Self-Reflection Tool for Early Childhood Teachers on the Effective Use of TS GOLD for Results Matter–Colorado

This self-reflection tool describes the skills that early childhood teachers need to use in order to effectively use TS GOLD for Results Matter–Colorado. 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 tool can help you learn to use TS GOLD by offering:

- The "big picture" of the skills you need to master;
- A sequence for which skills you should focus on during each stage of your learning process; and
- A way to gauge your progress.

You will develop your skills over time as you use TS GOLD. The following experience levels are suggested for when you might be expected to master the various skills described in this self-reflection tool:

Color	When competent performance might be expected
Beginner	Competent performance would be expected after the teacher has completed one to two checkpoints
Intermediate	Competent performance would be expected after the teacher completed two to three checkpoints
Experienced	Competent performance would be expected after the teacher completed more than three checkpoints

Please note that this tool was developed by conducting a task-analysis of the effective use of TS GOLD for Results Matter–Colorado, with input from teachers, administrators, professional development specialists, and Teaching Strategies reviewers. Still, there may be local variation in what is expected of teachers or when it is to be expected. To account for this, programs should modify this tool as needed.

Suggested ways to use the results:
- Develop a personal learning plan at the beginning of the school year – focus on learning the skills that are indicated for your level of experience – set goals.
- Share the results with your supervisor or a coach and identify plans to help you continue to learn and master the skills.

Instructions: This self-reflection tool presents the skills/performances that teachers need to use to effectively manage and support the use of TS GOLD in their classrooms. 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 teach others to do this or help them do it

Self-Reflection Tool

#	Early Childhood Teachers' Skills in using TS GOLD	1	2	3	4
Preparation					
1	Register for a user account (Note: If the initial registration was done by an administrator, the teacher will receive an email and follow a link to complete registration)				
2	Sign in and out of the account				
3	Assist additional classroom staff in setting up their own accounts				
4	Access the TS GOLD Dashboard or Assessment Home Page upon entering log-in information				
5	Keep account information private (do not share user account with anyone else)				
6	Create a plan with the classroom team detailing how the team will gather and enter documentation				
7	Create a plan with the special education staff about how to gather documentation and use assessment results for children with IEPs				
8	Effectively explains to others (paraprofessionals, special education staff, families): • Authentic assessment • Observation/documentation as ongoing practices in good teaching • The role of TS GOLD				
Professional Development					
9	Successfully complete the TS GOLD Basic Course (a.k.a. four-part online modules)				
10	Successfully complete the Inter-rater Reliability (IRR) Certification (Note: this is required for lead assessors, recommended for others)				
11	Identify needs for one's own continuing professional development				
12	Determine if a midyear (or other timeline) review is needed to assure fidelity among staff				
Planning					
13	Develop and post weekly/daily plans for observing specific objectives and dimensions on specific children				
14	Use Assessment Opportunity Cards				
15	Use On-the-Spot Recording Tool				
16	Use GOLD Activity Library				
17	Embed opportunities to observe students into daily routines, activities, and /curriculum				
18	Generate and review the Documentation by Objective/Dimension Report at least every 30 days				

	Time Management				
19	Establish processes/routines for checkpoint completion/finalization				
20	Differentiate the roles of adults in the room by specifying which adults will collect specific information on certain objectives and dimensions and for which children				
21	Establish processes/routines for the entering online documentation				
22	Establish processes/routines for student data discussions				
23	Write job descriptions for all adults in the classroom that details each adults role in TS GOLD data collection				
	Gather Assessment Information				
24	Write Observation Notes that are factual, brief, and relevant				
25	Use the On-the-Spot Observation Recording Tool to plan the efficient gathering of documentation for specific physical, literacy, and mathematic dimensions				
26	Collect <u>and enter</u> these kinds of documentation from the GOLD Documentation App*: - Note - Audio recording - Photograph - Video recording				
27	Take photos with devices other than the GOLD Documentation App*				
28	Record audio with devices other than the GOLD Documentation App*				
29	Record videos with devices other than the GOLD Documentation App*				
30	Plan and use ways to gather information from families, including experiences, photos, notes, and anecdotes				
31	Plan and use ways to gather information from others, including childcare providers				
32	Collect rich documentation that informs several objectives and dimensions				
33	Collect rich documentation that applies to multiple children				
34	Assess the quality and quantity of documentation by using the Documentation by Objective/Dimension report regularly, along with reviewing child portfolios				
	Enter Documentation Manually Online				
35	Enter notes				
36	Upload photos*				
37	Upload audio*				
38	Upload videos*				

	Report, Widely Held Expectations)				
62	Inform school readiness plans (Individual Child Report, Development and Learning)				
63	Lead data discussions with classroom team about individual children (Individual Child Report, Development and Learning, Widely Held Expectations)				
64	Monitor children's progress (Widely Held Expectations, Performance and Growth)				
65	Communicating with administrators, directors, and principals (Widely Held Expectations, Alignment, Performance and Growth)				
Family Central					
66	Invite families to participate in Family Central and send them the Family Quick Start Guide				
67	Share specific items of documentation with families				
68	Send messages to families				
69	Share activities with families				
70	Share lesson plans with families				
71	Share Development and Learning Reports with families				
72	Share Family Conference Forms with families				
73	Share calendars with families				
74	Uses Spanish versions of materials when appropriate				
Family Engagement (other than Family Central)					
75	Plan and use ways to gather information from families, including experiences, photos, notes, and anecdotes				
76	Use Family Conference Forms to summarize information about a child's development and learning to share with the child's family				
77	Share a hard copy of Development and Learning report				
78	Communicates in Spanish when appropriate				
79	Use Newsletter Feature to share information with families				
80	Share a hard copy of activity ideas using GOLD and other sources				
Continual Quality Improvement					
81	Review a child portfolio to assess the quality of documentation				
82	Review a child portfolio to assess that there is a sufficient quantity of documentation to inform making confident judgments on checkpoints				

*If the required devices are available and needed to be used with, or instead of, the TS GOLD Documentation App

Please use the following reference for this document:
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