This self-reflection tool describes the skills that administrators need to use in order to effectively use GOLD during the first four checkpoints of implementation. We know that we all learn new skills better when we have a clear understanding of the skills that we are being asked to learn. This self-reflection tool can help you learn to use GOLD by offering:

- The "big picture" of the skills you need to master; and
- A way to gauge your progress.

Instructions: Review and rate each skill according to this scale:

Self-Reflection Scale	
Level	**Description**
1	I have little or no knowledge about this, and limited experience in doing this
2	I have basic knowledge and some experience, but I have to consult with others to do this effectively
3	I have a good understanding of this and can do it effectively
4	I can teachothers to do this or help them do it

This Self-Reflection tool should be used at three specific times during the first year of GOLD implementation:

- First weeks of implementing GOLD as a guide for next steps
- Immediately after Checkpoint #1: use results to develop personal learning plan
- Checkpoint #4: use results to determine readiness for Intermediate level

#	Self Reflection Tool	1	2	3	4
	Professional Development and Resources				
1	Successfully complete the GOLD Basic Course				
2	Download the GOLD Online Guide for Administrators				
3	Download, print and distribute the following teacher resources: • Teacher Quick start Guide • Objectives for Development and Learning with the progressions				
4	Assure that all staff have successfully completed professional development modules by using the "Professional Development Course" report				
5	Schedule and participate in Technical Assistance visits with GOLD specialists and TA specialists				
6	Encourage all teachers in every classroom to enter documentation including assistant teachers, co-teachers, floaters and administrators				
7	Distribute and collect Parent Consent Forms for all children entered in GOLD				
8	Explain to others *(parents, teachers etc…)* the value of authentic assessment, observation/documentation as ongoing practices in effective teaching practices and the role of GOLD in your program				
9	Participate in all online meetings, phone conferences and trainings *(examples include: orientation, checkpoint meetings, etc..)*				

#	Self Reflection Tool	1	2	3	4
	Administrative Functions in GOLD				
10	Add users, classes and teachers: • User names in standard format: first name.last name • Develop process to avoid duplicate entries of children and teachers				
11	Edit child records and teacher accounts without the use of delete: • Disable teacher accounts • Archive children				
12	Complete the Home Language Survey when creating child records				
13	Assure the accurate assignment of children's color bands				
14	Transfer a child between classes				
15	Change primary teacher for a class				
16	Change/reset password for users				
17	Request child transfers using Child Transfer Request Form				
18	Request and/or approve staff transfers using the Staff Transfer Form				
19	Complete and submit summer data form by deadline				
	Plans & Monitors Completion of Staff Implementation of GOLD				
20	Plan daily/weekly time for teachers to enter documentation in GOLD (*example: 15 minutes planning time daily without directly supervising children*)				
21	Provide feedback to teachers on a regular basis by using the "Documentation by Objective" and "Documentation" reports				
22	Assure objectives 1-14 have finalized ratings by the deadline for each checkpoint season by using the "Assessment Status" report				

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This self-reflection tool describes the skills that administrators need to use in order to effectively use GOLD during the second four checkpoints of implementation (*Checkpoints #5-8*). We know that we all learn new skills better when we have a clear understanding of the skills that we are being asked to learn. This self-reflection tool can help you learn to use GOLD by offering:

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This Self-Reflection tool should be used at two specific times during the second year of GOLD implementation:

- Immediately after Checkpoint #4: use results to develop personal learning plan
- Checkpoint #8: use results to determine readiness for Experienced level

#	Self Reflection Tool	1	2	3	4
	Professional Development and Resources				
1	Enable staff member's GOLD accounts for Interrater Reliability Certification (IRR)				
2	Assure that all administrators, primary teachers and co-teachers have completed the GOLD IRR Certification by using the IRR Certification Report				
3	Schedule and participate in Technical Assistance visits with GOLD specialists and TA specialists *(optional)*				
4	Participate in online meetings, phone conferences and trainings *(optional)*				
5	All staff and administrators access a variety of GOLD resources to answer questions (*For example: video tutorials, GOLD manuals, newsletters etc…*)				
6	Establish a GOLD Leader Onsite succession plan				
7	Create a GOLD new teacher orientation/training plan				
8	Develop program policies addressing use of GOLD (*For example: GOLD iphone app, sharing passwords, etc…*)				
	Administrative Functions in GOLD				
9	Organize classrooms at the beginning of the year/ checkpoint period by adding new children, transferring children and changing color bands				
10	Assign/ upgrade a user account to an Administrator account				

#	Self Reflection Tool	1	2	3	4
	Plans & Monitors Completion of Staff Implementation of GOLD				
11	Help staff reflect on and use their data to inform instruction (*optional use of GOLD lesson planning features*)				
12	Help staff connect GOLD data to student growth by using the "Class Profile", "Individual Child" and "Development and Learning" reports				
13	Monitor the quality and quantity of documentation collected by staff by completing Informal GOLD Data Reviews				
14	Provide feedback to teachers on a regular basis by using the results of the GOLD Data Reviews				
15	Assure objectives 1-14 have finalized ratings by the deadline for each checkpoint season by using the "Assessment Status" report				
16	Monitor teacher's use of "Not Yet" and "Not Observed" ratings and provide feedback to teachers on excessive use of these ratings				
17	Use the Teacher Self-Reflection Tool at appropriate intervals to track progress of staff learning plans				

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This self-reflection tool describes the skills that administrators need to use in order to effectively use GOLD during the third four checkpoints of implementation (*Checkpoints #9-12*). We know that we all learn new skills better when we have a clear understanding of the skills that we are being asked to learn. This self-reflection tool can help you learn to use GOLD by offering:

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Instructions: Review and rate each skill according to this scale:

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This Self-Reflection tool should be used at two specific times during the third year of GOLD implementation:

- Immediately after Checkpoint #8: use results to develop personal learning plan
- Checkpoint #12: use results to create next three year plan for GOLD use

#	Self Reflection Tool	1	2	3	4
	Professional Development and Resources				
1	Focus professional development efforts on family engagement using the GOLD assessment as a resource				
2	Conduct parent events and/or meetings to roll out use of GOLD Family Central *(optional)*				
3	Participate in online meetings, phone conferences and trainings *(optional)*				
4	Establish internal data review process				
5	Formal GOLD policies established and distributed to staff and families				
6	Continue to direct new staff to complete the GOLD Online Basic Course and IRR Certification				
	Administrative Functions in GOLD				
7	Set up family access using GOLD Family Central *(optional)*				
8	When needed, change family passwords *(optional)*				
9	Use GOLD reports for making strategic improvement plans				
10	Share program level reports with stakeholders, describe key milestones in program growth by using the following reports: "Widely Held Expectations", "Growth", "Comparative"				

#	Self Reflection Tool	1	2	3	4
	Plans & Monitors Completion of Staff Implementation of GOLD				
11	Assure that staff use data for curriculum planning, instruction, and team discussions on a regular basis by using the teacher generated "Performance and Growth", "Widely Held Expectations" and "Development and Learning" reports				
12	Help staff to individualize instruction by using the "Class Profile" and "Individual Child" reports				
13	Engage staff in ongoing discussions throughout the year of implementation in regards to concerns and suggestions for improvements and family engagement				
14	Monitor and provide feedback on the work in GOLD by completing Formal GOLD Data Reviews				
15	Assure all objectives (1-28) have finalized ratings by the deadline for each checkpoint season by using the "Assessment Status" report				
16	Use the Teacher Self-Reflection Tool at appropriate intervals to track progress of staff learning plans				

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This self-reflection tool describes the skills that teachers need to use in order to effectively use GOLD during the first four checkpoints of implementation. We know that we all learn new skills better when we have a clear understanding of the skills that we are being asked to learn. This self-reflection tool can help you learn to use GOLD by offering:

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Instructions: Review and rate each skill according to this scale:

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This Self-Reflection tool should be used at three specific times during the first year of GOLD implementation:

- First weeks of implementing GOLD as a guide for next steps
- Immediately after Checkpoint #1: use results to develop personal learning plan
- Checkpoint #4: use results to determine readiness for Intermediate level

#	Self Reflection Tool	1	2	3	4
	Preparation				
1	Complete GOLD user account registration				
2	Keep account information confidential *(do not share or allow another staff member to use the GOLD user name or password given)*				
3	Explain to others *(parents, teachers etc…)* the value of authentic assessment, observation/documentation as ongoing practices in effective teaching practices and the role of GOLD in your program				
4	Discuss with administrator planned daily/weekly times to enter documentation *(recommended time is 15 minutes daily, minimum of 1 hour weekly)*				
	Professional Development and Resources				
5	Successfully complete the GOLD Basic Course				
6	Have available the GOLD Teacher Quick Start Guide and the Objectives for Development and Learning with the progressions				
7	Access the sandbox				
8	Participate in Technical Assistance visits with GOLD specialists and TA specialists				
	Observation and Documentation				
9	Create a system of daily use				

#	Self Reflection Tool	1	2	3	4
10	Develop and post daily/weekly plans for observing specific children				
11	Plan to observe children during the substantial portion of the day (center time) and outside play				
12	Complete the Home Language Survey once child records have been created				
13	Understand how and when to assign children's color bands				
14	Add documentation- General Documentation				
15	Write anecdotal notes that are factual and objective providing enough detail to connect to 1 to 5 objectives/dimensions				
16	Enter preliminary levels for every piece of documentation				
17	Check the quantity of documentation by using the "Documentation by Objective" Report regularly along with reviewing child portfolios *(recommended weekly, minimum of every two weeks)*				
Checkpoint					
18	Review preliminary levels, consider documentation and make final ratings for each child in every objective/dimension in the four developmental areas: Objectives 1-14				
19	Use "Not Yet" only for children not yet expected to demonstrate the knowledge, skill or behavior (s*ee Not Yet vs. Not Observed Tip Sheet*)				
20	Use "Not Observed" for any objectives/dimensions without documentation GOLDen Rule: No documentation = No Level				
21	Assure all objectives/dimensions have finalized ratings by the deadline for each checkpoint period by using the "Assessment Status" report				

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This Self-Reflection tool should be used at two specific times during the second year of GOLD implementation:

- Immediately after Checkpoint #4: use results to develop personal learning plan
- Checkpoint #8: use results to determine readiness for Experienced level

#	Self Reflection Tool	1	2	3	4
	Professional Development and Resources				
1	Successfully complete the Interrater Reliability Certification (IRR)				
2	Use the results from the IRR to identify needs for continuing professional development				
3	Participate in Technical Assistance visits with GOLD specialists and TA specialists				
4	Access a variety of GOLD resources to answer questions (*For example: video tutorials, GOLD manuals, newsletters etc…*)				
5	Utilize program policies concerning the use of GOLD (*For example: GOLD iphone app, sharing passwords, etc…*)				
	Observation and Documentation				
6	Develop and implement a plan to generate enough documentation for every child in each objective/dimension (Objectives 1- 14) without the use of "Not Observed"				
7	Use the suggested "Rhythm of the work" pathway to enter documentation with preliminary levels				
8	Monitor and improve quality of documentation through informal data review feedback sessions with supervisor				
9	Monitor the quantity of documentation collected by using the "Documentation by Objective" report weekly				

#	Self Reflection Tool	1	2	3	4
10	Participate in peer to peer review sessions to check child portfolios for the strength of connections between documentation and the objectives/dimensions				
11	Use GOLD Reports for planning and instruction purposes: "Individual Child", "Class Profile" and "Development and Learning"				
12	Support English Language Learners using objectives 37-38 when applicable				
13	Use the Lesson planning features in GOLD *(optional)*				
14	Use the GOLD Activity Library *(optional)*				
	Checkpoint				
15	Review preliminary levels, consider documentation and make final ratings for every child in Objectives 1-14 *(Social/Emotional, Physical, Language, Cognitive)*				
16	Use "Not Yet" only for children not yet expected to demonstrate the knowledge, skill or behavior				
17	Use "Not Observed" only for children with excessive absences				
18	Assure all objectives have finalized ratings by the deadline for each checkpoint period by generating the "Assessment Status" report				

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This Self-Reflection tool should be used at two specific times during the third year of GOLD implementation:

- Immediately after Checkpoint #8: use results to develop personal learning plan
- Checkpoint #12: use results to create next three year plan for GOLD use

#	Self Reflection Tool	1	2	3	4
	Professional Development and Resources				
1	Engage in professional development efforts focused on family engagement using the GOLD assessment as a resource				
2	Attend parent events and/or meetings to roll out use of Family Central *(based on program's choice to use GOLD Family Central)*				
3	Put into action all formal GOLD policies and share all printed materials with families *(including GOLD Family Central handbook if applicable)*				
	Documentation and Checkpoints				
4	Use data for curriculum planning, instruction, and team discussions on a regular basis by using the teacher generated "Performance and Growth", "Widely Held Expectations" and "Development and Learning" reports				
5	Individualize instruction by using the "Class Profile" and "Individual Child" reports				
6	Use Family Conference Forms to summarize information about a child's development and learning to share with the child's family *(use of the GOLD Family Conference form is optional)*				
7	Monitor children's progress by using the "Widely Held Expectations" and "Performance and Growth" reports				
8	Participate in data discussions with classroom team about individual children by using the "Widely Held Expectations, Individual Child Report" and "Development and				

#	Self Reflection Tool	1	2	3	4
	Learning" reports				
9	Increase the quality of documentation by receiving feedback from supervisor through Formal GOLD Data Reviews				
	Checkpoint				
10	Review preliminary levels, consider documentation and make final ratings for each child in every objective/dimension in Objectives 1-28 *(Social/Emotional, Physical, Language, Cognitive, Mathematics and Literacy)*				
11	Use of "Not Yet" and "Not Observed" ratings consistently accurate				
12	Assure all objectives have finalized ratings by the deadline for each checkpoint season by using the "Assessment Status" report				
	GOLD Family Central *(Optional)*				
13	Invite families to participate in GOLD Family Central and send the Family Quick Start Guide				
14	Share specific items of documentation with families				
15	Send messages to families				
16	Share activities with families				
17	Share lesson plans with families				
18	Share Development and Learning Reports with families				
19	Share calendars with families				
20	Use Spanish versions of materials when appropriate				
21	Use newsletter feature to share information with families				

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