MyTeachingStrategies®

How-To Guide for Teachers

TeachingStrategies®

Welcome to *MyTeachingStrategies*® – the single entry point for all Teaching Strategies digital classroom solutions. *MyTeachingStrategies*® offers one online location for accessing many of the digital tools, resources, and support that together, make up what we know to be the essential pieces of high-quality classroom practice: teaching and assessing, reporting, ongoing professional development, and engaging with families.

This guide was written to support your use of *MyTeachingStrategies*® with detailed, screen-by-screen guidance. From logging in and setting up your classroom plans, to gathering documentation and pulling reports, we'll walk you through each step.

We hope you'll find this guide helpful as you get started and continue to use this resource whenever you have questions about *MyTeachingStrategies*®. Remember, at Teaching Strategies we are always available to provide you with personalized help. Just call us at 866-736-5913.

Let's get started!

Click to view section

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Accessing *MyTeachingStrategies*®

Signing In

Before you sign in, make sure you have the username and temporary password that you received by email from Support@TeachingStrategies.com for your *MyTeachingStrategies*® account.

To log in, go to TeachingStrategies.com and click the LOGIN button at the top, right-hand side of the screen.

When the sign in screen appears, enter your username and temporary password. Then click SUBMIT.

Forgot Password / Username

Use the FORGOT PASSWORD? and FORGOT USERNAME? links if you forget your information. Your username and a temporary password will automatically be sent to the email address in your profile.

For security reasons, the temporary password will expire one hour after it's sent, so please log in as soon as you receive the email.

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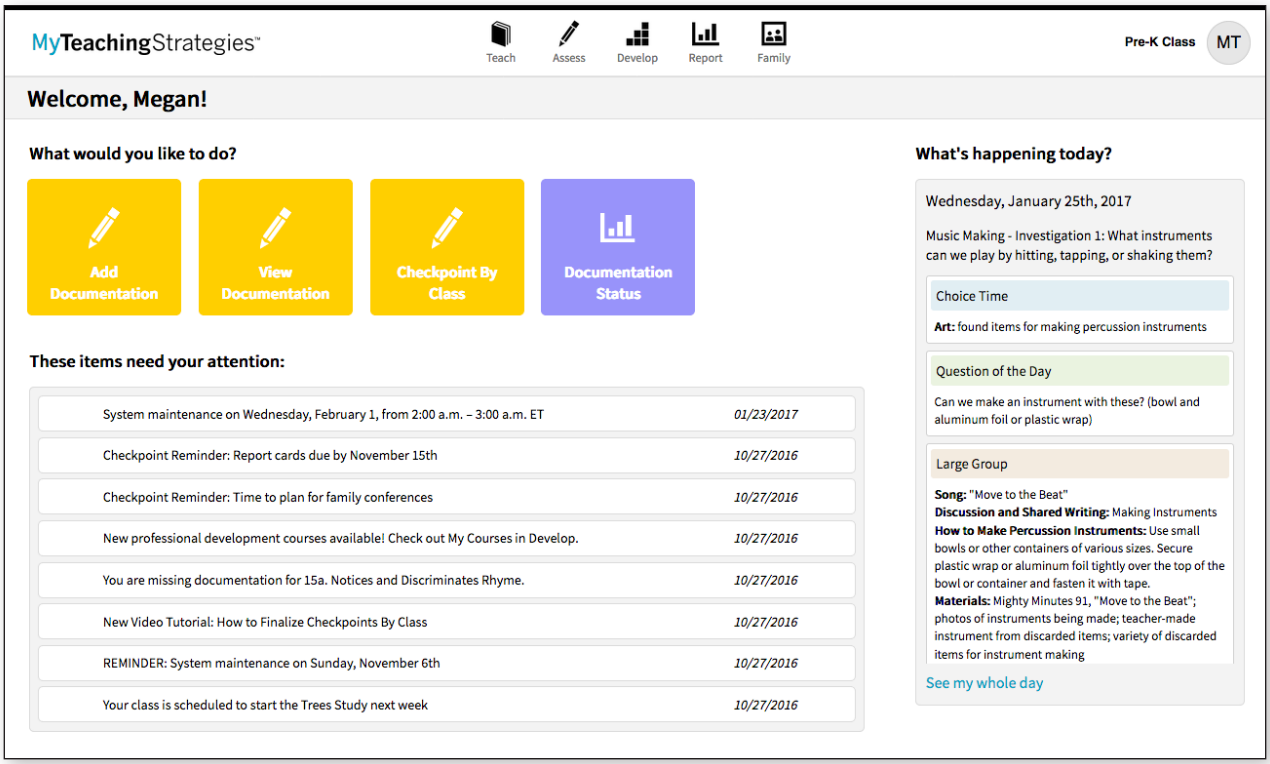
Navigating *MyTeachingStrategies*®

When you sign into *MyTeachingStrategies*®, you will be taken to your personal DASHBOARD. The dashboard provides important personalized communications to help you get the most out of your *MyTeachingStrategies*® digital tools.



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Navigation Bar

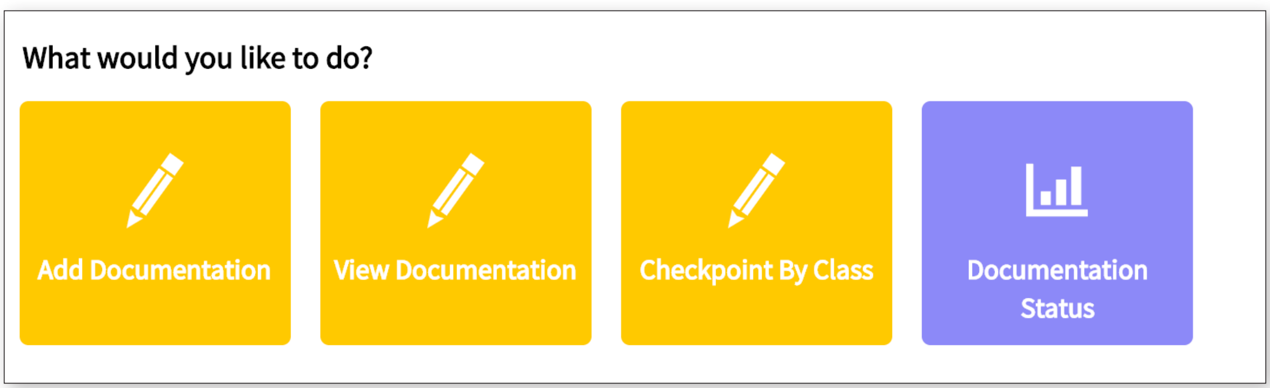
At the top of the page you'll find the NAVIGATION BAR with links to the 5 main areas of *MyTeachingStrategies*®: Teach, Assess, Develop, Report, and Family.

Click the *MyTeachingStrategies*® logo from any page to navigate back to your dashboard.

To the far-right of the navigation bar you'll also find your class identifier, indicating which class view you are currently using, and an icon with your initials that opens up your personal settings. Here you can check your messages, manage your user profile, manage your classes, access the Sandbox, toggle to a different classroom, or logout. Later in this guide we'll provide details for each of these areas.

Shortcuts

Under the navigation bar, you'll see your SHORTCUTS under the header "What would you like to do?" These icons provide you with quick access to frequently used features within *MyTeachingStrategies*®.



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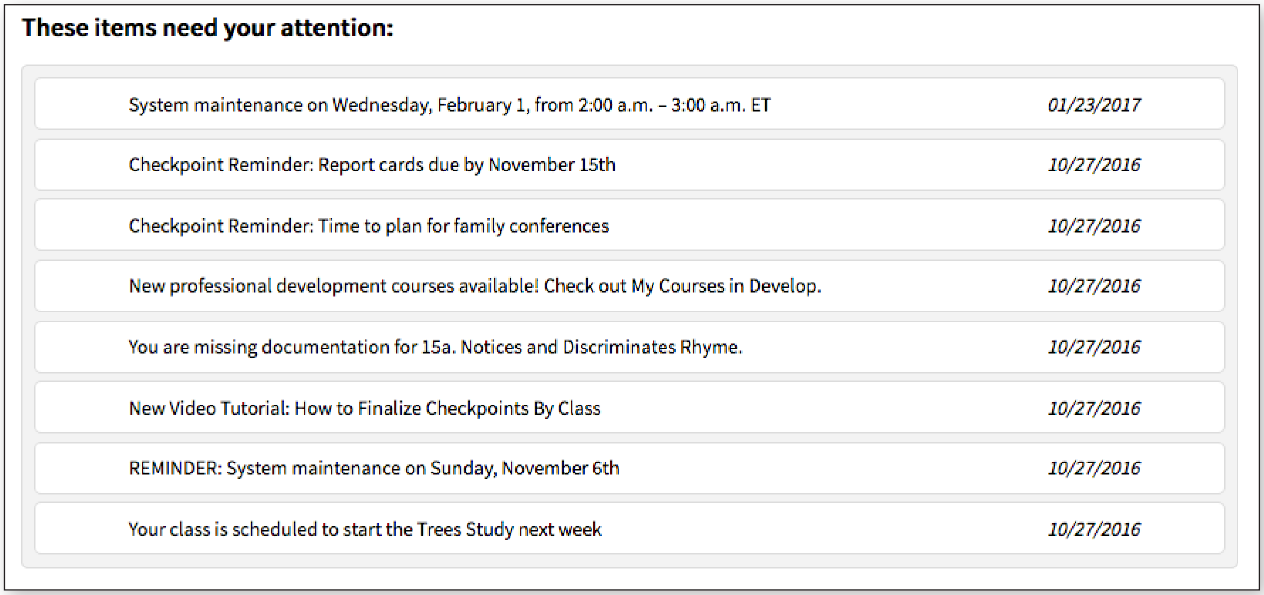
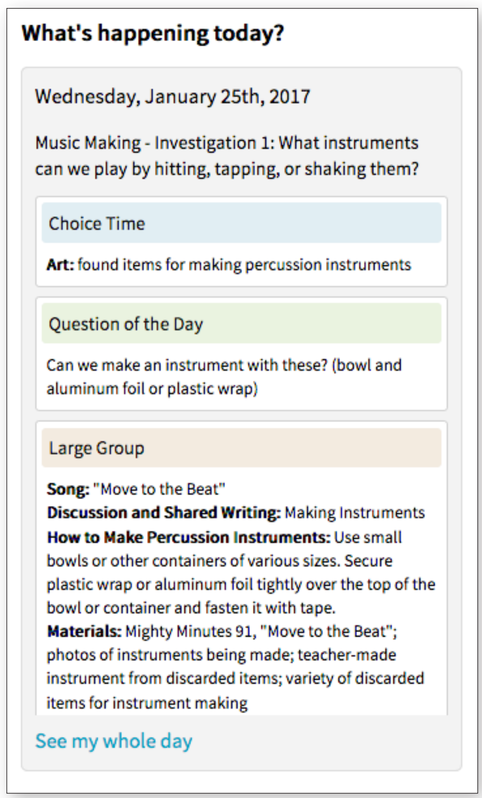
Messages

Below your Shortcuts are your personalized Messages, under the header "These items need your attention." These include alerts from Teaching Strategies, messages your administrator has posted and/or prioritized, and system-generated notifications based on your activity and unique information. Most recent messages are listed first.



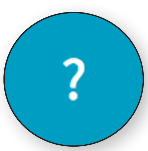
Daily Plans Summary

To the right of your dashboard you'll see a summary of your daily plan. If information has been added in the Teach area, your information will dynamically populate in this area every day. Click SEE MY WHOLE DAY at the bottom of this panel to access the PLANNING CALENDAR within the Teach area.



Help Button

In the bottom left-hand corner of your screen is the HELP BUTTON icon. Click the the blue question mark button to access support and resources to help you use *MyTeachingStrategies*®.



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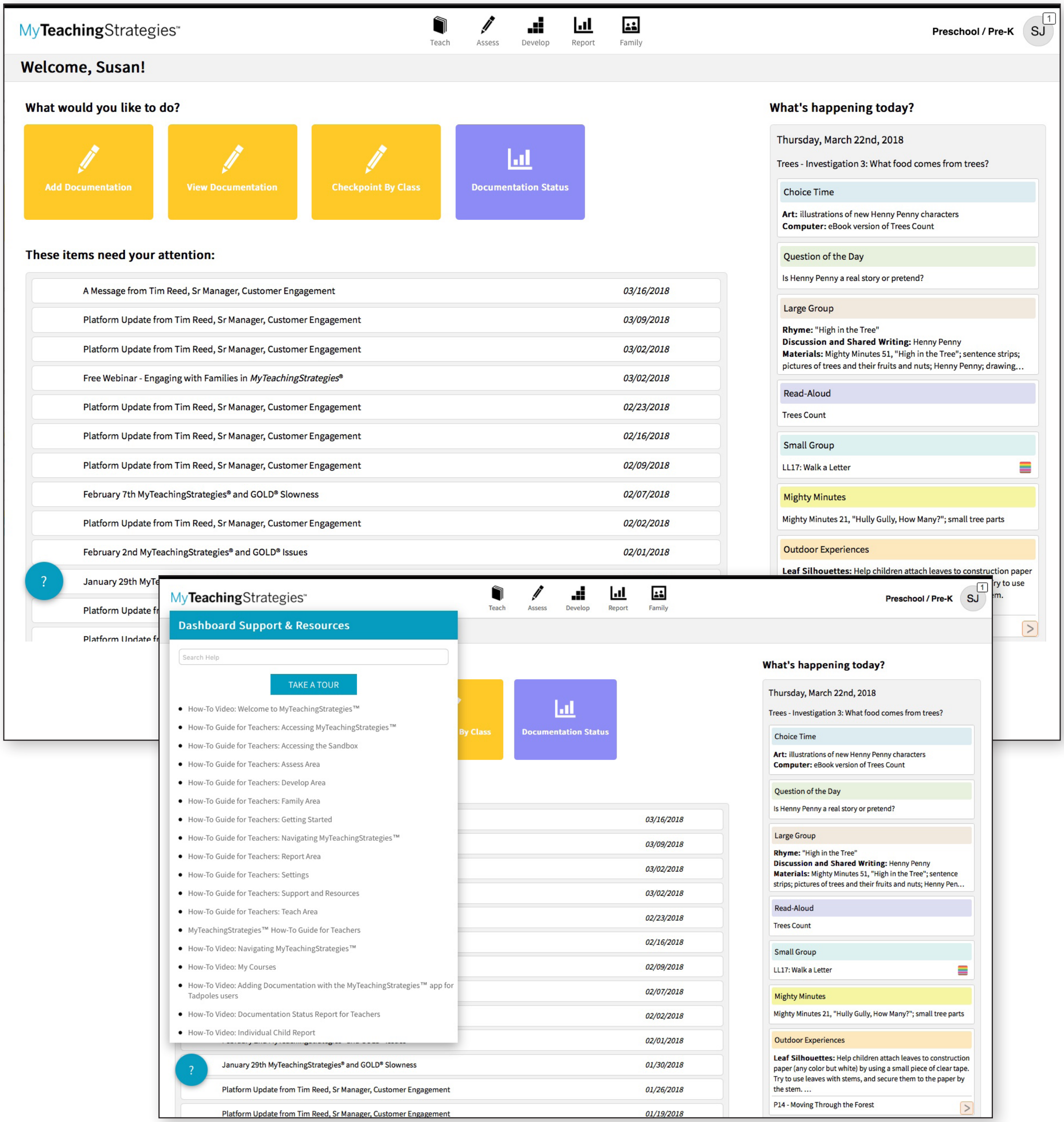
Guided Tour

Upon logging in to *MyTeachingStrategies*® for the first time, you will be prompted to take a guided tour of the Dashboard. You can complete the tour at this time by selecting LET'S GO, or you can save the tour for later by selecting the HELP BUTTON in the bottom left-hand corner of any screen.



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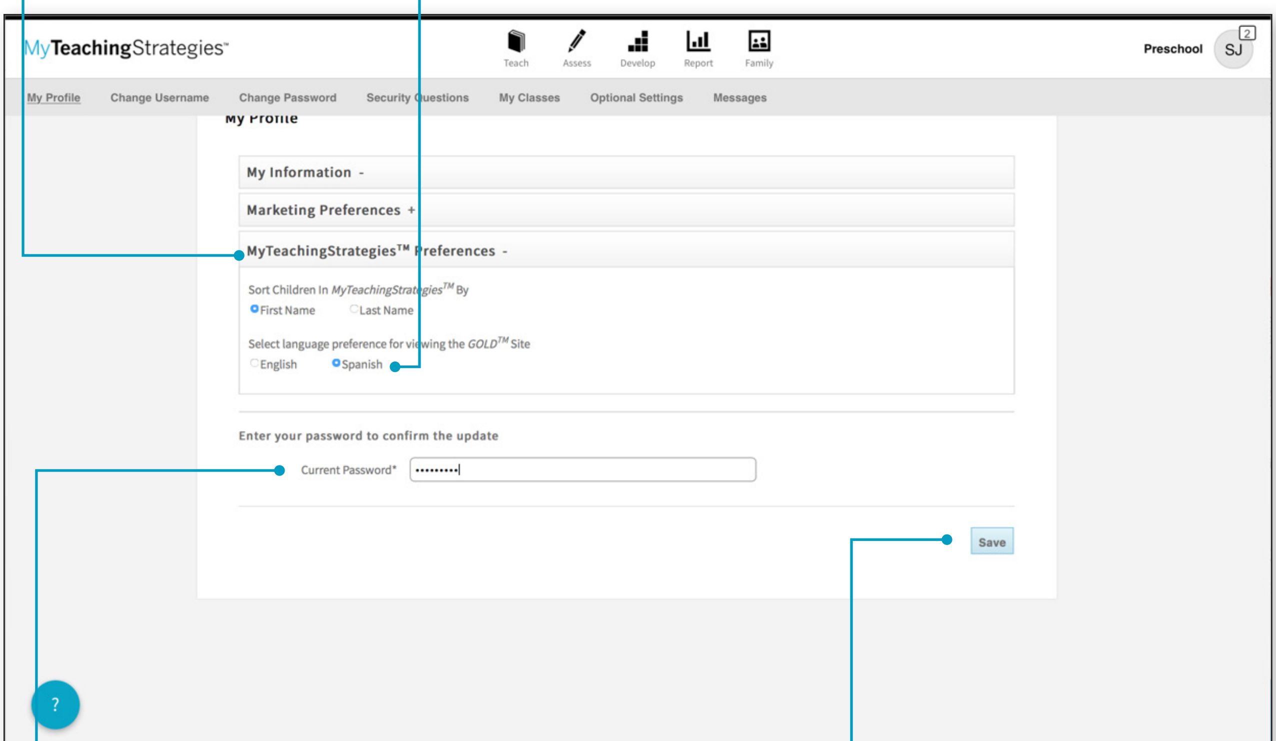
Setting Language Preference to Spanish

You can set the language preference of your *MyTeachingStrategies*® interface to Spanish in your user profile.

1. To set your language preference to Spanish, select MANAGE MY PROFILE from the settings drop-down menu.

2. Select the + option next to *MYTEACHINGSTRATEGIES*® PREFERENCES.

3. Select SPANISH under "Select language preferences for viewing the *GOLD*® site."



4. Enter your password in CURRENT PASSWORD.

5. Select SAVE.

MyTeachingStrategies®

Teach

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The TEACH area provides planning functionality to help you link your assessment data with instruction. Here you'll find weekly and monthly planning calendars and digital curriculum assets.

Within the Teach SUB-NAVIGATION BAR you'll find three options: MONTH, WEEK, and WEEKLY TEMPLATE.

MONTH shows your monthly calendar view. Here you'll see a high-level snapshot of what topics you'll be covering throughout the month. In the monthly view you can:

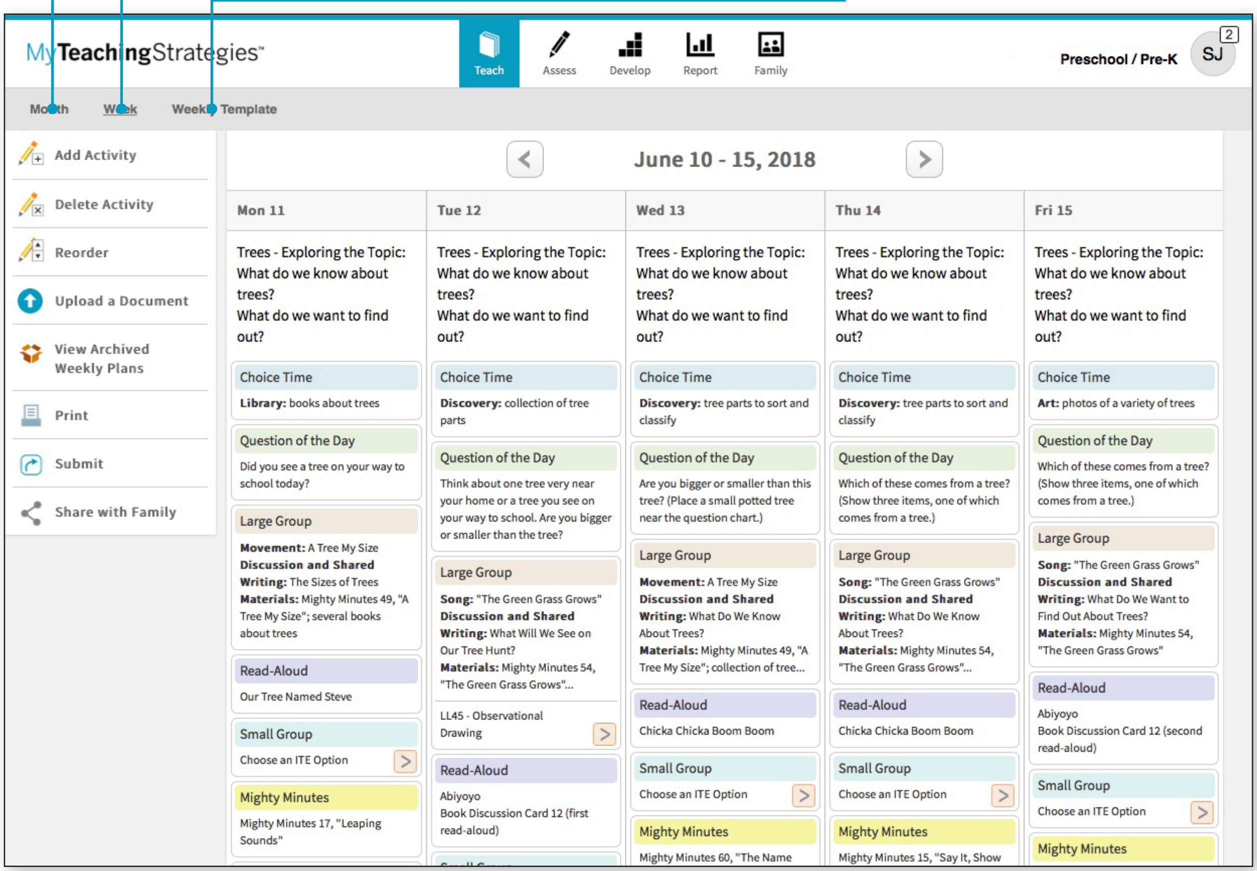
- Add studies (*for subscribers to* The Creative Curriculum®, *Digital Resources*)
- Remove studies (*for subscribers to* The Creative Curriculum®, *Digital Resources*)
- Modify days
- Clear days

WEEK shows your weekly calendar view. Your weekly calendar will provide more detail into your daily schedule of activities. In the weekly view you can:

- Add activities
- Delete activities
- Reorder your day
- View Archived Weekly Plans
- Print your calendar
- Submit a weekly plan
- Share plans with families

WEEKLY TEMPLATE allows you to customize your weekly calendar view. Changes made to your template will be reflected in your weekly calendar view week-after-week. In the weekly template you can:

- Add to your template
- Delete from your template
- Reorder your template



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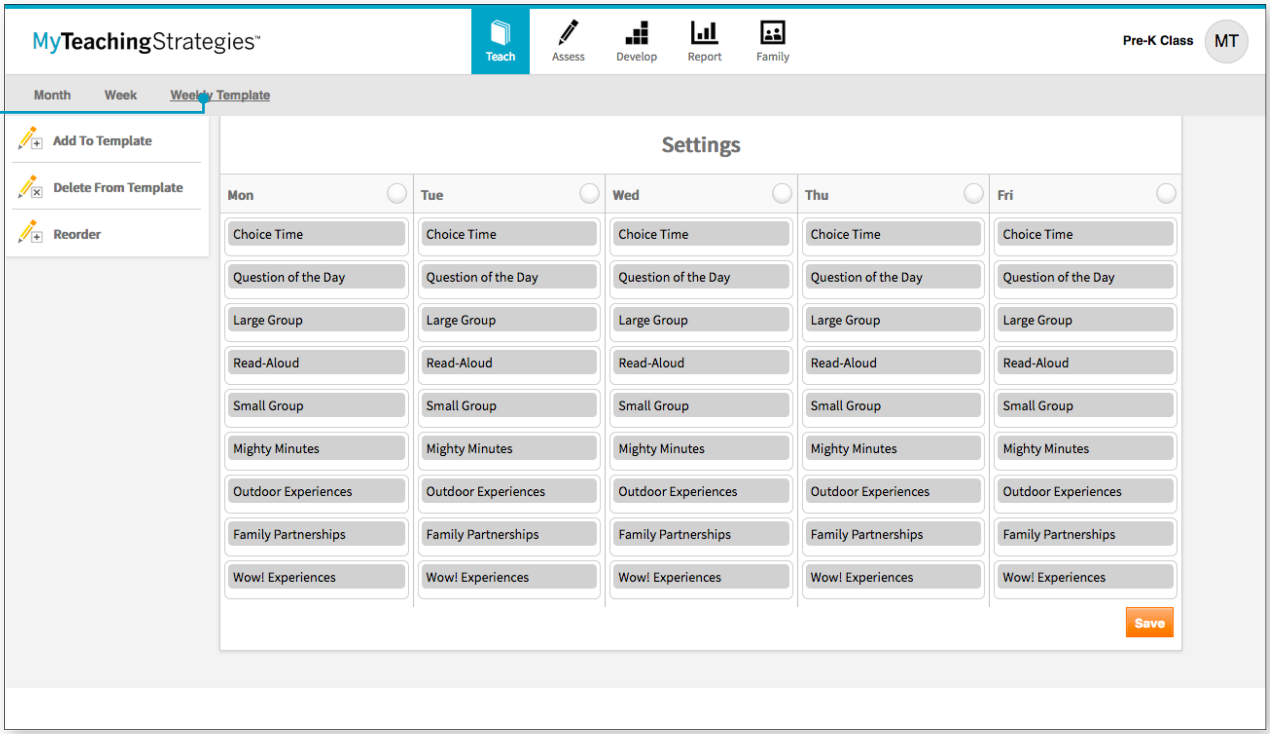
Setting Up Your Weekly Template

By setting up your weekly template you can automatically populate your weekly plans with your classroom schedule. You can add, delete, or reorder times of day within the template to reflect your classroom schedule.

When you first access the Teach area, your calendars will be blank. Follow the steps below to customize your calendars.



From the sub-navigation, select WEEKLY TEMPLATE.

If your classroom has additional digital curriculum resources, the template will already include times of day coming from the At-a-Glance section of the *Teaching Guides*. Otherwise, the template will be blank and can be customized as needed.

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Adding Times of Day to Your Weekly Template

To add times of day to the Weekly Template, follow these steps:

- Select ADD TO TEMPLATE.
- Select one or more days of the week that you wish to modify, then select NEXT.
- Select a time of day from the drop-down menu, and then select DONE.
- The time of day that you selected will now appear on the Weekly Template for the day(s) selected.
- If you select the "Custom" time of day, you can click into the title of that time of day and rename it.
- Select SAVE to recalibrate your template.

Deleting Times of Day from Your Weekly Template

To delete times of day from your Weekly Template, follow these steps:

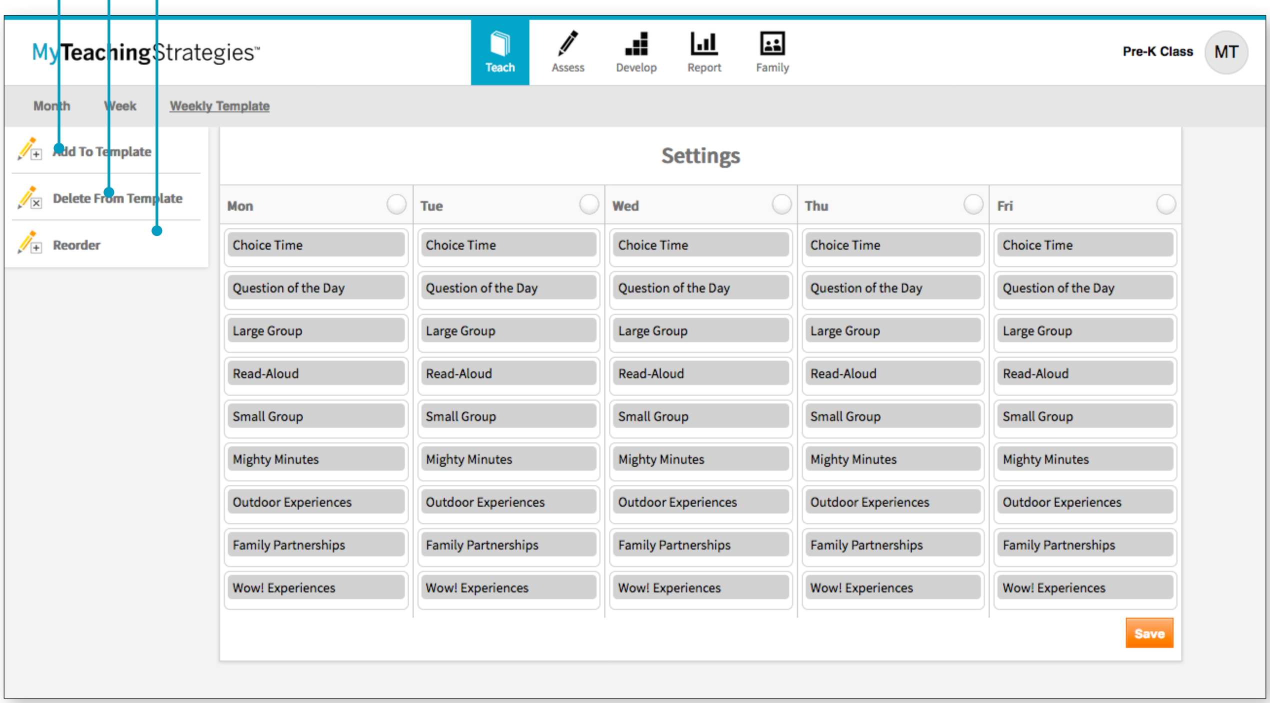
- Select DELETE FROM TEMPLATE.
- Choose the desired times of day to remove and select DONE.
- Select SAVE to recalibrate your template.

Note for *The Creative Curriculum*®, Digital Resources users: Times of day that are automatically populated from *The Creative Curriculum*® cannot be deleted.

Reordering Times of Day in Your Weekly Template

To reorder times of day in your Weekly Template, follow these steps:

- Select REORDER.
- Drag and drop times of day to where you'd like them to appear on your schedule and select DONE.
- Select SAVE to recalibrate your template.



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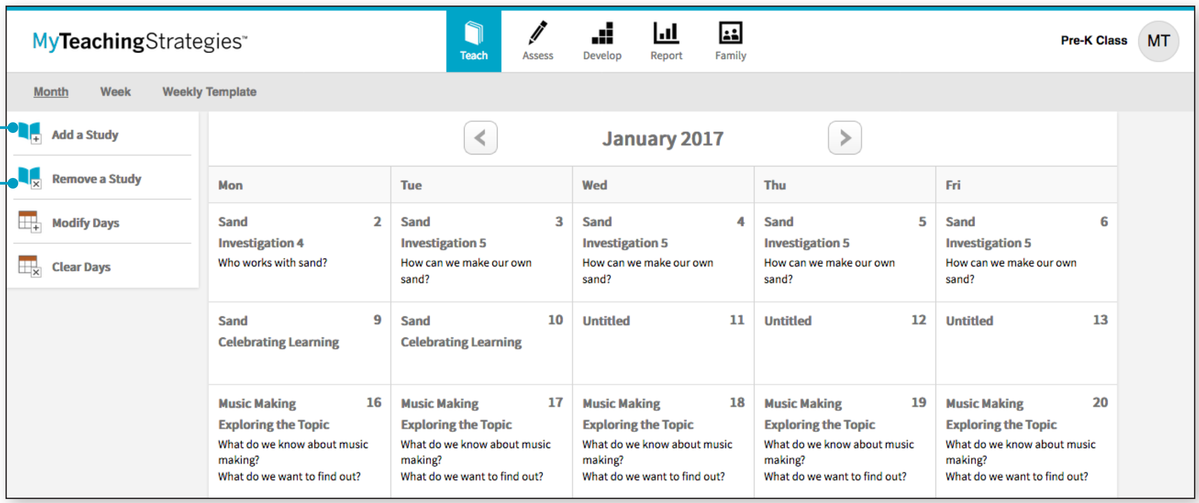
Customizing Your Monthly Calendar

You can customize your monthly calendar to account for holidays, school closures, or any other deviations from your typical schedule. You can also clear any days you have modified if there is a change.

Reference the "Additional Information for Preschool and Kindergarten Classrooms" section later in this guide for more information on this functionality.

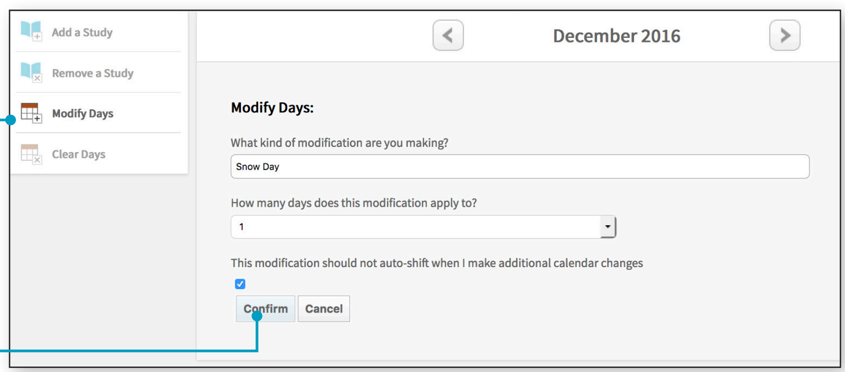
Preschool and Kindergarten subscribers to the digital curriculum resources have the option to add and remove studies from *The Creative Curriculum*®.



Modifying Days

Select or tap MODIFY DAYS on the left-hand side of the screen; then select a day on the calendar you wish to modify.

Type in the modification you wish to make (e.g., Thanksgiving, Professional Development Day, Snow Day), choose how many days this customization affects, and then select CONFIRM.



Your customized day(s) now appears on the calendar. What was originally planned on that day has now automatically moved to the next day.

Clearing Days

To remove any modified days on your calendar, select CLEAR DAYS on the left-hand side of the screen.

Select the day you wish to clear in your calendar, then select SAVE.

The modified day is now removed from your calendar. Any planned days that were moved to a future date to accommodate the original modification will now automatically shift back.

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Customizing Your Weekly Calendar

Once you've set up a template and used the monthly features, your weekly calendar will update to reflect these plans. You can also modify your weekly calendar to add additional activities beyond what is coming from your weekly template. You can also delete any activities and reorder a particular week's schedule.

Adding *Intentional Teaching* Experiences/Opportunities

If you select CUSTOM ACTIVITY, use the Custom Activity form to create an activity and select "Add to Plan."

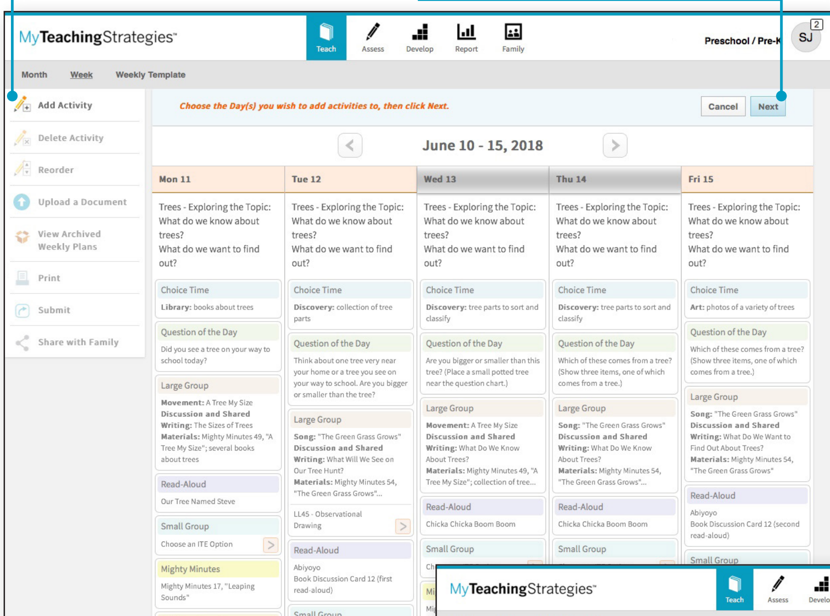
If you select *INTENTIONAL TEACHING* EXPERIENCE/ OPPORTUNITY, follow the step-by-step instructions on how to purposefully use the Class Profile to plan for *Intentional Teaching* experiences or opportunities.

What is an *Intentional Teaching* Experience or Opportunity?

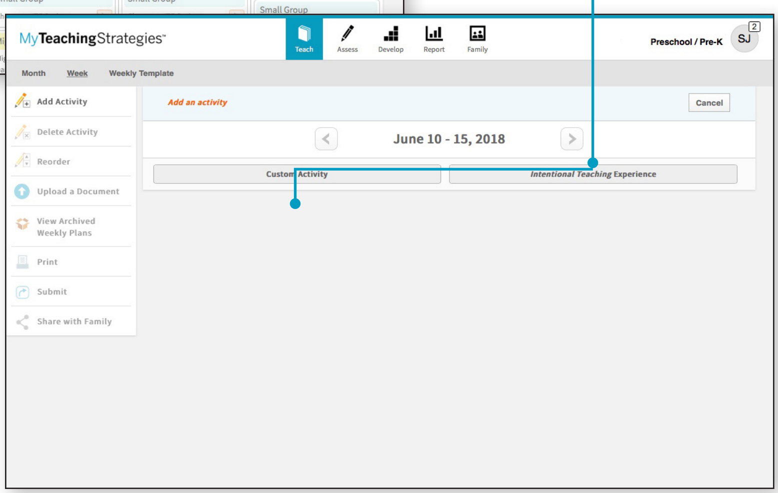
Intentional Teaching experiences or opportunities are activities designed to help you support individualized instruction for children in small-group, large-group, or one-on-one settings. If using *MyTeachingStrategies*® to plan for a preschool classroom, you will use *Intentional Teaching* experiences. For infants, toddlers, and twos classrooms, you'll see *Intentional Teaching* opportunities. If using *GOLD*®, *MyTeachingStrategies*® will draw from the most recent assessment information available for each child in your classroom to help you plan for and teach these experiences/opportunities. While teaching, you will have the opportunity to add documentation with preliminary levels into children's portfolios.

Select ADD ACTIVITY from the left-hand side of the screen.

Select the days of the week you wish to add activities to; then select NEXT.



Select either CUSTOM ACTIVITY or *INTENTIONAL TEACHING* EXPERIENCE/OPPORTUNITY.



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Adding Custom Activities

You can create your own custom activities to add to your weekly plans. These activities can be saved and used again for future weekly plans.

Select any unplanned time of day on your weekly calendar and select NEXT.

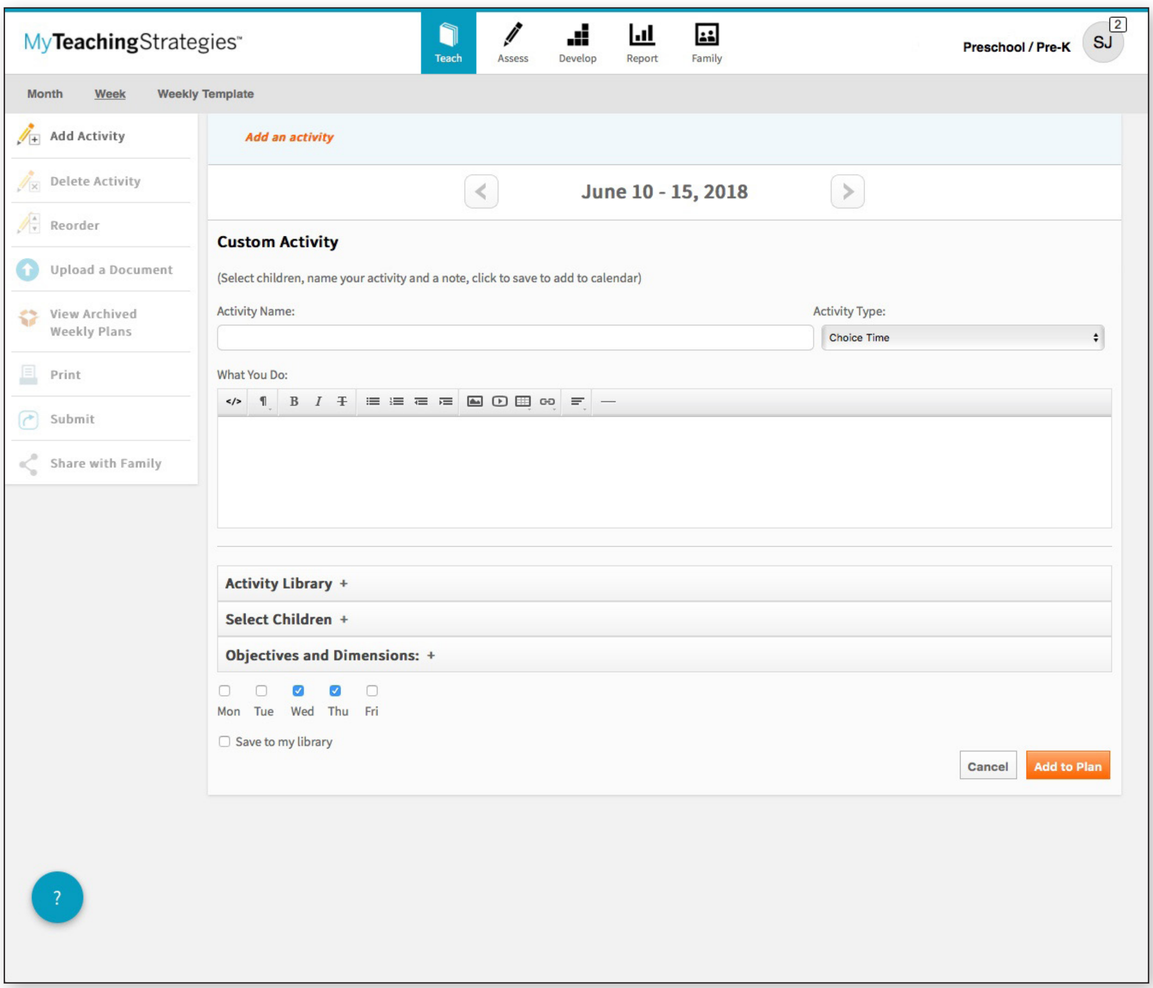
Select CUSTOM ACTIVITY.

Add a title and a description under "What You Do," select a time of day, select any related objectives/dimensions, select the children participating in the activity, and select if you wish to save this activity to your library for future use.

If you have saved custom activities, you can select one to prefill the items.

Select SAVE to add the activity to your plan.

Note for *The Creative Curriculum*®, Digital Resources users: Times of day that are automatically populated from *The Creative Curriculum*® cannot be deleted.



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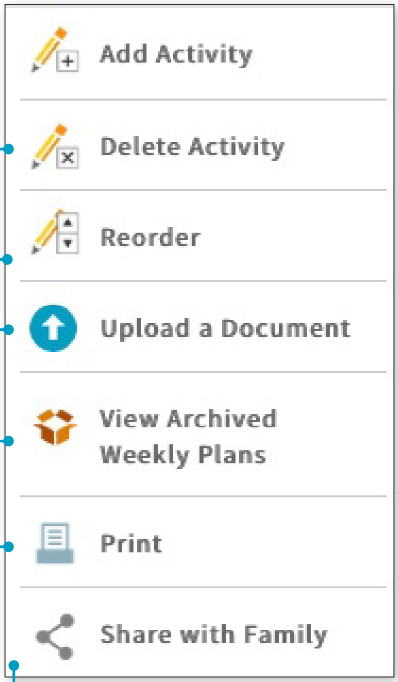

Deleting Activities from Your Weekly Calendar

To delete an activity you have added from your weekly calendar, select DELETE–ACTIVITY from the left-hand side of the screen.

Choose any activity from your weekly calendar you wish to delete and then select SAVE.

Reordering Times of Day in Your Weekly Calendar

To reorder times of day in your weekly calendar, select REORDER on the left-hand side of the screen.

Drag and drop times of day to reflect the order that you want them in, then select SAVE.

Upload a Document

To upload documents to your weekly plans, select "Upload a Document". This can be used to supplement the Intentional Teaching experiences/opportunities and custom activities you have planned for in the Teach area with additional resources created outside of *MyTeachingStrategies®*.

View Archived Weekly Plans

To access your past Weekly Planning Forms, from the previous version of *GOLD®*, select VIEW ARCHIVED WEEKLY PLANS. This list does not include weekly plans created in *GOLDPlus®* or *MyTeachingStrategies®*. Those weekly plans can be accessed through the calendar in the Week view.

Print

To print your weekly plan, select PRINT on the left-hand side of the screen.

You can customize how the printed plan appears by including or removing a print view, the days of the week, display options, and the times of day. Then, select SUBMIT.

A PDF of your weekly plan will generate in a separate browser tab, where you can save to your computer, or print.

Share with Family

To share your weekly plan with family members who have accounts for *MyTeachingStrategies®*. Select SHARE WITH FAMILY. Next, choose the names of the children whose families you want to share with, then select SUBMIT.

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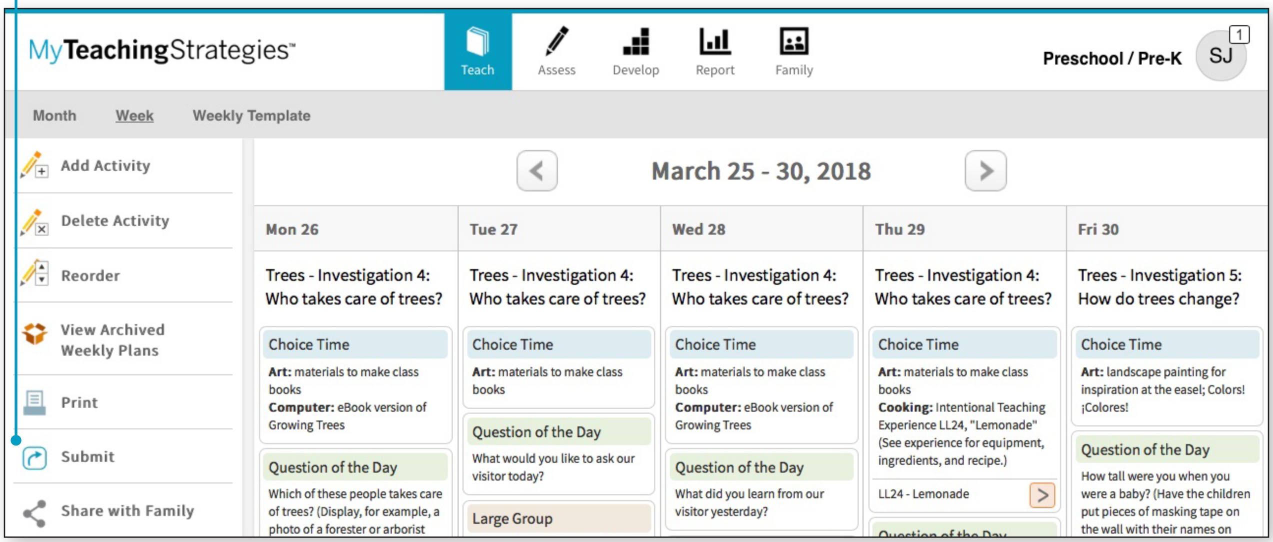
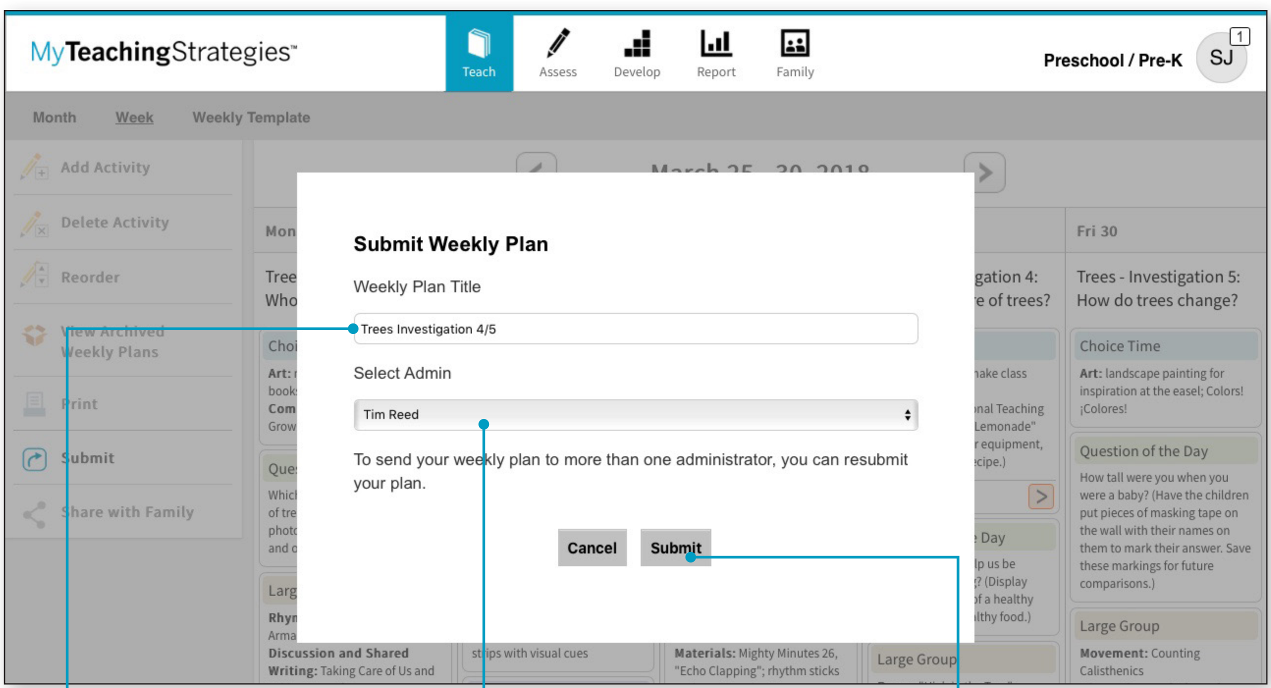
Submitting Weekly Plans

Once you've added plans to your weekly calendar, you can submit your plans to an administrator.

In the Week view, select SUBMIT from the left-hand navigation bar.



A new screen will appear asking you to provide a title for your weekly plan.



1. Add a title for your weekly plan.

2. Select the administrator you'd like to share the plan with. You can only share your plan with one administrator at a time. If you'd like to share your plan with more than one administrator, please follow these steps again.

Click SUBMIT to share your weekly plan with your administrator.

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Upload Documents to Weekly Plans

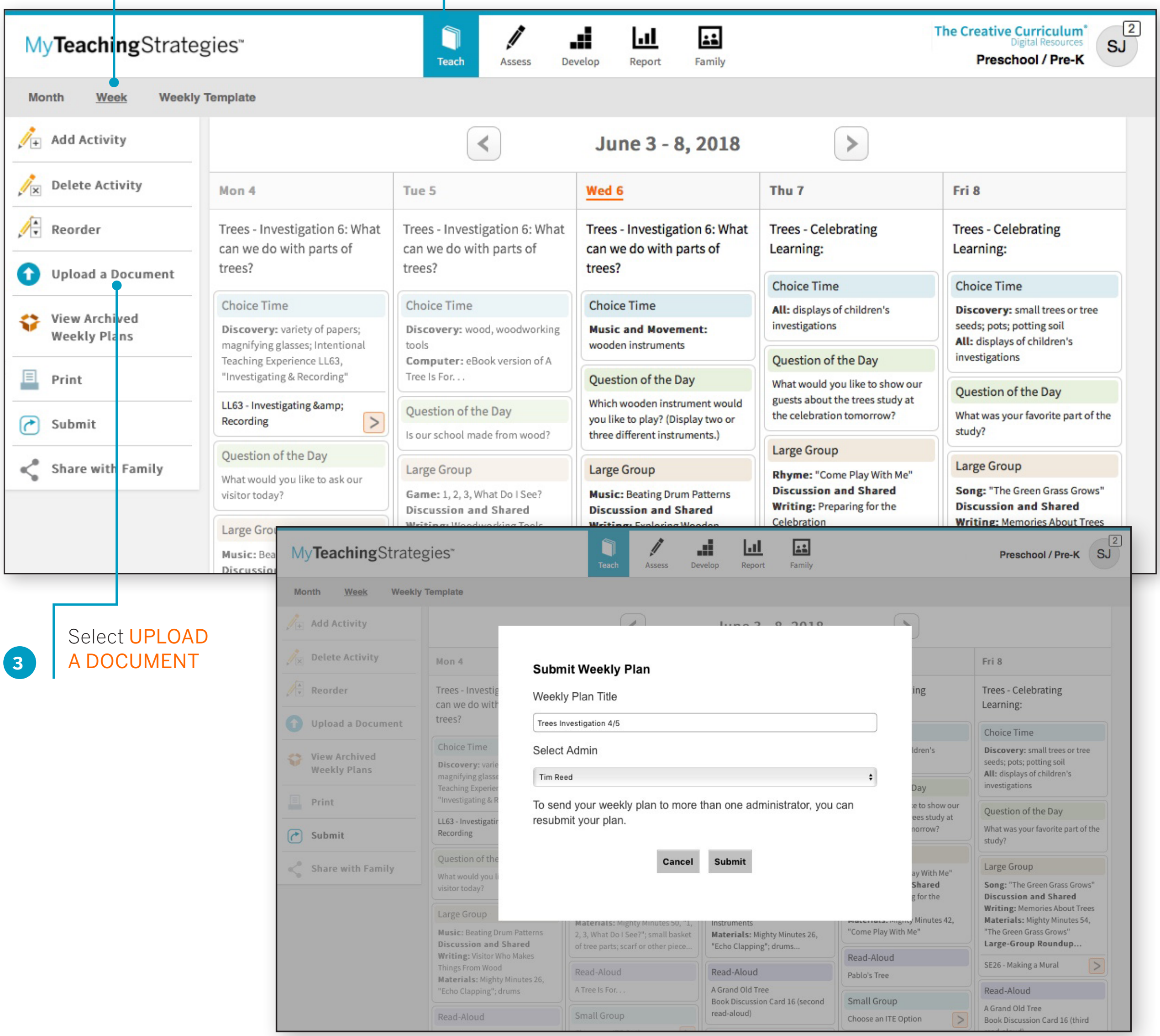
Teachers can now upload documents to their weekly plans! This is a great feature for teachers who wish to supplement the Intentional Teaching experiences/opportunities and custom activities they have planned for in the Teach area with additional resources created outside of *MyTeachingStrategies*®.

To upload a document to a weekly plan:

1 While in the Teach area

2 View the week you are about to plan for

3 Select UPLOAD A DOCUMENT



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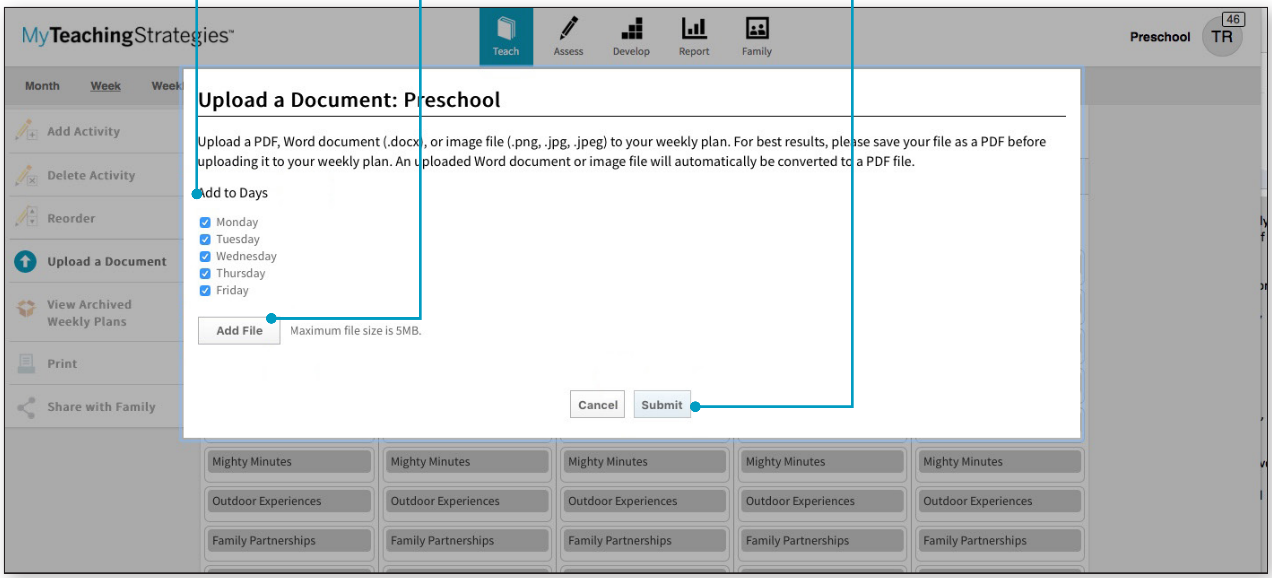
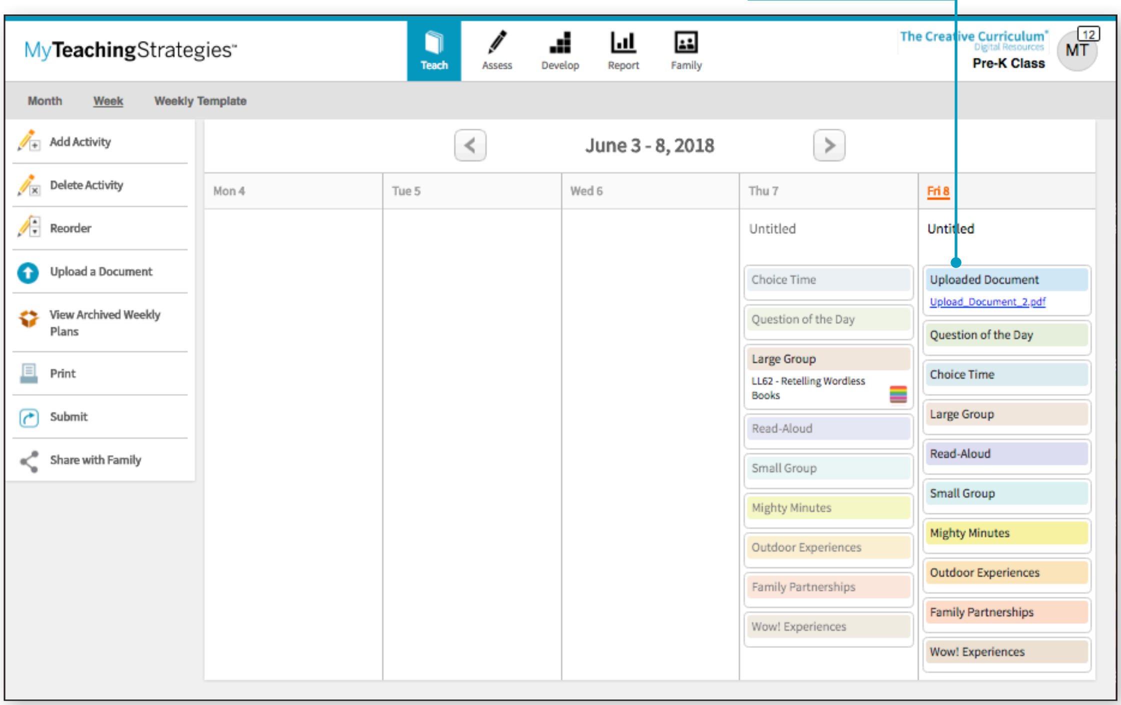
1. Select the days you wish to upload the document

2. select ADD FILE to choose a file from your device to upload.

3. We recommend uploading a PDF to maintain your desired formatting, but you can also upload a Word document, .png image file, .jpg image file, or .jpeg image file to the plan, with a size limit of 5MB. Once you have selected a file, select SUBMIT



An UPLOADED DOCUMENT time of day will then appear for each selected day at the top of your weekly plan with a link to the document. Selecting the link will open the uploaded document in a separate tab.



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Managing Uploaded Documents

The UPLOADED DOCUMENT time of day can be utilized like any other time of day on your calendar. You can delete any UPLOADED DOCUMENT times of day to remove them from your calendar, and you can reorder any UPLOADED DOCUMENT time of day to position it in your schedule.

Uploading Additional Documents

You can upload as many documents created outside of *MyTeachingStrategies*® as you wish to each weekly plan, for any day or week. This will add multiple UPLOADED DOCUMENT times of day to your weekly plan, which you can then manage as you see fit.

Sample Weekly Plan Templates from *The Creative Curriculum*®

We have provided several weekly plan templates in the Support and Resources library on the WEEK page to use for uploading. These templates, from *The Creative Curriculum*®, are editable PDFs. Download one for Infants, Toddlers, & Twos, for Preschool, or for Kindergarten, type in your planned activities, then upload to your plan!

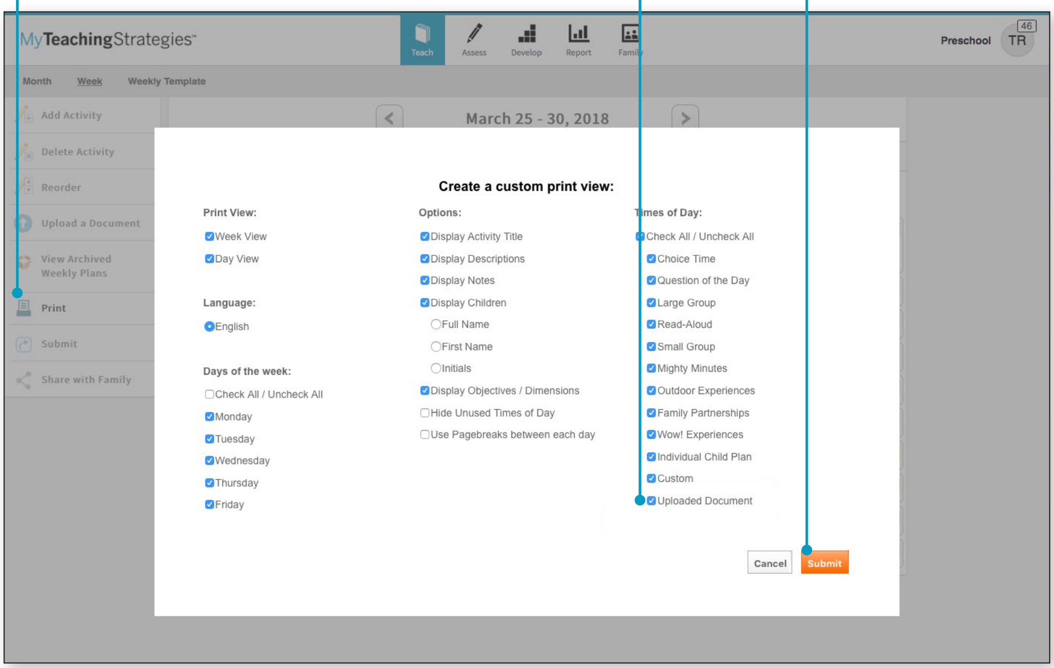
Printing, Submitting to Administrators, and Sharing with Families

When you print your weekly plan, submit your plan to administrators, or share your plan with family members, any uploaded documents will be attached to the end of the PDF.

1 To remove these documents, select PRINT.

2 uncheck UPLOADED DOCUMENT before generating the PDF to print.

3 Once you have unchecked this option and saved, uploaded documents will also be removed when submitting weekly plans to administrators for approval and sharing weekly plans with family members.



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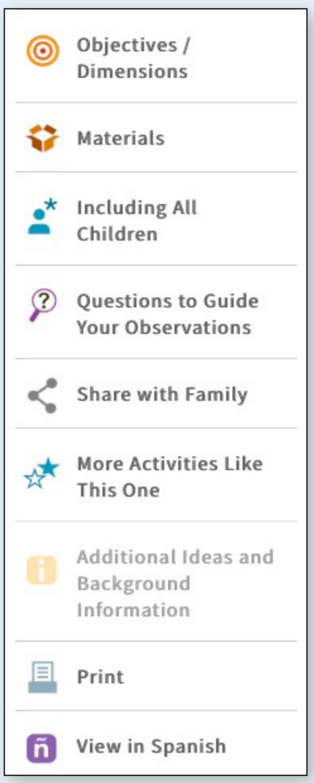
Teaching with an *Intentional Teaching* Experience/Opportunity

Each *Intentional Teaching* experience/opportunity includes step-by-step "What You Do" instructions and an embedded, color-coded teaching sequence that offers guidance on how to adapt the experience/opportunity for each individual child.

Children's names appear within the teaching sequence based on the most recent preliminary ratings or checkpoint ratings that you have entered. The guidance that appears alongside children's names can be used to promote each child's development and learning for the knowledge, skills, and abilities of the experiences/opportunities primary objective/dimension.

If children join mid-experience/opportunity, include them by simply choosing their names in the Teaching Sequence and selecting SAVE.



Intentional Teaching Experience/Opportunity Navigation

Within an *Intentional Teaching* experience/opportunity, the left-hand navigation bar provides helpful resources to assist your teaching practice.

- Objectives/Dimensions lists the primary objective/dimension and any related objectives/dimensions for the experience/opportunity.
- Materials offers a list of the materials needed for the experience/opportunity.
- Including All Children offers guidance on including children with special needs or children who are English- or dual-language learners.
- Questions To Guide Your Observations helps you focus your observation planning; these questions also appear in the "Assess" feature.
- Make A Family Connection offers the option to print or share *LearningGames*® with family members.
- Additional Ideas And Background Information provides further guidance to support your teaching.
- Print offers the option to print the *Intentional Teaching* experience/opportunity with the children's names embedded in the Teaching Sequence.
- View in Spanish reveals the Spanish version of the *Intentional Teaching* experience/opportunity.

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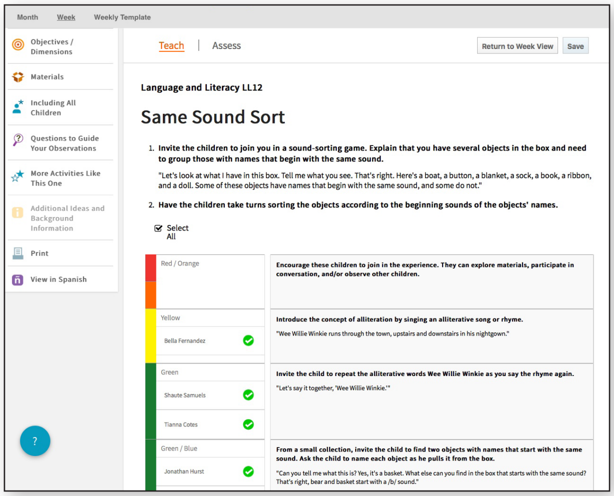
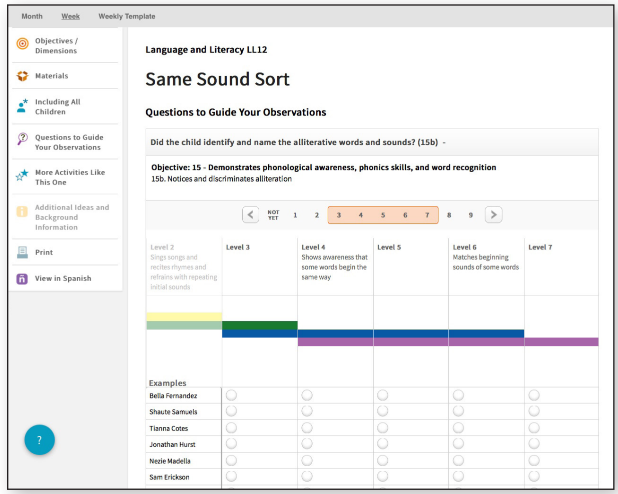
Adding Documentation While Using an *Intentional Teaching* Experience

You can assess children's knowledge, skills, and abilities while teaching with *Intentional Teaching* experiences by adding documentation with preliminary levels.





While teaching with an *Intentional Teaching* experience, toggle from the TEACH area to the ASSESS area. Here you will find the Questions to Guide Your Observations; select a question to reveal that question's related objective's/dimension's progression.

The children taking part in the *Intentional Teaching* experience appear beneath the progression. To answer the question, select a level for each child.

You can select another question if you would like; otherwise, select SAVE when you are done. This will add documentation with the selected preliminary levels into each child's portfolio.

In each child's portfolio, the documentation will appear with a system-generated observation note explaining the experience, as well as any included preliminary levels. This will also appear within the progressions at checkpoint time, so you can use this documentation to inform your final checkpoint decisions.

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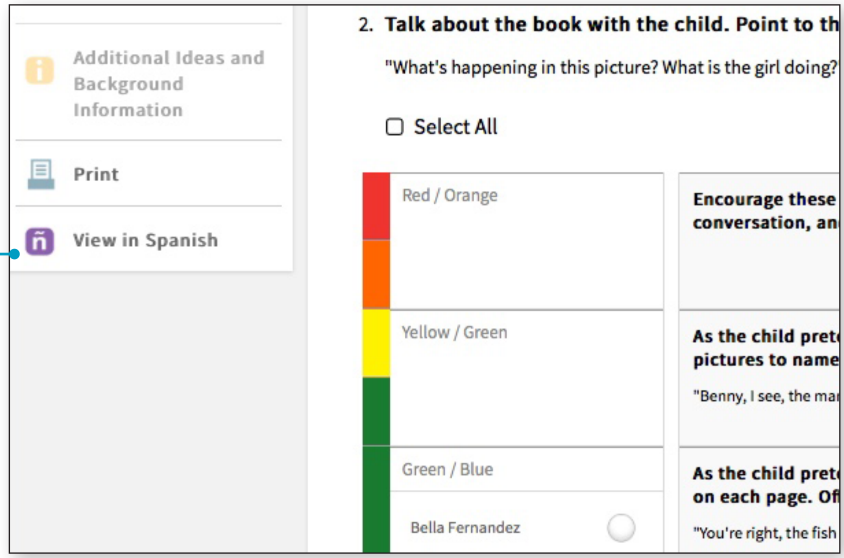
Viewing an *Intentional Teaching* Experience/Opportunity in Spanish

To view an *Intentional Teaching* experience/opportunity in Spanish:

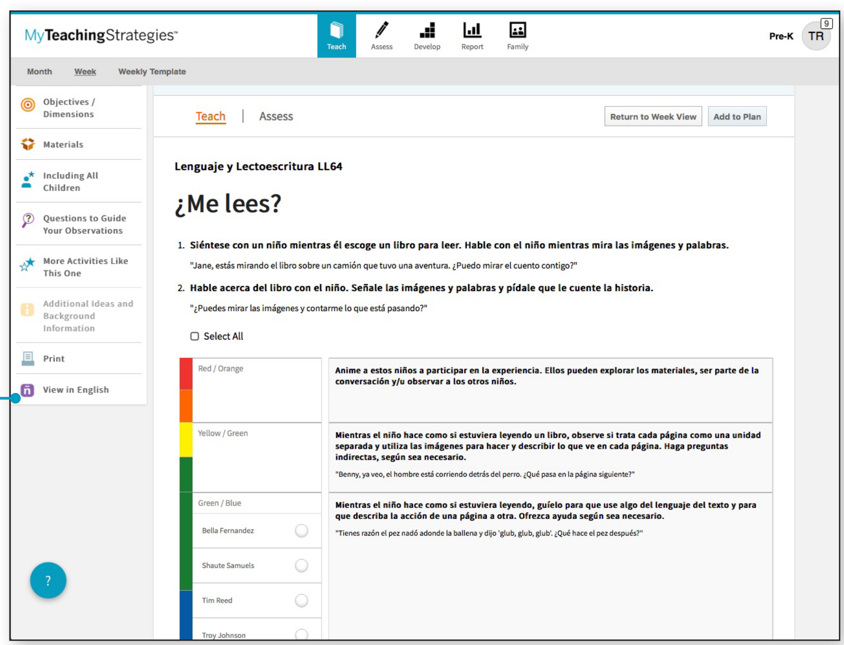
Navigate to a specific *Intentional Teaching* experience/ opportunity.

Select VIEW IN SPANISH in the left-hand navigation.



While viewing in Spanish, you can select specific children and add it to your plan. The experience/opportunity will then be in Spanish when you go to teach.

Select VIEW IN ENGLISH in the left-hand navigation to switch the language back to English.



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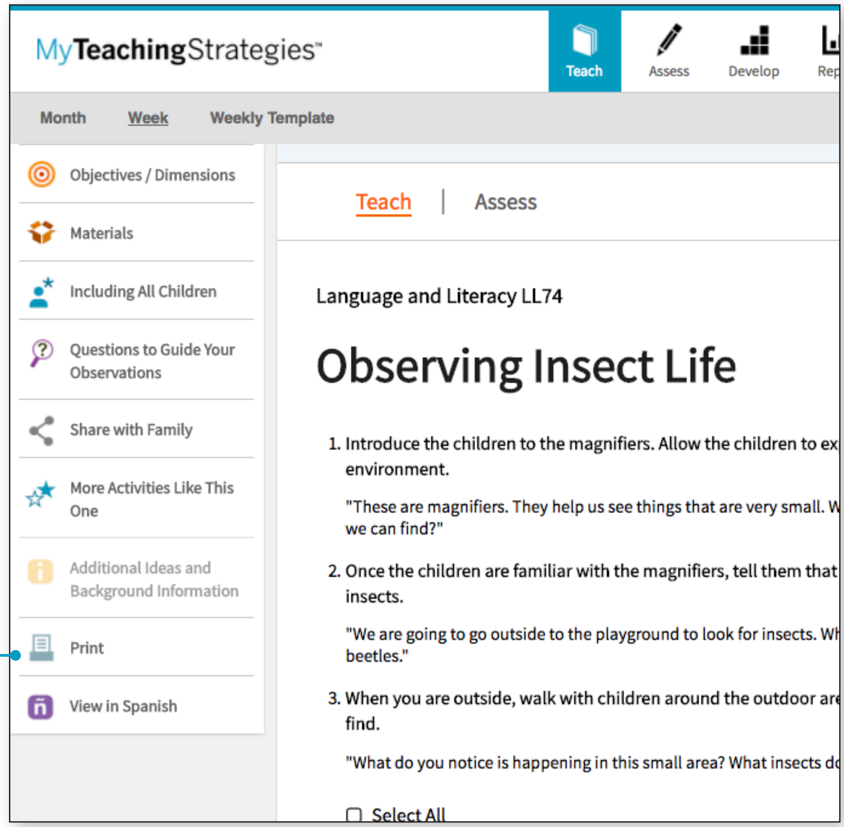
Printing an *Intentional Teaching* Experience/Opportunity

To print an *Intentional Teaching* experience/opportunity:

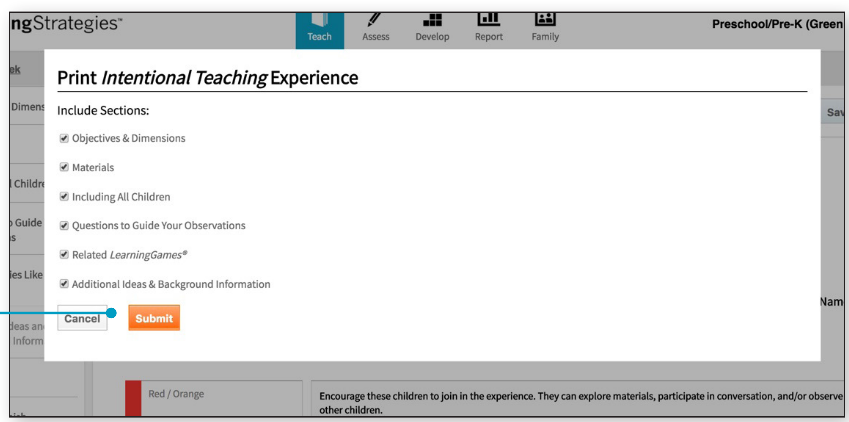
Navigate to an Intentional Teaching experience/opportunity.

Select PRINT in the left-hand navigation.



Verify print settings in the call-out box, then select SUBMIT.

A PDF of the Intentional Teaching experience/opportunity will then be made available.



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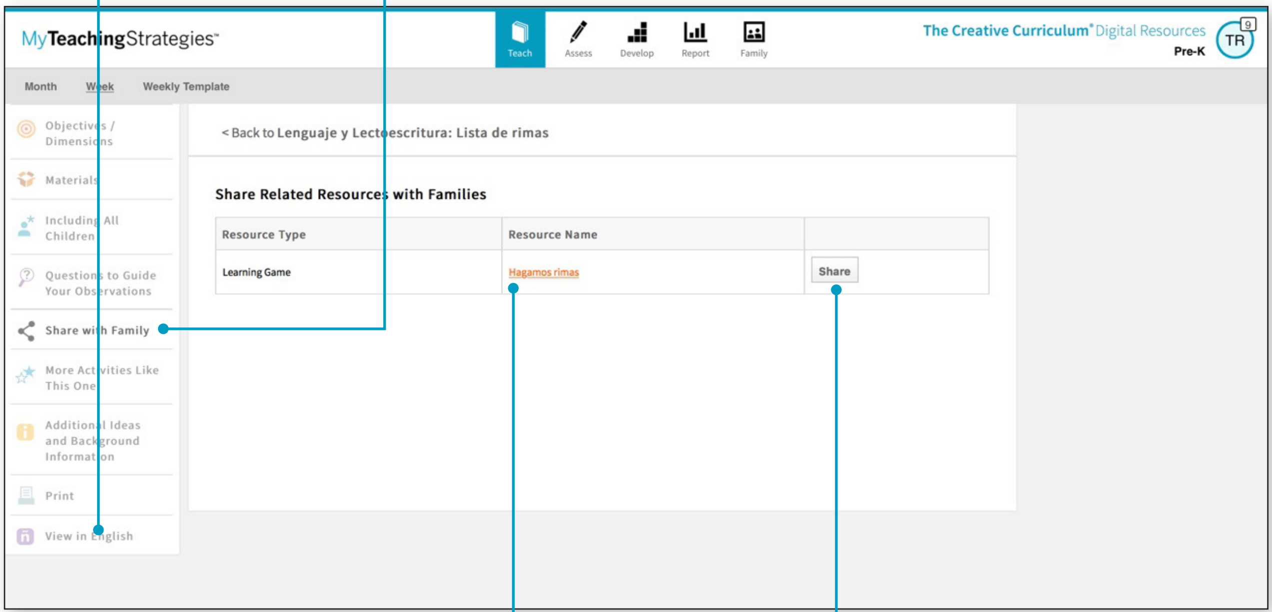
Sharing *LearningGames*® from *Intentional Teaching* Experiences/ Opportunities

Subscribers to the infants, toddlers and twos and preschool/ prekindergarten digital curriculum resources ae able to share *LearningGames*® from any *Intentional Teaching* experience/ opportunity.

To share a *LearningGame*® from any *Intentional Teaching* experience/ opportunity, first navigate to your planned *Intentional Teaching* experience/opportunity.

1. Select VIEW IN SPANISH.

2. Select SHARE WITH FAMILY in the left-hand navigation.



3. Select the name of the *LearningGame*® to preview the activity.

4. Select the SHARE button next to the English or Spanish version of the related *LearningGame*®.

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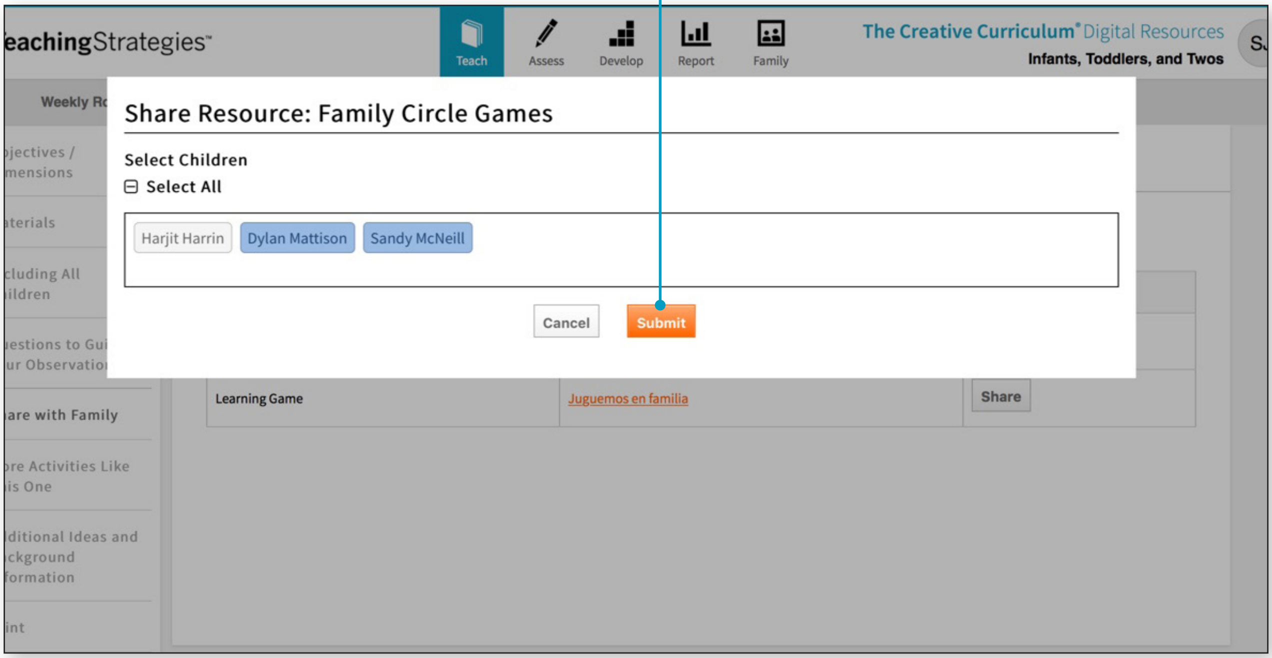
5 Select a child or children, then select SUBMIT.



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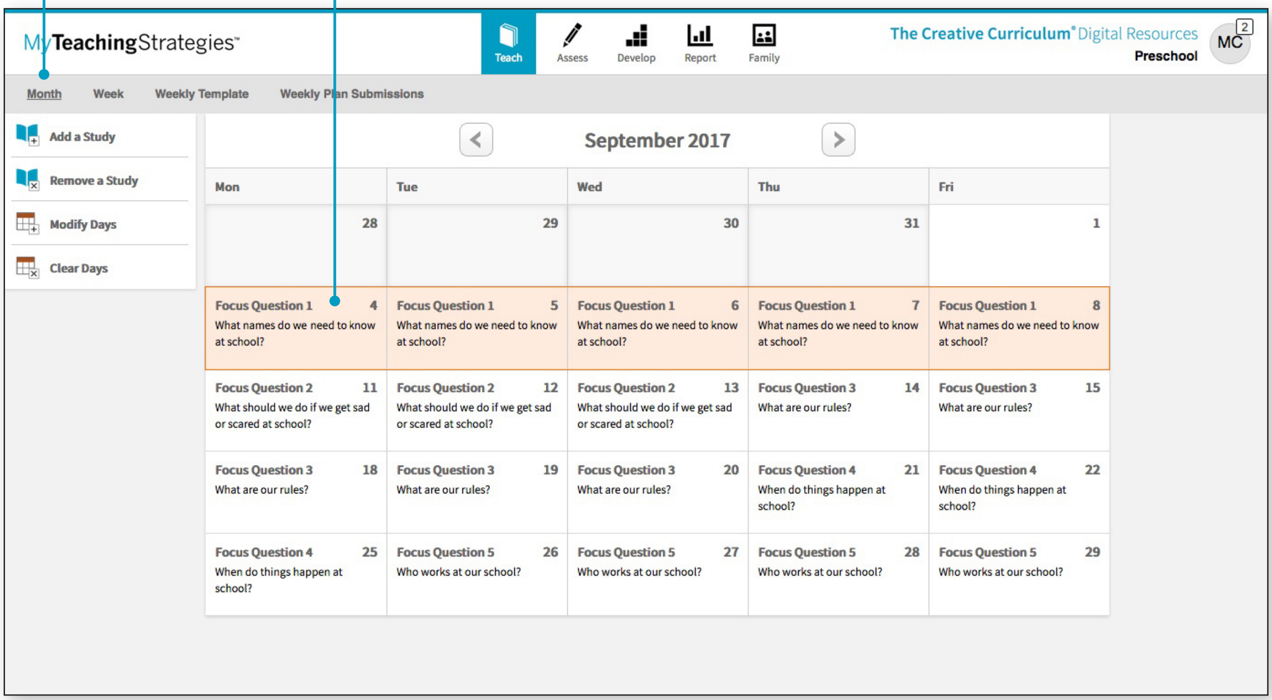
Sharing Letters to Families

Teachers in a classroom with *The Creative Curriculum*®, Digital Resources can access and share study specific Letters to Families from an added study in the Teach area.

1. To share a letter, select MONTH from the Teach area sub-navigation.

2. Select the first week of an added study.



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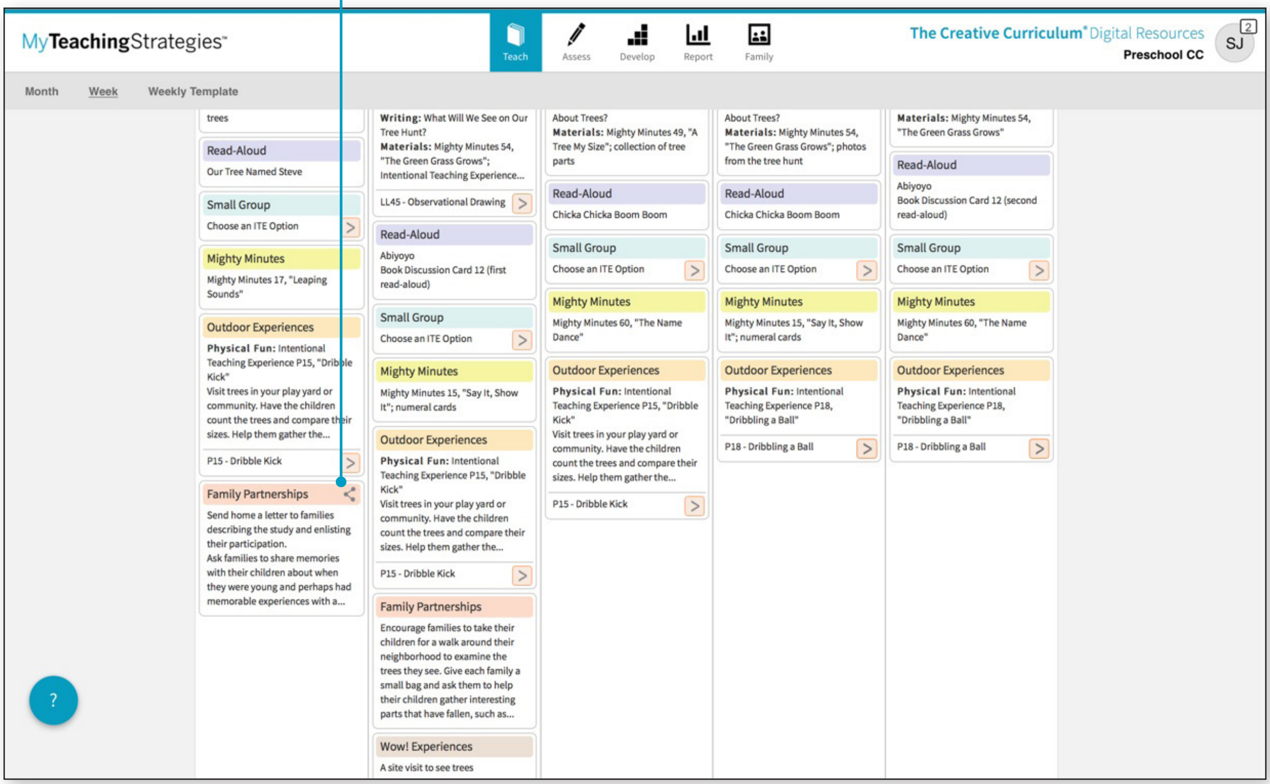
3 Select the share icon on the Family Partnerships time of day on the first day of the study.



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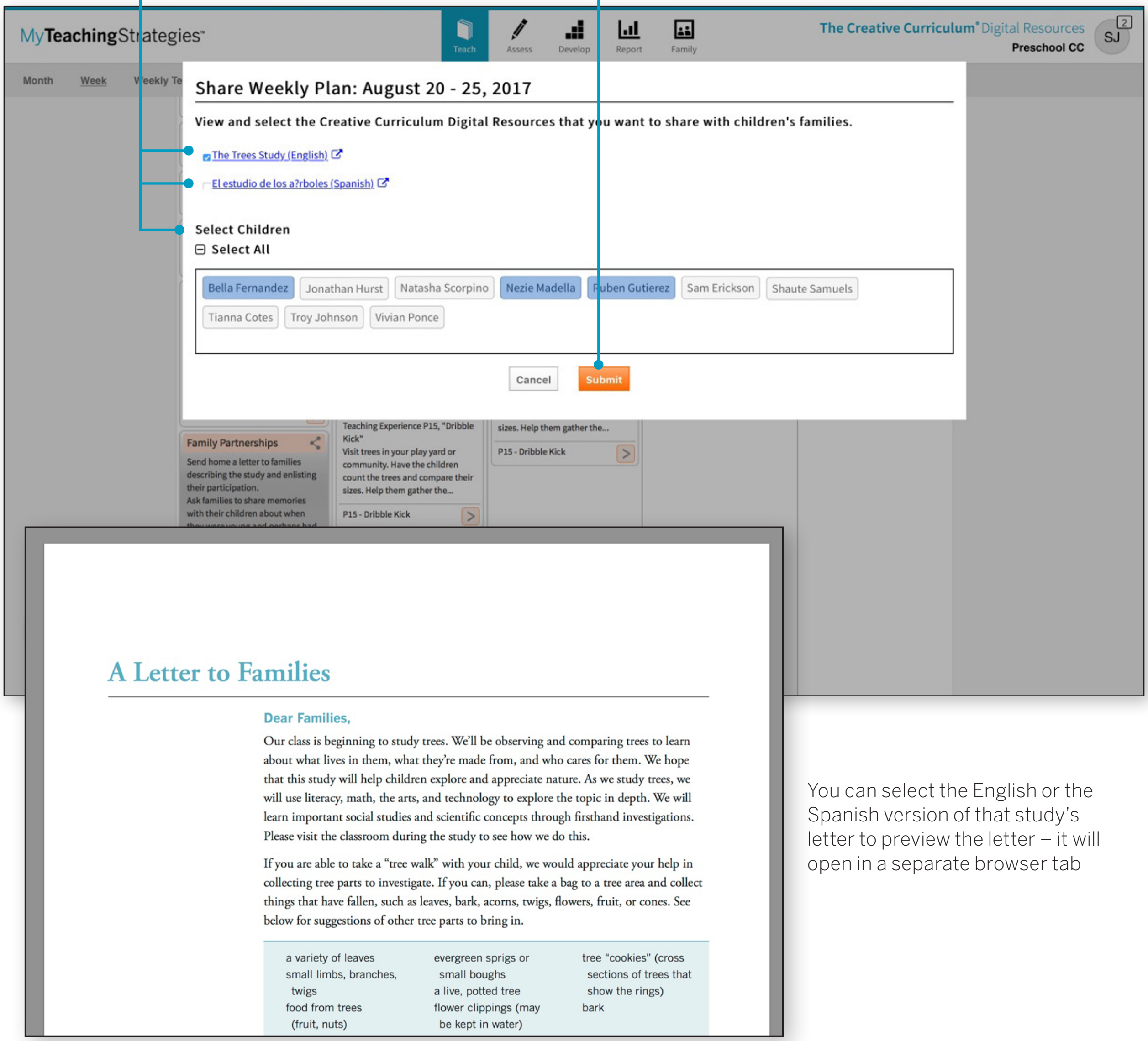
4 Select the checkbox next to one or both letters, then select the children whose family members you wish to share the letter with.

5 Select SUBMIT.



You can select the English or the Spanish version of that study's letter to preview the letter – it will open in a separate browser tab

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Adding and Removing Studies in Your Calendar

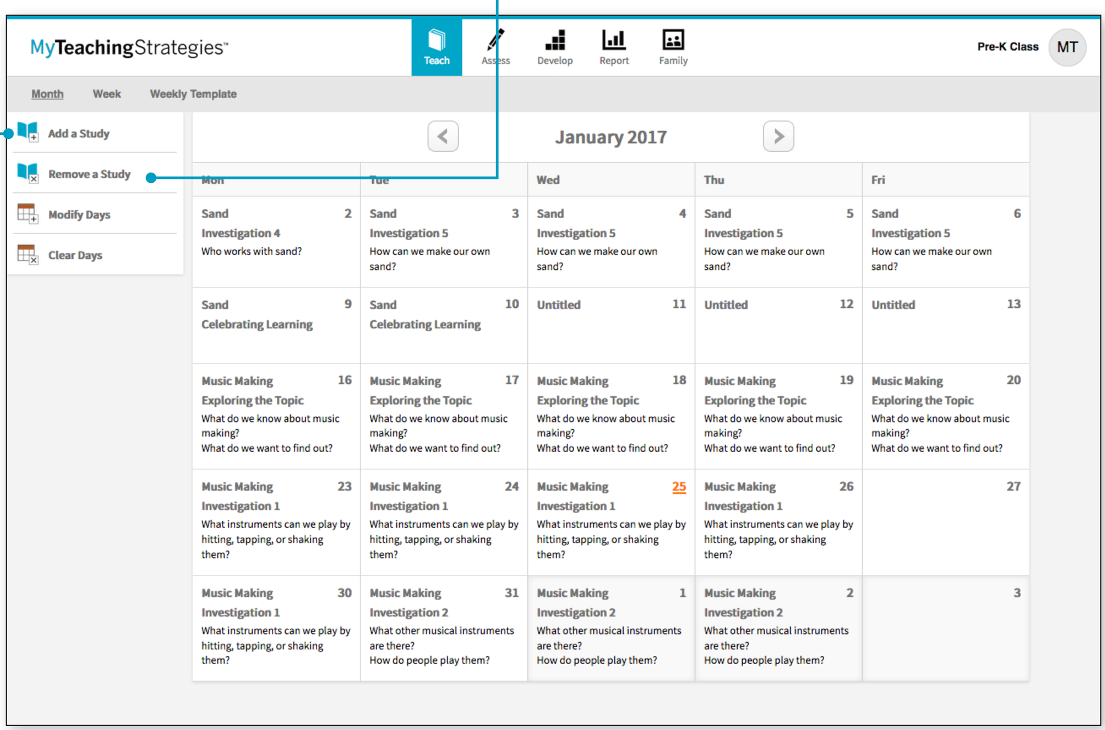
Subscribers to the preschool/prekindergarten and kindergarten digital curriculum resources are able to add the At a Glance content from any of the *Teaching Guides* from *The Creative Curriculum® for Preschool* or *The Creative Curriculum® for Kindergarten* to the TEACH calendars.

Adding a Study

1. Select ADD A STUDY on the left-hand side of the screen.
2. Select the calendar day on which you wish the study to begin.
3. After verifying your selection, the study will be added to your calendar.
4. If you want to add a study to your calendar beginning mid-study, repeat the first step and choose "I want to select my own starting point within this study" – this will add the study from that point forward.

Removing a Study

1. Select REMOVE A STUDY on the left-hand side of the screen.
2. Select a day on the calendar that contains study content.
3. Select CONFIRM.
4. This functionality will remove the study from that day forward. Any planned days in the future will now automatically shift back.



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Creating a Weekly Plan for Each Child

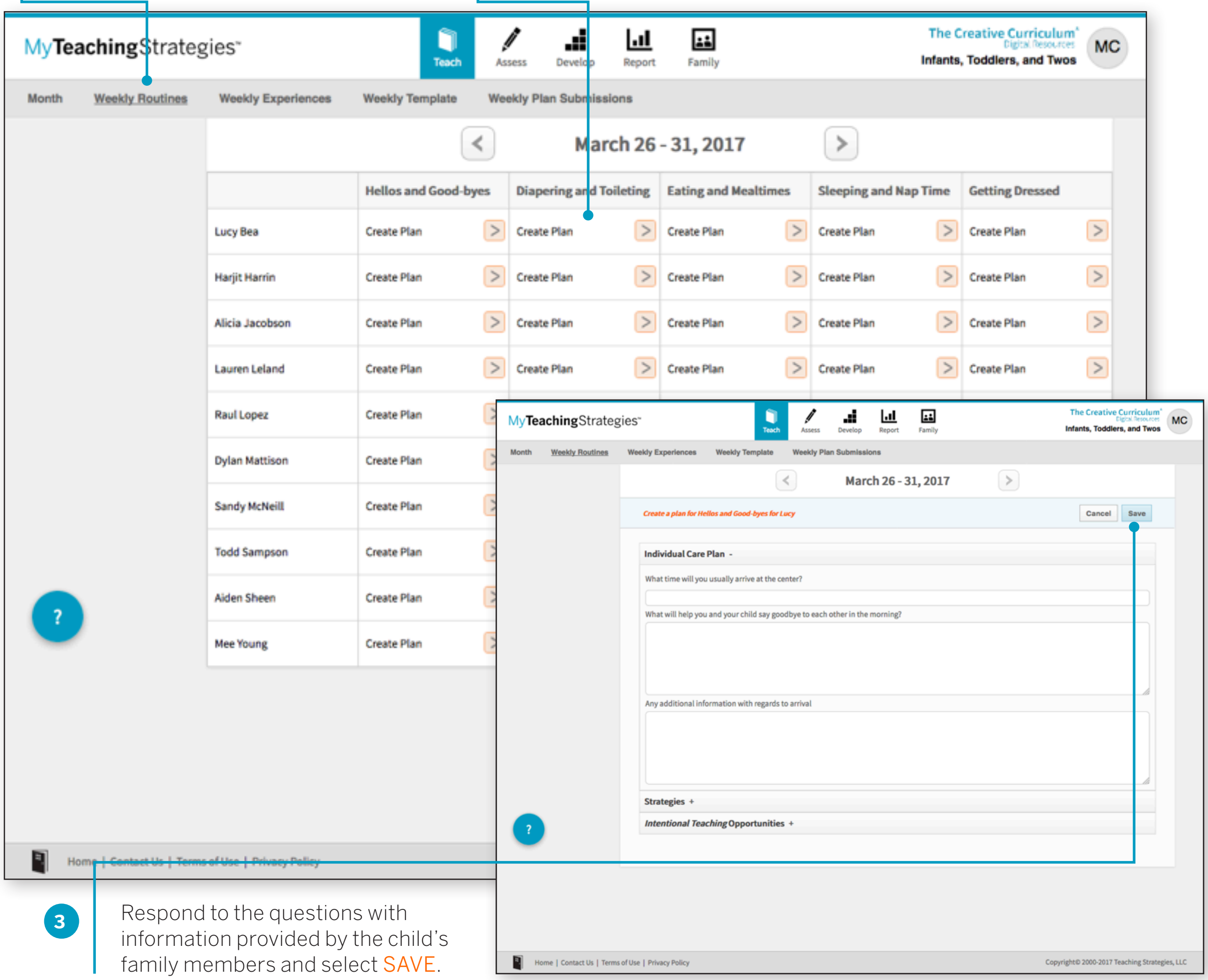
Teachers or caregivers for infants, toddlers, and twos classrooms can create a weekly plan for the five routines for each child in a classroom: Hellos and Goodbyes, Diapering and Toileting, Eating and Mealtimes, Sleeping and Nap Times, and Getting Dressed. These individual care plans can be created for each child, and used to help you keep track of family-provided information about a child's routine, select routine-specific strategies to use for each child, and select routine-specific *Intentional Teaching* opportunities to use during each routine.

Creating an Individual Care Plan

This child's Individual Care Plan is now saved for one routine. Continue these steps to enter information for other routines for each child.

1 Select WEEKLY ROUTINES from the Teach area sub-navigation.

2 Select CREATE PLAN to begin creating an individual care plan for a child.



3 Respond to the questions with information provided by the child's family members and select SAVE.

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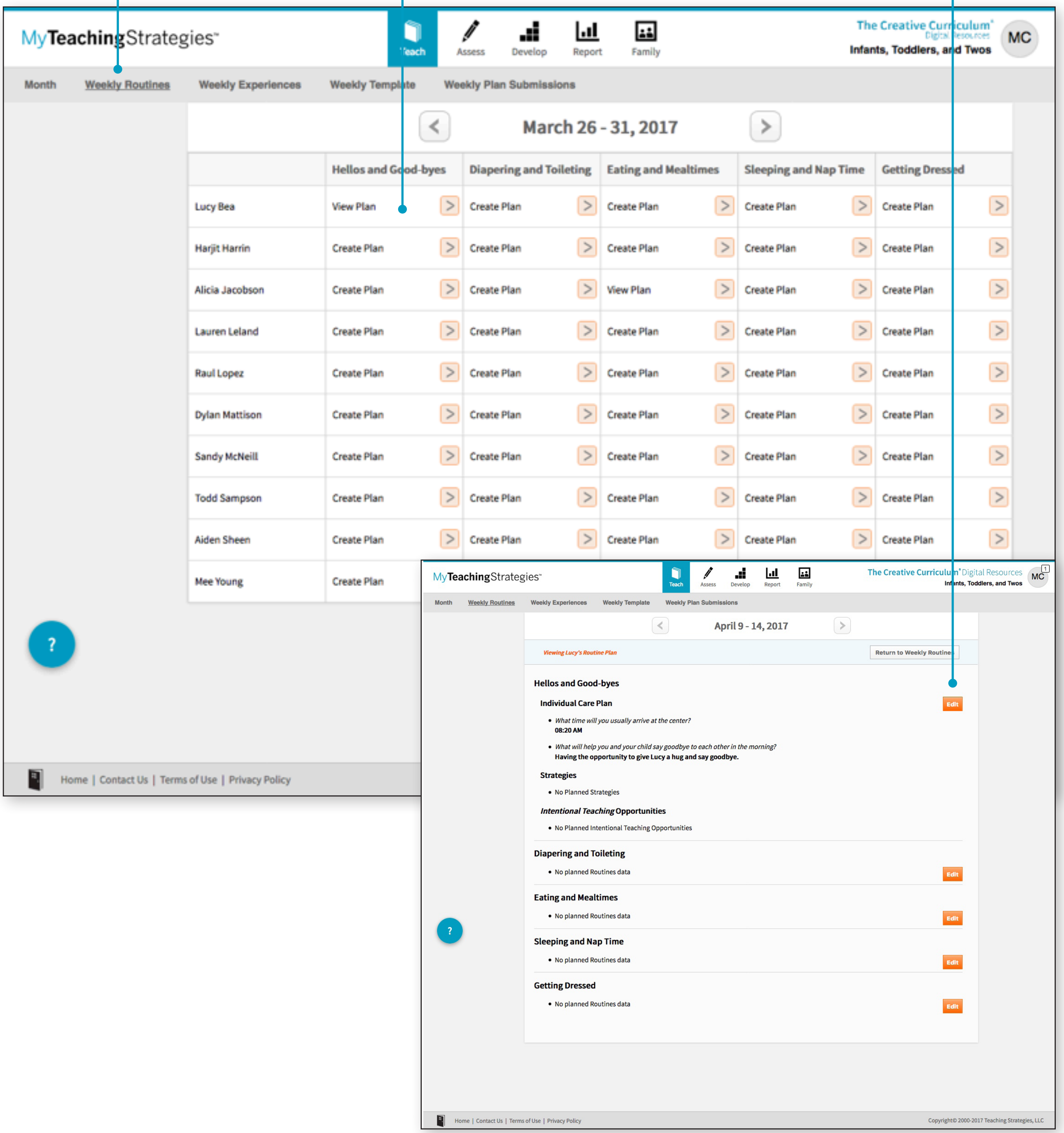
Adding *Intentional Teaching Opportunities* to a Child's Routines Plan

1 Select WEEKLY ROUTINES from the Teach area sub-navigation.

2 Select VIEW PLAN.

3 Select EDIT.



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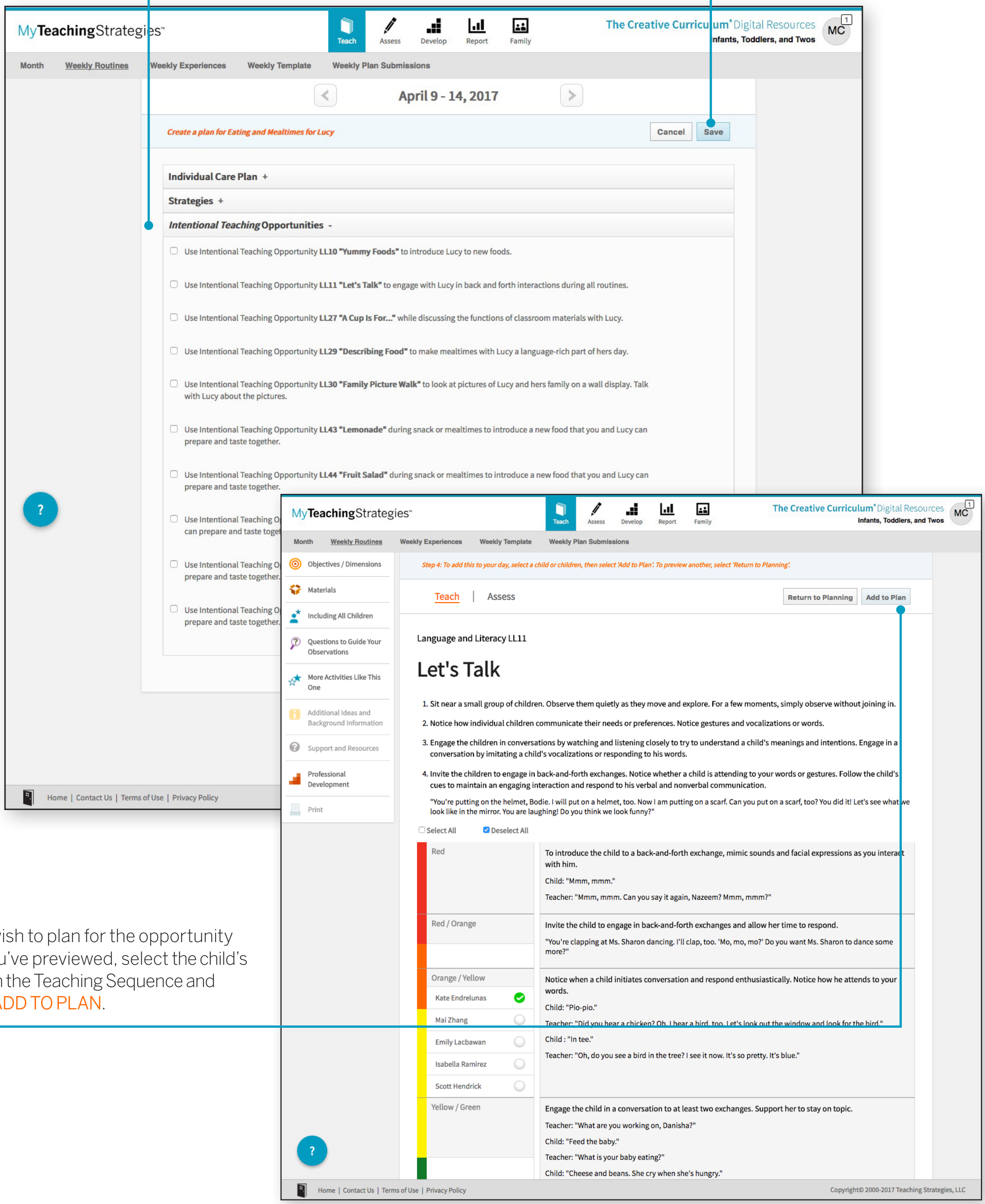
Select the *INTENTIONAL TEACHING OPPORTUNITIES* option to reveal different *Intentional Teaching* opportunities to use for a child for the selected routine. Select the name of an *Intentional Teaching* opportunity to preview.

You can then select additional *Intentional Teaching* opportunities or select SAVE.



If you wish to plan for the opportunity that you've previewed, select the child's name in the Teaching Sequence and select ADD TO PLAN.

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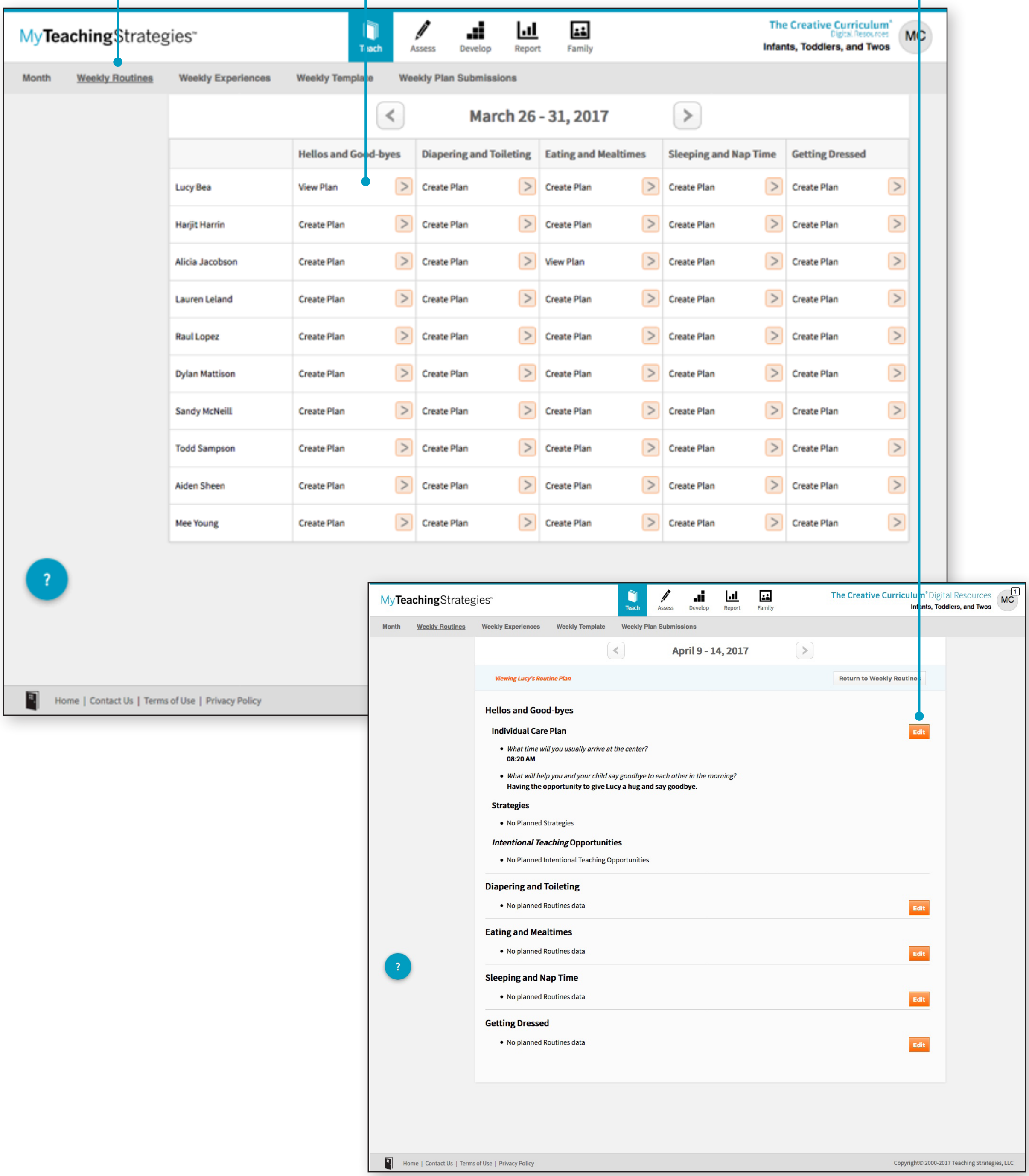
Adding Strategies to a Child's Routines Plan

Infants, Toddlers & Twos programs who subscribe to *The Creative Curriculum*®, Digital Resources can also add Strategies to a child's routine plan.

1. Select WEEKLY ROUTINES from the Teach area sub-navigation.
2. Select VIEW PLAN.
3. Select EDIT.



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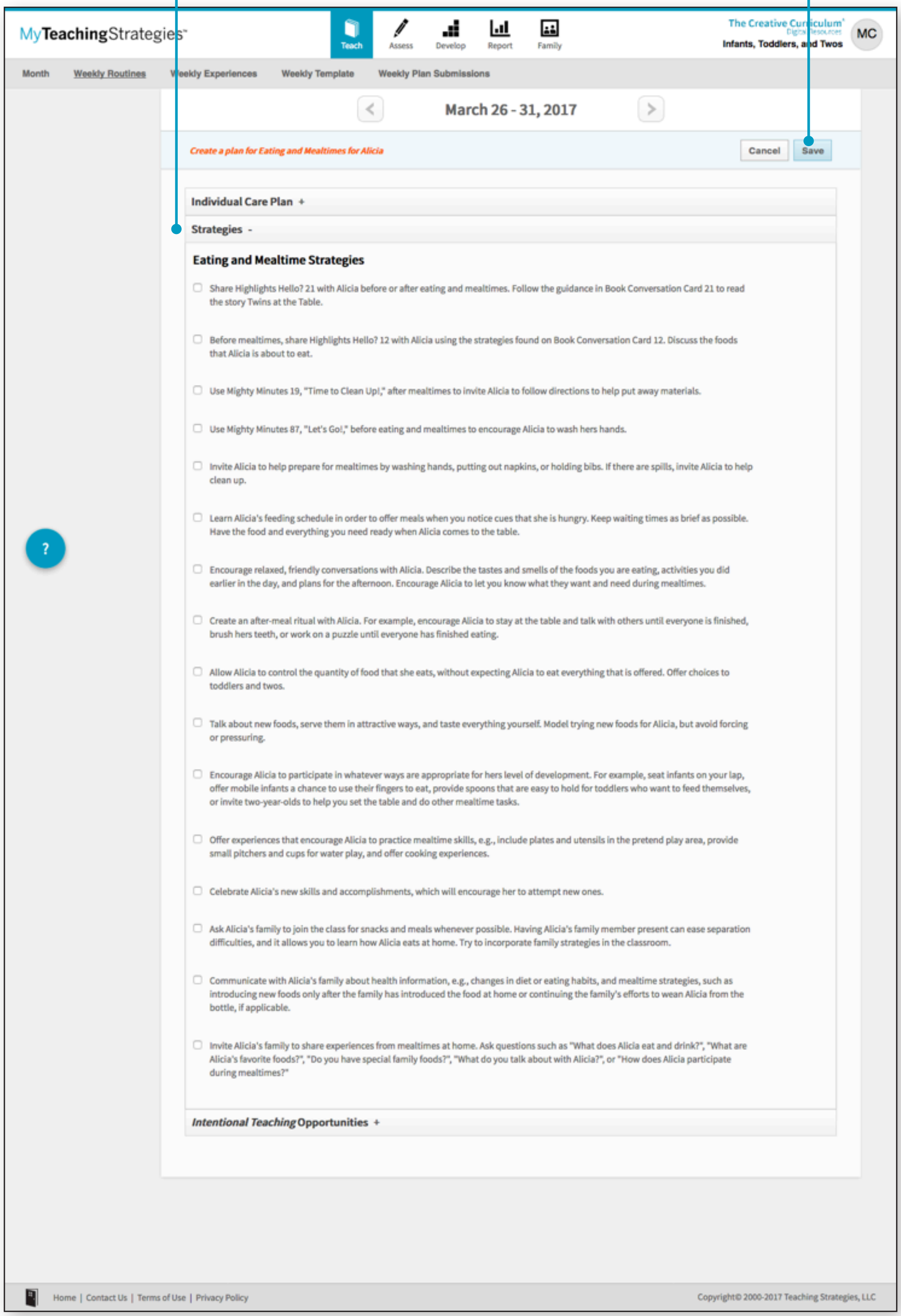
1 Expand the STRATEGIES section to reveal different strategies to use for a child for the selected routine. These include generic strategies as well as suggested options from *The Creative Curriculum*®.

2 Select one or more strategies and select SAVE.



This child now has saved strategies for one routine. Continue to select strategies for other routines for each child.

MyTeachingStrategies®

Assess

Documentation

On the Spot Recording Tool

Checkpoints

COSF Checkpoint

How-To Guide for Teachers

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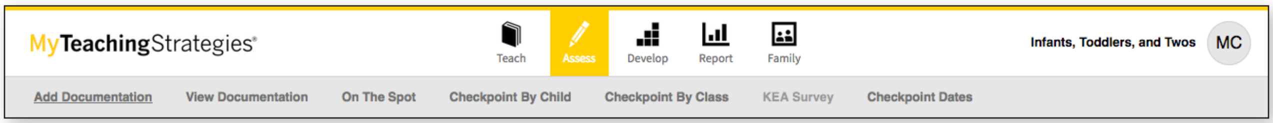
Documentation

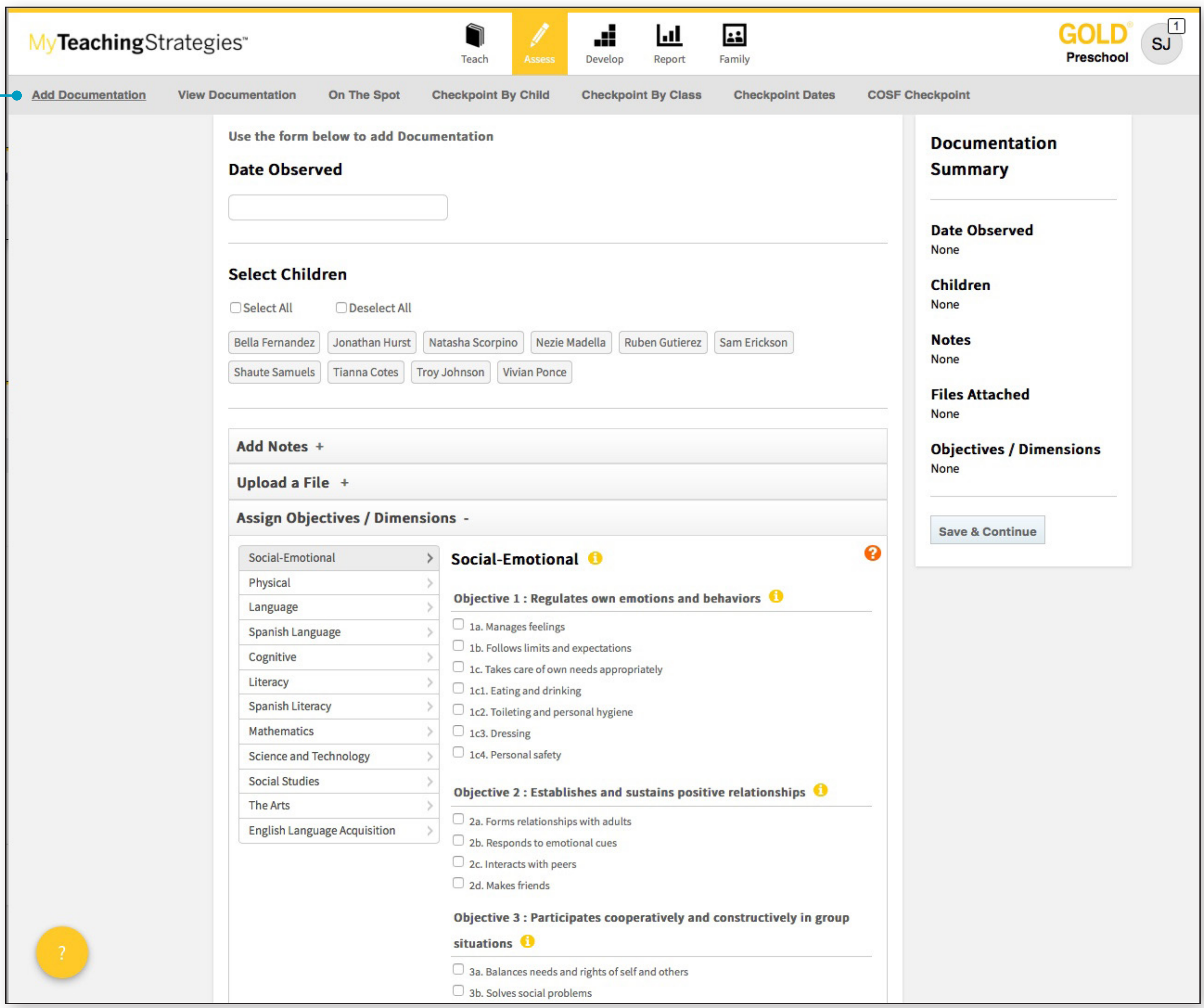
In the Assess area you'll find everything you need to enter assessment information for the children in your classroom. Here you can view and add documentation, and input your checkpoint data.

Within the Assess sub-navigation bar you'll find six options: Add Documentation, View Documentation, On The Spot, Checkpoint By Child, Checkpoint By Class, KEA Survey (if applicable), and Checkpoint Dates.



Adding Documentation

To create digital portfolios for the children in your class, select ADD DOCUMENTATION from the sub-navigation.



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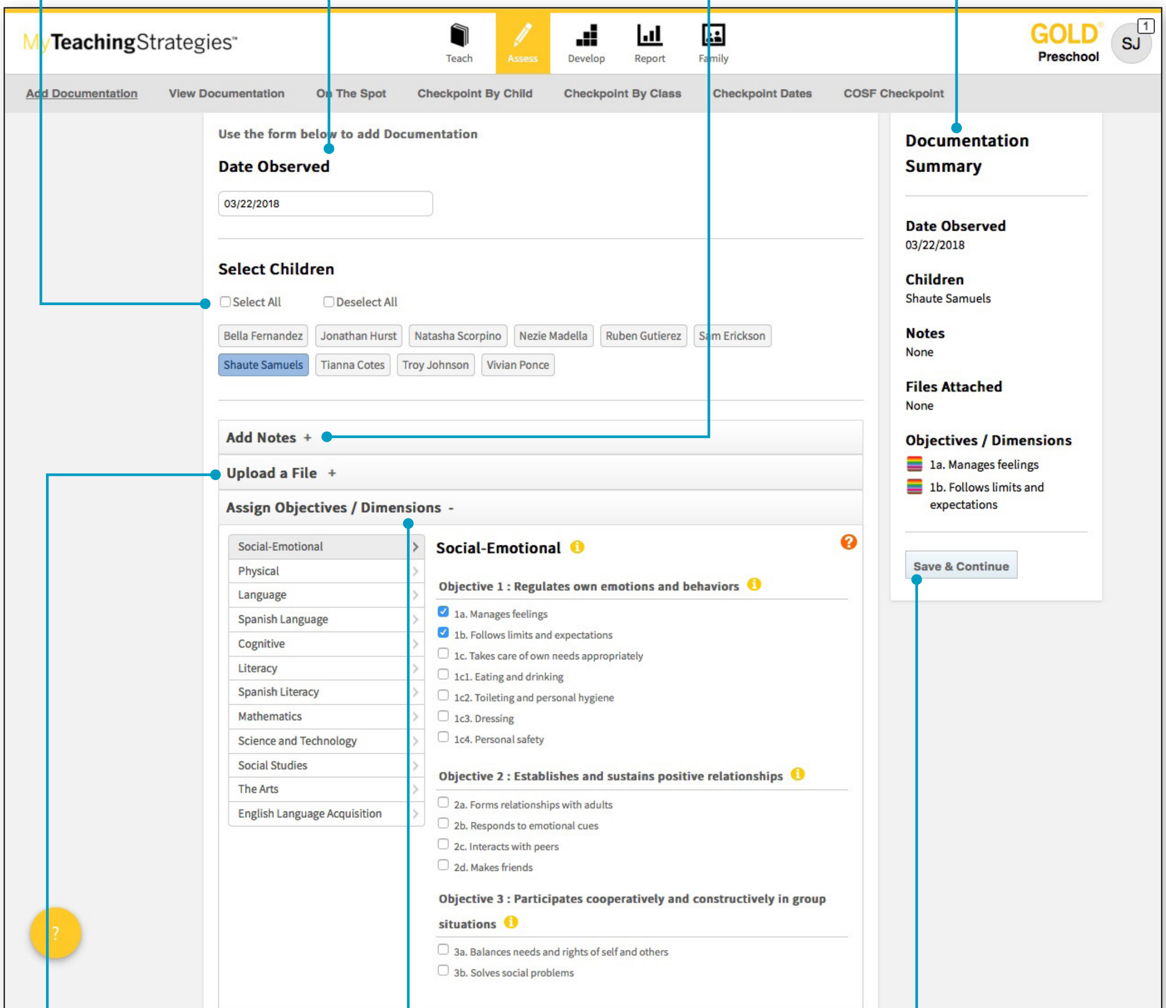
1. Select the children in your class you'd like to add documentation for. Choose SELECT ALL to choose all children in your classroom.

2. Input the documentation date in the DATE OBSERVED field. Note: This is the date that you collected the documentation, not the day you entered the documentation into the tool.

3. Add notes to your documentation by clicking the + symbol to the right of ADD NOTES and adding text within the text box.

The DOCUMENTATION SUMMARY will provide a summary of the information you've provided for your documentation.



4. Upload pictures, videos, or other files to your documentation by clicking the + symbol next to UPLOAD A FILE and selecting the ADD FILE button.

5. Tag relevant objectives/dimensions to the documentation by clicking the + symbol to the right of ASSIGN OBJECTIVES/DIMENSIONS. Select the appropriate dimension from the list on the left, and select all appropriate objectives.

6. Select SAVE & CONTINUE to save your documentation.

A single observation note can relate to more than one objective or dimension, so teachers can assign documentation to multiple objectives and/or dimensions. Select the appropriate area from the list on the left, and select all appropriate objectives/dimensions.

File Sizes and File Types

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.

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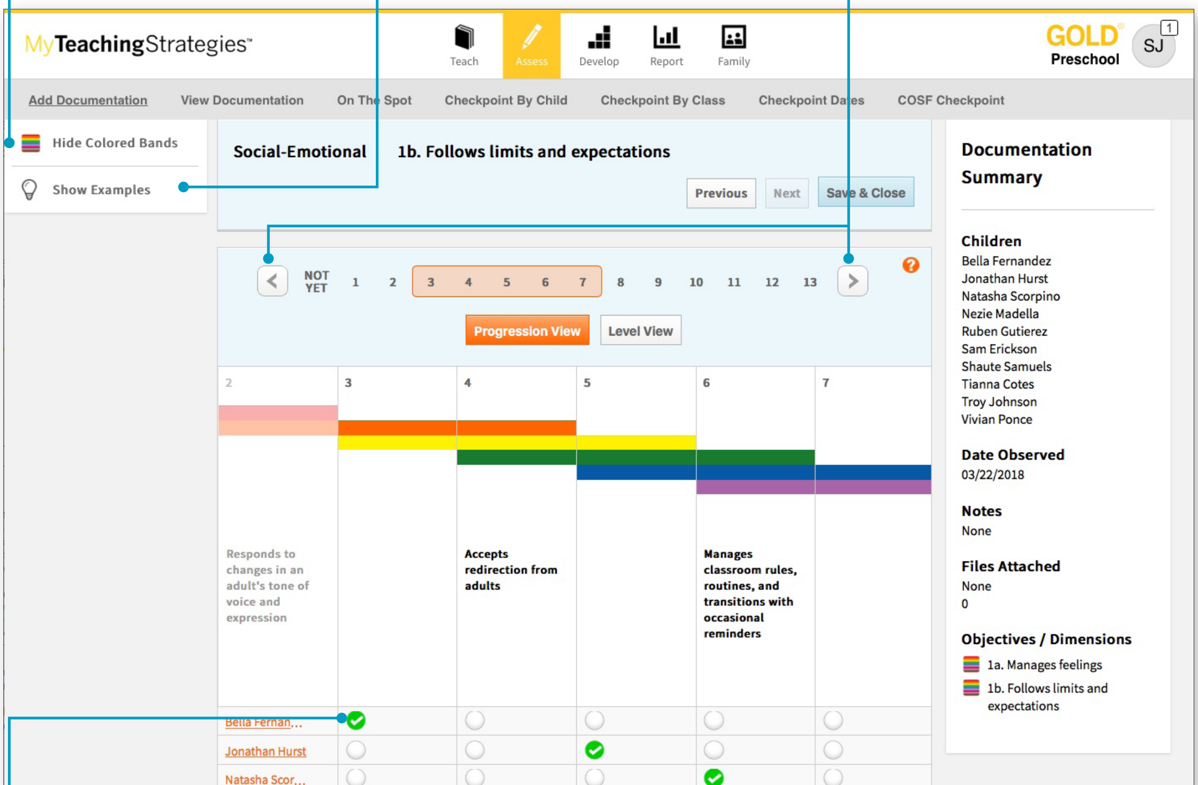
Selecting a Preliminary Level

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. Follow the steps below to set preliminary levels on the next screen.

Click here to hide or show the colored bands. Point to HIDE COLORED BANDS button.

Click SHOW EXAMPLES to see examples of abilities at each developmental level.

Use the arrows or the progression slider to scroll left or right along the progression.



Click the circle under the appropriate level to assign a preliminary level on the basis of this particular piece of documentation.

Use the *MyTeachingStrategies*® app to easily capture documentation using a mobile device. Download the app onto your Apple mobile devices from the App Store, or onto your Android mobile devices from the GooglePlay™ Store or Amazon Appstore for Android.

The colored bands on the progressions indicate the age and class/grade 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 the Objectives for Development and Learning course under My Courses in the Develop area.

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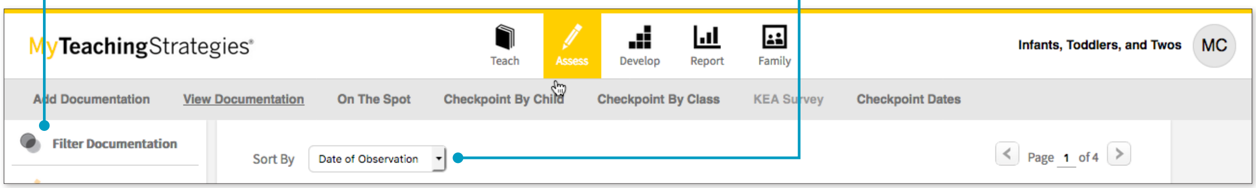
View Documentation

To view documentation you have previously added, select VIEW DOCUMENTATION from the sub-navigation. Here you'll see all documentation you've collected, sorted by date of observation with the newest pieces of documentation listed first.

Select FILTER DOCUMENTATION to find documentation for specific keywords, checkpoint periods, children, dates, file types, authors, or objectives/dimensions.

Use the SORT BY drop-down menu to sort by Date of Observation or Date Added.

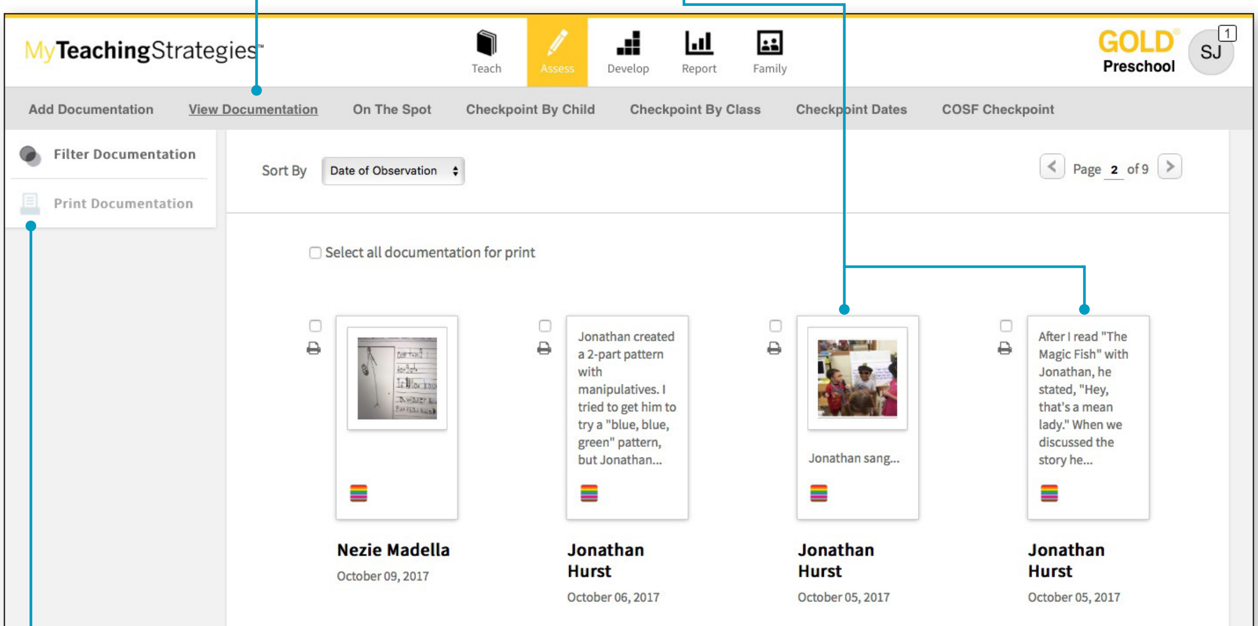


Print Documentation

From the View Documentation screen teachers can print individual, multiple, or all documentation.

1. Select VIEW DOCUMENTATION from the sub-navigation.

2. Select one or more documentation tiles, or if you want to select all documentation, select the checkbox next to SELECT ALL DOCUMENTATION FOR PRINT.



3. Then select PRINT DOCUMENTATION in the left-hand navigation.

4. A pop-up box will appear with the ability to de-select options for displaying the notes, attachments, associated objectives & dimensions, preliminary levels, date/time entered, and/or author. Make sure the options you want to display in the PDF are checked, and then select PRINT. A PDF is then generated on your device that is ready for printing.

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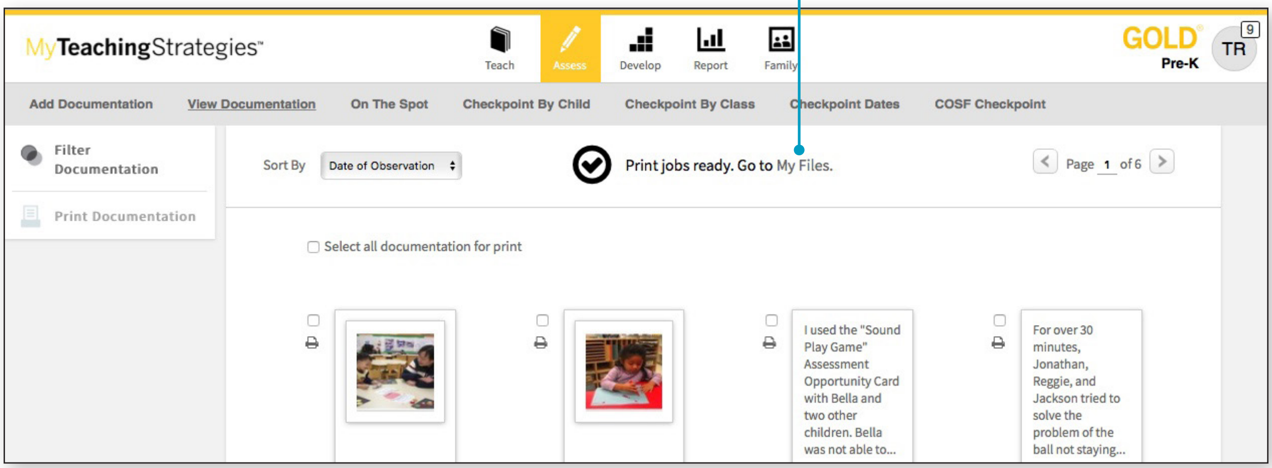
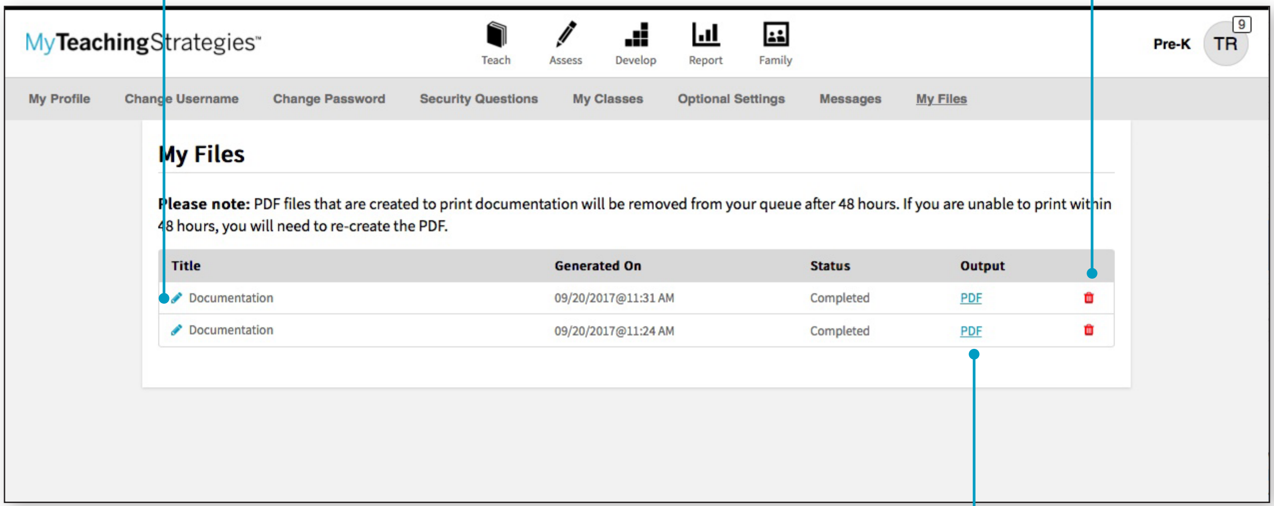
5 If the PDF generation will take a few minutes to complete, you will see a message explaining this process. If that message appears, select CLOSE. When the PDF is ready, you will see an alert at the top of your screen. Select MY FILES to retrieve your PDF. Please Note: The file will only remain here for 48 hours.



6 On the My Files page, you can change the name of each PDF you have generated by clicking on the pencil icon next to the title of each PDF.

7 You can also remove a specific PDF from your list by clicking the garbage can icon on the right-hand side.



8 To view the PDF, select the PDF link under the Output column. Please Note: The file will only remain here for 48 hours.

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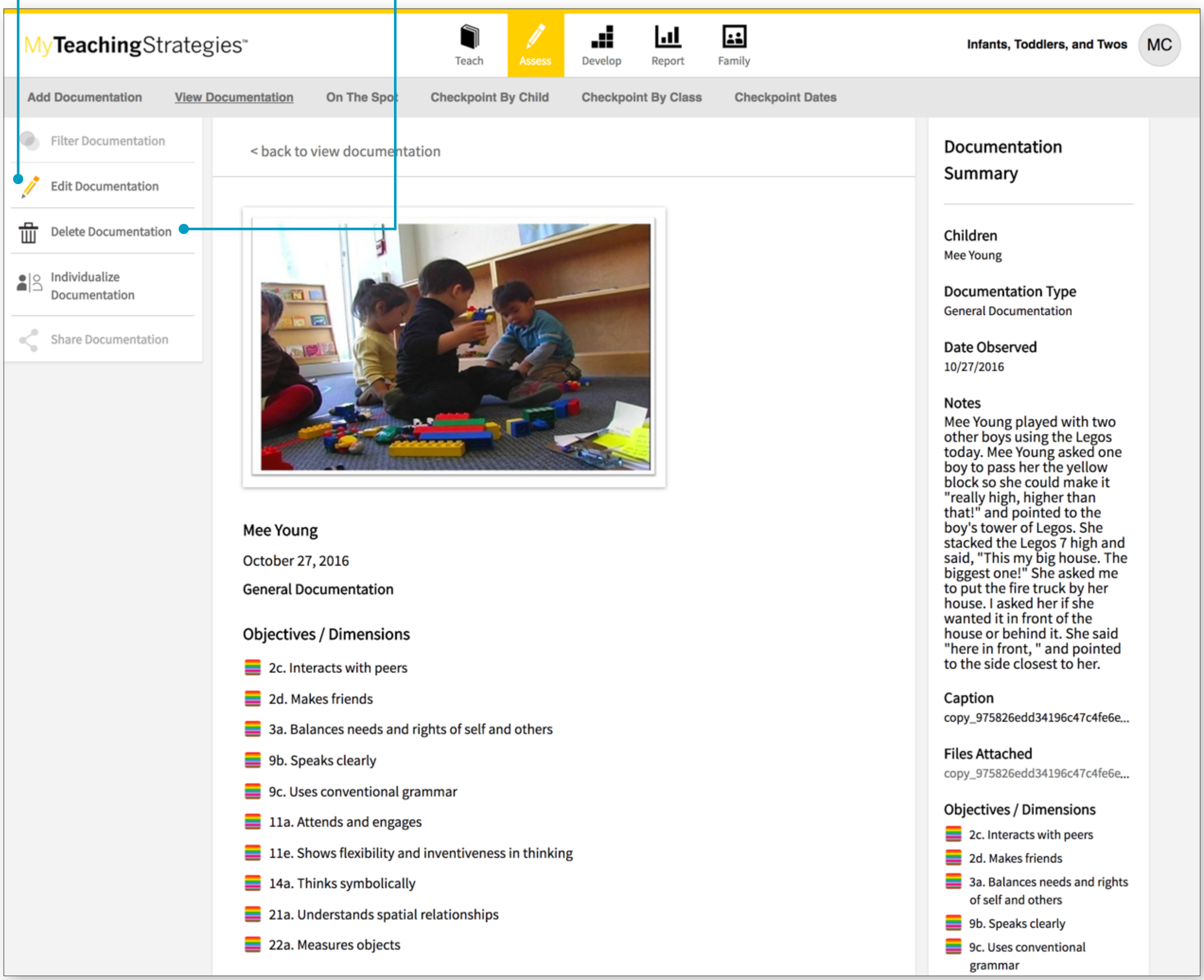
Modifying or Deleting Documentation

From the View Documentation screen, select the piece of documentation to edit or delete.

To edit the documentation, select EDIT DOCUMENTATION.

To delete the documentation, select DELETE DOCUMENTATION.



Individualizing Documentation

When viewing documentation with more than one child associated with it, you can individualize that documentation so that a copy of that documentation appears in each child's individual portfolio. You can then access each child's unique piece of documentation to edit and add more notes or objectives/dimensions that are specific to each child.

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On The Spot Recording Tool

The On The Spot Recording Tool is a checklist that you can use to collect information quickly, either for one child or a group of children.

Information about a child's behavior as it occurs during the course of play or planned small-group times contributes to the total picture of a child's development. Documenting children's learning means recording and preserving your observations throughout the day. Documentation takes many forms: observation notes, photographs, video or audio clips, checklists or samples of children's work.

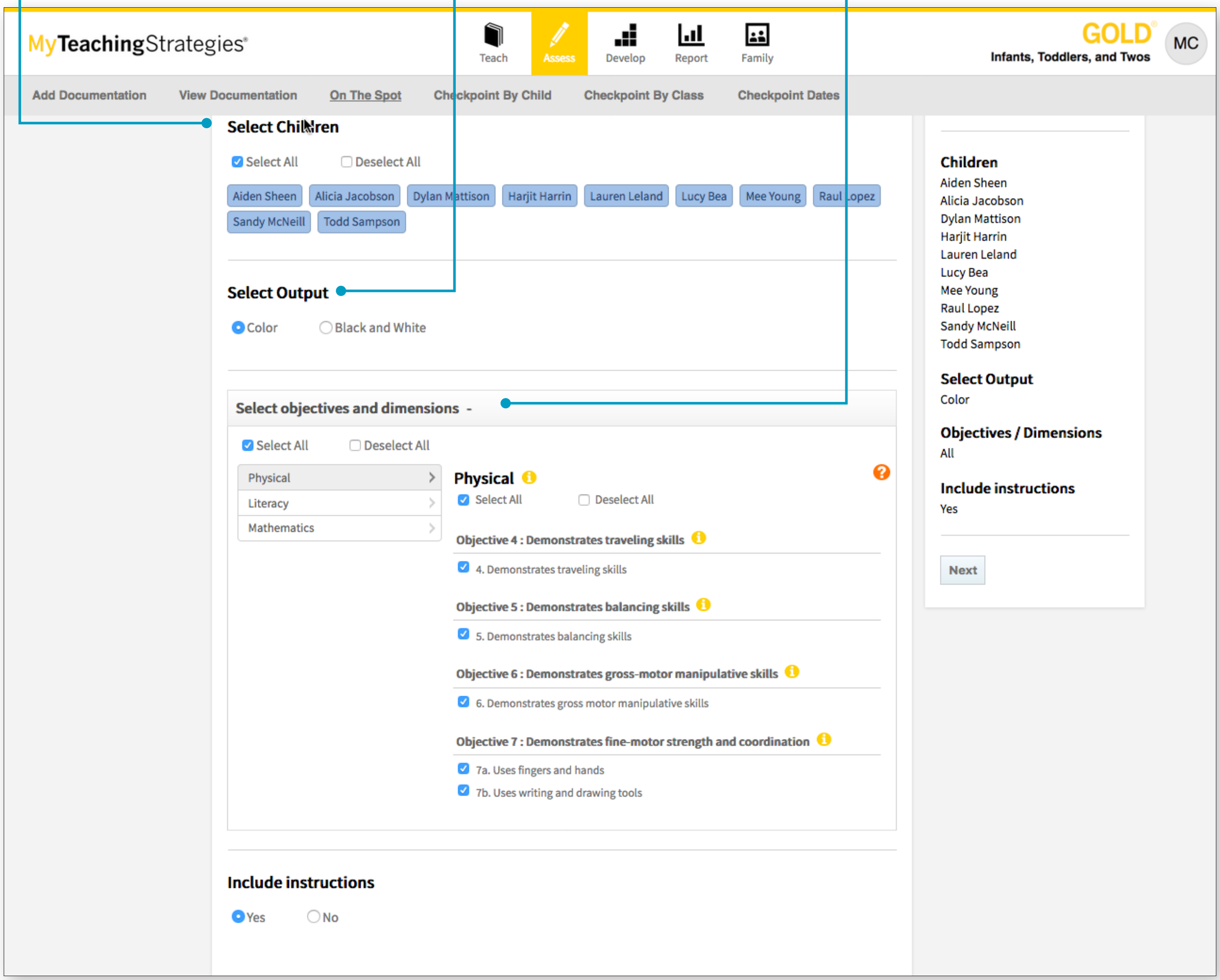
To access this tool, select ON THE SPOT from the sub-navigation.

How can you use the On The Spot Recording Tool?

- Focus your observations on the particular objectives included.
- Find the indicator and level that best describes a child's skills and abilities. Write the date that you observed these skills or abilities. If you used a particular *Assessment Opportunity Card*™ to gather the information, note this.
- At progress checkpoints, refer to both the On The Spot Observation Recording Tool and other documentation before making your final ratings.

Creating a customized On-the-Spot Recording Tool

1. Click here to select the children you would like to include.
2. To show the colored bands, select COLOR under SELECT OUTPUT.
3. Expand the SELECT OBJECTIVES AND DIMENSIONS drop-down menu by clicking the + icon to customize the objectives/ dimensions shown.



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Checkpoints

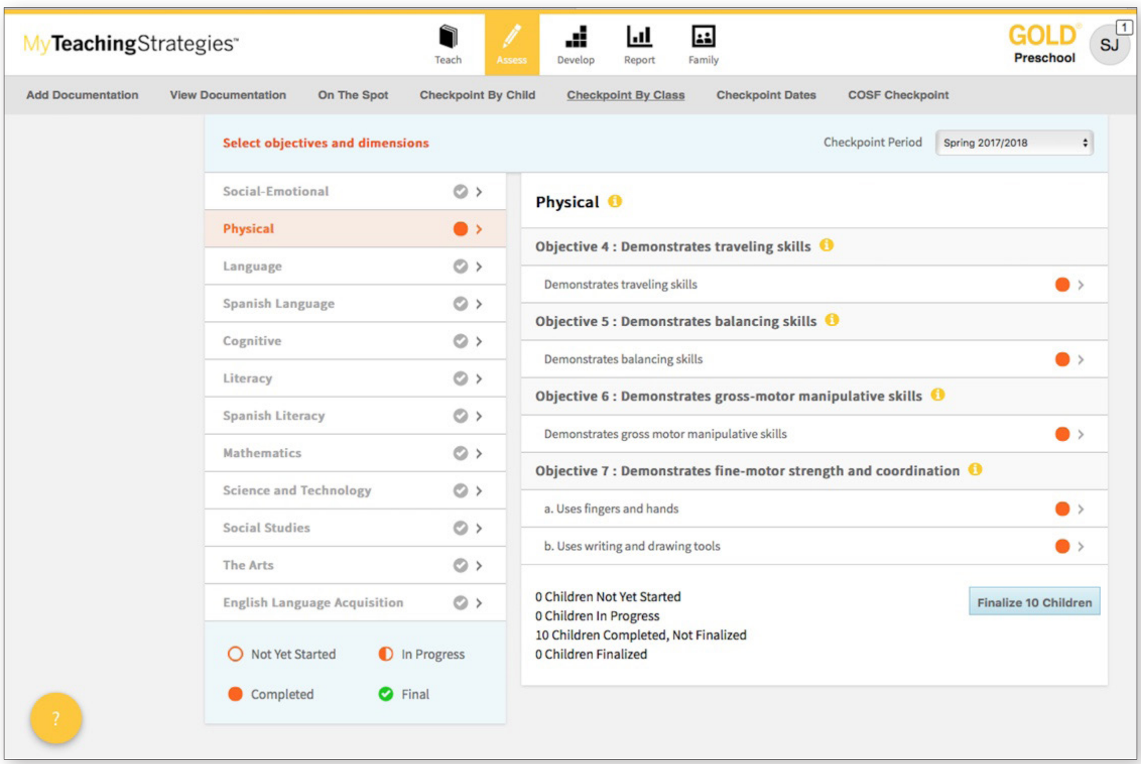
Within the Assess area, the Checkpoint By Child and Checkpoint By Class areas give you access to the tools you need to enter your assessment decisions at the end of each checkpoint period. This is where you will enter your final decisions about levels, as distinguished from the preliminary levels you selected in the ADD DOCUMENTATION area.

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? *MyTeachingStrategies®* is designed to support whichever way you like to work.

Entering checkpoint levels

There are two ways to enter your checkpoint information: Checkpoint By Child and Checkpoint By Class. Checkpoint by Child allows you to add checkpoint levels one child at a time, while Checkpoint By Class allows you to enter checkpoint levels for an entire class. No matter which option you choose you'll need to select the objectives/dimensions you would like to set levels for on the Objectives/Dimensions screen.

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



The circles to the right of each objective show your progress. The active area will show the circles in color. Other inactive areas are seen in gray.

Not Yet Started

An empty circle indicates the area is not yet started.

In Progress

A half-filled orange circle indicates the area is in progress.

Completed

A filled-in orange circle indicates that you have completed assigning all checkpoint levels for the area.

Final

A green circle with a checkmark indicates that you have finalized checkpoint levels for this area.

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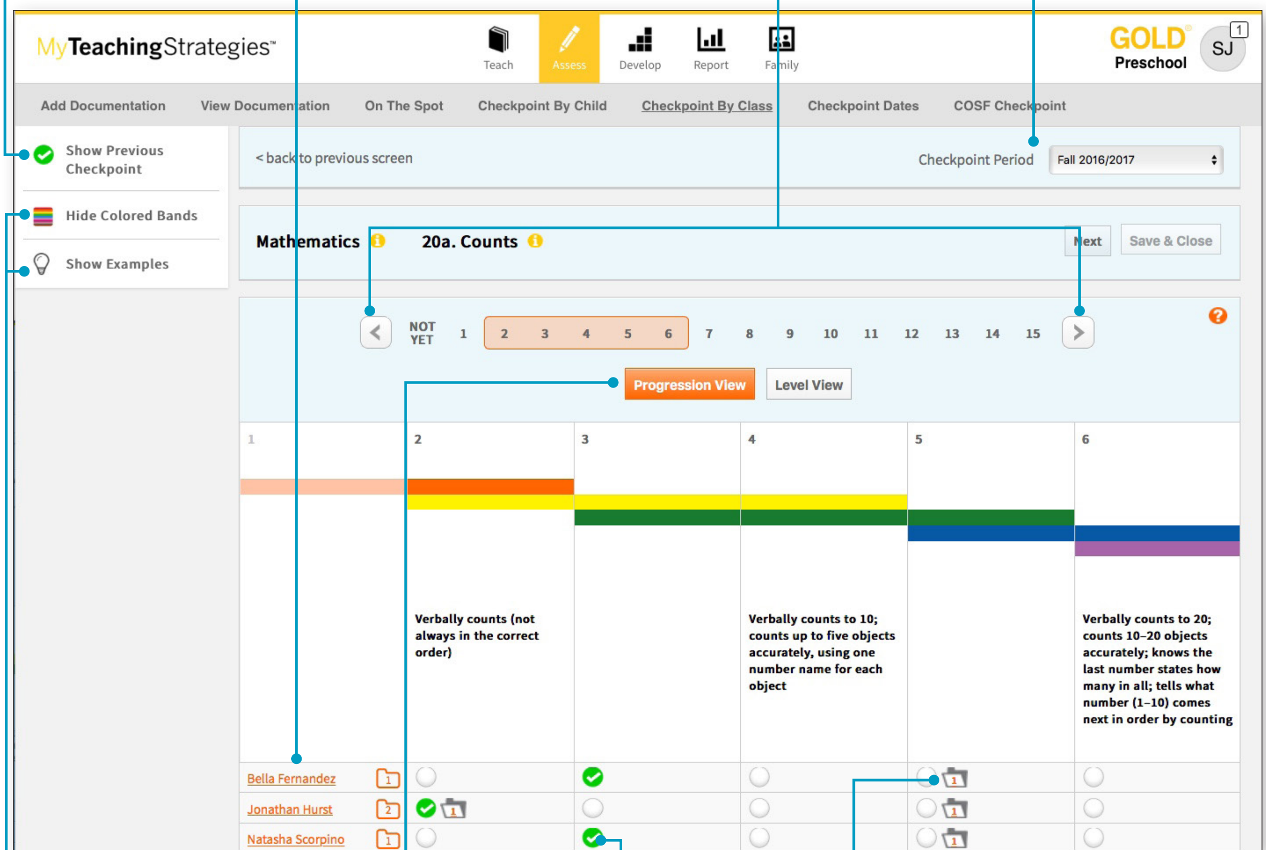
Once you've chosen an objective/dimension, you'll be led to the progression screen. This is where you will make your assessment decisions for each objective/dimension for each child. Remember, the colored bands on each progression show age or class/grade ranges for widely held developmental and learning expectations.

Select SHOW PREVIOUS CHECKPOINT to see the checkpoint level(s) previously assigned for this objective/dimension.

If entering levels through Checkpoint By Child, you'll see only one child's name here. If entering levels through Checkpoint By Class, you'll see your full class list here.

Use the arrows or the progression slider to scroll left or right along the progression.

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



Select SHOW or HIDE COLORED BANDS and/or SHOW or HIDE EXAMPLES to customize your view.

Toggle between PROGRESSION VIEW and LEVEL VIEW to view an individual level only.

To assign a level, select the circle under the appropriate level. The selected level will now be green with a checkmark.

Preliminary levels entered while adding documentation will appear as a folder for the corresponding child at the level where the preliminary level was made. The number in the folder reflects the number of preliminary levels made at that level for that child. Select this folder to view the documentation associated with these preliminary levels.

A folder will appear to the right of a child's name when there is at least one available piece of documentation for that child. The number in the folder reflects the number of documentation tagged to this objective/dimension for that child, with or without preliminary levels. Select this folder to view all documentation associated with the objective/dimension you are viewing for that child.

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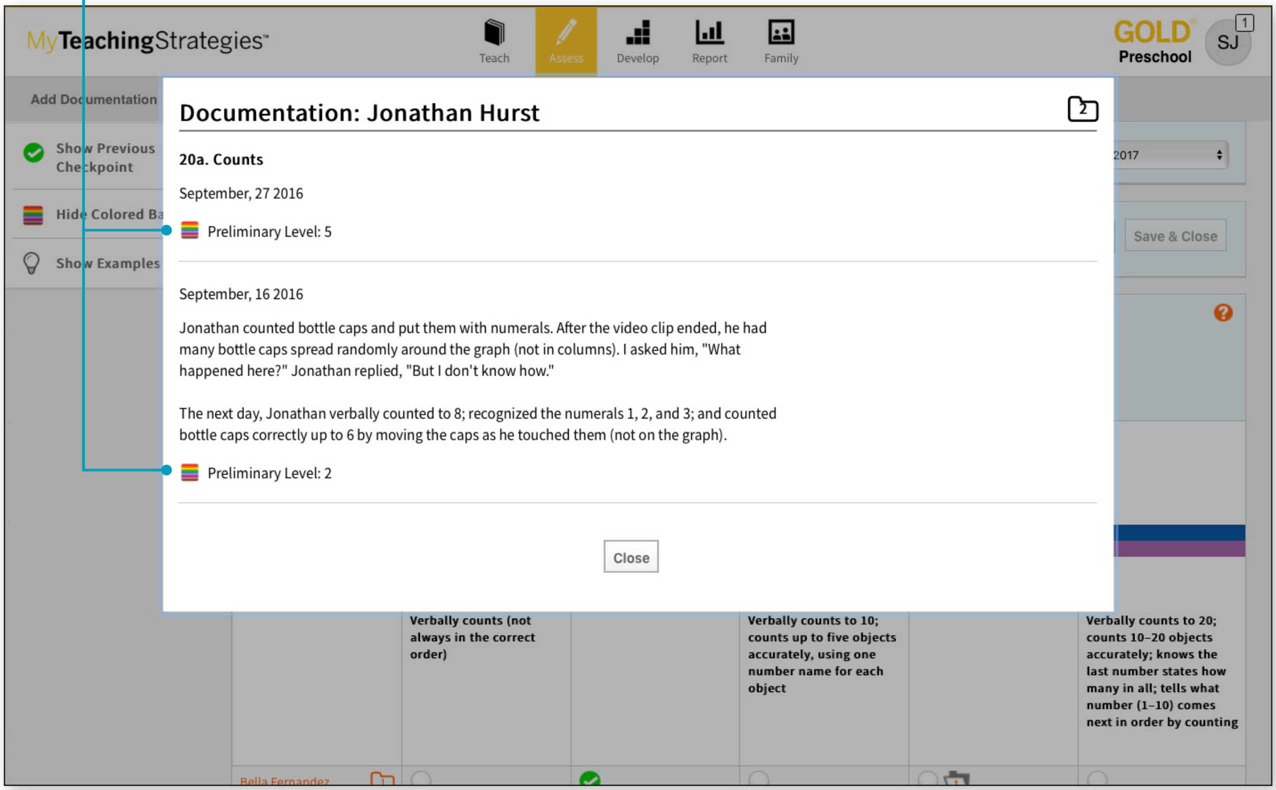
Documentation with preliminary levels will display a colored band icon with the selected level. Documentation without preliminary levels will display "Preliminary level not yet assigned."



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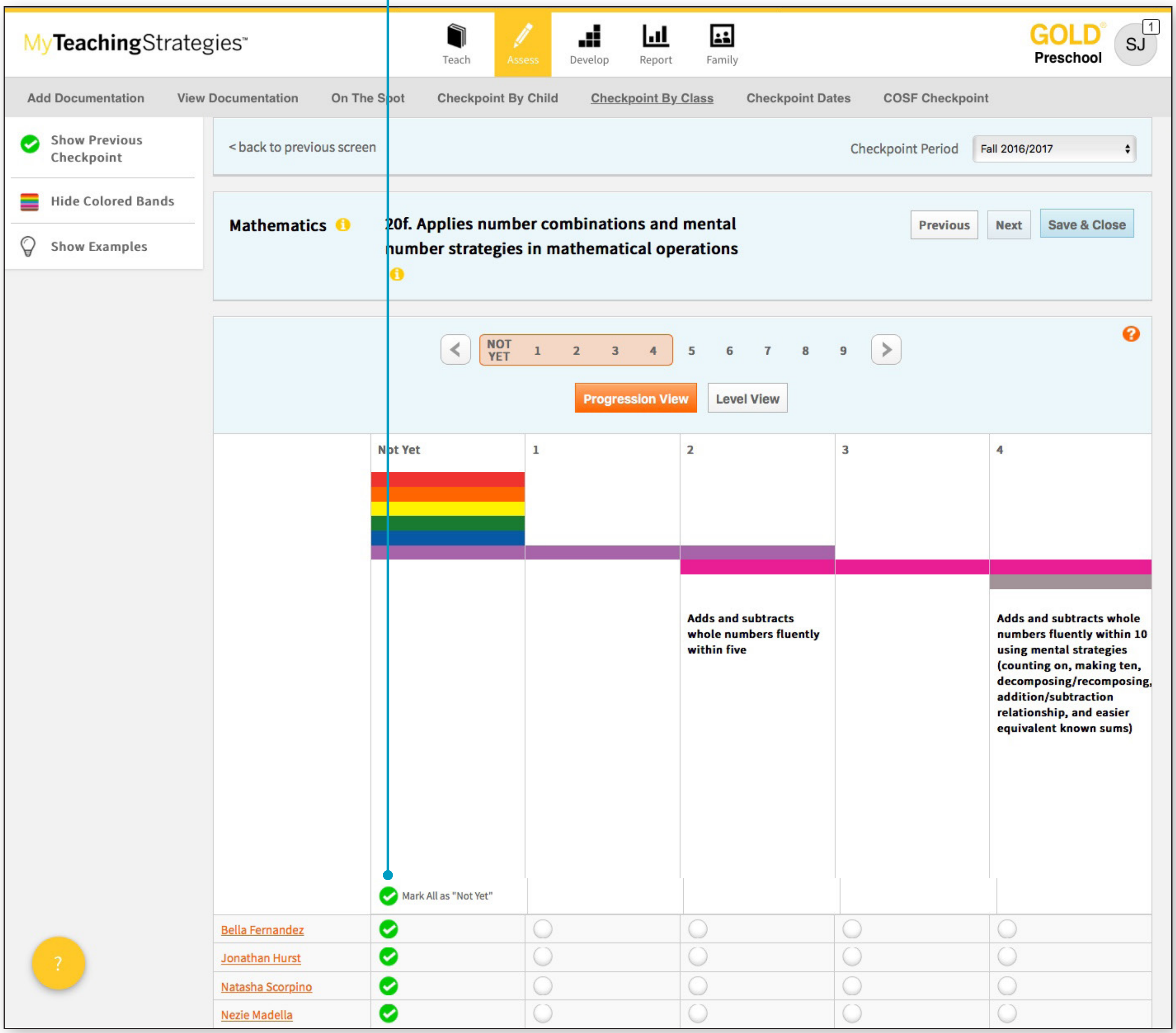
In Checkpoint by Class, for objectives/dimensions where children's skills, knowledge, and abilities are not yet expected in the widely held expectations according to the class' color band, a selection option will be available in the "Not Yet" level.

Select this option to auto-populate "Not Yet" for each child. Once selected, you can select different levels for specific children who may be demonstrating skills, knowledge, and abilities at a level other than "Not Yet."



When you are finished, select NEXT to continue to the next objective/dimension. Alternatively, you can click the SAVE AND CLOSE button to save your entry and return to your initial checkpoint screen.

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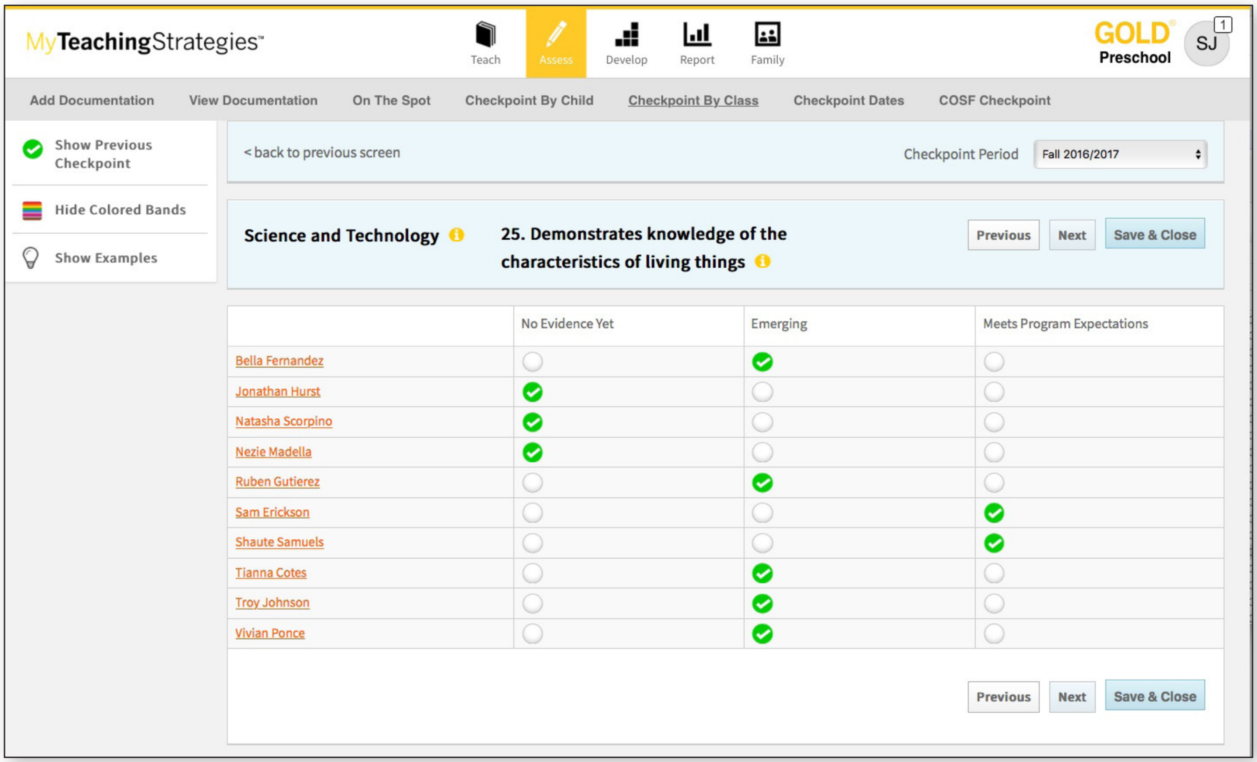
Science and Technology, Social Studies, and the Arts

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

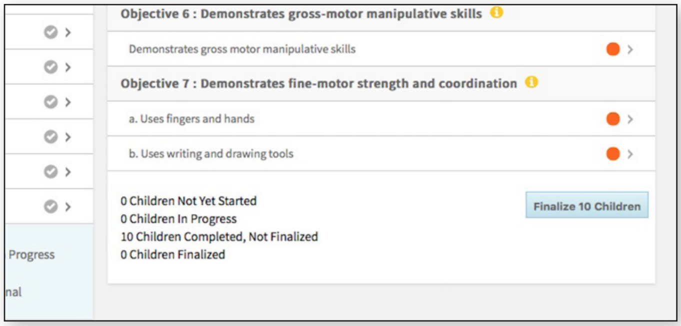


Finalizing Checkpoint Data

Teachers can now finalize an area in Checkpoint By Class for one child, or multiple children, before all children have completed or finalized checkpoint levels.

To finalize an area for one child or multiple children with completed checkpoints, navigate to the ASSESS area. Select CHECKPOINT BY CLASS in the sub-navigation. Select an area of development on the left side of the screen. If there is at least one child with completed checkpoint levels, you will see a button that says, "Finalize 1 Child" or "Finalize # Children". This button indicates how many children's checkpoint levels can be finalized for that area. Select the FINALIZE 1 CHILD or FINALIZE # CHILDREN button to finalize checkpoint levels for all eligible children in that area. A list will appear showing the names of the children whose checkpoint levels will be finalized. Select FINALIZE to confirm. All eligible children's checkpoint levels are now finalized for that area.

In *MyTeachingStrategies*® 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 *MyTeachingStrategies*® will not preselect a checkpoint level for you. To complete an area, you must select a level for every objective/dimension and selet Finalize.



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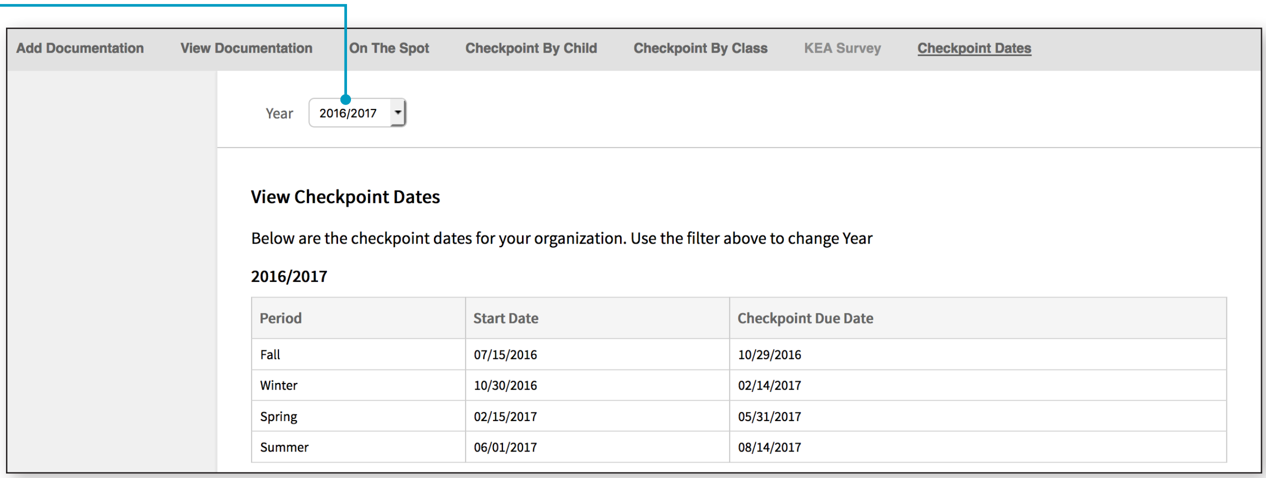
Viewing Checkpoint Dates

To see your checkpoint due dates, select CHECKPOINT DATES from the sub-navigation.

Use the drop-down menu to adjust the year viewed.



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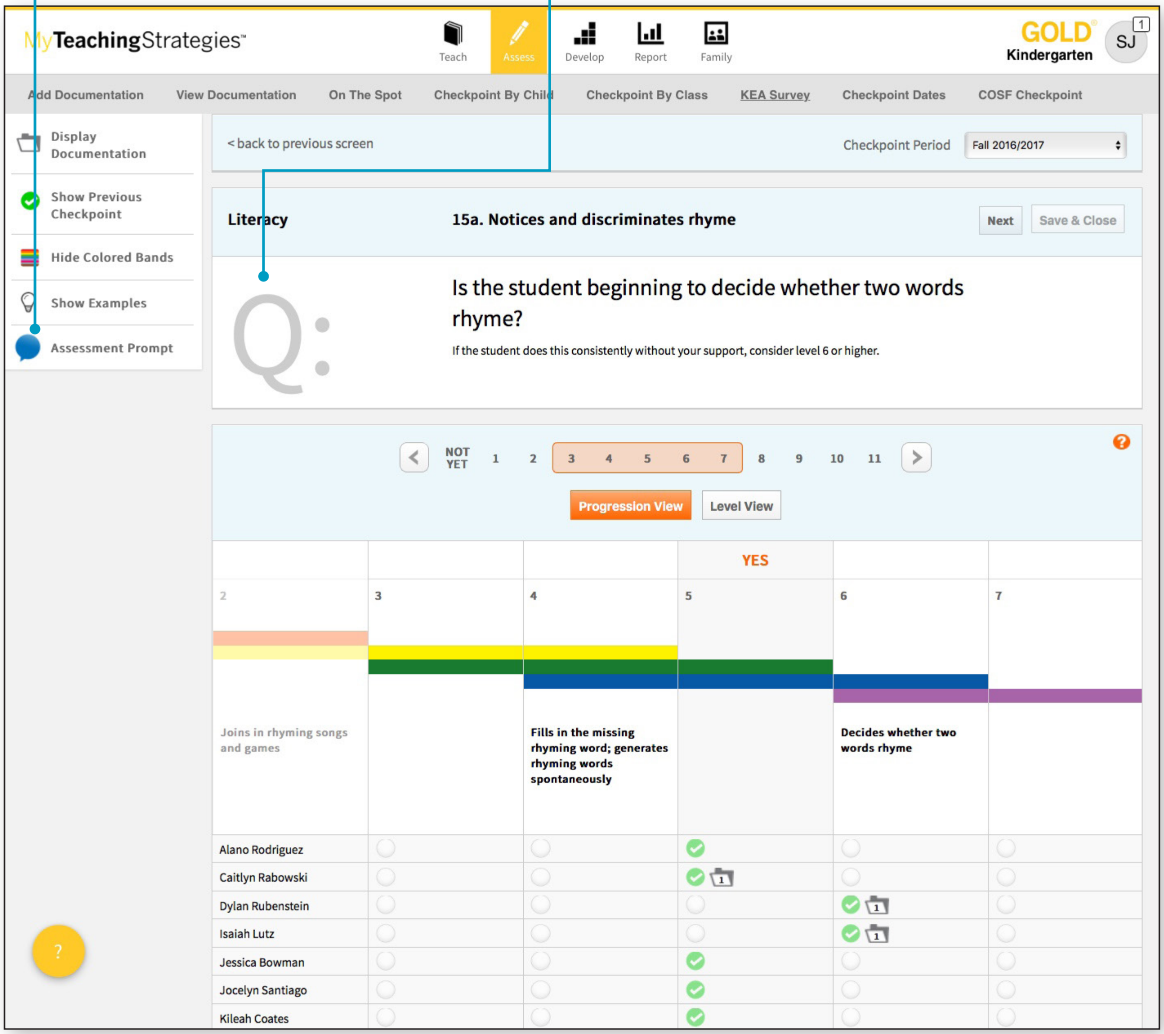
GOLD® Kindergarten Entry Assessment Survey

The *GOLD® Kindergarten Entry Assessment Survey* helps you save time entering checkpoint levels during the first checkpoint of the kindergarten school year. The survey asks you to compare students' knowledge, skills, and abilities with where we typically expect students to be when they enter kindergarten for each objective and dimension.

You can access the survey by selecting KEA SURVEY from the Assess area.

The survey also gives brief assessment prompts for many objectives/dimensions to help you answer questions accurately. These assessment prompts are found on the left-hand side of each screen.

The survey questions help you focus on the indicators of the progression that describe kindergarten readiness. These questions appear to the right of the grey "Q:" above each progression.



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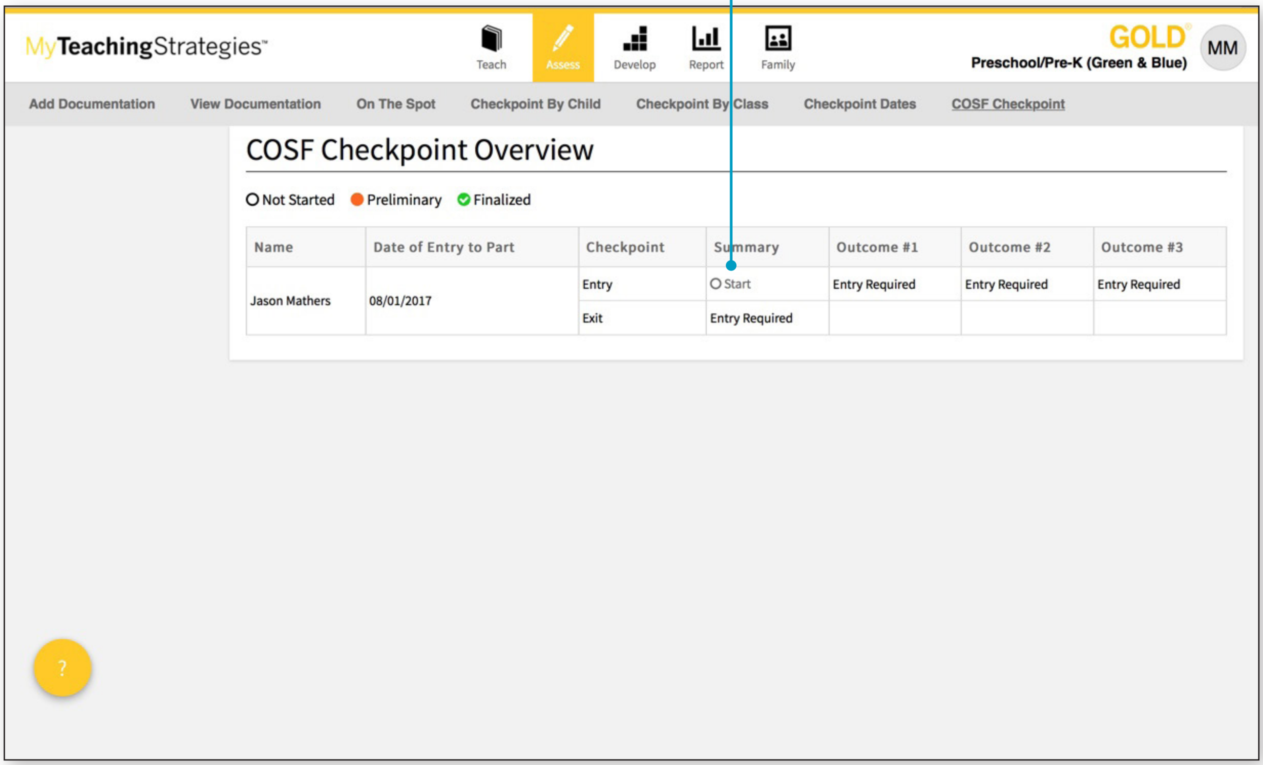
COSF Checkpoint

Teachers who have children that had IEP or IFSP entry information collected via another tool can enter the child's entry data using the COSF Checkpoint option in the Assess area.

Access the COSF Checkpoint by selecting COSF CHECKPOINT from the Assess area.

Please note: In order to use this feature, you must be a user within a license that has OSEP enabled and the ability to use additional tools as the entry and/or exit tool for children enabled.

1 Any child record with an entry and/or exit tool set to a tool other than *GOLD®* will appear. Select START under the Summary column for a child record.



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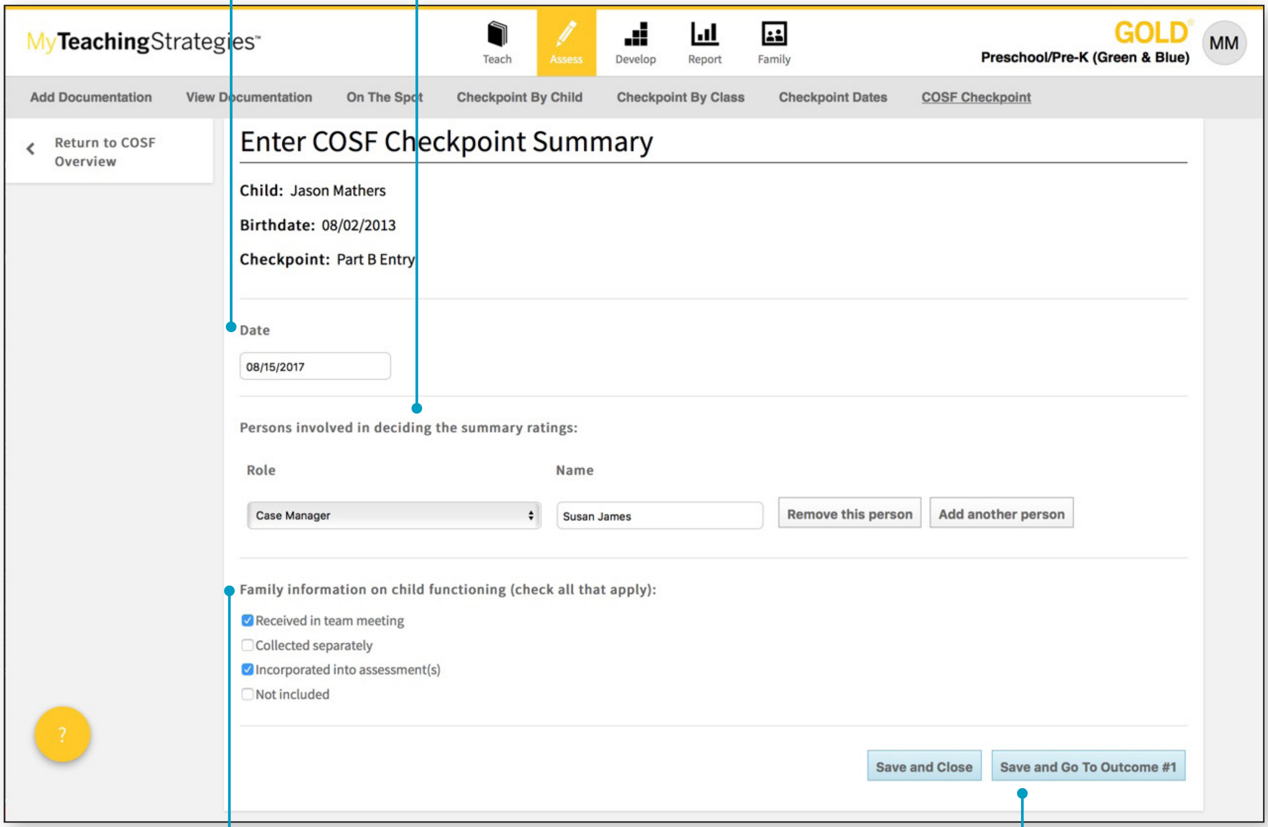
2 Enter the entry date under DATE.

3 Enter each person involved with collecting the entry or exit data under PERSONS INVOLVED IN DECIDING THE SUMMARY RATINGS.



4 Identify any ways family members contributed to the collection of this information under FAMILY INFORMATION ON CHILD FUNCTIONING.

5 Select SAVE AND GO TO OUTCOME #1.

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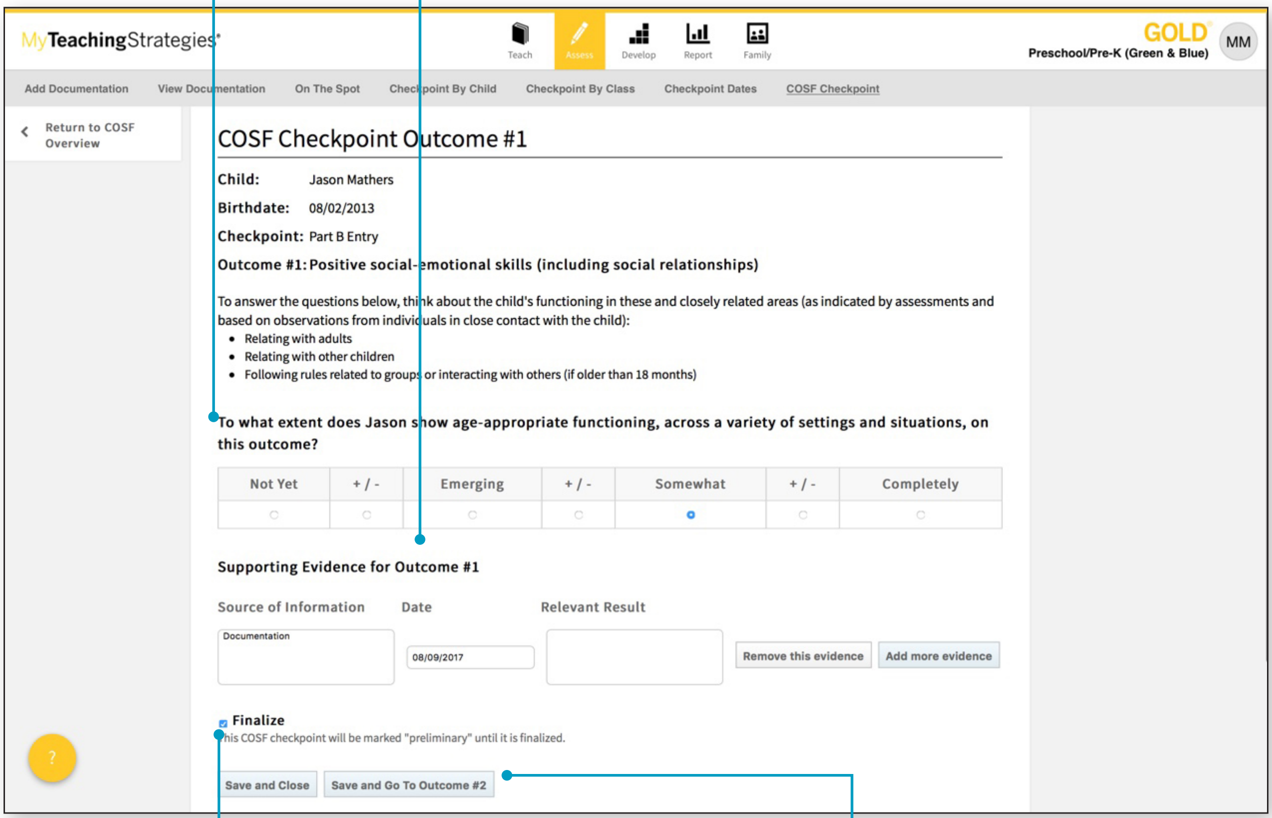
6 Enter the outcome score in the fields provided..

7 Enter at least one piece of supporting evidence under SUPPORTING EVIDENCE FOR OUTCOME #1.



8 Select the checkbox next to FINALIZE to finalize the outcome rating.

9 Select SAVE AND GO TO OUTCOME #2.

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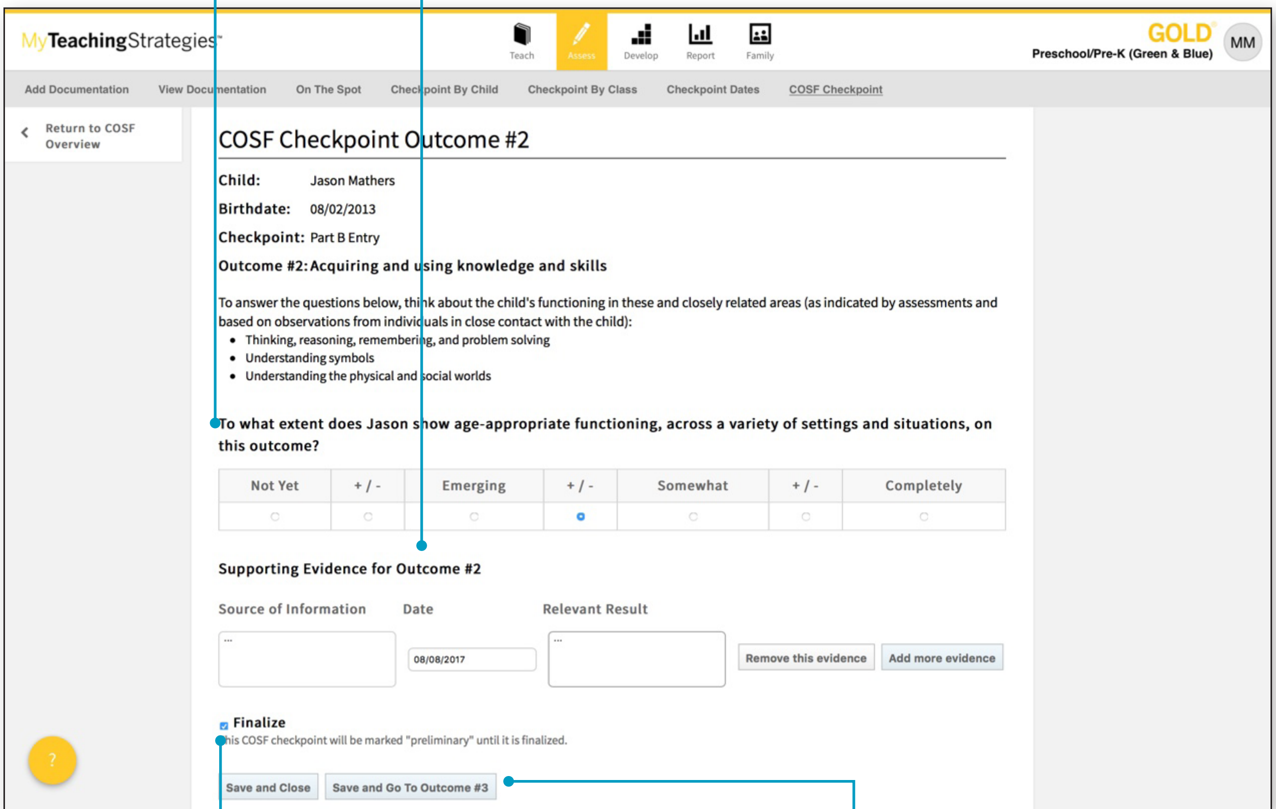
10 Enter the outcome score in the fields provided.

11 Enter at least one piece of supporting evidence under SUPPORTING EVIDENCE FOR OUTCOME #2.



12 Select the checkbox next to FINALIZE to finalize the outcome rating.

13 Select SAVE AND GO TO OUTCOME #3.

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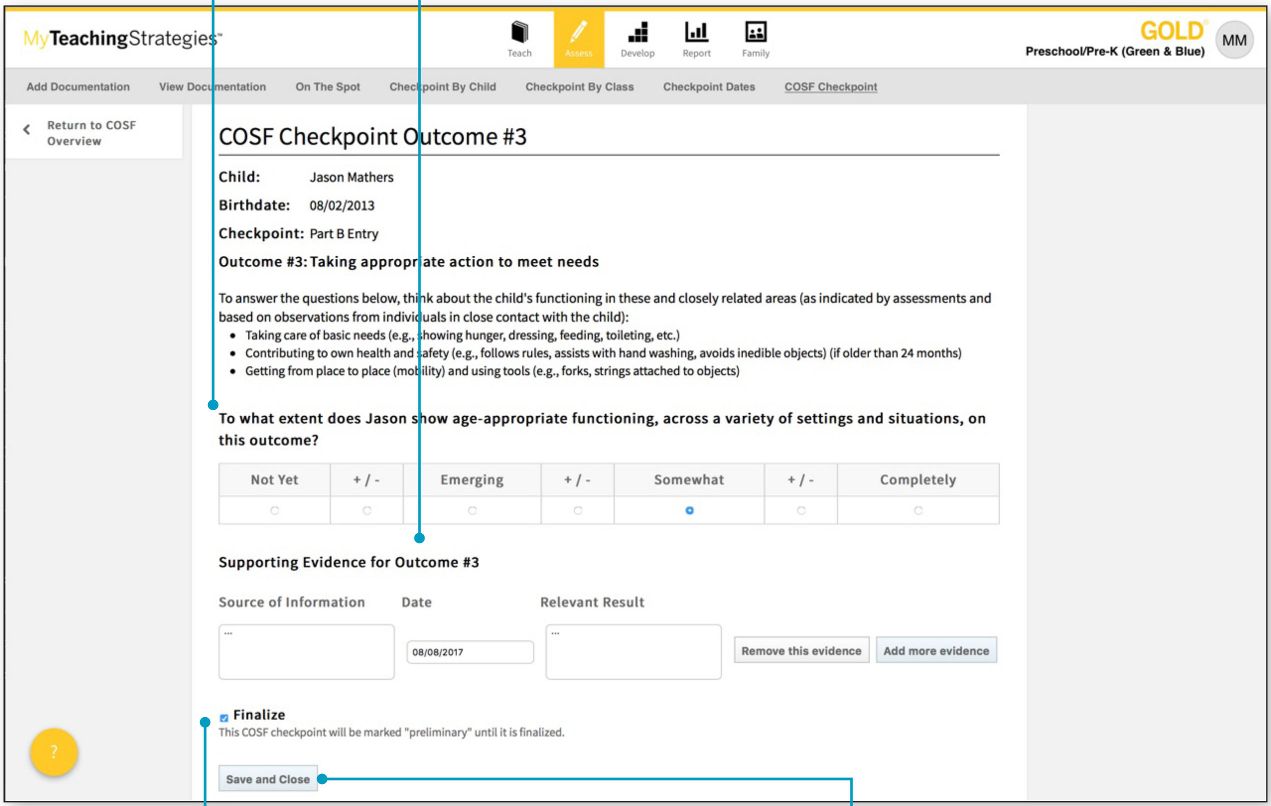
14 Enter the outcome score in the fields provided.

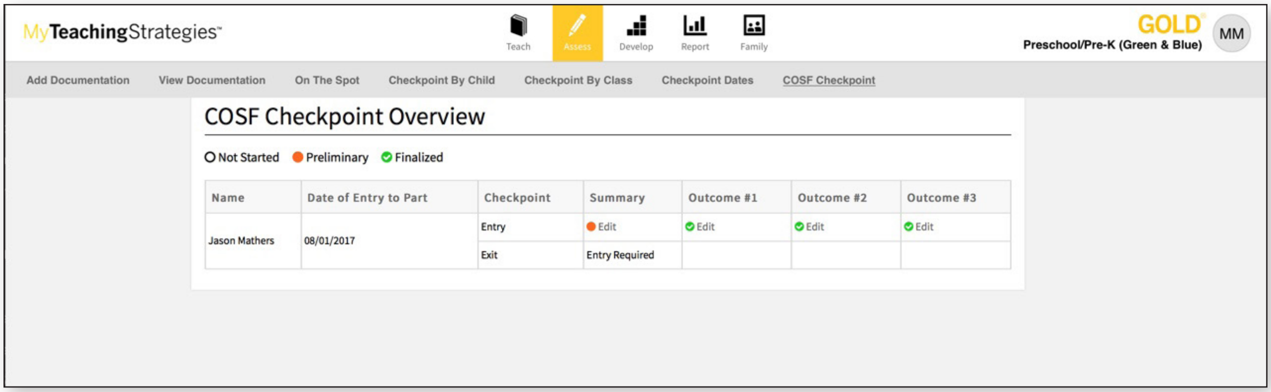
15 Enter at least one piece of supporting evidence under SUPPORTING EVIDENCE FOR OUTCOME #3.



16 Select the checkbox next to FINALIZE to finalize the outcome rating.

17 Select SAVE AND CLOSE.

The entry or exit outcome scores for this child will then be finalized.



MyTeachingStrategies®

Develop

Interrater Reliability Certification

My Courses

How-To Guide for Teachers

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Interrater Reliability Certification

Interrater reliability is an online certification process, now also available in Spanish, that gives you the opportunity to evaluate sample child portfolios and compare your ratings with those of Teaching Strategies' master raters.

It is important to use *GOLD*® reliably, both to scaffold children's learning and because your program administrator is likely to use your data in some way for reporting purposes. When you use assessment results to inform instructional decisions, accurate ratings enable you to choose effective teaching strategies. When you know you are using an assessment tool reliably, you can be confident about your classroom decisions. You know that you are interpreting evidence of children's development and learning in ways that enable you to plan for and respond appropriately to all of the children in your classroom.

Interrater Reliability Certification Process

Interrater Reliability Certification is a certification tool. It's not designed to train you, or evaluate you as a teacher. Its purpose is to support your ability to make accurate assessment decisions.

You will begin the Interrater Reliability Certification process by evaluating sample portfolios. The portfolios include enough evidence to rate each child's knowledge, skills, and abilities in six areas of development and learning: Social–Emotional, Physical, Cognitive, Language, Literacy, and Mathematics. The certification process populates in the order of the objectives, so Social-Emotional will appear first. We suggest starting with Mathematics or Physical and completing Social-Emotional last. The children whose portfolios you will evaluate have been attending their program for a while and have not had excessive absences, so you should not choose 'Not Observed' for any rating. If at least 80 percent of your Round 1 ratings agree with the master ratings in each area of development and learning, you will have earned certification. If not, you will be able to evaluate three more portfolios, concentrating on the areas in which you did not reach 80 percent agreement. If there are areas in which you do not reach 80 percent agreement during Round 2, you will be able to evaluate a third set of portfolios, focusing on those areas. You will be able to continue with additional rounds until you have reached agreement of at least 80 percent in each area. The number of rounds you may undertake is unlimited.

If you have difficulty passing in a particular area of development during the process, the best approach is to review that area in the Objectives for Development and Learning online professional development course. This will help you gain a deeper understanding and become more familiar with the progressions and indicator language. Also spend time observing that particular area in your classroom and review documentation with a colleague to build more competence in assessment decisions related to those objectives.

GOLD® is an authentic, ongoing, observation-based assessment system that relies heavily on your judgement as a teacher. The information you collect every day by observing children in the context of meaningful experiences makes this instrument robust and effective. After analyzing the evidence you gathered to document each child's knowledge, skills, and behaviors, you evaluate each child's progress. You identify each child's levels of development and learning at given points in time; track progress over time; and compare the child's knowledge, skills, and abilities with widely held expectations for children of the same age or class/grade. Your evaluations inform the decisions you make when planning learning experiences for individual children and for your group as a whole.

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Certification Testing Agreement

The Interrater Reliability Certification test is to be taken only by the individual named in the Teaching Strategies account. As an examinee, you should neither solicit nor accept any assistance during the testing process. In order to take the test, you will be required to certify that 1) you are the individual who is registered to take the test and 2) you are completing the test without assistance from any source.

Preparing for Certification

Teaching Strategies recommends that you complete *GOLD*® implementation training before beginning the certification process. Teaching Strategies provides two forms of implementation training: an online course (available to all *GOLD*® users via My Courses in the DEVELOP tab) or a 2-day, in-person professional development session. Training sessions introduce participants to the structure of *GOLD*®, the objectives for development and learning, the assessment cycle, and evaluation of child portfolios. You can prepare for the certification test by reading *Objectives for Development & Learning, Birth Through Third Grade* or taking the Objectives for Development and Learning online professional development course (available to all *GOLD*® users via My Courses in the DEVELOP tab) to become more familiar with the 38 objectives, the dimensions, and the progressions of development and learning.

How long will the certification take to complete?

You may take as much time as you need to complete each round. There are no time limits. Your starting and completion dates for each round will be listed under the Results By Round section of interrater reliability in the Develop area. We suggest that you take time between rounds to review the objectives for development and learning in the areas in which you did not reach 80 percent agreement. This also is a good time to review the *GOLD*® Introduction course within My Courses.

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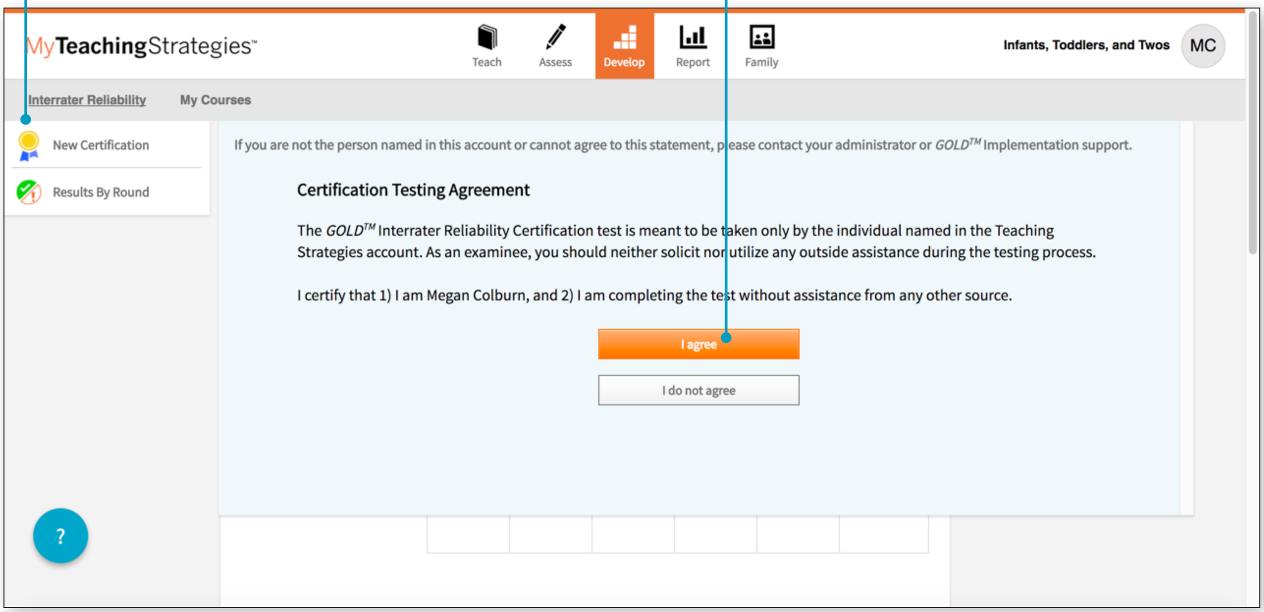
How to Complete the Test

Interrater Reliability Certification can be found in the DEVELOP area of *MyTeachingStrategies*®.

1 To begin, select NEW CERTIFICATION from the left-hand navigation.

2 At the bottom of the overview screen, you will be asked to read and agree to a verification statement. If you do not understand the statement for any reason, please consult with your administrator or send an e-mail to support@teachingstrategies.com for clarification.



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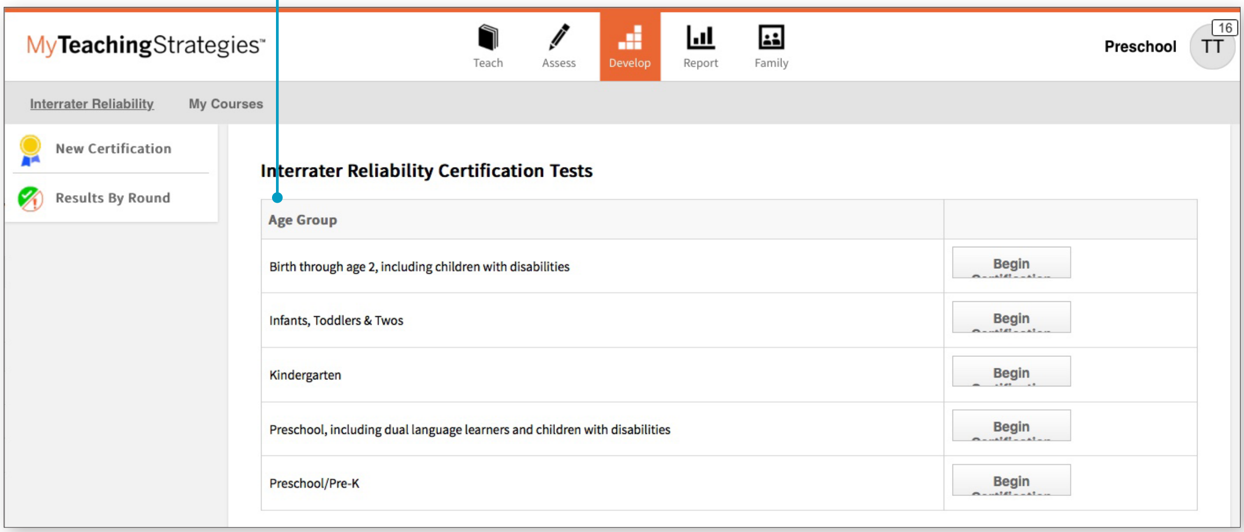
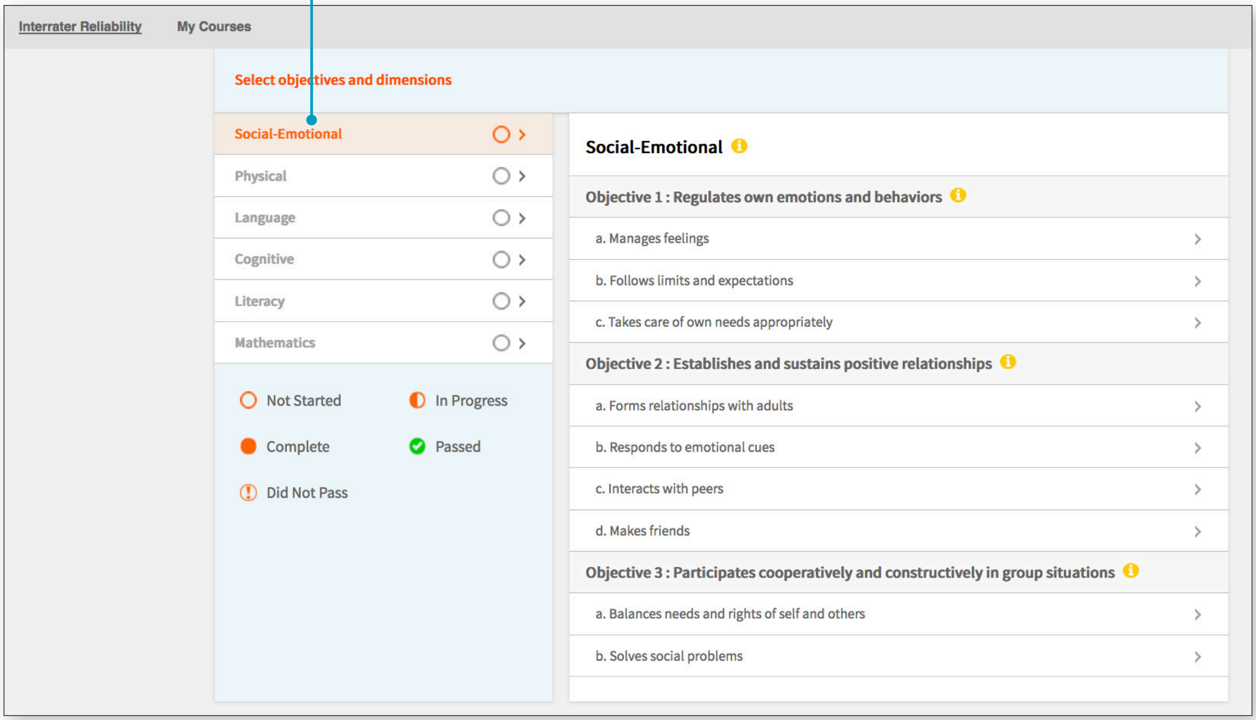
3 Choose one of the following age groups as the focus for certification testing: Birth through age 2, including children with disabilities; Infants, Toddlers, & Twos; Kindergarten; Preschool, including dual language learners and children with disabilities; Preschool/Pre-K.



4 Select the objective/dimension you would like to assess on. This screen mimics the same screen you will use when completing your checkpoints.



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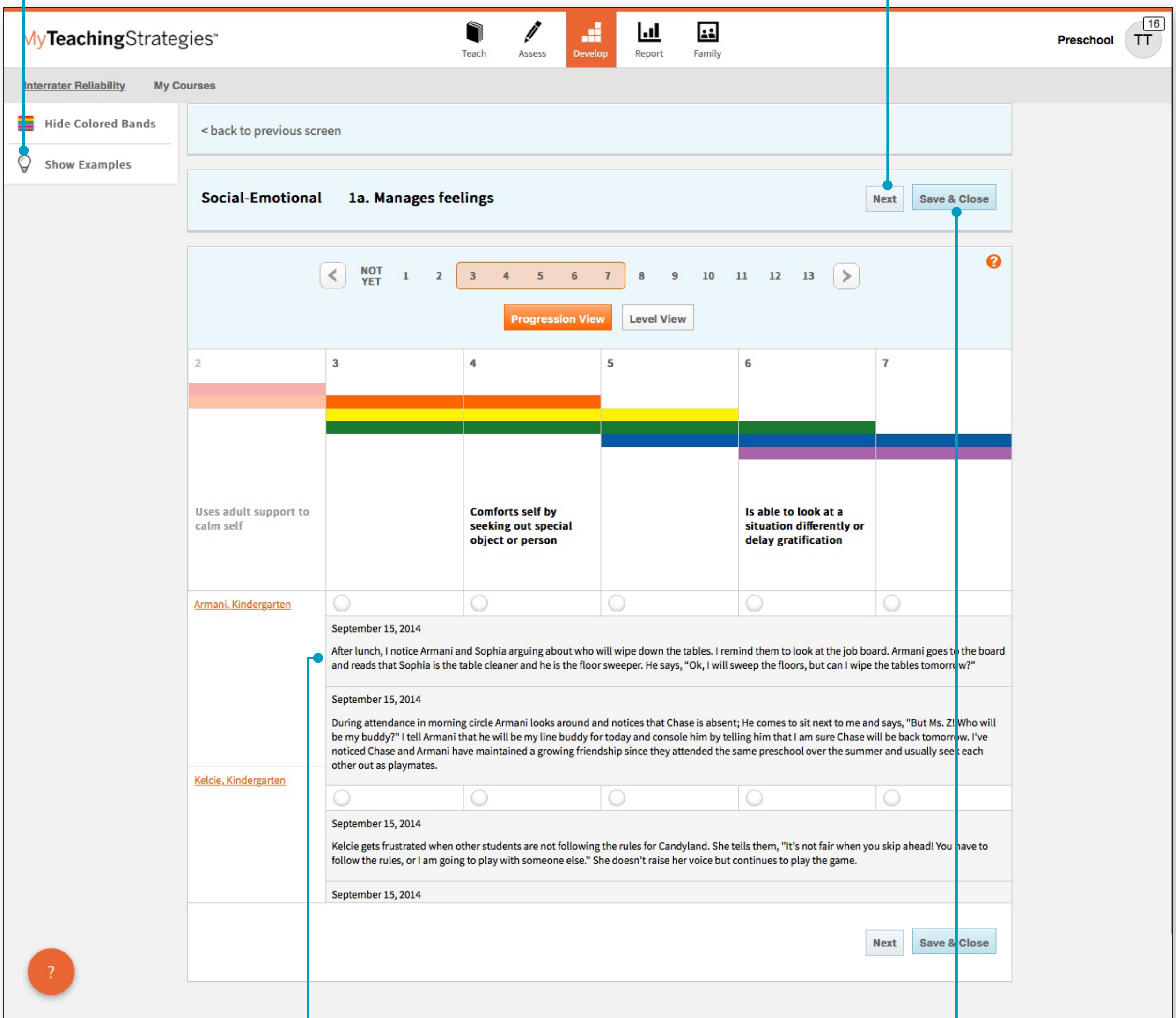
The Checkpoint screen presents a progression that shows an objective, a dimension, indicators, examples, and ranges of widely held expectations.

Click SHOW EXAMPLES on the left-hand side of the screen to see the examples for the progression.

Click NEXT to proceed to the next dimension and continue until you have completed all the dimensions in that area.



Review the documentation and choose a level.

You may stop at any time by clicking SAVE & CLOSE in the lower right-hand corner of your screen. You may leave the test, log out of your *MyTeachingStrategies®* account, and return to the certification screens at any time.

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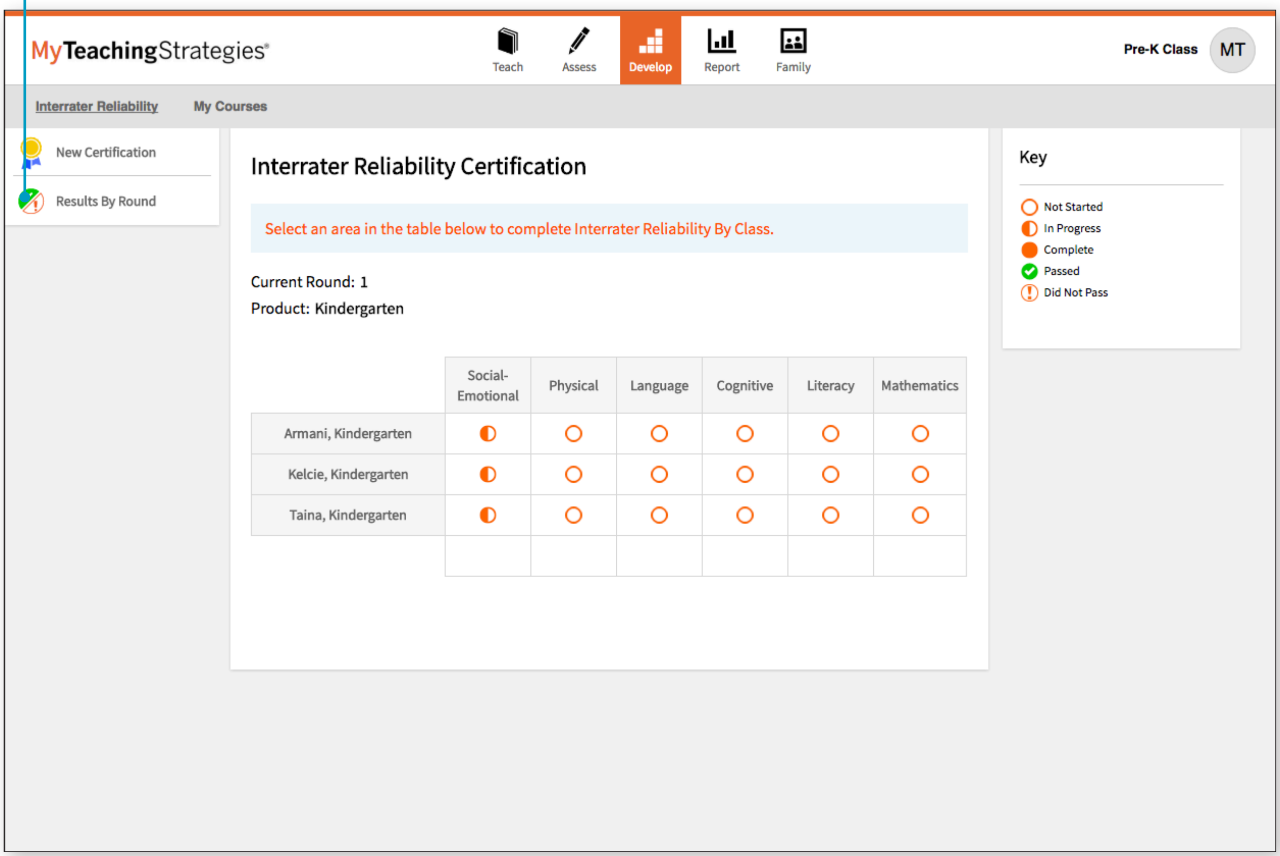
Viewing Results

You will be given an overall score for each area of development and learning. If you need to complete another round of evaluations for areas in which you did not achieve at least 80 percent agreement with the master ratings, you will be given suggestions for preparing for another round. Please note that the results screen shows a total agreement score for each round and area. To maintain the integrity of the certification, the results screen does not provide specific information about how each of your item ratings compared with each master rating.

Once you have achieved a passing score in all six areas of development and learning, you will receive access to a link that enables you to print a certificate of completion for your records. Your certification will be valid for 3 years from the date you passed the certification test. The results of your certification test will also be available to your administrator through *MyTeachingStrategies*®.

To view your results, select RESULTS BY ROUND from the left-hand navigation.



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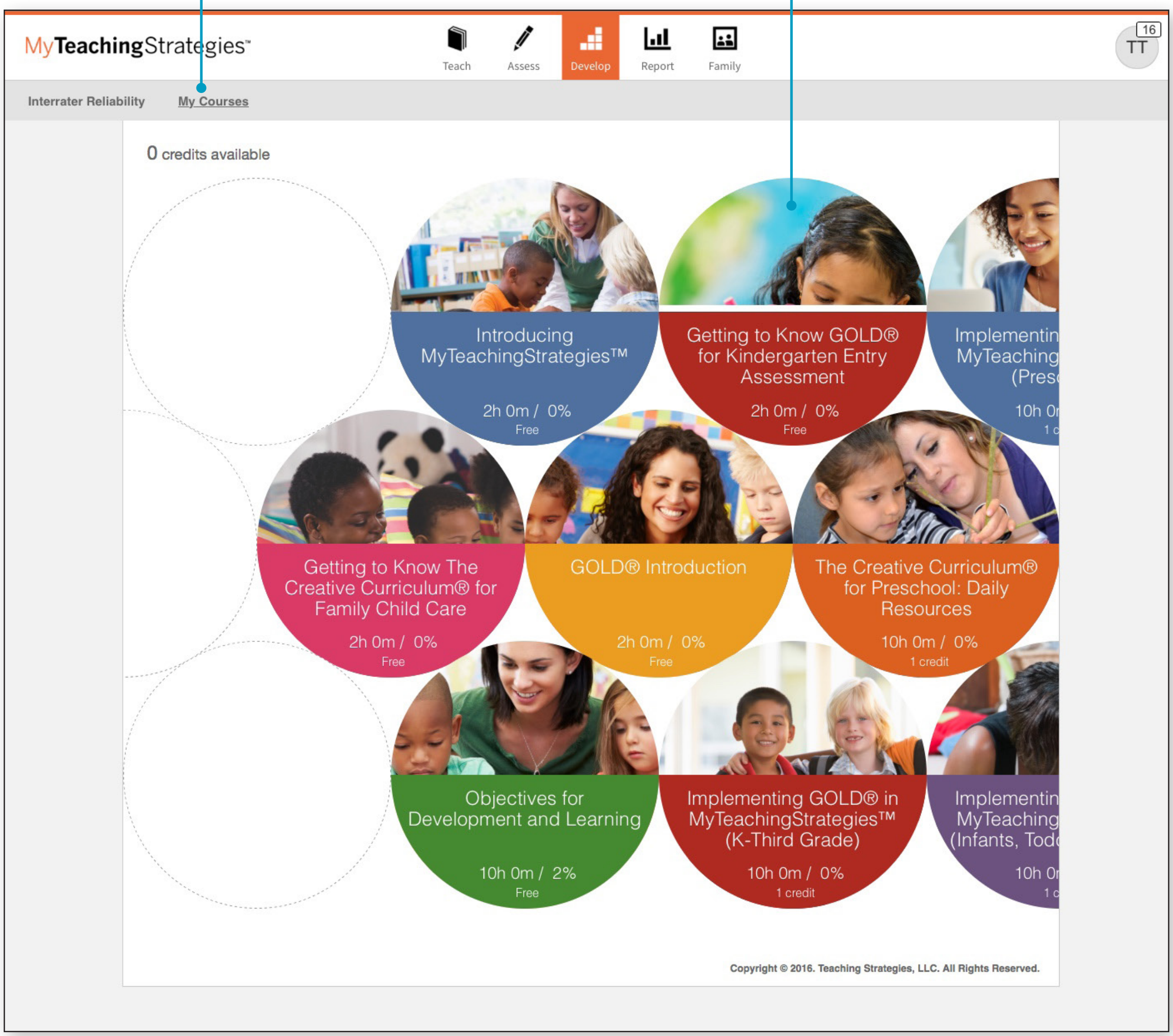
My Courses

A few courses are included with your *GOLD*® subscription and are a great way to begin to understand how to get the most out of *GOLD*®. We recommend starting with *GOLD*® Introduction (2 hrs), then Introducing *MyTeachingStrategies*® (2 hrs), and then Objectives for Development and Learning (also included with a purchase of *The Creative Curriculum*®; 10 hrs). Once you've made your way through the complimentary courses, we recommend Implementing *GOLD*® in *MyTeachingStrategies*® as a helpful next step.

To access your courses, select MY COURSES from the sub-navigation of the Develop area.

Click on a bubble to begin that course.



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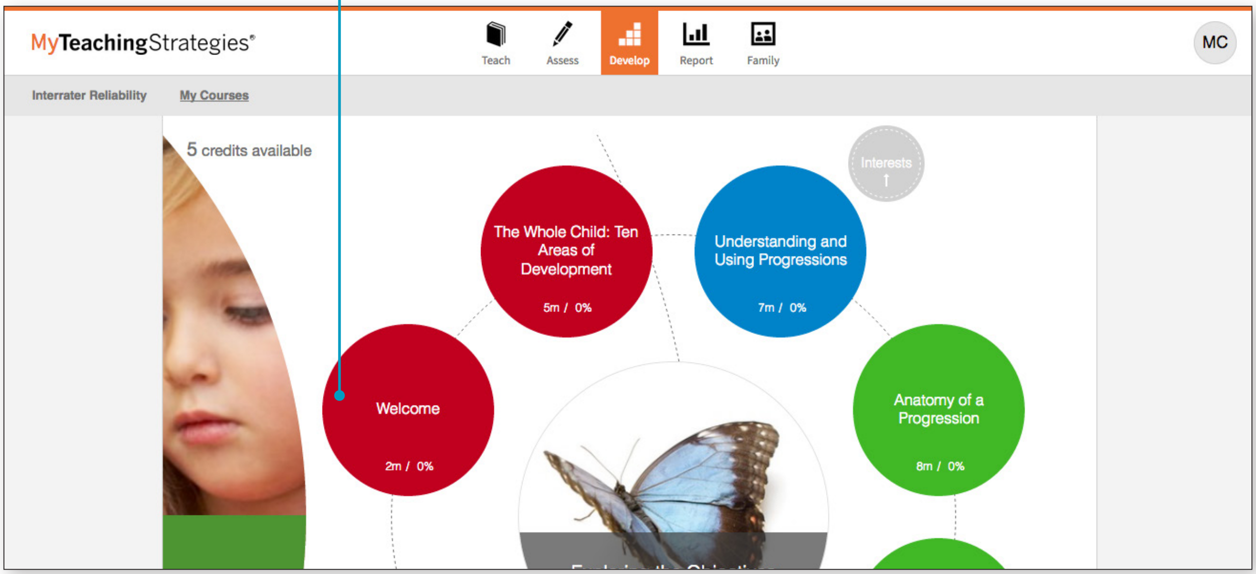
After selecting your course, you'll see the course overview screen.

Each course is separated into several different topics called interests. You can choose to complete the interests in a course in the order that best suits you. Hover over an interest bubble to see a description of that interest, an estimated time to completion, and a % of completion.

Select an interest area to see an overview of that interest.
Hover over each section for a description of that section.

Select a section to begin that part of the course.



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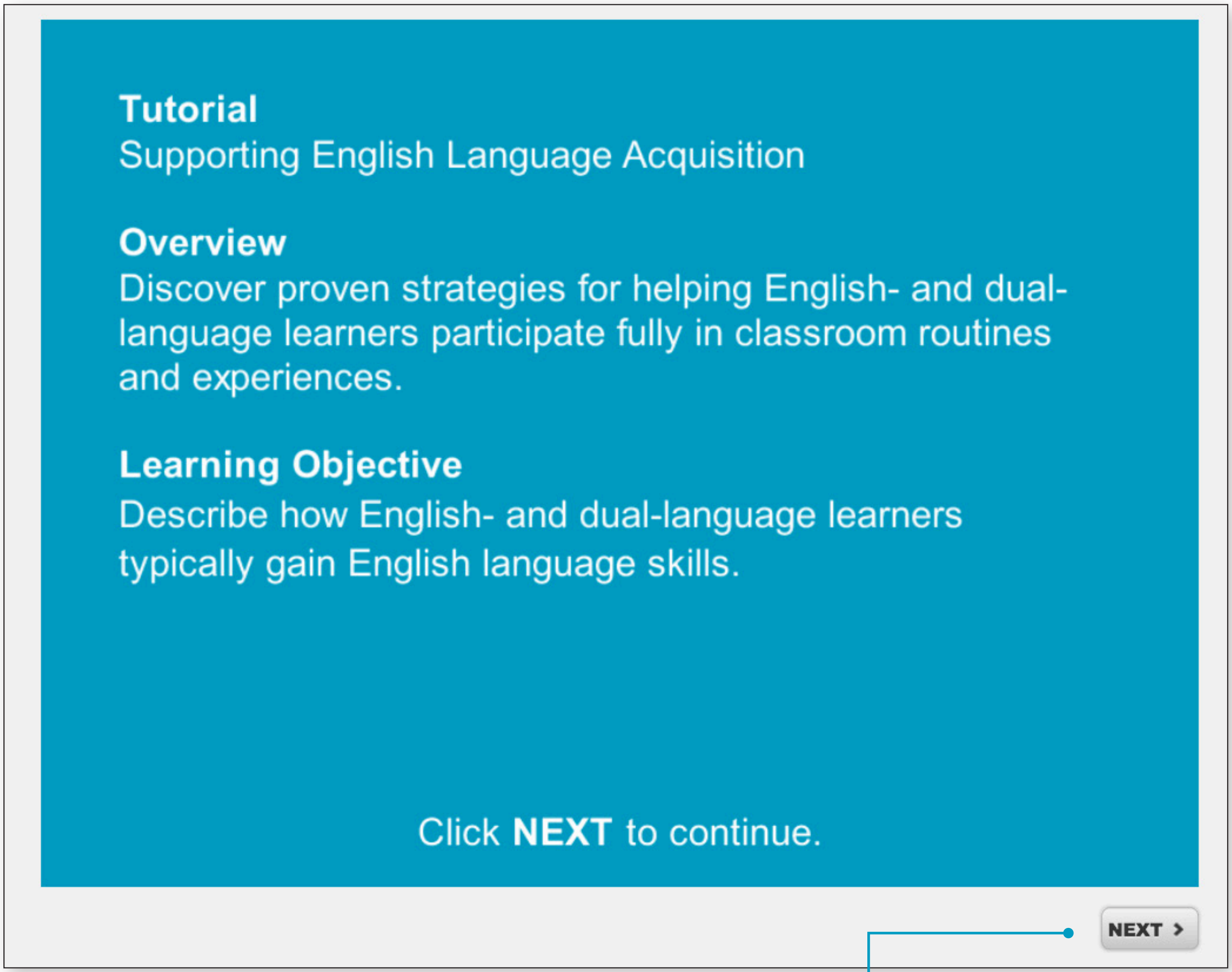

Use the navigation buttons on the bottom of each screen to follow the on-screen text to view lesson videos and questions.

Once you have completed each component of an interest, you will see a 100% completion for that interest. Once all interests read 100%, you will have completed the course and will receive a certificate.

MyTeachingStrategies®

Report

Report Landing Page

Class Profile

Individual Child

Report Card

Development and Learning

Documentation Status

Assessment Status

Snapshot

Snapshot (Birth through Third Grade)

Snapshot by Dimension

Alignment

How-To Guide for Teachers

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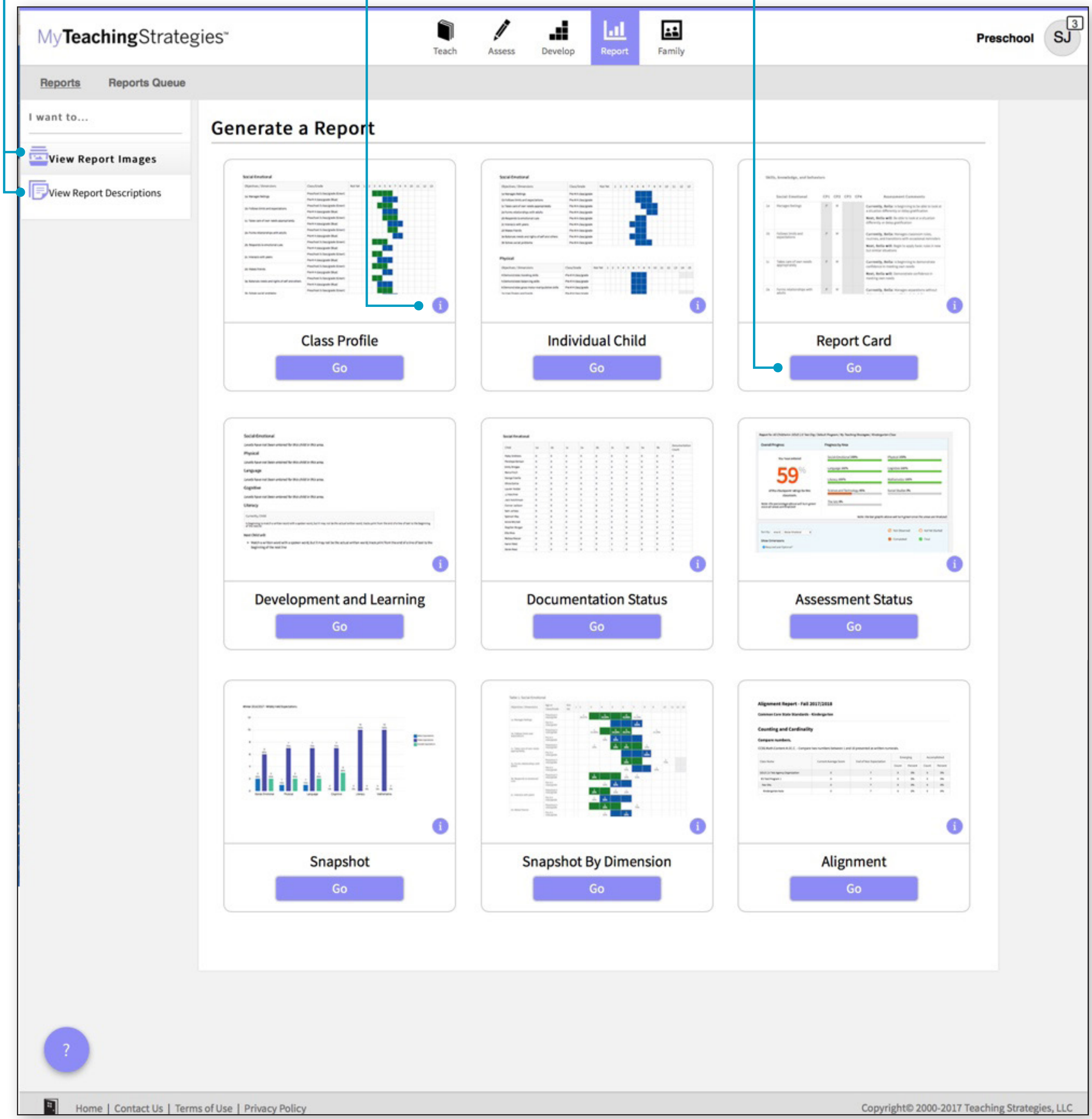
Report Landing Page

When you enter the Report area, you'll see a menu of all available reports.

Use the VIEW REPORT IMAGES and VIEW REPORT DESCRIPTIONS to customize your view.

Select the INFORMATION ICON to see a description of the report.

Select the GO button beneath a report to generate that report.



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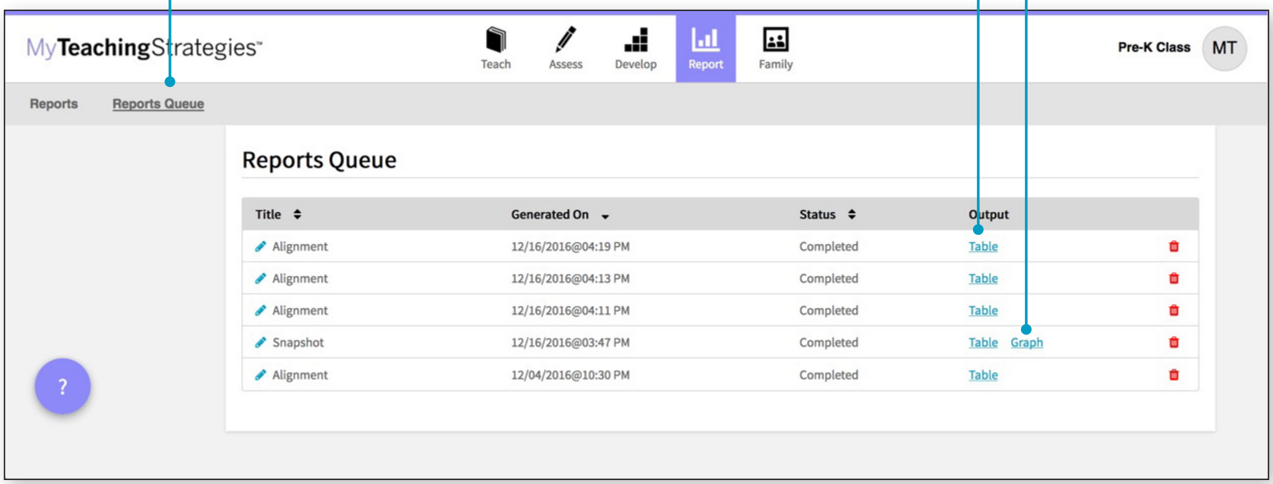
The Reports Queue provides an overview of the reports you have generated that require aggregated data or large data outputs – specifically, the Snapshot and Alignment reports. The Reports Queue provides status information and links to the report output.

To access the Reports Queue, select REPORTS QUEUE from the Report sub-navigation menu.

Select TABLE or GRAPH from the Output column to see the report results.



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Class Profile

The Class Profile Report compares information about the children in your classroom with widely held expectations for their age or class/grade during a particular checkpoint period. This report will inform and support your planning for small- and large-group activities, as well as activities for individual children. This report can also be shared with your Administrator along with your lesson plans to show intentional planning for all children in your class.

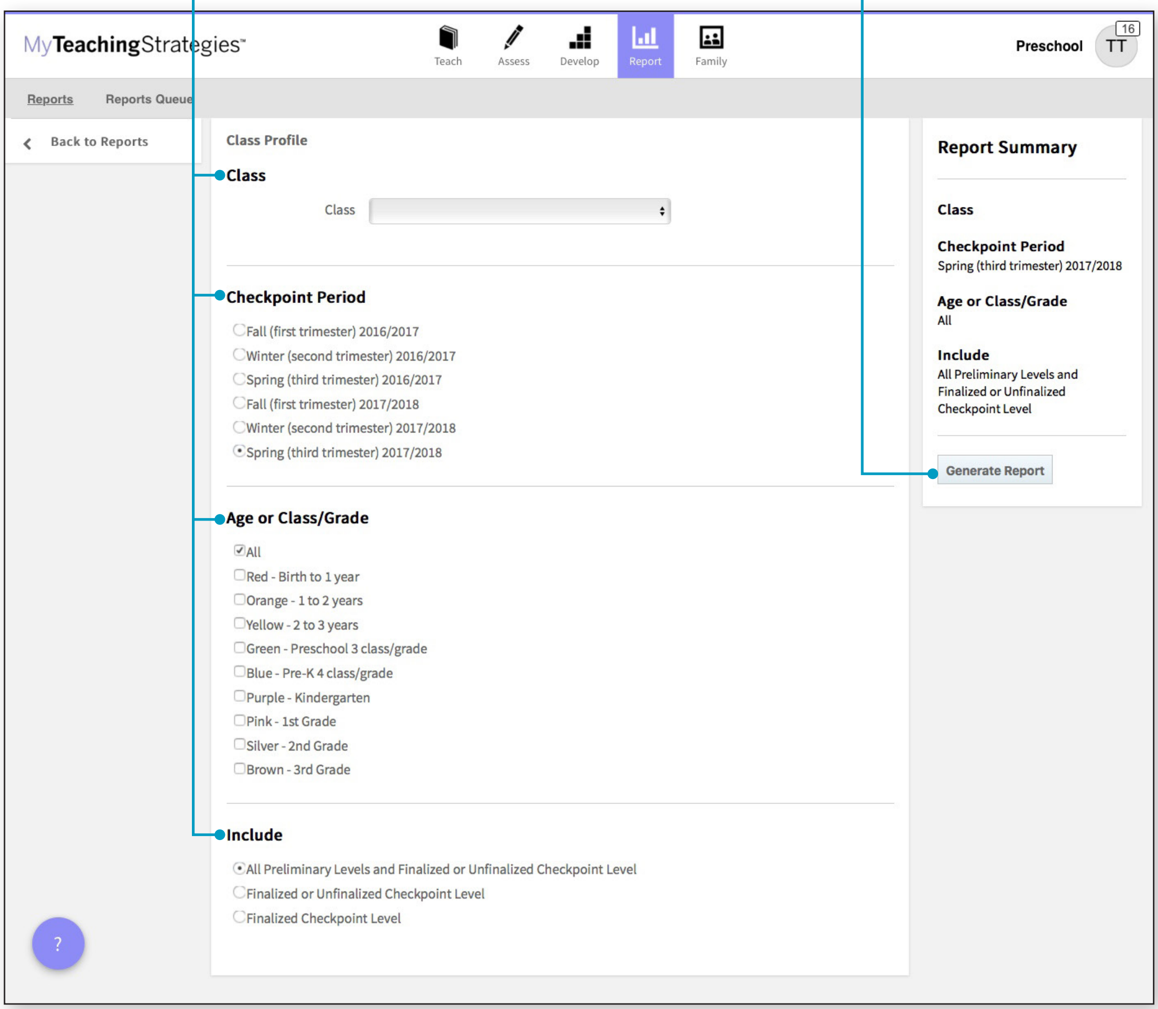
When should I use the Class Profile Report?
This report can be generated on a weekly basis for lesson planning. It allows you to see at what level groups of children are demonstrating their skills, knowledge and abilities. This also can assist in planning and scaffolding for small-group activities.

To create a Class Profile Report, access the Report area and select GO for the Class Profile Report.

Report Criteria

1. Customize your report by selecting the appropriate CLASS, CHECKPOINT PERIOD, AGE OR CLASS/GRADE, and which levels to include.

2. Select GENERATE REPORT.



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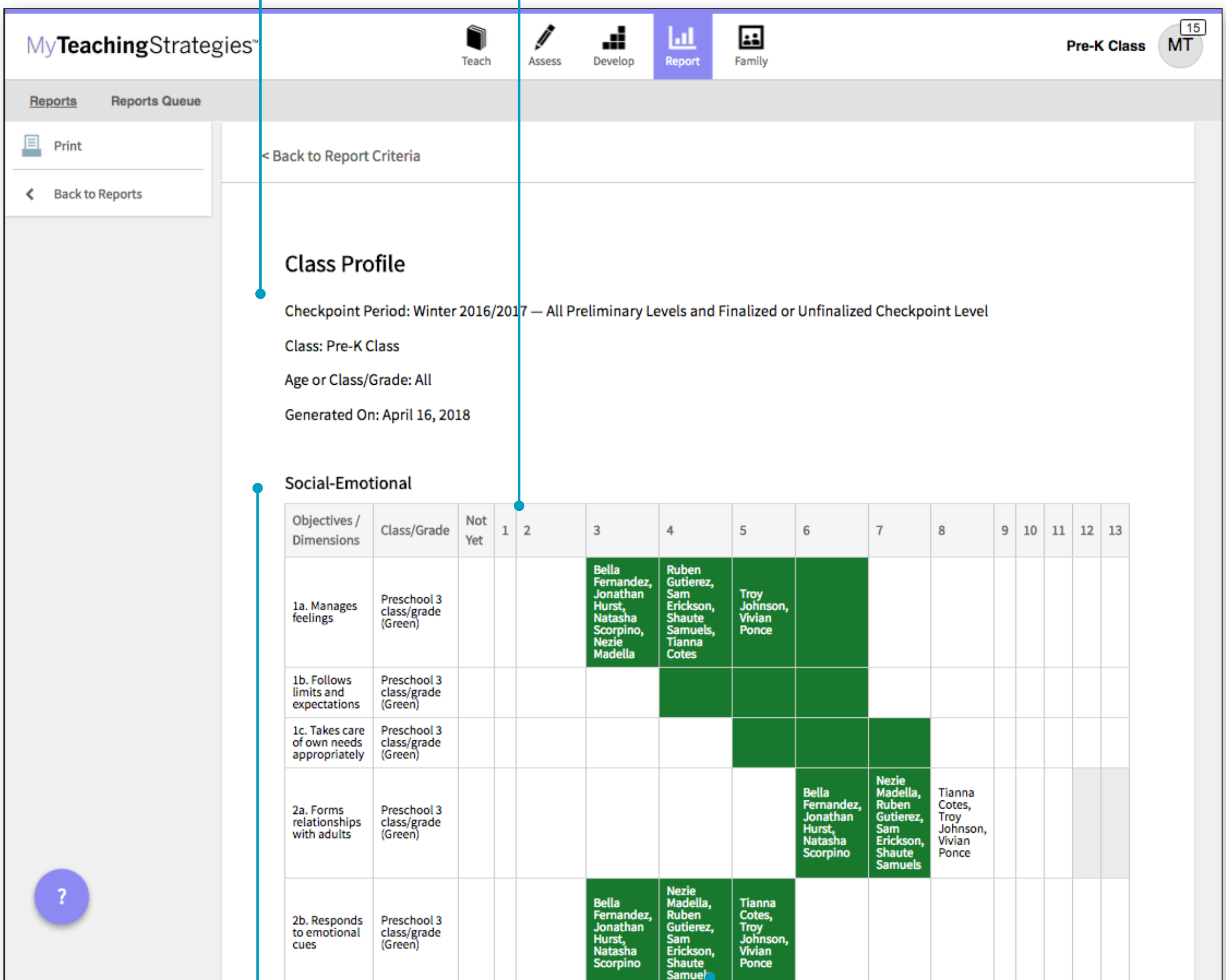
Report Results

At the top of the report you will see a summary of the information represented in the report.

The numbers at the top of the table correspond to the level.



Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a. Manages feelings	Preschool 3 class/grade (Green)				Bella Fernandez, Jonathan Hurst, Natasha Scorpino, Nezie Madella	Ruben Gutierez, Sam Erickson, Shaute Samuels, Tianna Cotes	Troy Johnson, Vivian Ponce								
1b. Follows limits and expectations	Preschool 3 class/grade (Green)														
1c. Takes care of own needs appropriately	Preschool 3 class/grade (Green)														
2a. Forms relationships with adults	Preschool 3 class/grade (Green)							Bella Fernandez, Jonathan Hurst, Natasha Scorpino	Nezie Madella, Ruben Gutierez, Sam Erickson, Shaute Samuels	Tianna Cotes, Troy Johnson, Vivian Ponce					
2b. Responds to emotional cues	Preschool 3 class/grade (Green)				Bella Fernandez, Jonathan Hurst, Natasha Scorpino	Nezie Madella, Ruben Gutierez, Sam Erickson, Shaute Samuels	Tianna Cotes, Troy Johnson, Vivian Ponce								

Each area of development and learning is represented in its own table.

Levels for the widely held expectations for the age or class/grade represented will be filled in with color.

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Individual Child

The Individual Child Report summarizes a single child's knowledge, skills, and abilities, compared to the child's age or class/grade-appropriate widely held expectations. This report will inform and support your planning for individual children. You should use this report when you need to focus on one child at a time to create individualized learning plans. The information about an individual child can also be shared with other stakeholders to discuss and plan for supporting their needs. This report can show multiple checkpoints. This report is an especially helpful resource to use for IFSP/IEP planning, as well as for tracking progress across multiple checkpoint periods.

When should I use the Individual Child Report?

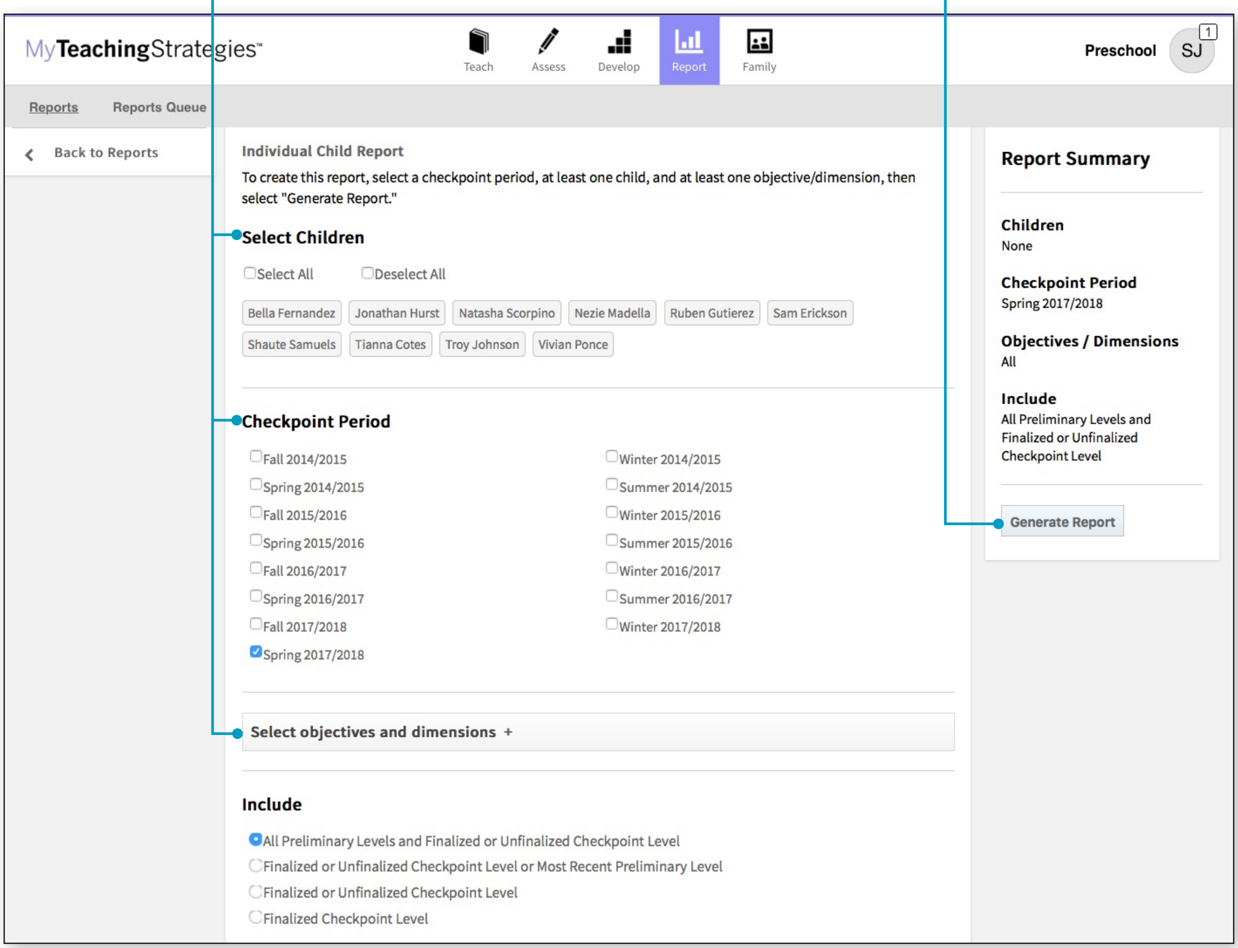
This report can be generated on a weekly basis for lesson planning specifically for children that require additional support. This can assist in planning and scaffolding for individual children and can assist with setting goals. This would also be an appropriate report to use when discussing progress that a child has made from one checkpoint period to the next.

To create an Individual Child Report, access the Report area and select GO for the Individual Child Report.

Report Criteria

1. Customize your report by selecting the appropriate CHILDREN, CHECKPOINT PERIOD, OBJECTIVES AND DIMENSIONS, and which levels to include.

2. Select GENERATE REPORT.



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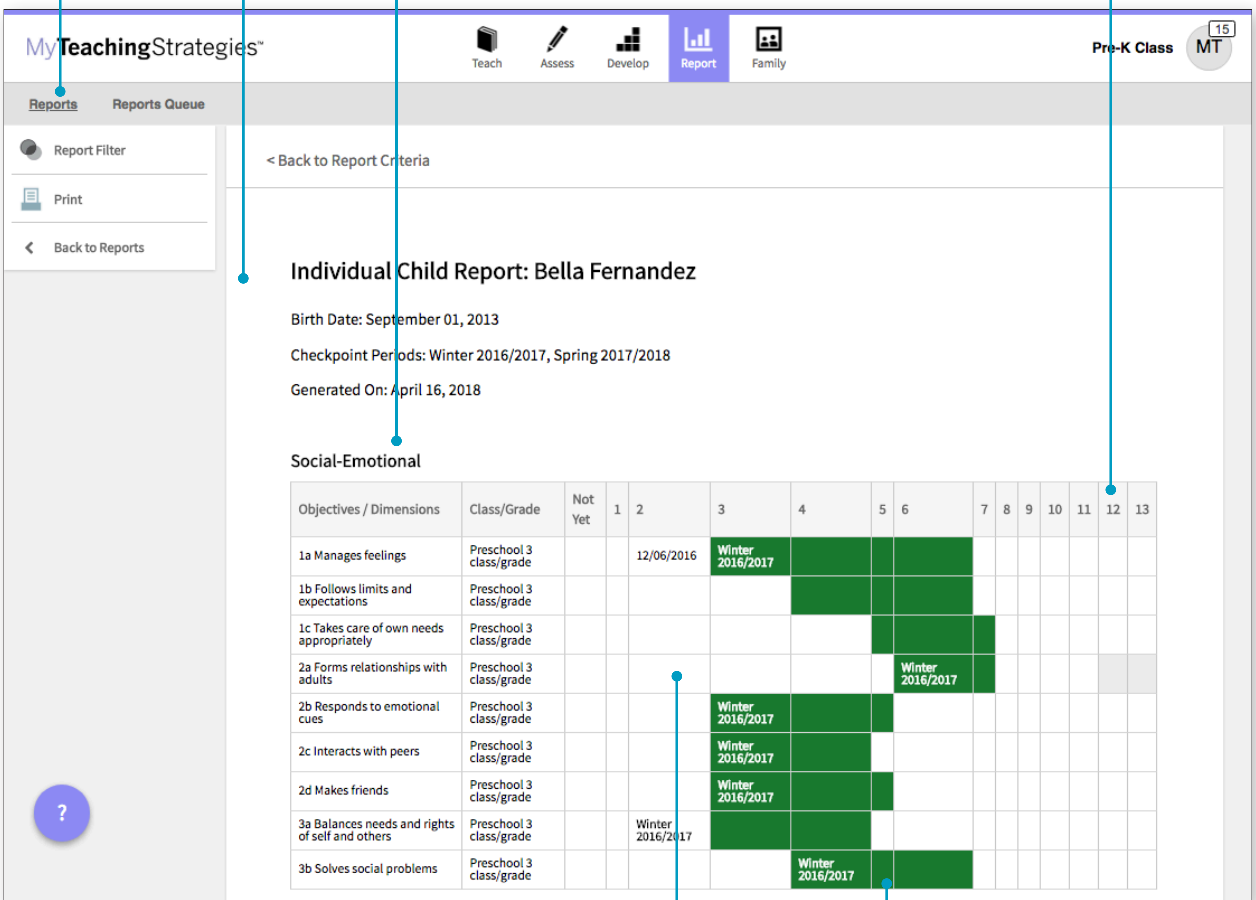
Report Results

Select REPORT FILTER to adjust your report criteria.

At the top of the report you will see a summary of the information represented in the report.

Information for each objective area will be represented in its own table.

The numbers at the top of the table correspond to the level.



Select PRINT to print your report.

Assigned checkpoint levels are visible within the appropriate level on the progression.

Levels for the widely held expectations for the age or class/grade represented will be filled in with color.

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Report Card

The Report Card provides up-to-date information for families about their child's skills, knowledge, and abilities. This report displays information about the child's current abilities, as well as what next steps can be expected.

To create a Report Card, access the Report area and select GO for the Report Card.

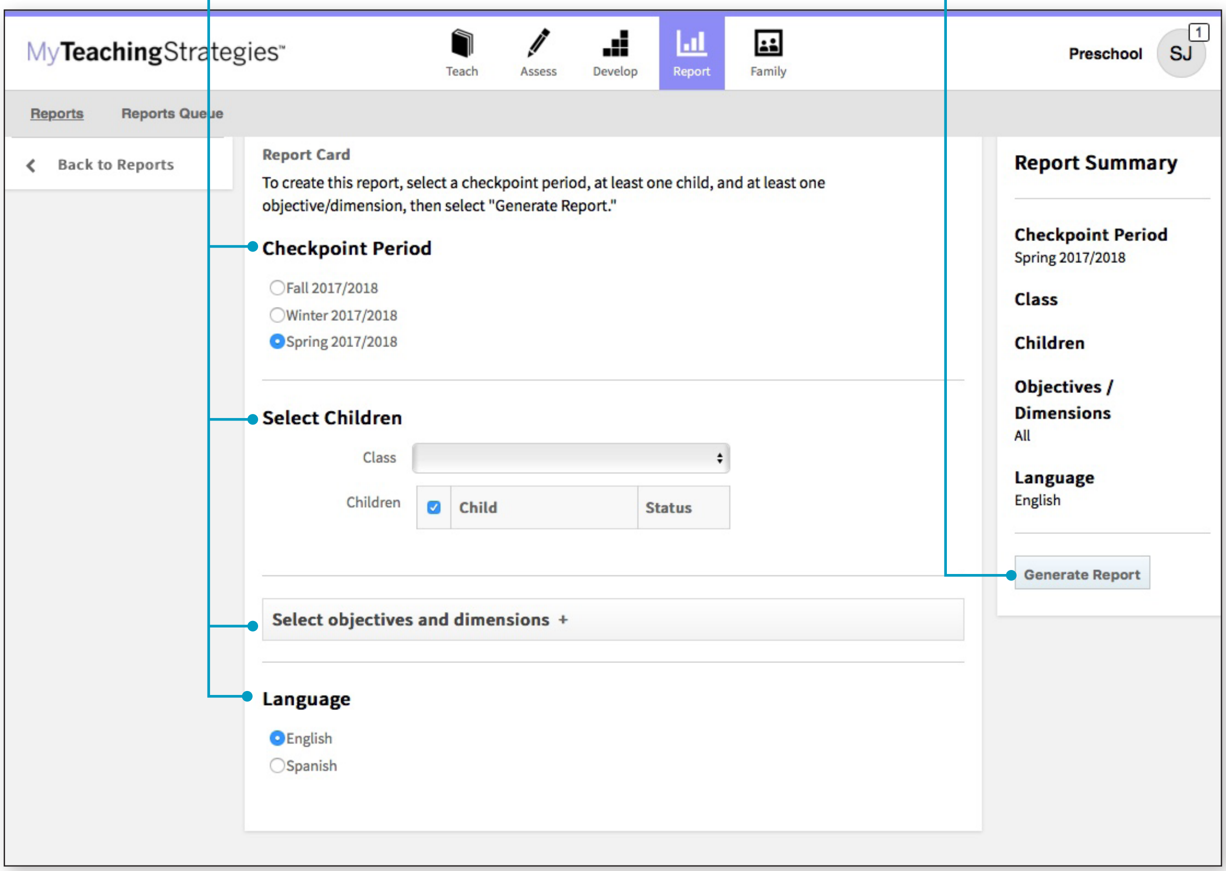
When should I use the Report Card?

The Report Card can be used after each checkpoint period to communicate with family members. The Report Card takes information directly from the checkpoint decisions a teacher has made for each child and organizes the information in a way that a family member can independently understand. This report is most appropriate for kindergarten classes or above.

Report Criteria

1. Customize your report by selecting the appropriate CHILDREN, OBJECTIVES AND DIMENSIONS, and LANGUAGE.

2. Select GENERATE REPORT.



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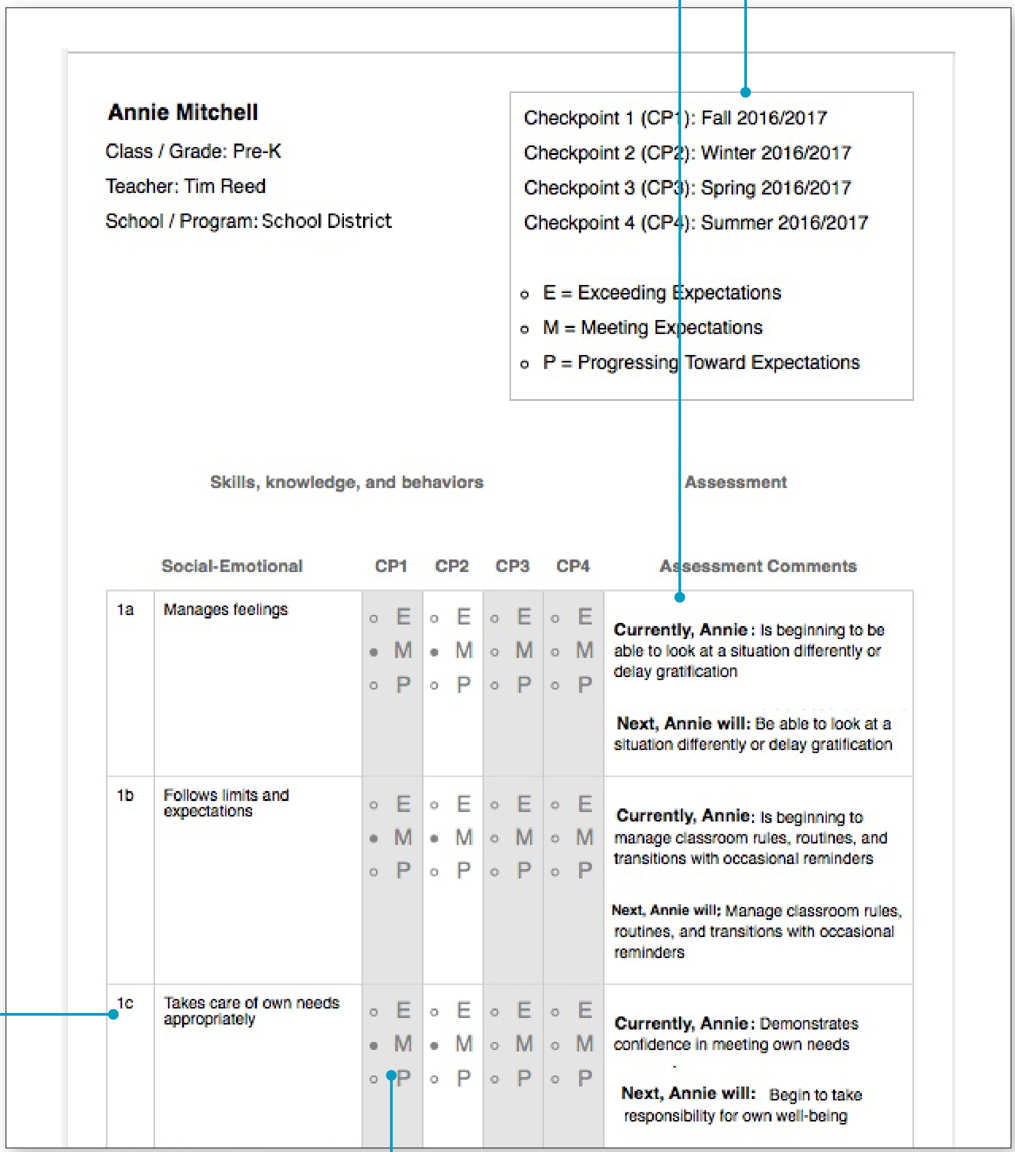
Report Results

In the right column, the report will first outline the skills and abilities the selected child currently displays. Below, the report will outline the skills and abilities the child will display next.

At the top of the report you will see a summary of the information represented in the report.



Annie Mitchell
Class / Grade: Pre-K
Teacher: Tim Reed
School / Program: School District

Checkpoint 1 (CP1): Fall 2016/2017
Checkpoint 2 (CP2): Winter 2016/2017
Checkpoint 3 (CP3): Spring 2016/2017
Checkpoint 4 (CP4): Summer 2016/2017

- E = Exceeding Expectations
- M = Meeting Expectations
- P = Progressing Toward Expectations

Skills, knowledge, and behaviors | Assessment

	Social-Emotional	CP1	CP2	CP3	CP4	Assessment Comments
1a	Manages feelings	○ E ● M ○ P	○ E ● M ○ P	○ E ○ M ○ P	○ E ○ M ○ P	**Currently, Annie :** Is beginning to be able to look at a situation differently or delay gratification **Next, Annie will:** Be able to look at a situation differently or delay gratification
1b	Follows limits and expectations	○ E ● M ○ P	○ E ● M ○ P	○ E ○ M ○ P	○ E ○ M ○ P	**Currently, Annie:** Is beginning to manage classroom rules, routines, and transitions with occasional reminders **Next, Annie will:** Manage classroom rules, routines, and transitions with occasional reminders
1c	Takes care of own needs appropriately	○ E ● M ○ P	○ E ● M ○ P	○ E ○ M ○ P	○ E ○ M ○ P	**Currently, Annie :** Demonstrates confidence in meeting own needs **Next, Annie will:** Begin to take responsibility for own well-being

Each area of development and learning is represented in its own table.

For each objective/dimension, the Report Card will indicate if the child is Exceeding Expectations (E), Meeting Expectations (M), or Progressing Toward Expectations (P).

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Development and Learning

The Development and Learning Report highlights a child's strengths in particular areas of development and learning. Many teachers use this report to communicate with other stakeholders about a child's development. This allows teachers to clearly and concisely discuss the areas in which a child is able to demonstrate his or her abilities and allows a team of educators and family members to make a plan to support the continued growth.

To create a Development and Learning Report, access the Report area and select GO for the Development and Learning Report.

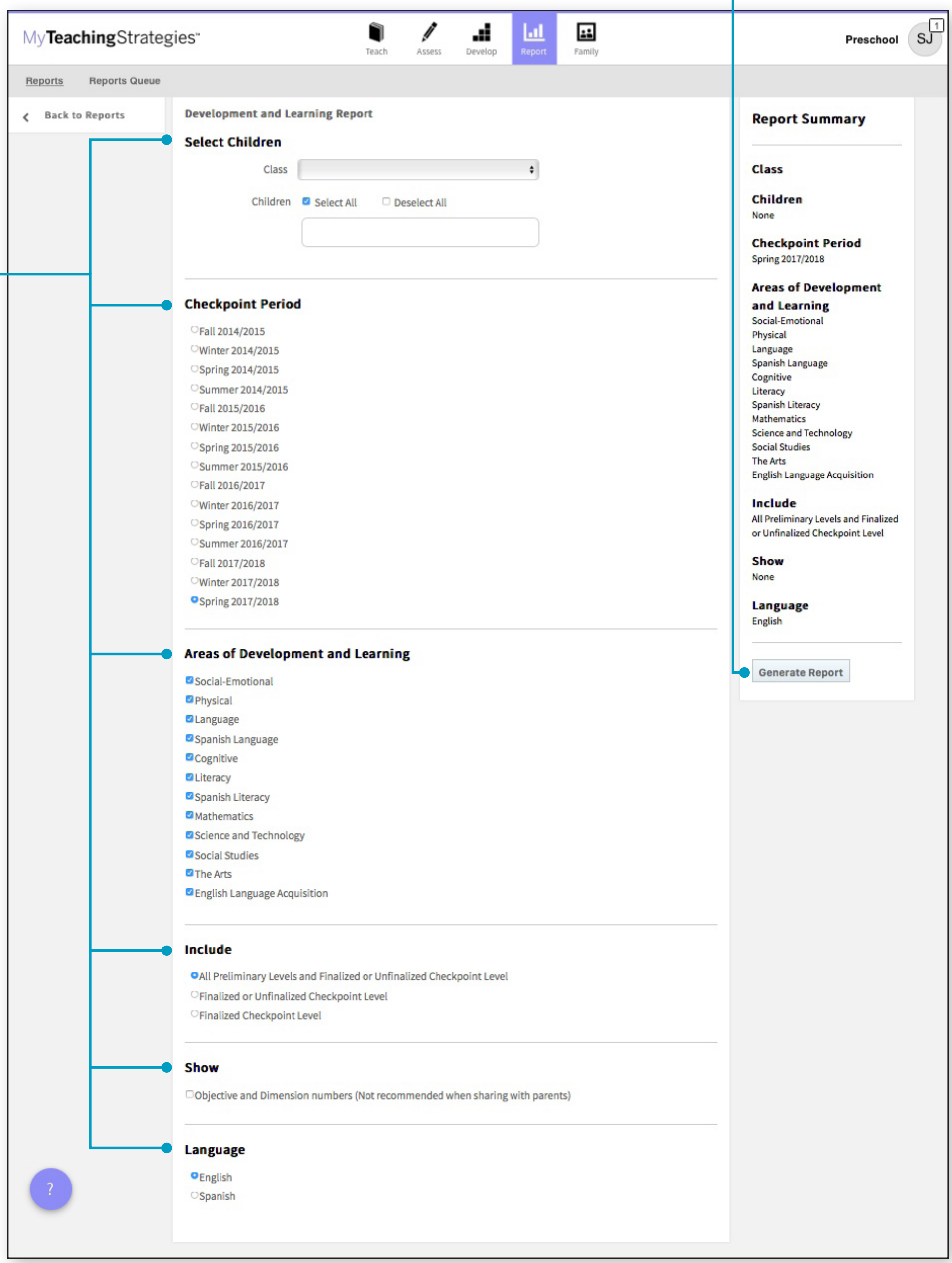
When should I use the Development and Learning Report?

This report can be generated as soon as you enter preliminary checkpoint information. This is a good report to use to communicate with family members and to include in a child's file at the end of the school year. This report provides a good alternative to the Report Card for younger children.

Report Criteria

1 Customize your report by selecting the appropriate CHILDREN, CHECKPOINT PERIOD, AREAS OF DEVELOPMENT AND LEARNING, and which levels to include. You can also choose to include Objective and Dimension numbers.

2 Select GENERATE REPORT.



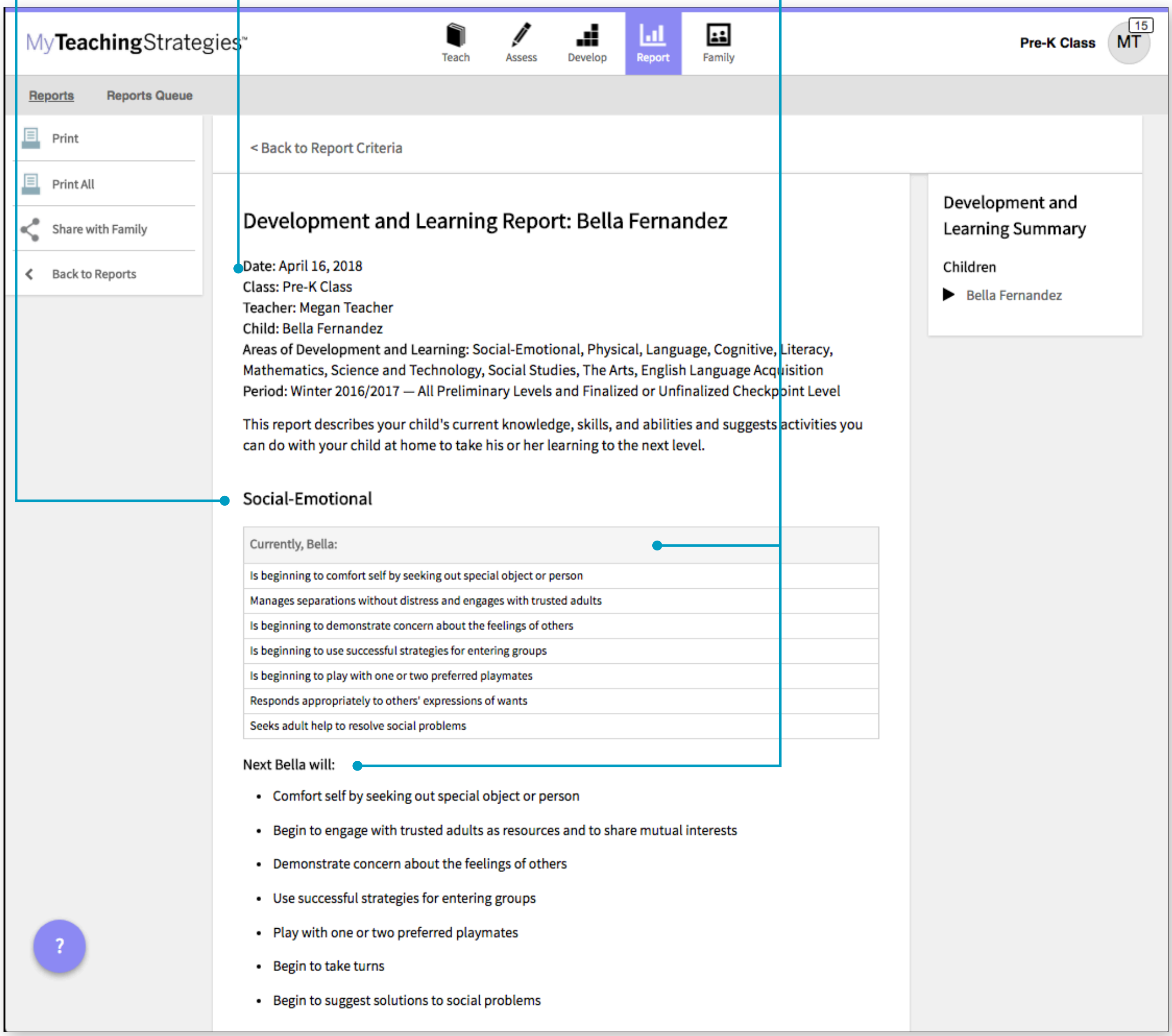
> Back to **Report** table of contents

Report Results

Information for each objective area will be represented in its own table.

At the top of the report you will see a summary of the information represented in the report.

The report will first outline the skills and abilities the selected child currently displays. Below, the report will outline the skills and abilities the child will display next.



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Documentation Status

The Documentation Status Report will help you see, at a glance, where you may need more information to plan activities and observations. It shows how many times you associated the objective/dimension with documentation for individual children.Teachers can also choose to include a breakdown of the total amount of documentation collected for a class or child.

To create a Documentation Status Report, access the Report area and select GO for the Documentation Status Report. The report will automatically generate for the current checkpoint period.

When should I use the Documentation Status Report?

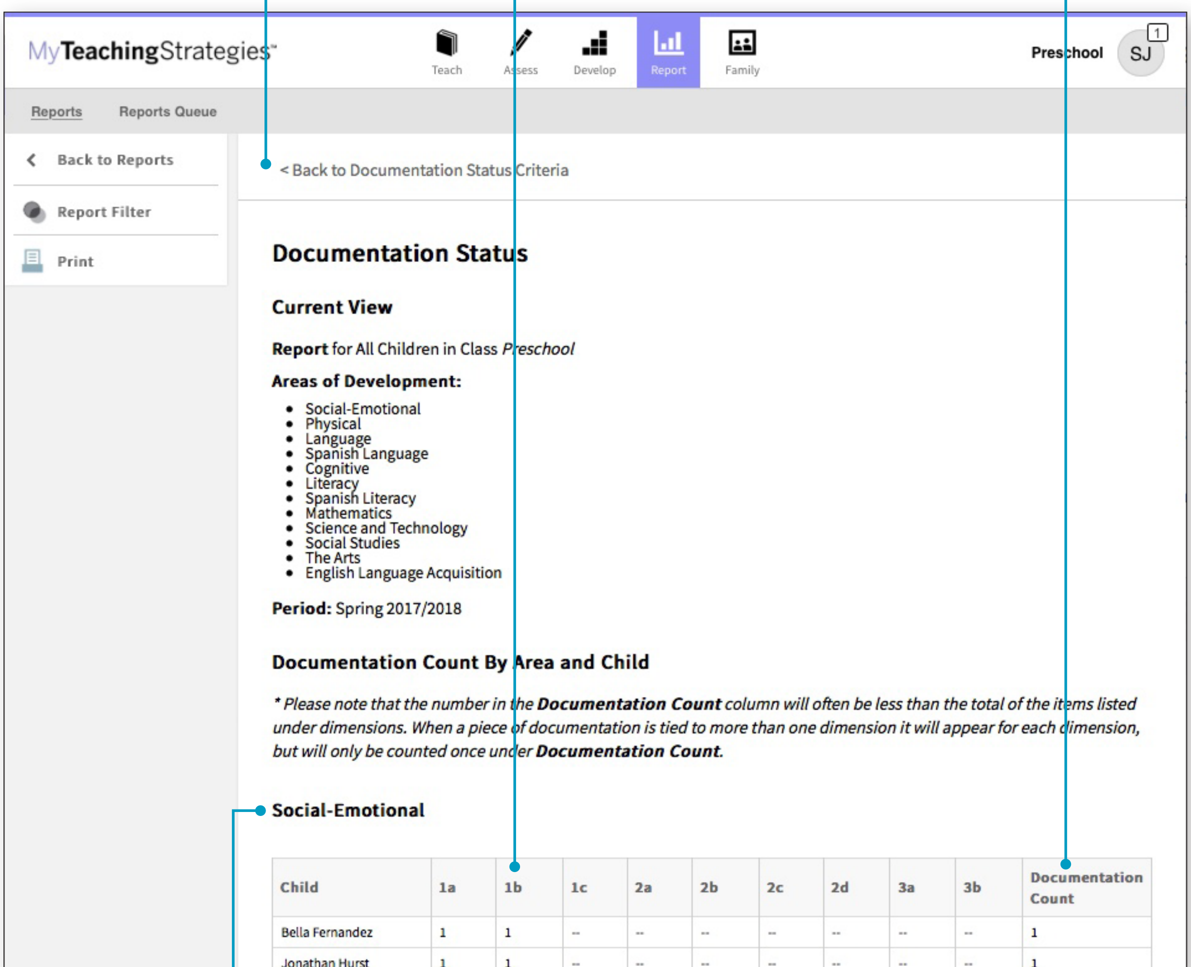
This report can be generated on a weekly basis to help to plan for activities and observations. This will help you to know who you have not observed for specific objectives and dimensions. This report should be generated before the checkpoint is started to ensure that there is sufficient documentation for you to select your checkpoint levels.

Report Results

To customize your report, select BACK TO DOCUMENTATION STATUS CRITERIA.

The first row of the table identifies the objective/dimension.

The final column provides a summary of your documentation collected for each child.



Each area of development and learning is represented in its own table.

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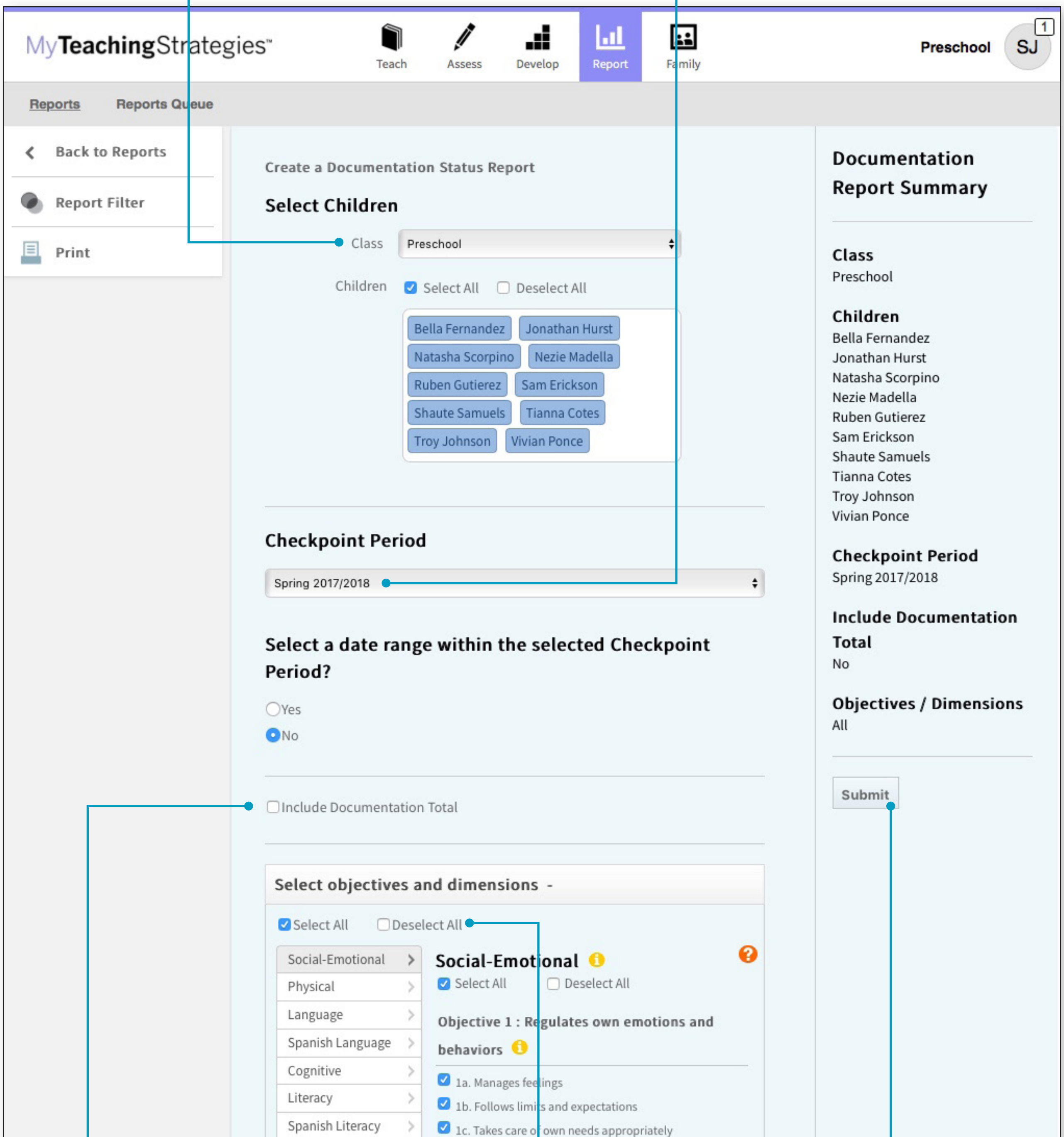
Report Criteria

1. Use the CLASS drop-down menu to select a class, and choose which children to include in your report.

2. Select a CHECKPOINT PERIOD.



3. Select the checkbox next to INCLUDE DOCUMENTATION TOTAL to include the total amount of documentation available for each child in the generated report.

4. Select the objectives and dimensions to include in the report. All objectives and dimensions will be pre-selected. Click DESELECT ALL to clear all selections.

5. Click SUBMIT to view your report.

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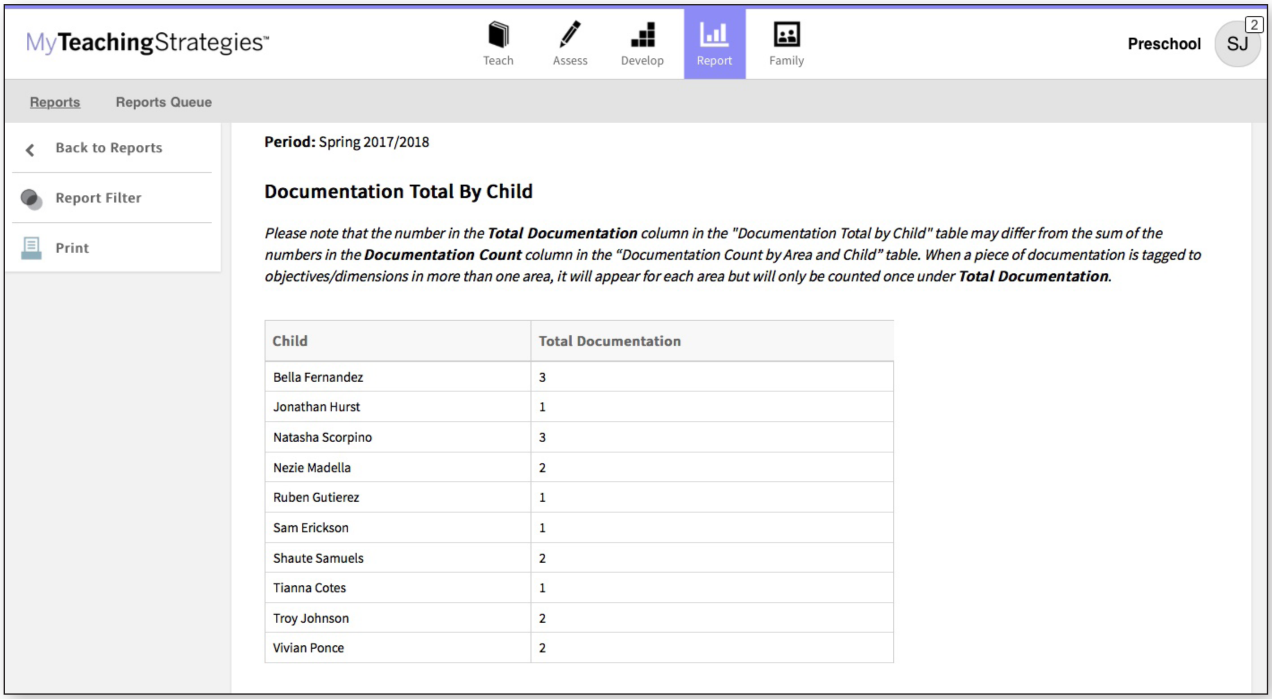
If INCLUDE DOCUMENTATION TOTAL is selected in the Report Filter, a Documentation Total table will generate above the Documentation Count table. This will include the total amount of documentation available in the selected checkpoint period for each child.



Period: Spring 2017/2018

Documentation Total By Child

*Please note that the number in the **Total Documentation** column in the "Documentation Total by Child" table may differ from the sum of the numbers in the **Documentation Count** column in the "Documentation Count by Area and Child" table. When a piece of documentation is tagged to objectives/dimensions in more than one area, it will appear for each area but will only be counted once under **Total Documentation**.*

Child	Total Documentation
Bella Fernandez	3
Jonathan Hurst	1
Natasha Scorpino	3
Nezie Madella	2
Ruben Gutierez	1
Sam Erickson	1
Shaute Samuels	2
Tianna Cotes	1
Troy Johnson	2
Vivian Ponce	2

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Assessment Status

The Assessment Status Report will tell you how far you have progressed in completing the assessment for a checkpoint. Continue to generate this report throughout your checkpoint period until all status bars are colored green. This report will also show which children are missing a rating by objective and dimension.

To create an Assessment Status Report, access the Report area and select GO for the Assessment Status Report. The report will automatically generate for the current checkpoint period.

When should I use the Assessment Status Report?

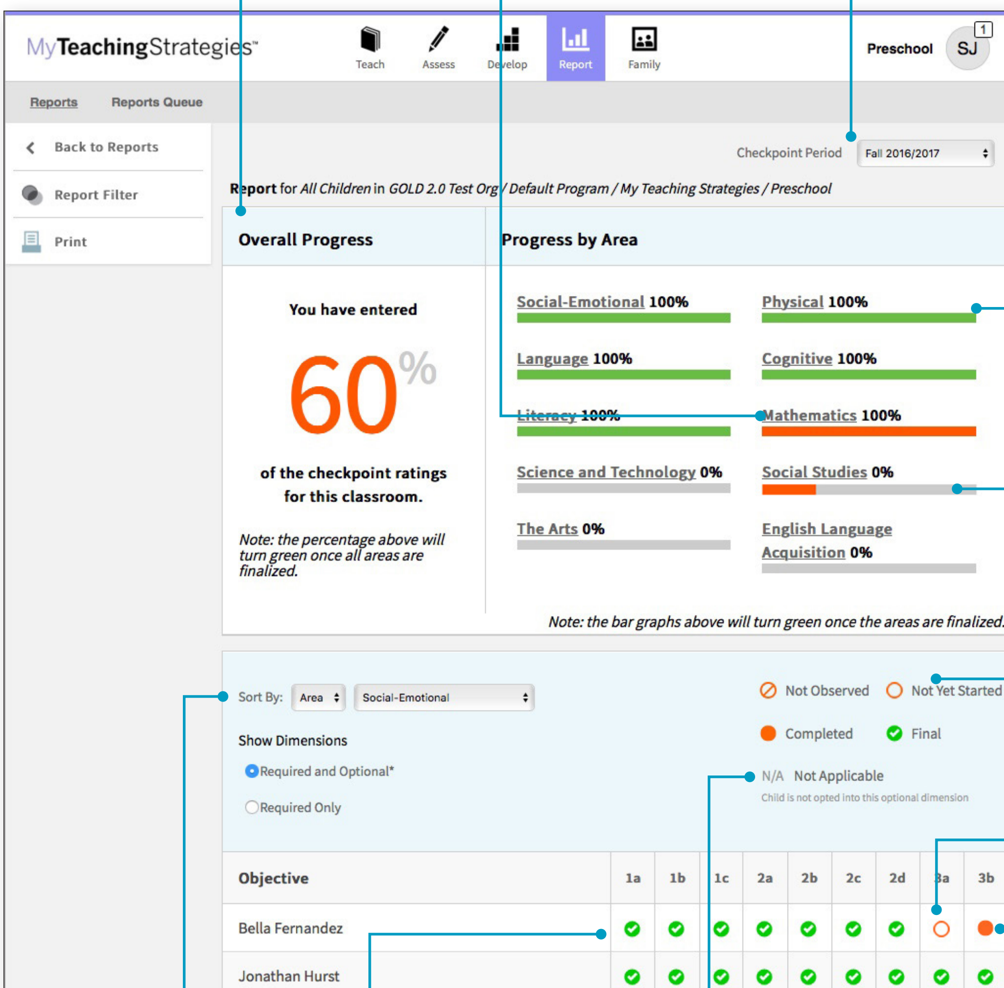
This report should be generated on a regular basis starting two weeks before the checkpoint due date. This will allow you to monitor your progress as you complete the checkpoint. A few days before the checkpoint due date, the report should show 100% completion and finalization.

Report Results

The top of the report provides a summary of your checkpoint progress.

A solid orange bar indicates a completed area that has not been finalized.

Use the CHECKPOINT PERIOD drop-down menu to change the checkpoint viewed.



A green bar indicates a finalized area.

A partially filled bar indicates the percentage of completion for that area.

An empty circle indicates that the checkpoint has not been started for that particular objective/ dimension.

Click an unfilled circle to complete the checkpoint for an unfinalized objective/ dimension.

Adjust the report view by selecting a different area from the SORT BY drop-down menu.

A complete green circle with a checkmark indicates that the checkpoint has been finalized for that particular objective/ dimension.

N/A indicates that this Objective/Dimension was not applicable for a child. This is used for items that don't always apply to all children, such as the English Language Acquisition Objectives 37 and 38.

A complete orange circle indicates that the checkpoint has been completed for that particular objective/dimension, but not finalized.

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Snapshot

The Snapshot Report displays assessment results at a given point in time. It allows you to see child outcomes data in two ways: by areas of development and learning, and by objective/dimension. The Snapshot Report is commonly used by teachers to review how their class is performing overall compared to widely held expectations to the class' age(s) or class(es)/grade(s).

To create a Snapshot Report, access the Report area and select GO for the Snapshot Report.

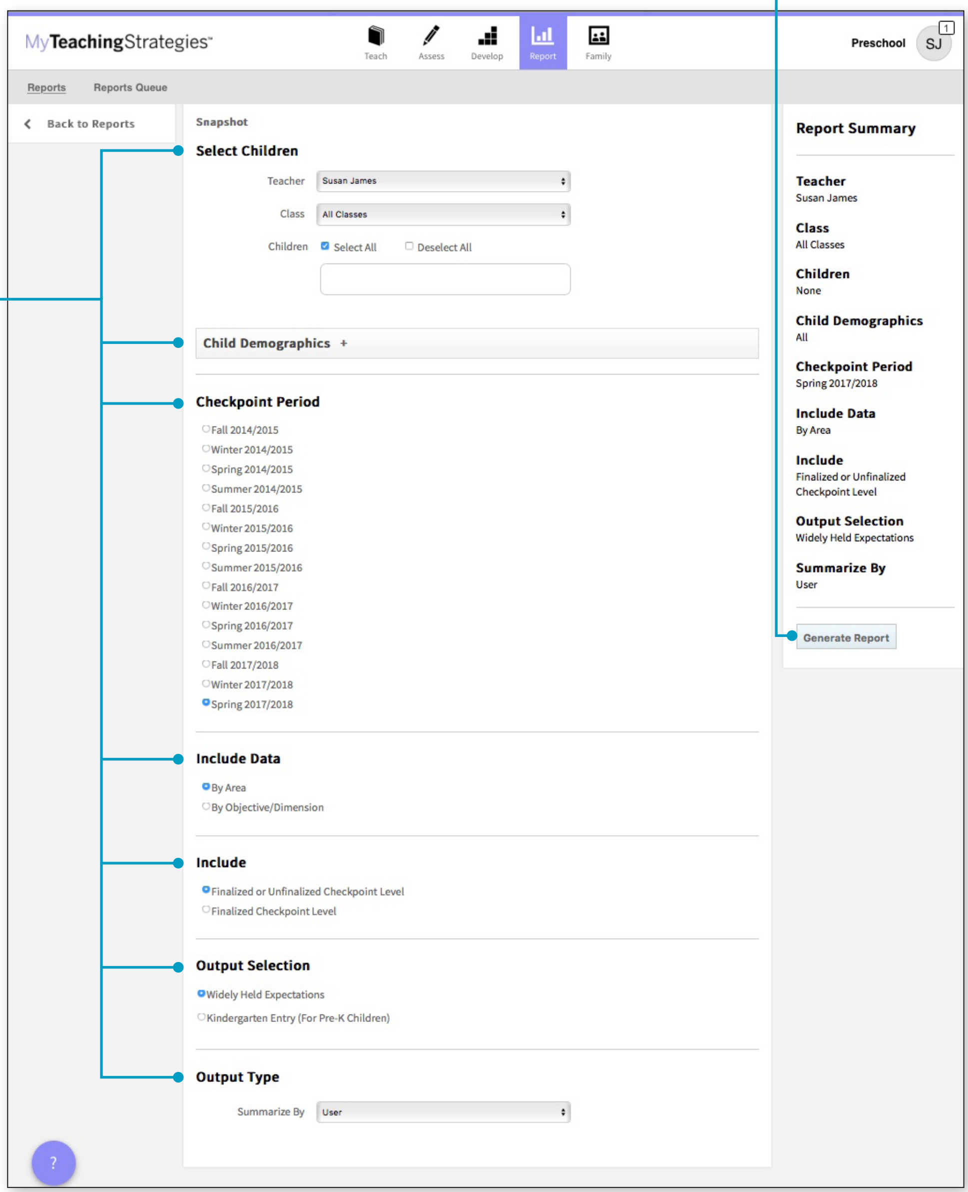
When should I use the Snapshot Report?

This report is more widely used by administrators than by teachers but you may want to generate it after the first checkpoint period to get a better understanding of what the data will look like from an administrator's perspective.

Report Criteria

1 Customize your report by selecting the appropriate CHILDREN, CHECKPOINT PERIOD, which data and levels to include, and your output type. You can also select whether to generate the report by Widely Held Expectations or Kindergarten Readiness.

2 Select GENERATE REPORT.



You'll be taken to the Reports Queue after you generate the report.

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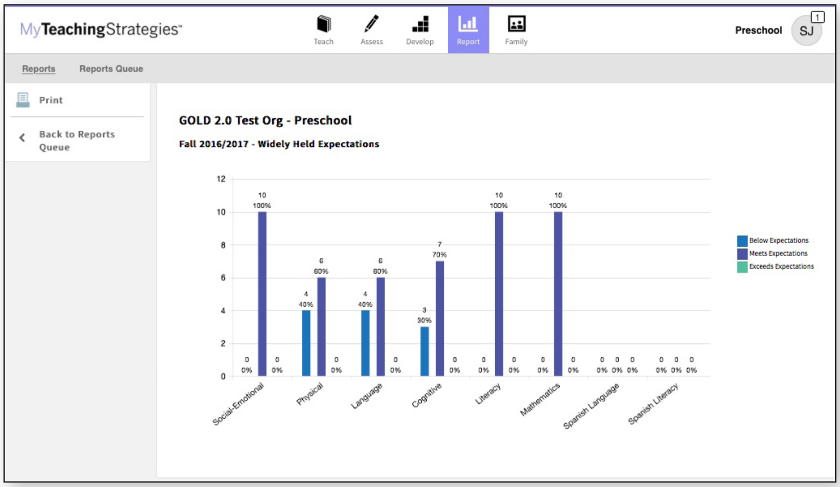
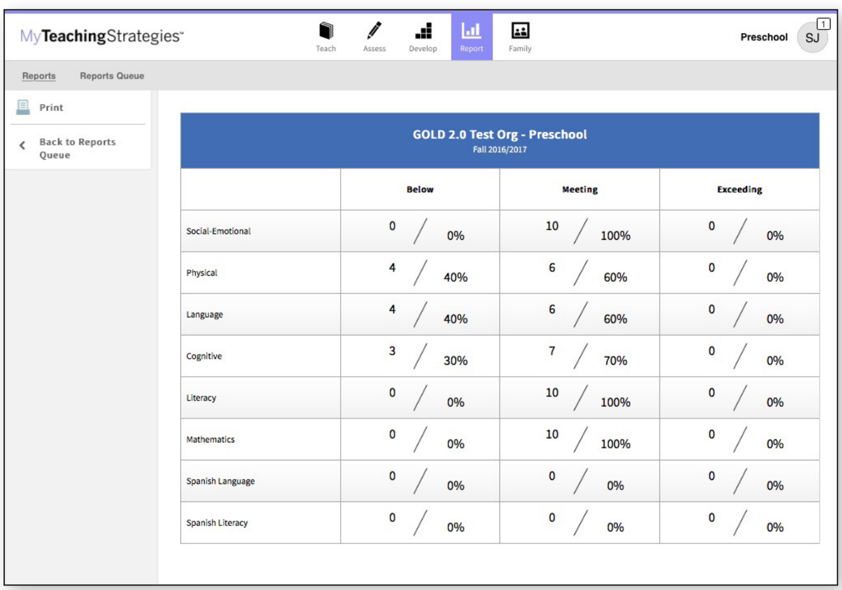
Report Results

The Snapshot report can be viewed in either a Table or Graph format.



The Graph output displays a bar graph for the class, or child, you choose to include in the report output. The X axis represents the areas of development and learning, or the objectives/dimensions, and the Y axis represents the number of children with data. The color-coded key will show which bar represents the number and percentage of children whose skills, knowledge, and abilities were below, meeting, or exceeding widely held expectations for the selected checkpoint period.



GOLD 2.0 Test Org - Preschool
Fall 2016/2017

	Below	Meeting	Exceeding
Social-Emotional	0 / 0%	10 / 100%	0 / 0%
Physical	4 / 40%	6 / 60%	0 / 0%
Language	4 / 40%	6 / 60%	0 / 0%
Cognitive	3 / 30%	7 / 70%	0 / 0%
Literacy	0 / 0%	10 / 100%	0 / 0%
Mathematics	0 / 0%	10 / 100%	0 / 0%
Spanish Language	0 / 0%	0 / 0%	0 / 0%
Spanish Literacy	0 / 0%	0 / 0%	0 / 0%

The Table output displays a table for the class, or child, you choose to include in the report output. For each area of development and learning, or for each objective/dimension, the number and percentage under the Below, Meeting, and Exceeding columns represent the number and percentage of children whose skills, knowledge, and abilities were below, meeting, or exceeding widely held expectations for the selected checkpoint period.

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Snapshot (Birth through Third Grade)

The Snapshot (Birth Through Third Grade) Report, generated only from checkpoint data associated with the objectives for development and learning for birth through third grade, displays a group's assessment results at a given point in time, enabling you to see which children are below, meeting, and exceeding the widely held expectations for each area. The report can be organized by entity, by colored band, and, for teachers, by class. You can view it in HTML, as a PDF, or in Excel.

To create a Snapshot (Birth Through Third Grade) Report, access the Report area, and then select GO for the Snapshot (Birth through Third Grade) Report.

When should I use the Snapshot (Birth Through Third Grade) Report?

This report is commonly used by teachers to review how their class is performing overall compared to widely held expectations to the class' age(s) or class(es)/grade(s).

Report Criteria

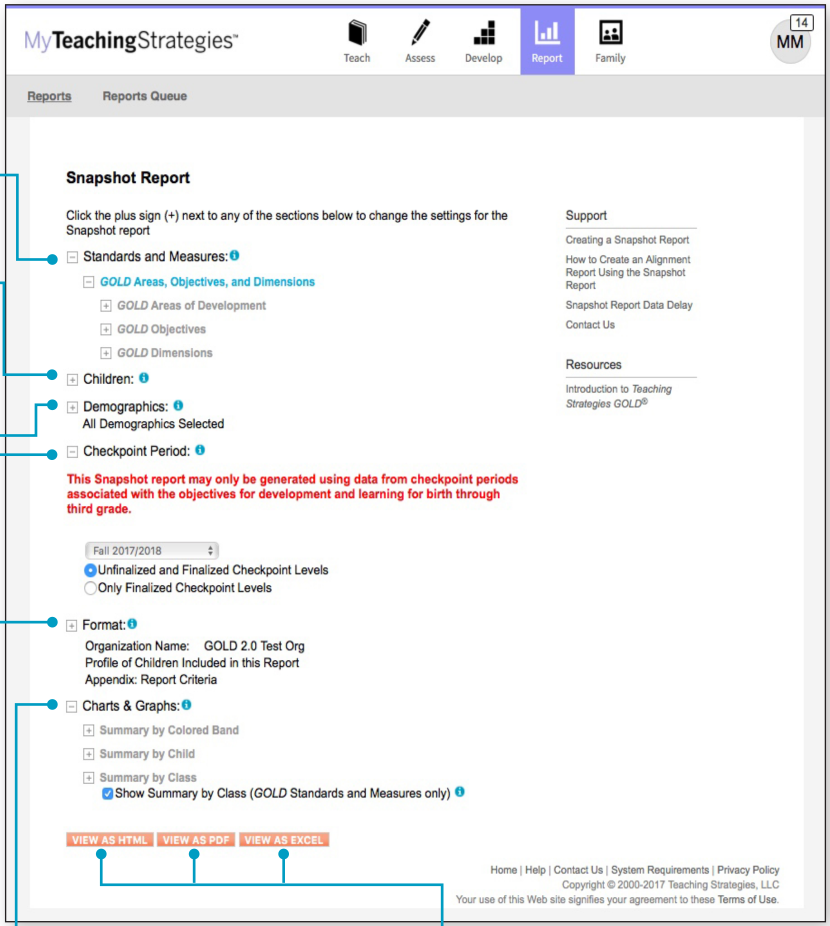
1 In STANDARDS AND MEASURES, choose to generate the report at the area, objective, or dimension level (areas selected by default). You can also pick and choose areas, objectives, and/or dimensions.

2 In CHILDREN, select a classroom.

3 In DEMOGRAPHICS, filter by gender, language, and any other child demographic field.

4 In CHECKPOINT PERIOD, choose a checkpoint period. The current period will be selected by default. Please note that only checkpoint periods associated with the objectives for development and learning for birth through third grade will be available.

5 In FORMAT, customize the output of the report.



6 In CHARTS & GRAPHS, choose to generate the report by Colored Band, by Child, or by Class (selected by default).

7 Select VIEW AS HTML, VIEW AS PDF or VIEW AS EXCEL.

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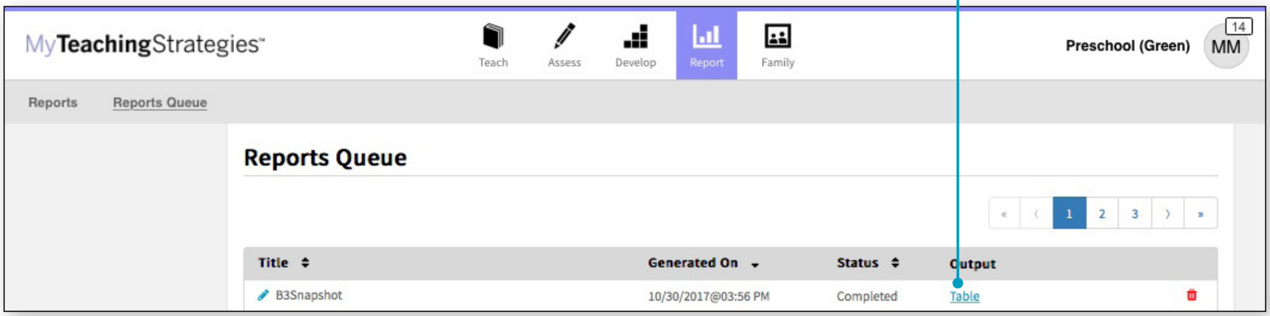
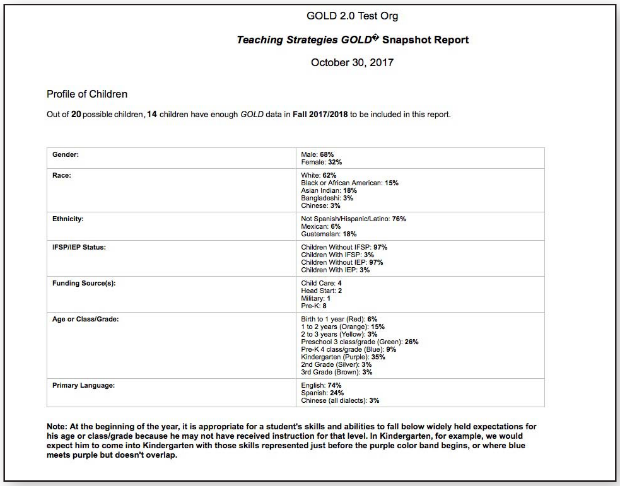
8 The report will appear on the Reports Queue. Select TABLE to open the report output.



Report Results



GOLD 2.0 Test Org

***Teaching Strategies GOLD*® Snapshot Report**

October 30, 2017

Profile of Children

Out of **20** possible children, **14** children have enough *GOLD* data in **Fall 2017/2018** to be included in this report.

Gender:	Male: **68%** Female: **32%**
Race:	White: **62%** Black or African American: **15%** Asian Indian: **18%** Bangladeshi: **3%** Chinese: **3%**
Ethnicity:	Not Spanish/Hispanic/Latino: **76%** Mexican: **6%** Guatemalan: **18%**
IFSP/IEP Status:	Children Without IFSP: **97%** Children With IFSP: **3%** Children Without IEP: **97%** Children With IEP: **3%**
Funding Source(s):	Child Care: **4** Head Start: **2** Military: **1** Pre-K: **8**
Age or Class/Grade:	Birth to 1 year (Red): **6%** 1 to 2 years (Orange): **15%** 2 to 3 years (Yellow): **3%** Preschool 3 class/grade (Green): **26%** Pre-K 4 class/grade (Blue): **9%** Kindergarten (Purple): **35%** 2nd Grade (Silver): **3%** 3rd Grade (Brown): **3%**
Primary Language:	English: **74%** Spanish: **24%** Chinese (all dialects): **3%**

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

Table 1: Social-Emotional by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	9	50%	42.3	6	33%	46.7	3	17%	57.7

Table 2: Physical by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	14	74%	20.7	5	26%	21.2			

Table 3: Language by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	9	64%	20.0	5	36%	38.0			

Table 4: Spanish Language by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)				1	100%	52.0			

Table 5: Cognitive by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	4	67%	46.8	2	33%	62.0			

Table 6: Literacy by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	9	64%	20.0	5	36%	38.0			

Table 7: Spanish Literacy by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)				1	100%	58.0			

If included, the report output will include a Profile of Children, which will state how many child records had enough data to be included in the report and a breakdown of demographic information.

Each area, objective, or dimension will appear in its own table. The Widely Held Expectations information for each area, objective, or dimension will include the number of children, the percentage of children, and the average score for children whose skills, knowledge, and abilities are below, meeting, or exceeding widely held expectations.

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Snapshot by Dimension

The Snapshot by Dimension Report can be generated by teachers from checkpoint data associated with the objectives for development and learning for either birth through kindergarten or birth through third grade. The report displays the levels of a given objective or dimension, showing the number or percentage of children at levels along the progression.

When should I use the Snapshot by Dimension Report?

This report is commonly used by teachers to visually compare their assessment results for their class, using colored bands, against widely held expectations.

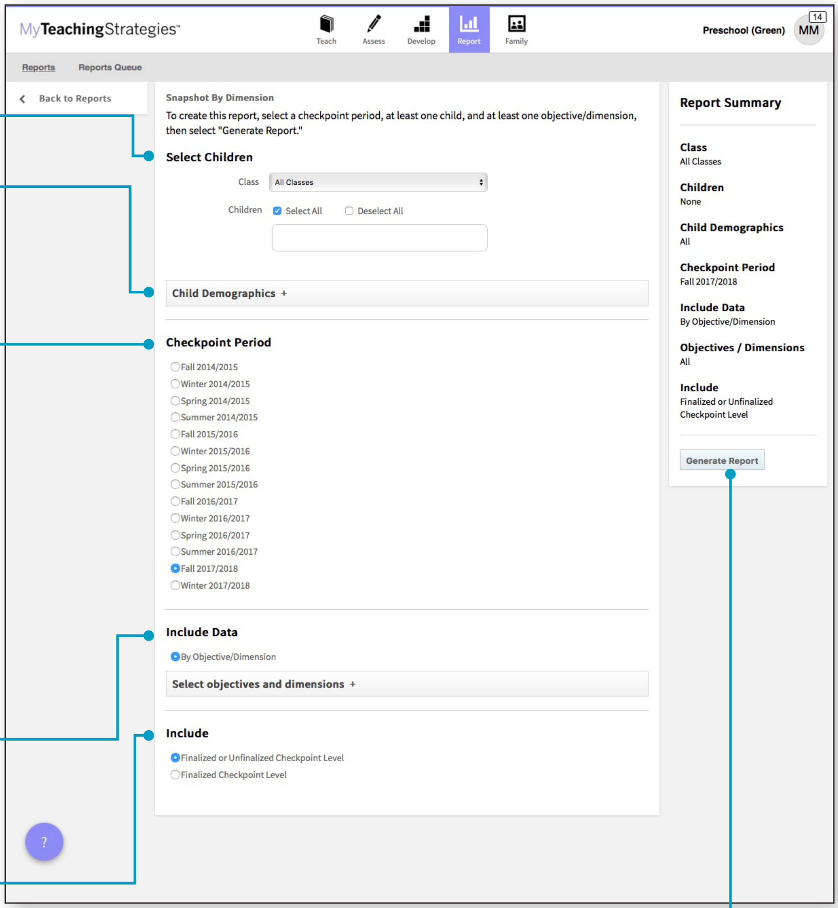
To create a Snapshot by Dimension Report, access the Report area and select GO for the Snapshot by Dimension Report.

Report Criteria

1. Under SELECT CHILDREN, select a class and/or children.
2. You have the option to filter under CHILD DEMOGRAPHICS.
3. Select a CHECKPOINT PERIOD. It is defaulted to include the current period.

   Selecting a previous checkpoint associated with birth through kindergarten data will display the birth through kindergarten objectives/dimensions and progressions.

   Selecting a current checkpoint associated with birth through third grade data will display the birth through third grade objectives/dimensions and progressions
4. Under INCLUDE DATA, determine whether to include specific objectives/dimensions. It is defaulted to include all.
5. Select FINALIZED OR UNFINALIZED CHECKPOINT LEVEL or FINALIZED CHECKPOINT LEVEL.



6. Select GENERATE REPORT.

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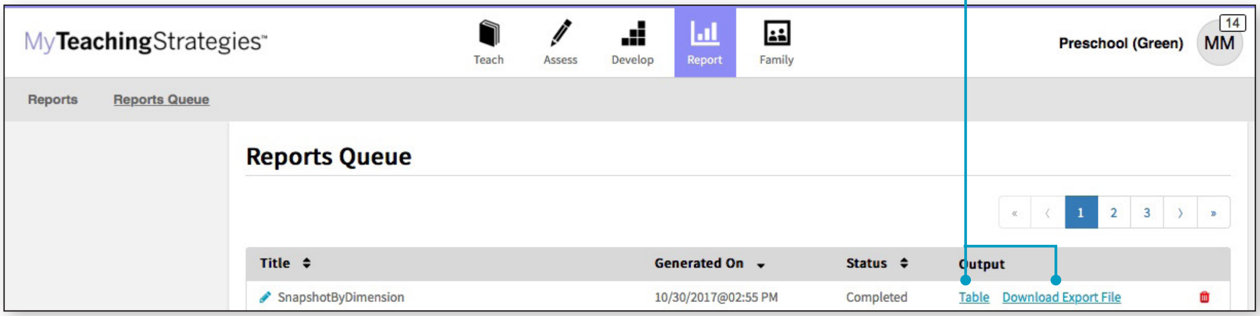
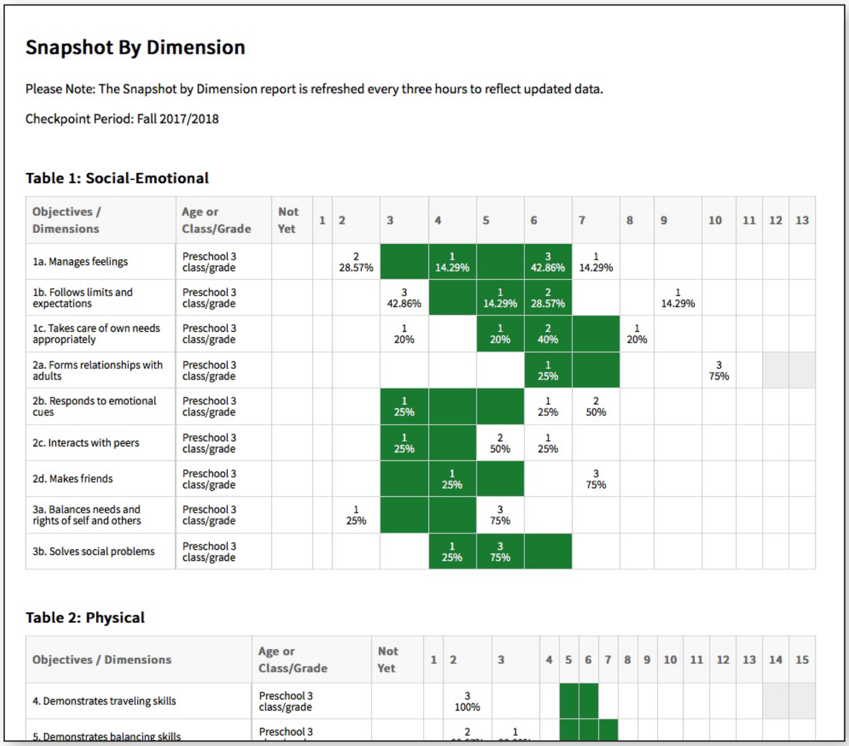
7 You will be taken to the Reports Queue, where you can view the report as a table or as a downloaded export file.



Both report outputs list a table for each included area.

The objectives/dimensions appear listed down the left side of each table, each including a row for any available ages or classes/grades.

Each row will show the number and percentage of children whose skills, knowledge, and abilities were evaluated at each level for each objective/dimension.



Snapshot By Dimension

Please Note: The Snapshot by Dimension report is refreshed every three hours to reflect updated data.

Checkpoint Period: Fall 2017/2018

Table 1: Social-Emotional

Objectives / Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a. Manages feelings	Preschool 3 class/grade			2 28.57%		1 14.29%		3 42.86%	1 14.29%						
1b. Follows limits and expectations	Preschool 3 class/grade				3 42.86%		1 14.29%	2 28.57%			1 14.29%				
1c. Takes care of own needs appropriately	Preschool 3 class/grade				1 20%		1 20%	2 40%		1 20%					
2a. Forms relationships with adults	Preschool 3 class/grade							1 25%				3 75%			
2b. Responds to emotional cues	Preschool 3 class/grade				1 25%			1 25%	2 50%						
2c. Interacts with peers	Preschool 3 class/grade				1 25%		2 50%	1 25%							
2d. Makes friends	Preschool 3 class/grade					1 25%			3 75%						
3a. Balances needs and rights of self and others	Preschool 3 class/grade			1 25%			3 75%								
3b. Solves social problems	Preschool 3 class/grade					1 25%	3 75%								

Table 2: Physical

Objectives / Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
4. Demonstrates traveling skills	Preschool 3 class/grade			3 100%													
5. Demonstrates balancing skills	Preschool 3			2	1												

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Alignment

The Alignment Report enables teachers to quickly see how the children in their classrooms are developing in relation to the Common Core State Standards, *The Head Start Child Development and Early Learning Framework*, and the early learning standards for their states.

The Alignment Report shows the percentage of children whose knowledge and skills are emerging and the percentage of children who have accomplished the Common Core, Head Start or state standards.

To begin creating your report, access the Report area and select GO for the Alignment Report.

When should I use the Alignment Report?

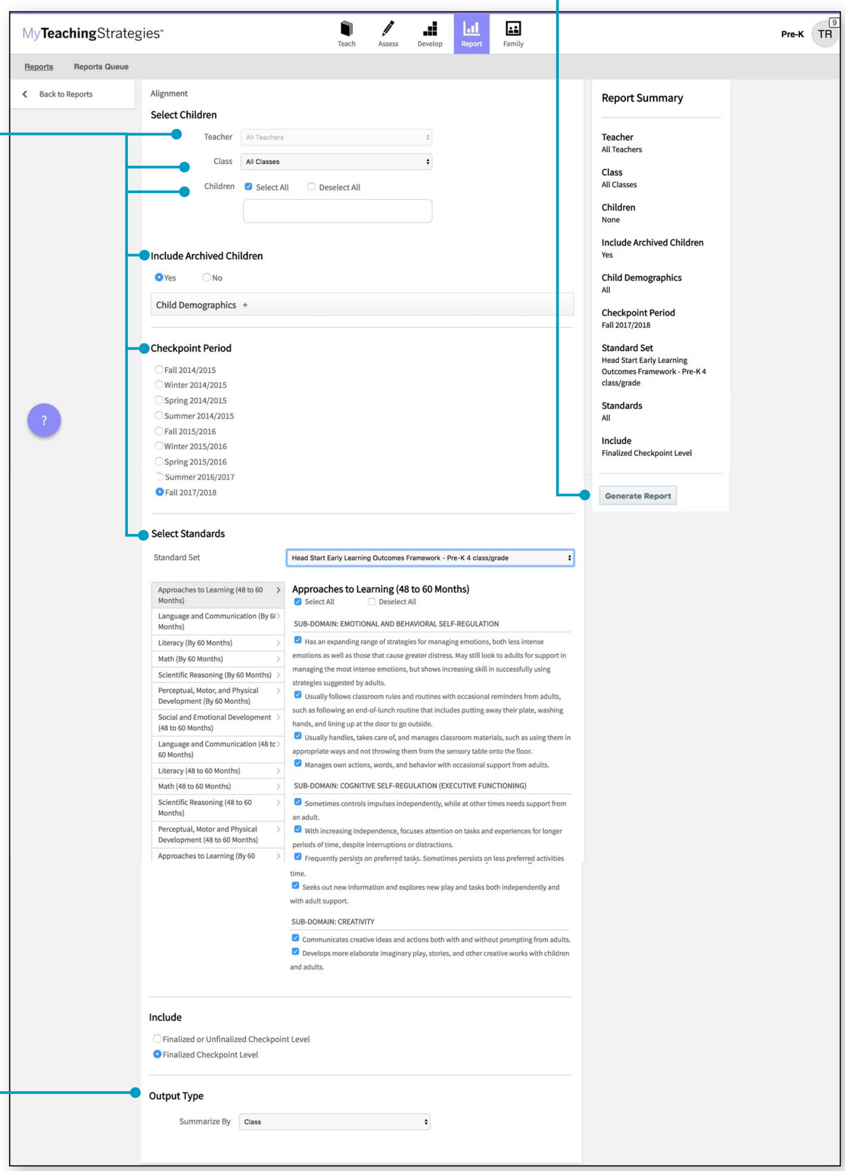
This report can be generated all year long to see how your assessment data aligns to other standards and measures your program uses.

Report Criteria

1 Customize your report by selecting the appropriate CLASS, CHILDREN, CHECKPOINT PERIOD, STANDARD(S), which levels to include, and if you'd like to include ARCHIVED CHILDREN. You also have the ability to filter by specific demographic information under CHILD DEMOGRAPHICS.

2 Choose an OUTPUT type.

3 Select GENERATE REPORT.



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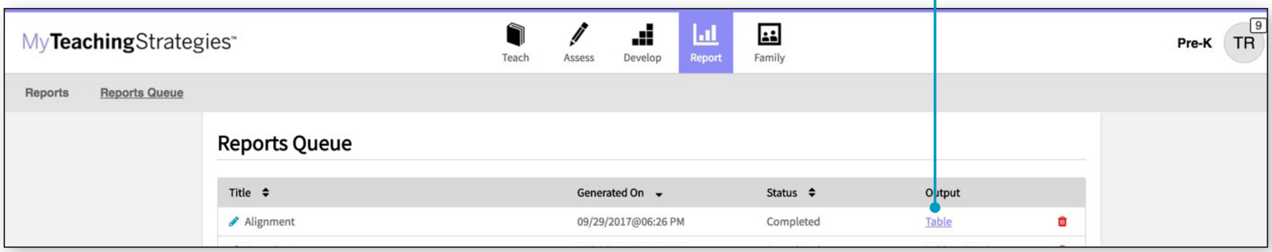
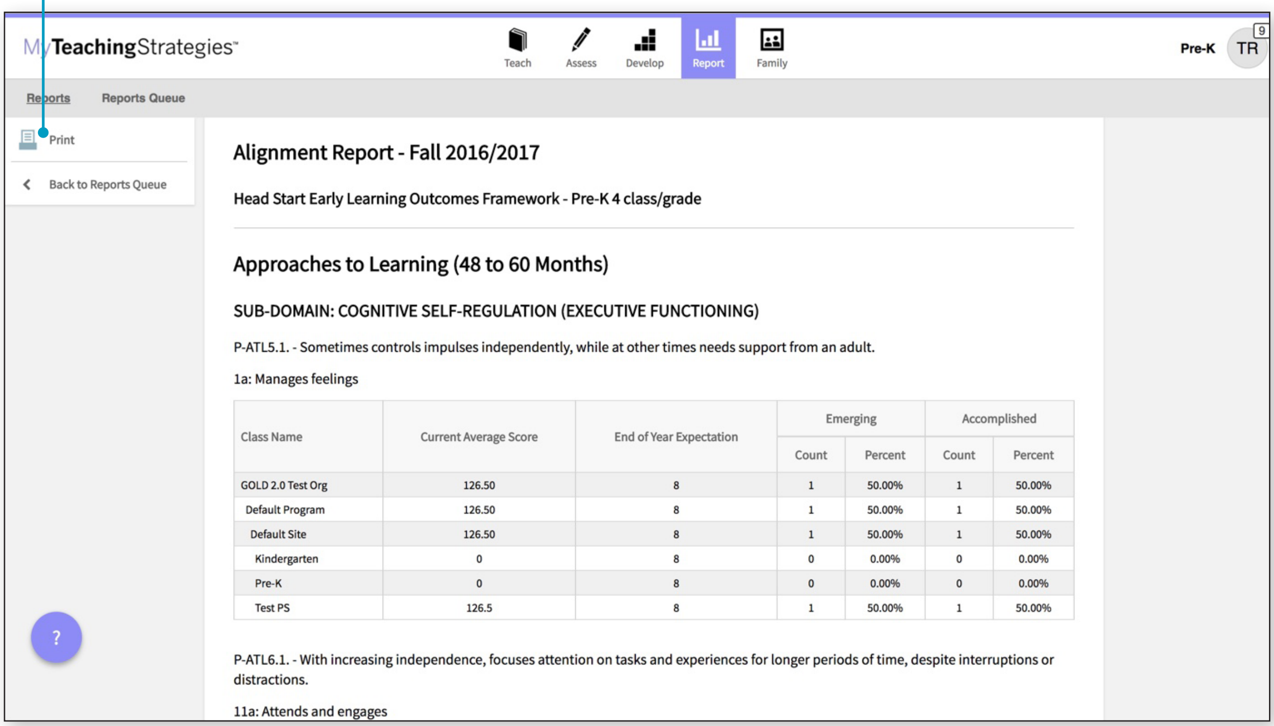
4. You will be taken to the Reports Queue. Once the report has generated, select the TABLE link. The report will appear in your browser.



5. Select PRINT in the left-hand navigation to print the report. Select Browser Print for an HTML version, or PDF Generation for a PDF version.



Alignment Report - Fall 2016/2017

Head Start Early Learning Outcomes Framework - Pre-K 4 class/grade

Approaches to Learning (48 to 60 Months)

SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

P-ATL5.1. - Sometimes controls impulses independently, while at other times needs support from an adult.

1a: Manages feelings

Class Name	Current Average Score	End of Year Expectation	Emerging		Accomplished	
			Count	Percent	Count	Percent
GOLD 2.0 Test Org	126.50	8	1	50.00%	1	50.00%
Default Program	126.50	8	1	50.00%	1	50.00%
Default Site	126.50	8	1	50.00%	1	50.00%
Kindergarten	0	8	0	0.00%	0	0.00%
Pre-K	0	8	0	0.00%	0	0.00%
Test PS	126.5	8	1	50.00%	1	50.00%

P-ATL6.1. - With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.

11a: Attends and engages

MyTeachingStrategies®

Family

Manage Family Members

View Shared Resources

Sharing Documentation, Weekly Plans, and Reports with Families

Access the Resources Library

LearningGames® Activities

Manage Family Messages

Family Conference Form

How-To Guide for Teachers

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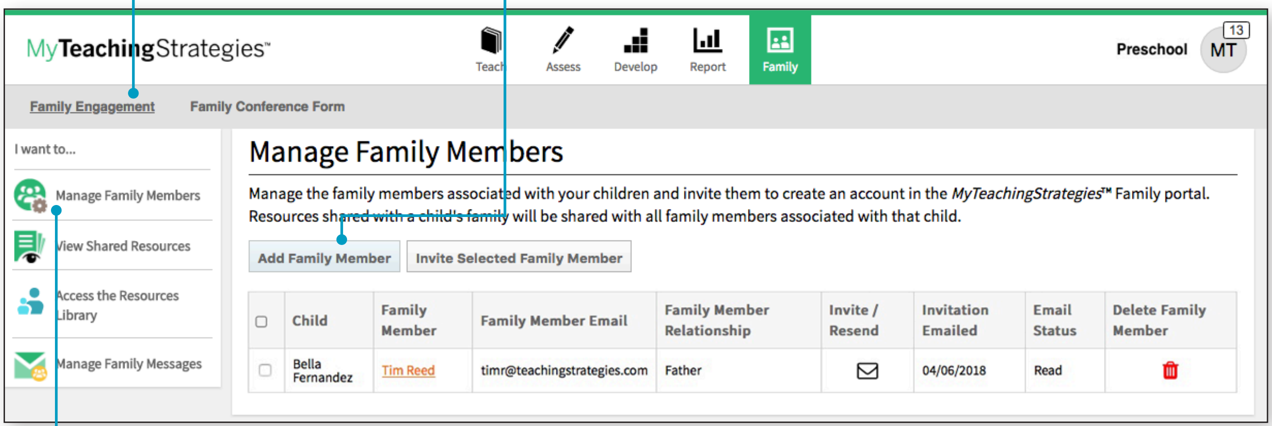
Manage Family Members

Teachers can manage the family members associated with their children and invite them to create an acccount in the Family area. Resources shared with a child's family will be shared with all family members associated with that child.

1. To add new family members navigate to the Family Engagement sub-navigation of the Family area.

3. Select ADD FAMILY MEMBER.



2. Select MANAGE FAMILY MEMBERS in the left navigation.

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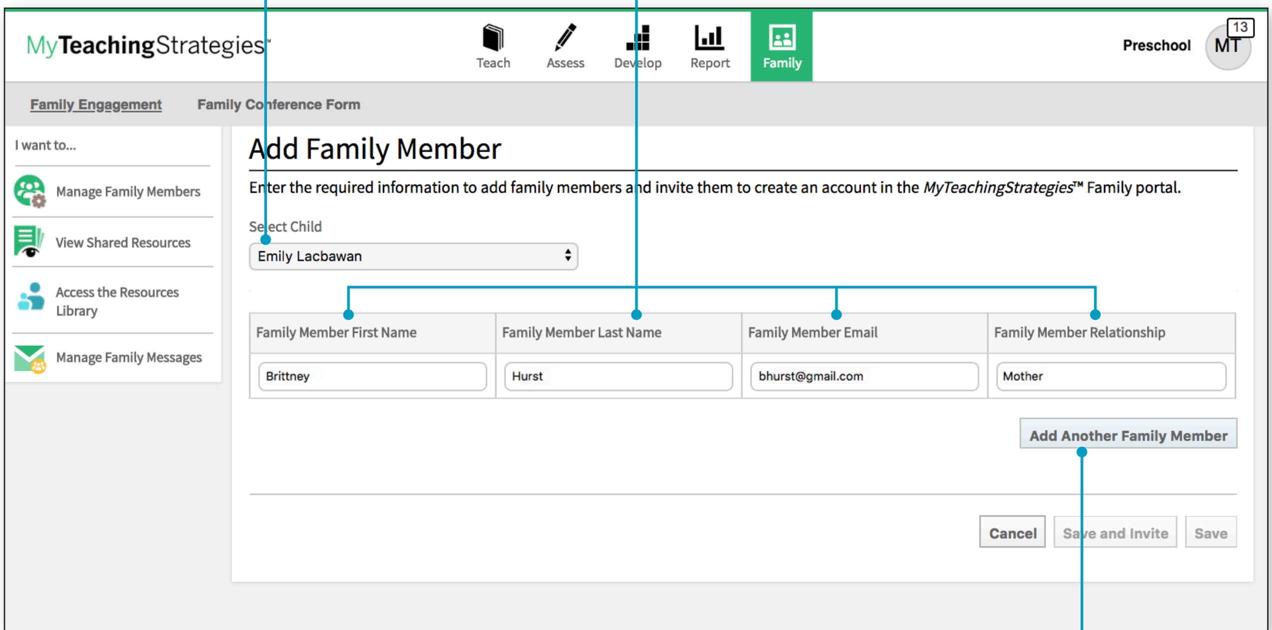
Add Family Member

1. Choose a child from the SELECT CHILD dropdown.

2. Type in the family member's first name, last name, and email address (the Family Member Relationship field is optional).



3. If you want to add another family member for the child at the same time, select ADD ANOTHER FAMILY MEMBER. Select CANCEL to go back to the previous screen. Select SAVE AND INVITE to add the family members to the system and to send an email invitation. Select SAVE to add the family members to the system without an email alert. Selecting SAVE AND INVITE on the ADD FAMILY MEMBER page will bring up the email invitation message page.

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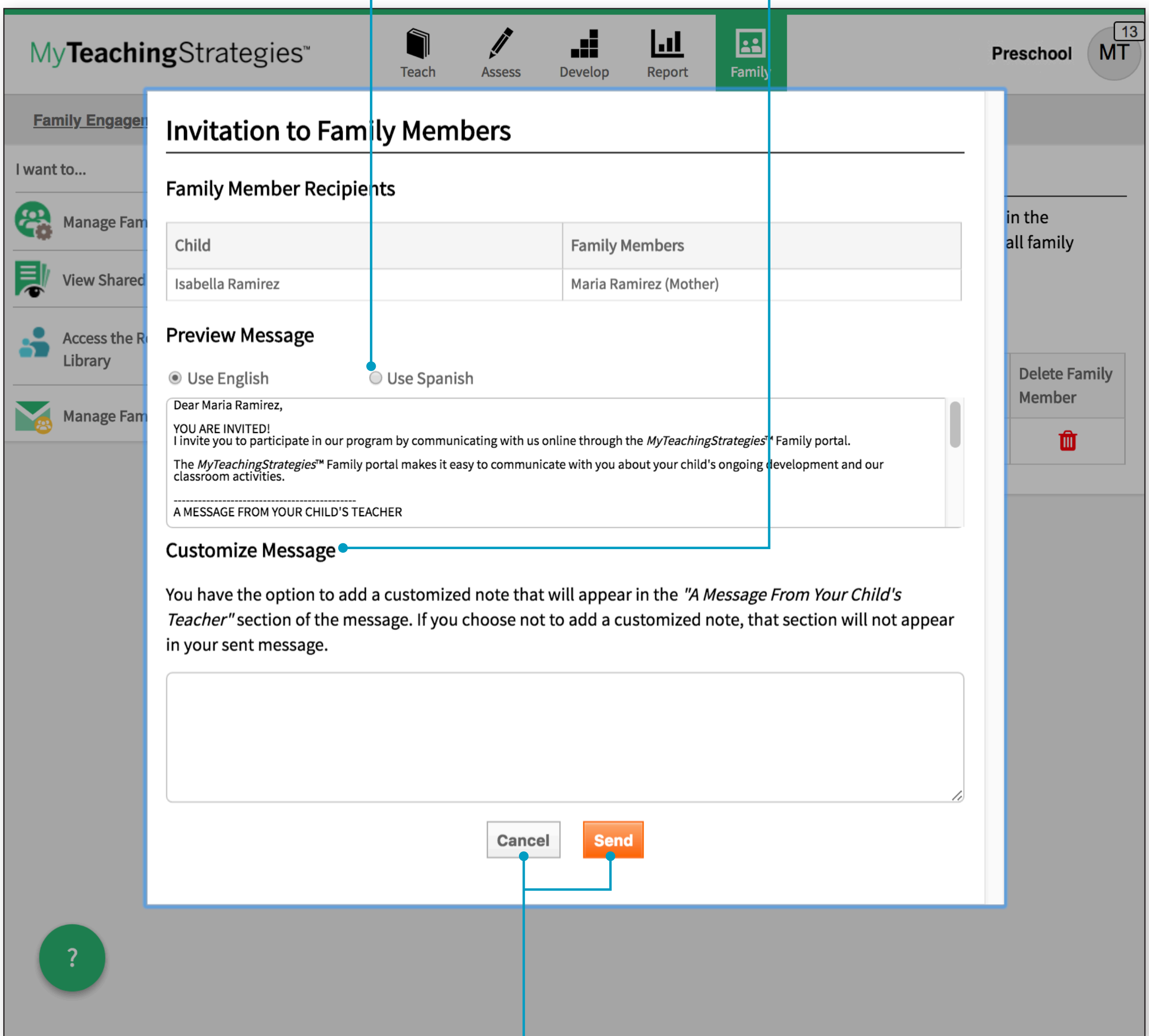
Invitation to Family Members

1. The invitation email will default to English – toggle to USE SPANISH to use the Spanish invitation email.

2. Add an optional additional message to the family member(s) by typing into the CUSTOM MESSAGE box.



3. Select CANCEL to go back to the previous screen. Select SEND to send the invitation email.

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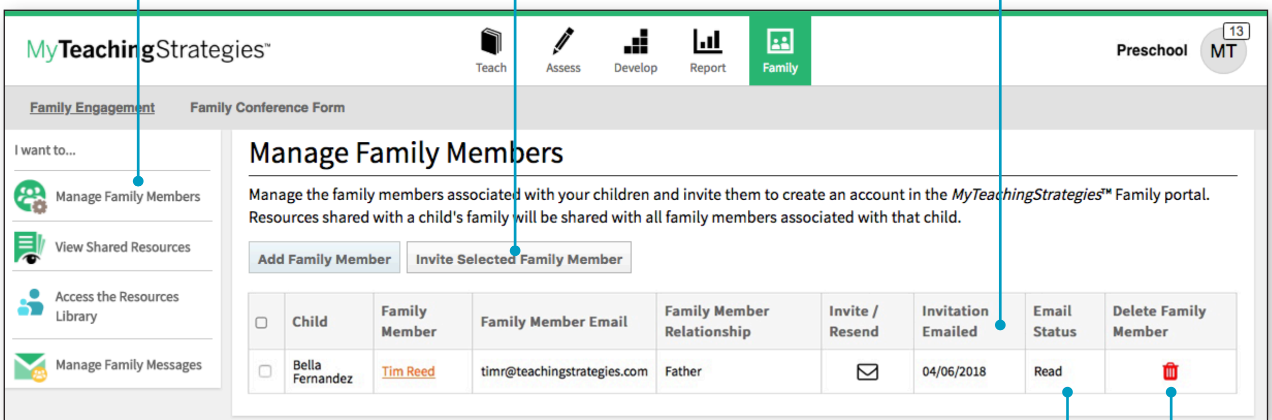
Manage existing family members

1. To manage existing family members, navigate to the Family Engagement sub-navigation of the Family area. Select MANAGE FAMILY MEMBERS in the left navigation.

2. Select the check boxes next to one more family member's names, then select the INVITE SELECTED FAMILY MEMBER button to send or resend the invitation email (there is a check-all option). Select the name of the family member to edit their name and/or email address. Select the envelope icon to send or resend the invite email to that one family member.

3. The INVITATION EMAILED column will display the most recent date the invitation email was sent.



4. The EMAIL STATUS column will show READ when the family member accesses the invitation email.

5. Select the trash can icon under DELETE FAMILY MEMBER to remove that family member's access to the child.

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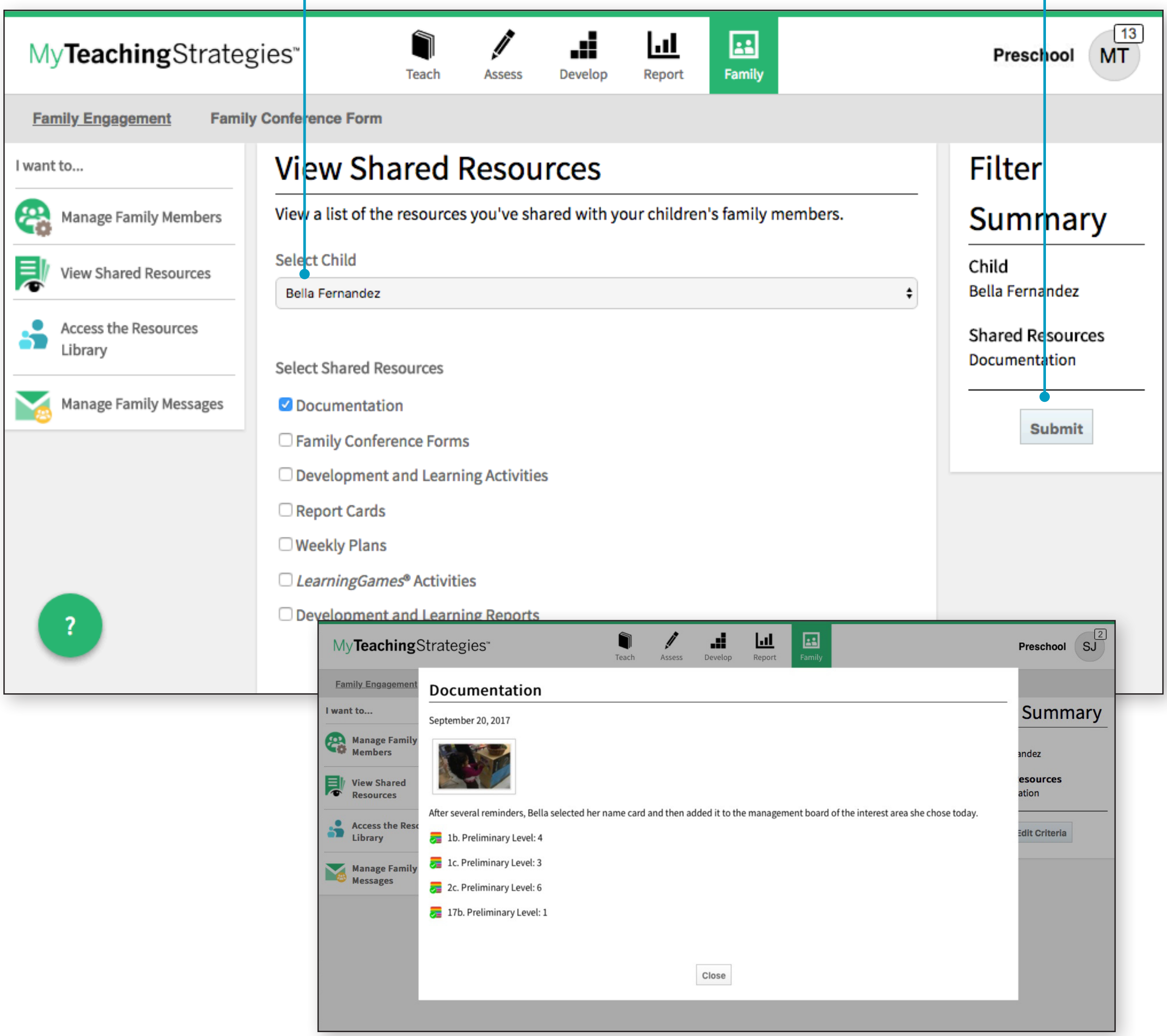
View Shared Resources

Teachers can easily keep track of what has been shared so far with each child's family member, including documentation, weekly plans, reports, activities, and family conference forms.

To access what has been shared with families, navigate to the Family area. Select Family Engagement in the sub-navigation. Select View Shared Resources in the left navigation.

1. Select a child from the SELECT CHILD dropdown.

2. Select the shared resources you wish to view and select SUBMIT.



A list will appear with all resources that have been shared with family members by any teacher in that child's class. These resources appear from most recently shared to first shared, but can be sorted from first shared to most recently shared.

1. Select a child's name to navigate to that child's profile. Select a resource, which will open up for you to review.

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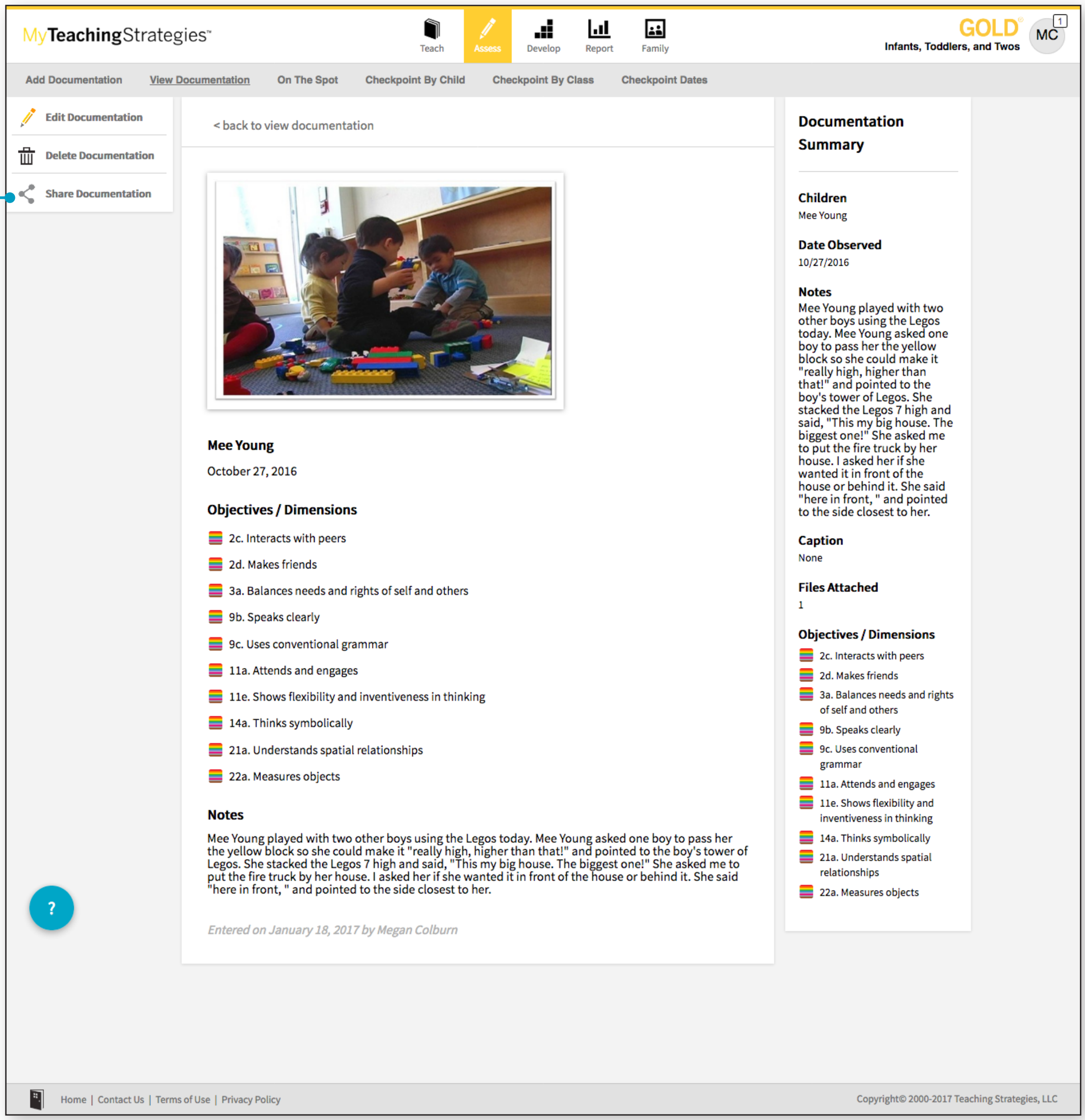
Sharing Documentation, Weekly Plans, and Reports with Families

MyTeachingStrategies® allows you to share photos, videos, lesson plans, reports, and more with family members that have been added to a child's profile.

Sharing documentation? Be sure to individualize all documentation before sharing. Documentation will be shared with any family members whose children are associated with that documentation.

For more information on adding a family member in *MyTeachingStrategies*®, please reference the Administration chapter of the *MyTeachingStrategies*® How-To Guide for Administration.

To share documentation, a weekly plan, or a report with a family member, select SHARE in the left-hand navigation. The documentation, weekly plan or report will be shared with all family members tied to the child's account.



To access shared information, family members who have been added to a child account in *MyTeachingStrategies*® can set up their family account at family.teachingstrategies.com using the same email address on file. Please reference the *MyTeachingStrategies*® How-To Guide for Families for information for family members.

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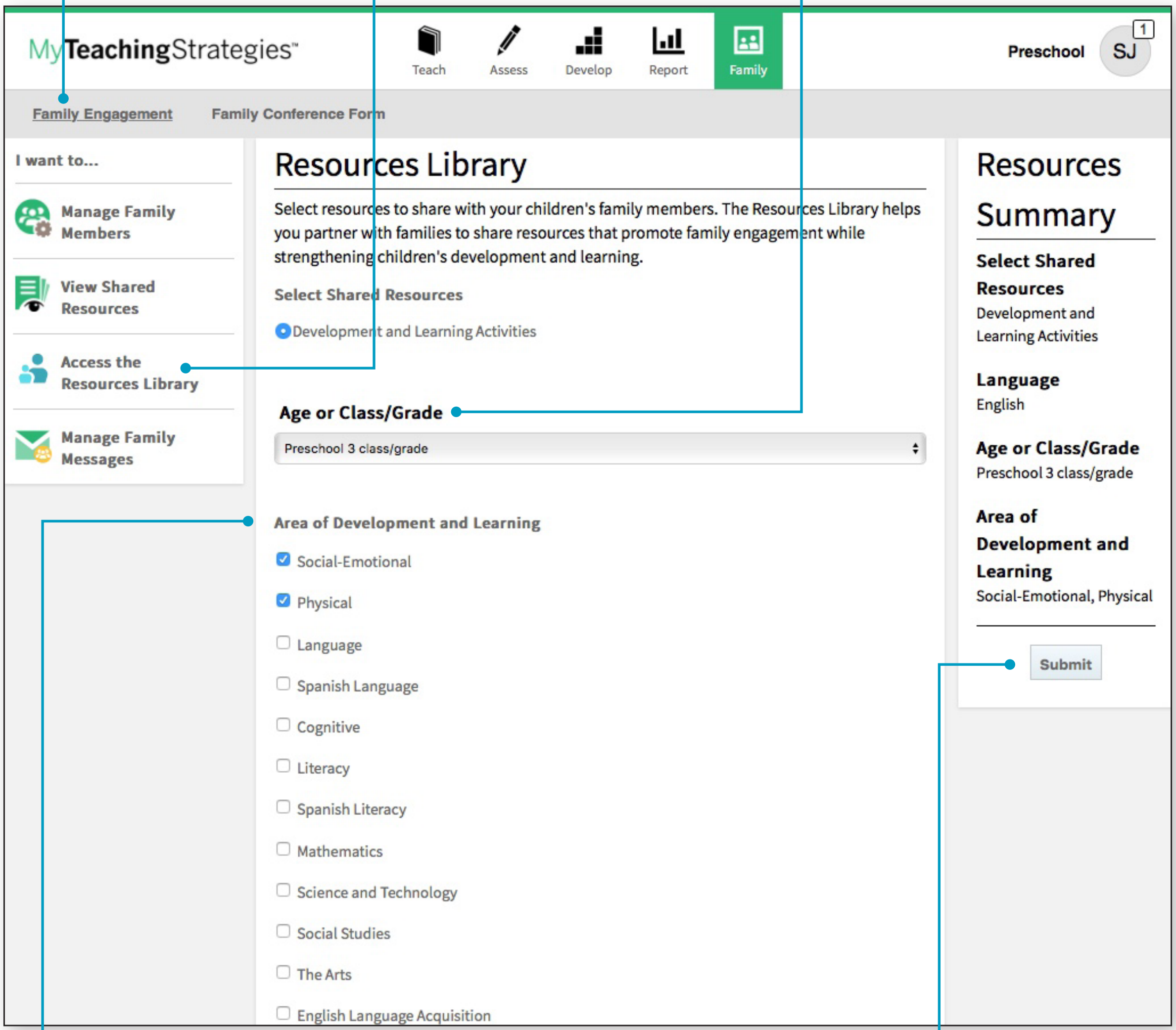
Access the Resources Library

Teachers can share Development and Learning activities and *LearningGames*® with family members via the Resources Library found within the Family area.

Development and Learning Activities

Teachers will search for Development and Learning activities to share with families by age or class/grade and/or by area(s) of development and learning. To search for Development and Learning activities to share with family members:

1. In the Family area, select FAMILY ENGAGEMENT.
2. Select ACCESS THE RESOURCES LIBRARY in the left-hand navigation.
3. The Resource Type should be set to "Development and Learning Activities." Select an AGE OR CLASS/GRADE.



4. Select one or more AREA(S) OF DEVELOPMENT AND LEARNING.
5. Select SUBMIT.

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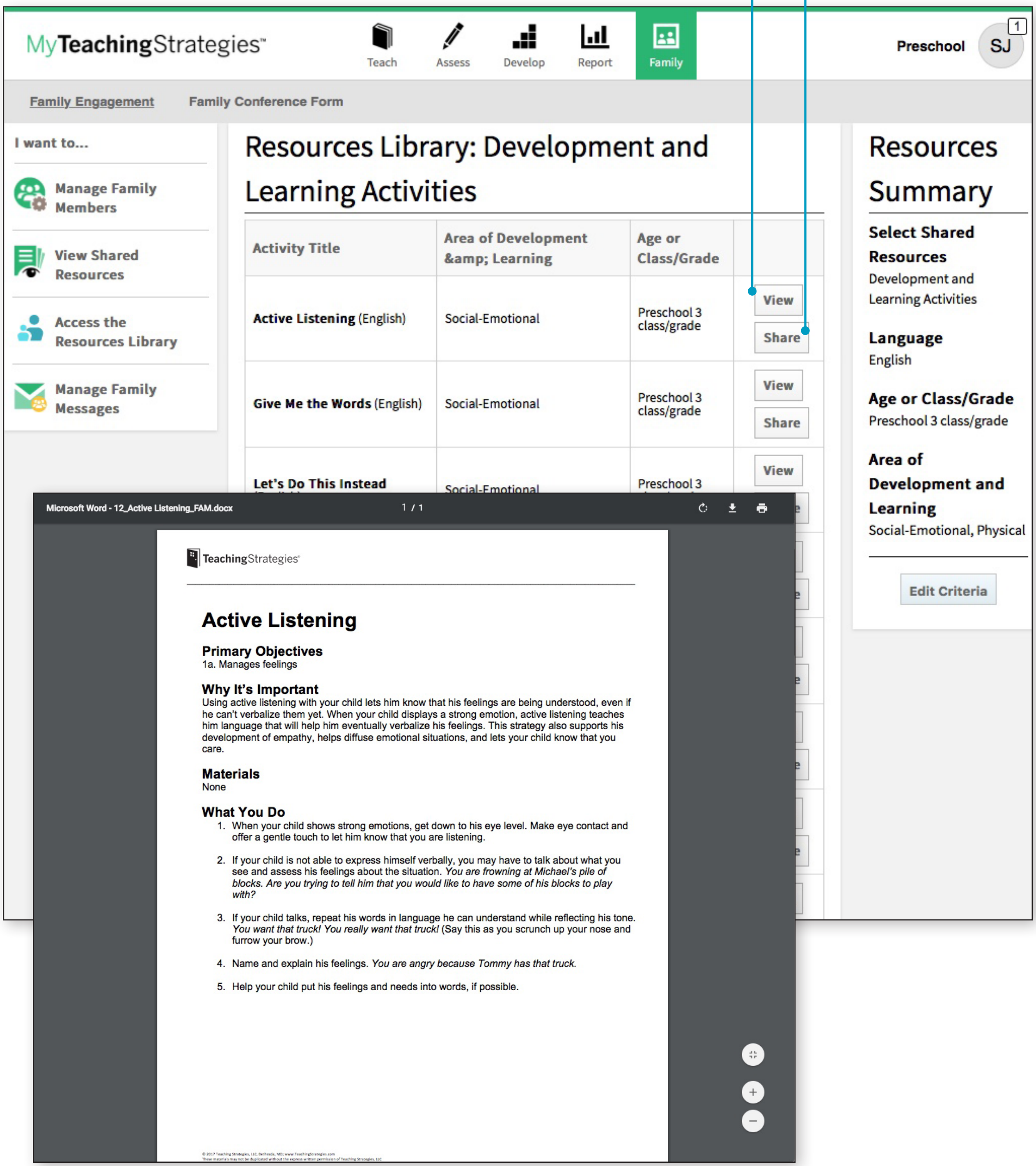
Activities with a primary objective that fall within the selected area of development and learning that are appropriate for children on the selected age of class/grade will appear on the following screen. These activities will be listed in English, and where linguistically appropriate, in Spanish.

6 Select VIEW to preview or print the activity.

7 Select SHARE to share the activity with family members.



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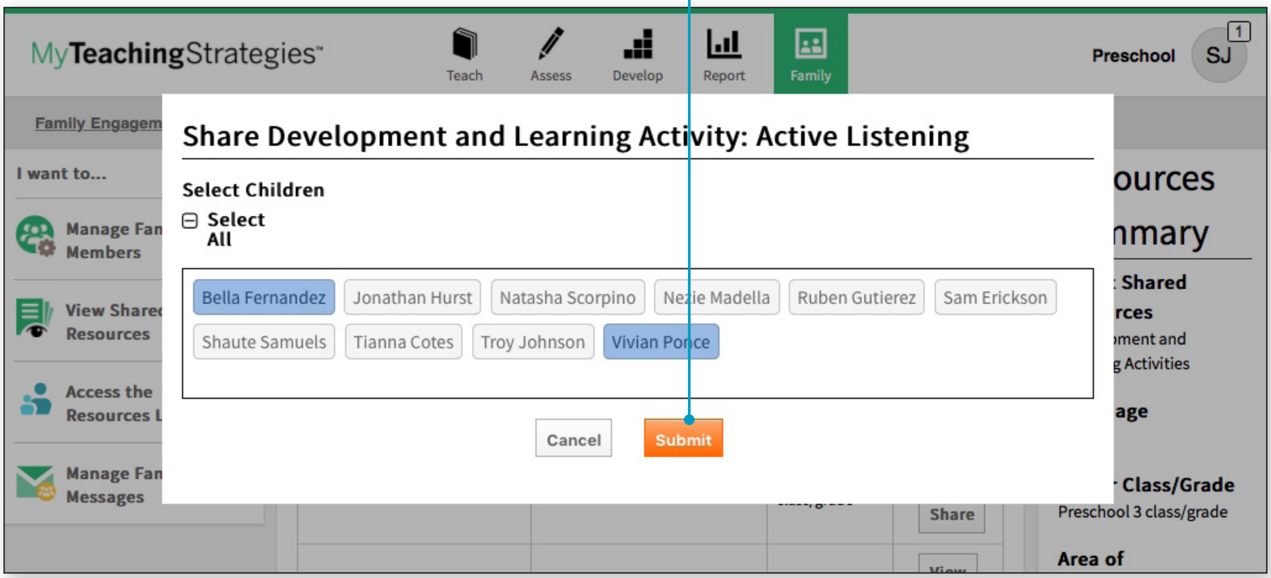
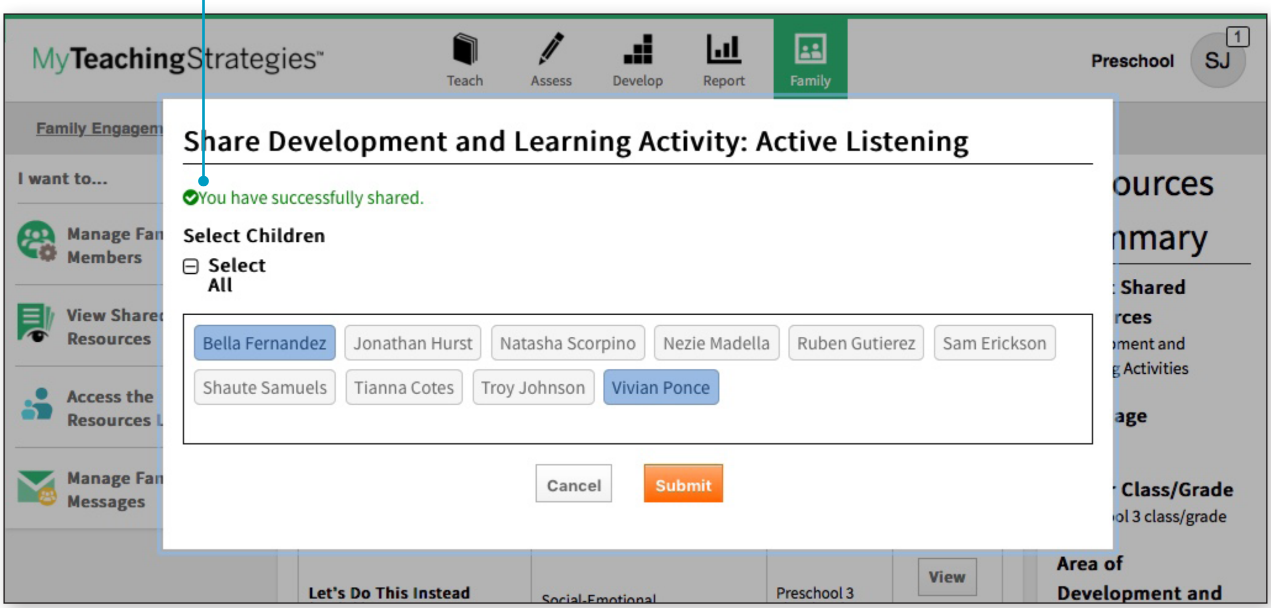
8 Select children whose family members should receive the activity, then select SUBMIT.



9 The activity will be shared with the selected children's family members.



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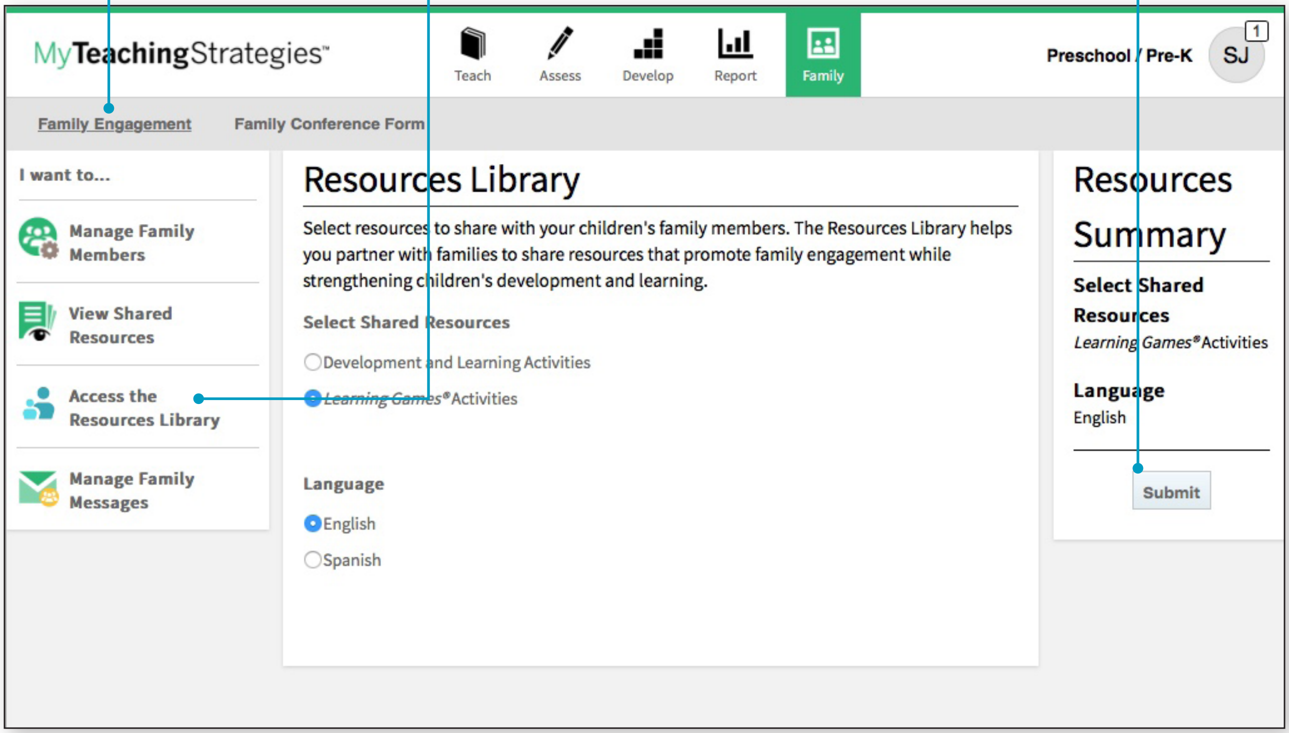
LearningGames® Activities

Teachers in a classroom with *The Creative Curriculum®*, Digital Resources can access *LearningGames®* activities to share with family members. To search for *Learning Games®* activities to share with family members:

1. In the Family area, select FAMILY ENGAGEMENT.
2. Select ACCESS THE RESOURCES LIBRARY in the left-hand navigation.
3. The Resource Type should be set to "*LearningGames®* Activities." Select SUBMIT.



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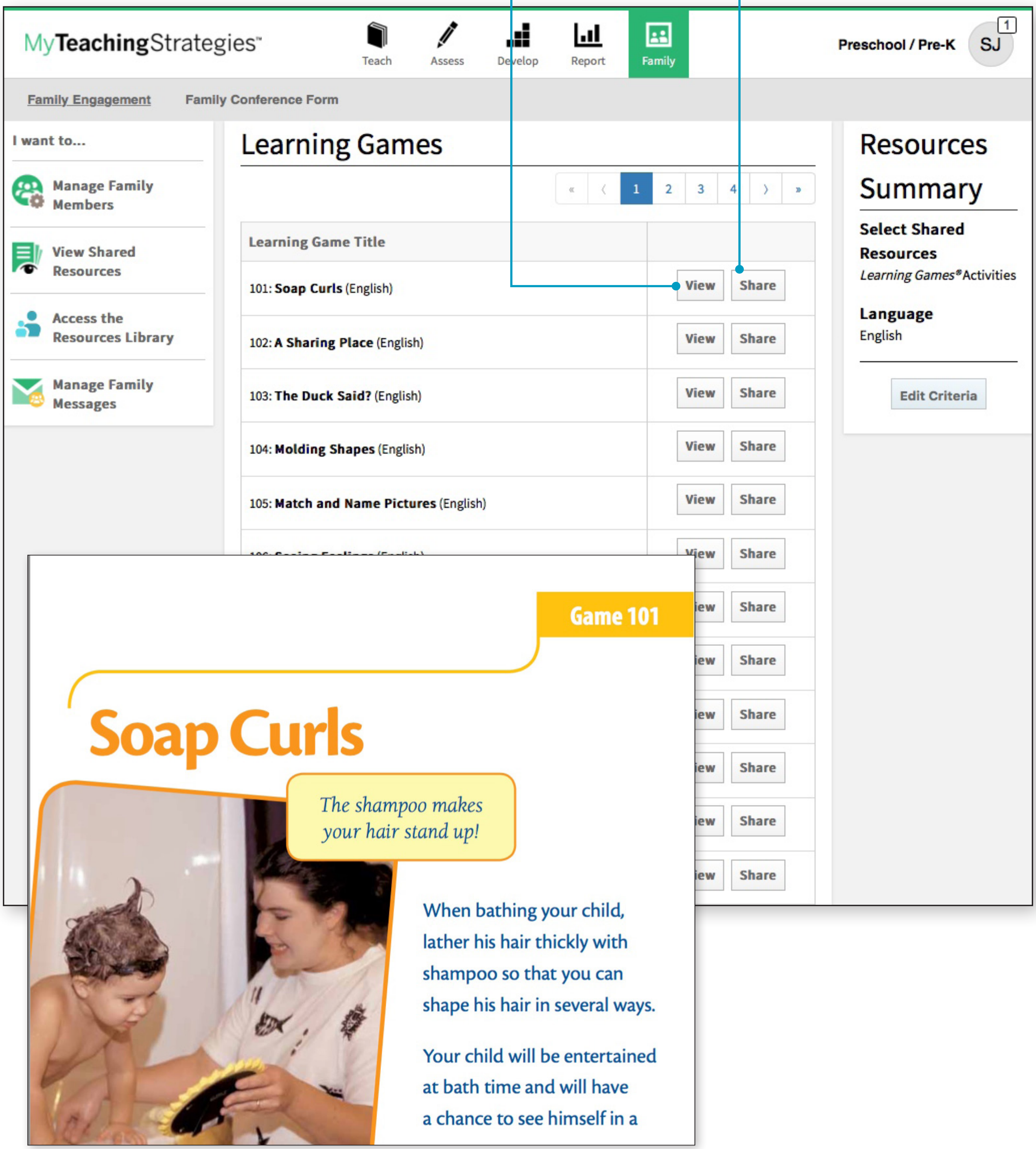
English and Spanish versions of the *LearningGames*® will be listed in numerical order. Use the arrows to move to the next page of *LearningGames*®, or select a page number to jump to that specific page.

4 Select VIEW to view a specific *LearningGames*® activity. A PDF of that specific Learning Game activity will then open in a separate browser tab.

5 To share a specific *LearningGames*® activity with children's family members, select SHARE.



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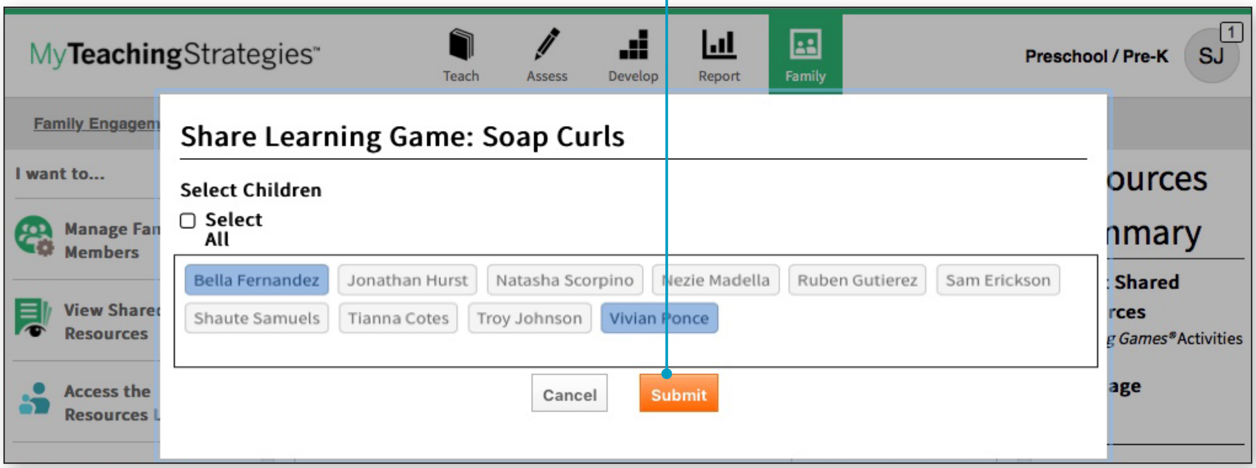
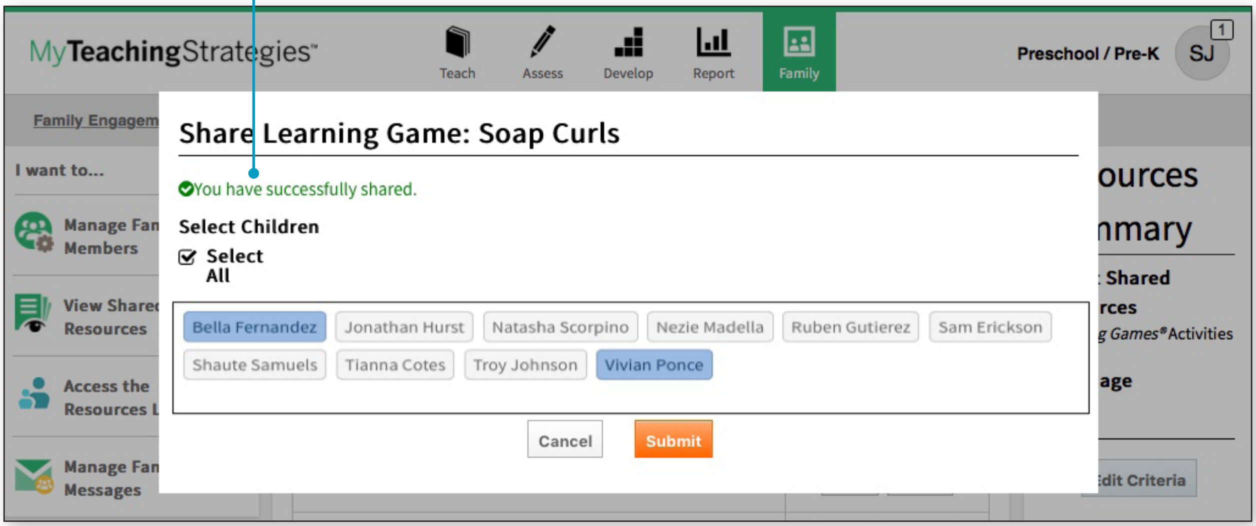
6 Select children whose family members should receive the activity, then select SUBMIT.



7 The activity will be shared with the selected children's family members.



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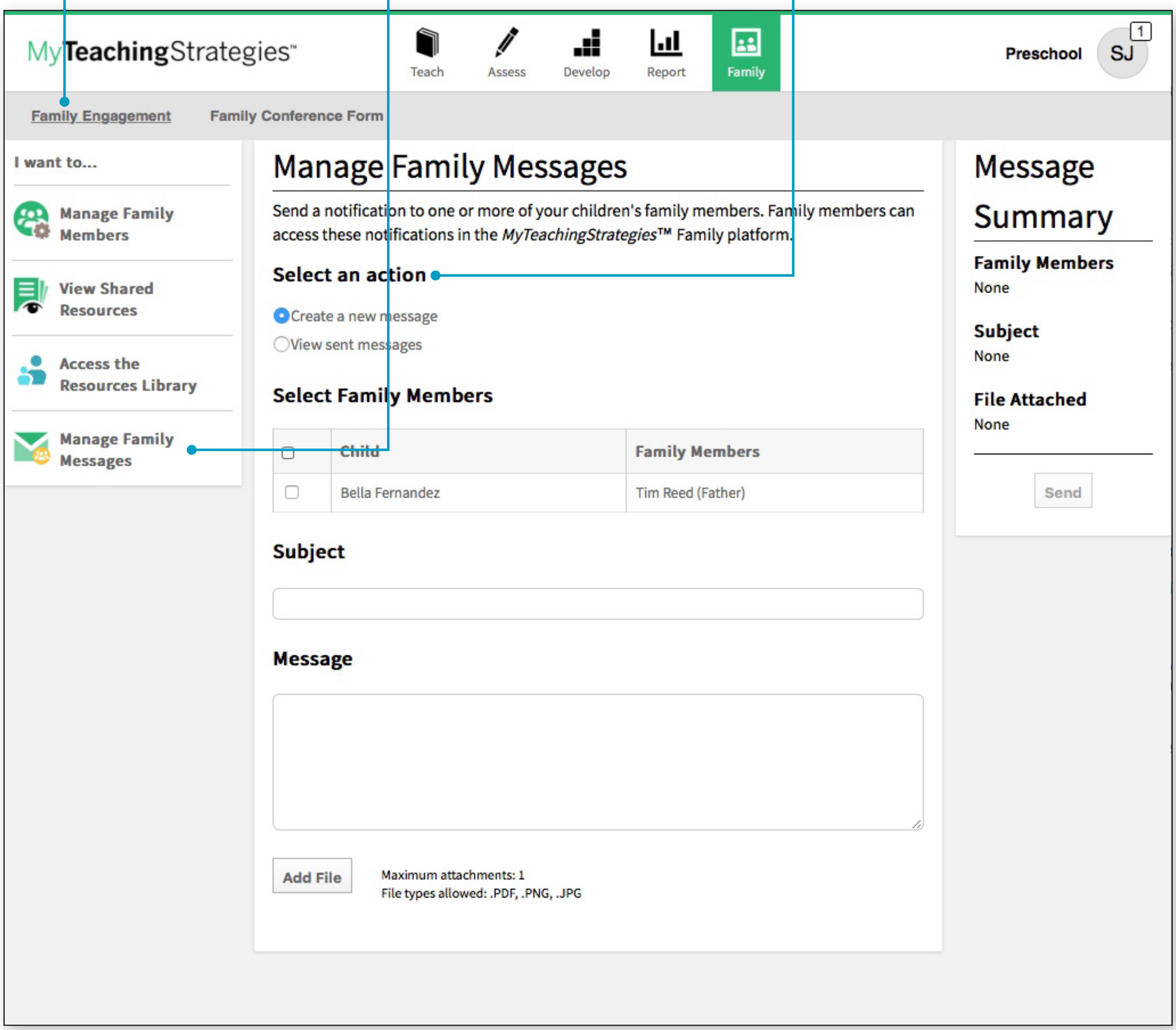
Manage Family Messages

Teachers can send messages to children's family members and review messages they have already sent under Manage Family Messages. Family members can also access the sent messages once logging into *MyTeachingStrategies*® Family.

To send a message:

1. In the Family area, navigate to FAMILY ENGAGEMENT in the sub-navigation.
2. Select MANAGE FAMILY MESSAGES in the left-hand navigation.
3. Under SELECT AN ACTION, confirm that "Create a new message" is selected.



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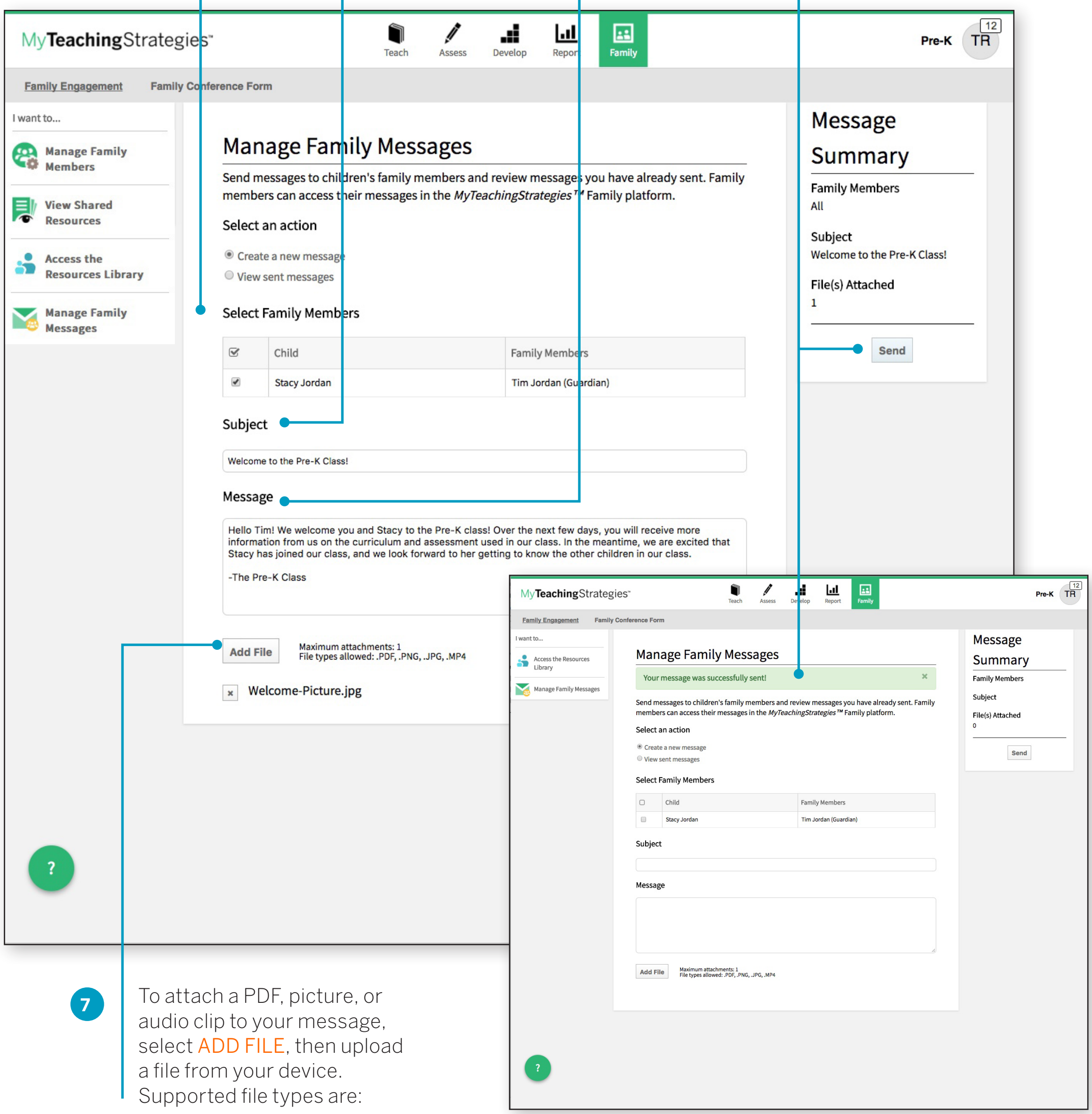
4 Select one, multiple, or all family members you wish to send a message to under SELECT FAMILY MEMBERS.

5 Type in a subject to your message under SUBJECT.

6 Type your message under MESSAGE.

Once finished, select SEND in the right-hand side. A confirmation message will appear informing you the message has been sent.



7 To attach a PDF, picture, or audio clip to your message, select ADD FILE, then upload a file from your device. Supported file types are:

- PDF
- PNG
- JPG

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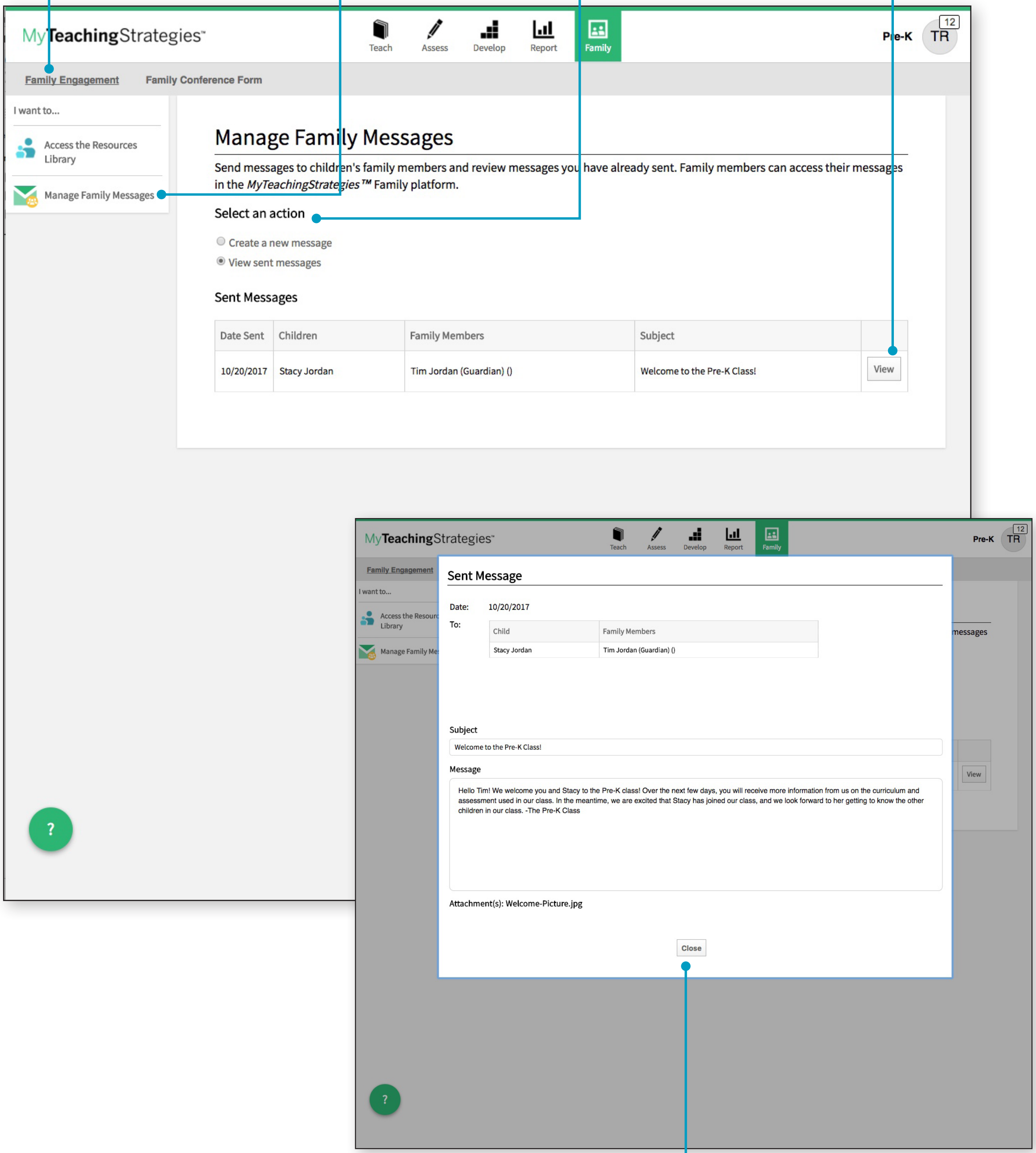
To view sent messages:

1. In the Family area, navigate to FAMILY ENGAGEMENT in the sub-navigation.
2. Select MANAGE FAMILY MESSAGES in the left-hand navigation.
3. Under SELECT AN ACTION, confirm that “View sent messages” is selected. A list of previously sent messages will then appear.
4. Select VIEW next to the message you’d like to see. The selected message will then appear.



5. Select CLOSE to return to the “View sent messages” screen.

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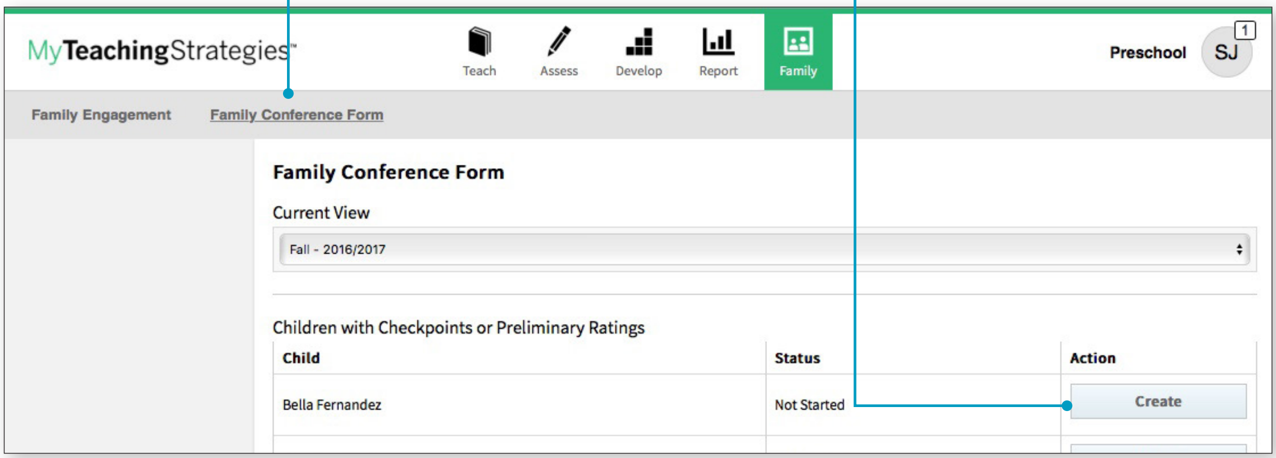
Family Conference Form

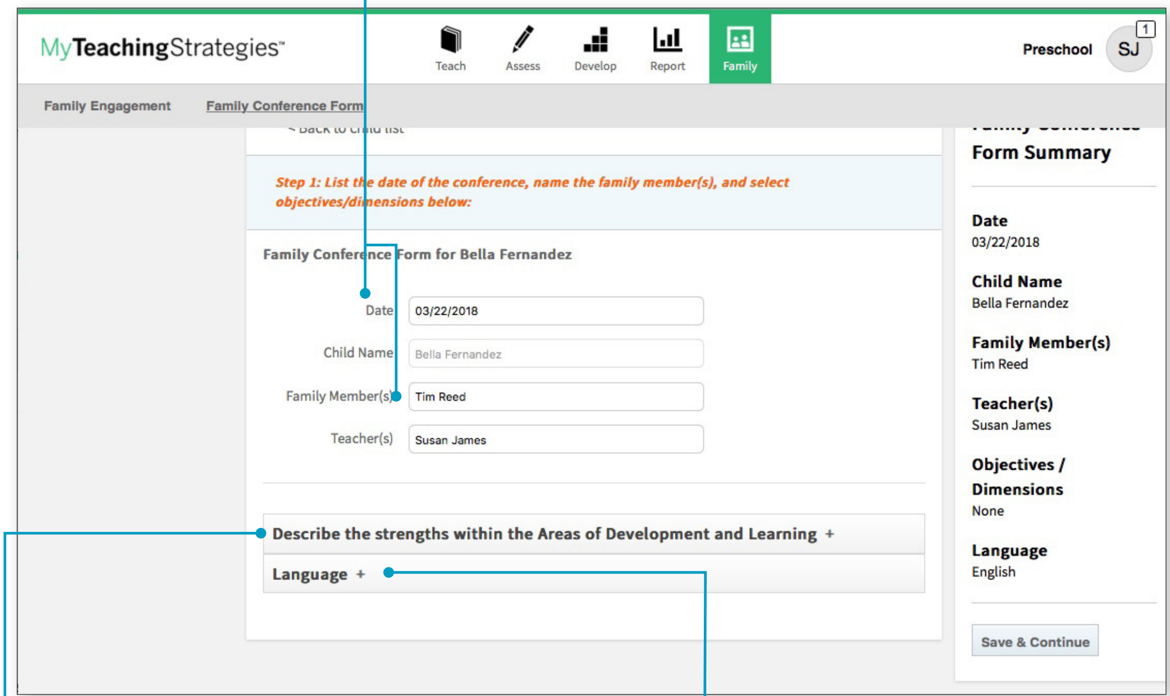
Once teachers have entered preliminary or checkpoint levels for a child's knowledge, skills, and abilities, they can create a Family Conference Form for that child.

1 In the Family area, select FAMILY CONFERENCE FORM.

2 In the Action column, select CREATE next to the appropriate child's name.



3 Enter the date of the conference and the names of family member(s) who will be participating.



4 Click the + sign next to DESCRIBE THE STRENGTHS WITHIN THE AREAS OF DEVELOPMENT to reveal the objectives/dimensions. Here you will select the topics you'd like to include in your conversation with the child's family. Select the objectives/dimensions you'd like to include and click SAVE & CONTINUE to edit your form.

5 Click the + sign next to LANGUAGE to choose which language

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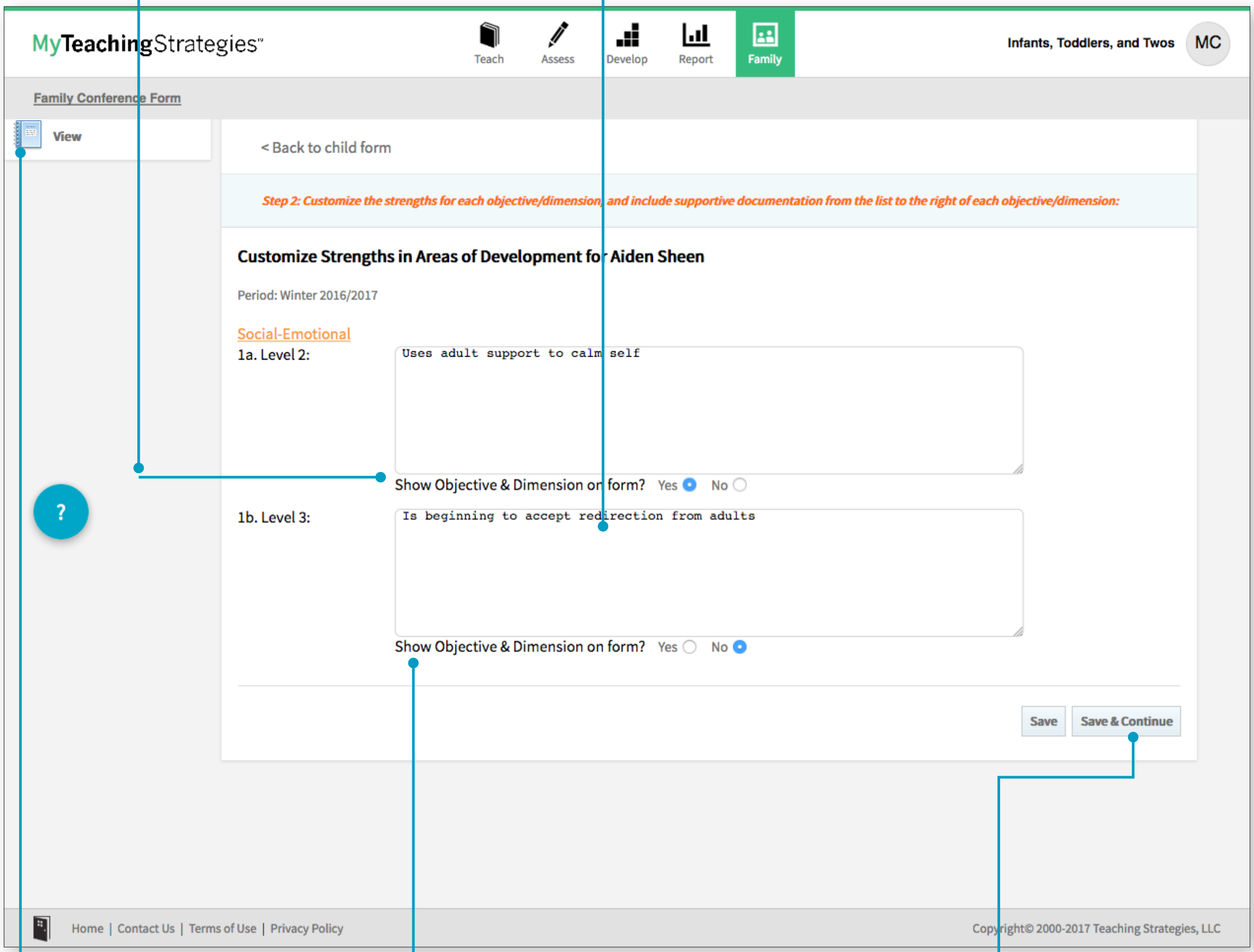
Entering Data

5 If you would like to include the objective and dimension on the form (to help explain the level and the documentation), select YES.

6 On the second screen, enter information about the child's strengths in the developmental areas and the content areas.



Select VIEW to see your form.

7 If documentation is available for the objective/dimension chosen, you can include this in your report by selecting the checkbox next to the documentation.

8 Click SAVE & CONTINUE to proceed.

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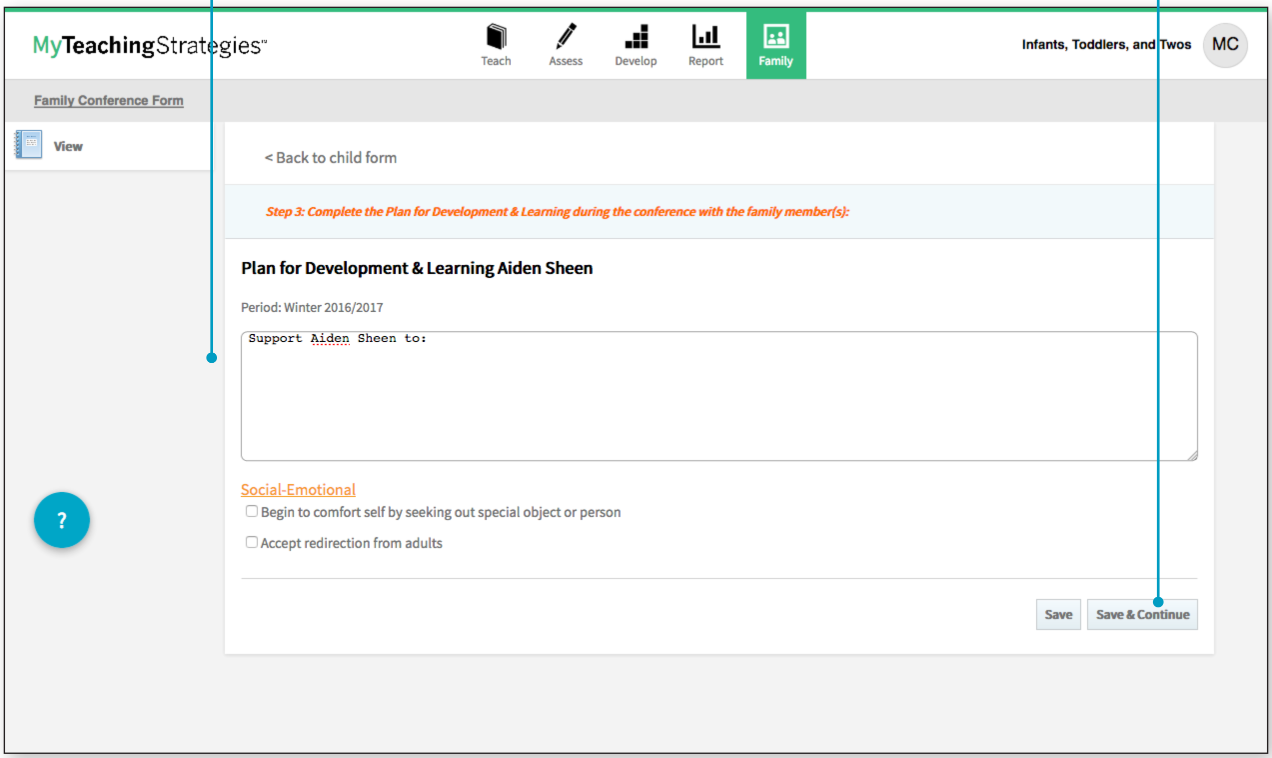
Plan for Development and Learning

9 On the third screen, enter your plans for promoting the child's development and learning. Underneath your notes, you will see language that describes the knowledge, skills, and abilities the child is likely to develop next.

10 Select the skills and abilities that you would like to discuss or those you think the family is most interested in. Click SAVE & CONTINUE.



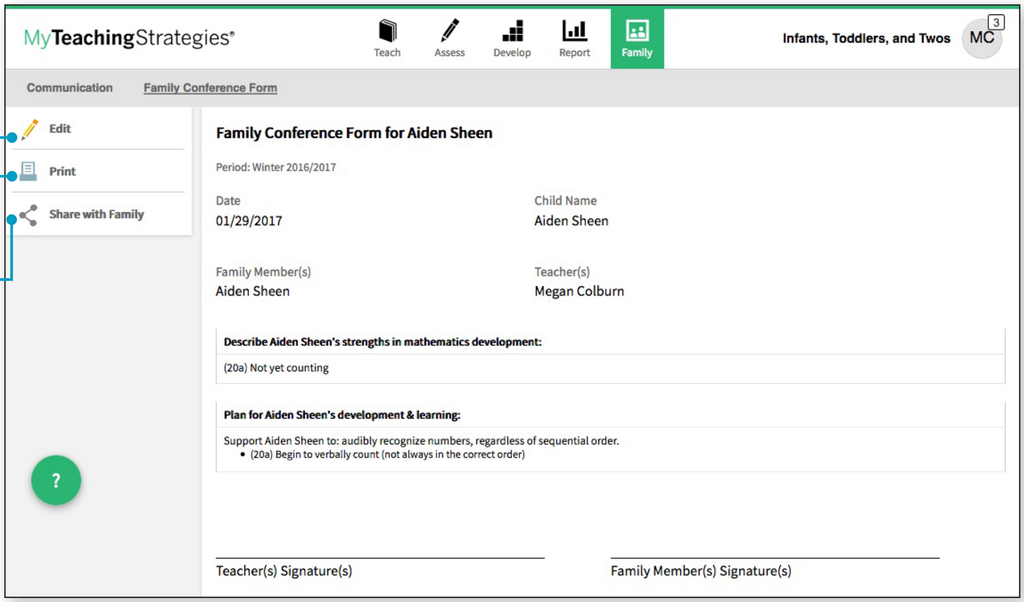
Options Upon Completion

In the left-hand column you can choose to edit or print the form.

Select EDIT to edit the form.

Select PRINT to print the form.

To share the form with any family members linked to the child's account, select SHARE WITH FAMILY.



MyTeachingStrategies®

Settings

How-To Guide for Teachers

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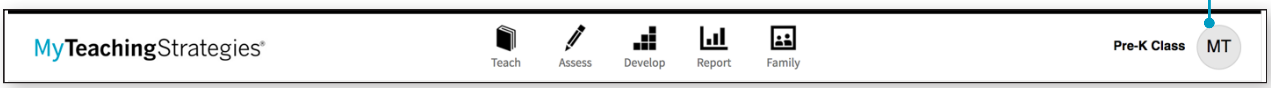
Settings

In the Settings area of *MyTeachingStrategies*® you can check your messages, manage your user profile, manage your classes, access the Sandbox, toggle to a different classroom, or log out.

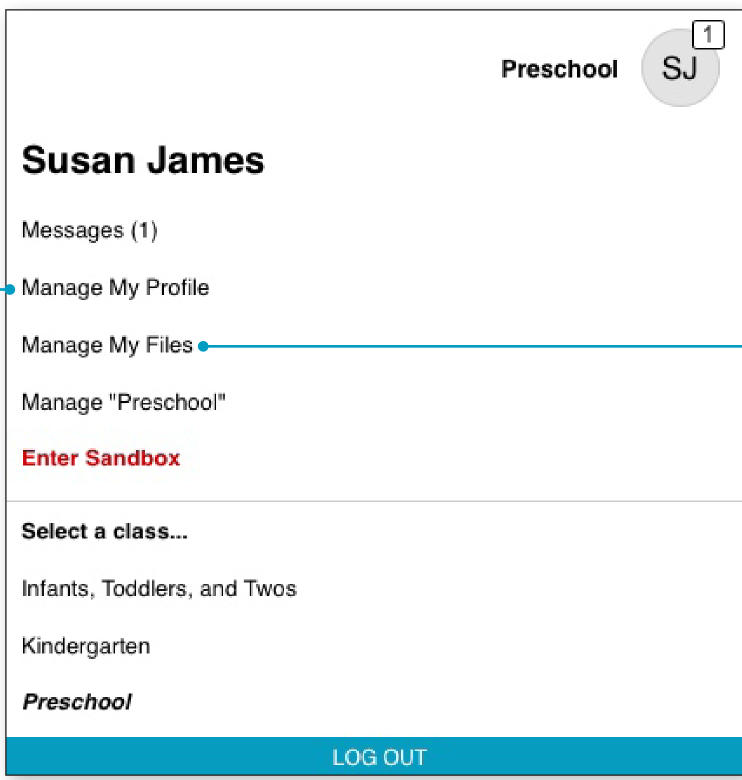
To access your settings, select the icon with your initials at the far right of the navigation bar.



Manage My Profile

To update your profile settings, select MANAGE MY PROFILE from the settings drop-down menu. Here you will be able to update your personal information, change your username or password, view security questions, add classes, and access your messages.

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.



Manage My Files

In My Files, you can access all the documents you have chosen to print.

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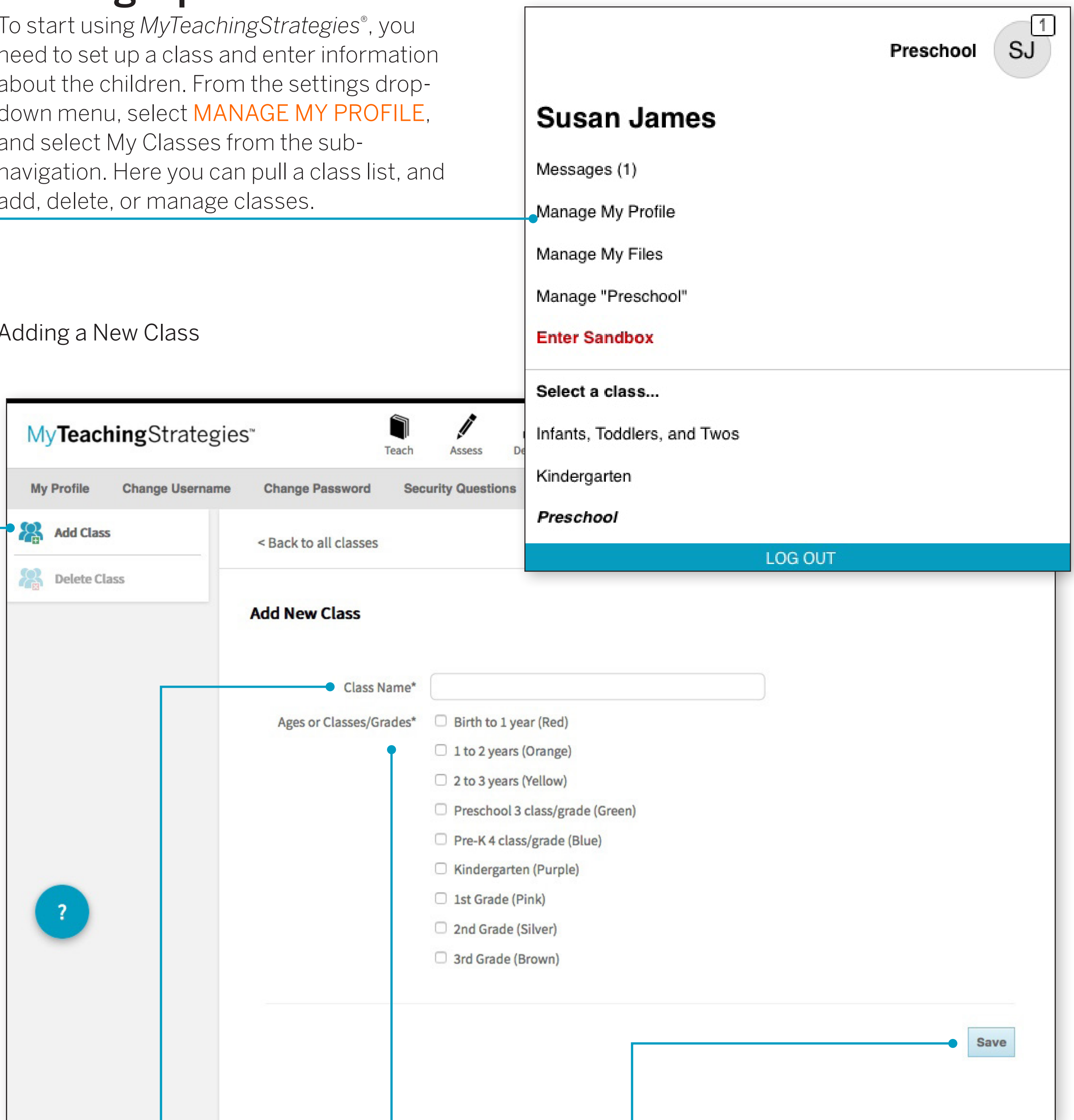
Setting Up a Class

To start using *MyTeachingStrategies*®, you need to set up a class and enter information about the children. From the settings drop-down menu, select MANAGE MY PROFILE, and select My Classes from the sub-navigation. Here you can pull a class list, and add, delete, or manage classes.

Adding a New Class



1. To add a class, select the ADD CLASS button.
2. Enter a class name that is appropriate for reporting purposes.
3. Select the appropriate age or classes/grade that applies to your class. If you teach a mixed-age class, base your selection(s) to include the ages/grades in your classroom.
4. Click SAVE.

Placement in infants, toddlers, and twos classes depends on the child's birth date. Preschool, preK, and Kindergarten classes are identified according to the curriculum you are teaching rather than the children's ages.

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Request OSEP Exit

Teachers will need to request an exit of child records on an IEP or IFSP when that child record stops receiving services, is transitioning to kindergarten, or if another reason for exit occurs.

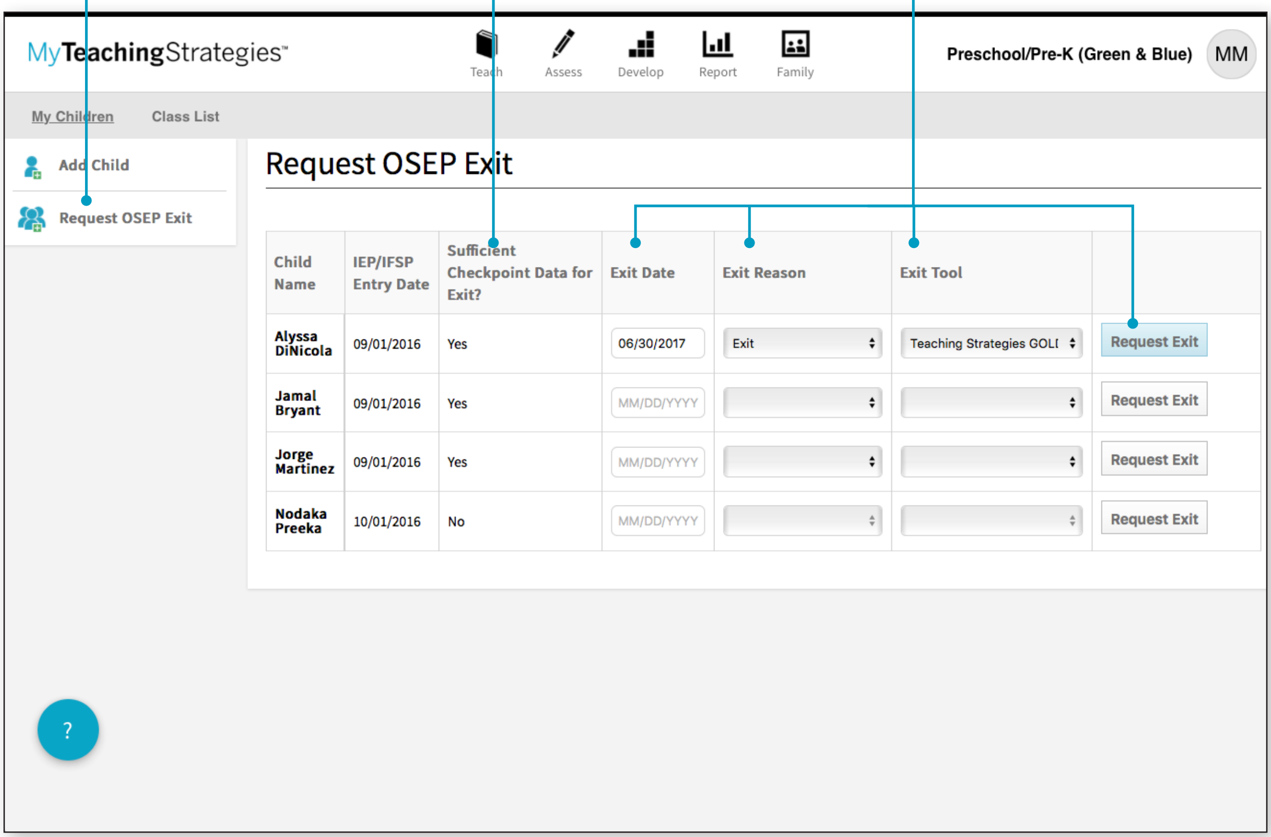
Initiate an OSEP exit request by selecting MANAGE MY CLASS in the profile drop-down menu.

Select REQUEST OSEP EXIT in the left-hand navigation.

A list of child records who have an IEP or IFSP will appear. You will see either Yes or No listed in the the SUFFICIENT CHECKPOINT DATA FOR EXIT? column. If YES appears, the child record can be exited. If NO appears, then there is not enough checkpoint data added to that child's records and/or exit checkpoint periods.

For child records labeled YES, follow these steps to request the OSEP exit:

1. Add an EXIT DATE.
2. Select an EXIT REASON.
3. Select an EXIT TOOL.
4. Select REQUEST EXIT.



Child records that have been requested for exiting will no longer appear on the Request OSEP Exit list, and your administrator can then exit those records.

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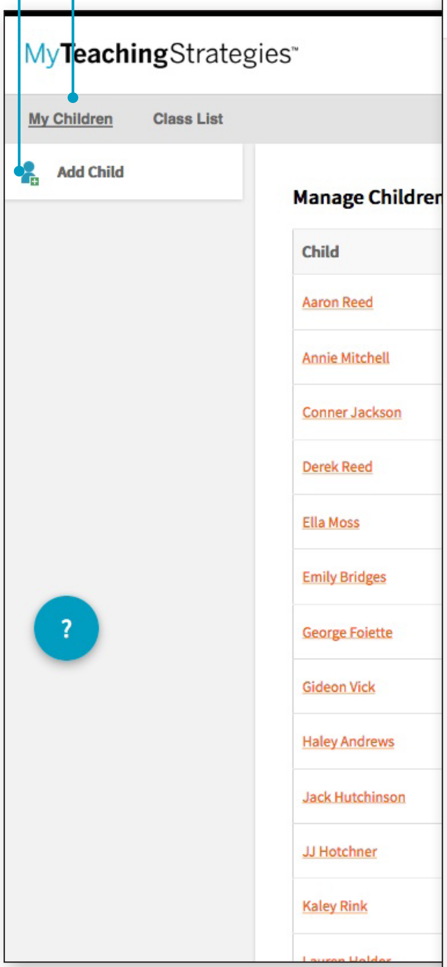
Children's Records

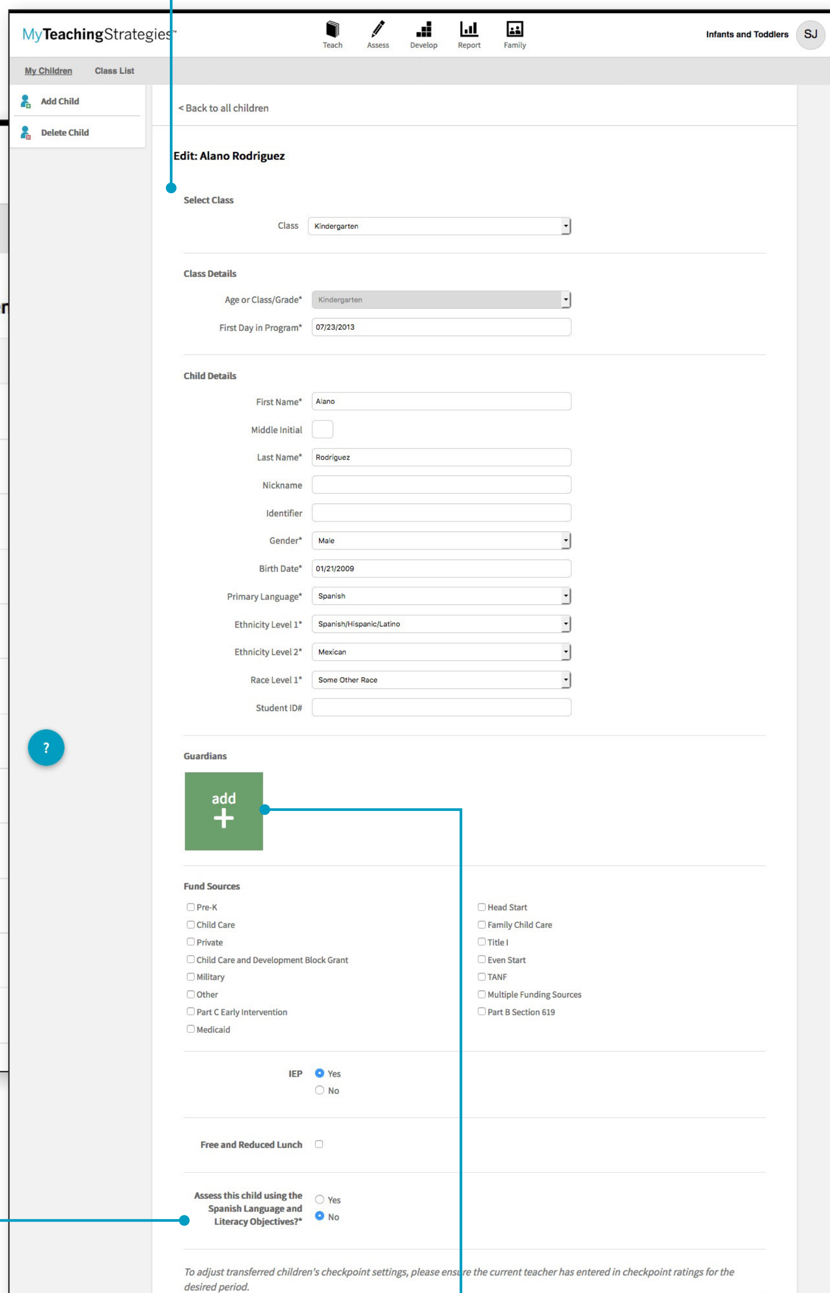
Once you have set up your class(es), you can begin adding children's names as well as demographic and other relevant information.

Add a Child's Record

1 To add a child, select MY CHILDREN from the Manage My Class sub-navigation and select the ADD CHILD button.

2 For infants, toddlers, and twos classes, the system will automatically generate an age or class/grade designation based on the child's birth date. For all other classes you will need to assign a class/grade for each child.





3 If applicable, select YES to track Spanish language and literacy objectives for this child.

Select ADD+ to add a guardian to the child's profile.

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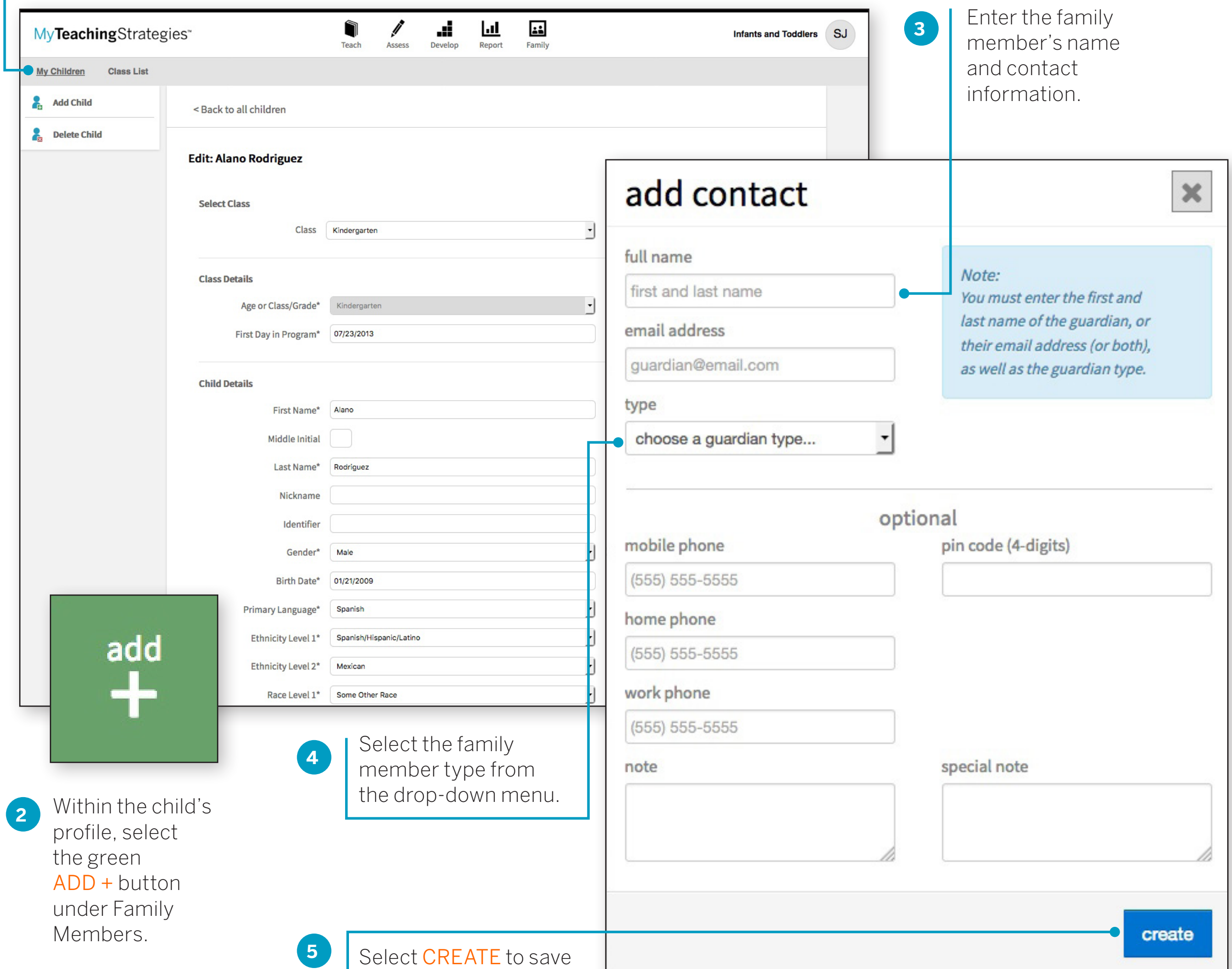
Adding a Family Member

You can add family members to a child's profile. Adding a family member will give you easy access to their contact information through the child's profile, and allow you to share documentation, lesson plans, and more!

1. To add a family member, select MANAGE MY CLASS from your Settings menu, select MY CHILDREN from the sub-navigation, and open a child's profile by selecting a child's name from the list.



2. Within the child's profile, select the green ADD + button under Family Members.

3. Enter the family member's name and contact information.

4. Select the family member type from the drop-down menu.

5. Select CREATE to save the family member to the child's profile.

The family member will then be able to set up their account by visiting family.teachingstrategies.com and entering their email address. They will then receive a pin number from Teaching Strategies via email to verify their account. Once verified, the family member will be able to access their *MyTeachingStrategies®* family account where they will have access to any shared information.

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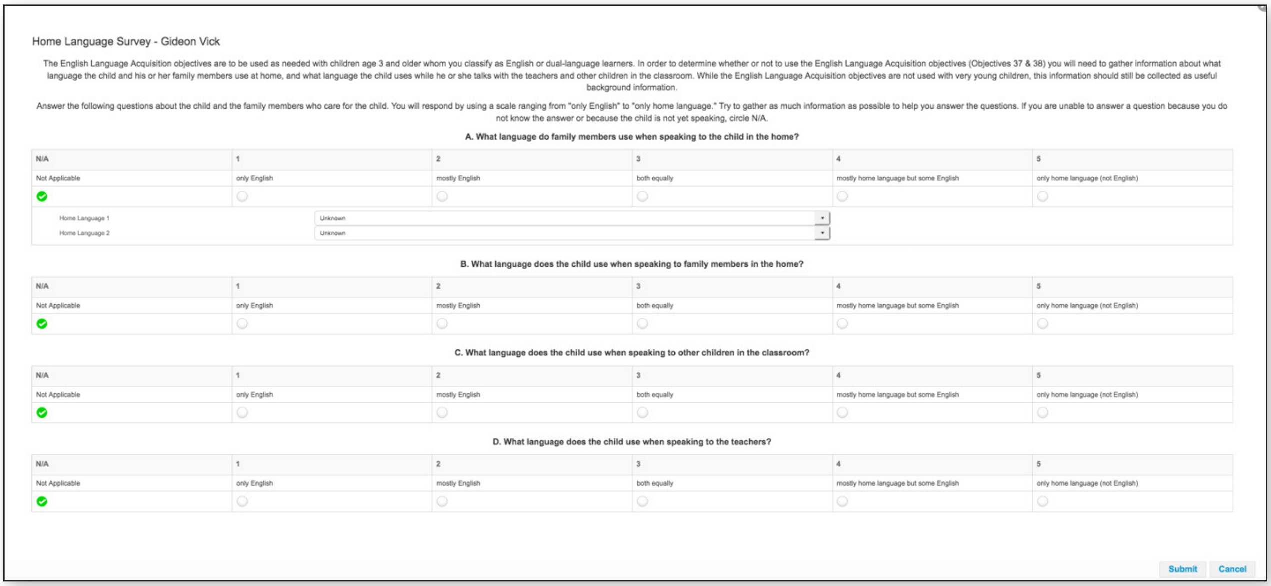
Home Language Survey

The Home Language Survey determines whether Objective 37, "Demonstrates progress in listening to and understanding English," and Objective 38, "Demonstrates progress in speaking English" (the English language acquisition objectives) will be included for this child. When Home Language Survey results indicate that the use of these objectives is appropriate, they are automatically added to the child's record.

The Home Language Survey may provide useful background information to assist you in planning and individualizing learning experiences for infants, toddlers, and twos. However, the survey is only available in Preschool, preK, Kindergarten, and 1st–3rd grade classes.



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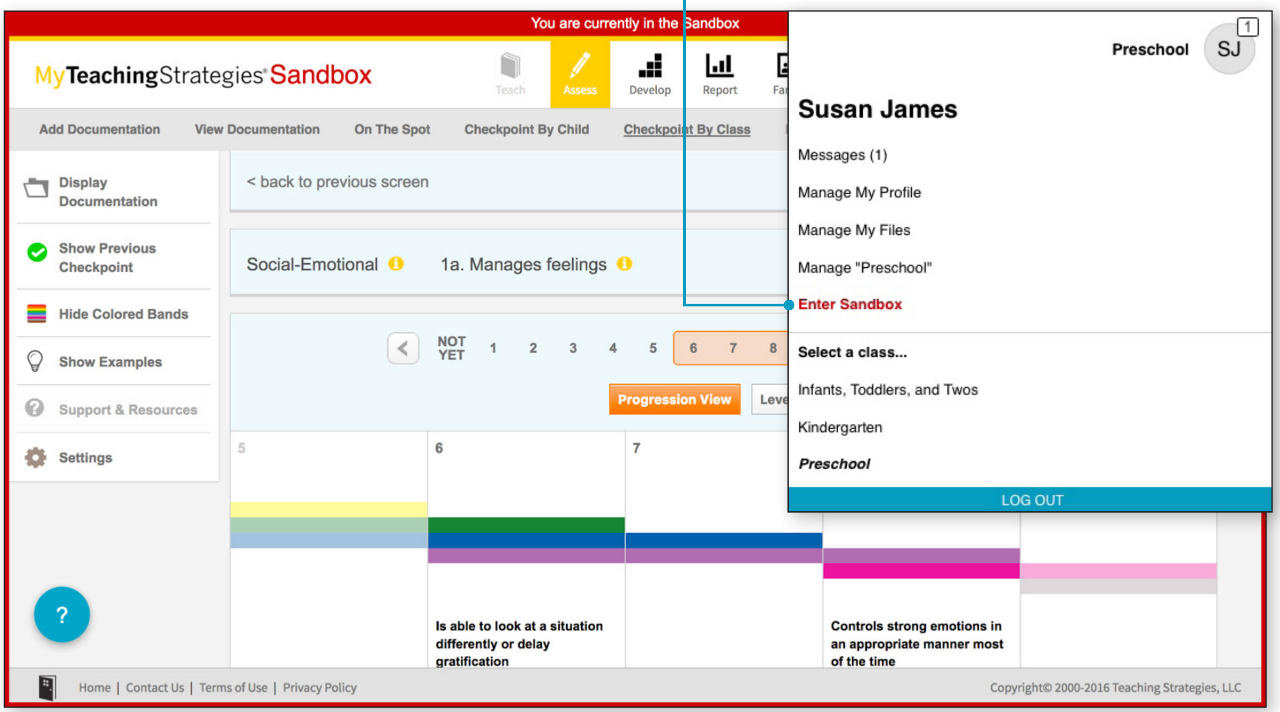
Accessing the Sandbox

The Sandbox allows you to practice using all of the features of *MyTeachingStrategies*® without affecting the data of the children in your class. Think of this as a real sandbox, where you can play, investigate and learn!

To access your Sandbox, select ENTER SANDBOX from the settings drop-down menu.



MyTeachingStrategies®

Support

Support and Resources

How-To Guide for Teachers

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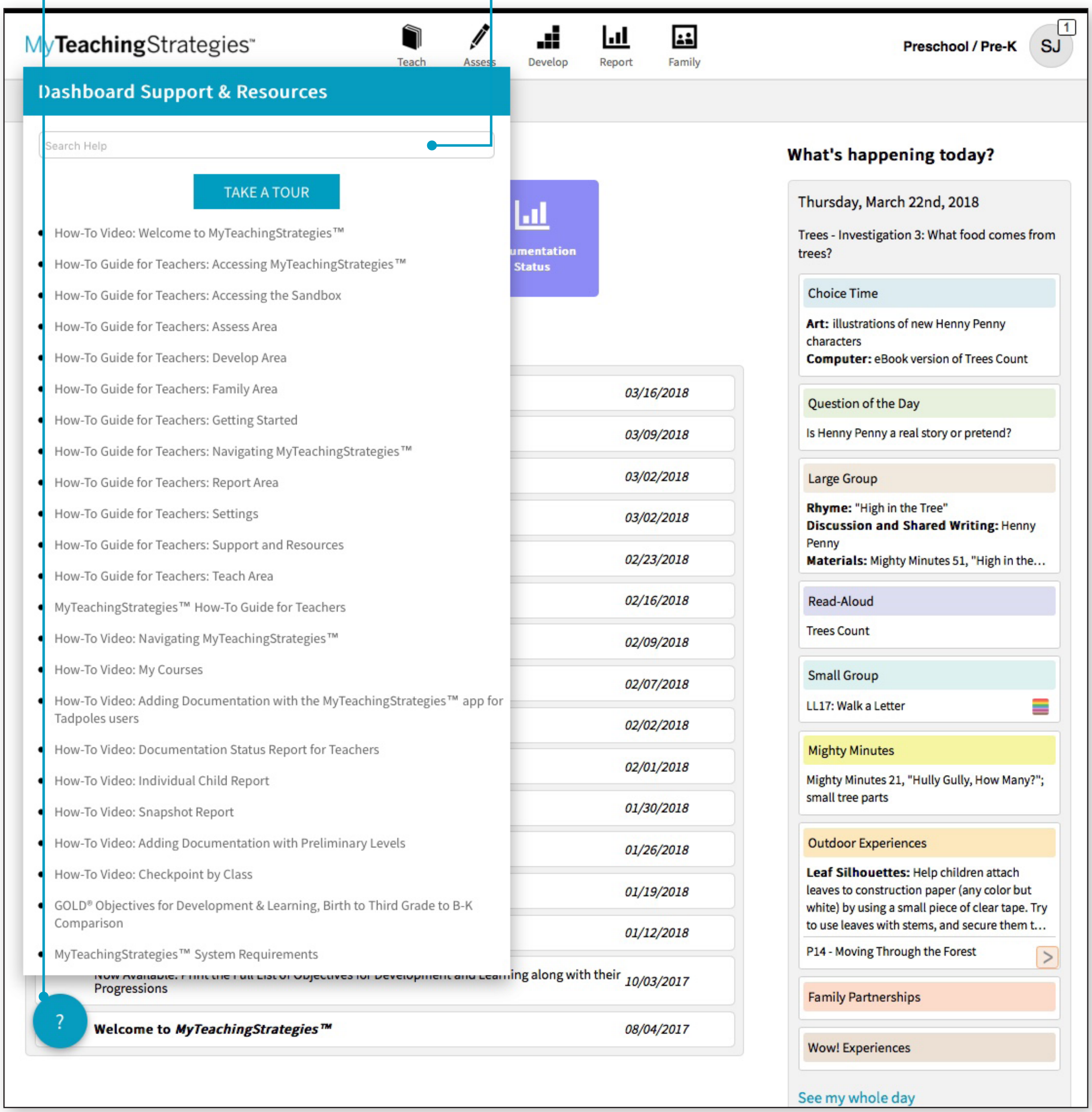
Support and Resources

MyTeachingStrategies® includes embedded support to help you answer any questions that may arise.

Support resources and videos will appear that are relevant to the area of *MyTeachingStrategies*® that you're currently on.

To access support, click the blue ? at the bottom left-hand of your screen.

You can also use the SEARCH HELP bar to search for resources on specific topics.



We hope that you found this How-To Guide to be useful
and informative. If you have further questions or
require additional support, call *MyTeachingStrategies*® support
at 866.736.5913 or TeachingStrategies.com/Contact.

Thank you for using *MyTeachingStrategies*®!

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