

## Self-Reflection Tool for Administrators on the Effective Use of TS GOLD for Results Matter–Colorado

This self-reflection tool describes the skills that administrators 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 self-reflection tool can help you learn to use TS GOLD by offering:

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

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

### Suggested ways to use the results:

- Develop a personal learning plan – 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.
- Have all classroom staff members complete the self-reflection tool and identify needs for professional development.

**Instructions:** This self-reflection tool presents the skill/performance skills that administrators need to use to effectively manage and support the use of TS GOLD in their programs. 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

#	Administrators' Skills/Performances	1	2	3	4
<b>Assures Compliance</b>					
1	Implement the provisions of the Results Matter Assurances Document				
2	Successfully complete the TS GOLD Basic Course				
3	Download the TS GOLD Online Guide for Administrators				
<b>Supports Professional Development</b>					
4	Assure that each user has her/his own user account and is not sharing accounts or passwords				
5	Enable staff members' TS GOLD accounts for inter-rater reliability (IRR) (Note: this is turned off by default)				
6	Assure that the persons responsible for making final checkpoint decisions have completed the TS GOLD IRR certification by using the Inter-Rater Reliability Certification Report				
7	Assure that all staff have successfully completed professional development modules by using the Professional Development Course Report				
8	Assess the need for, and schedule as indicated, professional development activities to assist classroom staff in observation and documentation skills				
<b>Monitors Completion of Staff Implementation of TS GOLD Assessment</b>					
9	Assure that staff follow the implementation of authentic assessment on a regular basis by using the "Assessment Status" and "Documentation" Reports; consider both the quality and quantity documentation				
10	Monitor the quality of documentation collected by staff using spot checks, analyzing quantity and length of documentation per objective, and comparing against exemplar anecdotes				
11	Provide feedback to teachers on a regular basis by using the "Assessment Status" and "Documentation" reports				
12	Assure all objectives have finalized ratings by the deadline for each checkpoint season				
13	Monitor the extent that teachers are using Not Yet and Not Observed ratings and provide feedback to teachers on excessive use of these ratings				
14	Engage staff in ongoing discussions throughout the year of the implementation of TS GOLD, e.g., concerns, suggestions for improvements, ways to engage families				
<b>Uses Reports and Data</b>					
15	Help staff reflect on and use their data to inform instruction				
16	Use TS GOLD reports for making strategic improvement plans, e.g., focusing on particular areas of weakness according to trends				
17	Help staff connect TS GOLD data to student growth and Educator Effectiveness				

#	Administrators' Skills/Performances	1	2	3	4
18	Use IRR as a way to underscore objectivity when encountering pushback from district level is that TS GOLD is not an objective tool				
(See #6)	Assure that the persons responsible for making final checkpoint decisions have completed TS GOLD IRR certification by using Inter-Rater Reliability Certification Report (cross-referenced with item 5)				
(See #5)	Assure that all staff have successfully completed professional development modules by using the Professional Development Course Report (cross-referenced with item 6)				
19	Assure that staff use data for curriculum planning, individualized instruction, and team data discussions on a regular basis by using the "Assessment Status" and "Documentation" Reports				
20	Align TS GOLD to state and Head Start Standards (Alignment Report)				
21	Compare information about a child or a group of children with the widely held expectations (Widely Held Expectations Report)				
22	Compare child data over multiple checkpoint periods (Performance and Growth Report)				
23	Compare child growth and outcomes at two checkpoint periods (Growth Report)				
24	Display child outcome data at one given time using demographic filters (Snapshot Report)				
25	Track entry and growth of children with IEPs or IFSPs (OSEP Reports; Entry Status Report, Federally Mandated Year-End Report, Exit Status Summary Report)				
26	Compare children's scores to a nationally representative sample of TS GOLD children (Comparative Report)				
<b>Share TS GOLD Results with Stakeholders</b>					
27	Use data to communicate with other stakeholders (e.g., school boards, superintendents, Head Start/community partners, and families) including: <ul style="list-style-type: none"> <li>the necessity/power of authentic assessment for young learners</li> <li>data-driven discussions</li> </ul>				
28	Provide school board members with information on TS GOLD including its purpose and understanding TS GOLD reports				
29	Encourage school board members and superintendents to become familiar with TS GOLD by using the Sandbox				
30	Use inter-rater reliability as a way to underscore objectivity when encountering pushback from district level is that TS GOLD is not an objective tool (cross-referenced with item 16)				
<b>Administrative Functions</b>					
31	Complete annual contract renewal per instructions from CDE and Teaching Strategies in the summer				
32	Organize classrooms at the beginning of the year by adding new children and transferring children				

#	Administrators' Skills/Performances	1	2	3	4
33	Provide guidance to teachers on the assessment of children entering or leaving midyear				
34	Create and edit a child record, including: <ul style="list-style-type: none"> <li>enter child-identifying information according to child's name/birth date exactly as it appears on the birth certificate; and</li> <li>use "NMN" if child has no middle name or middle name cannot be identified</li> </ul>				
35	Complete the Home Language Survey when creating child records				
36	Request child transfers using the Secure Child Transfer Request Form on the Results Matter website				
37	Request and/or approve staff transfers using the Staff Transfer Form				
38	Verify that the Funding Source field is filled out correctly for every child				
39	Verify that Head Start grantee information is filled out correctly for all children funded by Head Start				
40	Verify that the School District field is filled out correctly for all children required to be assessed (CPP, Part B, Title I)				
41	At the beginning of the school year, change color bands for returning children who were assessed last year				
42	Assure the accurate assignment of children's color bands				
43	Assign/reassign the primary Administrator contact within TS GOLD				
44	Assign/upgrade a user account to Administrator list				
45	Add/delete: <ul style="list-style-type: none"> <li>programs,</li> <li>classes,</li> <li>teachers, and</li> <li>Team Central Users</li> </ul>				
46	Move a child between programs/classes				
47	Change a child's funding source using Manage Child Semester Funding Sources if a child's funding changes during the course of assessment				
48	Oversee yearly archiving of children				
49	Manage OSEP exit process as detailed in "Step By Step Guidance for Managing OSEP Exit"				

**Please use the following reference for this document:**

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