GOLD® Online
A Teacher’s Quick-Start Guide
Welcome to GOLD® online!

This Guide was written to support your use of GOLD® online. It offers detailed, screen-by-screen guidance for using the tool. From logging in and setting up your classes to finalizing data and generating reports, we'll walk you through each step. We know it takes time to get used to a brand-new system, so we hope this Guide jump-starts the process for you.

The table of contents on page 3 shows what the Guide covers. You can read the entire Guide from start to finish or just choose the sections you need as you make your way through GOLD® online.

What's more, the information in this Guide will be updated regularly and posted on the GOLD® site. You'll always have the latest, most current information at your fingertips.

We hope you'll find this Guide to be a useful resource. Remember, at Teaching Strategies we are always available to provide you with personalized help. Just e-mail us at Implementation@TeachingStrategies.com or call 866.736.5913.

Let's get started!
4 Getting Started
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Initial Set-Up

Signing In

Before you sign in, make sure you have the username and temporary password that you received by e-mail from Implementation@TeachingStrategies.com or that you used for CreativeCurriculum.net. Go to TeachingStrategies.com and click the GOLD Quick Access link at the top of the screen.

When the Sign In screen appears, enter your username and temporary password. Then click SUBMIT.

TIP: Use the Forgot Password? and Forgot Username? links if you forgot the information. Your username and a temporary password will automatically be sent to the e-mail address in your profile. For security reasons, the temporary password will expire one hour after it is sent, so log in as soon as you receive the e-mail.

You will see this icon on many screens: When you move the mouse pointer over or click the icon, you will find information about the item or screen you are exploring.
Initial Set-Up

Password and Security Questions

The first time you log in to your GOLD® account, you will create a new password, and select and answer three security questions.

TIP: Return to your Dashboard and select the MY PROFILE tab to edit your profile, password, security questions, or username. Remember to keep your e-mail address up-to-date in case you forget your login information.

Preferences

You can also set your preferences at the bottom of the Edit Profile screen. Selecting Español will change the system’s screen text to Spanish. However, the system will not automatically translate into Spanish any text you enter in English (including documentation).
**GOLD® Entry and Updates**

**Member Dashboard**

When you sign in for the first time, you will be taken to your personal DASHBOARD. The Dashboard is your point of entry into GOLD® and provides important personalized communications about assessment and professional development. To enter GOLD®, click the GOLD® button in the upper left corner of the screen.

TIP: When you use the GOLD Quick Access link to log in again, you will be taken directly into GOLD® rather than to your personal Dashboard. Navigating to your own Dashboard is explained on page 8.
Navigation

Homepage
The teacher homepage is updated regularly with important information about new enhancements to the tool.

Navigation Tips
Once you’re in GOLD®, you can always return to your Dashboard by clicking on the black Teaching Strategies® Dashboard logo in the upper left corner of every screen. You can also use the Dashboard link found under the Leave GOLD: Go To... heading on the right side of the screen.

When you click the Change Role link in the top right corner of a home page screen, you can switch between the Teacher and Family sites. When you are working in a site, you can always return to the homepage by clicking on the Home link in the banner.

TIP: Notice that the banners at the top of the screen change color according to the site you are working in: Teacher (gold), Admin (black), Family (green), or Teacher’s Sandbox (maroon).

The following links are at the bottom of the screen so you can quickly access important information.
Navigation

Action Menu

Many screens have an Action menu. Clicking the word Action or the down arrow will give you a list of options. You can edit, delete, or, in some cases, share an item with family members.

Support and Resources

On the right side of many screens, you will see the headings Key, Support, and Resources. The Key explains the symbols used on the screen. The Support links provide help with using the assessment tool. The Resources are links to articles and other helpful tools that will assist you with the assessment process.

Print | PDF

Use these links in the upper right corner of the screen to get a printer-friendly version or to generate a PDF, which is a file you can save to your hard drive. A PDF is often a more attractive print format. You must have Adobe Reader® to view a PDF. It is a free download from www.Adobe.com.
Navigation

Navigation Tabs

GOLD® online is organized by six tabs that run across the top of the screen. Move the mouse pointer over a tab to see the drop-down menu.
Navigation

Controlling the View

You can choose what to display on each screen. To select a different class, click Switch Class. On most screens, you can only work with information for one class at a time.

When you are working with a View Documentation or View Portfolio screen, use the Change View link to change the Current View. The check boxes and drop-down menus will limit or expand what you see.

The Current View description tells you what is being displayed on the screen based on the selections you have made. In the example below, we have limited the View Documentation screen to one child, Mee Young, for the Spring 2009/2010 checkpoint.

TIP: Learn more about adding and viewing documentation in the “Documentation” section, which begins on page 19.
Professional Development Support

Courses
To take “GOLD® Basic,” the free, four-module, self-paced course that introduces the structure and components of GOLD®, select the PROFESSIONAL DEVELOPMENT tab from the Dashboard. Click the course name to view and access the modules.

View details about your progress to date by using the color-coded boxes that provide information about your work on each module.

TIP: For detailed instructions on completing your course(s), download the PDF listed on the right-hand side of the screen. Alternatively, you can click on the course title and then click (PDF) in the center of the course overview screen.
Professional Development Support

Sandbox

The Sandbox gives you access to sample portfolios so you can practice using all of the features of GOLD® without gathering and using data about the children in your class. Just as though you were exploring a real sandbox, you don’t have to worry about making a mistake. You can investigate and learn!

To access the Sandbox, click on the PROFESSIONAL DEVELOPMENT tab and select Sandbox. Then click the Access Sandbox button on the Sandbox launch screen.

By clicking Reset Sandbox, you can clear everything you entered and start again.

Notice that the gold banner at the top of the screen changes to maroon when you are in the Teacher’s Sandbox. This will help you differentiate the practice portfolios from those of your students. To exit the Sandbox, click the Dashboard logo in the upper left corner.

TIP: “Sandbox” children will not become part of your GOLD® account. The Sandbox is only for practice!
Professional Development Support

Embedded Guidance

You may sometimes want more support while working with GOLD®. Help is easily accessed from the top navigation bar. When you click Help?, you will have full access to all of the articles in GOLD® online. Search or browse by topic, or go to Popular Resources to see the most frequently used links. You can also access printable resources under Quick Downloads.
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Section 2: Children
Setting Up a Class

To start using GOLD® online, you need to set up a class and enter information about the children. From the CHILDREN tab, select Manage Classes from the drop-down menu. Information about any classes you have already added will appear in a table.

TIP: If your class and children's records are not set up by your administrator, you may want to ask whether you need to keep any special program-specific instructions in mind as you set up.

Adding a New Class

To add a class, click the Add New Class button. Enter a class name that is appropriate for reporting purposes. Then select the appropriate class type. Click SUBMIT. Note: This is an important step that will affect all reports that are created.

Tip: Placement in infants, toddlers, and twos classes depends on the child’s birth date. Preschool, Pre-K, and kindergarten classes are identified according to the curriculum you are teaching rather than the children’s ages.
Children’s Records

Once you have set up your class(es), you can begin adding children’s names as well as demographic and other relevant information.

Adding a Child’s Record

Under Manage Children, click the Add New Child button to add information.

For accounts with enabled OSEP features, an additional field is required for the OSEP reporting process. The entry date is the date the child began receiving IFSP/IEP services. Check with an administrator if you are unsure of which date to enter.

Enter a program-specific identifier here (optional).

Click here to edit or delete existing child records.

Tip: For preschool, pre-k, or kindergarten classes, you will also need to assign a class/grade for each child in your class. For infants, toddlers, and twos classes, the system automatically generates an age or class/grade designation based on the child’s birth date.
Children’s Records

Home Language Survey

The Home Language Survey determines whether Objectives 37 and 38 (the English language acquisition objectives) will be included for this child. When “Home Language Survey” results indicate that use of these objectives is appropriate, they are automatically added to the child’s record.

TIP: The Home Language Survey may provide useful background information to assist you in planning and individualizing learning experiences for infants, toddlers, and twos. However, Objectives 37 and 38 are used only with children in preschool, pre-k, and kindergarten classrooms.

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A. What language do family members use when speaking to the child in the home?

Click if not applicable.

---

B. What language does the child use when speaking to family members in the home?

Click if the child’s parents decline to provide information.

Click here to download and print a PDF.

Click here to complete the “Home Language Survey” at a later date.

Click here if you know the child only speaks English.
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Section 3: Documentation
Documentation

Adding Documentation

To create digital portfolios for the children in your class, use the DOCUMENTATION tab.

TIP: Maximum file sizes are 100MB for videos and 5MB for other files. Allowed file types are JPG, GIF, MP3, MPEG, AVI, TIFF, Microsoft® Word, PDF, WAV, QuickTime™ Movie, AIFF, MP4, and Windows® Media.

Choose from General Documentation, Assessment Opportunity Card, or On-the-Spot Observation Recording Tool. Enter name of one child or more, or use the Select Children link. Enter the observation date (not the date of entry) manually or use the Calendar icon.

Add Documentation for Children in Preschool Class

Type
- General Documentation
- Assessment Opportunity Card
- On-the-Spot

Identify Children

Date Observed

Notes

Type observation notes here (optional if, for example, you are uploading files for which you do not need a note).

Click here to download and print useful resources to help you record information about children's physical, literacy, and mathematics skills.

Click here to download and print activities that enable you to collect information about children's literacy and numeracy skills.

Click BROWSE to add electronic file(s) as documentation.

If you don’t see a BROWSE button, Adobe Flash may not be installed on your computer. Click the System Requirements link at the bottom of any screen of GOLD® to see what is required.
## Documentation

TIP: A single observation note can relate to more than one objective or dimension, so teachers can assign documentation to multiple objectives and/or dimensions. This saves a lot of time during the checkpoint period.

When using the On-the-Spot Observation Recording Tool, select the associated objectives/dimensions and click on the **SAVE AND ENTER PRELIMINARY LEVELS** button. Then you will be able to record the level you determined for each child.

```
<table>
<thead>
<tr>
<th>Objectives/Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Emotional</td>
</tr>
<tr>
<td>Physical</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Spanish Language</td>
</tr>
<tr>
<td>Cognitive</td>
</tr>
<tr>
<td>Literacy</td>
</tr>
<tr>
<td>Objective 15: Demonstrates phonological awareness</td>
</tr>
<tr>
<td>a. Notices and discriminates rhyme</td>
</tr>
<tr>
<td>b. Notices and discriminates alliteration</td>
</tr>
<tr>
<td>c. Notices and discriminates smaller and smaller units of sound</td>
</tr>
<tr>
<td>Objective 16: Demonstrates knowledge of the alphabet</td>
</tr>
<tr>
<td>a. Identifies and names letters</td>
</tr>
<tr>
<td>b. Uses letter-sound knowledge</td>
</tr>
<tr>
<td>Objective 17: Demonstrates knowledge of print and its uses</td>
</tr>
<tr>
<td>a. Uses and appreciates books</td>
</tr>
<tr>
<td>b. Uses print concepts</td>
</tr>
<tr>
<td>Objective 18: Comprehends and responds to books and other texts</td>
</tr>
<tr>
<td>a. Interacts during read-alouds and book conversations</td>
</tr>
<tr>
<td>b. Uses emergent reading skills</td>
</tr>
<tr>
<td>c. Retells stories</td>
</tr>
<tr>
<td>Objective 19: Demonstrates emergent writing skills</td>
</tr>
<tr>
<td>a. Writes name</td>
</tr>
<tr>
<td>b. Writes to convey meaning</td>
</tr>
</tbody>
</table>
```

Click the plus signs to see the full list of objectives and dimensions in an area.

Click the colored band icon to assign a preliminary level for a single objective/dimension.

Click the ABC icon to access the “Alphabet Knowledge” form. (See page 26 for more information about the “Alphabet Knowledge,” “Spanish Alphabet Knowledge,” “Number Concepts,” and “Shapes” forms.)

Click here for articles, audio clips, and video clips that provide more information.
Selecting a Preliminary Level

You may choose to assign preliminary levels for the objectives/dimensions you related to a particular piece of documentation. These are not final checkpoint decisions; you will make those at the end of the checkpoint period after reviewing all the documentation under the checkpoint tab.

TIP: The colored bands on the progressions indicate the age and class/grade ranges for widely held developmental and learning expectations. While there is a typical progression for each objective, it is not rigid; development and learning are uneven, overlapping, and interrelated. More information is available in Objectives for Development & Learning excerpts, which can be found in the Support and Resources Library.
TIP: The Print and PDF buttons in the top right corner of the screen will help you turn all records into a nicely formatted document. When you click one of these choices, a box appears that enables you to customize your printout or PDF. Check or uncheck the check boxes to include or exclude notes, attachments, associated dimensions and levels, date/time entered, and author.

In the Action Menu, select Share to send a message to families with a particular piece of documentation. (See pages 47–48 for more information).
Documentation

View Portfolio

The View Portfolio screens enable you to select and see all documentation for one child.

Search Documentation

The Search Documentation screens enable you to search all the documentation for your class(es).
Documentation

On-the-Spot Recording Tool

This tool enables you to customize and print the On-the-Spot Observation Recording Tool for your class.

Create a Customized On-the-Spot Observation Form

To generate a printable version of the On-the-Spot Observation Report, click [here] to select the class and children you would like to include.

- 4. Demonstrates traveling skills
  - Check All | Uncheck All
  - a. Walks
  - b. Runs
  - c. Gallops and skips

- 5. Demonstrates balancing skills
  - Check All | Uncheck All
  - a. Sits and stands
  - b. Walks on beam
  - c. Jumps and hops

- 6. Demonstrates gross motor manipulative skills
  - Check All | Uncheck All
  - a. Throws
  - b. Catches
  - c. Kicks

- 7. Demonstrates fine motor strength and coordination
  - Check All | Uncheck All
  - a. Uses fingers and hands
  - b. Uses writing and drawing tools

- 21. Explores and describes spatial relationships and shapes
  - Check All | Uncheck All
  - a. Understands spatial relationships
  - b. Understands shapes
  - c. Compares and measures
  - d. Demonstrates knowledge of patterns

Click [here] to select the class and children you would like to include.

Click [CREATE FORM] to see each page with the children’s names included.
Documentation

Forms

There are four forms for recording a child’s skills related to alphabet knowledge, Spanish alphabet knowledge, number concepts, and shapes. These forms document information about Dimensions 16a, 16b, 19a, 19b, S16a, S16b, S19a, S19b, 20c, and 21b.

Each form is associated with one or more dimensions.

Click the check boxes to complete the form. If you see a date, it means you checked that box before.

Chose to view each form with different types of data or to edit data.

Select Change View and then Child to switch between children.
Documentation by Objective/Dimension

It is helpful to know how many times an objective or dimension has been associated with a piece of documentation for one or more children in your class. When planning classroom activities, this will help you consider where you need more information.

Once you select an area (in this case, Social-Emotional) a table will present data for all the children in your current class (this is the default setting). For individual children, it shows the number of documentation items you have associated with the objective/dimension. It also shows the total number of documentation items for each child in that area.

TIP: It is better to have a few rich pieces of documentation than many less informative ones. Some dimensions need to be documented multiple times; for other dimensions, once may be enough.
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Section 4: Checkpoints
Checkpoint Process

The CHECKPOINT tab gives you access to the tools you need to enter your assessment decisions at the end of each checkpoint period. This is where you will enter your final decisions about levels, as distinguished from the preliminary levels you selected in the DOCUMENTATION tab. You can choose to enter levels by area, by objective, or by child. All three options take you to the same progression screen (see below and page 33), where you to enter and finalize levels.

TIP: How do you approach your checkpoint decisions? Do you prefer to evaluate all data for one child at a time, or do you prefer to think about an entire area, like Cognitive, for the whole class? GOLD® is designed to support whichever way you like to work.
Checkpoint Process

View by Area

TIP: English language acquisition objectives and Spanish language and literacy objectives appear only if you have identified children to be assessed on them.

Checkpoint by Area for Preschool Class

By Area

- Development (Obj. 1-14)
- Content (Obj. 15-30)
- English Language Acquisition (Obj. 31-38)
- Spanish Language and Literacy (Obj. 39-510 and 515-519)

Key

- Not Started
- In Progress
- Complete
- Final
- N/A Not Applicable

Check the status of your assessment data by area.

Click any box to enter levels.

Colors indicate the status of your decisions.

Click Change View to switch the checkpoint period.

Support

Where can I review the status of my assessment?
**Checkpoint Process**

**View by Objective**

You can view checkpoint data for all dimensions of a particular objective by using the **Checkpoint by Objective** option.

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**Checkpoint by Objective for Preschool Class**

**Current View**
- **Period:** Fall 2010/2011

The checkpoint due date is: October 29, 2010

- **Objective 8:** Listens to and understands increasingly complex language
  - a. Comprehends language
  - b. Follows directions
- **Objective 9:** Uses language to express thoughts and needs
  - a. Uses an expanding expressive vocabulary

---

**Checkpoints**

**By Child**
- Tommy Badwin: Select Level
- Grace Burgoyne: Level 5
- Adam Glen: Select Level
- Kyle Johnson: Select Level
- Lucy Bea Mathias: Select Level
Checkpoint Process

View by Child

To see all checkpoint data you have entered for an individual child, use the By Child option.

Tips:
- Did you enter data into the wrong checkpoint period? Any data that has not been finalized can be moved to another checkpoint period or deleted. Click Unfinalize This Checkpoint if entries were finalized but you need to make changes. (The Unfinalize option only appears if entries were finalized.)
Checkpoint Progression Screen

Whether you view the Checkpoint by Area, by Objective, or by Child, you are led to the progression screen. This is where you will make your assessment decisions for each objective or dimension for each child. Remember, the colored bands on each progression show age or class/grade ranges for widely held developmental and learning expectations.

TIP: If you don’t see documentation that you entered, be sure to verify that you are in the correct checkpoint period.

When you are finished, click the Next Dimension button to go to the next dimension. Alternatively, you can click the Save and Close button to save your entry and return to your initial checkpoint screen.
Checkpoint Screens

Optional Physical Dimensions

When entering data for Physical Objectives 4, 5, and 6, you can use the optional gross-motor dimensions to have the system assist you. These optional dimensions provide more details about the large-muscle physical objectives.

For some programs, these are not optional and are included as part of the Physical objectives/dimensions.

TIP: Note that the system does not enter the recommended checkpoint level for you. Once you close this box, you will need to enter the appropriate level for each objective.
Checkpoint Screens

Science and Technology, Social Studies, and the Arts

Objectives for science and technology, social studies, and the arts appear in a checklist format. GOLD does not define progressions in these areas. If you are going to rate children’s knowledge, skills, and behaviors in these areas, base your decisions on the expectations identified by your program.

Checkpoints Documentation Children Reports Communication Planning
Finalizing/Unfinalizing Checkpoint Data

GOLD® has two types of status for your checkpoint entries: unfinalized and finalized. Your assessment decisions are considered “unfinalized” until you choose “finalize.” Finalizing the entries signals to your administrator that you are not making any further changes to your decisions.

TIP: In GOLD®, the terms “unfinalized” and “finalized” refer to the checkpoint process. The term “Preliminary Level” refers to individual pieces of documentation. The preliminary level you select for one piece of documentation relates to your assessment of a particular child, but GOLD® will not preselect a checkpoint level for you. To finalize an area, you must select a level for every objective/dimension.

By Area

Checkpoint by Area for Preschool Class

Period: Fall 2010/2011
The checkpoint due date is: October 29, 2010

Remember to complete the Content Areas. English Language Acquisition Objectives (where applicable), and Spanish Language and Literacy Area (where applicable). Select the appropriate Area/Objectives on the left.

Social | Emotional | Physical | Language | Cognitive | Finalize by Child
--- | --- | --- | --- | --- | ---
Tommy Battson | | | | | 
Grace Burgos | | | | | 
Adam Grant | | | | | 

Click the box to finalize, and select Finalize in the pop-up screen.

To make a change, click the box and select Unfinalize in the pop-up screen. Then edit and finalize when finished. Click Finalize to finalize all entries in all areas for one child.

By Child

Checkpoint for Bella

Current View
Period: Fall 2010/2011
The checkpoint due date is: October 29, 2010

Objectives:
1. Regulates own emotions and behaviors
   a. Manages feelings
   b. Follows limits and expectations
   c. Takes care of own needs appropriately
   d. Feeding
   e. Toiletting and personal hygiene
   f. Dressing

2. Establishes and sustains positive relationships
   a. Forms relationships with adults
   b. Responds to emotional cues
   c. Interacts with peers
   d. Makes friends

3. Participates cooperatively and constructively in group situations
   a. Balances needs and rights of self and others
   b. Solves social problems

Objectives:
Finalize This Checkpoint | Move This Checkpoint Data | Delete This Checkpoint

Click here and select Finalize This Checkpoint.
To make a change, click and select Unfinalize This Checkpoint. Edit and then finalize when finished.

By Objective

Checkpoint by Objective for Preschool Class

Current View
Period: Fall 2010/2011
The checkpoint due date is: October 29, 2010

Objectives:
1. Regulates own emotions and behaviors
2. Establishes and sustains positive relationships
3. Participates cooperatively and constructively in group situations

Finalize This Checkpoint

When levels have been entered for every child, click Finalize This Checkpoint.
To make a change, click Unfinalize This Checkpoint. Edit and then finalize when finished.
Assessment Status Report

This report enables you to see whether you have entered levels and finalized checkpoints by area. It enables you to determine where you are missing data.

Select whether or not to include only finalized checkpoints for all children and areas.

Select PDF to print the report.

0% means you have not identified levels that correspond with your “Checkpoints” choice for any objectives/dimensions in that area.

100% means you have identified levels that correspond with your “Checkpoints” choice for all objectives/dimensions in that area.

The meaning of the percentages depends upon whether you are including both unfinalized and finalized levels in the report.
Weekly Planning Form

Fine and customize Weekly Planning Forms by using the PLANNING tab. These forms can be shared with families or submitted to site administrator(s) for review.

Add a New Form

To add a new form, click Add Weekly Planning Form. Enter the relevant information and click SUBMIT.

TIP: When you identify the type of form you want to complete, more choices appear on the screen. To save time, you can use content from a previous Weekly Planning Form and change it according to what you are doing that week. If you choose this option, select (from the drop-down menu) the Weekly Planning Form from which you want to transfer information.
Weekly Planning Form

Elements of the Form
Here is an example of a completed Weekly Planning Form.

TIP: On the planning form for infants, toddlers, and twos, the heading "Interest Areas" is replaced by "Changes to the Environment."
Weekly Planning Form

Editing Interest Areas

When you click EDIT on your Weekly Planning Form, you are taken to the Edit Interest Areas screen.

Enter text in any field to record changes to the environment.

Text entered in the All Week column will appear in every daily column for that interest area.

Enter text in any field to record changes to the environment.

TIP: You do not need to add materials to every box. If you do not enter anything in a box, that interest area will not appear on your form (Sand and Water, for example).

To save what you entered, click SUBMIT.
Weekly Planning Form

Adding Activities

Many of the sections on the Weekly Planning Form can be created by clicking ADD and entering the Activity Title and Days of the Week on which you want to use the activity.

Click here to add activities and notes.  

Click here to save your work.

Adding Activities With Details

To enter more information than just the activity title and days, use the ADD WITH DETAILS button to open another screen. Here you can select from a list of activities or create your own.

Click the Recommended, Favorite, Recent, or Search tabs to select existing activities. Create and save your own activities by using the Custom tab.

Click here to expand the screen and customize it for Spanish-speaking families.

Select Yes to save a customized activity for future use.

To save what you entered, click SUBMIT

TIP: The Notes field allows you to enter specific reminders for you to consider as you conduct the activity. This is different from the Description field, in which you enter a more general explanation of the activity.
Planning for Individual Children: Step 1

You can use the Individual Child Planning section of the Weekly Planning Form to plan experiences for individual children that address their unique strengths, needs, and interests.

Click the orange ADD button to select the child for whom you want to plan.

Click Add on the pop-up screen to enter notes about the child’s strengths, needs, and interests.

GOLD* will show you the indicators that correspond to the child’s current levels in each Area (based on the preliminary levels you have identified and any checkpoint levels.) Checking the boxes makes this information appear on the form. Click SUBMIT.

**TIP:** After you select an indicator, you can choose to customize the text to make it more personally descriptive of the child. This will make it easier for you to communicate with the child’s family.
Weekly Planning Form

Planning for Individual Children: Step 2

When you click **Submit** during step 1, you will be taken to the Add Experience screen. If you have selected indicators in step 1, a list of recommended activities will appear. You can also use custom, favorite, or recent activities. Click the activity title for a preview and then click **Select** to include it in the child’s plan.

Next you will see details about the activity, and you can add planning notes. From the Next Action dropdown menu, choose whether you wish to return to the Weekly Planning Form, Add Another Activity, or return to the Individual Child Planning section of the form. Then click **Submit** to save your changes.
Weekly Planning Form

Additional Sections

The Family Partnership, To-Do List, and Reflecting on the Week sections of the Weekly Planning Form enable you to track additional information for the week in a simple text box.

To complete the Family Partnership and To-Do List sections of the form, click ADD and type your notes in the boxes.

TIP: If you want your notes to appear in bulleted form, add each one separately.

Saving

When you have finished adding activities and notes, click the SUBMIT button to save your Weekly Planning Form.
Weekly Planning Form

Viewing, Sharing, and Saving

Once complete, a Weekly Planning Form can be viewed, printed, submitted to your administrator, shared with families, archived, or deleted.
Weekly Planning Form

Change View for Different Audiences

When you choose View/Print or Share With Families from a drop-down list, you will be able to use the Change View menu and check boxes to select the information you want to display on the Weekly Planning Form.

If you chose to include any of the GOLD® activities in your weekly plan, space constraints make it possible to see only the objectives, notes, and included children on the form.

TIP: If you are concerned about the children’s privacy, deselect Display Children before you Print the form. This printed form without children’s names is suitable for posting in the classroom.

Printing

When printing the form, you may choose to print GOLD® activities in full detail for reference during the week.
Activities

Searching for Activities

$GOLD^*$ enables you to search more than 800 activities by objective, dimension, class, child, time of day, keyword, language, and colored band.

Sharing Activities

While viewing the details of an activity, you may chose to share them with families. Parents will see a family version with their child’s name and a list of relevant materials found at home.

Change View enables you to switch between English and Spanish and between the “Teacher” view and “Family” view. (Note that not all activities have a Spanish equivalent.)
Family Communication

Inviting Families

Families must register in Family Central before you can share developmentally appropriate activities and information about their children’s progress.

To invite a family member to register, first select INVITE FAMILIES from the drop-down menu under the COMMUNICATION tab. After choosing a class, click Add New Invitation on the screen that appears. Enter the family member’s name and e-mail address to generate an e-mail invitation to create an account. The drop-down menu enables you to Edit/Resend the e-mail if necessary, but, once a family member has been invited, the invitation cannot be withdrawn. Use the Custom Message field to add a personal message.

When you have a new message from a family member, a note will appear on your Dashboard.

TIP: If your program purchased access to Team Central, the process for inviting team members is very similar. Your administrator will need to approve the invitation before it is sent.

Select Use Spanish to send an invitation to a family member who prefers to read in Spanish.

When a teacher edits the Spanish invitation for families, the system will not translate the copy.
Family Communication

Sending Messages

GOLD® enables you to send and receive messages to and from family members. These messages are saved and searchable.

Under the COMMUNICATION tab, choose Messages and then choose Compose. Select the child you would like to send a message about, and then select the family member name(s). When the family member responds, use the Action button to view the message, reply, mark as unread, or archive for later review.

Use Search to find a specific message by using keywords, check boxes, or the drop-down menu.

Tip: Change View includes an option to show archived messages.
Family Communication

Family Conference Form

Once you have entered checkpoint levels for a child’s skills, knowledge, and behaviors, you can create a “Family Conference Form” for that child in English or Spanish.

Under the COMMUNICATION tab, choose Family Conference Forms. Choose a child and an action, and then click GO. Enter the date of the conference and the names of family member(s) who will be participating. Click Save to begin the form. (You will not be able to enter data in the boxes without clicking Save.)

Click Here to Begin enables you to enter information about the child’s strengths in the developmental areas (first box) and the content areas (second box) as well as your plans for promoting the child’s development and learning (third box). When you Click Here to Begin, you will be taken to another screen to begin entering data (see next page).

If the Spanish language and literacy objectives are enabled for the child, you will see a fourth box.
Family Communication

Family Conference Form: Entering Data

Begin entering data by clicking check boxes in an area. If you would like to include the objective and dimension on the form (to help explain the level and the documentation), select Yes.

Family Conference Form: Attaching Documentation

To decide whether to include a piece of documentation on the form, click the date or icon in the Documentation column to preview the note. To place it on the form, click the box by the icon and date.

TIP: To avoid duplication of the note, the dates turn red when you have also associated the piece of documentation with other objectives and dimensions.

Update the text with specific comments. You will complete these steps again to fill in the second box, which focuses on the child’s strengths in the content areas.
Family Communication

Plan for Development and Learning

In the third box, click Plan for this child’s development & learning to type your plan and add notes. You will be able to add the family’s suggestions after you meet with them.

Underneath your notes, you will see language that describes the knowledge, skills, and behaviors the child will probably develop next. Select the skills and behaviors that you would like to discuss or those you think the family is most interested in. Select Customize to edit the text.

Options Upon Completion

Under Change View, you can view the form in Spanish, or you can choose Print, PDF, or Share With Family. (Remember that the plan and notes you entered in English will not automatically be translated into Spanish.)
Family Communication

Newsletter
Create a newsletter to share information about your class with family members. Under the COMMUNICATION tab, choose Family Newsletters.

You can create a newsletter in GOLD® or upload your own newsletter as a PDF or Microsoft® Word document.

Type here to add text to your online newsletter.

Click here to add articles.

Click here to submit your newsletter.

Click here to share the newsletter with the family members who have registered to communicate through GOLD®.
Family Communication

Calendar

The calendar is a great way to inform co- and assistant teachers, Team Central members, administrators, and families about what is going on in the classroom.

Click here to add or share an event on your calendar.

Select which class or family members should be notified of this event. It will then appear in their GOLD® calendars.
Reports

Generating Reports

The REPORTS tab menu items enable you to create and share a variety of standard and customized reports.

TIP: You can find a video tutorial for each report in the Support section of the report’s overview screen.

For additional support, refer to the video tutorial and support documents listed on the right side of the screen.
Reports

Class Profile Reports

“Class Profile Reports” compare information about the children in one or more classes with widely held expectations for their age or class/grade during a particular checkpoint period. To begin creating your report, choose Class Profile (found under the REPORTS tab) and select the Classes and Age or Class/Grade that you wish to include in the report. If you have a multi-age class, you have the option of selecting multiple Ages or Classes/Grades.

Report Details

The “Class Profile Report” shows widely held expectations for each objective and dimension for your selected GOLD® Age or Class/Grade, and it indicates which children are below, meeting, or exceeding widely held expectations at a given checkpoint.

If the additional content areas are enabled (science and technology, social studies, and the arts), they appear in the report without colored sections. That is because widely held expectations for those objectives are not included in GOLD®.
Individual Child Reports

“Individual Child Reports” enable you to see how individual children are performing during one or more checkpoint periods. To begin creating your report, choose Individual Child Report (found under the REPORTS tab) and click the check boxes to select the child or children you want to include in the report. By checking multiple checkpoint periods, you can track each child’s development and learning over time.

**Reports**

**Individual Child Reports**

“Individual Child Reports” enable you to see how individual children are performing during one or more checkpoint periods. To begin creating your report, choose Individual Child Report (found under the REPORTS tab) and click the check boxes to select the child or children you want to include in the report. By checking multiple checkpoint periods, you can track each child’s development and learning over time.

**Report Details**

The “Individual Child Report” shows a child’s skills in relation to widely held expectations (indicated by the colored band) for each objective/dimension.

**TIP:** You can choose which data to include in the report. If you select All levels, the system will use all levels you entered for the checkpoint period. If you do not enter a checkpoint level for an objective/dimension, the report will show the most recent preliminary level.
Reports

Development and Learning Reports

“Development and Learning Reports” highlight each child’s strengths in particular areas of development and learning. To begin creating your report, choose Development and Learning (found under the REPORTS tab) and click the check boxes to select the children and the areas of development and learning that you want to view. You can also click check box to show Recommended Activities.

Report Details

The “Development and Learning Report” shows what the child is currently able to do in relation to the selected objectives/dimensions. It also recommends activities and identifies the next level of development and learning.

TIP: If you share this report with a family, they will be able to click links to see the family version of the recommended activities. They can also chose to read most activity instructions in English or Spanish.
Reports

Snapshot Reports

“Snapshot Reports” display a group’s assessment results at a given time. To begin creating your report, choose Snapshot Report (found under the REPORTS tab). Choose your settings by clicking the plus sign next to each section you want to include. If you have more than one class, you must select a class in order to create the report.

To narrow the group of children in the report, select the options you want. For more guidance, click the icon next to the option.

By colored band and class, you can see the number, percentage, and mean score for the children who are below, meeting, and exceeding expectations.

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</table>

Table 2: Social-Emotional by Class

Table 3: Social-Emotional by Objective/Dimension

Report Details

The “Snapshot Report” enables you to see child outcomes data by area, objective, and dimension. You can also report important demographic information.
Forms reports present data by class or child. To begin creating your report, choose Forms (found under the REPORTS tab).

In the “Alphabet Knowledge Report by Class”, the numbers and percentages of children who have particular kinds of alphabet knowledge are displayed.

In the “Alphabet Knowledge Report by Children”, an X signifies that the individual child can recognize the letter.

Report Details

Forms reports generated by class can be posted in your classroom. Children’s names do not appear on class reports.
We hope that you found this Guide to be useful and informative. If you have further questions or require additional support, just e-mail us at Implementation@TeachingStrategies.com or call GOLD® support at 866.736.5913.

Thank you for using GOLD®!