

**TS GOLD Implementation
District Level - Administration**

Check when Complete	Item	Timeframe	Responsibility	Considerations
<input type="checkbox"/>	Assigning an administrator for system used, getting this person an EEC username, password, and training.			
<input type="checkbox"/>	Review Guidelines for Administrators and Site Administrators			
<input type="checkbox"/>	License numbers (actual slots for number of children)			
<input type="checkbox"/>	Achival Numbers (25% of actual slots)			
<input type="checkbox"/>	Develop procedures for archiving children			
<input type="checkbox"/>	Develop procedures for deleting children			
<input type="checkbox"/>	Develop flow chart for District including organization, program, sites/schools, classroom numbers/names,			
<input type="checkbox"/>	Determine staffing types access level. Standard Administration, View-only (can see child-level data), View-			
<input type="checkbox"/>	Set up programs/schools, sites/schools in database.			Within a district what will the difference be between Program and Site?
<input type="checkbox"/>	Add Teachers into the database: link to existing classroom or create a classroom, set up administrative level (user accounts)			This process is linked to the classroom function. You can not add a classroom until you add teachers.
<input type="checkbox"/>	Manage User - Interrater Reliability Access - determine who will need to be tested for Interrater Reliability			
<input type="checkbox"/>	Determine how children will be added to the system for the beginning of the school year and then when children transfer into the District.			If exporting data from an existing database the district will need to work with Teaching Strategies to import data into organization database.
<input type="checkbox"/>	Determine how children will be transferred from current classrooms and sites - includes moving children from			
<input type="checkbox"/>	Decision on which staff will be entered as users. For example, primary teacher, co-teacher, assistant teacher,			
<input type="checkbox"/>	Determine usage of certain fields – funding sources, OSEP, etc.			
<input type="checkbox"/>	Determine use of TeamCentral access, or how the observations or assessment they are doing will be entered into the system.			The District will have the option to allow specialists to enter data into the system.
<input type="checkbox"/>	Determine and set up checkpoint periods			
<input type="checkbox"/>	Develop parent releases forms – photos, videos, etc.			
	Develop how parents will be informed of the assessment process and tool used.			
<input type="checkbox"/>	Wi-Fi access in schools			
<input type="checkbox"/>	Purchase of IPADS, Cameras			
<input type="checkbox"/>	Develop a reporting structure - what reports will be run (when and by whom), use of report card/family information			

District Level - Curriculum and Documentation

Check when Complete	Item	Timeframe	Responsibility	Considerations
<input type="checkbox"/>	Review of current screening/assessments tools – review with tools within TSGOLD – for example alphabet knowledge,			
<input type="checkbox"/>	Determine use of “On the Spot” observation tools			
<input type="checkbox"/>	Document Assessment Guidelines and Forms Usage - TS GOLD and District Determined Assessments.			
<input type="checkbox"/>	Review and determines use of district curriculum frameworks with tool, includes common core information			
<input type="checkbox"/>	Use of IPADS in observation and assessment process - develop guidelines			

<input type="checkbox"/>	Review of TS GOLD family reports for families: Family Conference Form vs. Development and Learning Reports			
<input type="checkbox"/>	Determine family report to be used, process and timeframe for reporting to families for school year.			
<input type="checkbox"/>	Review and determine usage of planning tools – TS GOLD lesson plans vs. School Lesson Plans			
<input type="checkbox"/>	Use of the “Home Language Survey” or will you be using your own assessment in this area. Some programs have this as part of an application and Kindergarten Screening.			

School/District Level - Training and Planning Needs				
Check when Complete	Item	Timeframe	Responsibility	Considerations
<input type="checkbox"/>	Training on IPAD App for documentation, assessment and checklists.			
<input type="checkbox"/>	Training on Developmentally Appropriate Practice for age of children in classrooms			
<input type="checkbox"/>	Training on Authentic Observations			
<input type="checkbox"/>	Training on Documentation - portfolio development			
<input type="checkbox"/>	Training on entering data into the database			
<input type="checkbox"/>	Training on how to run and analyze reports			
<input type="checkbox"/>	Determine use of other documents accessible through TS GOLD: On-line planning tools, Newsletters, calendars			
<input type="checkbox"/>	Adding documentation and linking it to objectives and dimensions - including planning time.			
<input type="checkbox"/>	Creating preliminary (unfinalized) and final checkpoints			
<input type="checkbox"/>	Create a Professional Development Plan			
<input type="checkbox"/>	Union contract issues regarding: parent meeting time, PD time, planning time, etc.			
<input type="checkbox"/>	Teacher review of on-line modules “Teaching Strategies GOLD Basics”			