of formative assessment • Support teachers in implementing strategies for capturing quality documentation • Increase consistency of responsive planning through linking curriculum and assessment • Strengthen formal and informal communication of children's progress with families

How many professional development days are built into your program calendar?

How many of those days can be used to ensure fidelity of implementation?

What resources are dedicated to supporting implementation and continuous education?

How many of your teachers are familiar with ongoing, formative assessment?

How comfortable are your teachers with technology?

Are you able to identify potential “power users” who will feel confident with the tool quickly and can help their colleagues?

After reflecting on the professional development questions above, partner with your [account executive](#) and utilize the [GOLD® Professional Development Plan for Year One](#) to build a comprehensive and meaningful plan for your program.

Planning for Logistics

There are a few logistical items to consider and plan for prior to implementation.

Does your program's Internet meet the system requirements?

It is important to meet all [system requirements](#) and have an Internet connection strong enough to allow multiple users to work in the system at the same time. If you plan to take advantage of mobile devices, ensure your program has strong WiFi available in all classrooms.

Do you and your teachers have access to computers?

While most of the work in *MyTeachingStrategies*® can be done on a tablet, some users may prefer the experience of a laptop or desktop computer instead. In either case, every user, or at least every classroom, should have their own device to use.

Will your teachers be utilizing the free *GOLD*® Documentation app? Do you need to purchase devices for your teachers to use or will they be using their own?

The documentation app is available for free for both [Android](#) and [Apple](#) devices. You will want to decide if teachers may use their own devices or if devices will be provided for them. If your teachers will be using the *GOLD*® Documentation app, begin to set appropriate device usage expectations for your program.

Who will be responsible for account management, such as adding and updating user profiles; creating sites; and transferring, archiving or deleting child records at the end of your program year? You will want to assign an administrator or administrators to the task of setting up your license. You will also want to determine which steps, if any, teachers will be responsible for completing. [Refer to the New User Getting Started Checklists for Administrators and Teachers](#) for additional information about the tasks that need to be completed to set up your license.

Do all of your teachers have an email address that you can associate with their account?

Each user will need a unique email address added to his or her account in order to verify account information and use the forgot password link if needed.

How will you build your program's capacity for using implementation best practices?

Begin planning opportunities for collaboration during the implementation process. You might plan for teachers to have a peer-to-peer review of documentation collected prior to the first checkpoint to check for objective observations and accurate preliminary levels. You might also plan to meet individually with teachers after the first checkpoint to review what went well, consider where additional support is needed, and discuss the data in their Class Profile Report. In addition, plan opportunities for teachers to share helpful strategies they've put in place when collecting and entering documentation.

Fidelity FAQs

As you begin implementation, you may hear the questions below from your teachers or even have some of the same questions yourself. In addition to the guidance and resources available below, you can find other support articles in the [MyTeachingStrategies® Support Portal](#).

How will my program be supported throughout the first year of implementation?

As part of our commitment to you, we are dedicated to providing timely and meaningful support as you implement GOLD®. The [Model Implementation Plan for GOLD®](#) provides an overview of the professional development, best practices, and support resources that will support a successful implementation for you and your program. [The GOLD® Getting Started Checklists](#) will guide you through the initial steps of getting started in implementation, and the [GOLD® User Guides](#) will provide guidance and support throughout the entire year of implementation. In addition to the [implementation resources](#), you have access to over 900 support articles and videos and GOLD® support webinars within the [MyTeachingStrategies® Support Portal](#). In the Develop area of *MyTeachingStrategies®*, you will find [free product tutorials](#) to help you learn how to navigate and use the features of *MyTeachingStrategies®*. All GOLD® teachers and administrators who have [opted in to receiving support communications](#) will also receive a monthly support newsletter.

How much documentation is required and how often should I be adding documentation?

The [expectations for documentation collection](#) can vary. For some objectives/dimensions, observing a child demonstrating a skill once is sufficient to make an informed decision. Other objectives/dimensions require additional evidence and documentation. We recommend collecting documentation on a daily basis and entering it into *MyTeachingStrategies®* as soon after the observation as possible, at a minimum on a weekly basis.

How do I know if I have collected documentation for all objectives for all children?

Teachers and administrators can generate the Documentation Status Report to view [how much documentation has been collected for each child, for each objective/dimension](#).

Should we be assessing children's knowledge, skills, and abilities in the areas of science and technology, social studies, and the arts?

GOLD® utilizes a different method for assessing progress in these content areas. Whether or not to evaluate children's knowledge, skills, and abilities in these areas is an [account decision made at the top level of your account license](#).

What should I include in my observations or documentation?

Documentation should include an [objective description of a child or children's actions and words](#). Include enough details to make accurate assessment decisions.

How do I promote children’s development and learning across the objectives?

Teachers and administrators can leverage a variety of reports to identify the needs of the children in their classrooms. In addition, [your *Objectives for Development & Learning* volume](#) provides research-based strategies to promote development and learning within each objective.

When should I invite family members to *MyTeachingStrategies*® and share information with them? We recommend letting your users familiarize themselves with the tool and receive coaching before [inviting family members to use *MyTeachingStrategies*® for communication](#).

When should I complete the Interrater Reliability Certification process?

Administrators can set appropriate [expectations for completion of the Interrater Reliability Certification](#) process based on specific program needs. While it is not required by Teaching Strategies, certification will improve accuracy of checkpoint ratings and help identify professional development needs.

How can I support my teachers in completing the Interrater Reliability Certification process?

Administrators can help support teachers in the completion of Interrater Reliability by offering [additional tips](#) on how to complete it and providing time for teachers to complete the process.

How do I support new teachers who may join my program mid-year?

If you have new teachers join your program mid-year, we recommend purchasing online professional development credits to allow them to complete the online, self-paced Implementing *GOLD*® in *MyTeachingStrategies*® course. You can contact your [account executive](#) to purchase online professional development credits. In addition, provide any new teachers with the [Getting Started Checklist: New *GOLD*® Teachers](#) and the [GOLD® Teacher User Guide](#) and offer guidance for completion of relevant items.

Getting Started

Once you have received your *MyTeachingStrategies*® login and welcome email, complete the steps below to finish your account set up. These steps are also explained in the [Getting Started Checklist: New GOLD® Administrators](#).

- Log in to [MyTeachingStrategies](#)®.**
 - Follow the instructions in your welcome email and set your password.

- Create new programs or sites.**

This step only needs to be completed if you oversee more than one location.

 - Determine your [administrative level](#) and then create the appropriate entities.
 - Set up additional [programs and sites](#), if you are an **organization-level administrator**.
 - Set up additional [sites](#), if you are a **program-level administrator**.

- Set your checkpoint dates.**

If you do not see the option to set your checkpoint dates, they are set at your license level.

 - Align your checkpoint dates with your assessment calendar.
 - Make sure that your checkpoint periods cover the entire calendar year (i.e., there are no gaps between the End Date and following Start Date of any period).

- Create and add additional users.**

For security purposes, be sure to use a unique email address for each new user.

 - Add additional [administrators](#) to your license.
 - Create a [teacher](#) account for each teacher in your program.

- Post a message to your users.**
 - Send users a welcome message that includes the [link for them to access implementation support resources](#) and specifies that they should bookmark that link and download the *Getting Started Checklist: New GOLD® Teachers* and the *Getting Started Checklist: New GOLD® Administrators*.
 - Include due dates for any items they must complete.

□ **Set up classes.**

This step can be completed by an administrator or teacher.

- Communicate to users who will be responsible for completing this step.
- When you create classes, make sure to select the [correct age or class/grade](#).
- Assign teachers appropriate user roles within the classroom: [primary teacher](#), [co-teacher](#), [assistant teacher](#), or [team member](#).

□ **Create child records.**

This step can be completed by an administrator or teacher.

- Communicate to users who will be responsible for completing this step.
 - Use the optional [Import Feature](#) to create multiple child records at once.
 - Ensure every child's profile is complete, including the [addition of family members](#) if appropriate.

□ **Visit [My Courses](#) to utilize relevant professional development resources.**

- Access the free 2-hour product 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.
- Use [messages](#) to remind users of the expectations for course completion.
- Use the [Online Professional Development Report](#) to monitor users' progress.
- Contact your [account executive](#) to purchase credits for additional 10-hour courses.

□ **Encourage all teachers to complete [Interrater Reliability Certification](#).**

This is an online certification process that's free for all GOLD® users and supports your teachers' ability to make accurate assessment decisions.

- Use [messages](#) to remind users of the expectations set for completing the Interrater Reliability Certification process.
- Use the [Interrater Reliability Report](#) in the Report area to monitor teachers' progress.

□ **If purchased, [allocate digital curriculum resource licenses](#) to each class.**

This provides subscribers with digital resources and additional functionality within MyTeachingStrategies® that save teachers time while planning and offer additional opportunities to provide intentional, individualized instruction.

- Encourage users to download and use the [Mighty Minutes® mobile app](#) that is included in your subscription.
- Contact your [account executive](#) to learn more or to purchase licenses.

Encourage teachers to create a [weekly template](#).

This step allows the weekly calendar in the [Teach area](#) to automatically populate with a teacher's recurring times of day and should be completed before a teacher begins weekly planning.

- Communicate any expectations for teachers to submit their completed weekly plans for administrative [review](#).

Monitor documentation being added by teachers.

- Use the [Documentation Status Report](#) to monitor the amount of documentation being added.
- [View documentation](#) to assess the quality of observations being entered.

Use the [MyTeachingStrategies® Practice Environment](#).

- Practice using all the features and functionality of *MyTeachingStrategies®* without affecting data within your account.

Utilize *GOLD® User Guides* for yearly guidance and support.

- Use the [GOLD® Administrator User Guide](#).
- Send all teachers the [GOLD® Teacher User Guide](#) and encourage them to use it.

Browse the [webinar library](#) for *GOLD®* support webinars.

- Sign up for any upcoming webinars.
- Watch any archived webinars on demand.

Continued Support

Utilize User Guides

The [GOLD® User Guide for Teachers and the GOLD® User Guide for Administrators](#) will provide best practices, guidance, and support for the entire year of implementation.

Receive Ongoing Communications

As part of our ongoing commitment to supporting fidelity of implementation, we will be sending out regular communications about upcoming webinars and other useful information. To ensure you receive all of the latest updates, please subscribe to our [implementation support emails](#). In addition to those support emails, you will find communication posted directly to your *MyTeachingStrategies®* dashboard.

Reflect on Implementation

At the conclusion of your first year of implementation, spend time with all administrators and teachers engaging in a self-reflection process for year one of implementation to help inform decisions for year two implementation support.

Build a Professional Development Plan for Year 2

Reflecting back on the first year of implementation and considering your program's outcome results, identify the five biggest areas of opportunity you've observed to help determine the goals for your professional development plan for year two. Partner with your [account executive](#) to begin scheduling dates and identifying appropriate session topics that align with your program's identified needs and goals.

- If you have new teachers joining your program, identify how to best support them in learning how to use *MyTeachingStrategies®* and implement *GOLD®*. If you only have a few new teachers joining your program, we recommend purchasing a credit for each teacher to complete the 10-hour online course designed to support implementation of *GOLD®* based on 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®*.

Use Returning User Checklists

To ensure you are prepared to begin each program year after your first year of implementation, utilize the [Getting Started: Returning GOLD® Administrator Checklist](#) and provide the [Getting Started: Returning GOLD® Teacher Checklist](#) to your team.

Contact Us

As your partner, we are always happy and willing to help. Visit our [MyTeachingStrategies® Support Portal](#) to access additional support resources and to contact us with questions.