

Suggestions for Coaches, Supervisors, and Administrators for Using the Self-Reflection Tool for Early Childhood Teachers on the Effective Use of TS GOLD for Results Matter–Colorado

Beginning of the school year:

Have all of your teachers complete the self-reflection tool at the beginning of the school year and submit their responses to you. By doing this, you may be better able to:

- Meet with each teacher individually at the beginning of the year to:
 - help them prioritize which aspects of using TS GOLD they should work on; and
 - develop a personal learning plan for the year.
- Aggregate the responses of all staff so you can better gauge how well prepared your teachers are, as a whole, to use TS GOLD, so you can plan appropriate group-based professional development and performance support activities.
- Assign newer teachers to more experienced staff members who can provide coaching and mentoring.

During each checkpoint:

- Check in with each teacher to see how they are progressing on mastering the skills indicated by their initial self-reflection and personal learning plan.
- Meet as a team to discuss successes and challenges. The group can generate lists of useful practices, time-saving strategies, etc. and brainstorm solutions to problems.

After each checkpoint:

Have your teachers complete the self-reflection tool again and submit their responses to you.

- Meet with each teacher individually to review their revised reflection and their checkpoints and classroom portfolios to gauge their progress, revise personal learning plans as indicated, and identify additional supports that might be useful.
- Meet as a team to discuss successes and challenges. The group can generate lists of useful practices, time-saving strategies, etc. and brainstorm solutions to problems.
- Aggregate the responses of all staff so you can better plan appropriate group-based professional development and performance support activities.

End of the school year:

Have your teachers complete the self-reflection tool again and submit their responses to you.

- Meet with each teacher individually to review the progress of their self-reflection along with your review of their checkpoints and classroom portfolios to gauge their progress, appraise their performance, and as applicable plan for the following school year.
- Meet as a team to discuss successes and challenges. The group can generate lists of useful practices, time-saving strategies, etc. and brainstorm solutions to problems.
- Aggregate the responses of all staff so you can better plan appropriate group-based professional development and performance support activities for the following school year.

Please use the following reference for this document: Results Matter/Colorado Department of Education (August 2, 2013). *Suggestions for Coaches, Supervisors, and Administrators for Using the Self-Reflection Tool for Early Childhood Teachers on the Effective Use of TS GOLD for Results Matter–Colorado*. Denver: Colorado Department of Education: <http://www.cde.state.co.us/resultsmatter/index.htm>