

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**.

The screenshot shows the 'Development and Learning Report' configuration screen in MyTeachingStrategies. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The main content area is titled 'Development and Learning Report' and contains several sections:

- Select Children:** Includes a 'Class' dropdown menu and 'Children' options with 'Select All' (checked) and 'Deselect All' buttons.
- Checkpoint Period:** A grid of radio buttons for various periods, with 'Winter 2016/2017' selected.
- Areas of Development and Learning:** A list of checkboxes for Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics, all of which are checked.
- Include:** Radio buttons for 'All Levels (Preliminary, Unfinalized, Finalized)' (selected), 'Checkpoint Level (Finalized or Unfinalized)', and 'Finalized Checkpoint Level'.
- Show:** A checkbox for 'Objective and Dimension numbers (Not recommended when sharing with parents)' which is unchecked.
- Language:** Radio buttons for 'English' (selected) and 'Spanish'.

The 'Report Summary' panel on the right shows the following values:

- Class:** Pre-K Class
- Children:** None
- Checkpoint Period:** Winter 2016/2017
- Areas of Development and Learning:** Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics
- Include:** All Levels (Preliminary, Unfinalized, Finalized)
- Show:** None
- Language:** English

A 'Generate Report' button is located at the bottom of the summary panel.

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.

Documentation Status Assessment Status Class Profile Individual Child **Development and Learning** Report Card Snapshot Alignment

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Development and Learning Report: Isabella Ramirez

Date: December 16, 2016
Class: Infants and Toddlers
Teacher: Megan Teacher
Child: Isabella Ramirez
Areas of Development and Learning: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics
Period: Winter 2016/2017 — All Levels (Preliminary, Unfinalized, Finalized)

This report highlights your child's strengths in particular areas of development and learning.

Social-Emotional

Currently, Isabella:

(1a) Is beginning to comfort self by seeking out special object or person	
(1b) Is beginning to accept redirection from adults	
(1c) Seeks to do things for self	●
(2a) Is beginning to use trusted adult as a secure base from which to explore the world	
(2b) Reacts to others' emotional expressions	
(2c) Plays near other children; uses similar materials or actions	
(2d) Is beginning to seek a preferred playmate; shows pleasure when seeing a friend	
(3a) Responds appropriately to others' expressions of wants	
(3b) Is beginning to express feelings during a conflict	

Next Isabella will:

- (1a) Comfort self by seeking out special object or person
- (1b) Accept redirection from adults