MyTeachingStrategies™

How-To Guide for Administrators

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 programs, to viewing 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!

TABLE OF CONTENTS

MyTeachingStrategies™

Getting Started

How-To Guide for Administrators

Accessing *MyTeachingStrategies*™

Signing In

Before you sign in, make sure you have the username and temporary password that you received by email from Implementation@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.

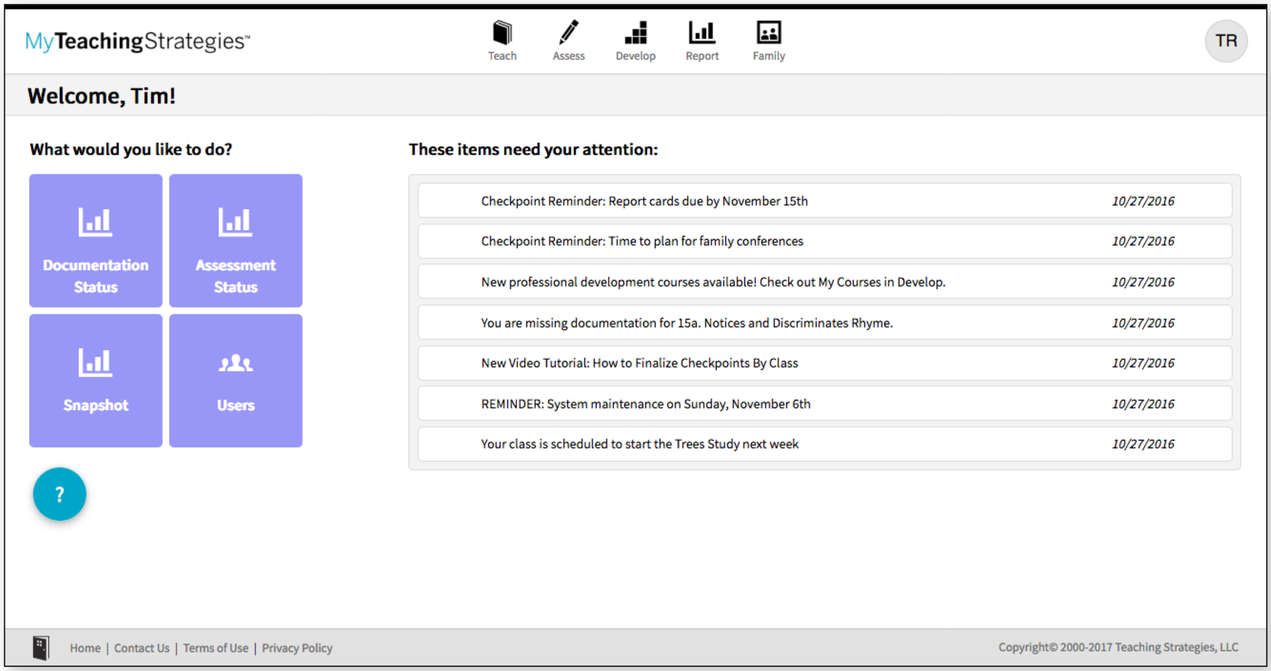
Forgot Password / Username

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.

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.



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.

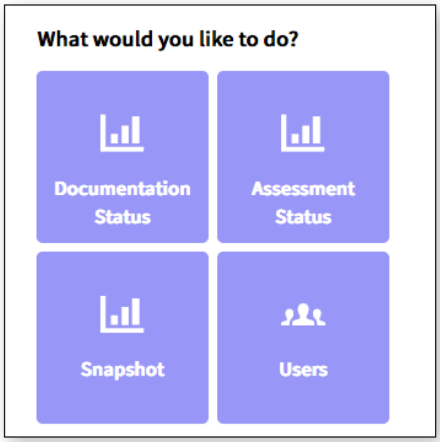
To the far-right of the navigation bar you'll also find your class identifier, indicating which class you are currently viewing (if you manage or have access to a class), and the PROFILE ICON marked with your initials that opens your personal settings. Here you can check your messages, manage your user profile, manage your classes, access Administration tools, launch the Sandbox, toggle to a different classroom, or log out.

Later in this guide we'll provide details for each of these areas.

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

Shortcuts

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

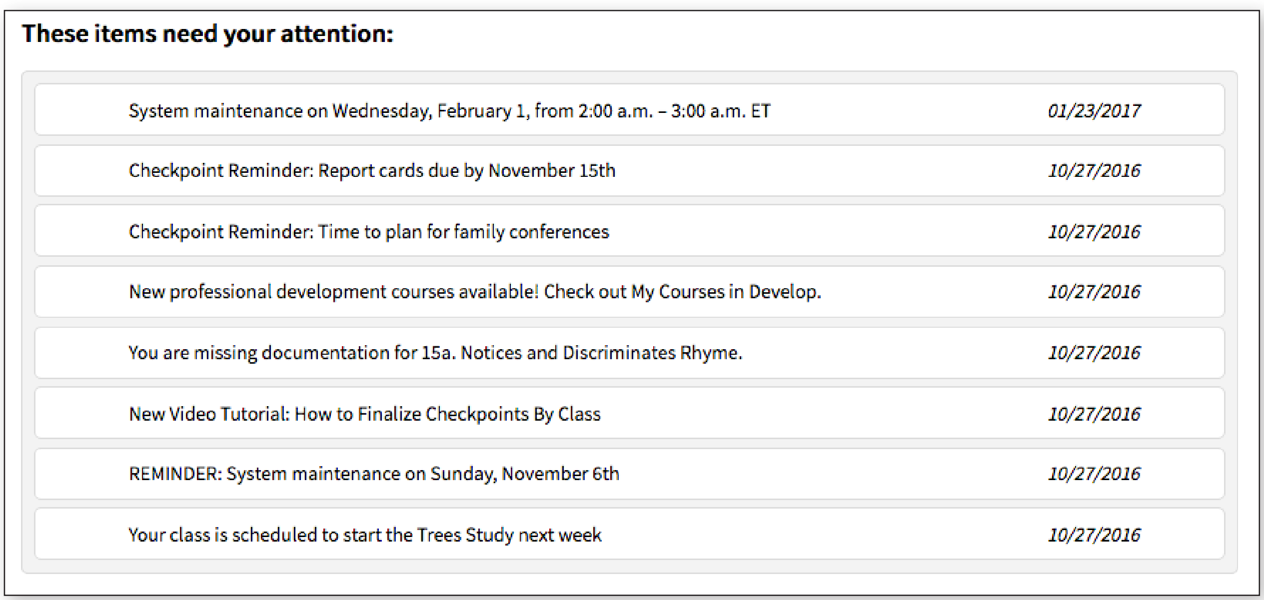


Summary of Your Daily Plans

If you are an administrator who also teaches a class, 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.

Messages

Below your Shortcuts are your personalized MESSAGES, under the header "These items need your attention." These include alerts from Teaching Strategies, messages you have set as an administrator, and system-generated notifications based on your activity and unique information.



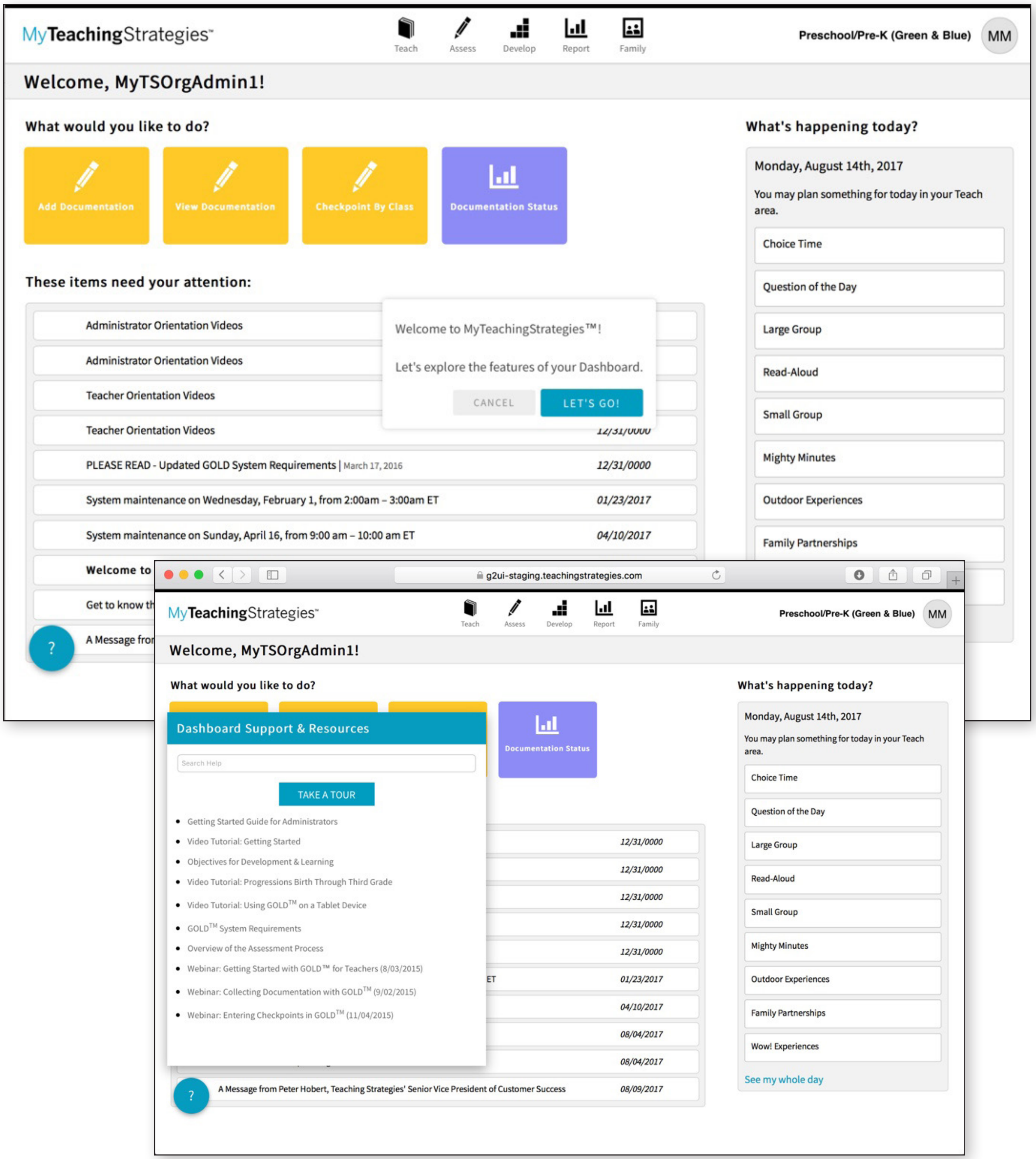
Help

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

TeachingStrategies®

Guided Tour

Once you log 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 can save the tour for later by selecting the HELP BUTTON in the bottom left-hand corner of any screen.



MyTeachingStrategies™

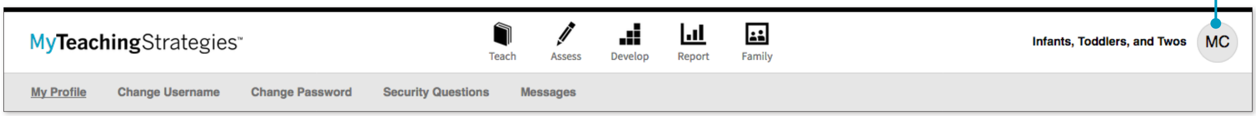
Settings

To access your settings, select the profile icon in the upper right corner of any screen.

How-To Guide for Administrators

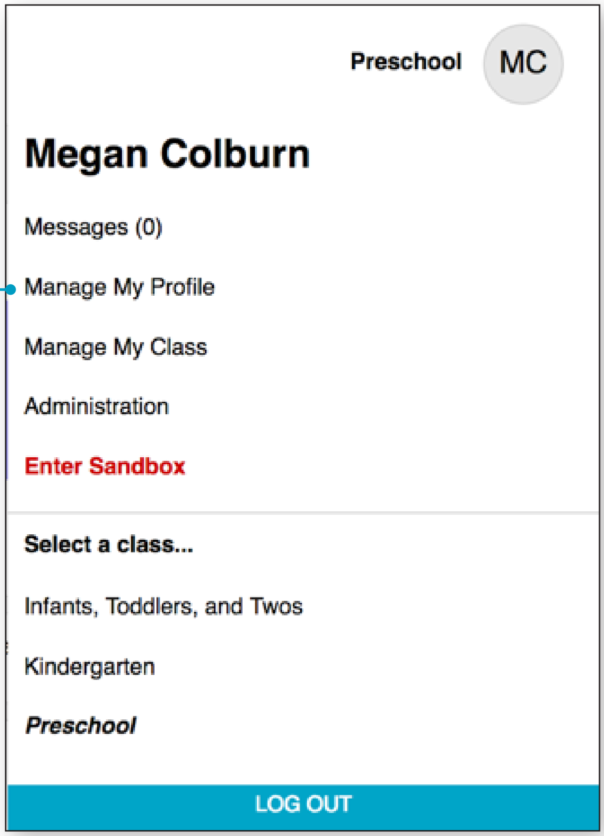
Settings

Click the PROFILE ICON to access your messages, manage your user profile, manage your classes, access Administration features, enter the Sandbox, toggle to a different classroom, or log out.



Manage My Profile

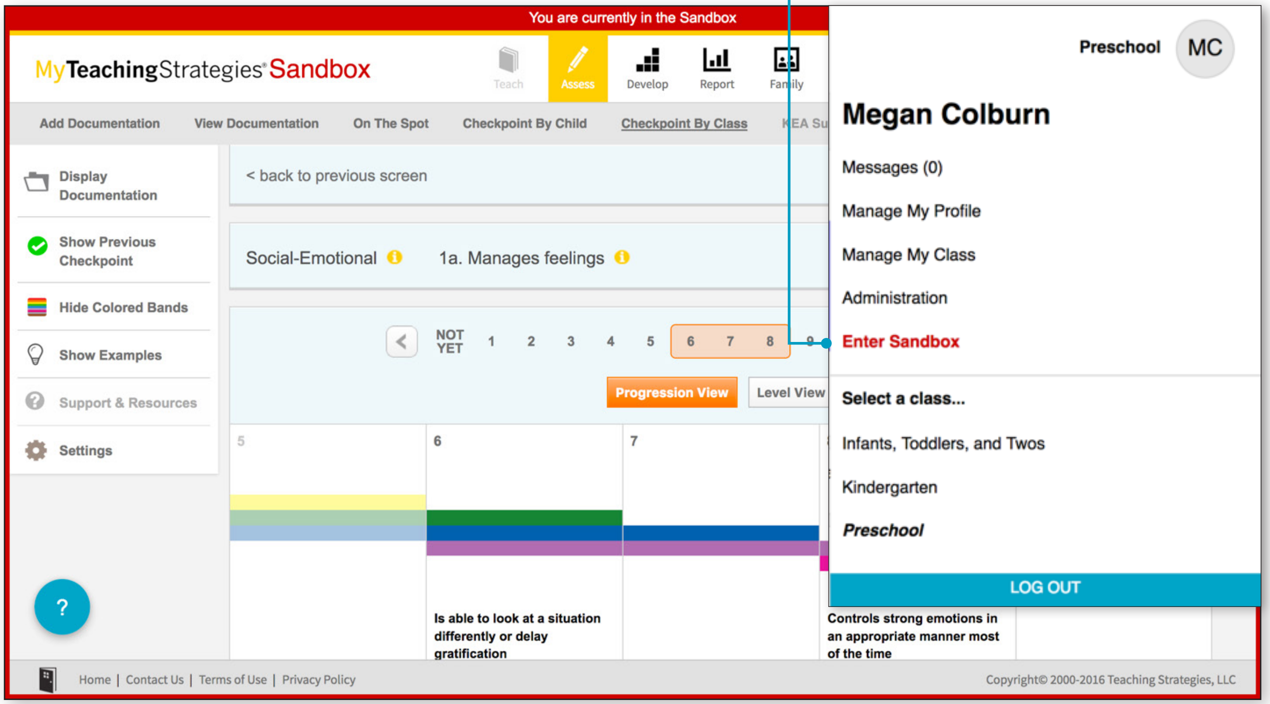
To update your profile settings, select MANAGE MY PROFILE from the settings drop-down menu. Here you will be able to update your personal information, change your username or password, view security questions, and manage your organization's messages.



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 organization. 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™

Administration

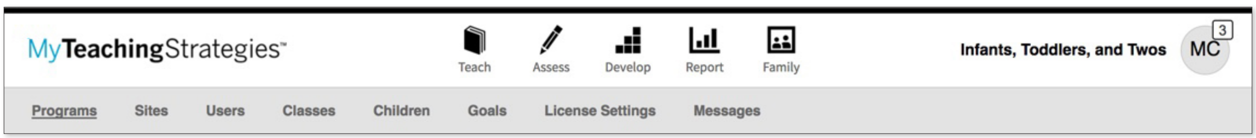
To access your administration settings, select the profile icon in the upper right corner of any screen, and select Administration.

How-To Guide to Administrators

Administration

MyTeachingStrategies™ is organized to give administrators different levels of access according to their roles in their organizations. Administrators may be granted access at the organizational, program, or site level. An organizational level administrator will have access to all of the data for his or her entire organization. A program or site administrator only has access to the data for his or her respective program or site.

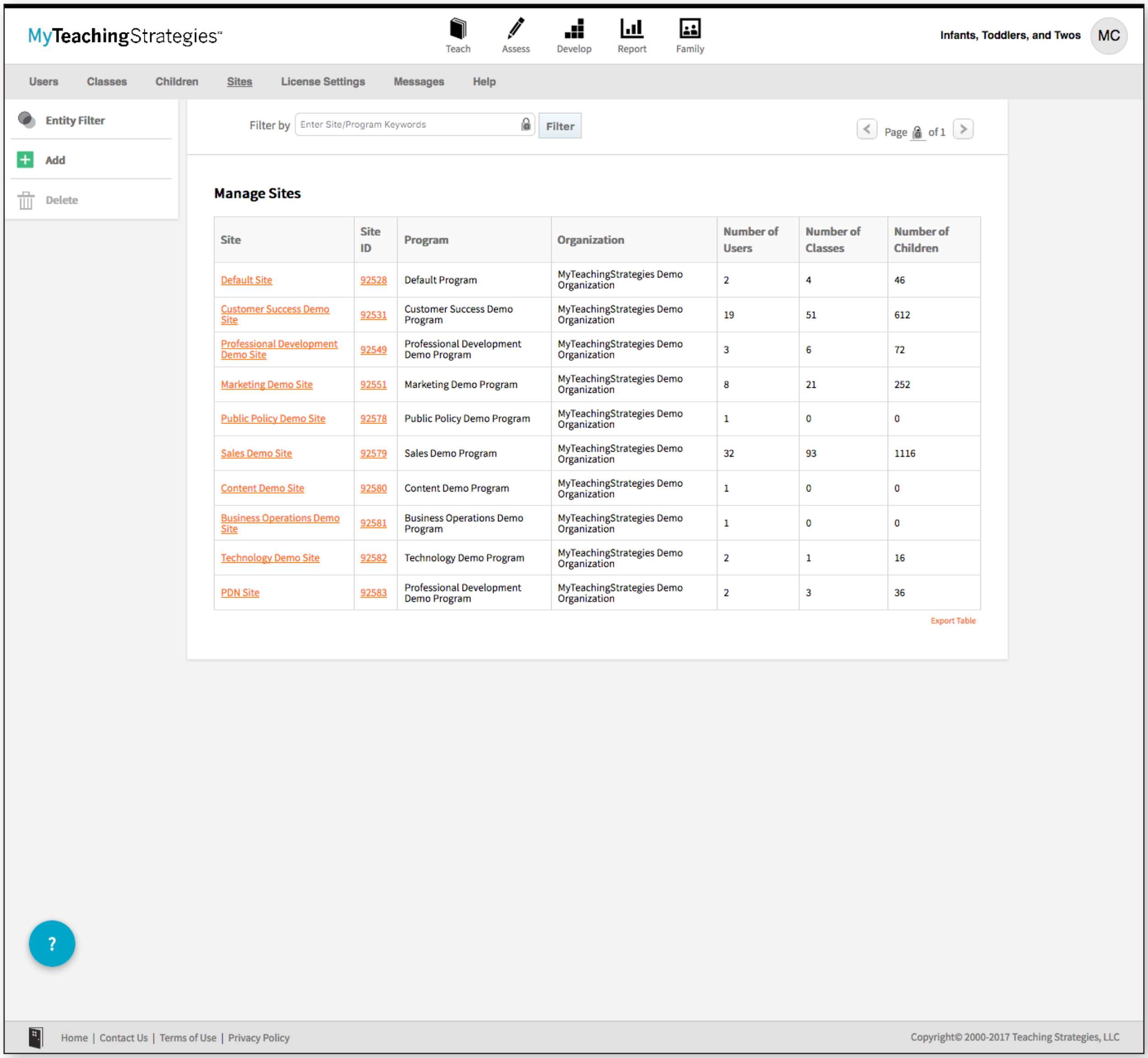
The Administration area is where you set up programs, sites, and classes; add children and users; establish goals; add messages; and manage license settings.



Please note: Depending on your level of access, you may not see all links in the Administration sub-navigation.

Sites

The Sites area enables you to add new sites, and manage or delete your existing sites. The main Sites screen provide an overview of the sites in your organization.



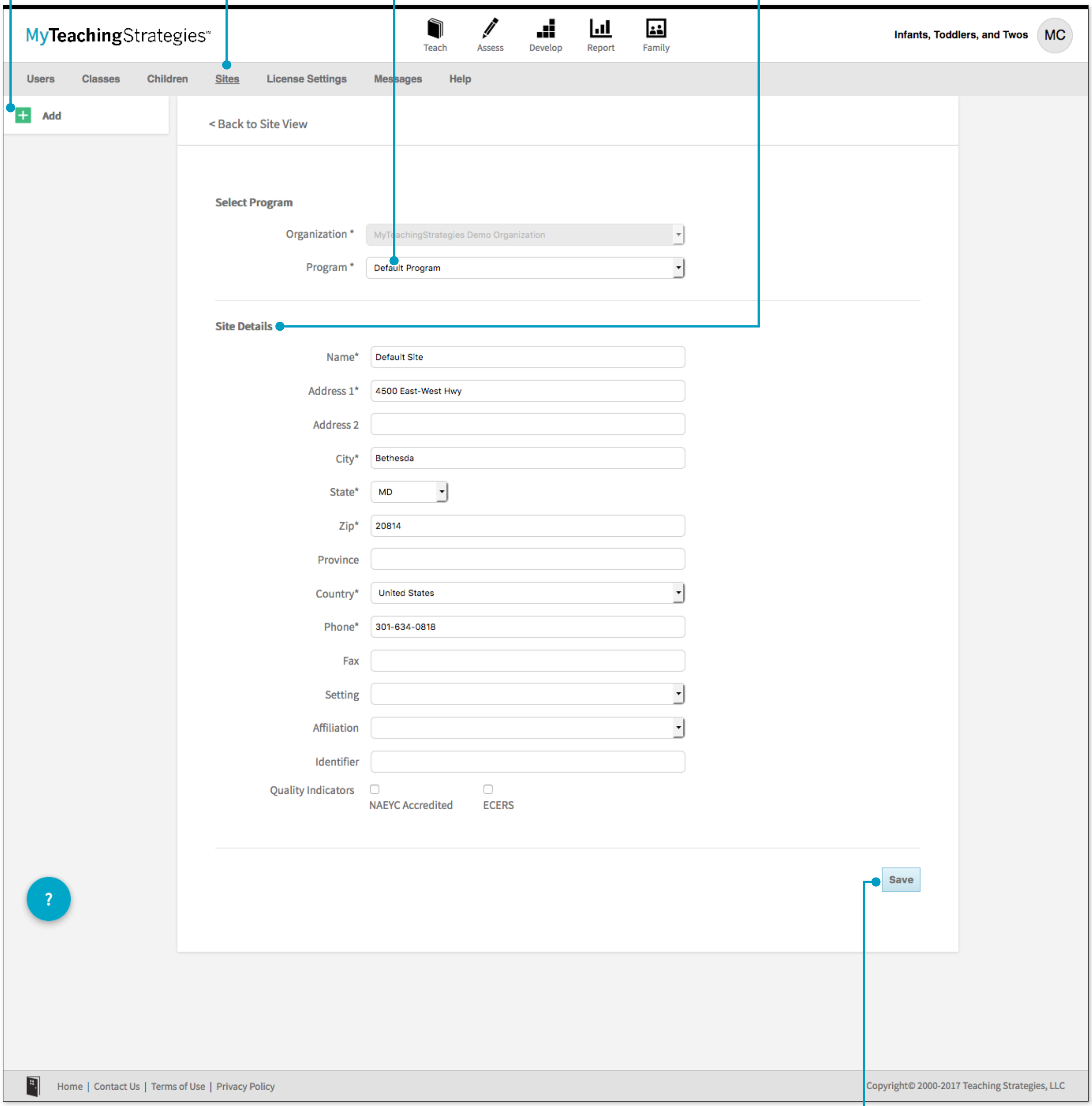
Site	Site ID	Program	Organization	Number of Users	Number of Classes	Number of Children
Default Site	92528	Default Program	MyTeachingStrategies Demo Organization	2	4	46
Customer Success Demo Site	92531	Customer Success Demo Program	MyTeachingStrategies Demo Organization	19	51	612
Professional Development Demo Site	92549	Professional Development Demo Program	MyTeachingStrategies Demo Organization	3	6	72
Marketing Demo Site	92551	Marketing Demo Program	MyTeachingStrategies Demo Organization	8	21	252
Public Policy Demo Site	92578	Public Policy Demo Program	MyTeachingStrategies Demo Organization	1	0	0
Sales Demo Site	92579	Sales Demo Program	MyTeachingStrategies Demo Organization	32	93	1116
Content Demo Site	92580	Content Demo Program	MyTeachingStrategies Demo Organization	1	0	0
Business Operations Demo Site	92581	Business Operations Demo Program	MyTeachingStrategies Demo Organization	1	0	0
Technology Demo Site	92582	Technology Demo Program	MyTeachingStrategies Demo Organization	2	1	16
PDN Site	92583	Professional Development Demo Program	MyTeachingStrategies Demo Organization	2	3	36

Adding Sites

1 To add a site, select SITES from the sub-navigation and select ADD from the left-hand navigation.

2 Select the program in which the site will be set up.

3 Add the specific site details including site address and contact information.



4 Select SAVE to add the new site.

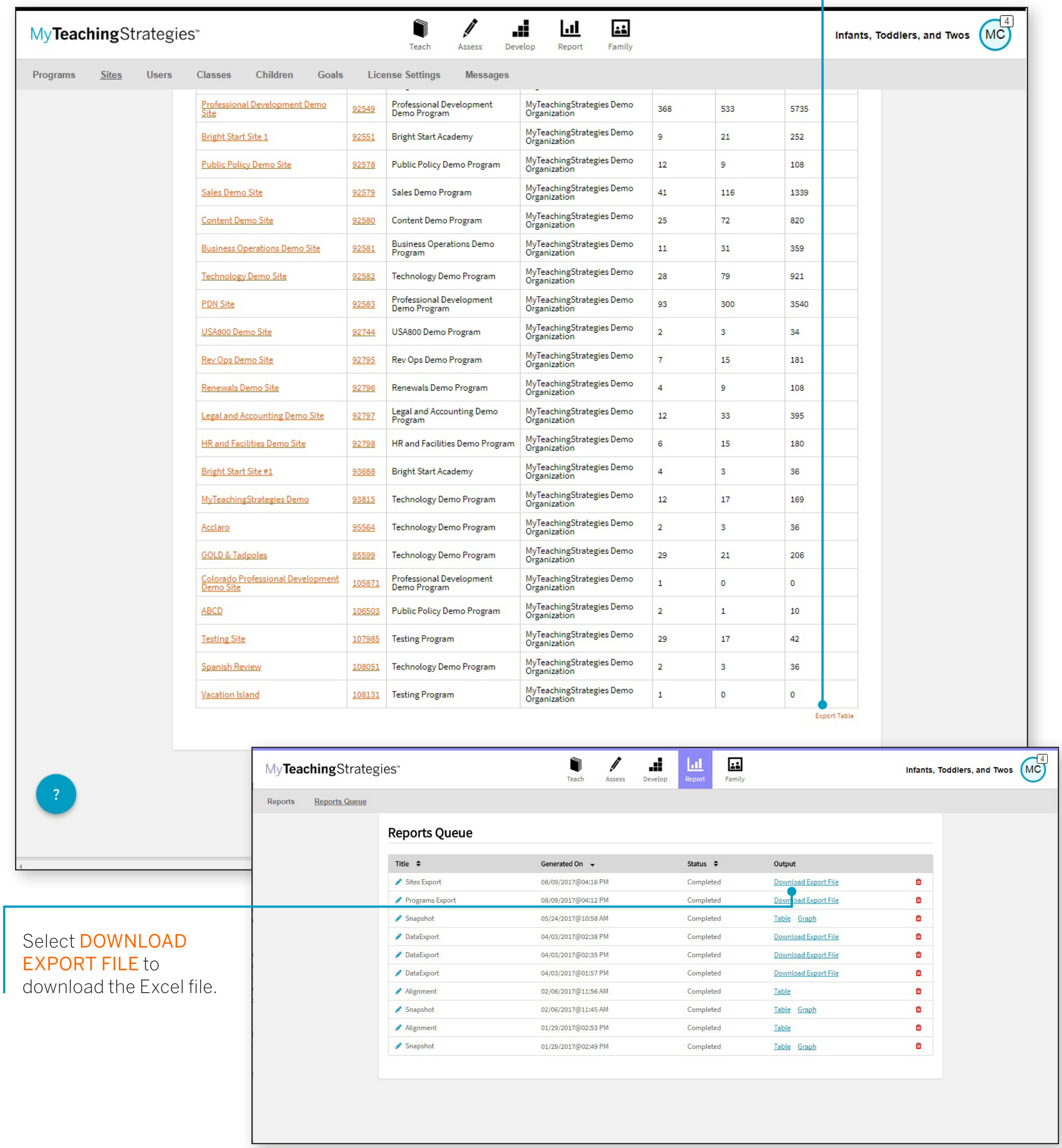
Managing Sites

Within a site profile, you can update site information, change its affiliated program, and more. To edit information for an existing site, select the site name from the main Sites screen.

Exporting Site Information

You can export all of your site information into Excel using the export table option.

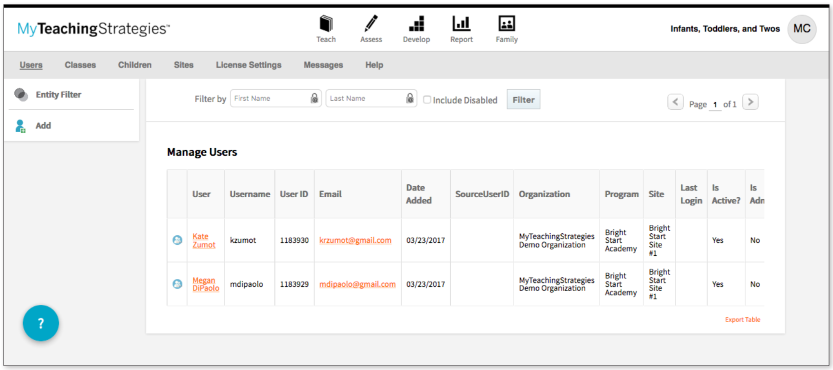
1 Select EXPORT TABLE from the bottom of the site list. You will be taken to the Reports Queue, where your export will generate.



2 Select DOWNLOAD EXPORT FILE to download the Excel file.

Users

The Users area enables you to add users, reset their passwords, manage their profile data, and access their *MyTeachingStrategies*™ account as that user. The main Users screen provides an overview of your users including the date and time of each user's last login.



MyTeachingStrategies™ User Types

In *MyTeachingStrategies*™ you'll find several user types to choose from when adding a new user:

Teacher – this user can have access to classes, allowing them to create weekly plans, add documentation, access professional development, and generate reports. Primary and co-teachers will have the ability to enter and finalize checkpoint ratings, while assistant teachers can view checkpoints but cannot edit.

Administrator – this user can have administrative access over an organization, a program or multiple programs, or a site or multiple sites. As an administrator, this user can have standard access, which allows the user to manage the entities they have access over, view-only (can see child level data) access, which allows the user to view the entities they have access to and generate reports down to the child level, and view-only (cannot see child level data) access, which allows the user to view the entities they have access to and generate aggregate reports down to the class level.

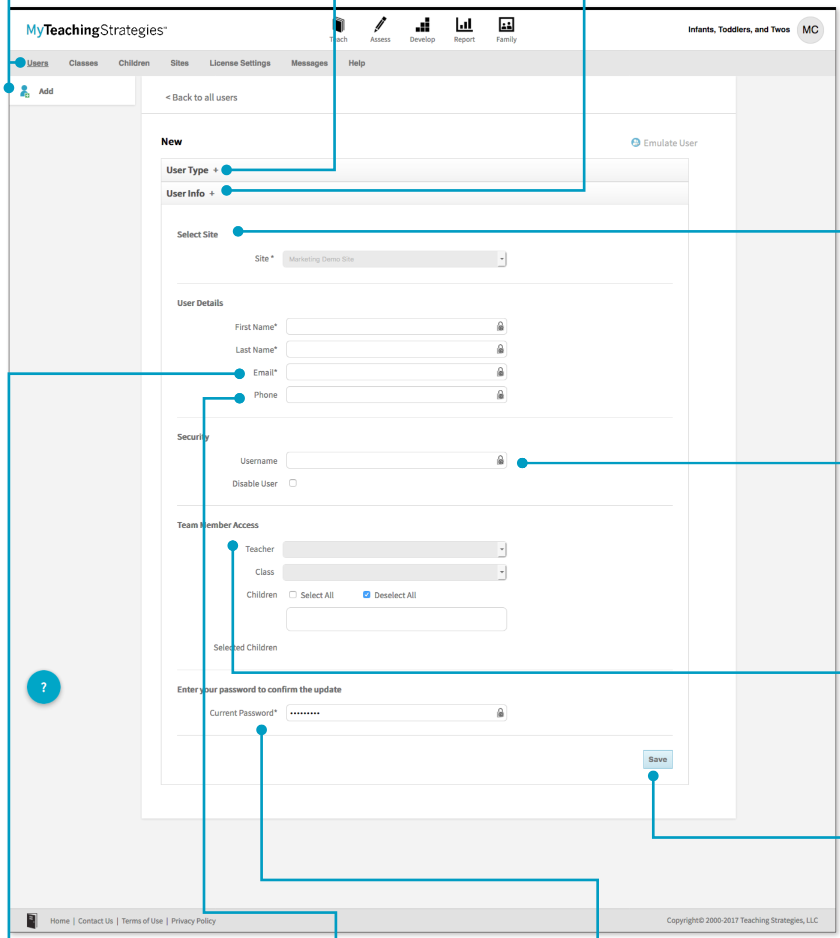
Team Member – this user can have access to individual children, spanning multiple classrooms. Team Members are often specialists that work with specific children instead of entire classrooms.

Adding User Accounts

1. To add a new user, select USERS from the sub-navigation and select ADD from the left-hand navigation.

2. Expand USER TYPE to select which type of account this user can access.

3. Expand USER INFO to input the specific user information.



4. Select the SITE the user account should be assigned to.

5. Enter the EMAIL you would like to use for this account. It is recommended that each user have a separate email address to which he or she has easy access to. All *MyTeachingStrategies*™ communications will be sent to the user using this email, including messages about forgotten passwords.

6. PHONE is not a required field, but a phone number is useful when an administrator who does not work directly with the teacher needs their contact information.

7. Assign a USERNAME that is different from all other usernames in the *MyTeachingStrategies*™ online system, not just in your program. If the username is already taken, an alert will appear after you click SAVE.

8. With access to Team Central, you can assign this user children who are in their caseload.

9. Enter your password to verify your credentials. Please note this is YOUR password. You are not setting a password for the new users.

10. Select SAVE to add the new user.

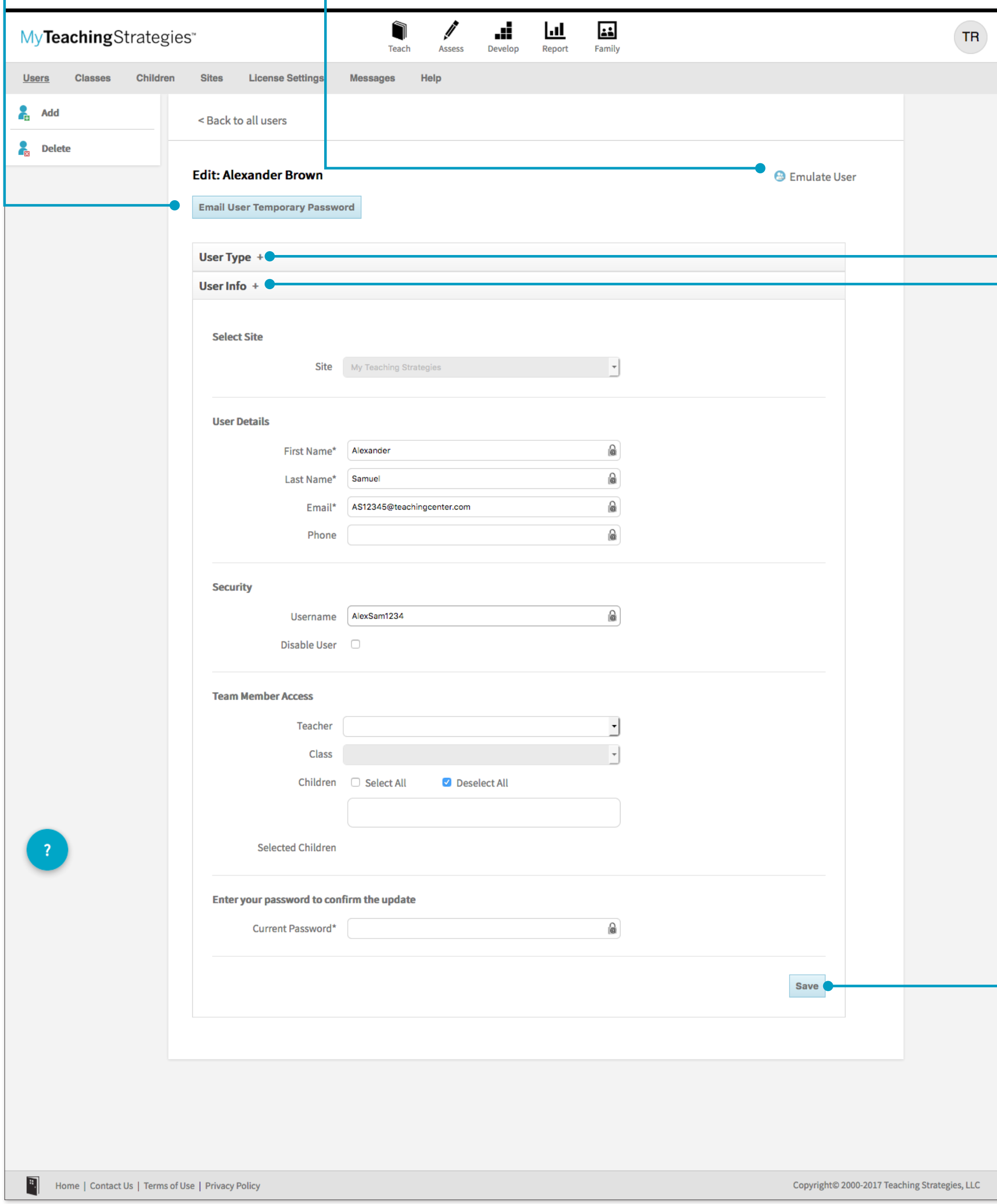
Once the new user account has been created, that user will receive an email from Teaching Strategies providing their username, a temporary password, and information on how to log in to *MyTeachingStrategies*™.

Managing User Accounts

Within a user profile, you can update user information, provide administrative access, send a user a temporary password, access *MyTeachingStrategies*™ as that user, and more. To update or manage a user account, select USERS from the sub-navigation and select the user's name from the User column.

Select EMAIL USER TEMPORARY PASSWORD to help a user reset their password.

Select EMULATE USER to access *MyTeachingStrategies*™ from this user's account perspective so you can see screens exactly as that user sees them. This will help you troubleshoot any problems. To go back to your administrator account, select the Profile Icon from the top right of your screen and select STOP EMULATING.



Expand the USER TYPE menu to update the user type, admin type, and/or organizations.

Expand the USER INFO menu to update user information including username and email address.

Select SAVE to save your changes.

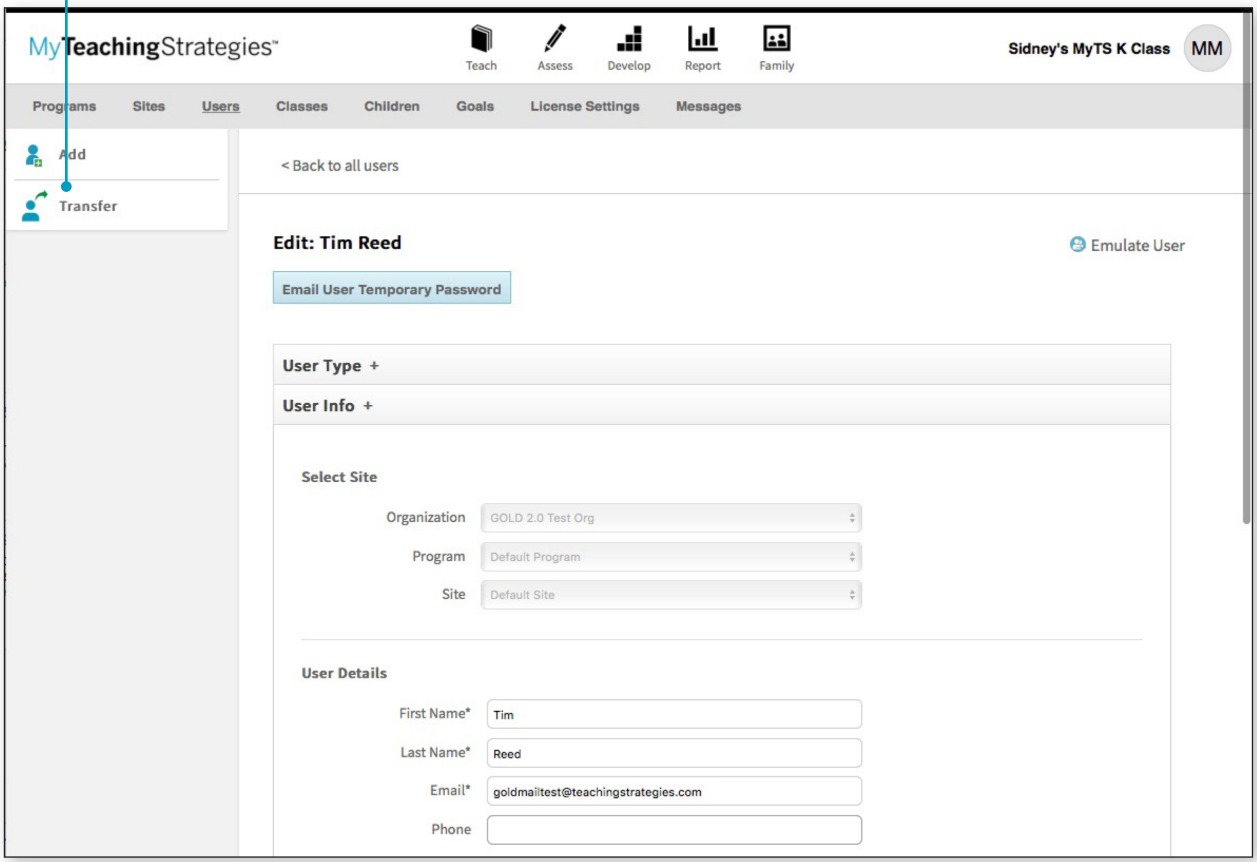
Transfer User

Administrators can transfer users from one site to another by selecting Users in the Administration sub-navigation.

Please note: Users will need to be removed as a co-teacher or as an assistant teacher prior to transferring the user. When transferred, any classes the user is a primary teacher for will transfer with them, along with all child records in that class.

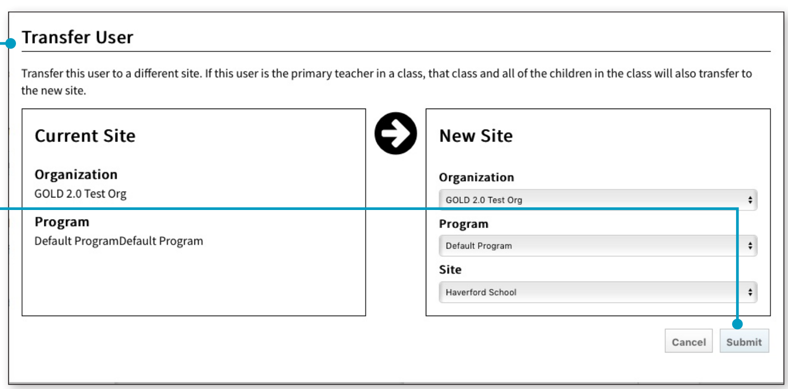
1. Select a USER record.

2. Select TRANSFER in the left navigation.



3. The Transfer User window will appear. Select a SITE, or select a different PROGRAM and SITE to transfer the user to.

4. Select SUBMIT. User will then be transferred to the selected site.



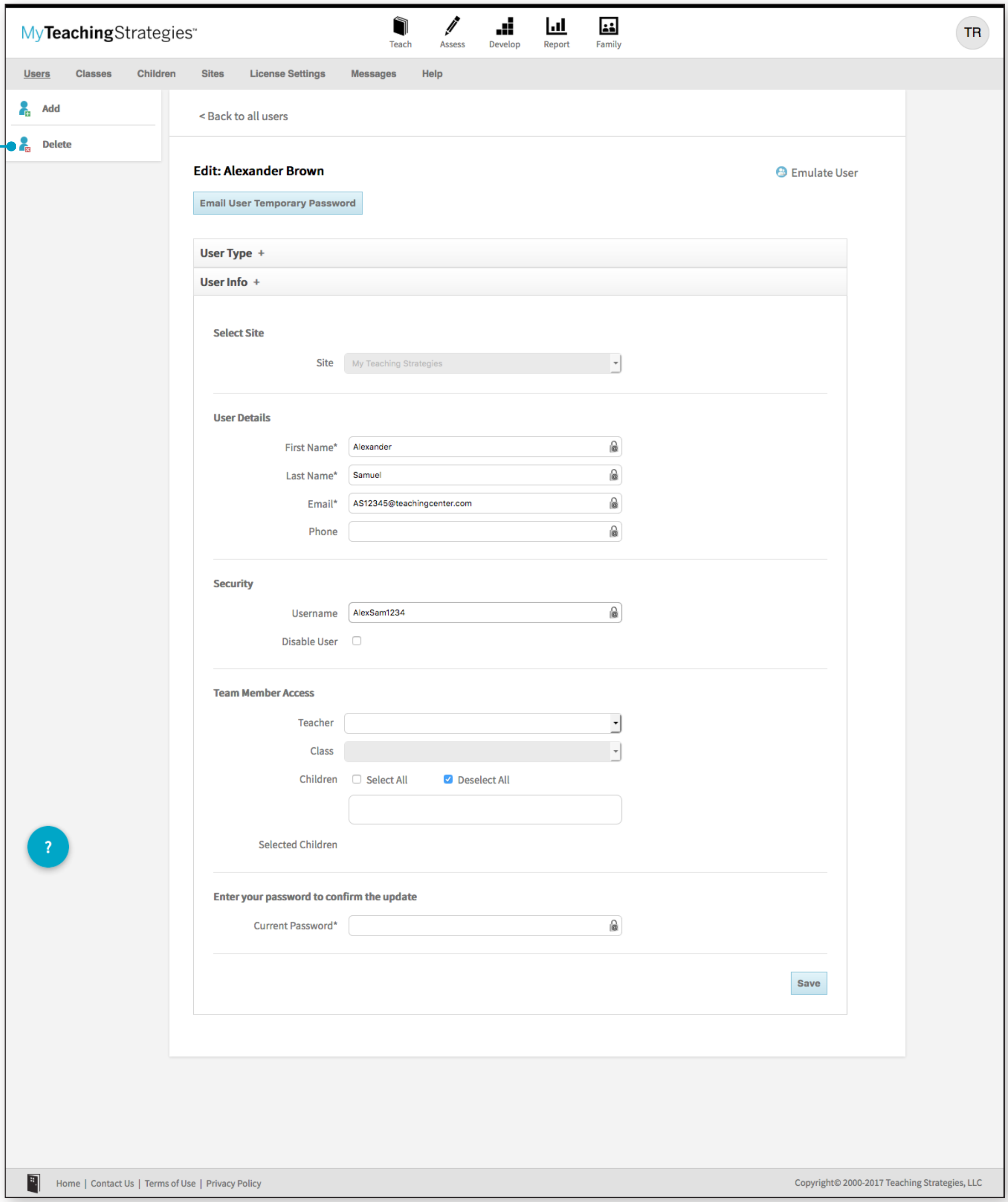
TeachingStrategies®

Deleting User Accounts

You can delete users if they are not associated with children or classes in *MyTeachingStrategies*™.

Before deleting a user, first reassign all children in the user's class to a different user. Then delete classes for which the user was the primary teacher.

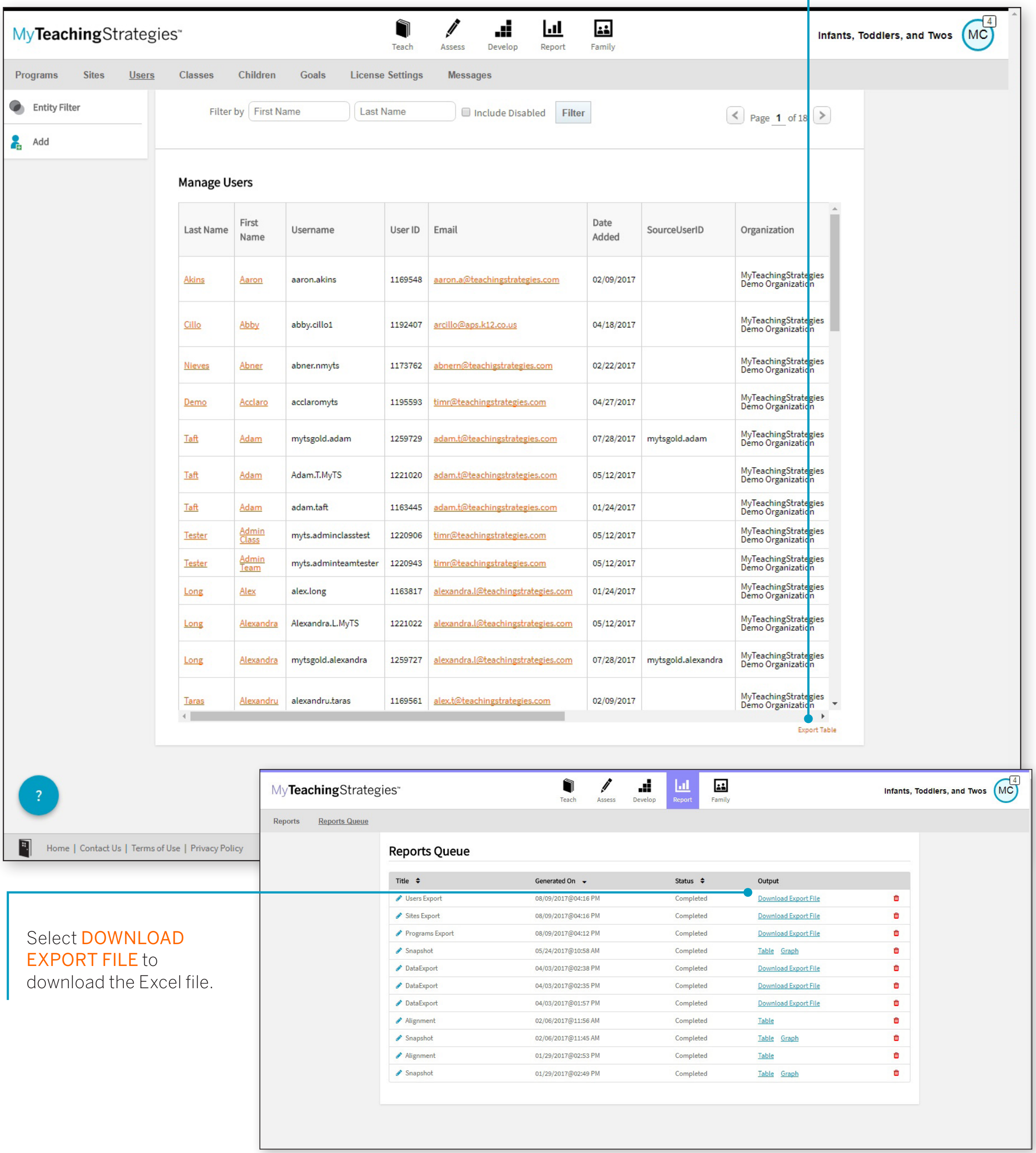
Once the user is unaffiliated with a class, select the DELETE button from the left-hand navigation to delete the user.



Exporting User Information

You can export all of your user information into Excel using the export table option.

1. Select **EXPORT TABLE** from the bottom of the user list. You will be taken to the Reports Queue, where your export will generate.

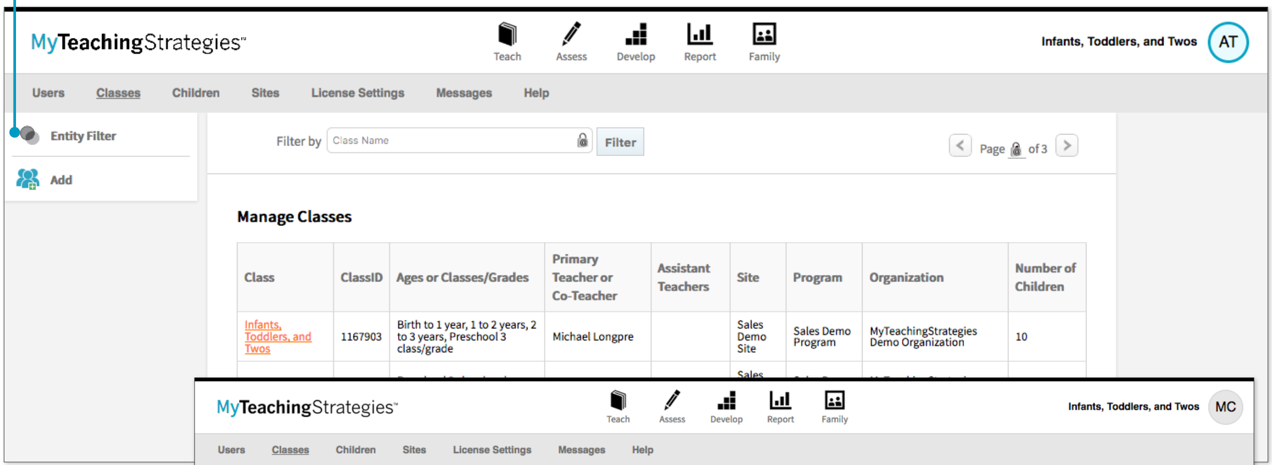


2. Select **DOWNLOAD EXPORT FILE** to download the Excel file.

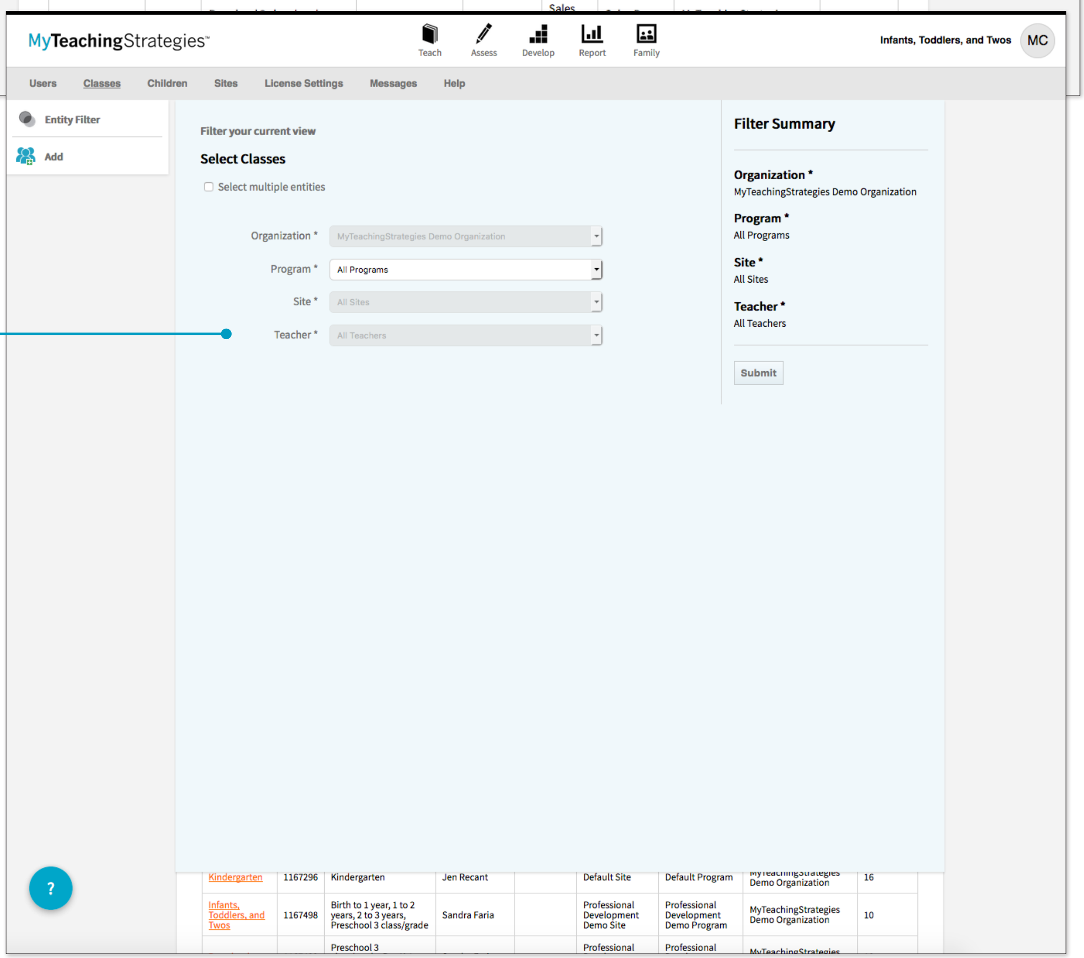
Classes

The Classes area enables you to add classes, and manage or delete your existing classes. The main Classes screen provides an overview of your classes including the ClassID and Number of Children.

Filter the main Classes screen by selecting ENTITY FILTER from the left-hand navigation.



Here you can sort your view by PROGRAM, SITE, and/or TEACHER.

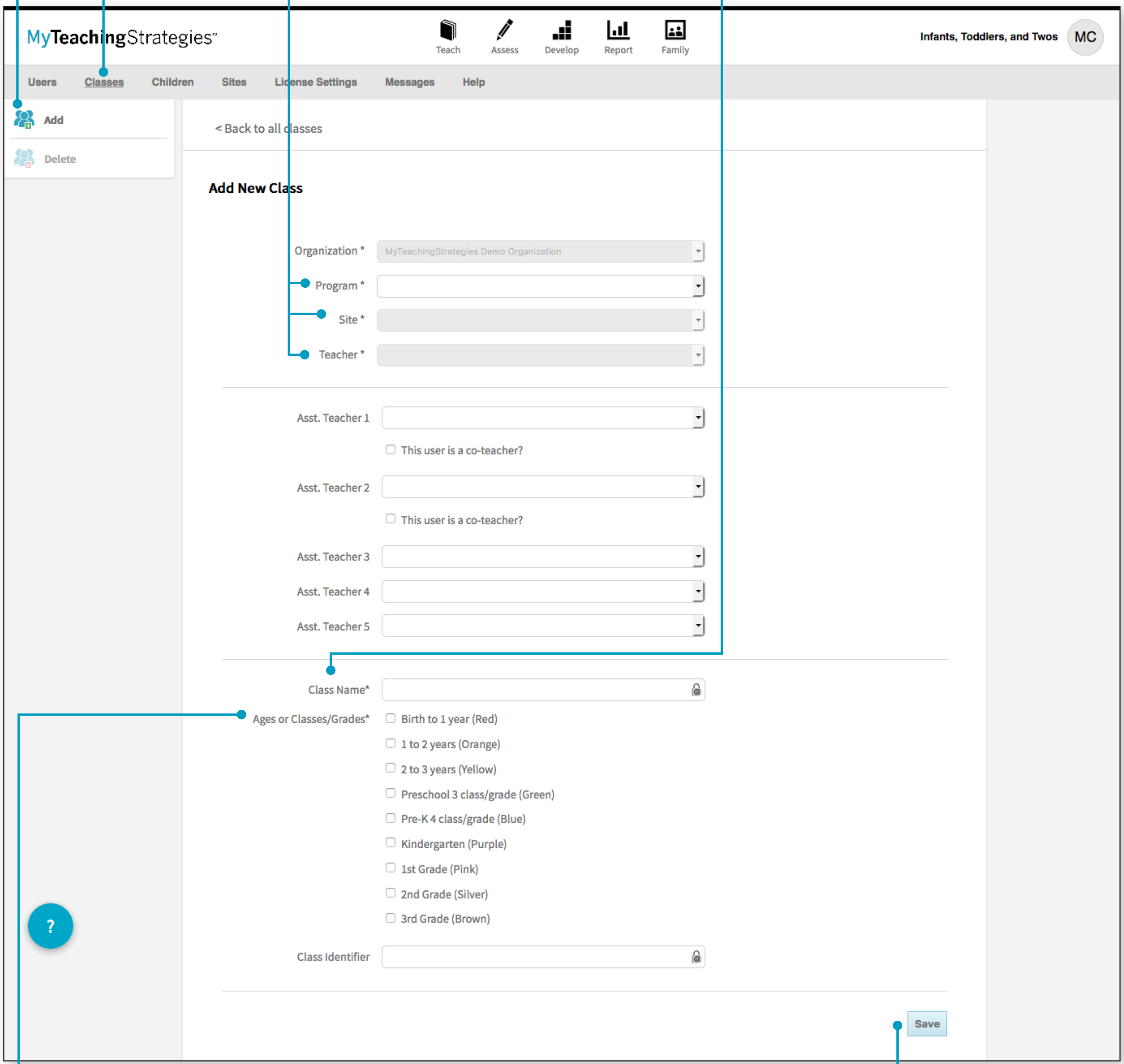


Adding Classes

1 To add a new class, select CLASSES from the sub-navigation and select ADD from the left-hand navigation.

2 Select the PROGRAM, SITE, and TEACHER for which the class is to be set up.

3 Enter a CLASS NAME that is appropriate for reporting purposes.



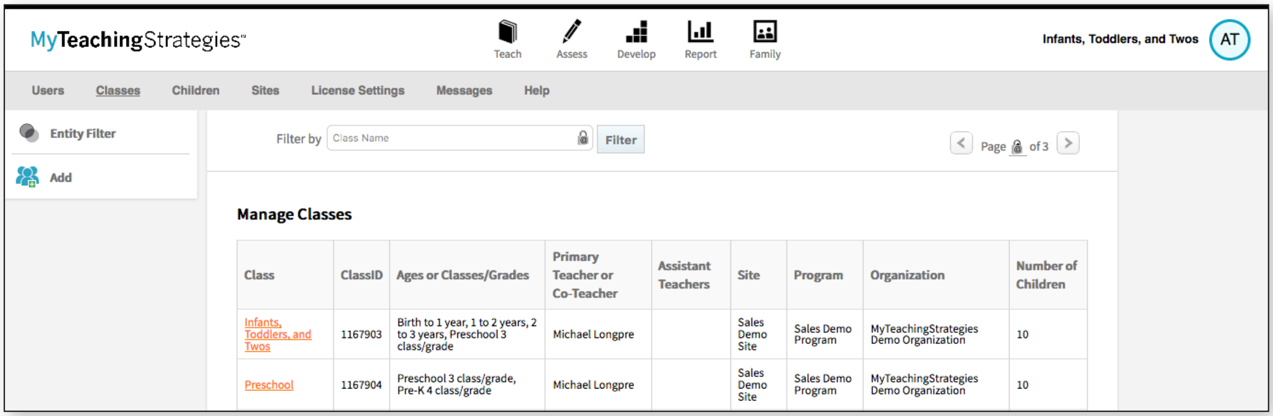
4 Then select the appropriate age or classes/grades that applies to your class. If adding a mixed-age class, base your selection(s) to include the ages or grades in that class.

Placement in infants, toddlers, and twos classes depends on the child's birth date. Preschool, Pre-K, Kindergarten, 1st Grade, 2nd Grade, and 3rd Grade classes are identified according to the curriculum you are teaching rather than the children's ages.

5 Select SAVE to add the new class.

Managing Classes

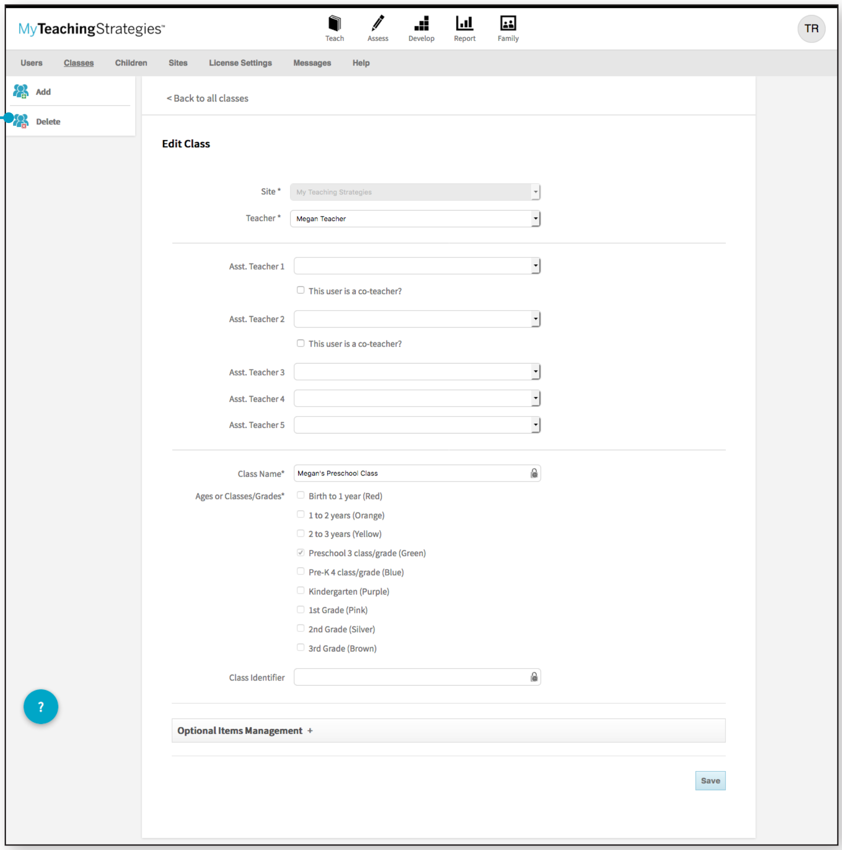
Within a class profile, you can update class information, change the primary teacher, assign co-teachers, and more. To edit information for an existing class, select the class name from the main Classes screen.



Deleting Classes

You can delete empty classes not associated with any children in *MyTeachingStrategies*™. Before deleting a class, first reassign all children in the class to a different class.

Once the class is unaffiliated with any children, select the DELETE button from the left-hand navigation to delete the class.



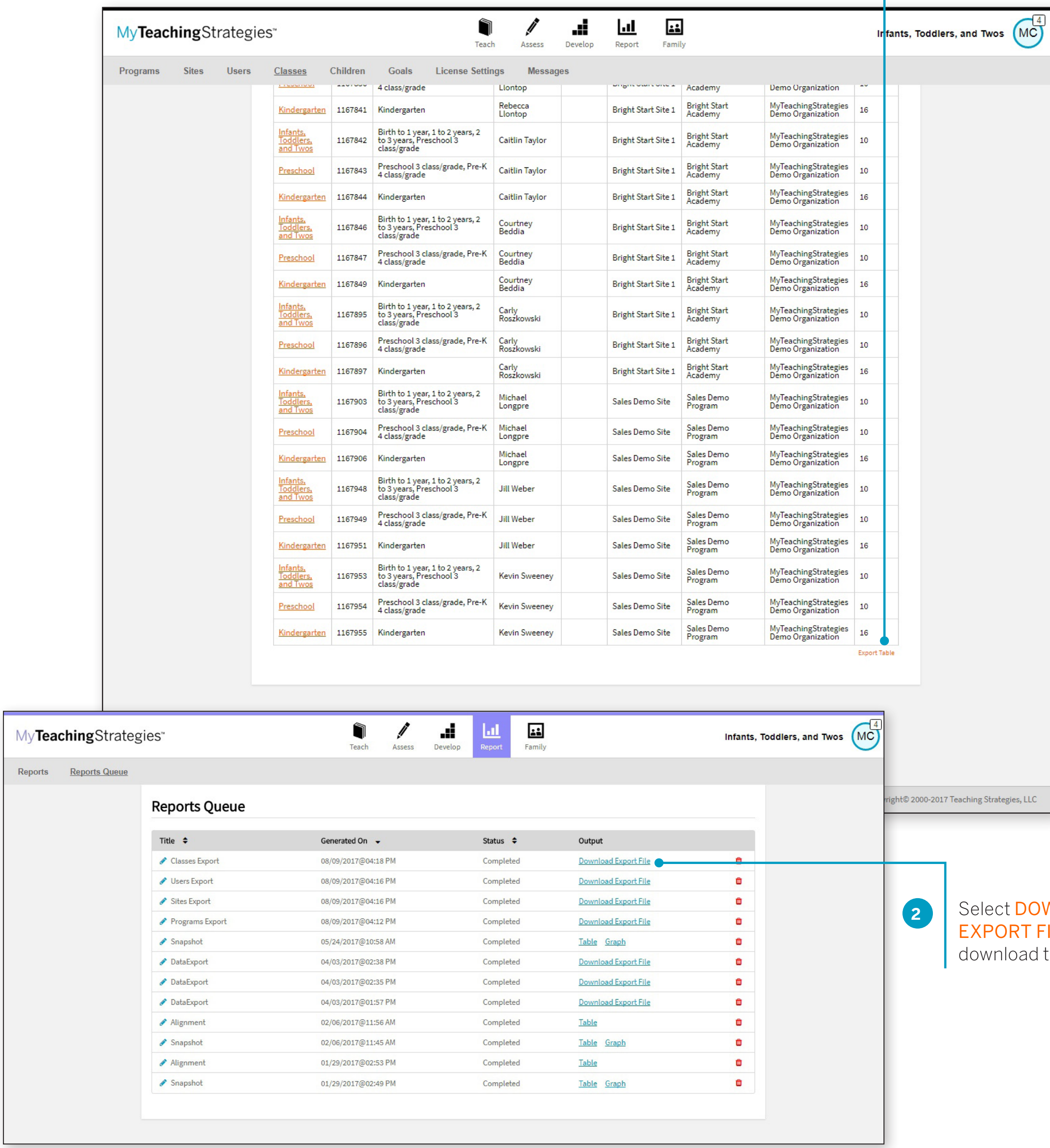
Archiving vs. Deleting

Archiving children's files allows you to store and reactivate the data at any time. Additionally, many administrative reports can include archived files. Records may be deleted if children are permanently leaving your organization and you do not wish to retain their data. If there is a possibility of a child returning to your organization, or if you wish to report on this year's data in the future, you may want to archive his or her file instead of deleting it.

Exporting Class Information

You can export all of your class information into Excel using the export table option.

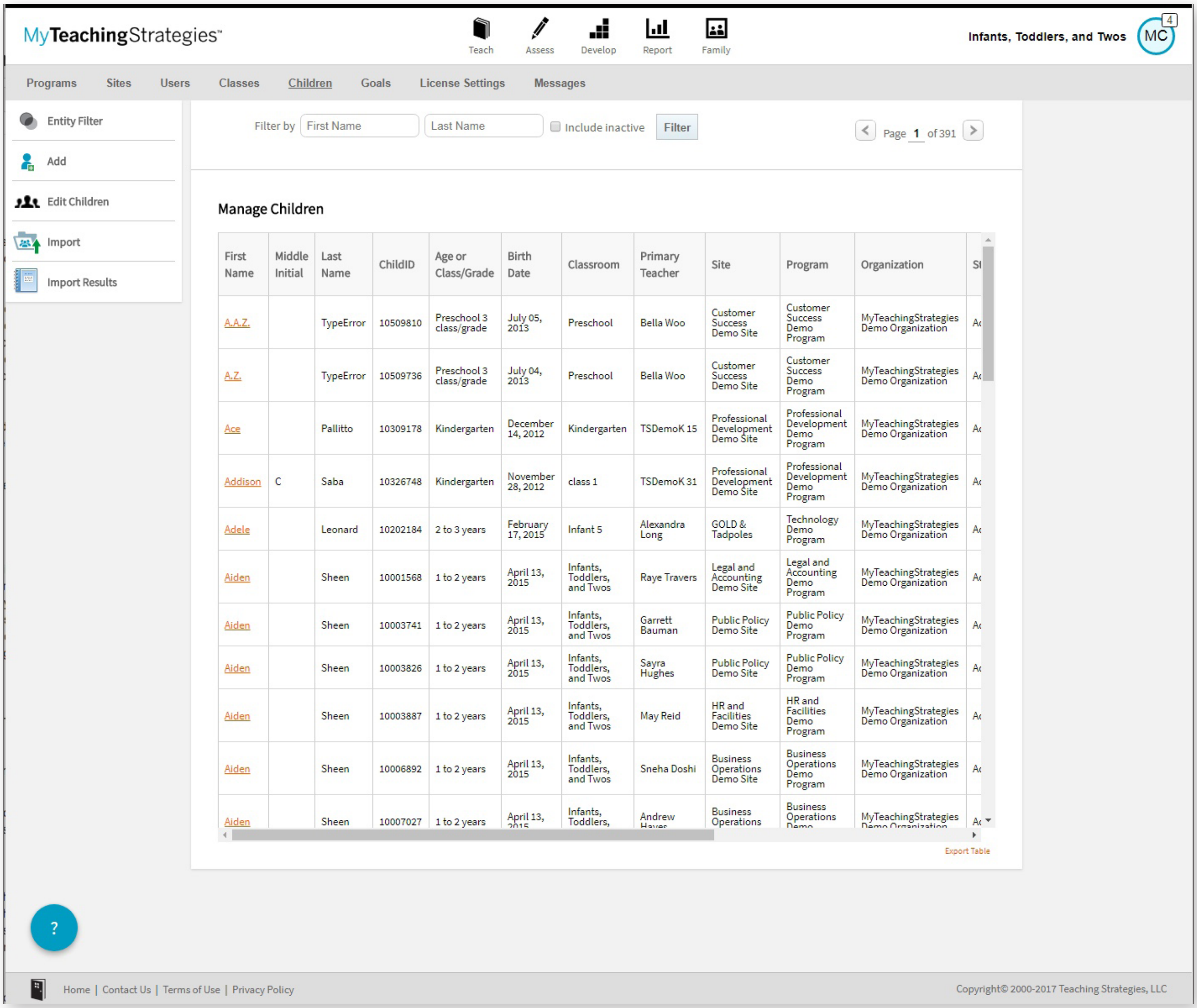
1. Select **EXPORT TABLE** from the bottom of the class list. You will be taken to the Reports Queue, where your export will generate.



2. Select **DOWNLOAD EXPORT FILE** to download the Excel file.

Children

The Children area enables you to add new children, and manage, transfer, archive, or delete your existing child records. The main Children screen provides an overview of the children in your organization, program, or site.

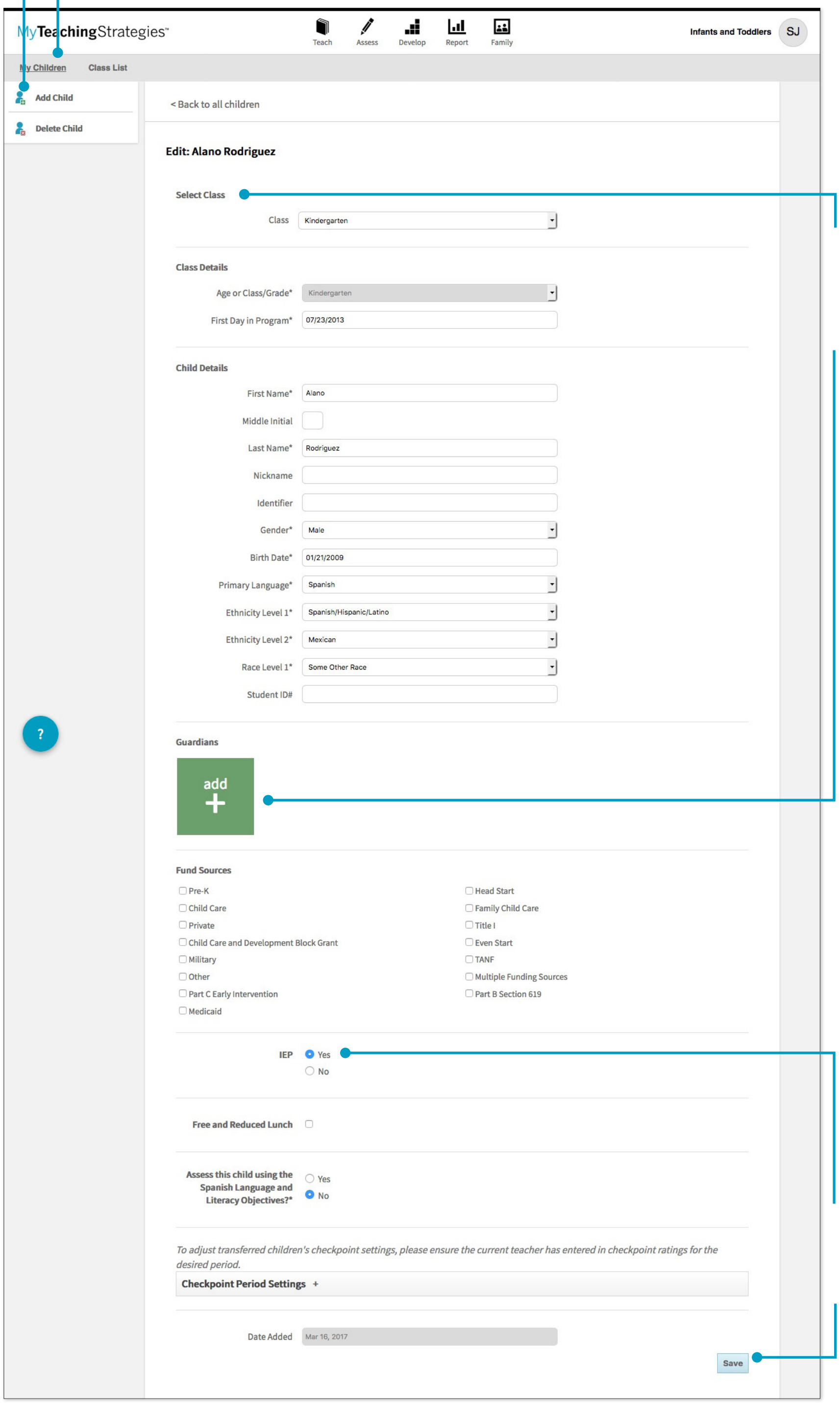


Adding Children

There are two ways to add new children to your organization, program, or site: Manual Add or Import.

Manual Add

1. To add a child manually, select MY CHILDREN from the sub-navigation and select ADD from the left-hand navigation.



2. Expand the SELECT CLASS menu to choose the PROGRAM, SITE, TEACHER, and CLASS to add the child to.

3. Select ADD+ to add a family member to the child's profile. The family member can now set up an account at family.teachingstrategies.com using the email address provided to access documentation shared by you or your teachers.

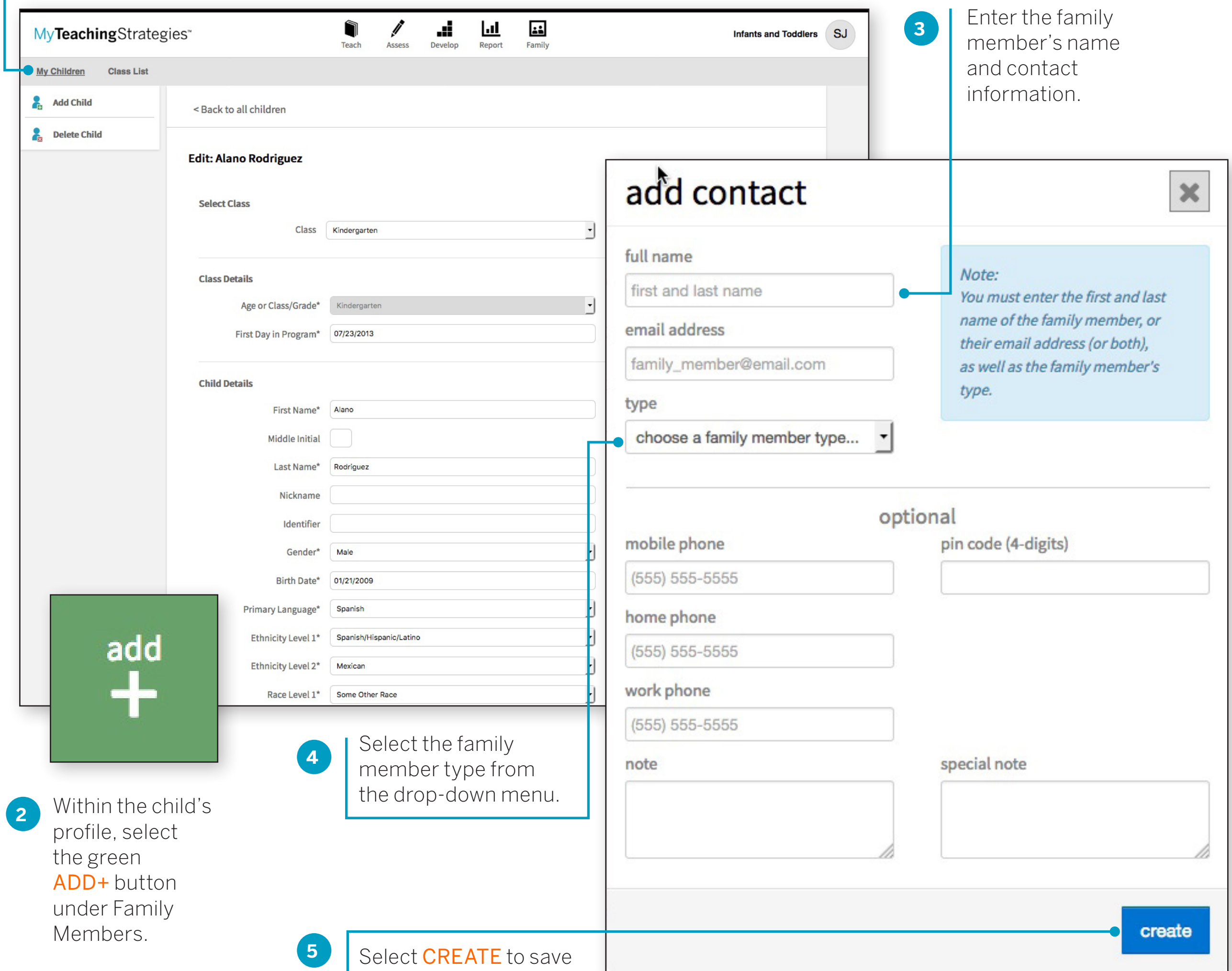
4. If the child has an IEP, select YES next to IEP.

5. Add additional child information and select SAVE to add the new child.

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 and your teachers to share documentation, lesson plans, and more!

1. To add a family member, select ADMINISTRATION from your Settings menu, select 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.

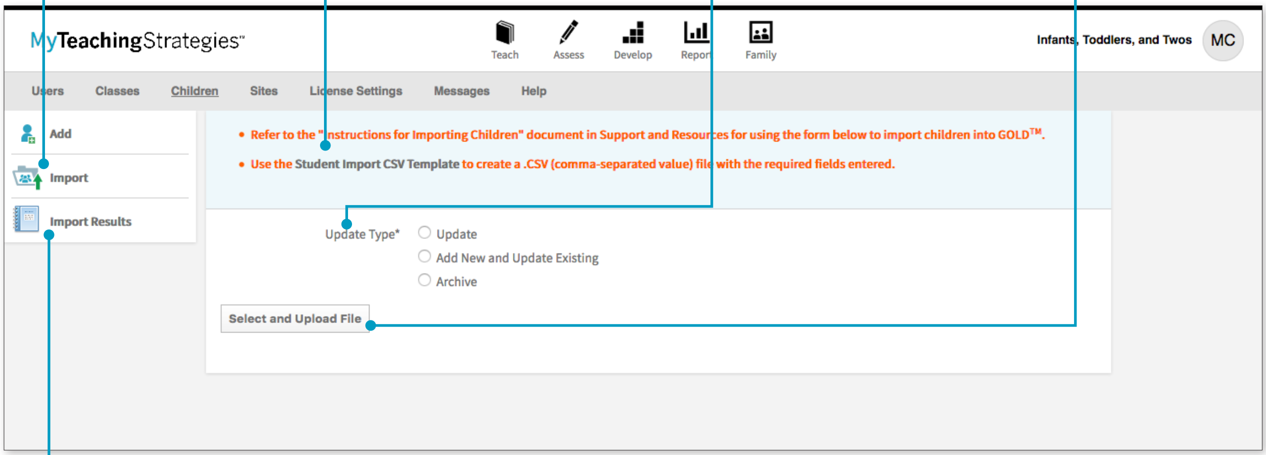
Import Children

1 To import new children, select IMPORT from the left-hand navigation.

2 Select STUDENT IMPORT CSV TEMPLATE to download a template for your child data. Once you've added the required fields to the template, save the file as a .CSV (comma-separated values) file.

3 Use the UPDATE TYPE area to indicate whether you are updating existing records, adding new records and updating existing records, or archiving records.

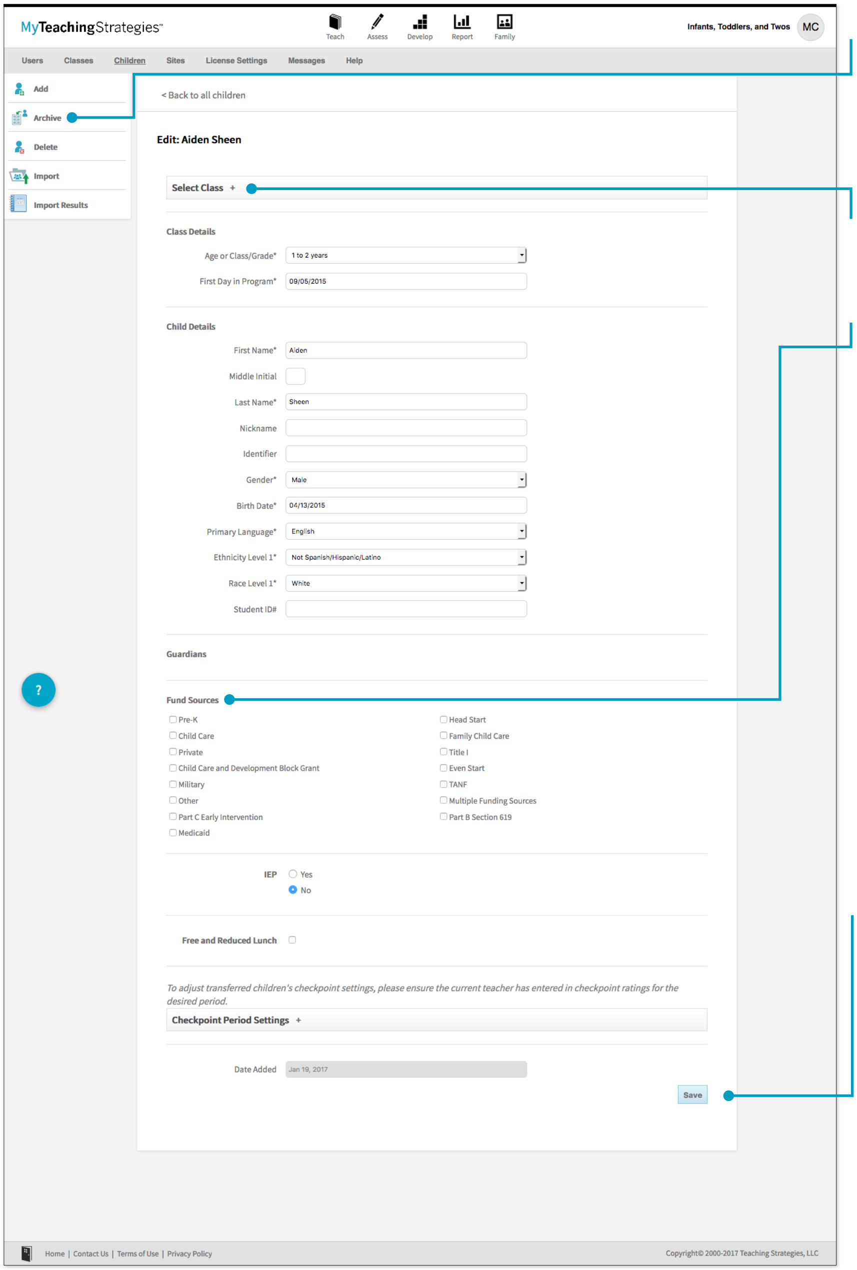
4 Select SELECT AND UPLOAD FILE to upload your list.



5 Select IMPORT RESULTS from the left-hand navigation to see information on your past imports.

Managing Children

Within a child profile, you can update child information, transfer, archive, or delete a child record, and more. To edit information for an existing child, select the child's name from the main Children screen.



Select ARCHIVE from the left-hand navigation to archive a child who is no longer in the program.

To transfer a child to another class, expand the SELECT CLASS menu, and select a new teacher and/or class.

Use the FUND SOURCES area to update the child's funding source(s).

To update demographic information tied to previous checkpoint periods, expand the CHECKPOINT PERIOD SETTINGS option, make any needed changes to colored bands, funding sources, and additional objectives/dimensions associated with the child for a specific checkpoint period, then select SAVE.

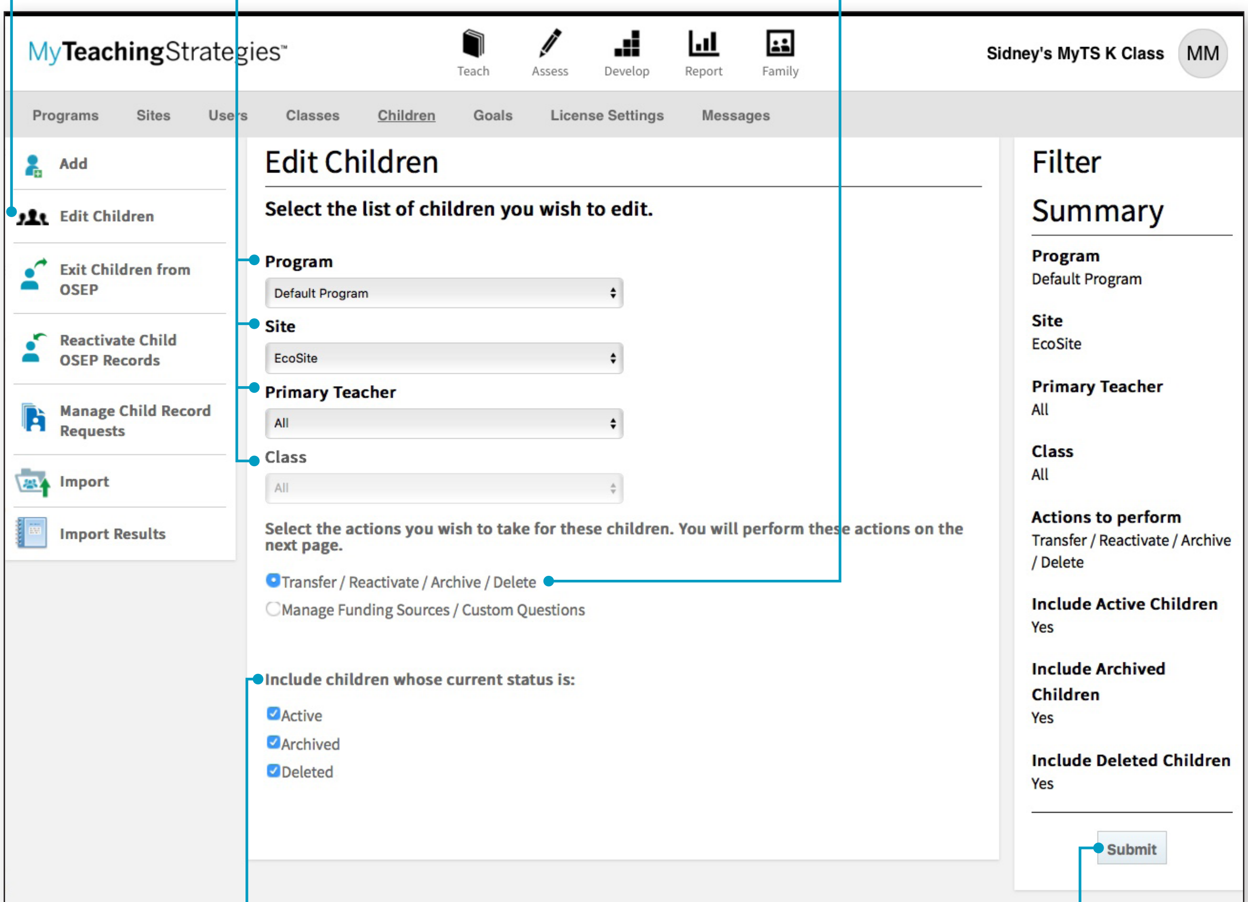
Editing Multiple Child Records at Once

You can edit multiple child records at once, including transferring child records to different classrooms, reactivating archived or deleted child records, archiving active or deleted child records, or deleting active or archived child records.

To edit child records, select CHILDREN from the Administration sub-navigation.

Transfer / Reactivate / Archive / Delete

1. Select EDIT CHILDREN from the left-hand navigation.
2. Select a PROGRAM and a SITE. You also have the option to select a TEACHER and/or a CLASS.
3. Select TRANSFER / REACTIVATE / ARCHIVE / DELETE.

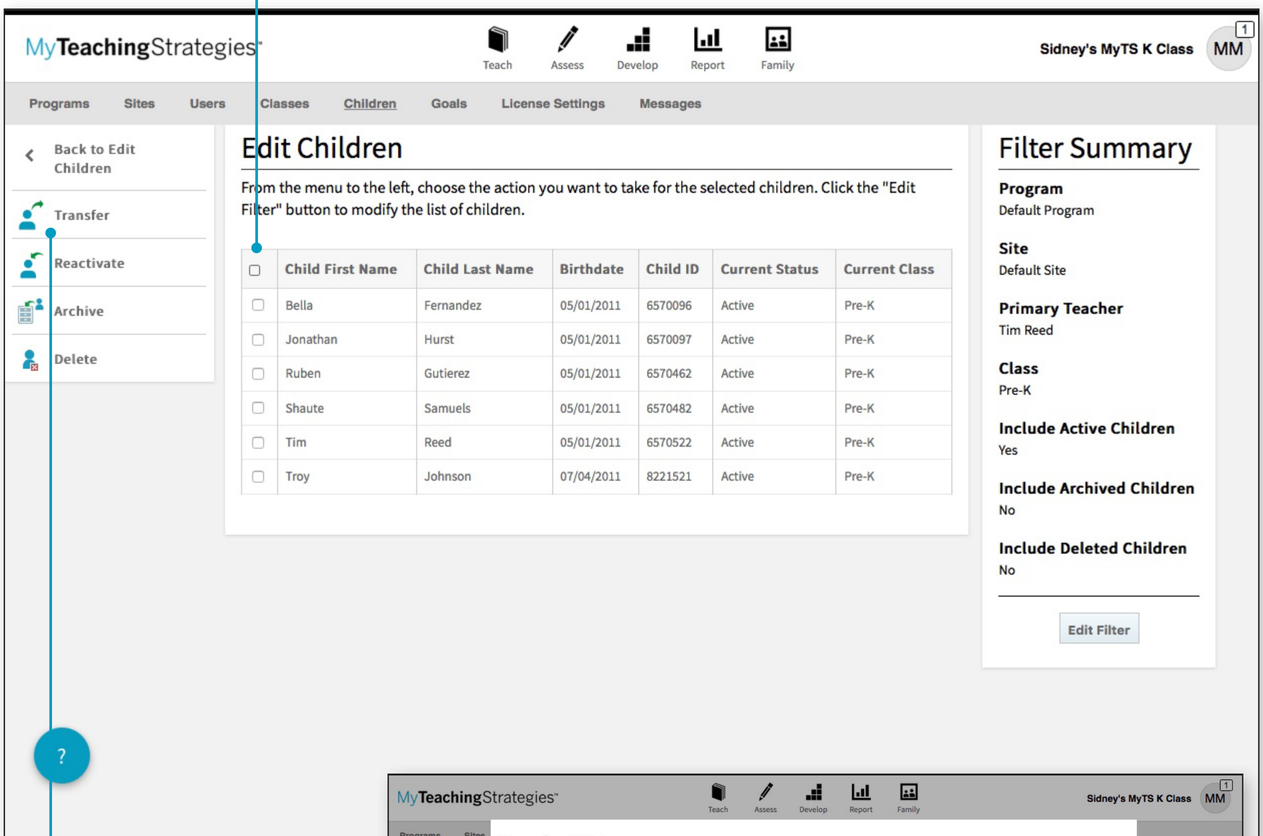


4. Select the checkbox(es) next to ACTIVE, ARCHIVED, and/or DELETED to include these types of child records.
5. Select SUBMIT.

A list of child records will appear in a table with several columns displaying demographic information.

To Transfer

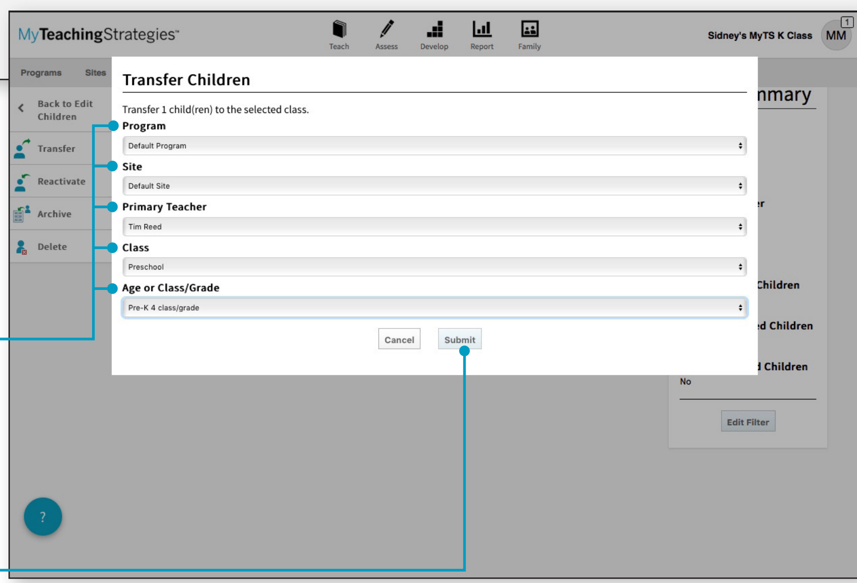
1 Select the child records (or all child records) to transfer.



2 Select the TRANSFER option in the left-hand navigation.

3 A pop-up box will appear where you can choose the PROGRAM, SITE, PRIMARY TEACHER, and then the CLASS the child or children are transferring to. Verify the colored band the child or children will be on.

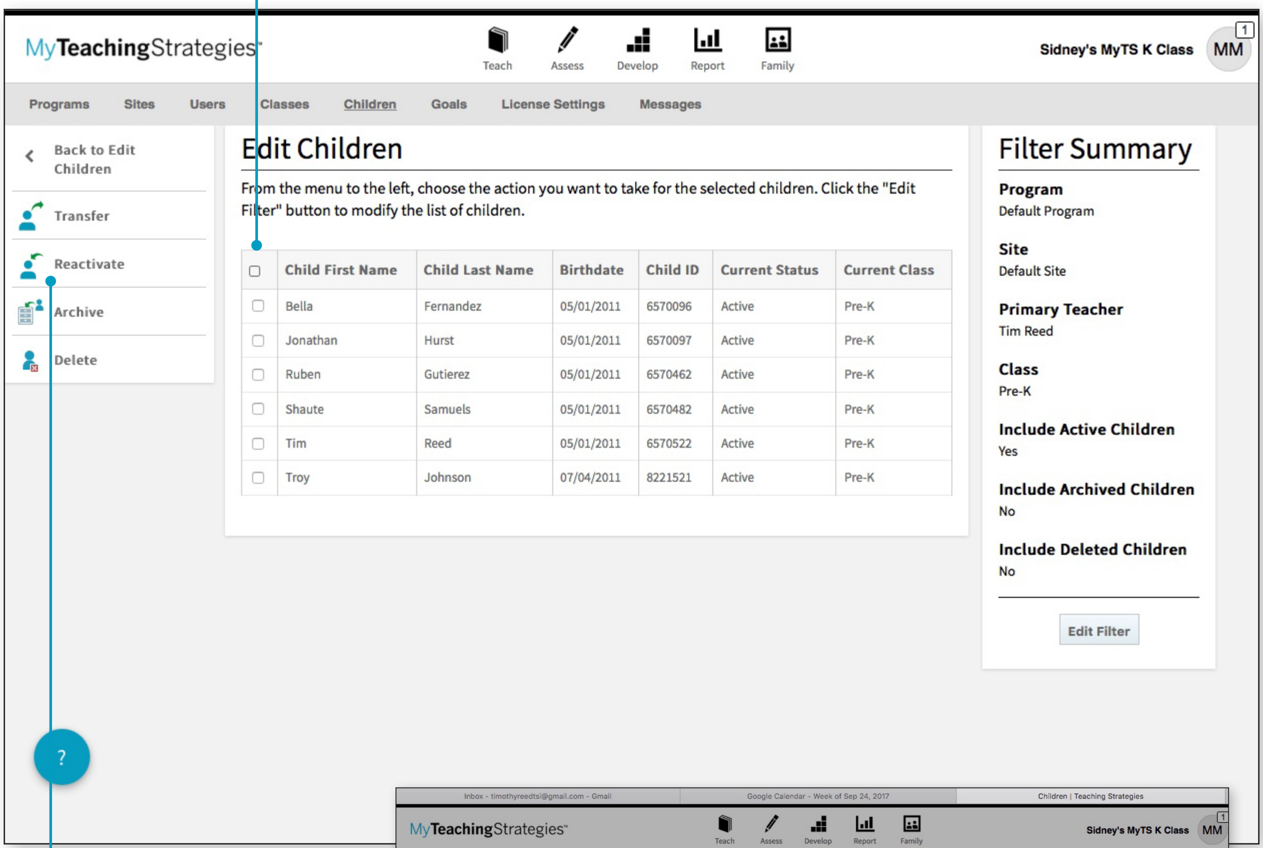
4 Select SUBMIT.

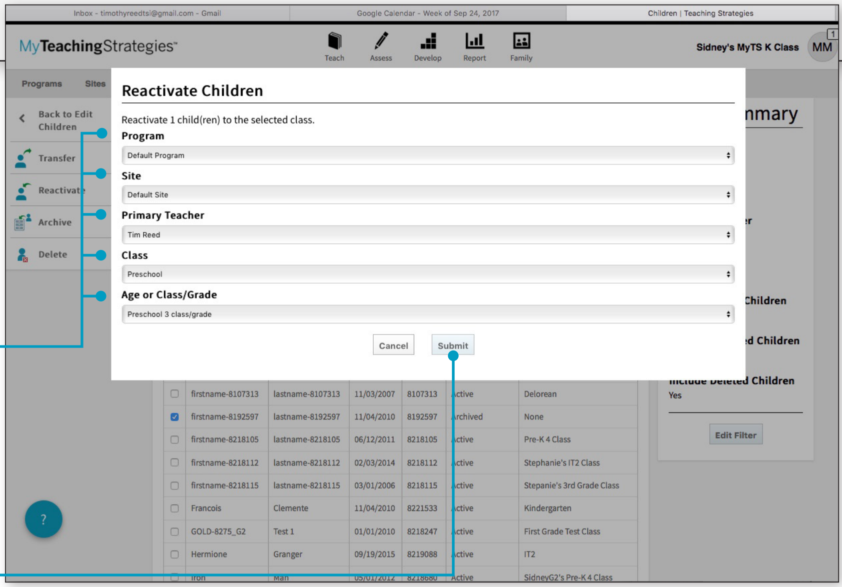


TeachingStrategies®

To Reactivate

1. Select the child records (or all child records) to transfer.





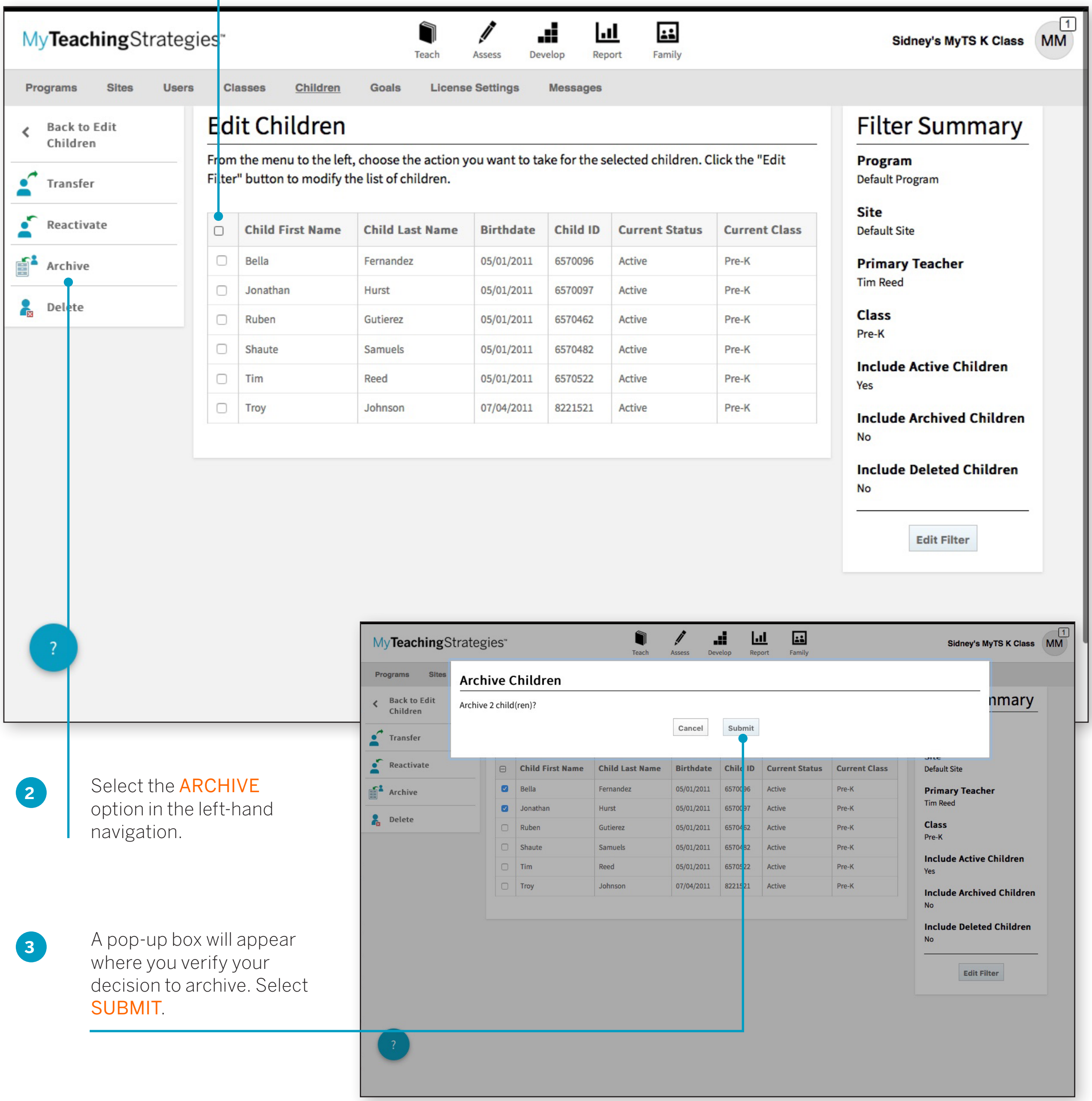
2. Select the REACTIVATE option in the left-hand navigation.

3. A pop-up box will appear where you can choose the PROGRAM, SITE, PRIMARY TEACHER, and then the CLASS the child or children are transferring to. Verify the colored band the child or children will be on.

4. Select SUBMIT.

To Archive

1. Select a child record or all child records to archive.

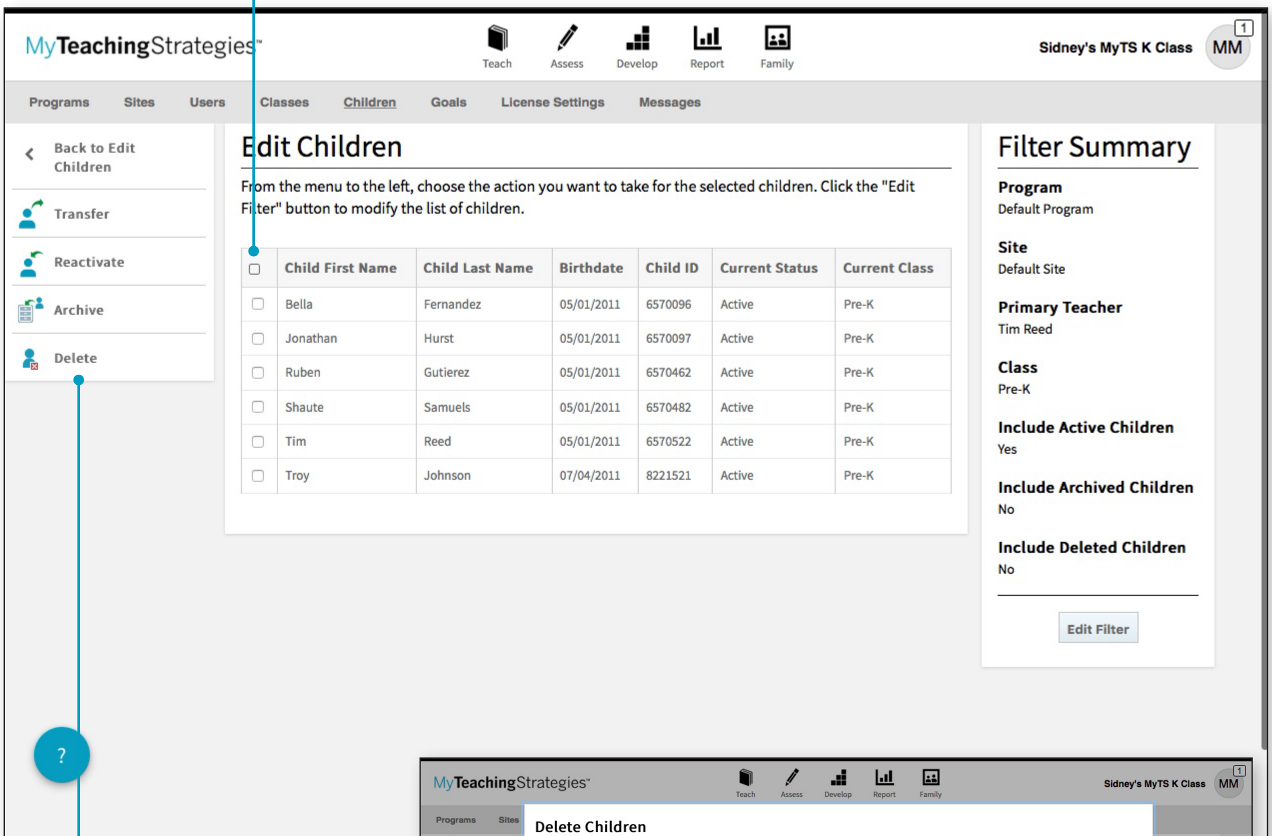


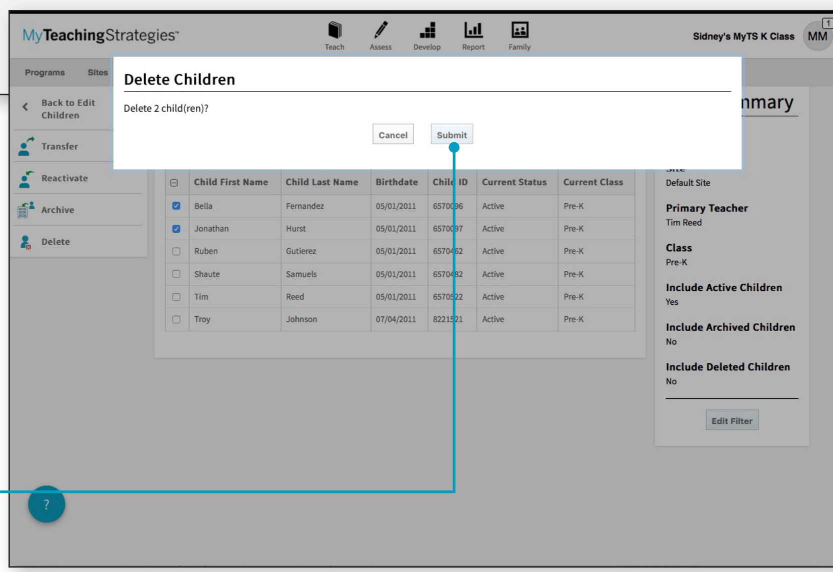
2. Select the ARCHIVE option in the left-hand navigation.

3. A pop-up box will appear where you verify your decision to archive. Select SUBMIT.

To Delete

1. Select a child record or all child records to delete.





2. Select the DELETE option in the left-hand navigation.

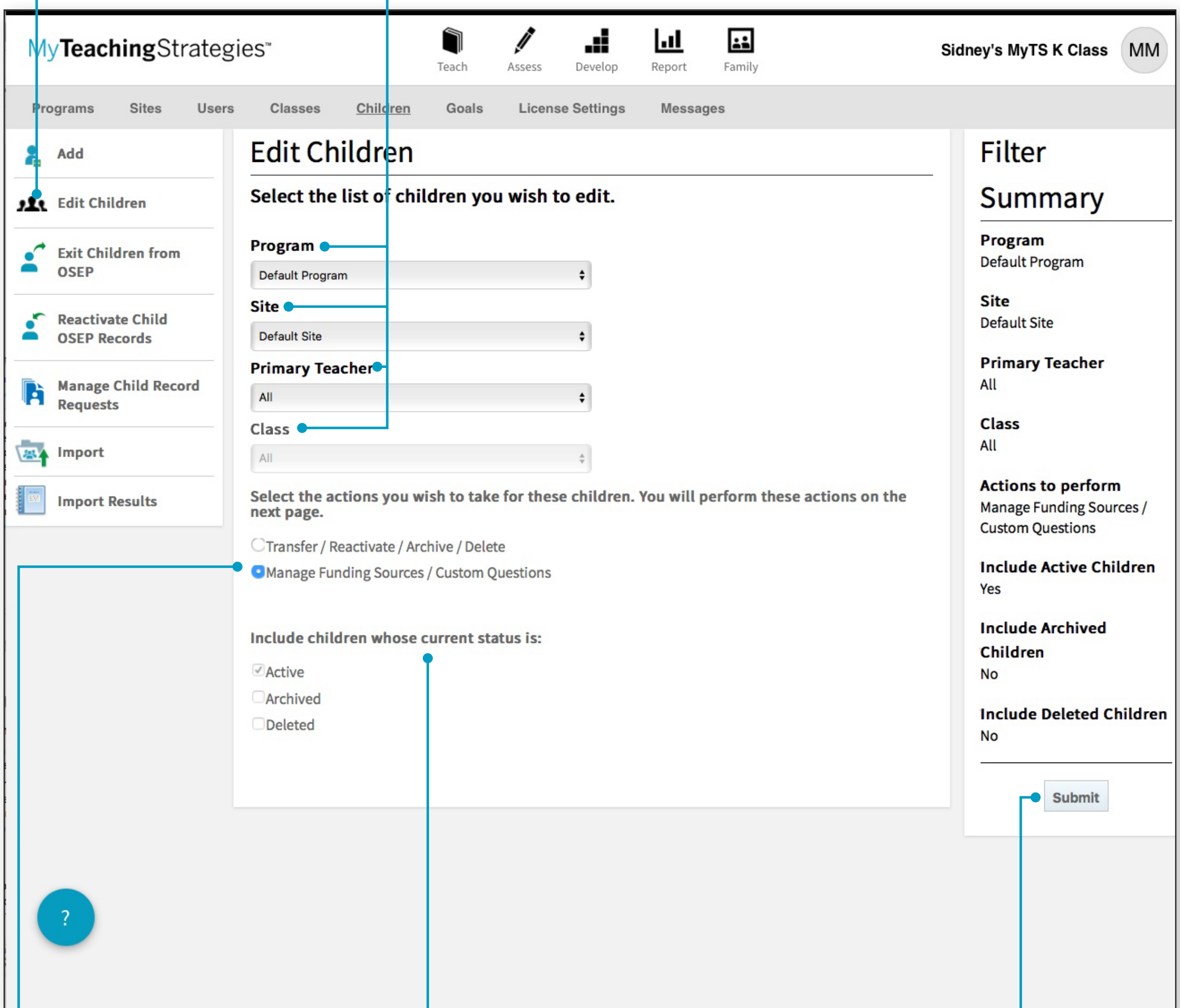
3. A pop-up box will appear where you verify your decision to archive. Select SUBMIT.

Manage Funding Sources / Custom Questions

You can manage funding sources and custom questions for child records for an entire site or classroom at one time.

1. Select EDIT CHILDREN from the left-hand navigation.

2. Select a PROGRAM and a SITE. You also have the option to select a TEACHER and/or a CLASS.



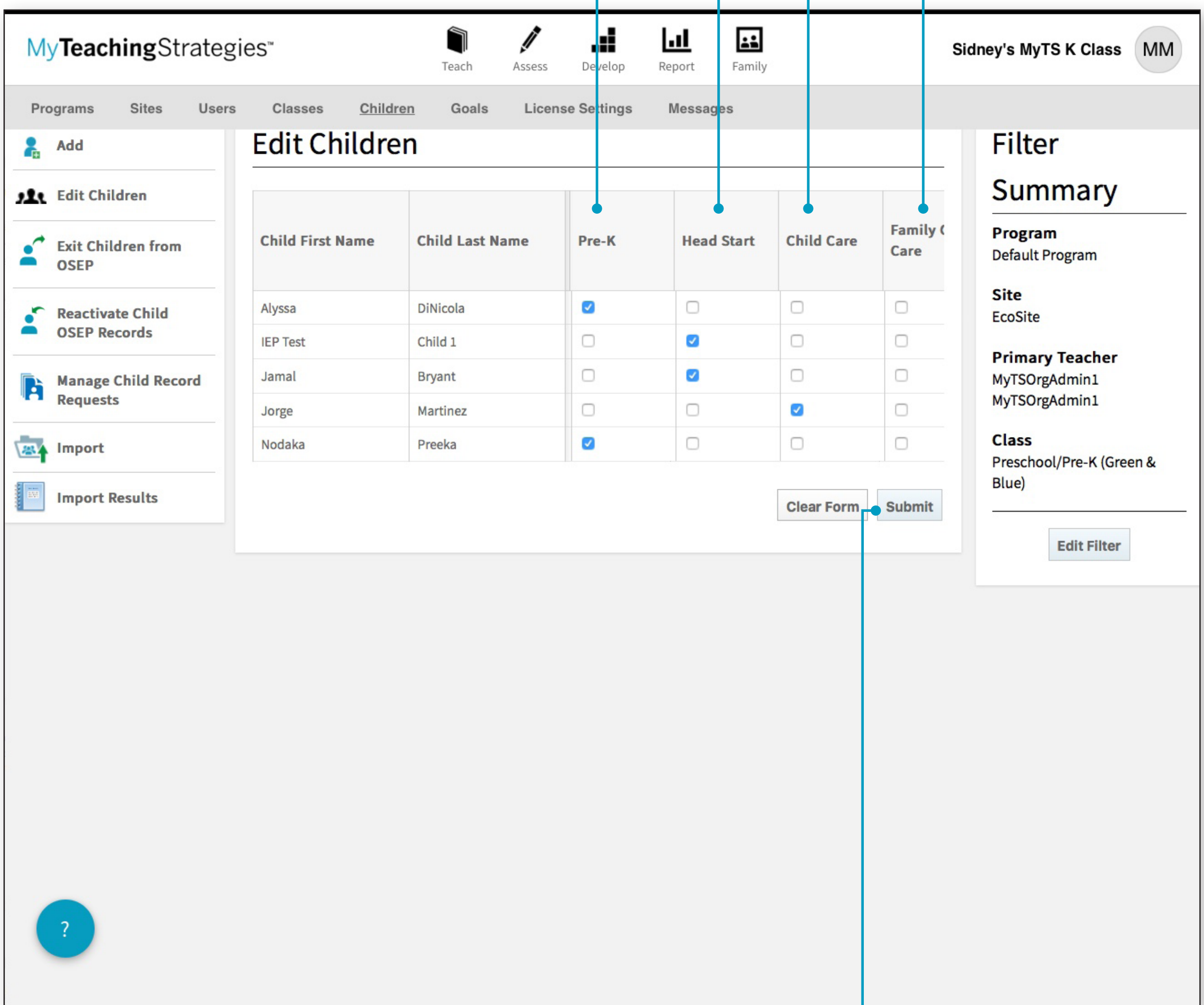
3. Select MANAGE FUNDING SOURCES / CUSTOM QUESTIONS.

4. Select the checkbox(es) next to ACTIVE, ARCHIVED, and/or DELETED to include these types of child records.

5. Select SUBMIT.

A list of child records will appear in a table with several columns displaying the birthdate, current class, and the various funding sources and custom questions available for child records.

1 Any saved funding source and custom question selections will appear checked off. Select or deselect funding sources or custom questions.



2 Select SUBMIT.

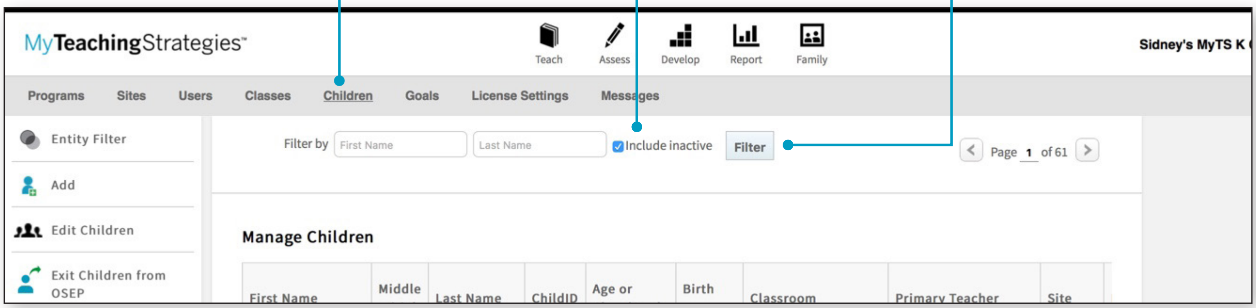
Reactivating Archived and Deleted Child Records

Administrators can reactivate any child records that have been archived or deleted either on the child record's page or by using the Edit Children feature. Below you will find how to reactivate archived or deleted child records from the child records page. For information on how to reactivate archived or deleted child records using the Edit Children feature, see the Edit Children section of this guide.

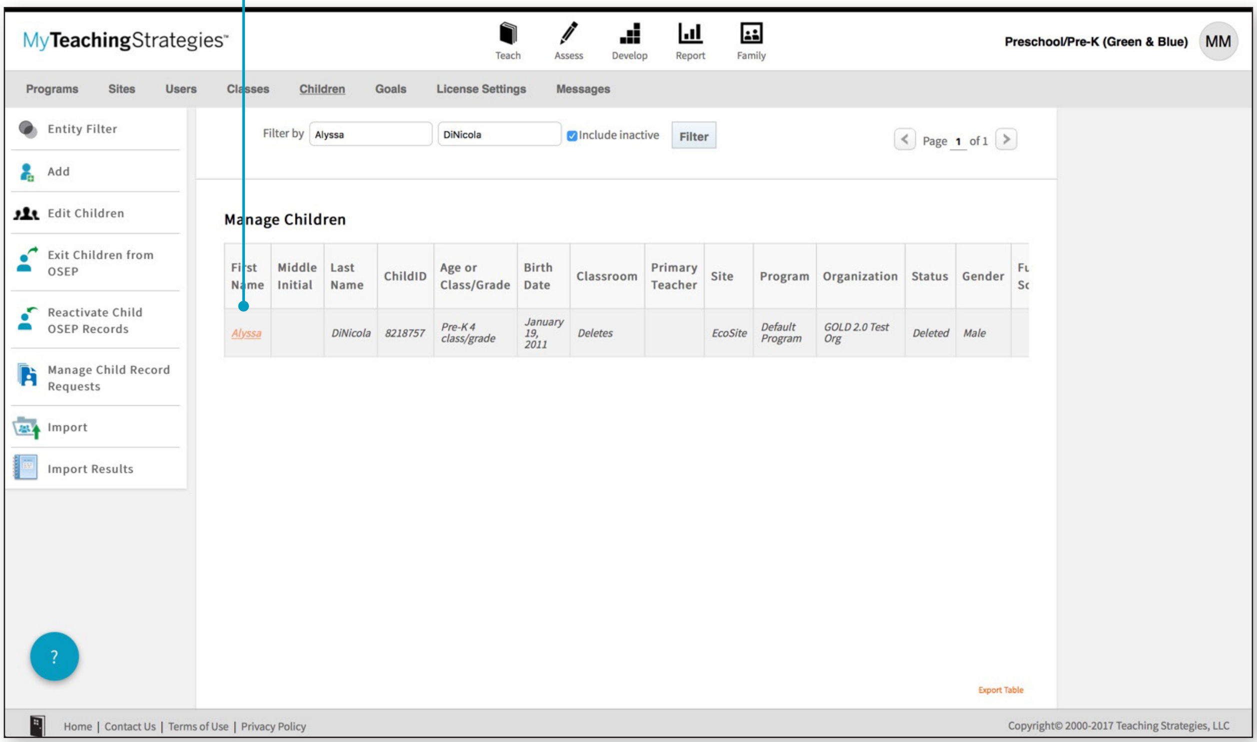
1. Select CHILDREN from the Administration sub-navigation.

2. Select the box next to INCLUDE INACTIVE to search for an archived child record.

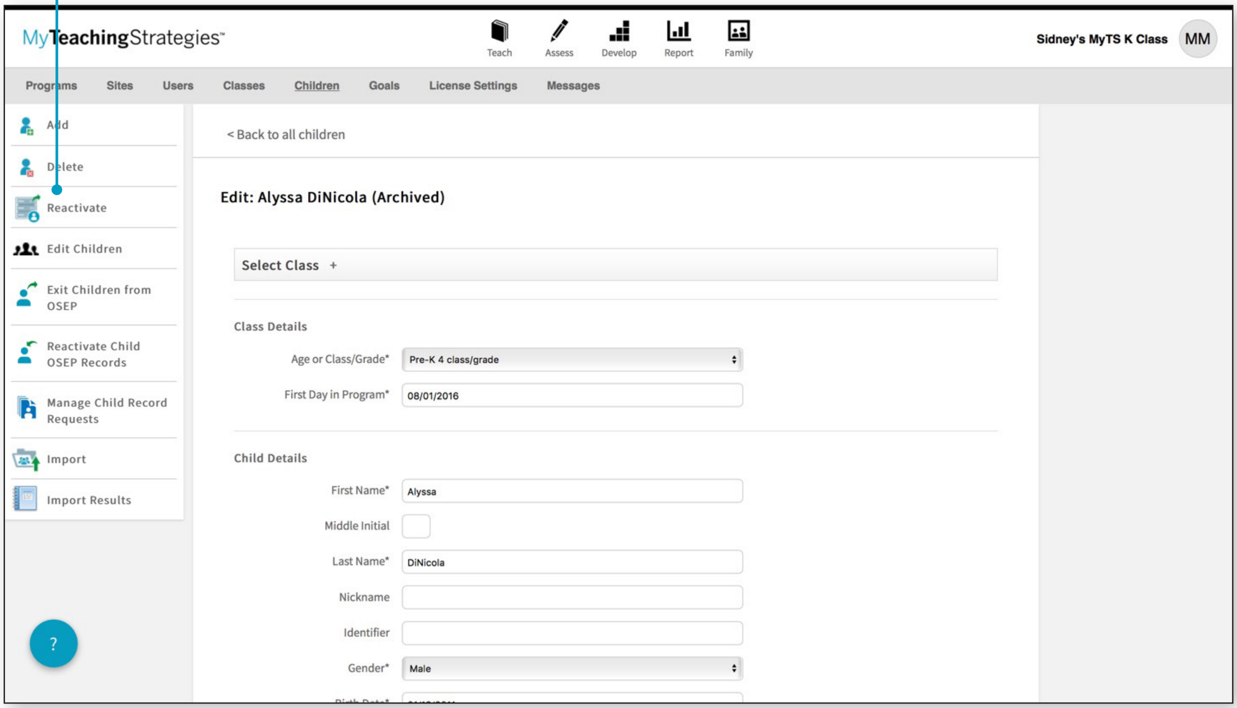
3. Select FILTER.



4. The filtered list of child records will appear, showing inactive child records with a gray background. Select the name of the child record you wish to reactivate.

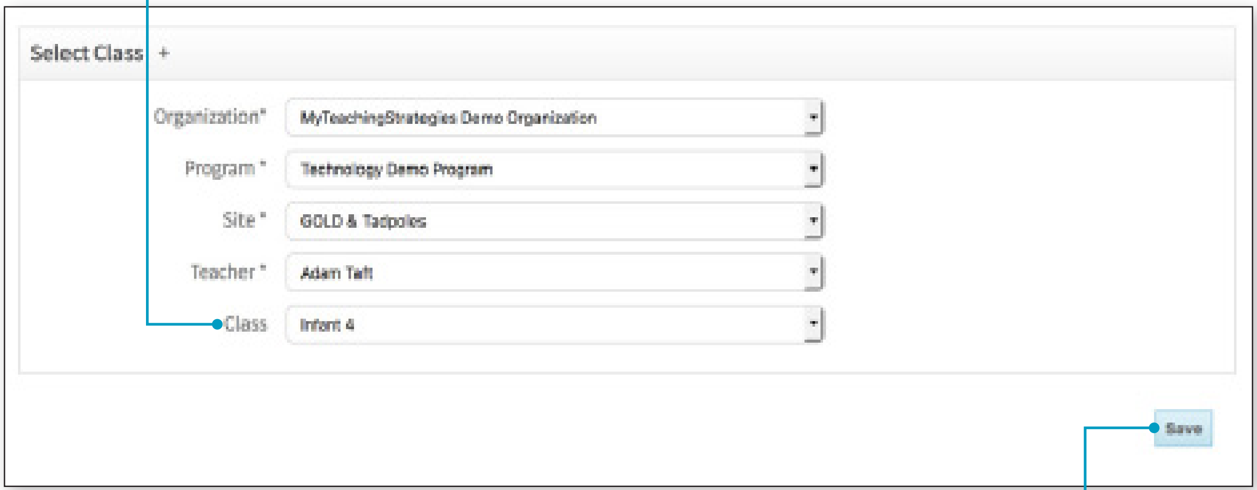


5 Select REACTIVATE from the left-hand navigation.



6 Confirm that you wish to reactivate this child record by selecting YES.

7 Select the classroom where this child record will be reactivated to and update their information.



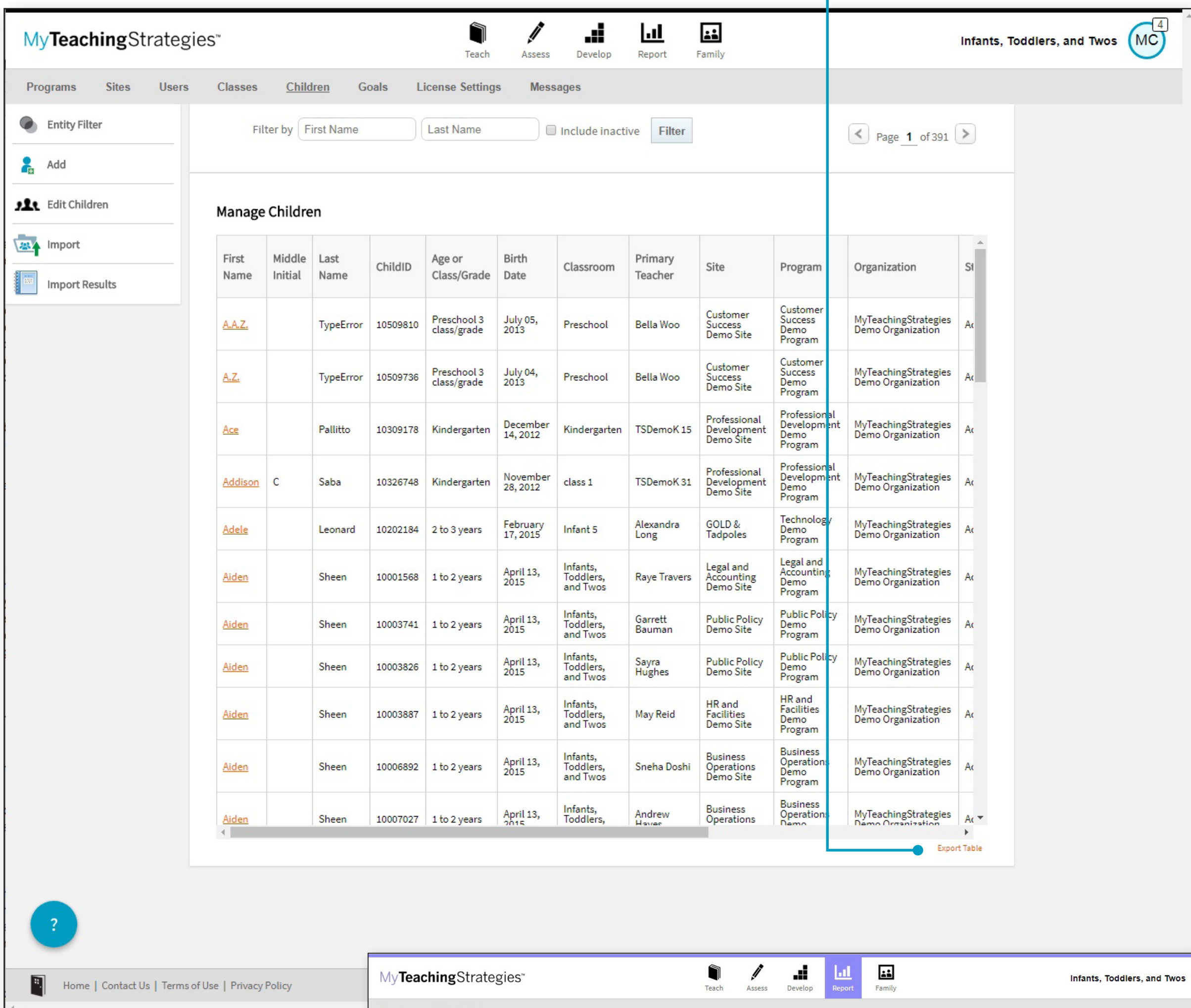
8 Select SAVE.

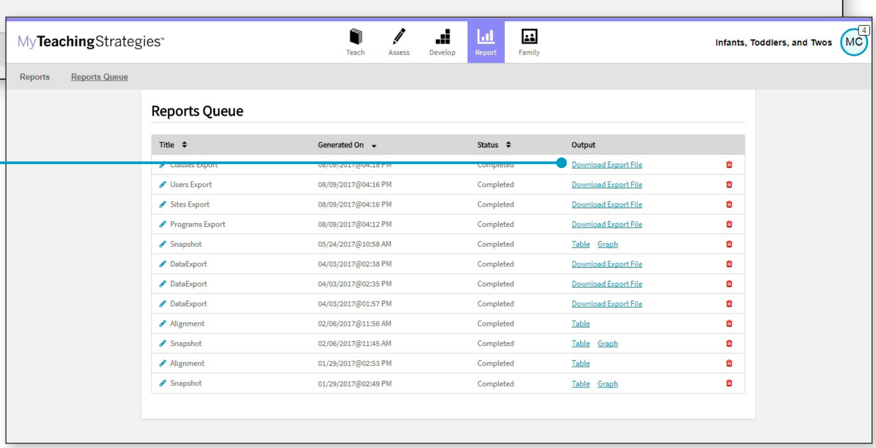
9 Confirm the reactivation by selecting YES.

Exporting Child Information

You can export all of your child information into Excel using the export table option.

1 Select **EXPORT TABLE** from the bottom of the child list. You will be taken to the Reports Queue, where your export will generate.





2 Select **DOWNLOAD EXPORT FILE** to download the Excel file.

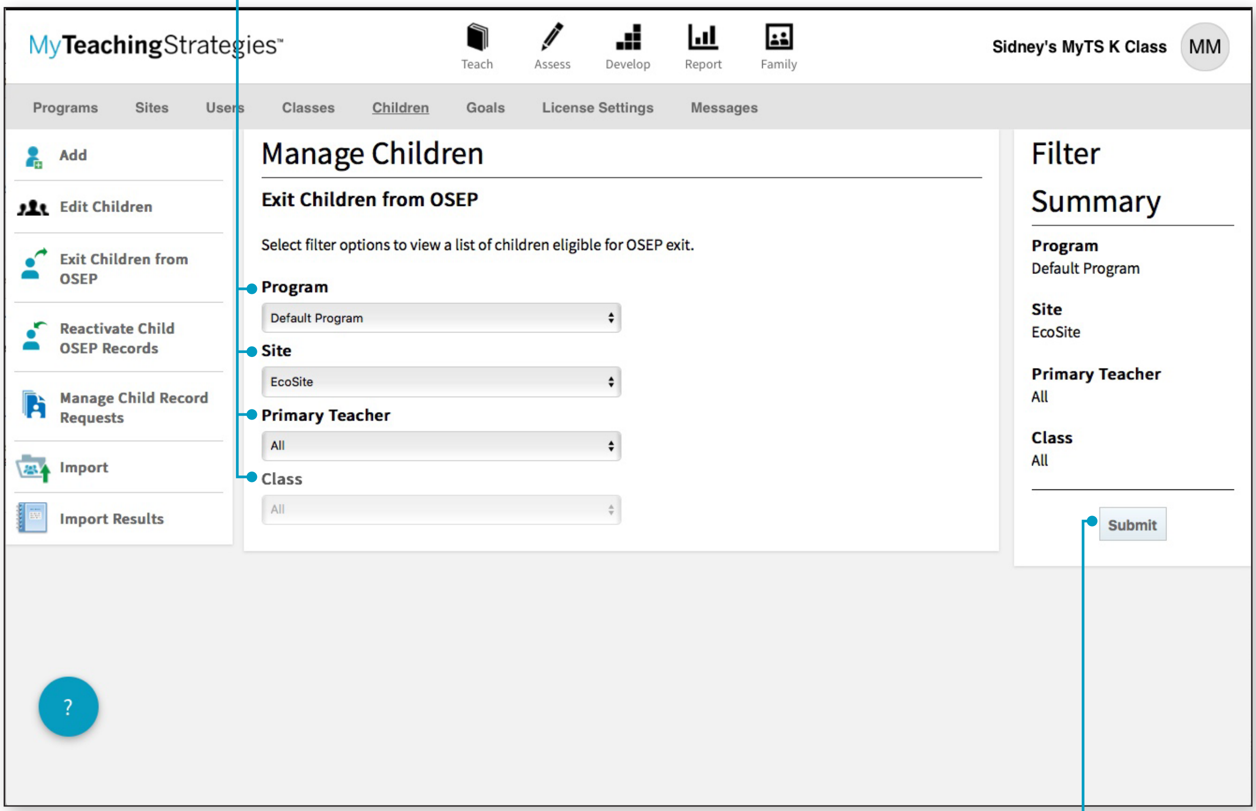
OSEP Management

You can exit child records from IEPs and IFSPs, and reactivate exited child records back into IEPs and IFSPs, using the OSEP management features within the Children section of the Administration area.

Exiting Children from OSEP

To exit a child from OSEP, select EXIT CHILDREN FROM OSEP from the Children left-hand navigation.

1 Select a PROGRAM and a SITE. You also have the option to select a TEACHER and/or a CLASS.

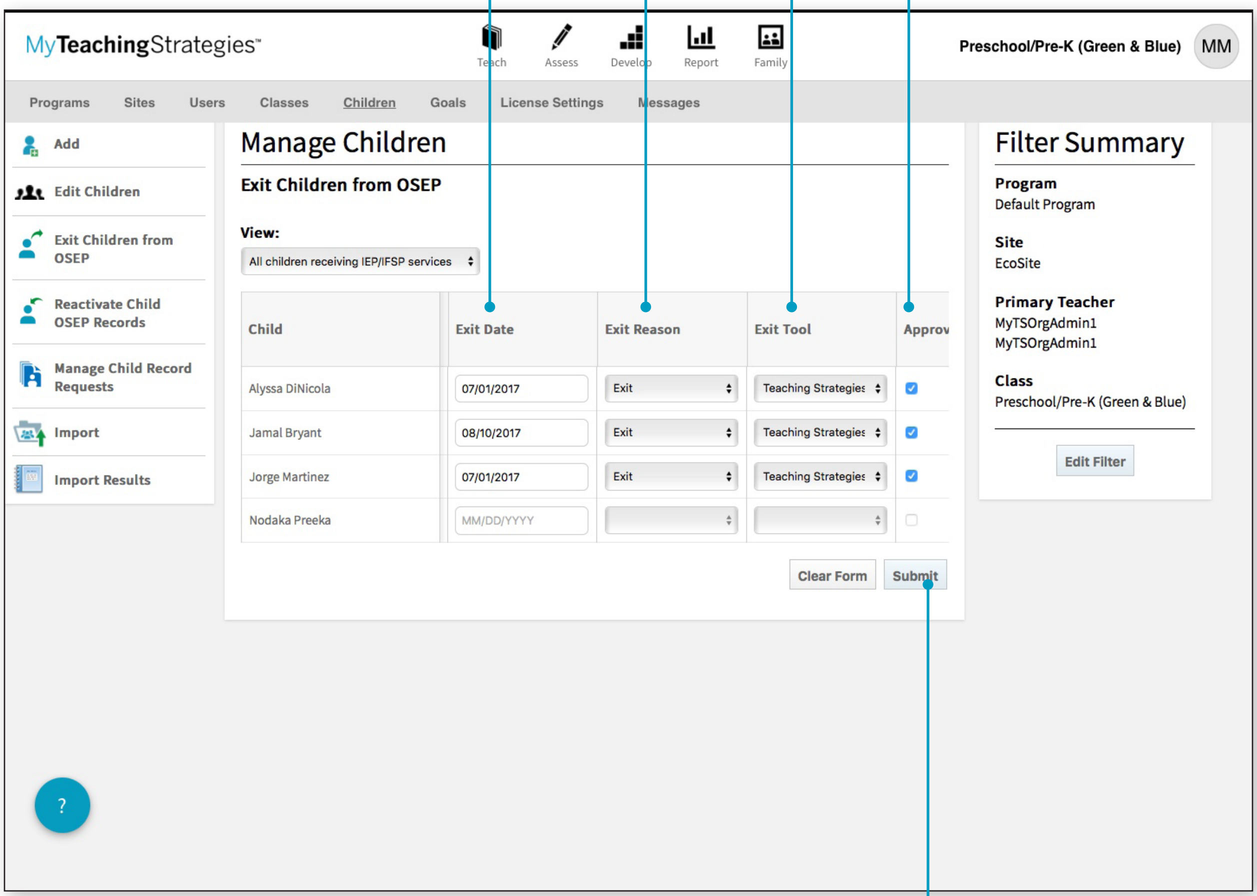


2 Select SUBMIT.

A list of child records that are on IEPs or IFSPs will appear. Those child records who have "Yes" listed in the Exit Requested column have sufficient data to be exited and have had an exit requested by their teacher.

1 For any child record with an exit request made, review the EXIT DATE, EXIT REASON, and EXIT TOOL, and make any necessary revisions.

2 Select APPROVE EXIT for the child record.



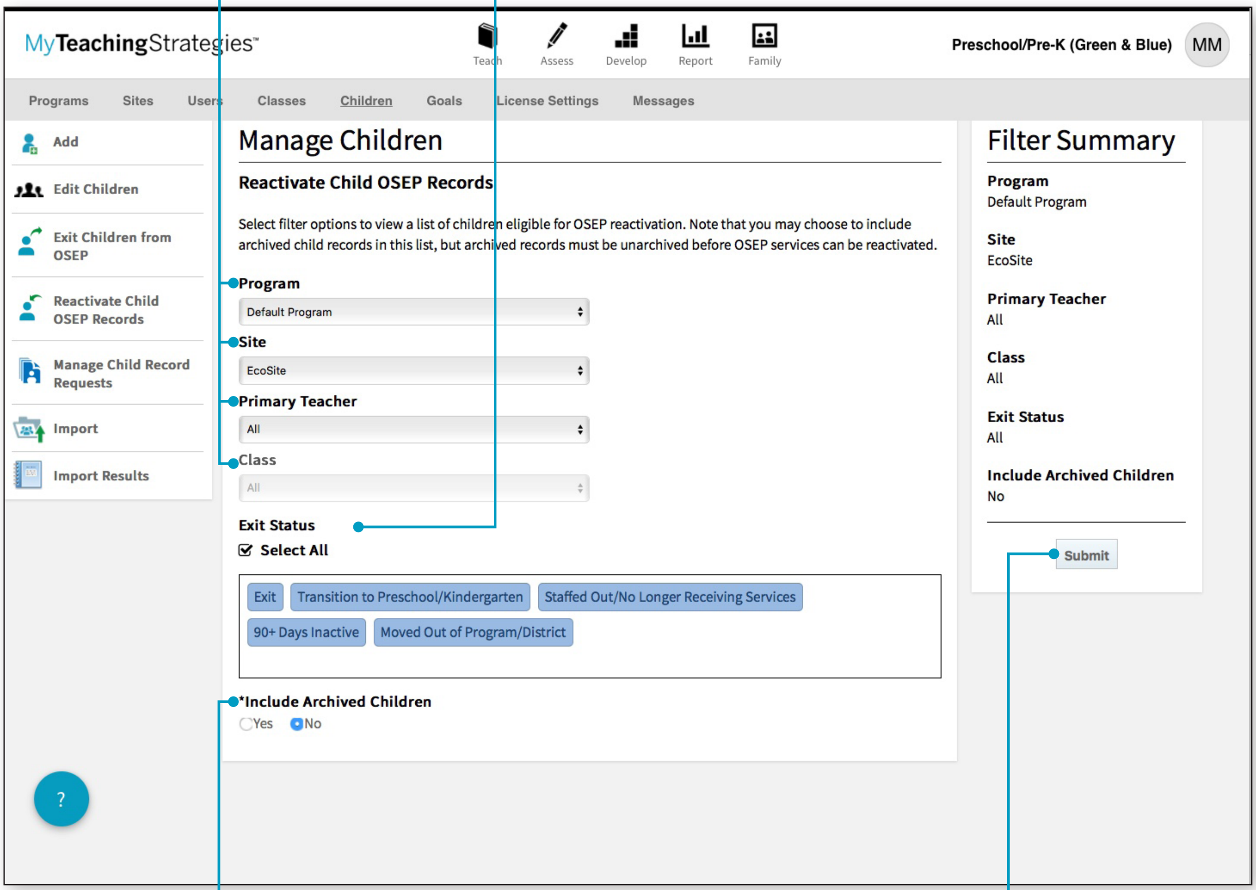
3 Select SUBMIT. That child record will then be exited from OSEP.

Reactivate Child OSEP Record

To reactivate a child from OSEP, select REACTIVATE CHILD OSEP RECORDS from the Children left-hand navigation.

1 Select a PROGRAM and a SITE. You also have the option to select a TEACHER and/or a CLASS.

2 All EXIT STATUSES are included by default – deselect any that are not needed.

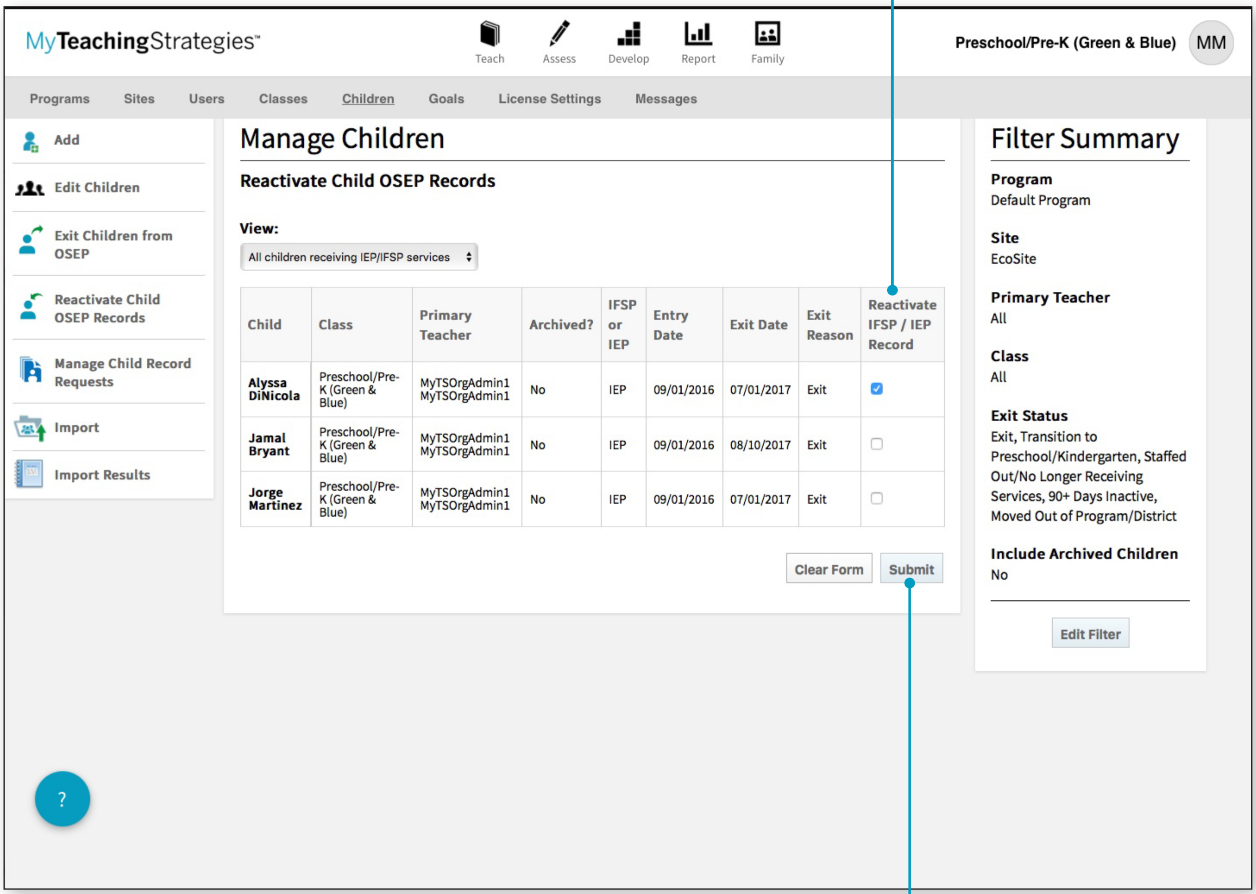


3 Choose whether or not to include ARCHIVED CHILDREN.

4 Select SUBMIT.

A list of child records will appear that have been exited from an IEP or IFSP.

1 Select **REACTIVATE IFSP / IEP RECORD** for one or more child records.



2 Select **SUBMIT**. Those IEP or IFSP records will be reactivated.

Administrator Quick Links

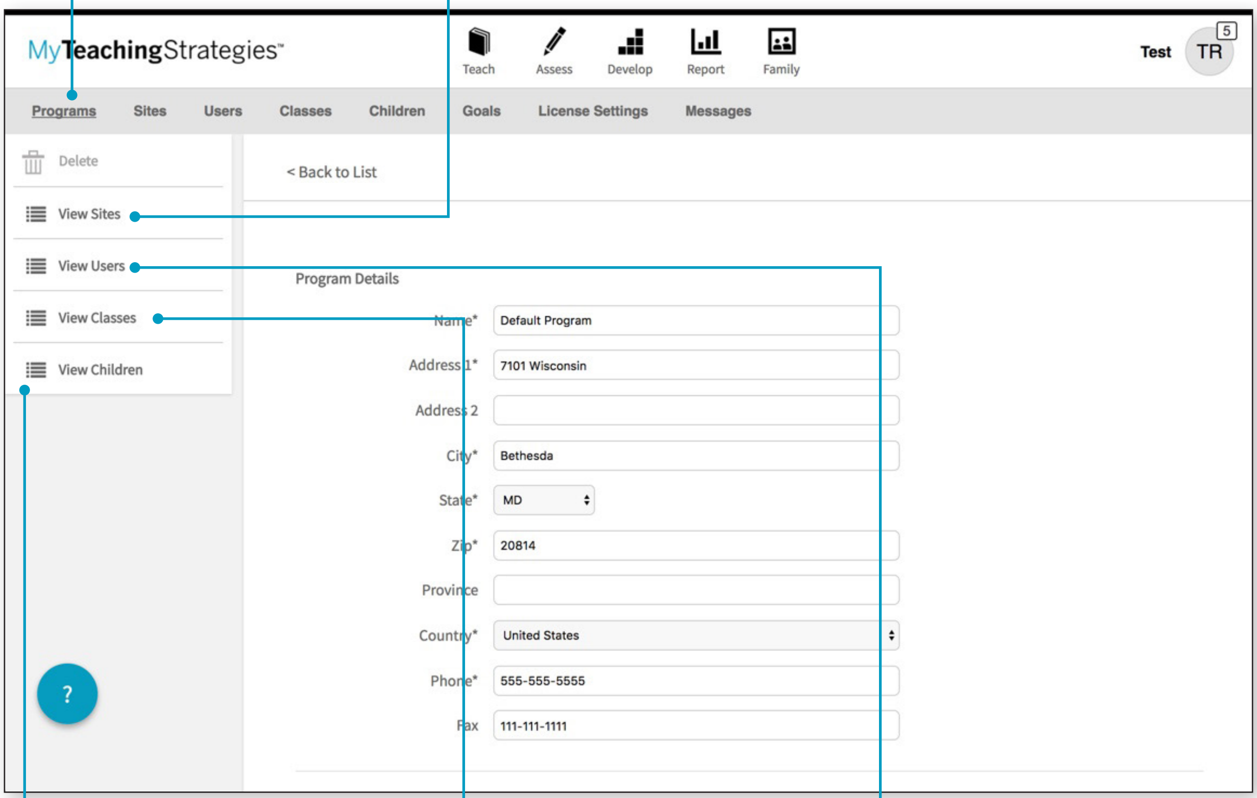
Administrators can easily jump to a list of available sites, users, classes, and children when viewing a program, site, user, or class.

When Viewing a Program

Select PROGRAMS from the Administration sub-navigation.

Select the specific program you wish to view.

If you wish to view a list of all the sites in that specific program, select VIEW SITES in the left-hand navigation.



If you wish to view a list of all the children in that specific program, select VIEW CHILDREN in the left-hand navigation.

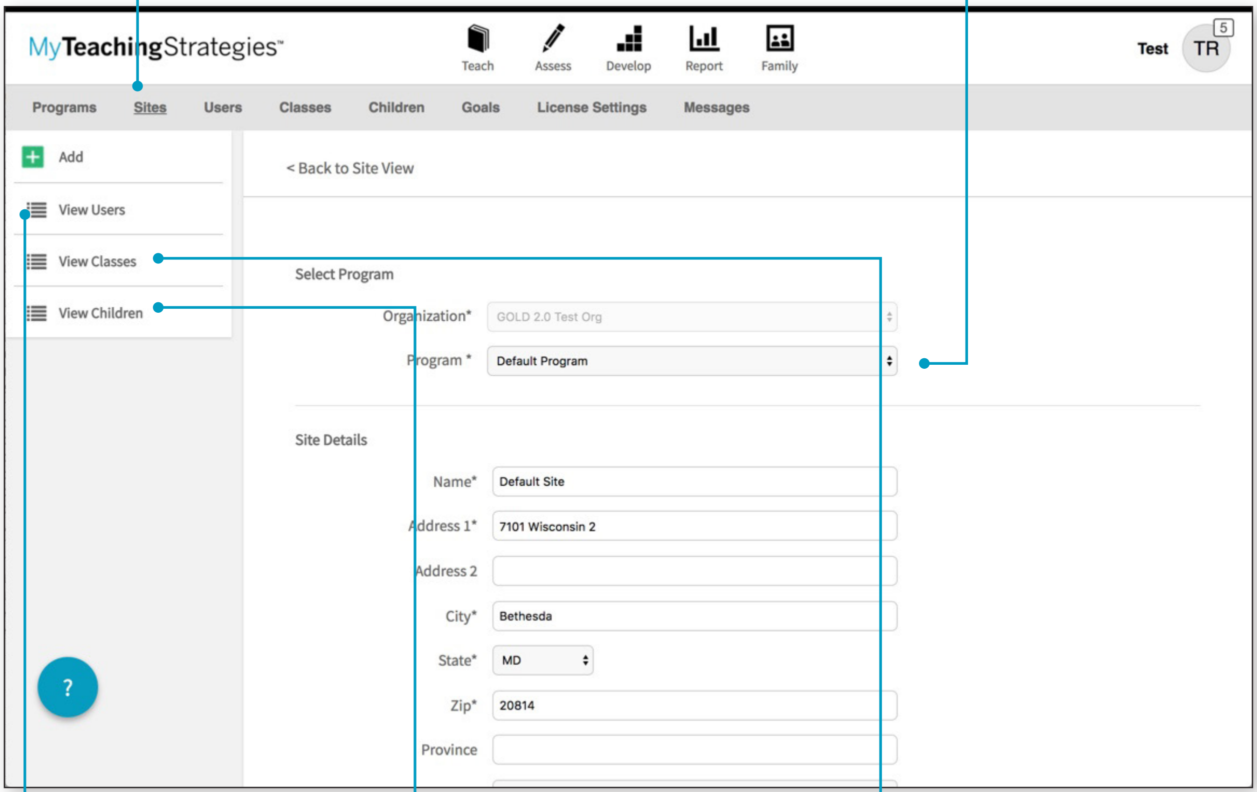
If you wish to view a list of all the classes in that specific program, select VIEW CLASSES in the left-hand navigation.

If you wish to view a list of all the users in that specific program, select VIEW USERS in the left-hand navigation.

When Viewing a Site

Select SITES from the Administration sub-navigation.

Select the specific program you wish to view.



If you wish to view a list of all the users in that specific site, select VIEW USERS in the left-hand navigation.

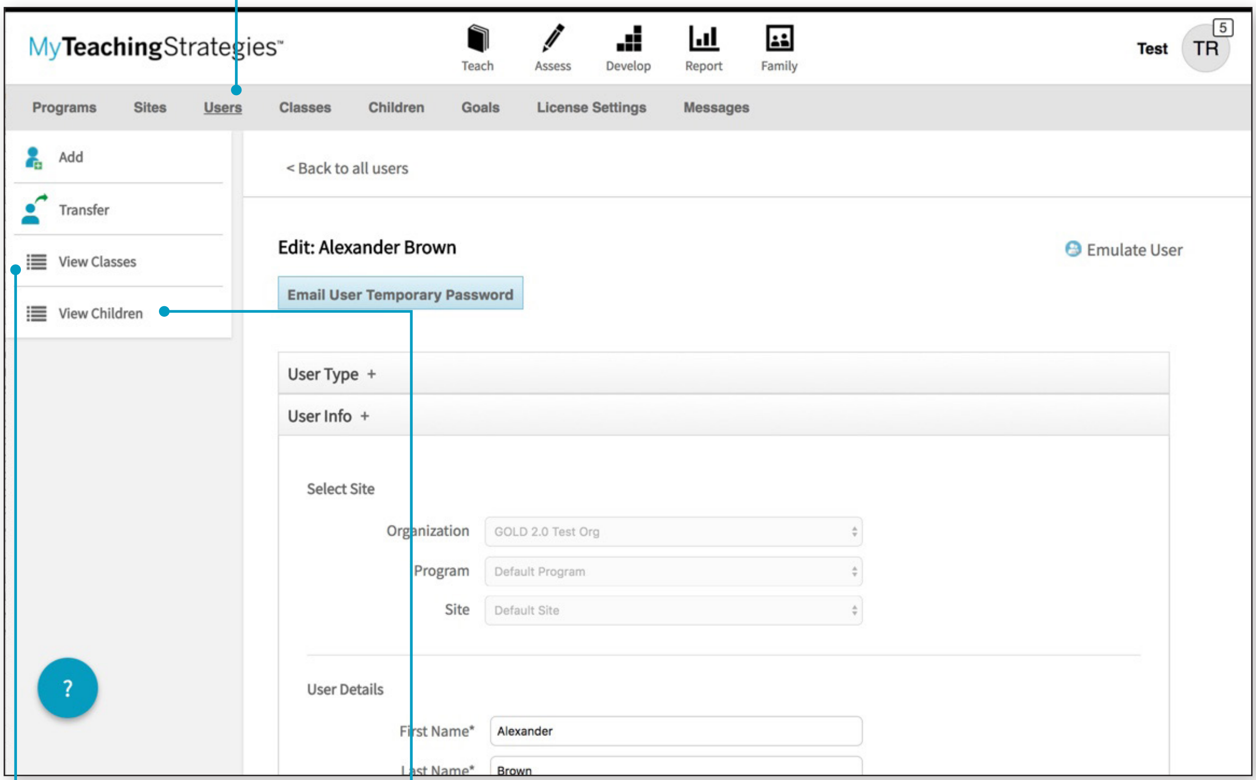
If you wish to view a list of all the children in that specific site, select VIEW CHILDREN in the left-hand navigation.

If you wish to view a list of all the classes in that specific site, select VIEW CLASSES in the left-hand navigation.

When Viewing a User

Select USERS from the Administration sub-navigation.

Select the specific user you wish to view.



If you wish to view a list of all the classes for that specific user, select VIEW CLASSES in the left-hand navigation.

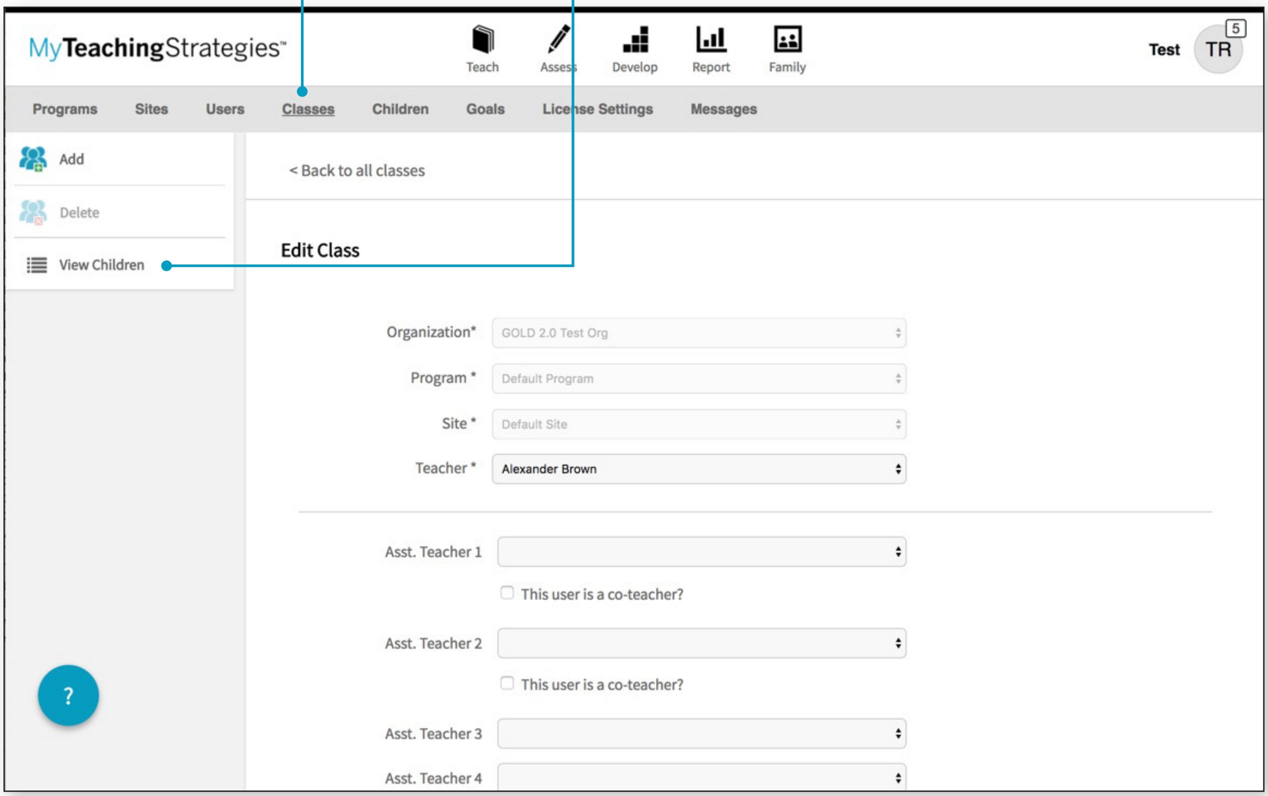
If you wish to view a list of all the children for that specific user, select VIEW CHILDREN in the left-hand navigation.

When Viewing a Class

Select CLASSES from the Administration sub-navigation.

Select the specific class you wish to view.

If you wish to view a list of all the children for that specific class, select VIEW CHILDREN in the left-hand navigation.

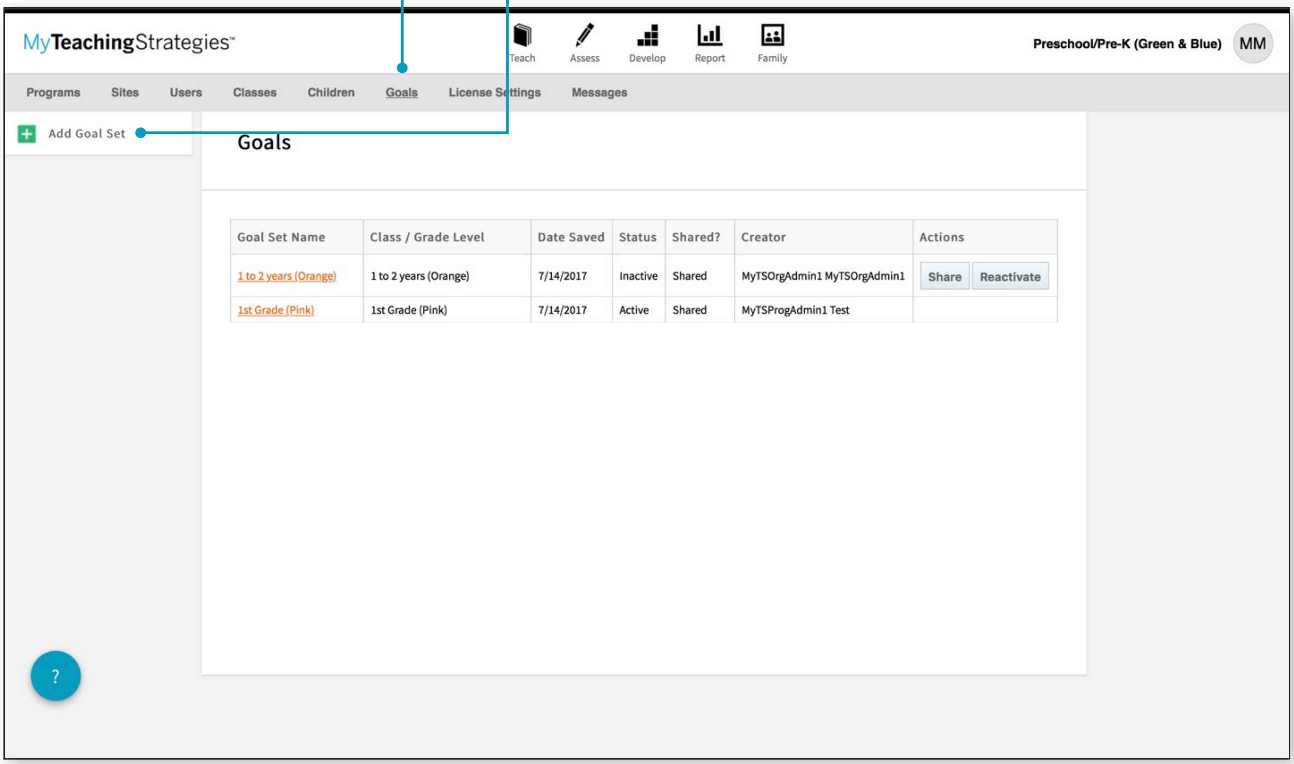


Goals

You can create, edit, and share goal sets to be used on the Goals report. The Goals report allows you to compare child outcomes data to specific year-end goals for your program.

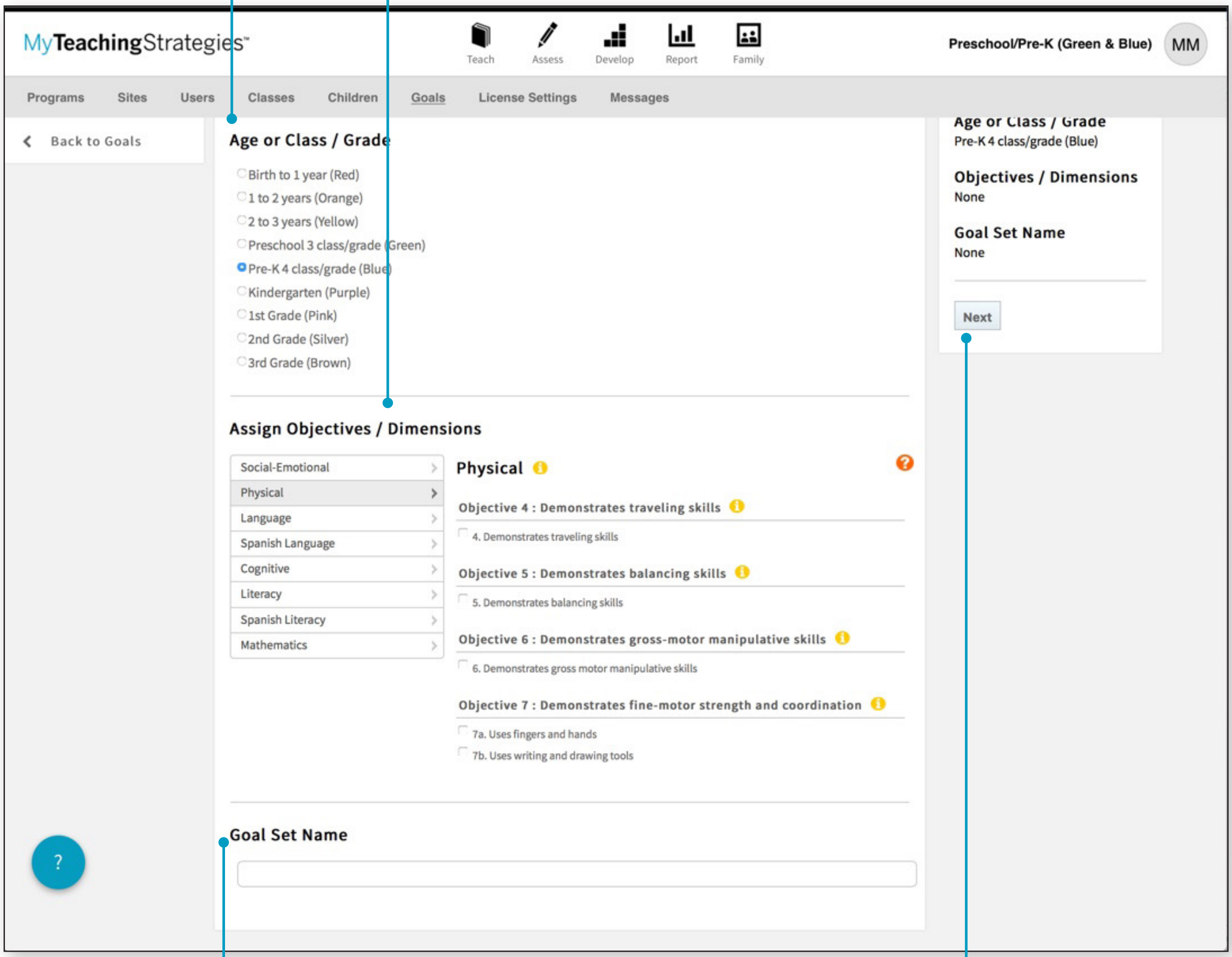
Adding or Editing a Goal Set

1. Select GOALS from the Administration sub-navigation.
2. Select ADD GOAL SET in the left-hand navigation.



1 Select an AGE or CLASS/GRADE.

2 Assign the specific OBJECTIVES/ DIMENSIONS you wish to be a part of the goals set.

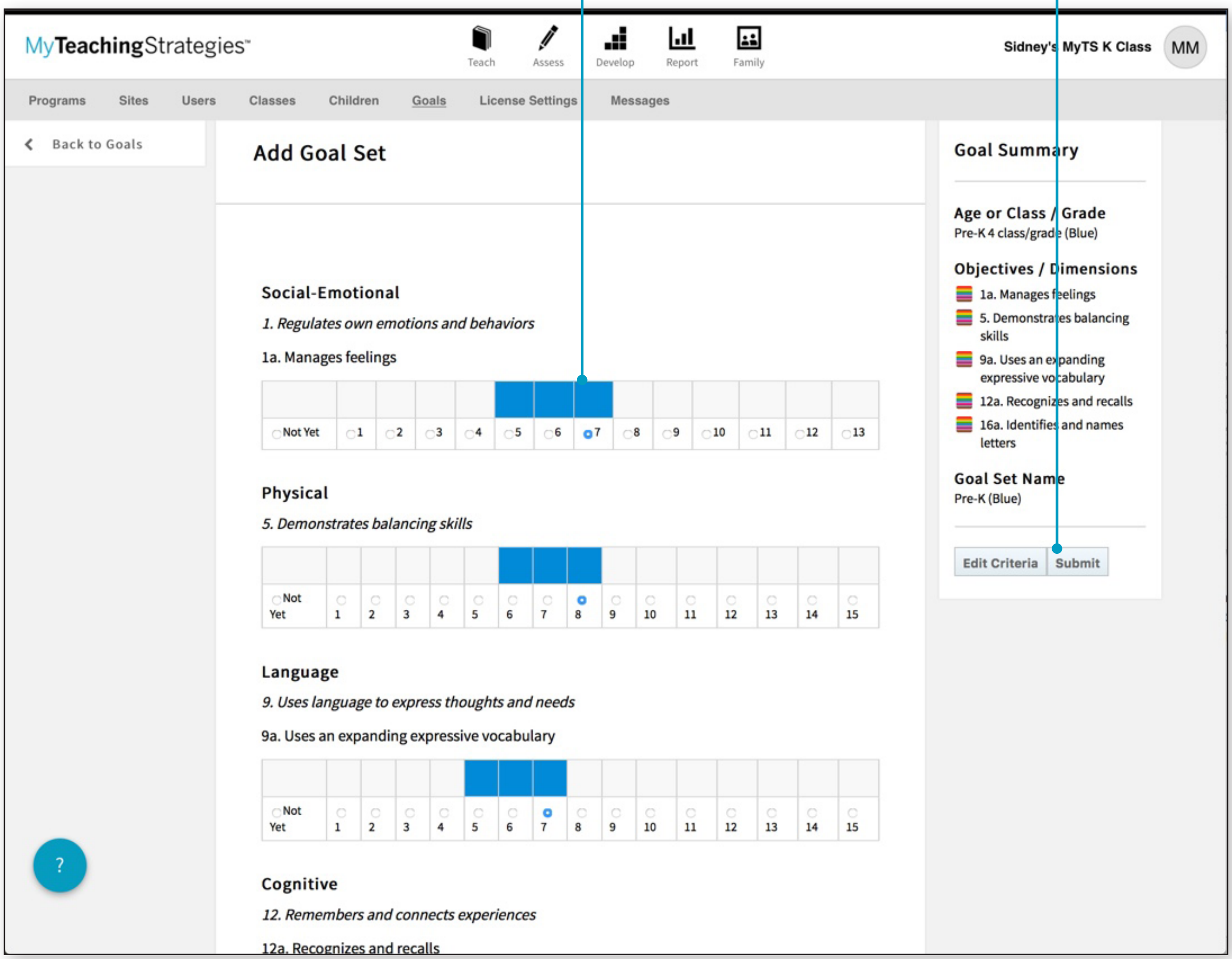


3 Type in a name for the goals set under GOAL SET NAME.

4 Select NEXT.

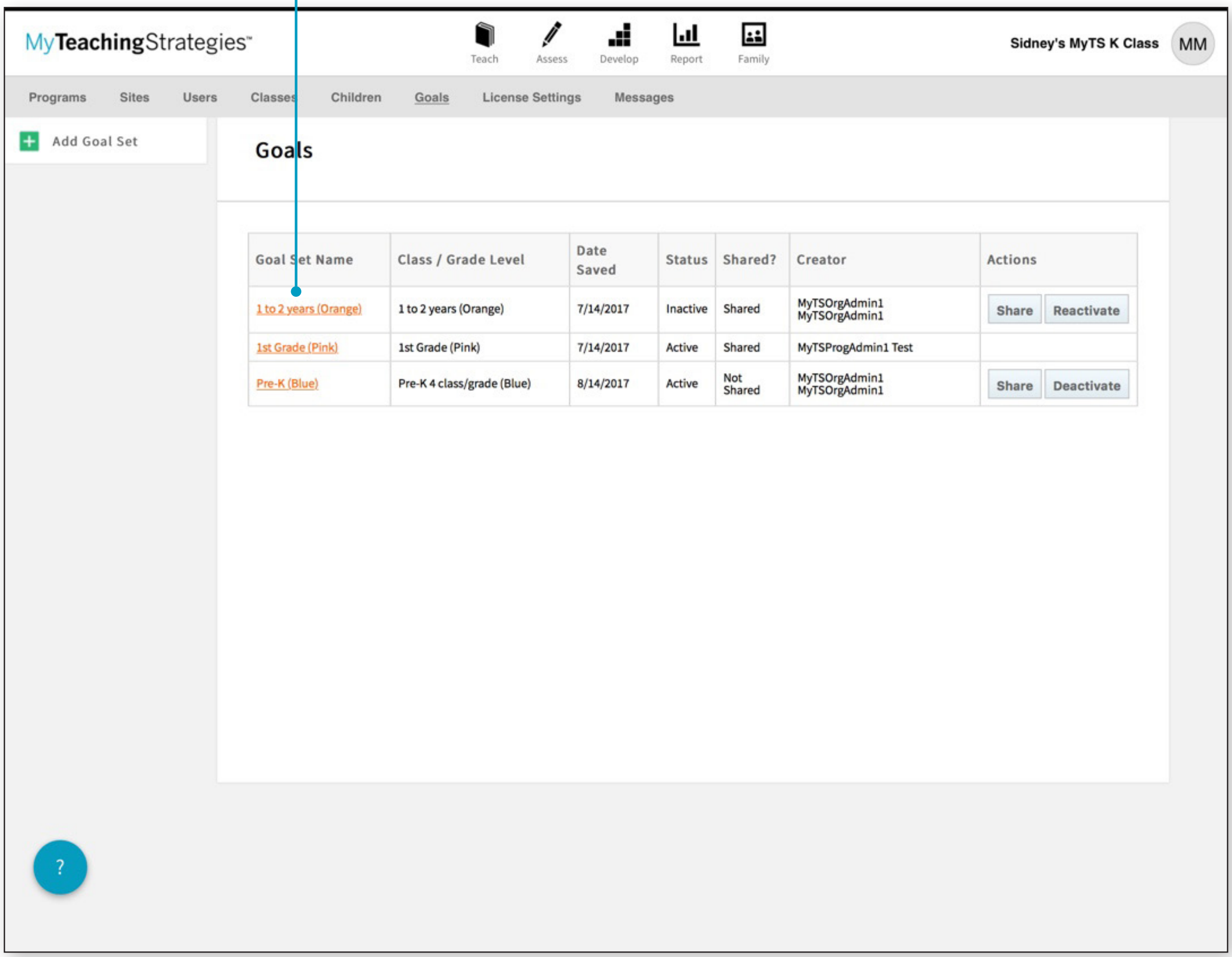
5 Assign a year-end goal for each of the selected objectives/dimensions by selecting a level along each progression. The colored sections of the progression indicate the widely held expectations range for the selected age or class/grade. The default level selected for each progression is the last level along the widely held expectations for that item.

6 Select **SUBMIT**.



You will now find your new goal set listed on the Goals main page.

To edit this goal set, select the name of the goal set to adjust objectives/dimensions or selected levels.

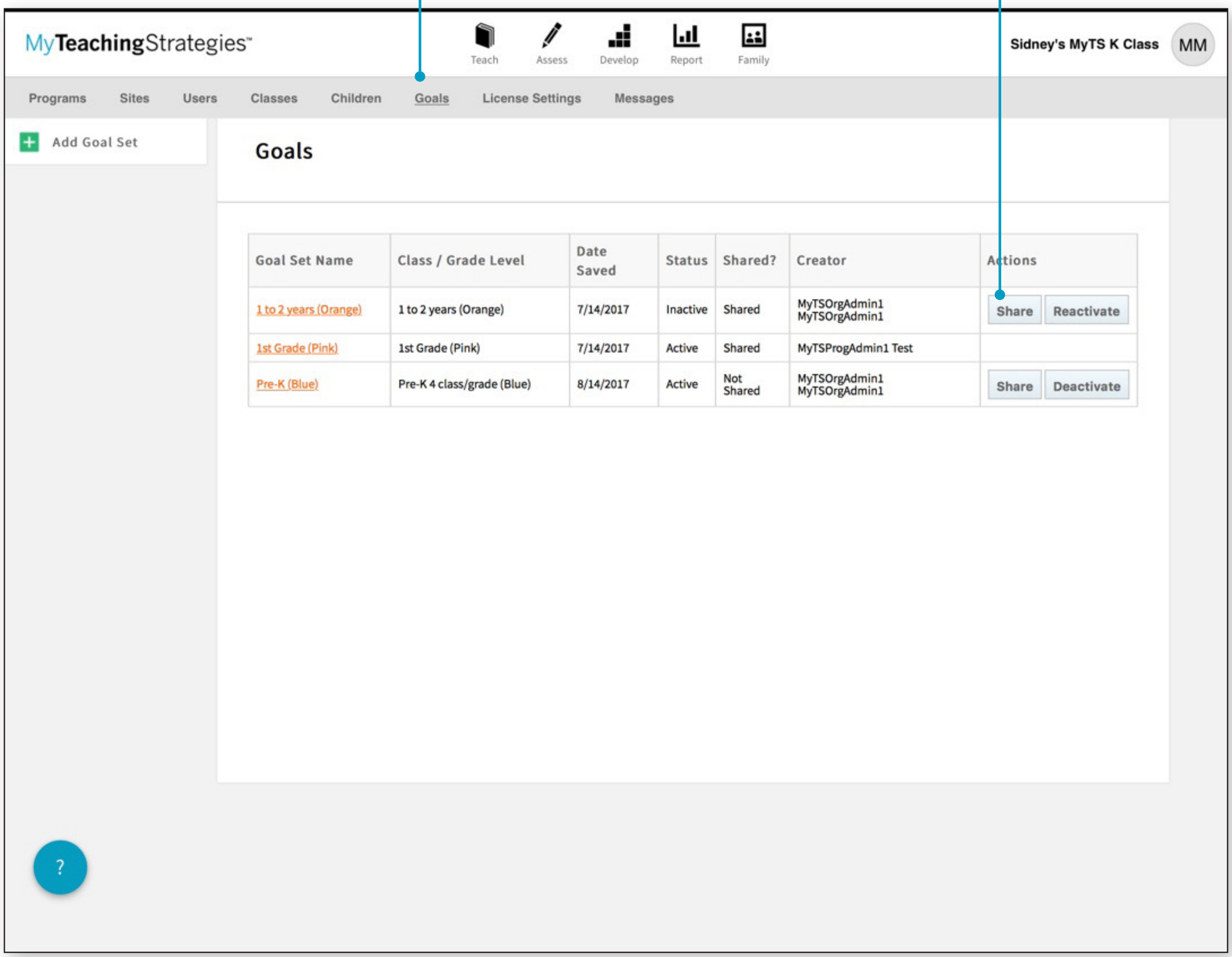


Sharing a Goal Set

You can share goal sets so that other administrators in the license can use the same goal sets when generating the Goals report.

1. Select GOALS from the Administration sub-navigation.

2. Select SHARE to the right of a listed goal set.



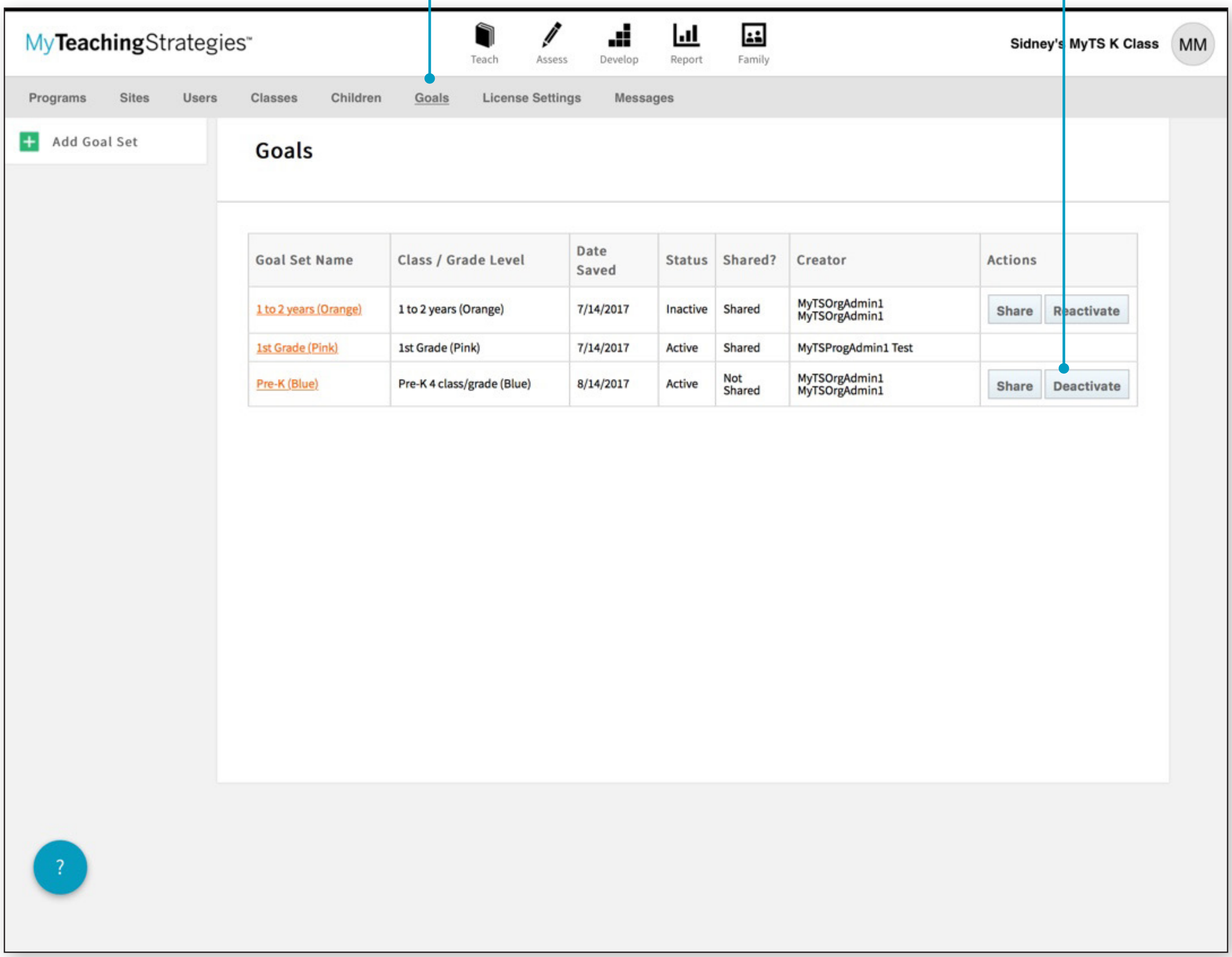
The goal set will be shared with all other administrators in your license, and will be visible on the Goals main page and accessible when generating a Goals report.

Deactivating a Goal Set

You can deactivate a goal set that you have created so that the goal set is no longer accessible in the Goals report.

1. Select GOALS from the Administration sub-navigation.

2. Select DEACTIVATE to the right of a listed goal set.

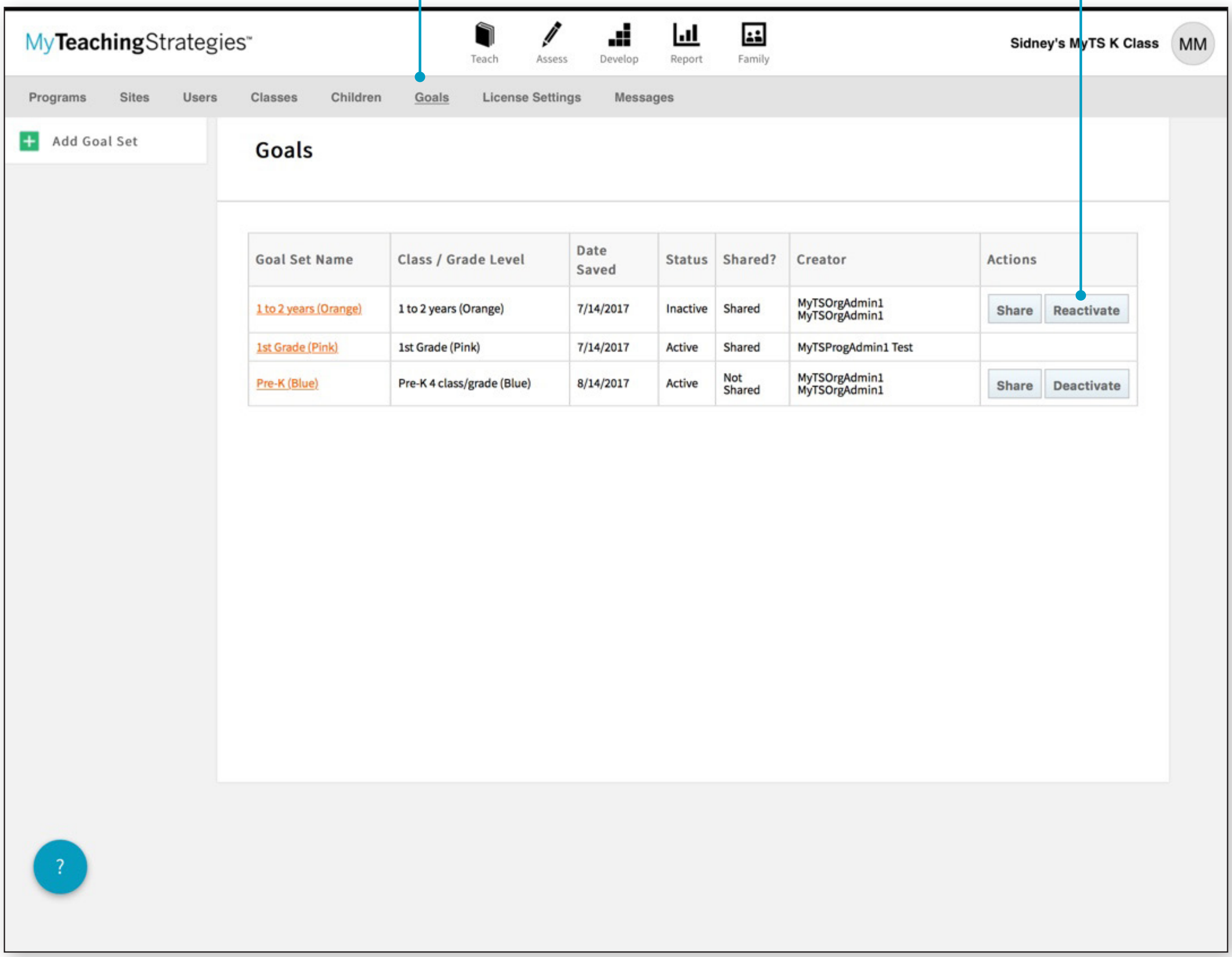


That goal set will be deactivated, and will no longer be accessible in the Goals report. If the goal set had been shared, the goal set will also no longer be accessible in the Goals report for the other administrators in the license.

Reactivating a Goal Set

1. Select GOALS from the Administration sub-navigation.

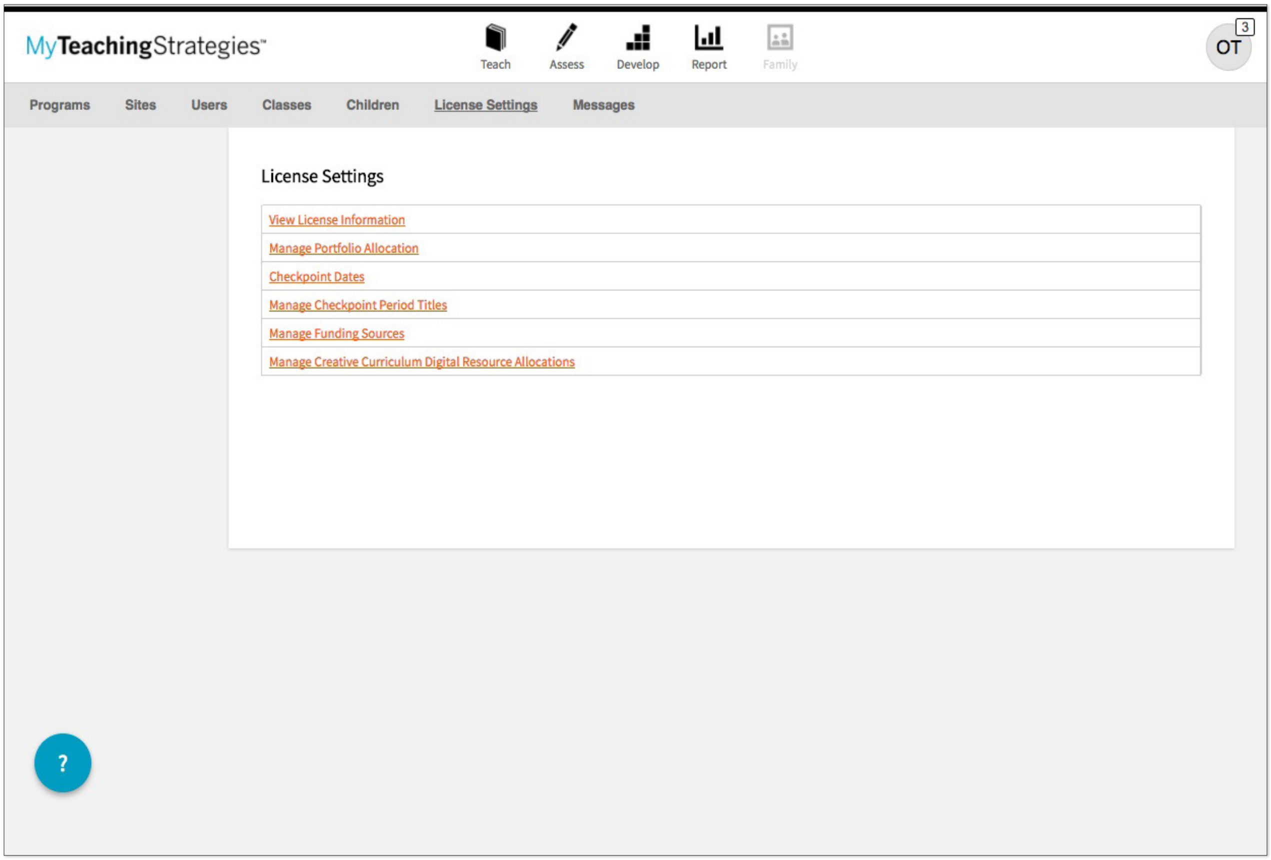
2. Select REACTIVATE to the right of a listed goal set.



The goal set will once again be accessible in the Goals report. If the goal set had been shared, the goal set will return to being accessible in the Goals report for the other administrators in the license.

License Settings

The License Settings area enables you to manage your portfolio allocation, set checkpoint dates, manage checkpoint period titles, manage your funding sources, and view your license information.



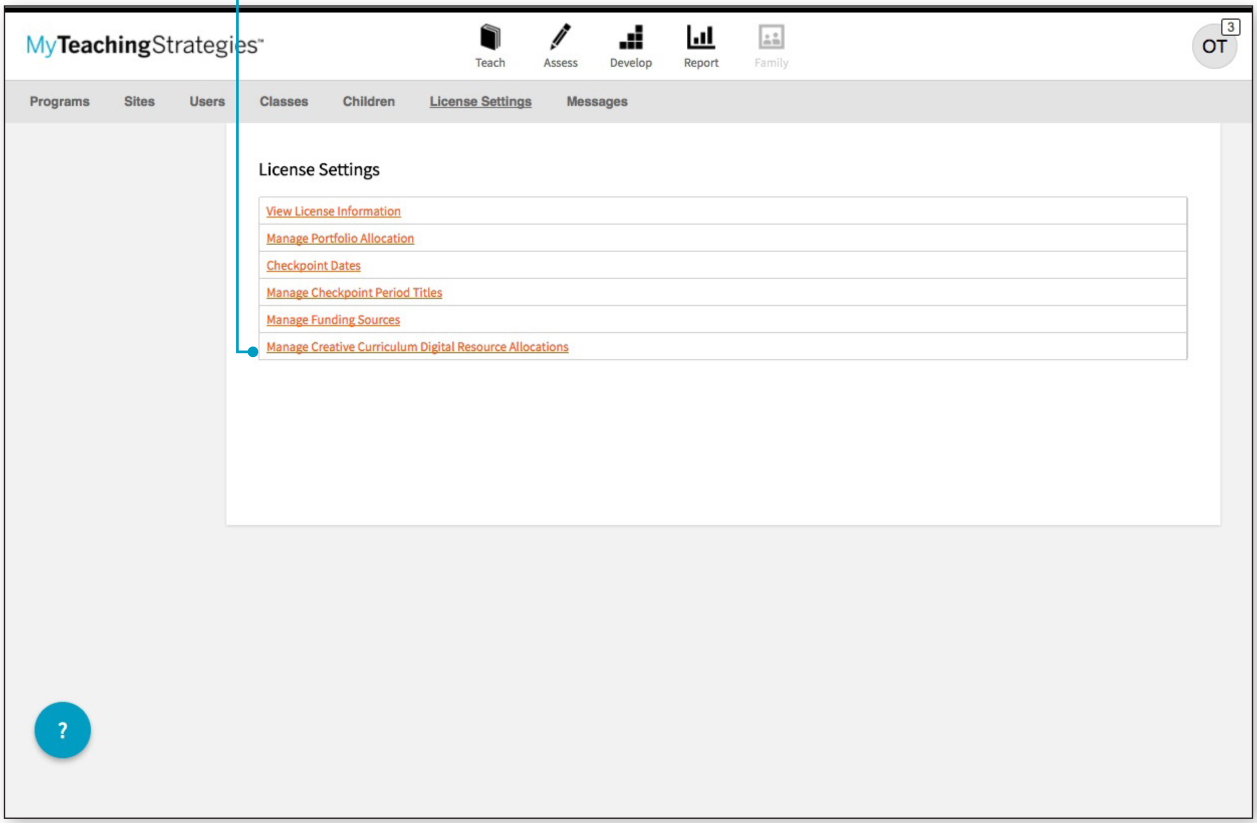
Allocating the *The Creative Curriculum®*, Digital Resources

Subscribers to the *The Creative Curriculum®*, Digital Resources can allocate licenses to programs, sites, and classrooms, granting teachers access to these digital curriculum resources.

To begin allocating licenses, navigate to ADMINISTRATION in the profile menu and select LICENSE SETTINGS in the sub-navigation.

Please note: *The Creative Curriculum®*, Digital Resources are available as a 12-month subscription. *The Creative Curriculum®*, Digital Resources are not included with your *GOLD®* subscription. For more information about *The Creative Curriculum®*, Digital Resources, please visit: https://teachingstrategies.com/solutions/teach/digital-curriculum-resources/.

Select MANAGE CREATIVE CURRICULUM DIGITAL RESOURCE ALLOCATIONS.

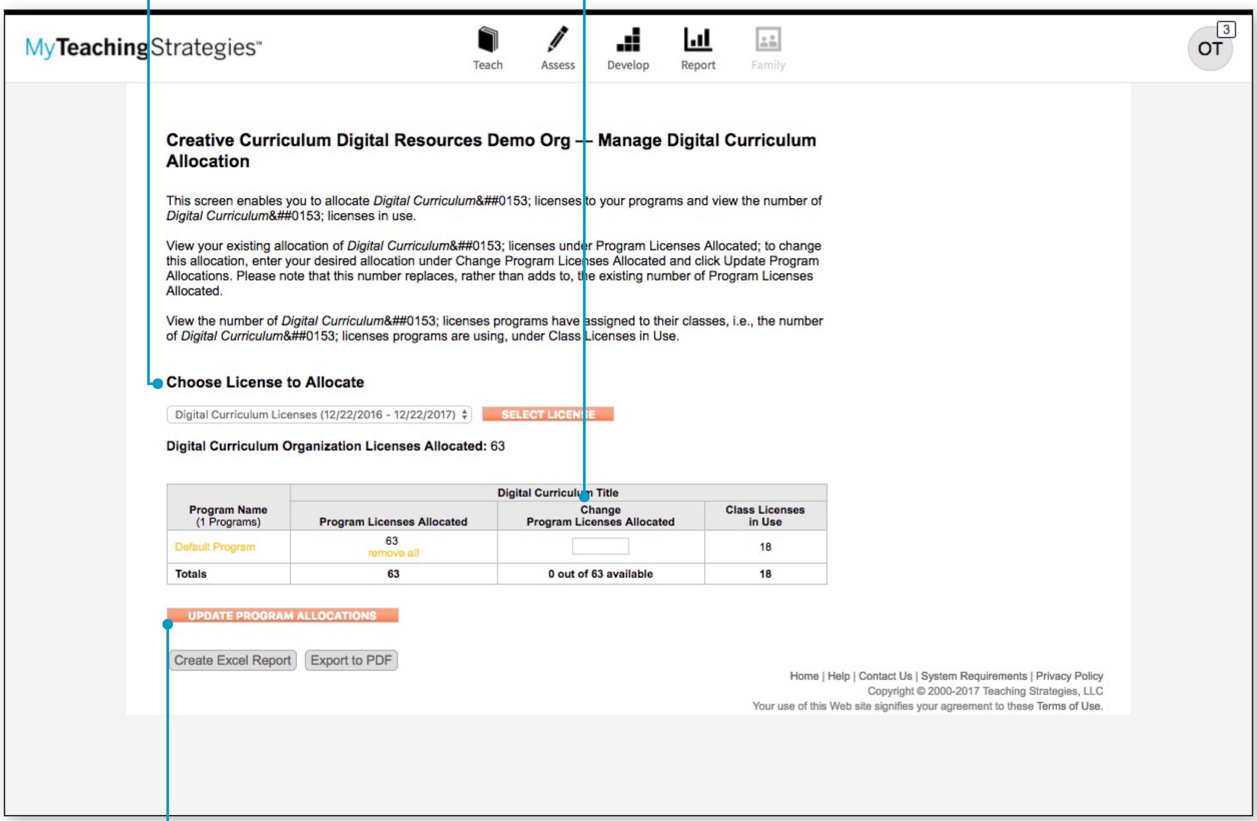


Allocating to Programs

If you are an organization-level administrator, you will start by allocating *The Creative Curriculum*®, Digital Resources licenses to participating programs.

2 Type in the number of total licenses you wish each program to have in the CHANGE PROGRAM LICENSES ALLOCATED column.

1 Select your current license from CHOOSE LICENSE TO ALLOCATE.



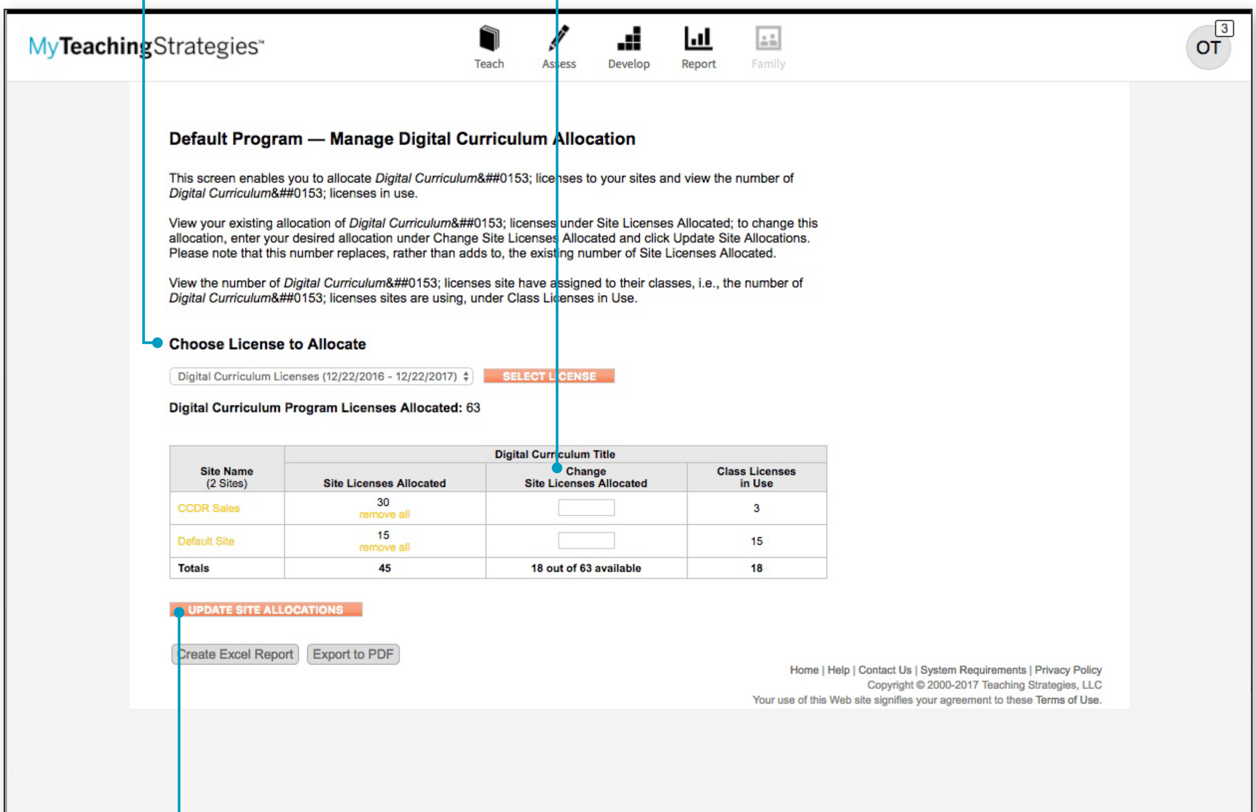
3 Select UPDATE PROGRAM ALLOCATIONS.

Allocate to Sites

If you are a program-level administrator, you can allocate *The Creative Curriculum®*, Digital Resources licenses to participating sites.

2 Type in the number of total licenses you wish each site to have in the CHANGE SITE LICENSES ALLOCATED column.

1 Select your current license from CHOOSE LICENSE TO ALLOCATE.



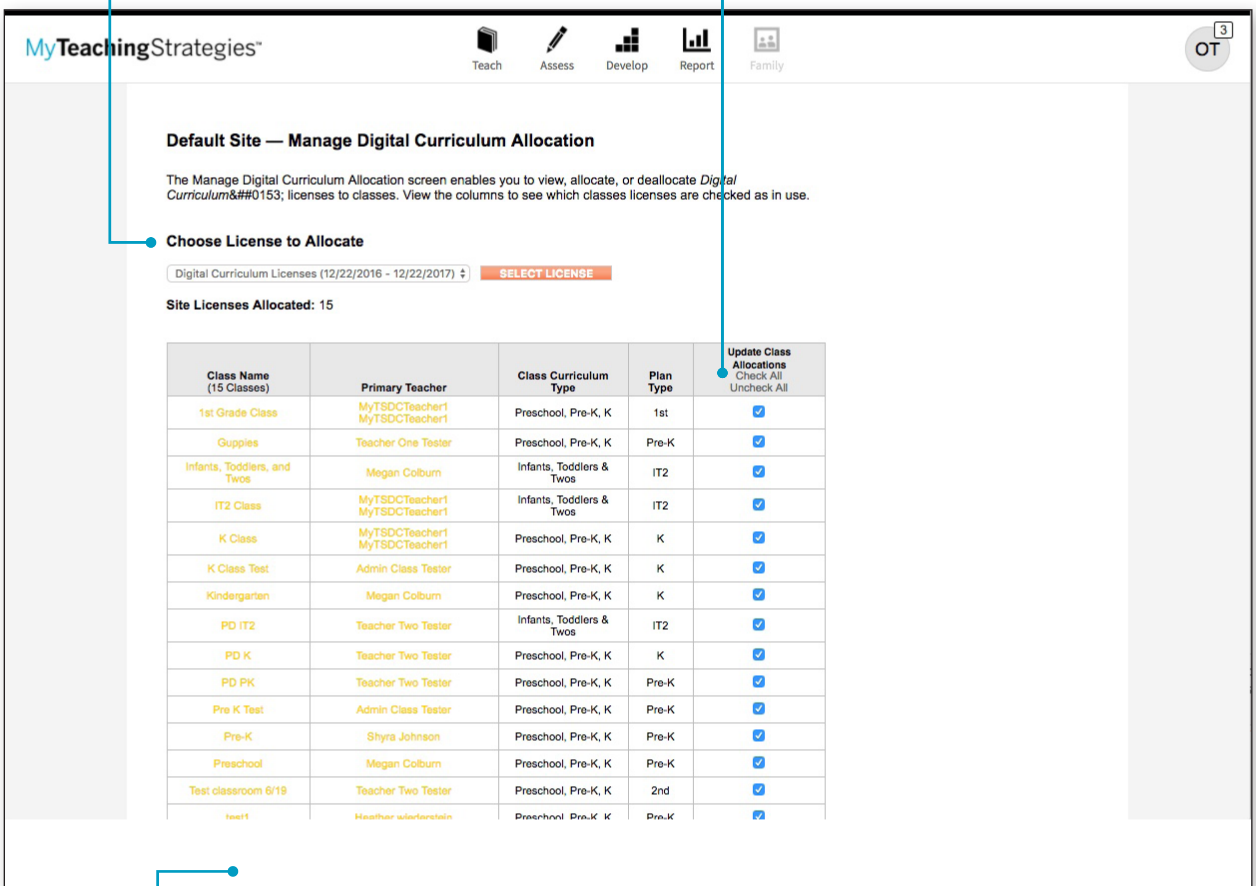
3 Select UPDATE SITE ALLOCATIONS.

Allocate to Classes

If you are a site-level administrator, you can allocate *The Creative Curriculum*®, Digital Resources licenses to participating classrooms.

1. Select your current license from CHOOSE LICENSE TO ALLOCATE.

2. Select the checkbox next to each class that you would like to allocate *The Creative Curriculum*®, Digital Resources to in the UPDATE CLASS ALLOCATIONS column.



3. Select UPDATE CLASS ALLOCATIONS.

Allocating Online Professional Development

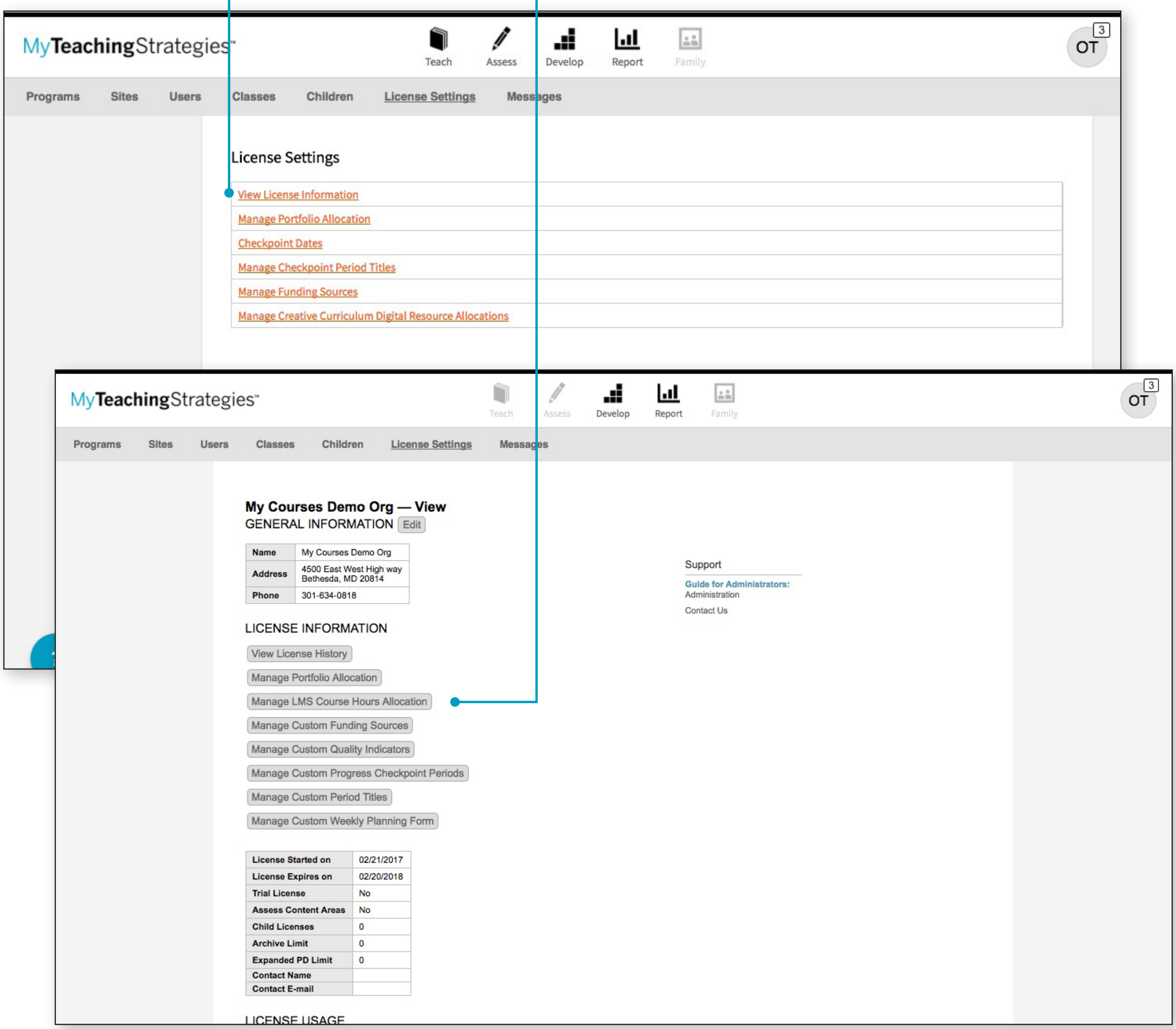
Administrators who have purchased online professional development course credits can allocate credits to programs, sites, and classrooms, granting users access to CEU credit-bearing courses.

To begin allocating licenses, navigate to ADMINISTRATION in the profile menu and select LICENSE SETTINGS in the sub-navigation.

Please note: Online Professional Development course credits are available as an additional 12-month subscription. Credits for CEU-bearing courses are not included with your *GOLD*® subscription. For more information about Online Professional Development opportunities, please visit: https://TeachingStrategies.com/OnlinePD.

1. Select VIEW LICENSE INFORMATION.

2. Select MANAGE LMS COURSE HOURS ALLOCATION.

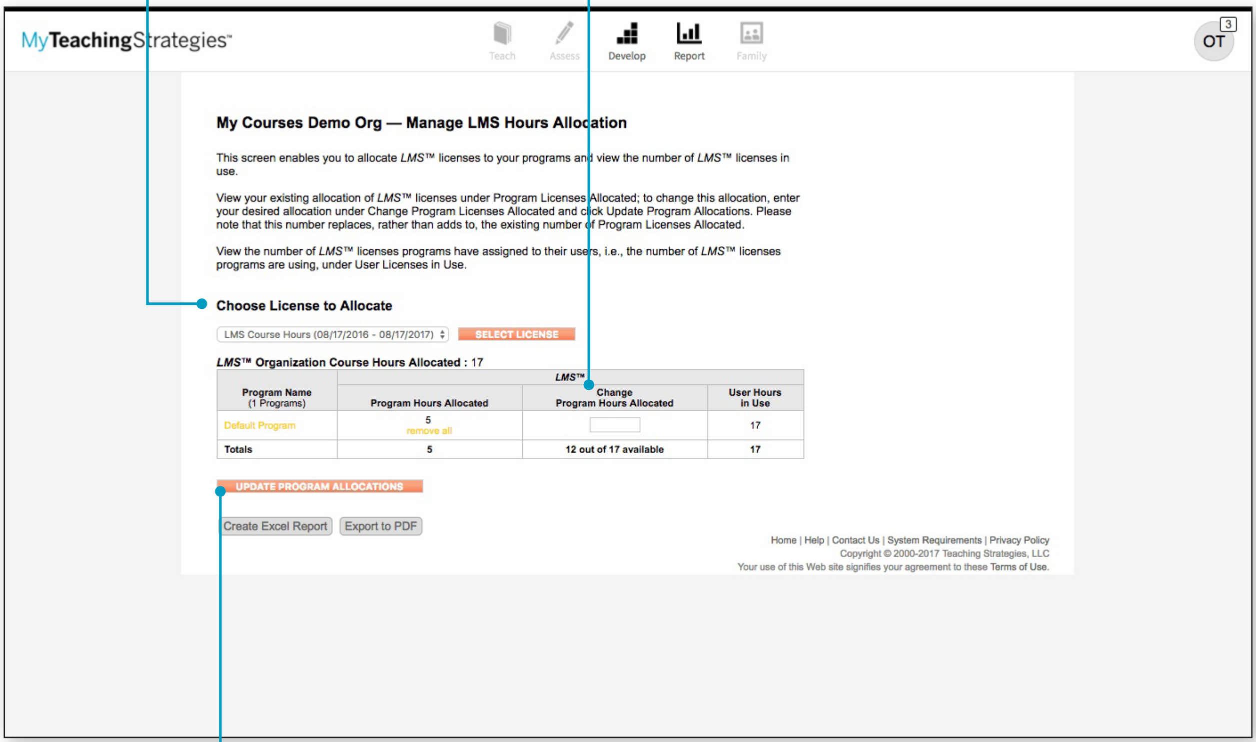


Allocating to Programs

If you are an organization-level administrator, you will start by allocating course credits to participating programs.

1. Select your current license from CHOOSE LICENSE TO ALLOCATE.

2. Type in the number of total course credits you wish each program to have in the CHANGE PROGRAM HOURS ALLOCATED column.

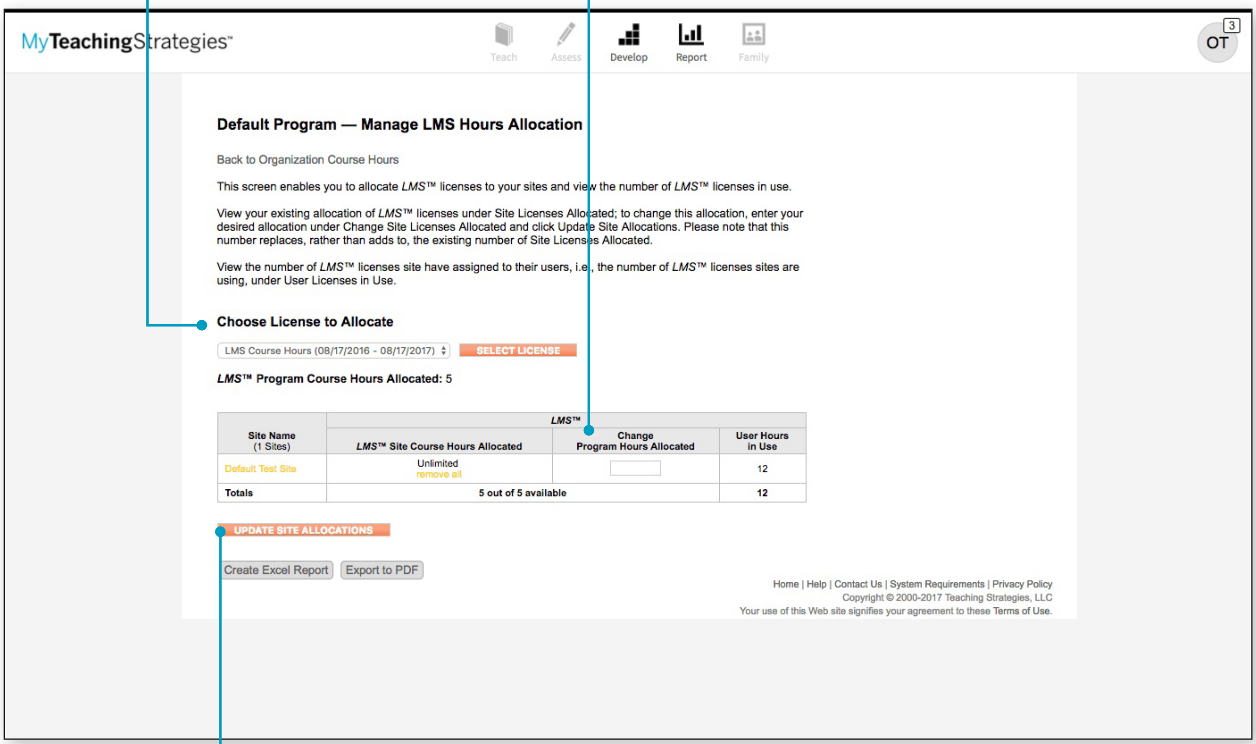


3. Select UPDATE PROGRAM ALLOCATIONS.

Allocating to Sites

If you are a program-level administrator, you can allocate course credits to participating sites.

1. Select your current license from CHOOSE LICENSE TO ALLOCATE.
2. Type in the number of total licenses you wish each site to have in the CHANGE PROGRAM HOURS ALLOCATED column.



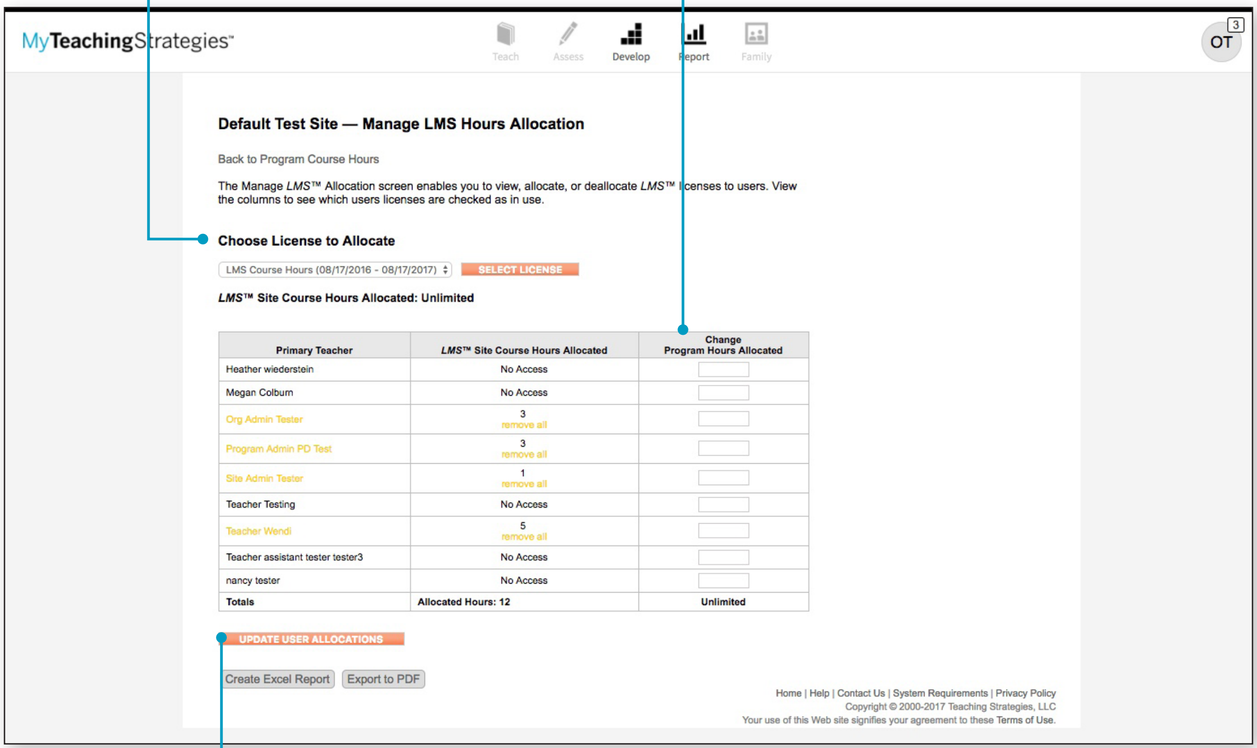
3. Select UPDATE SITE ALLOCATIONS.

Allocate to Users

If you are a site-level administrator, you can allocate course credits to participating users.

1. Select your current license from CHOOSE LICENSE TO ALLOCATE.

2. Type in the number of total course credits you wish each user to have in the UPDATE USER ALLOCATIONS column.

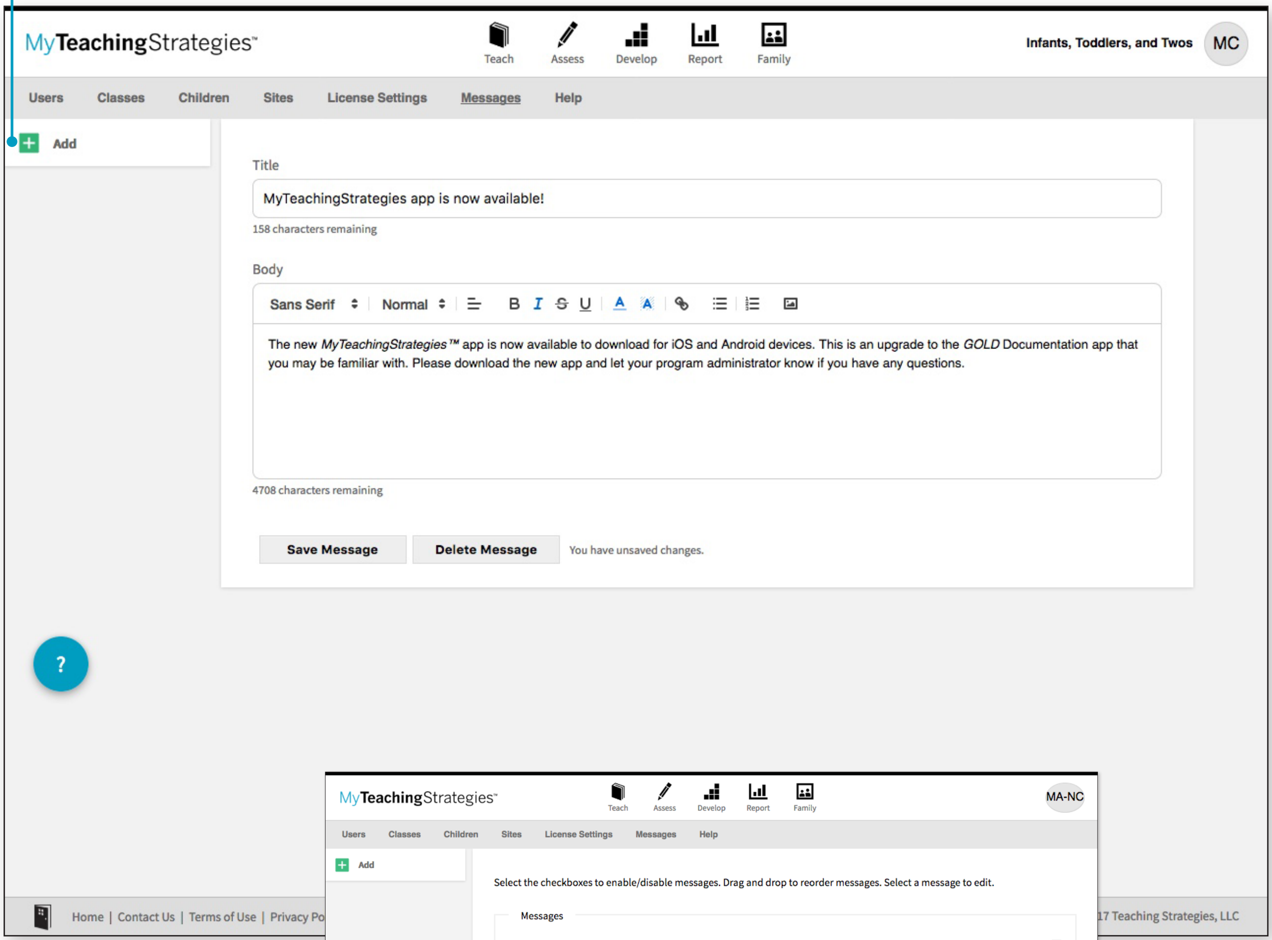


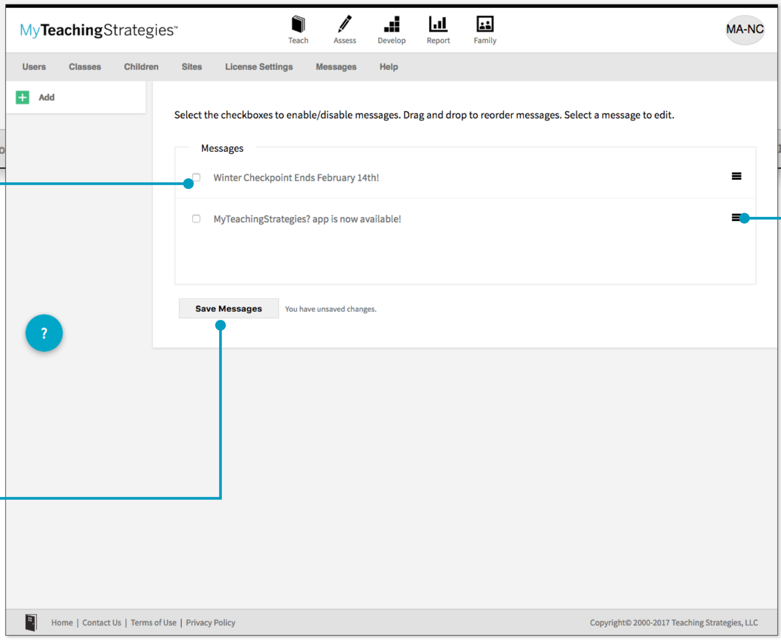
3. Select UPDATE USER ALLOCATIONS. All users with allocated course credits will then be able to access credit-bearing courses in My Courses in the Develop area.

Messages

The Messages area enables you to share personalized messages with your program(s).

1 To add a new message, select ADD from the left-hand navigation.





2 Select a message to edit the message.

3 You can customize the order in which messages appear by dragging and dropping the messages into your desired order.

4 Select SAVE MESSAGES.

MyTeachingStrategies™

Teach

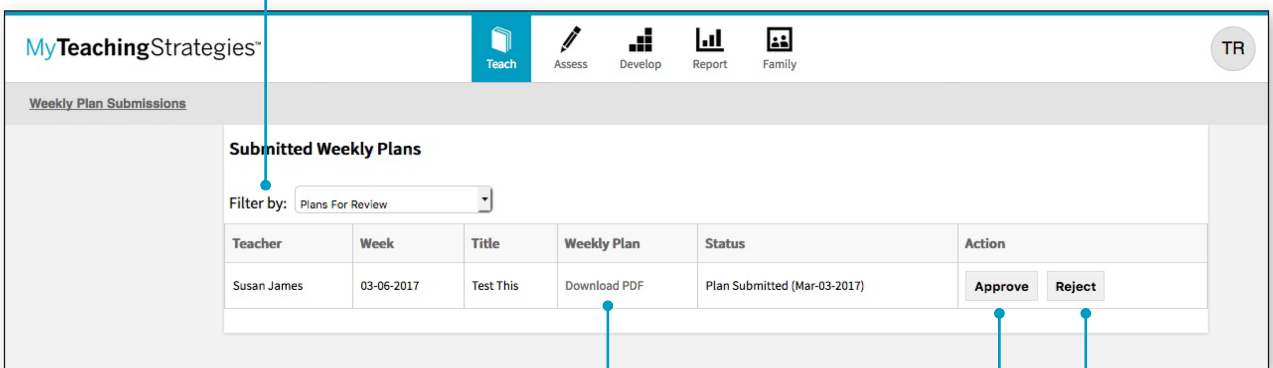
To access the Teach area, select the book icon from the main navigation bar.

Reviewing a Submitted Plan

As an administrator, you can view weekly plans submitted by the teachers in your program.

To view a submitted plan, select WEEKLY PLAN SUBMISSIONS from the Teach area sub-navigation.

Use the Filter by drop-down menu to view your PLANS FOR REVIEW, APPROVED PLANS, or REJECTED PLANS.



To review a submitted plan, select DOWNLOAD PDF from the Weekly Plan column.

Select APPROVE to approve the plan or REJECT to reject the plan. If approved, the plan will be marked as Approved in the teacher's account. If rejected, the teacher will receive a message on his or her Dashboard. The plan will be marked as rejected and the teacher will be able to resubmit the plan.

MyTeachingStrategies™

Assess

To access the Assess area, select the pencil icon from the main navigation bar.

How-To Guide for Administrators

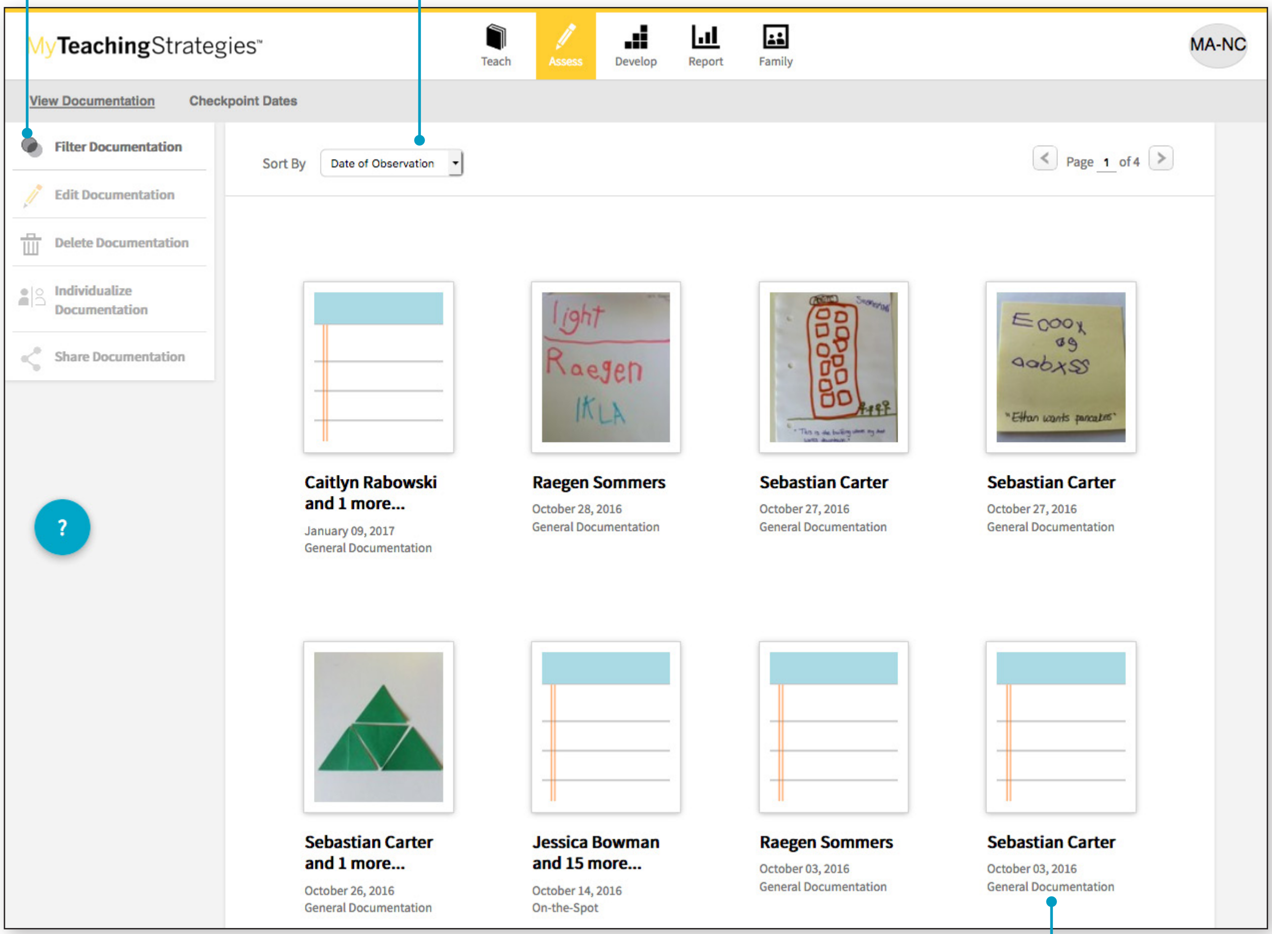
View Documentation

As an administrator, you can view documentation that has been added by the teachers in your program(s). To view documentation for a class, select VIEW DOCUMENTATION from the Assess sub-navigation.

Viewing Documentation

Select FILTER DOCUMENTATION from the left-hand navigation to find documentation for specific keywords, checkpoint dates, file types, authors, or objectives/ dimensions.

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

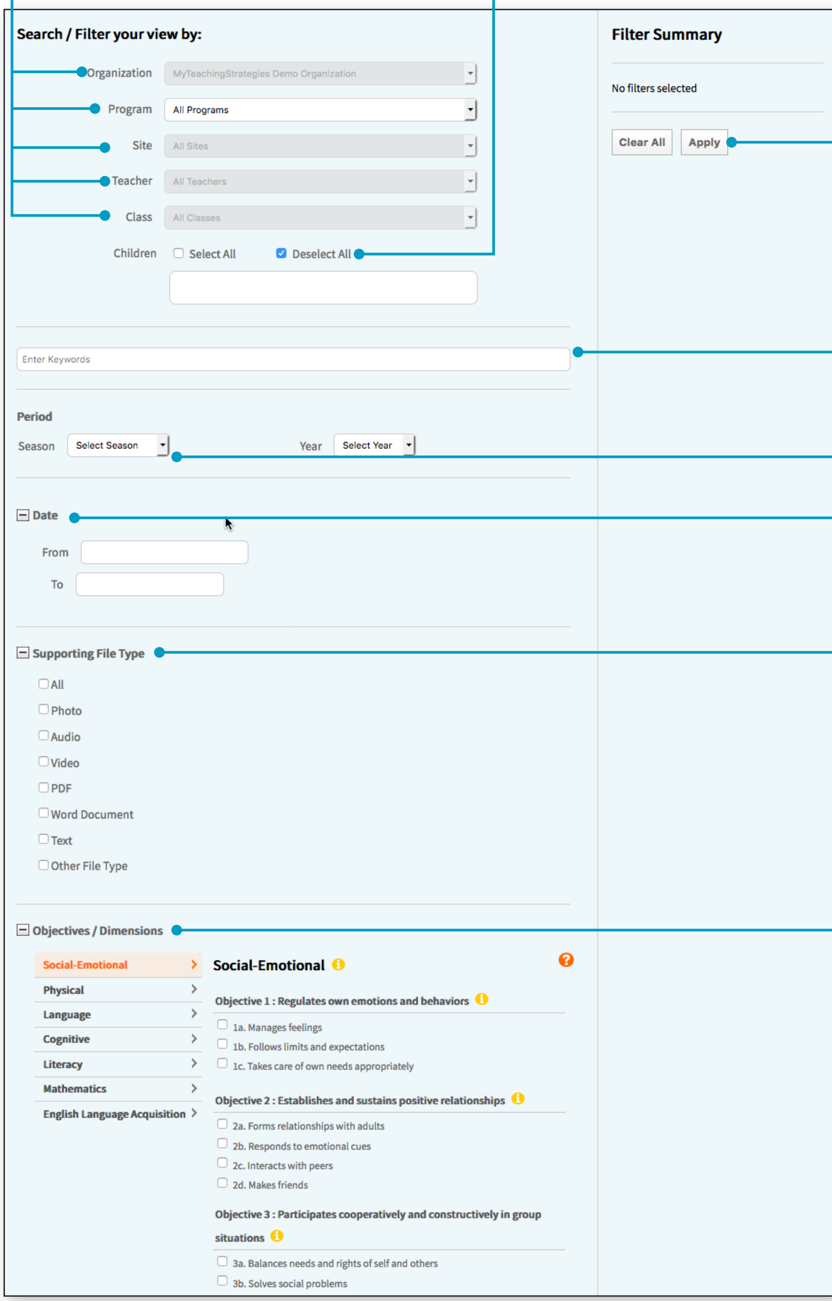


Select a piece of documentation to see more details including assigned objectives/dimensions and notes.

Filtering Documentation

1 Use the ORGANIZATION, PROGRAM, SITE, TEACHER, and CLASS drop-down menus to filter the documentation. You'll need to filter down to the class level in order to view documentation.

2 Select which children you'd like to see documentation for.



8 Select APPLY to apply your filters.

3 Use the ENTER KEYWORDS field to search by specific word or phrase.

4 Use the PERIOD area to filter by season and/or year.

5 Expand the DATE menu to filter documentation for a specific date range.

6 Expand the SUPPORTING FILE TYPE menu to filter by specific documentation file types such as photo, video, or text.

7 Expand the OBJECTIVES/ DIMENSIONS menu to filter by a specific objective/dimension.

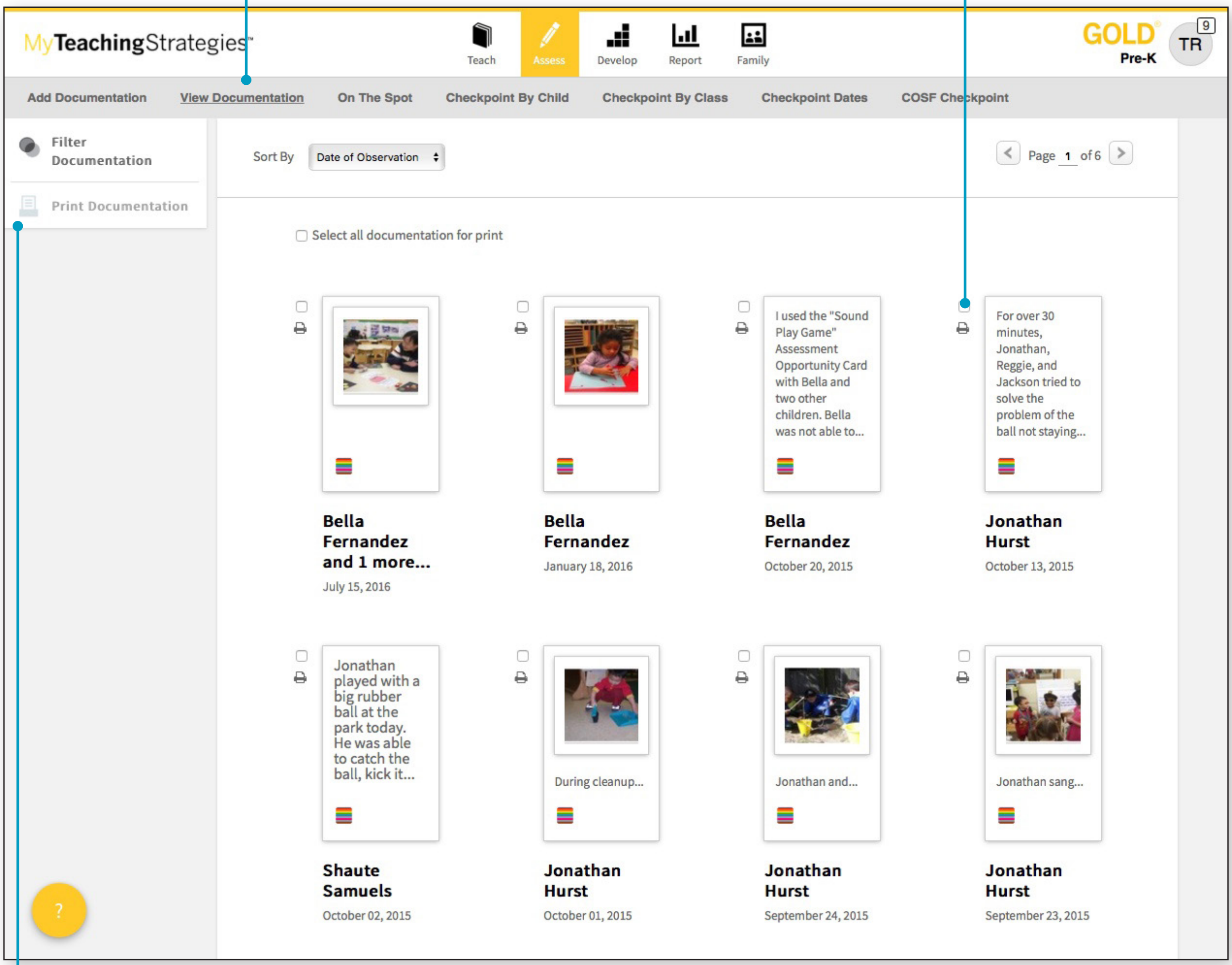
Printing Documentation

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

Printing Individual Documentation

To print one piece of documentation:

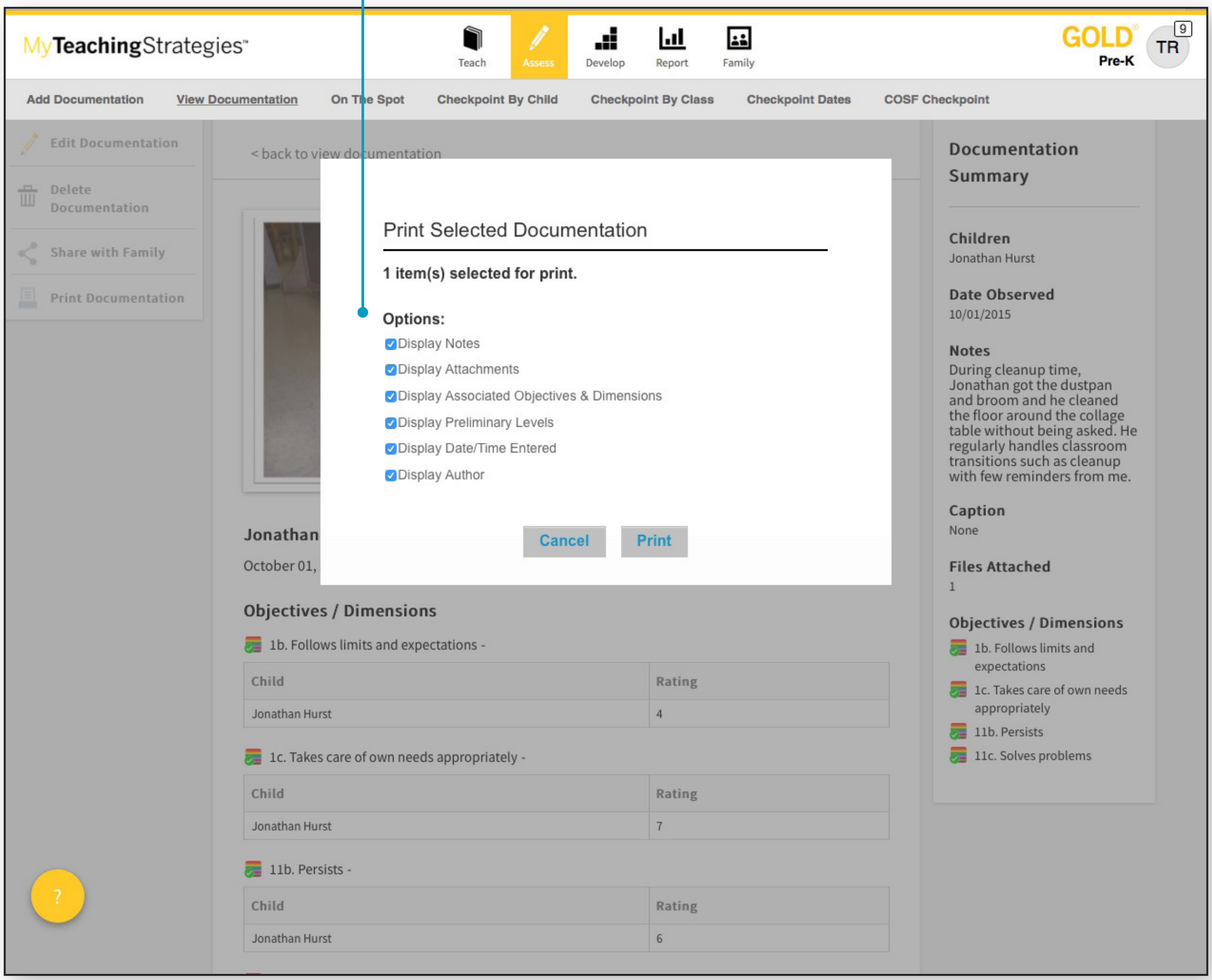
1. Select VIEW DOCUMENTATION from the sub-navigation.
2. Select a specific documentation tile.



3. Select PRINT DOCUMENTATION in the left-hand navigation.

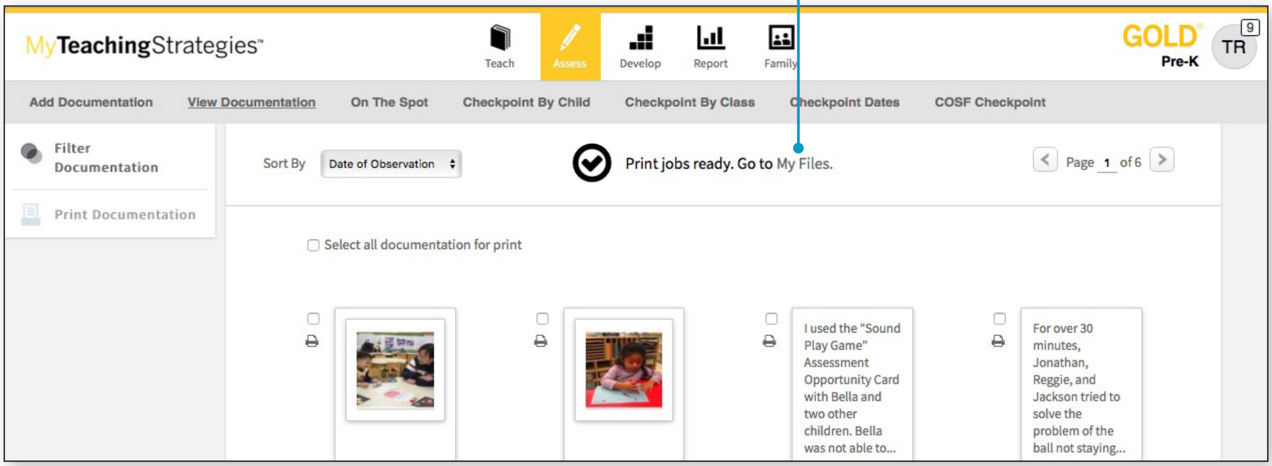
4 A pop-up box will appear with the ability to de-select options for displaying the notes, attachments, associated objectives & dimensions, preliminary levels, date/time entered, and/or author. Make sure the options you want to display in the PDF are checked, and then select PRINT.

A PDF is then generated on your device that is ready for printing.



To find this PDF under My Files, select MANAGE MY PROFILE in the profile menu.

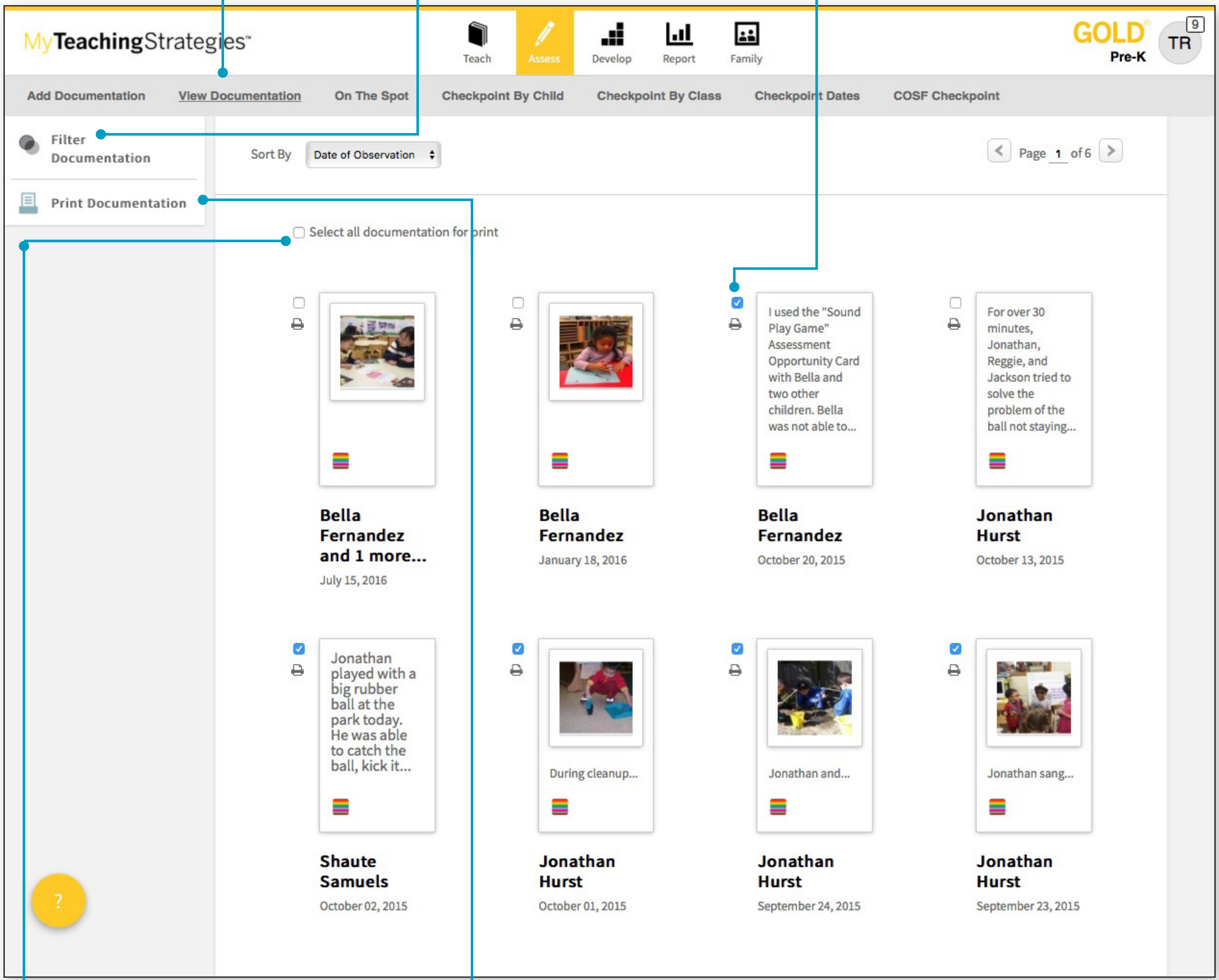
Select MY FILES in the sub-navigation and you will see the most recent files created. **Please Note: The file will only remain here for 48 hours.**



Printing Multiple Documentation

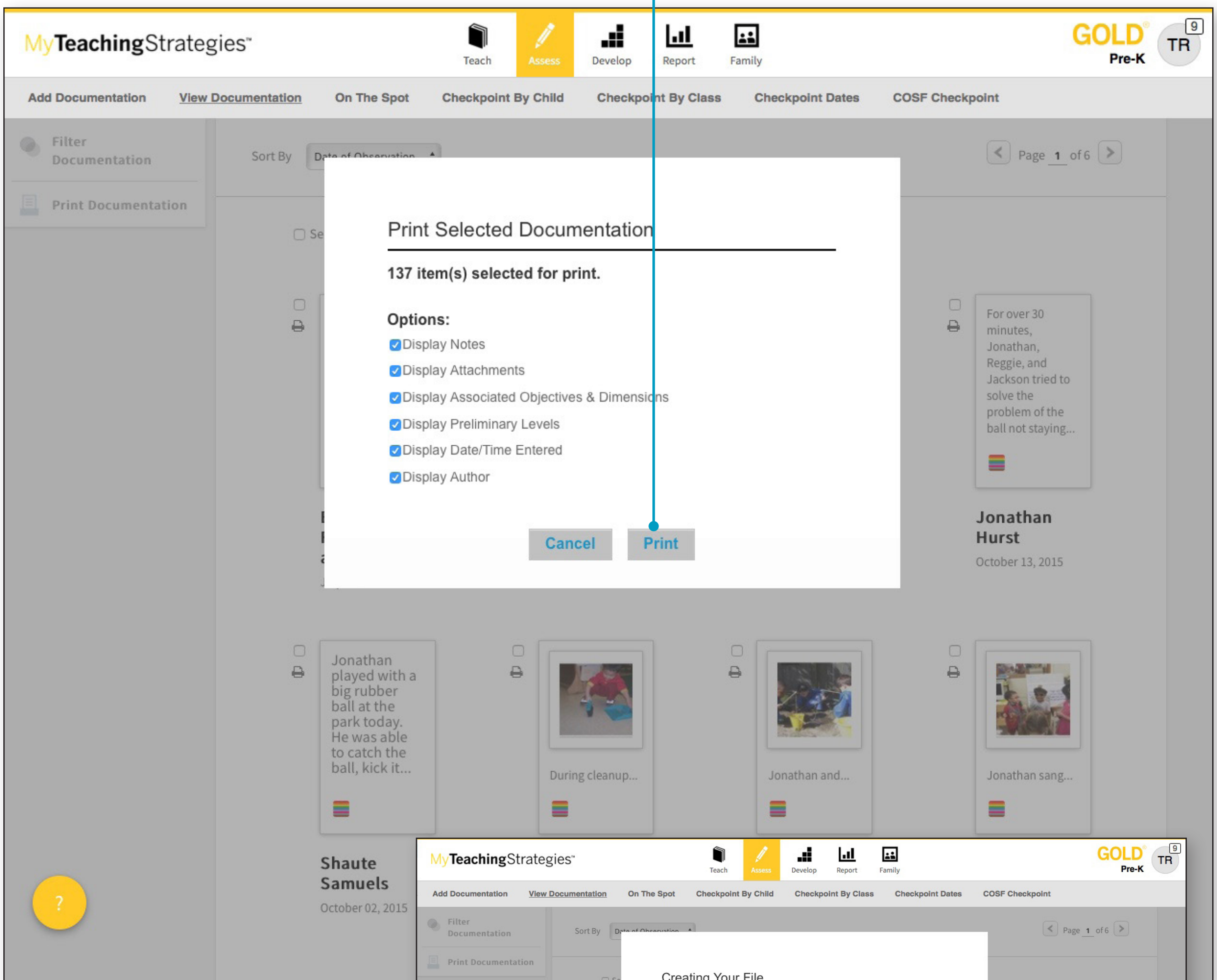
To print mulitiple or all documentation:

1. Select VIEW DOCUMENTATION from the sub-navigation.
2. Use the FILTER DOCUMENTATION option in the left-hand navigation to view specific documentation if desired.
3. Select the checkbox to the left of one or more documentation tiles.

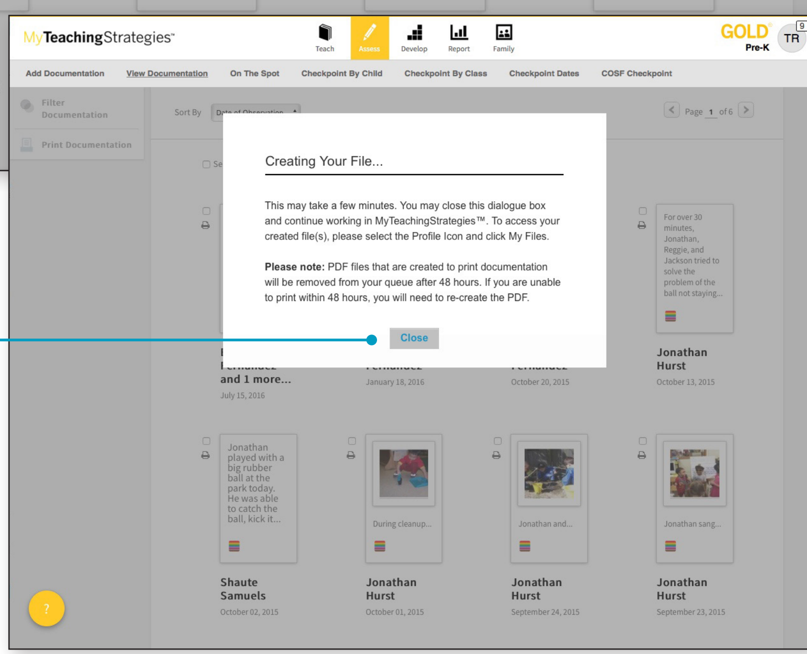


4. If you want to select all documentation, select the checkbox next to SELECT ALL DOCUMENTATION FOR PRINT.
5. Select PRINT DOCUMENTATION in the left-hand navigation.

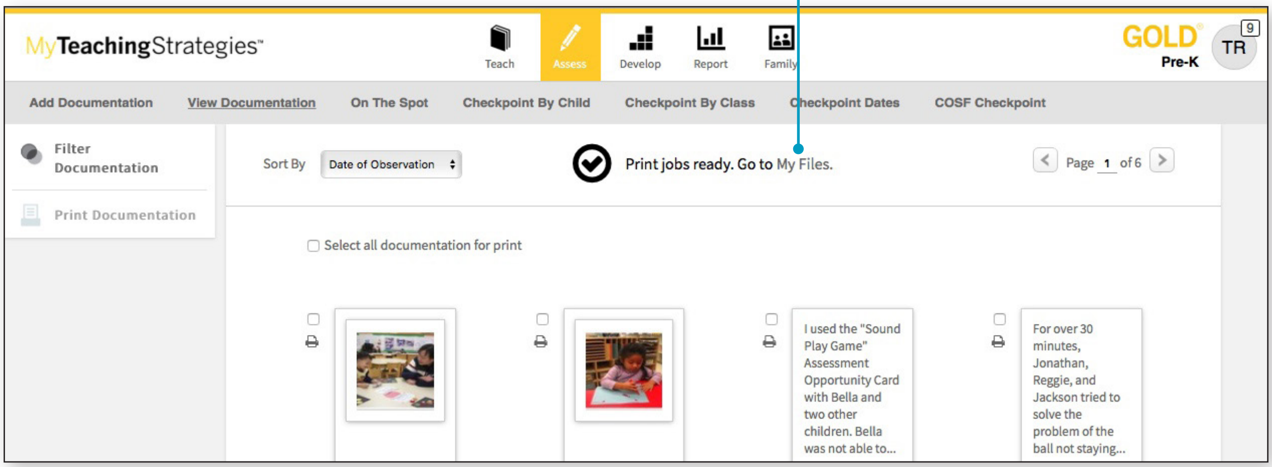
6 A pop-up box will appear with the ability to de-select options for displaying the notes, attachments, associated objectives & dimensions, preliminary levels, date/time entered, and/or author. Make sure the options you want to display in the PDF are checked, and then select PRINT.



7 If the PDF generation will take a few minutes to complete, you will see a messaging explaining this process. Select CLOSE.

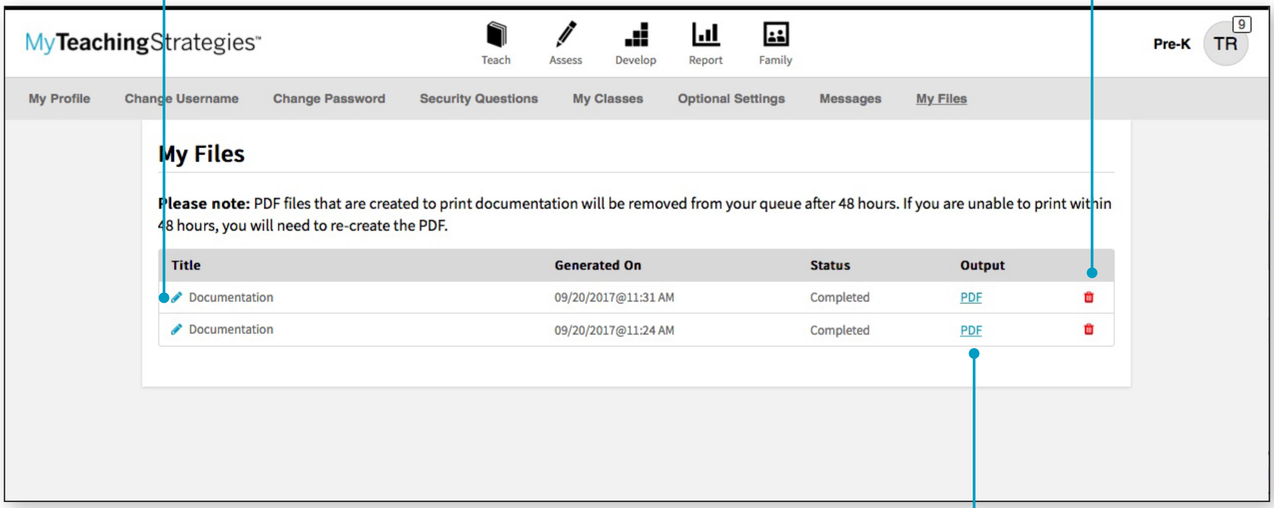


8 When the PDF is ready, you will see an alert at the top of your screen. Select MY FILES to retrieve your PDF.



9 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.

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

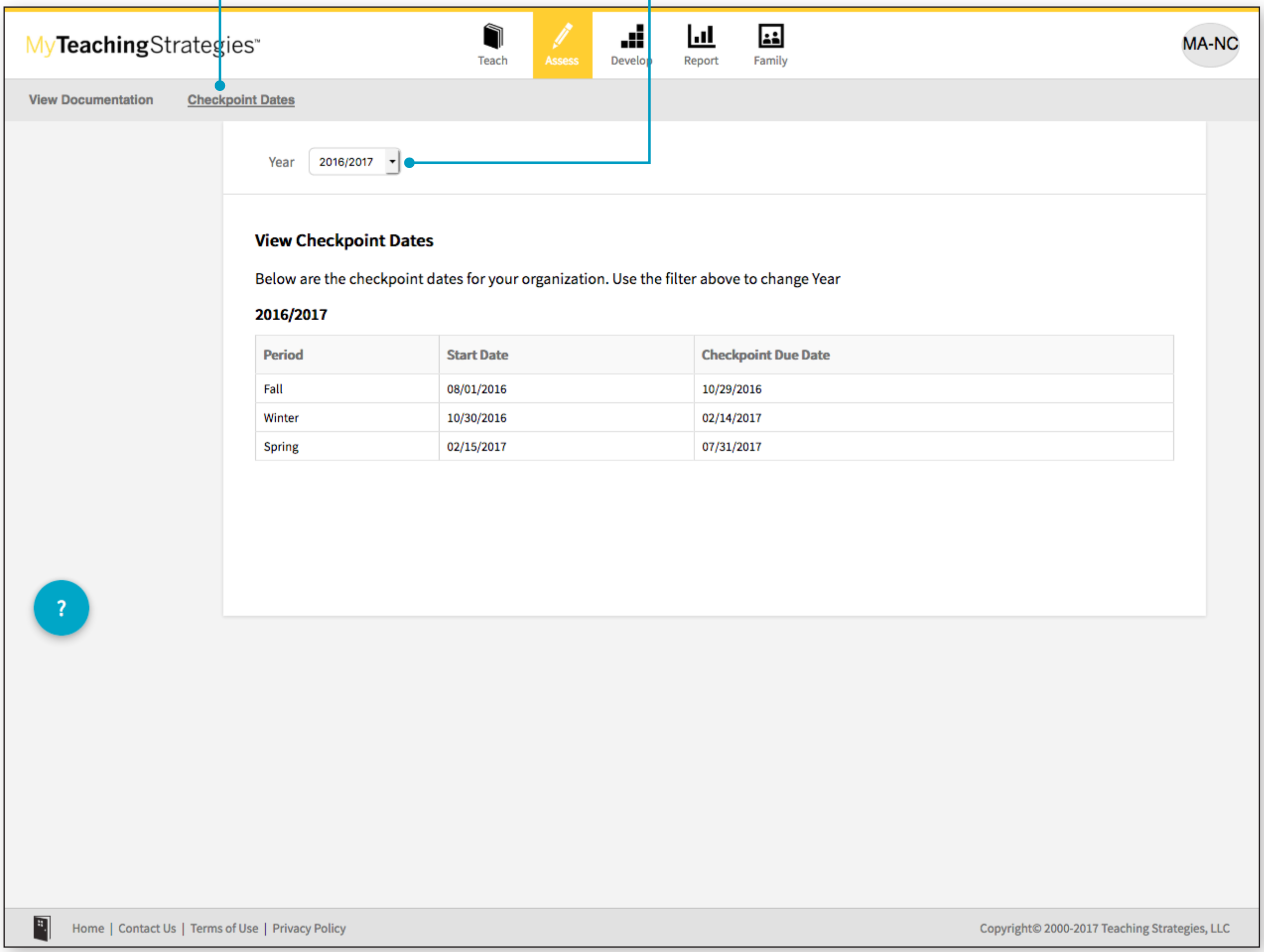


11 To view the PDF, select the PDF link under the Output column. **Please Note: The file will only remain here for 48 hours.**

Checkpoint Dates

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

2 Use the YEAR drop-down menu to select the year viewed.



As an administrator, you can also modify your program's checkpoint dates in the Administration area which can be accessed by selecting your Profile Icon in the top right-hand corner of your screen. Choose ADMINISTRATION from the drop-down menu and select LICENSE SETTINGS from the sub-navigation. Select CHECKPOINT DATES to set custom checkpoint due dates for your license. Organization level administrators can also set custom names for their checkpoint periods by selecting MANAGE CHECKPOINT PERIOD TITLES from the License Settings menu.

MyTeachingStrategies™

Develop

To access the Develop area, select the blocks icon from the main navigation bar.

How-To Guide for Administrators

Interrater Reliability Certification

Interrater reliability is an online certification process that gives your teachers the opportunity to evaluate sample child portfolios and compare their ratings with those of Teaching Strategies' master raters.

It is important for teachers to use *GOLD*® reliably, both to scaffold children's learning and because you likely use their data in some way for reporting purposes. When teachers use assessment results to inform instructional decisions, accurate ratings enable them to choose effective teaching strategies. When they know they are using an assessment tool reliably, teachers can be confident about their classroom decisions. They know that they are interpreting evidence of children's development and learning in ways that enable them to plan for and respond appropriately to all of the children in their classroom. Interrater Reliability Certification is neither designed nor intended to evaluate your teachers' skills as educators. Its purpose is to support your teachers' ability to make accurate assessment decisions.

GOLD® is an authentic, ongoing, observation-based assessment system that relies heavily on your judgement as a teacher. The information teachers collect every day by observing children in the context of meaningful experiences makes this instrument robust and effective. After analyzing the evidence teachers have gathered to document each child's knowledge, skills, and abilities, teachers evaluate each child's progress. They 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. Their evaluations inform the decisions teachers make when planning learning experiences for individual children and for classroom communities as a whole.

The Interrater Reliability Certification Process

Teachers 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. At least 80 percent of teachers' Round 1 ratings must agree with the master ratings in each area of development and learning to earn certification. If not, teachers are able to continue with additional rounds until they have reached agreement of at least 80 percent in each area. The number of rounds they may undertake is unlimited.

To begin the Interrater Reliability Certification process, teachers can select INTERRATER RELIABILITY from the Develop area sub-navigation. Please reference the *MyTeachingStrategies*™ How-To Guide for Teachers for further instructions.

Certification Testing Agreement

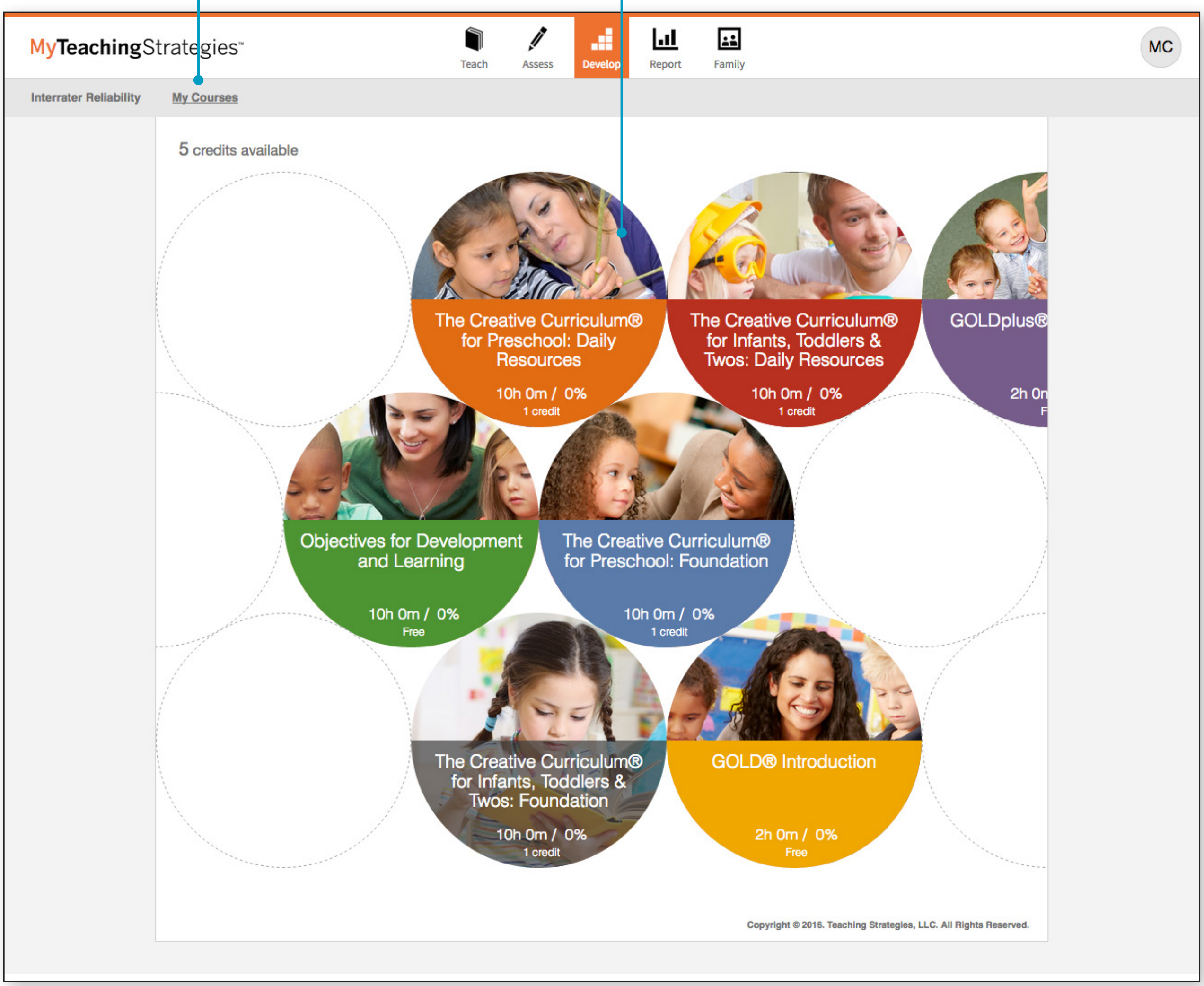
The Interrater Reliability Certification test is to be taken only by the individual named in the Teaching Strategies account. Teachers should neither solicit nor accept any assistance during the testing process. In order to take the test, teachers will be required to certify that 1) they are the individual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

My Courses

My Courses provides access to online professional development courses and product tutorials. Each course and tutorial is made up of short, engaging segments that enable you and your teachers to interact with material in different ways. The *Objectives for Development and Learning* course is included with your *GOLD*® subscription or purchase of *The Creative Curriculum*®. All two-hour product tutorials are available for free. Online professional development courses are available for purchase and provide CEU credit upon completion.

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

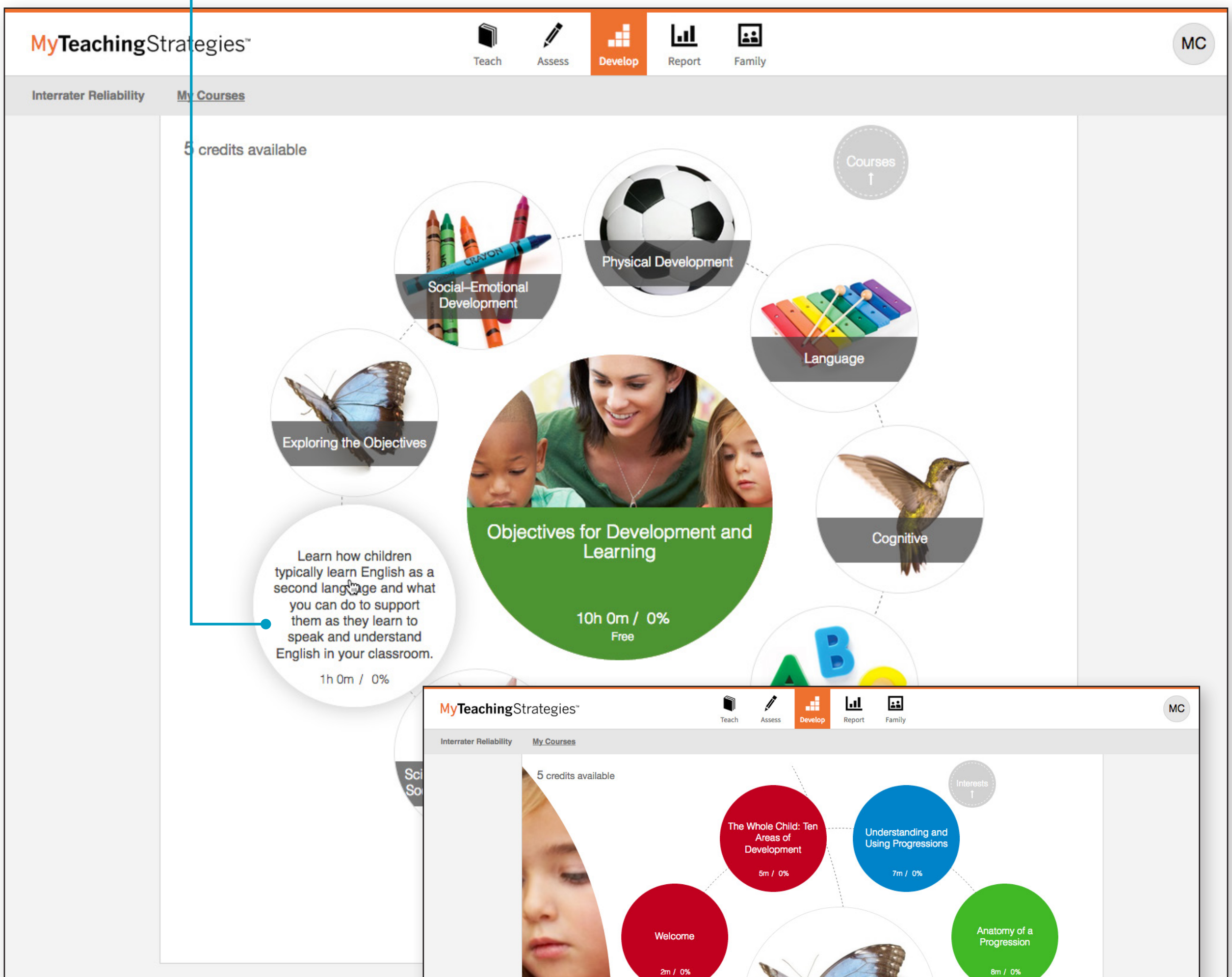
Click on a bubble to begin that course.

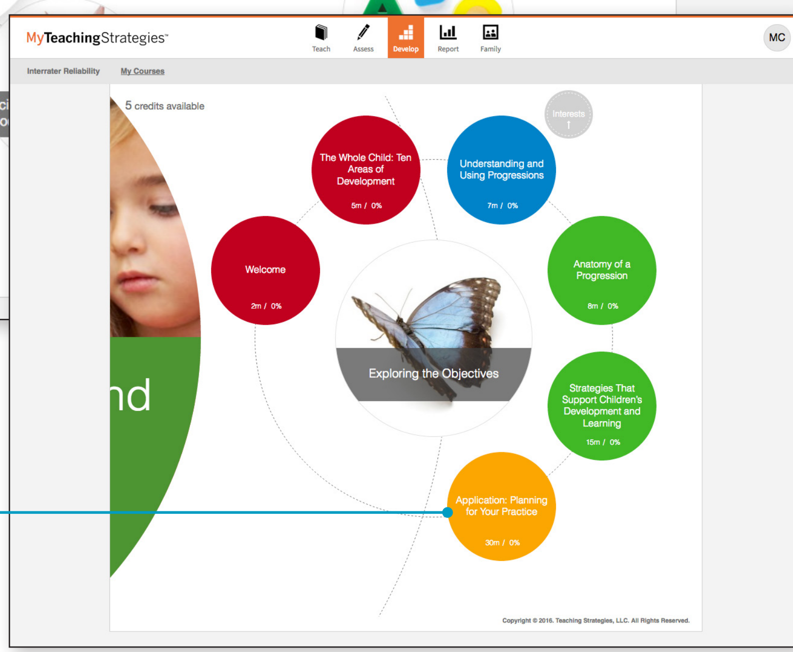


After selecting your course, you'll see the course overview screen.

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.

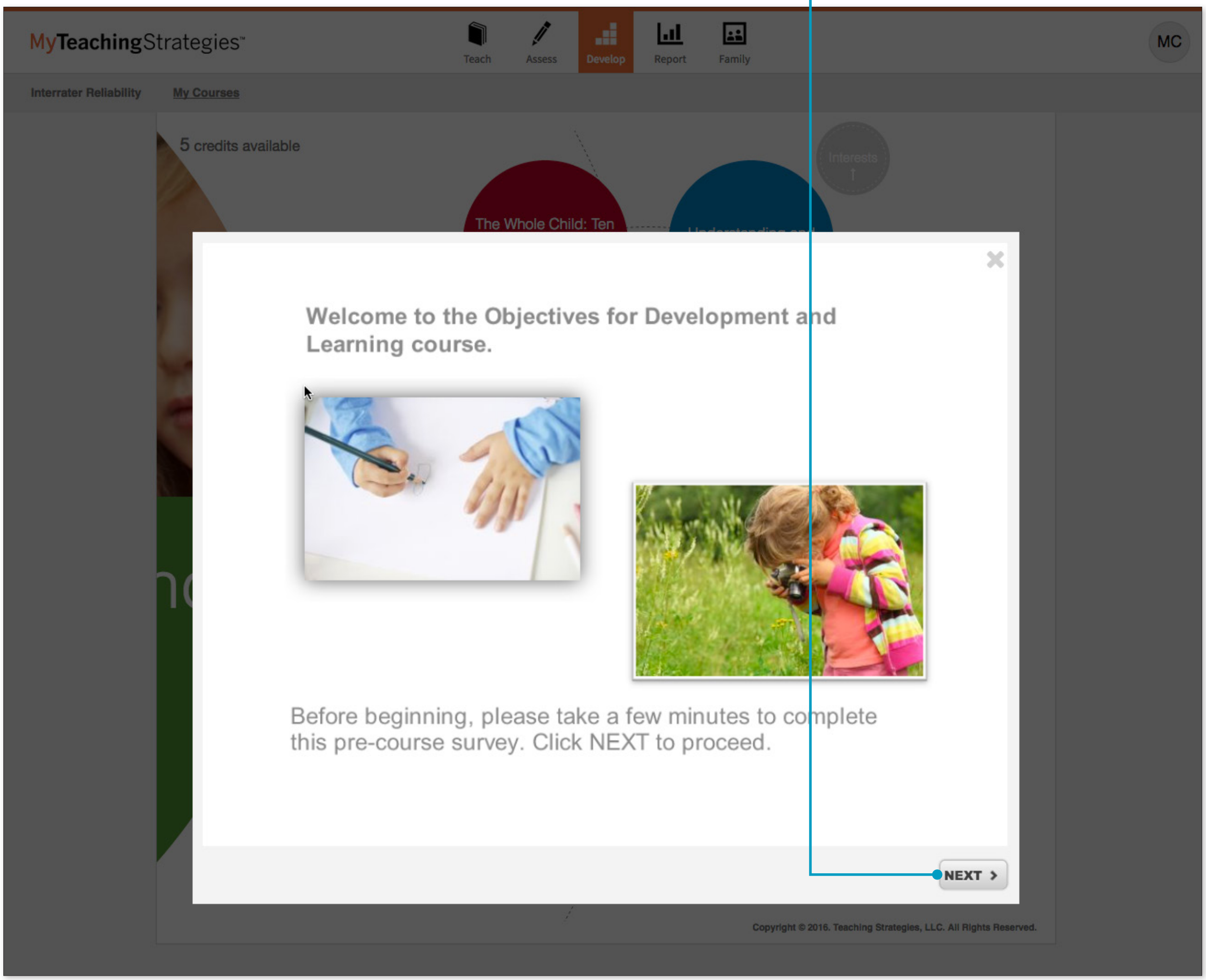
Hover over an interest bubble to see a description of that interest, an estimated time to completion, and a % of completion.





Select a section to begin that part of the course.

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

To access the Report area, select the graph icon from the main navigation bar.

How-To Guide for Administrators

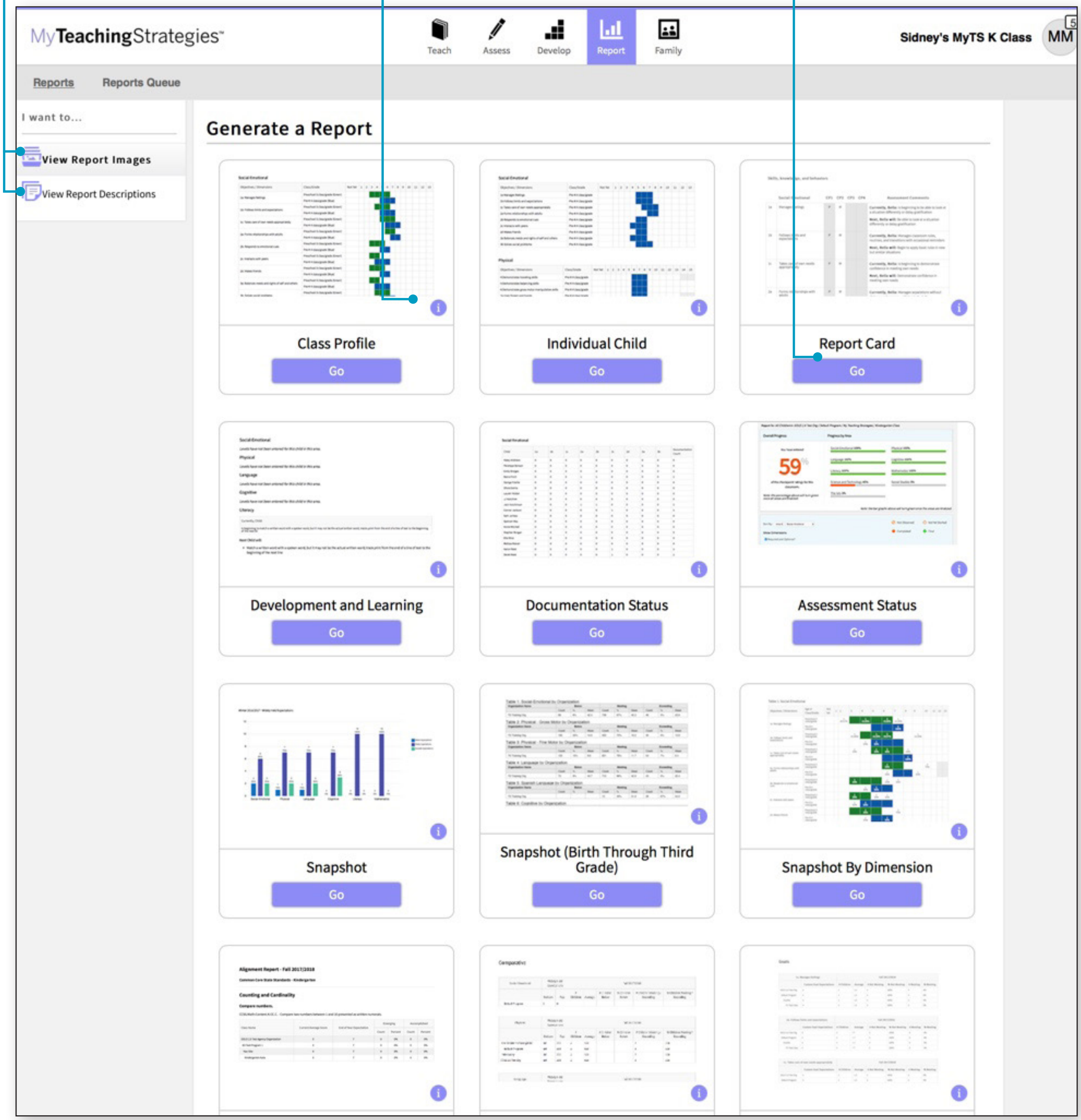
Report Landing Page

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

Use VIEW REPORT IMAGES or 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 specific report.



Class Profile

The Class Profile report compares information about the children at the class level with widely held expectations for their age or class/grade during a particular checkpoint period. This report can help teachers in your program inform and support planning for small- and large-group activities, as well as activities for individual children. This report can be viewed along with teachers' lesson plans to show intentional planning for all children in your program.

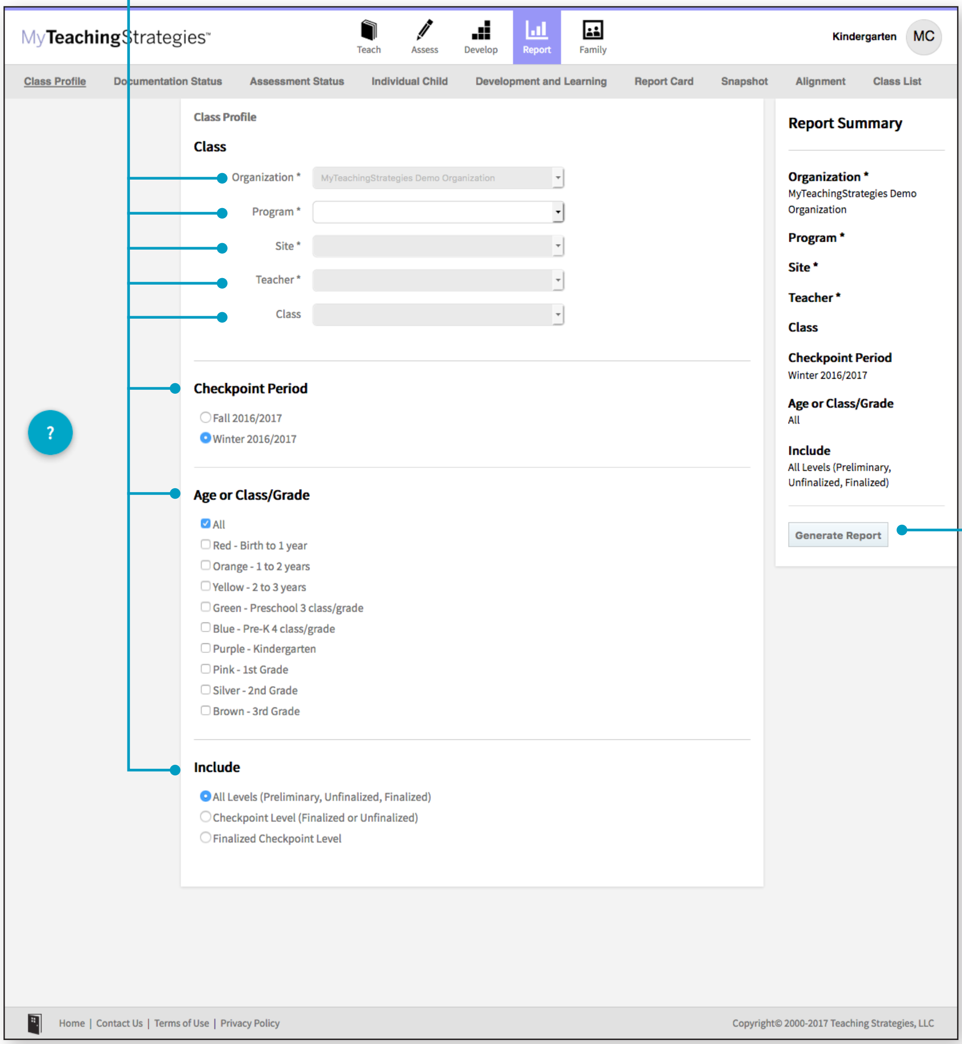
To create a Class Profile report, access the Report area, and then select GO for the Class Profile report.

When should I use the Class Profile report?

This report can be generated on a weekly basis to help teachers plan lessons. 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.

Report Criteria

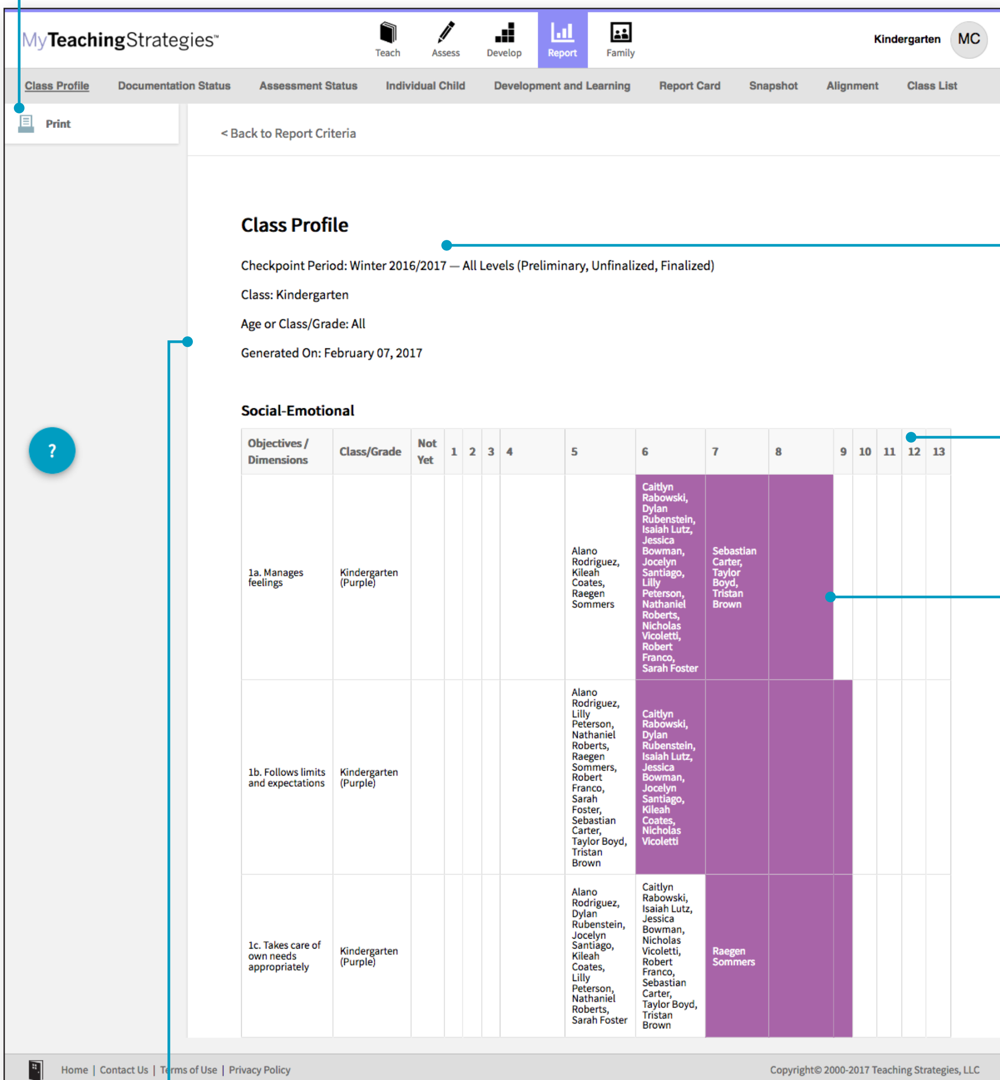
Customize your report by selecting the appropriate ORGANIZATION, PROGRAM, SITE, TEACHER, CLASS, CHECKPOINT PERIOD, AGE or CLASS, and which levels to include.



Select GENERATE REPORT.

Report Results

Select PRINT to print your report.



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.

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

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

Individual Child

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

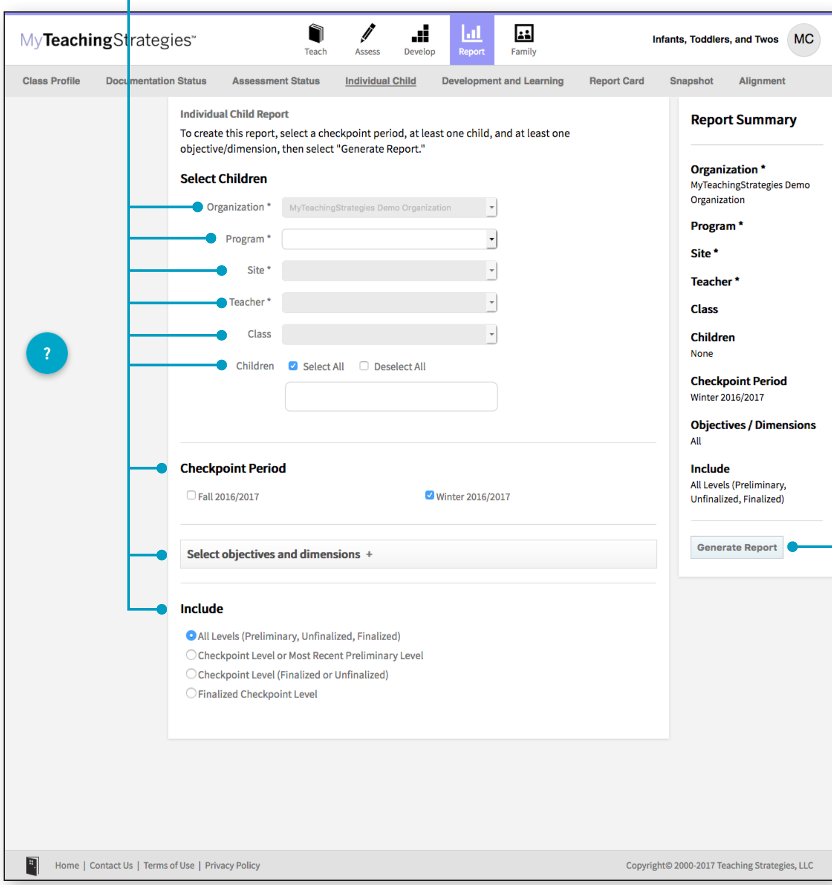
To create an Individual Child report, access the Report area, and then select GO for the Individual Child report.

When should I use the Individual Child report?

This report can be generated by teachers 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 as you help teachers 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.

Report Criteria

Customize your report by selecting the appropriate ORGANIZATION, PROGRAM, SITE, TEACHER, CLASS, CHILDREN, CHECKPOINT PERIOD, specific, and which levels to include.

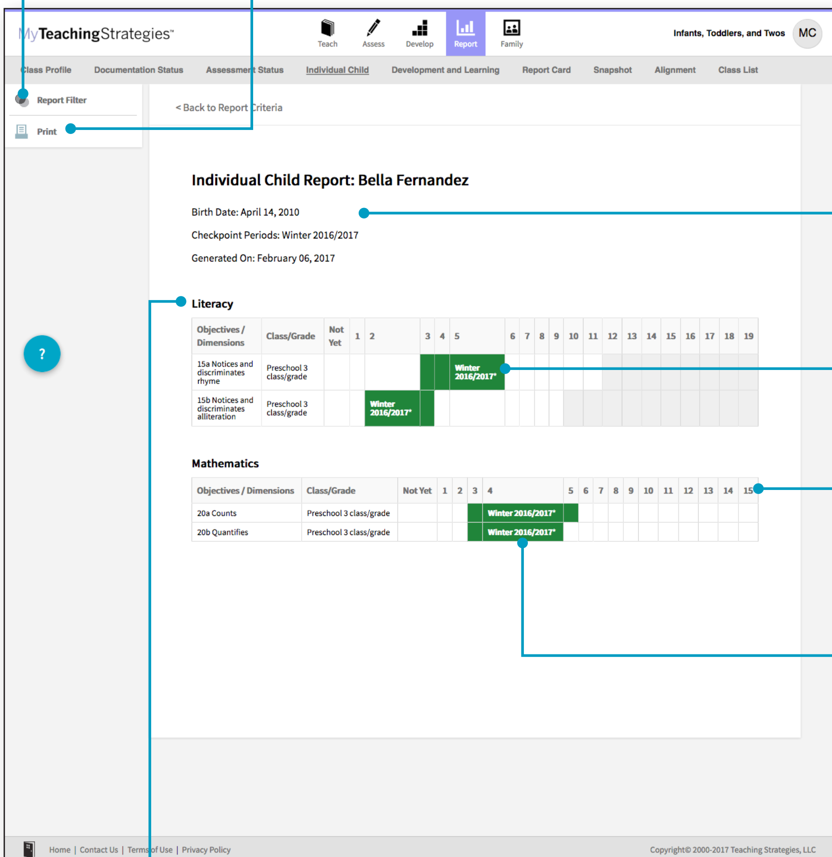


Select GENERATE REPORT.

Report Results

Select REPORT FILTER to adjust your report criteria.

Select PRINT to print your report.



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

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

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

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

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

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.

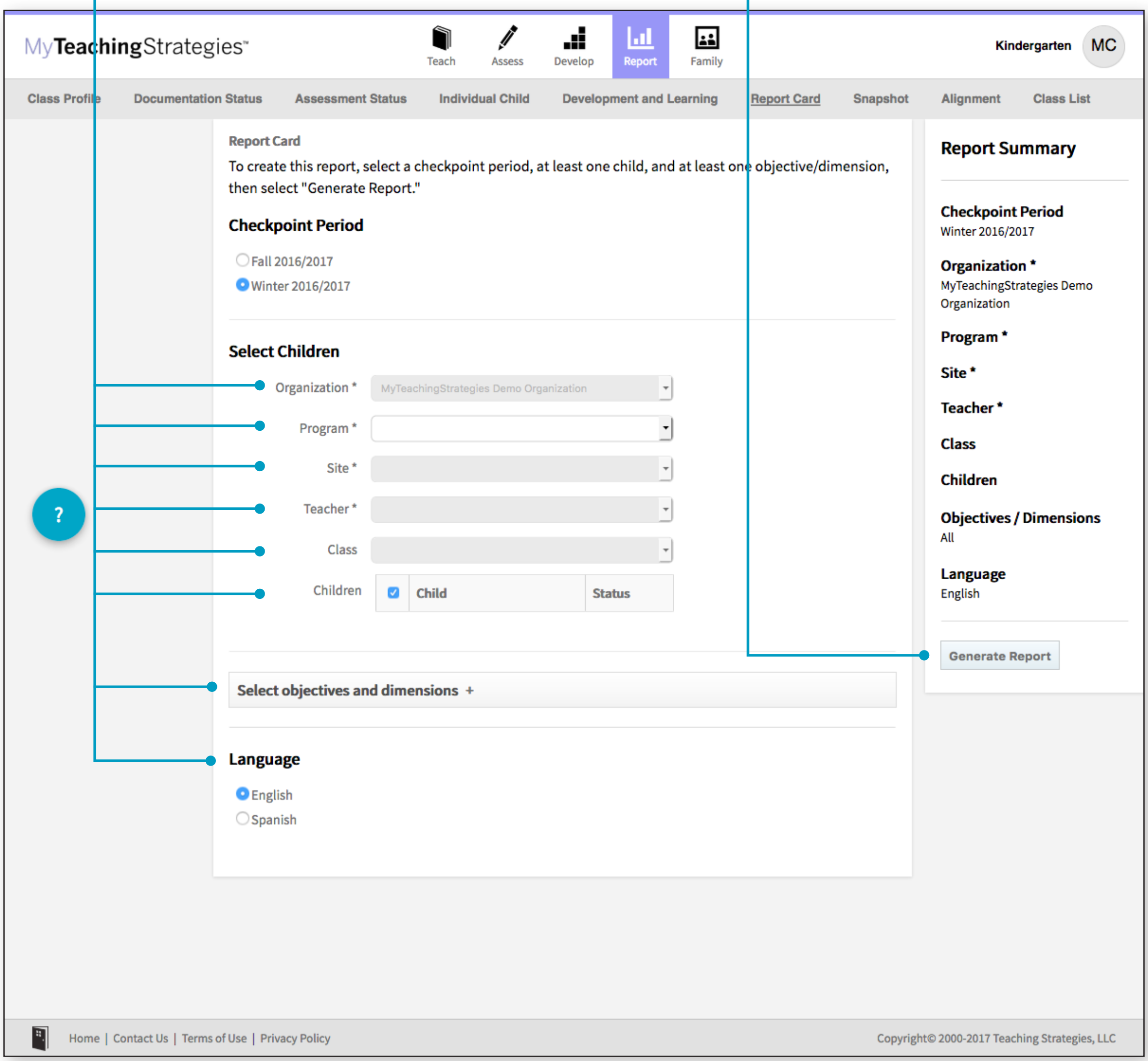
To create a Report Card, access the Report area, and then select GO for the Report Card.

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.

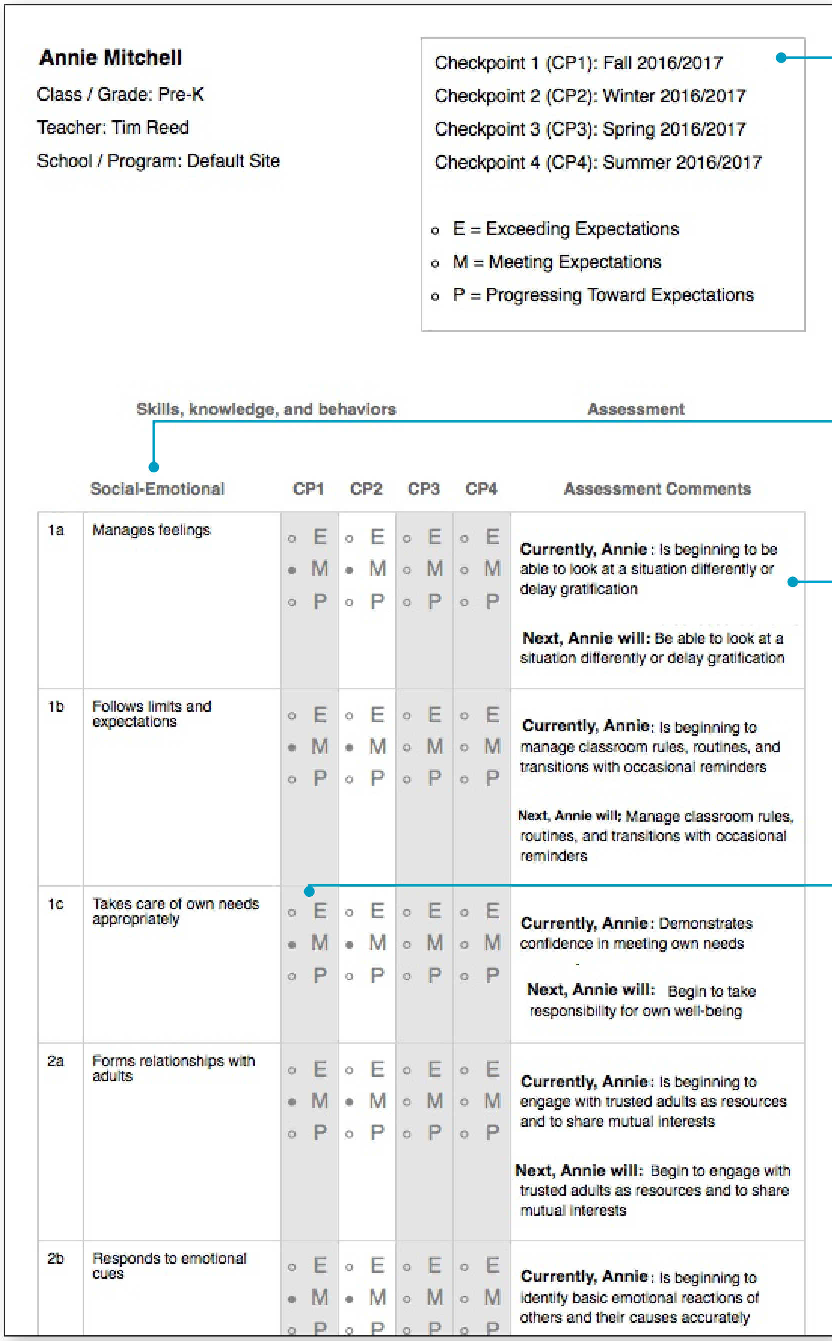
Report Criteria

Customize your report by selecting the appropriate CHECKPOINT PERIOD, ORGANIZATION, PROGRAM, SITE, TEACHER, CLASS, CHILDREN, OBJECTIVES AND DIMENSIONS, and LANGUAGE.

Select GENERATE REPORT.



Report Results



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

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
2a	Forms relationships with adults	○ E ● M ○ P	○ E ● M ○ P	○ E ○ M ○ P	○ E ○ M ○ P	**Currently, Annie**: Is beginning to engage with trusted adults as resources and to share mutual interests **Next, Annie will:** Begin to engage with trusted adults as resources and to share mutual interests
2b	Responds to emotional cues	○ E ● M ○ P	○ E ● M ○ P	○ E ○ M ○ P	○ E ○ M ○ P	**Currently, Annie**: Is beginning to identify basic emotional reactions of others and their causes accurately

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

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

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 likely display next.

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

Development and Learning

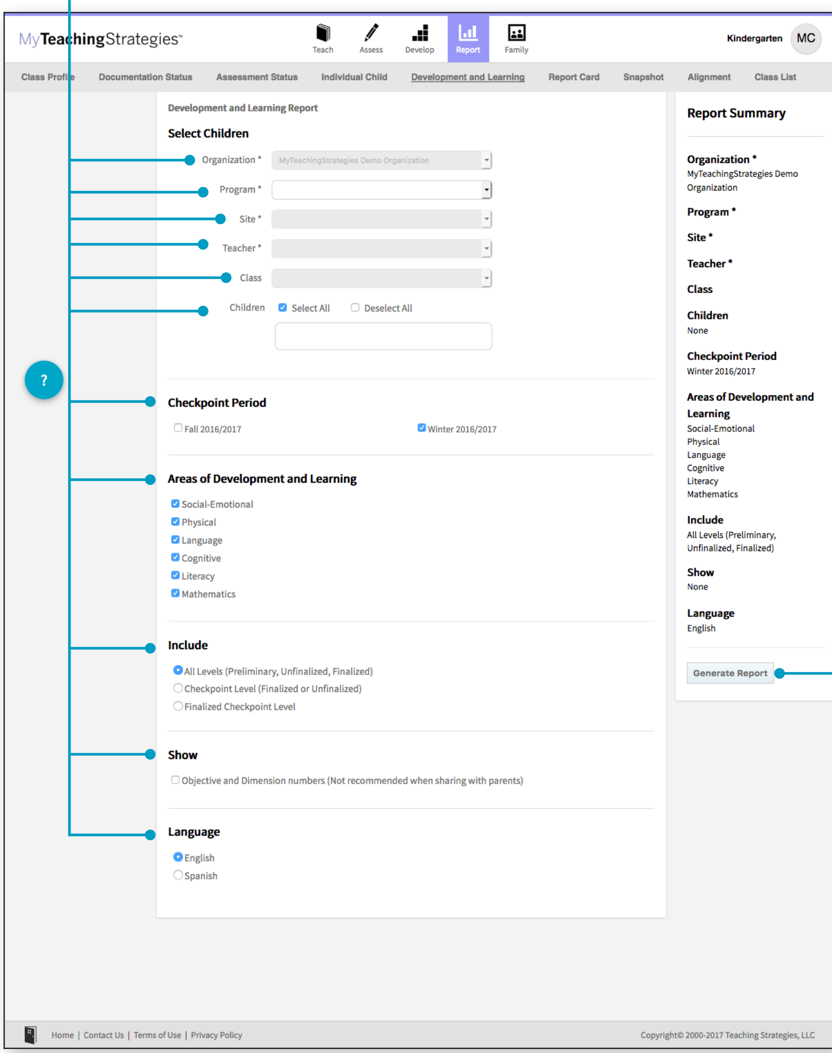
The Development and Learning report highlights a child's strengths in particular areas of development and learning. Many teachers and administrators use this report to communicate with other stakeholders about a child's development. This allows educators to clearly and concisely discuss the areas in 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 child's continued growth.

To create a Development and Learning report, access the Report area, and then 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 your teachers 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.

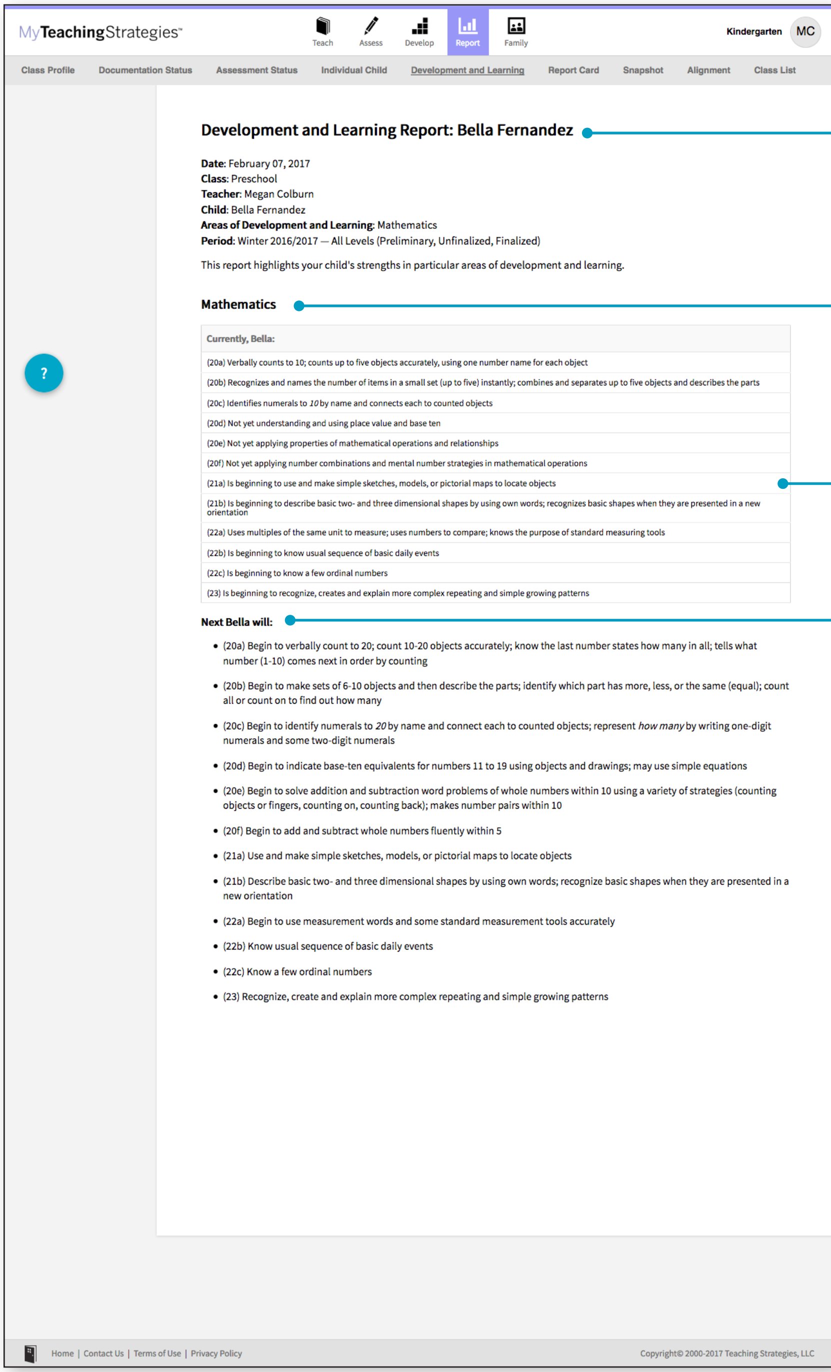
Report Criteria

Customize your report by selecting the appropriate ORGANIZATION, PROGRAM, SITE, TEACHER, CLASS, CHILDREN, CHECKPOINT PERIOD, AREAS OF DEVELOPMENT AND LEARNING, which levels to include, and LANGUAGE. You can also choose to show Objective and Dimension numbers.



Select GENERATE REPORT.

Report Results



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 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 likely display next.

Documentation Status

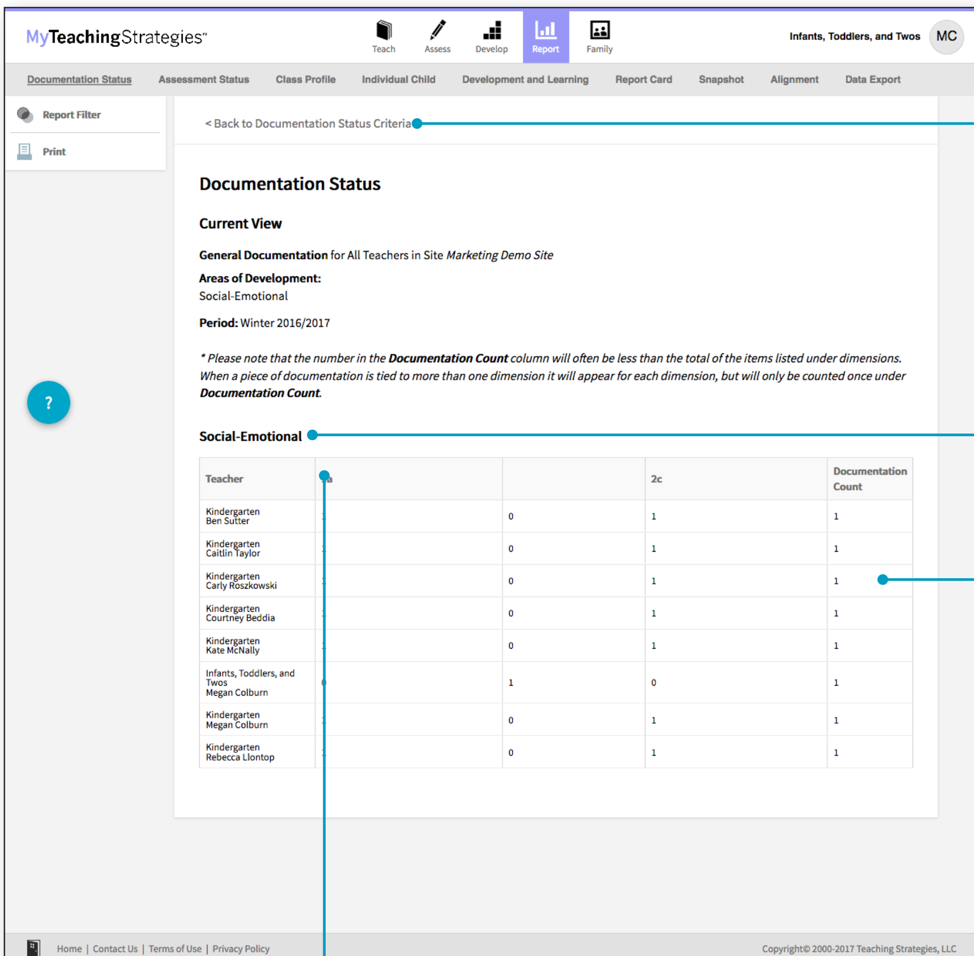
The Documentation Status report will help you see, at a glance, where teachers may need more information to plan activities and observations. It shows how many times teachers associated the objective/dimension with documentation for individual children.

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 for the highest level of your administrative access.

When should I use the Documentation Status report?

This report can be generated on a weekly basis to help you assist teachers plan for activities and observations. This will help you and your teachers understand who and what has not been observed for specific objectives and dimensions. Encourage your teachers to use this report before the checkpoint is started to ensure that there is sufficient documentation to make the checkpoint decision.

Report Results


MyTeachingStrategies™ Teach Assess Develop Report Family Infants, Toddlers, and Twos MC

Documentation Status | Assessment Status | Class Profile | Individual Child | Development and Learning | Report Card | Snapshot | Alignment | Data Export

Report Filter

Print

< Back to Documentation Status Criteria

Documentation Status

Current View

General Documentation for All Teachers in Site *Marketing Demo Site*

Areas of Development:
Social-Emotional

Period: Winter 2016/2017

** Please note that the number in the **Documentation Count** column will often be less than the total of the items listed under dimensions. When a piece of documentation is tied to more than one dimension it will appear for each dimension, but will only be counted once under **Documentation Count**.*

Social-Emotional

Teacher	[illegible]a		2c	Documentation Count
Kindergarten Ben Sutter	[illegible]	0	1	1
Kindergarten Caitlin Taylor	[illegible]	0	1	1
Kindergarten Carly Roszkowski	[illegible]	0	1	1
Kindergarten Courtney Beddia	[illegible]	0	1	1
Kindergarten Kate McNally	[illegible]	0	1	1
Infants, Toddlers, and Twos Megan Colburn	[illegible]	1	0	1
Kindergarten Megan Colburn	[illegible]	0	1	1
Kindergarten Rebecca Llontop	[illegible]	0	1	1

Home | Contact Us | Terms of Use | Privacy Policy

Copyright© 2000-2017 Teaching Strategies, LLC

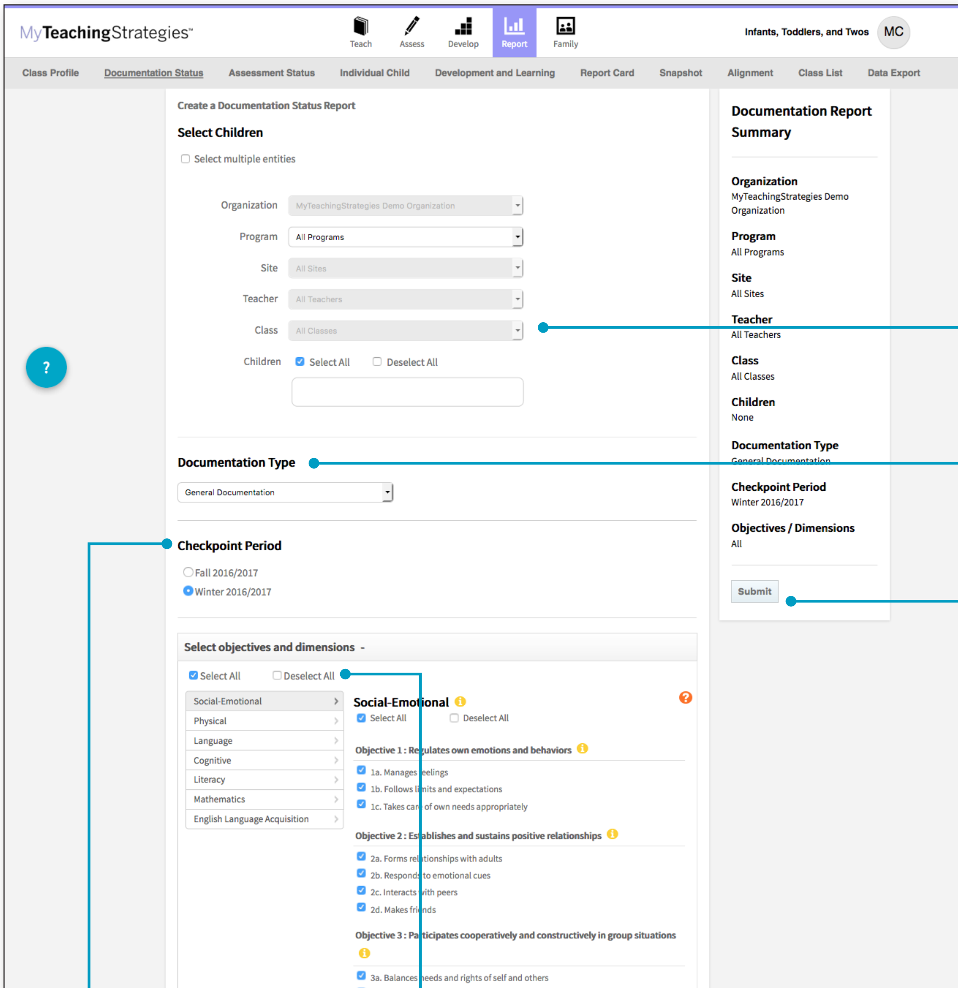
To customize your report, select BACK TO DOCUMENTATION STATUS CRITERIA.

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

The final column provides a summary of total documentation collected for your organization(s), program(s), site(s), teacher(s), and class(es).

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

Report Criteria



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

2. General documentation will be pre-selected for the DOCUMENTATION TYPE.

3. Select a CHECKPOINT PERIOD.

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.

Assessment Status

The Assessment Status report will tell you how far your programs have progressed in completing assessments for this checkpoint. Continue to generate this report throughout the checkpoint period until all status bars are colored green. This report will also show which programs are missing ratings by area.

To create an Assessment Status report, access the Report area and then 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?

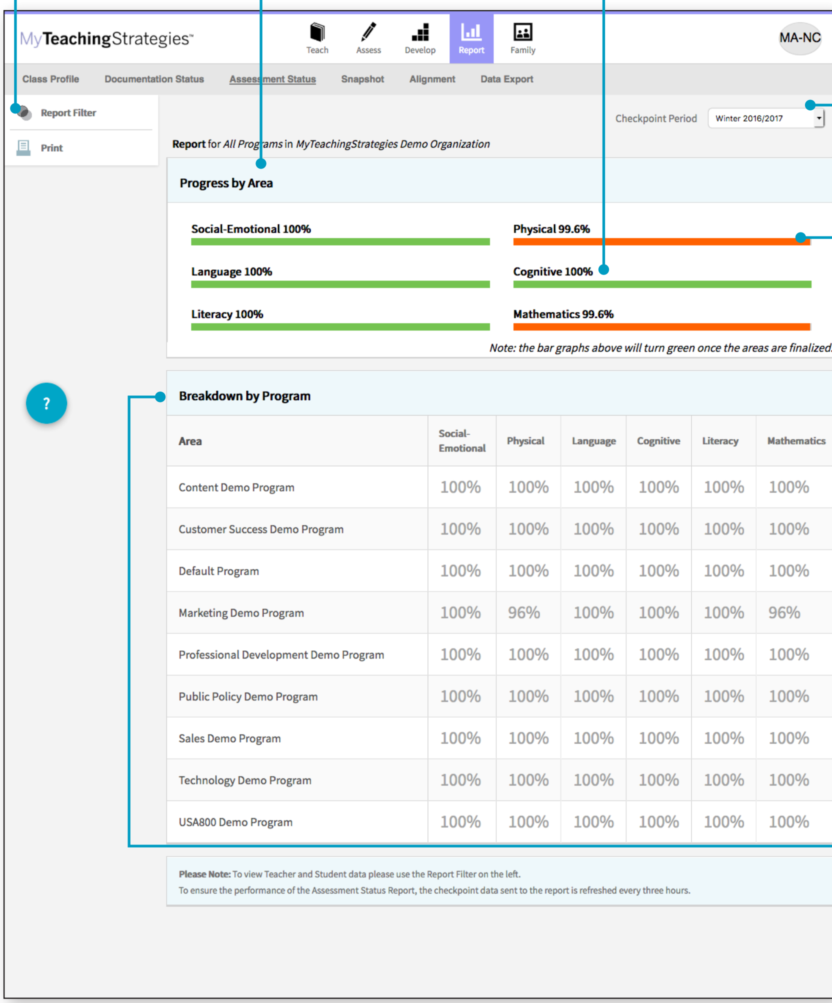
This report should be generated on a regular basis starting two weeks before the checkpoint due date. This will allow you to monitor your programs' progress as they complete the checkpoint. A few days before the checkpoint due date, the report should show 100% finalization for each area.

Report Results

To customize your report, select REPORT FILTER.

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

A green bar indicates a finalized area.



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

A solid orange bar indicates a completed area that has not been finalized. A partially filled bar indicates the percentage of completion for that area.

The bottom of the report shows the checkpoint percentage of completion for each area by program. Use the Report Filters to show data at the site or class level.

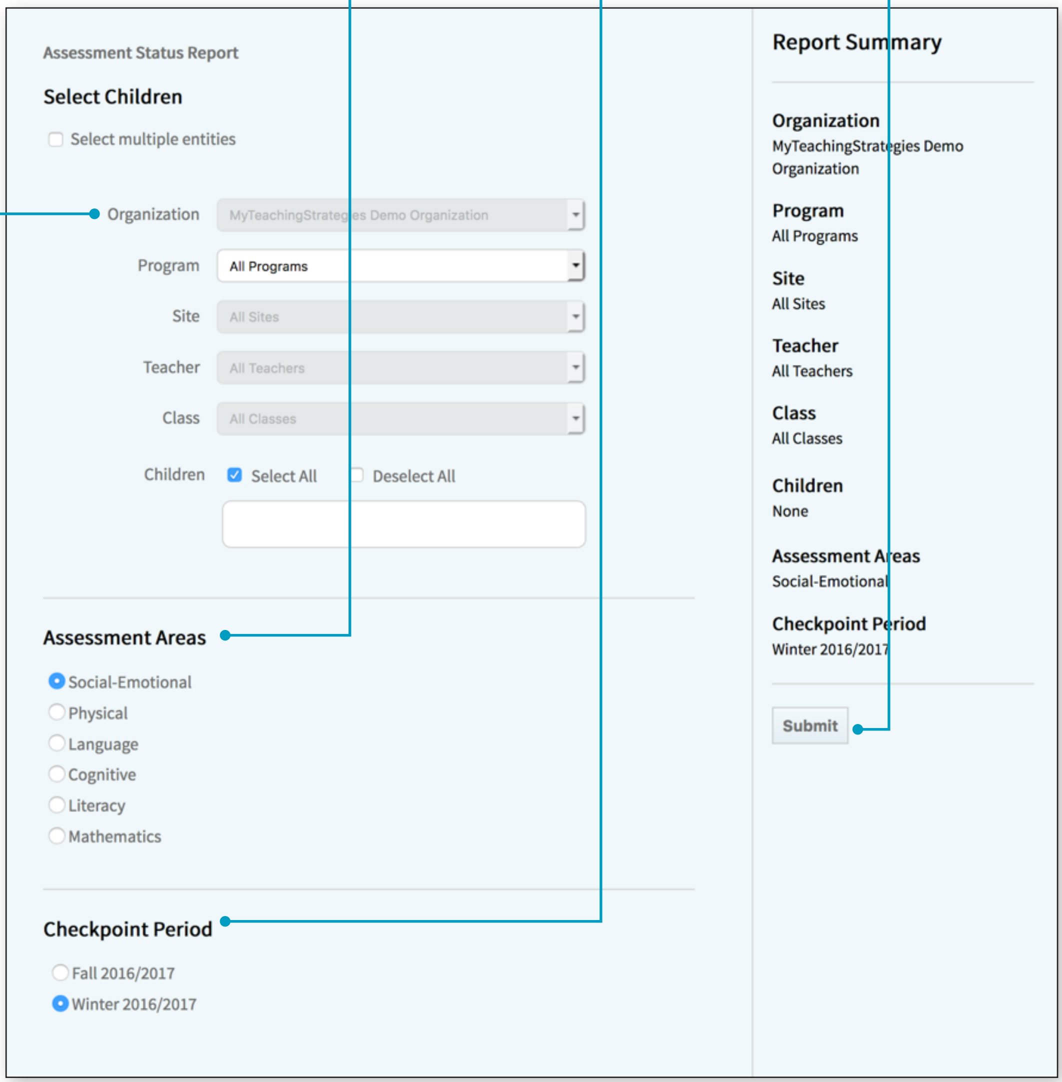
Report Criteria

Use the ORGANIZATION, PROGRAM, SITE, TEACHER, and CLASS drop-down menus to customize your report, and select which children to include.

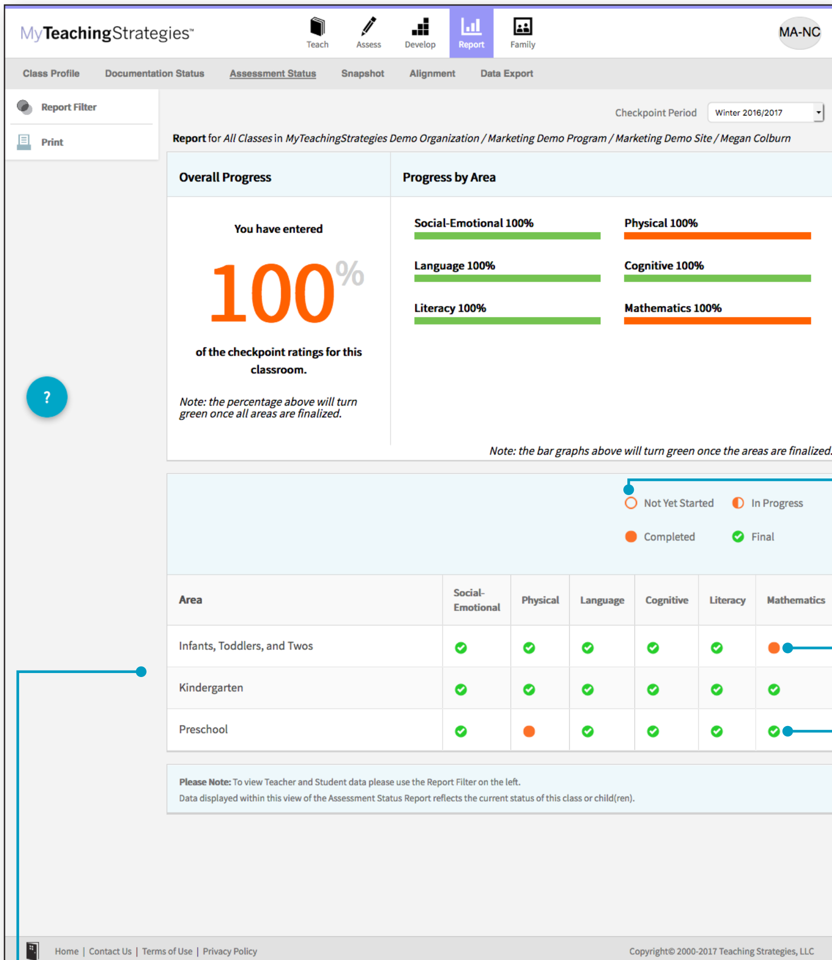
Select an ASSESSMENT AREAS.

Select a CHECKPOINT PERIOD.

Click SUBMIT to view your report.



You can also review the report by teacher or class, which will provide information on whether checkpoint levels are not yet started, in progress, completed, or final.



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

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

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

The bottom of the report shows your checkpoint status for each objective/dimension for each class or child.

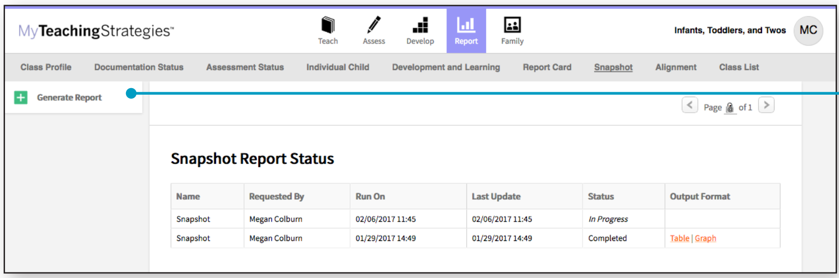
Snapshot

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 at the first checkpoint of the year so that administrators can identify the strengths and areas of need that children have upon entering the program. This helps administrators identify professional resources and support that teachers may need based on the unique Snapshot report for each class.

When should I use the Snapshot report?

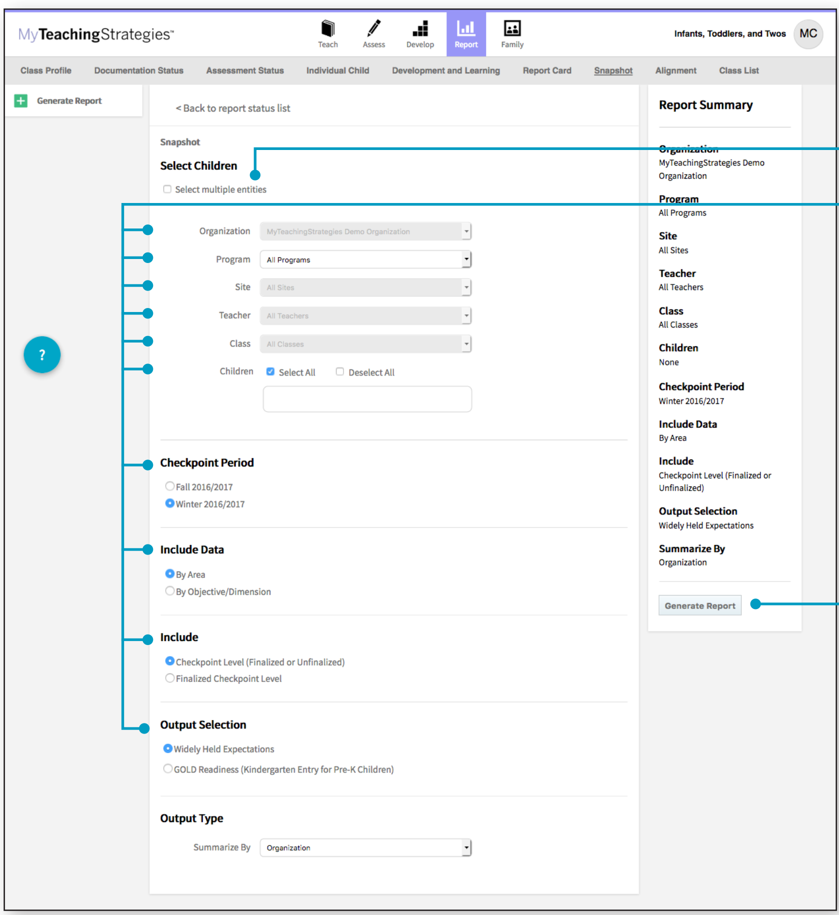
This report can be used at anytime to view child outcomes data by area, objective, and dimension. This is a great report to use when sharing aggregate outcomes information with stakeholders. Administrators can also use this data to inform professional development planning.

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



After launching the report, select GENERATE REPORT.

Report Criteria



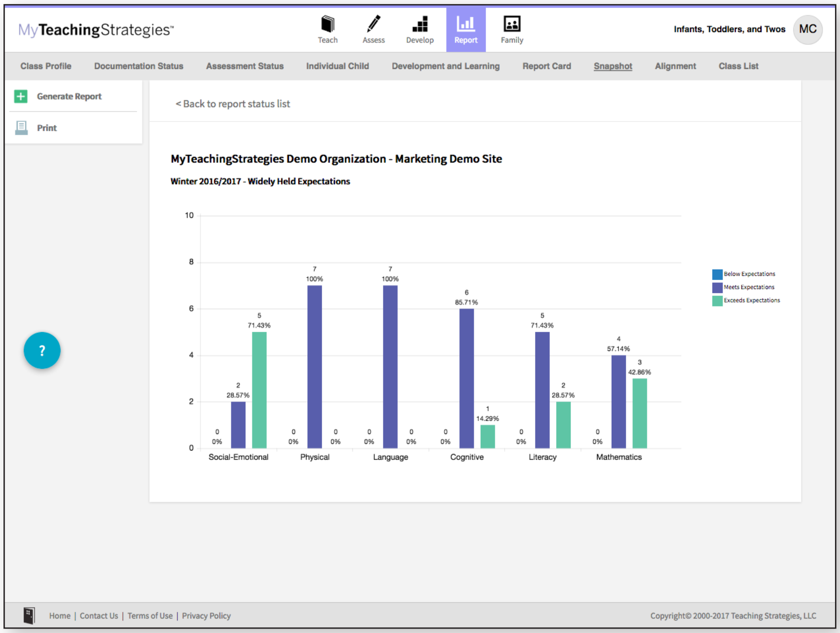
To show information for multiple organizations, programs, sites, teachers, or classes, check the box next to SELECT MULTIPLE ENTITIES.

Customize your report by selecting the appropriate ORGANIZATION, PROGRAM, SITE, TEACHER, CLASS, CHILDREN, CHECKPOINT PERIODS, which data and levels to include, and your OUTPUT TYPE.

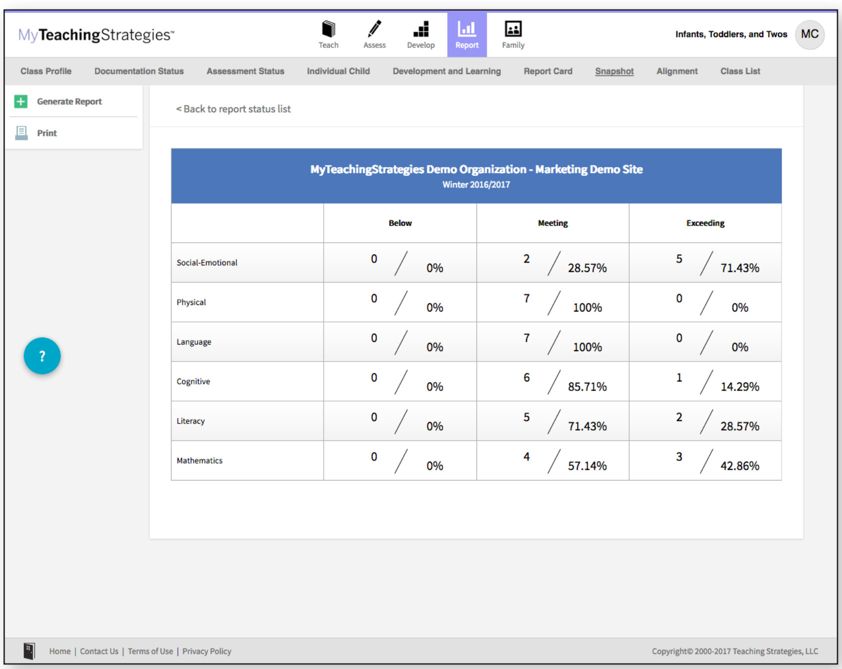
Select GENERATE REPORT.

Report Results

The Snapshot report can be viewed in either a table or graph format.



The Table output displays a table for each organization, program, site, 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.



	Below	Meeting	Exceeding
Social-Emotional	0 / 0%	2 / 28.57%	5 / 71.43%
Physical	0 / 0%	7 / 100%	0 / 0%
Language	0 / 0%	7 / 100%	0 / 0%
Cognitive	0 / 0%	6 / 85.71%	1 / 14.29%
Literacy	0 / 0%	5 / 71.43%	2 / 28.57%
Mathematics	0 / 0%	4 / 57.14%	3 / 42.86%

The Graph output displays a bar graph for each organization, program, site, 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.

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.

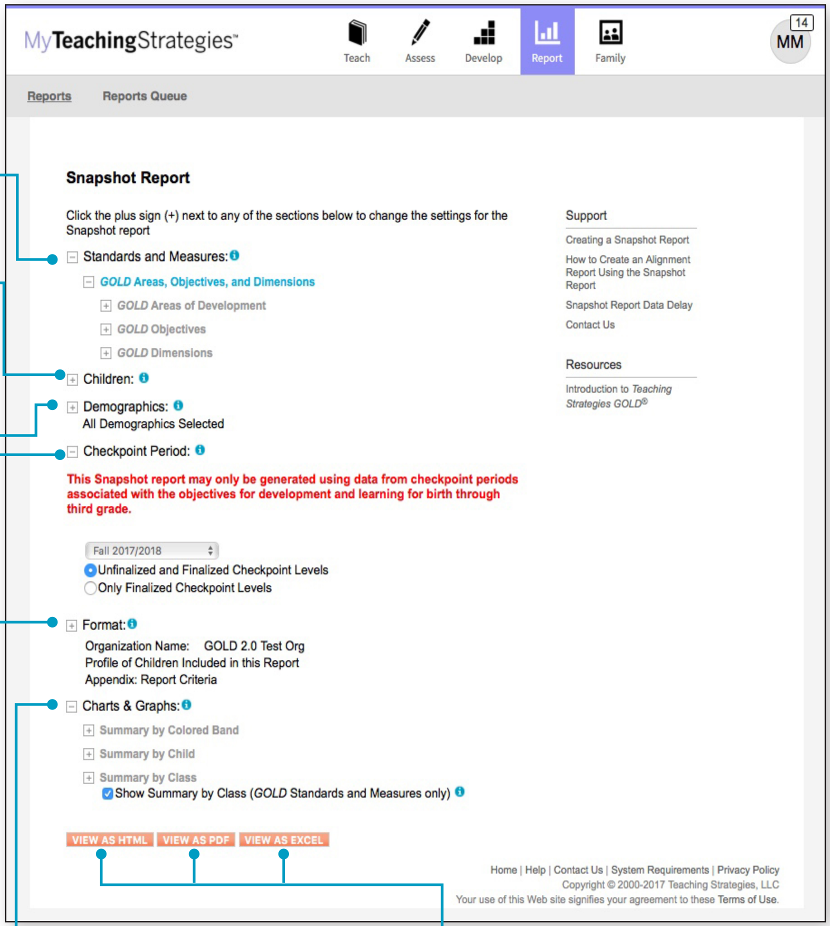
To create a Snapshot (Birth Through Third Grade) report, access the Report area, and then select GO for the Snapshot (Birth through Third Grade) report.

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).

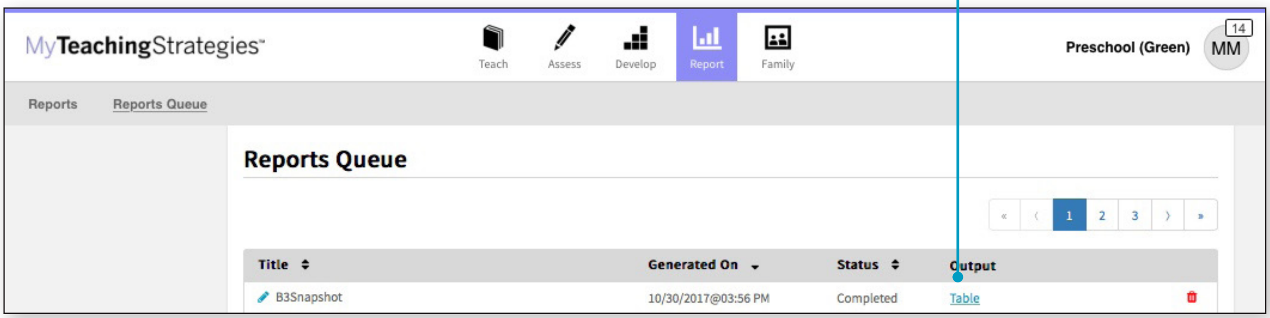
Report Criteria

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.

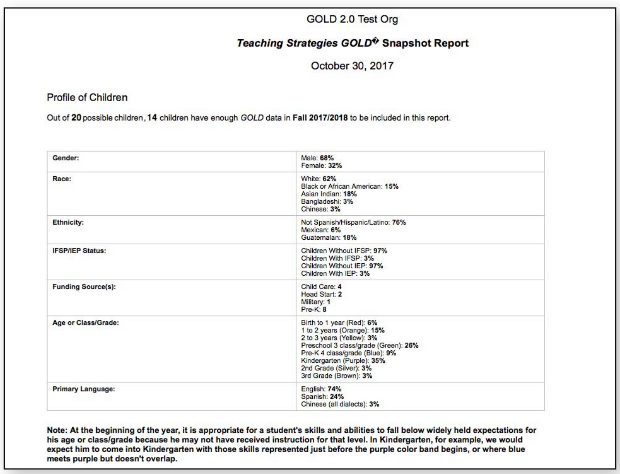


6. In CHARTS & GRAPHS, choose to generate the report by Colored Band, by Child, or by Class (selected by default).
7. Select VIEW AS HTML, VIEW AS PDF or VIEW AS EXCEL.

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.

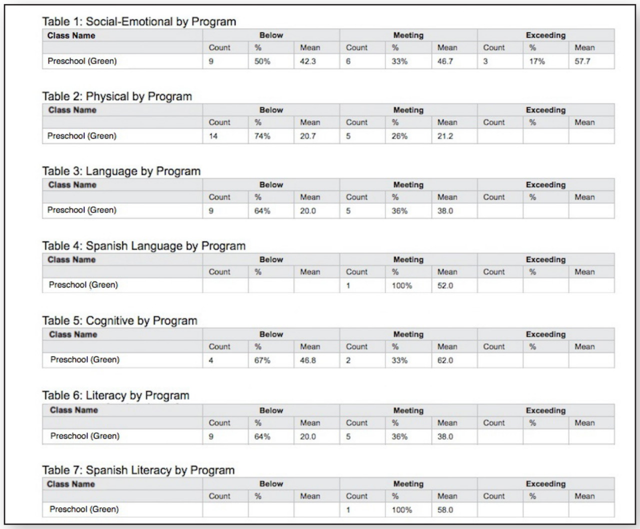


Table 1: Social-Emotional by Program

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.

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.

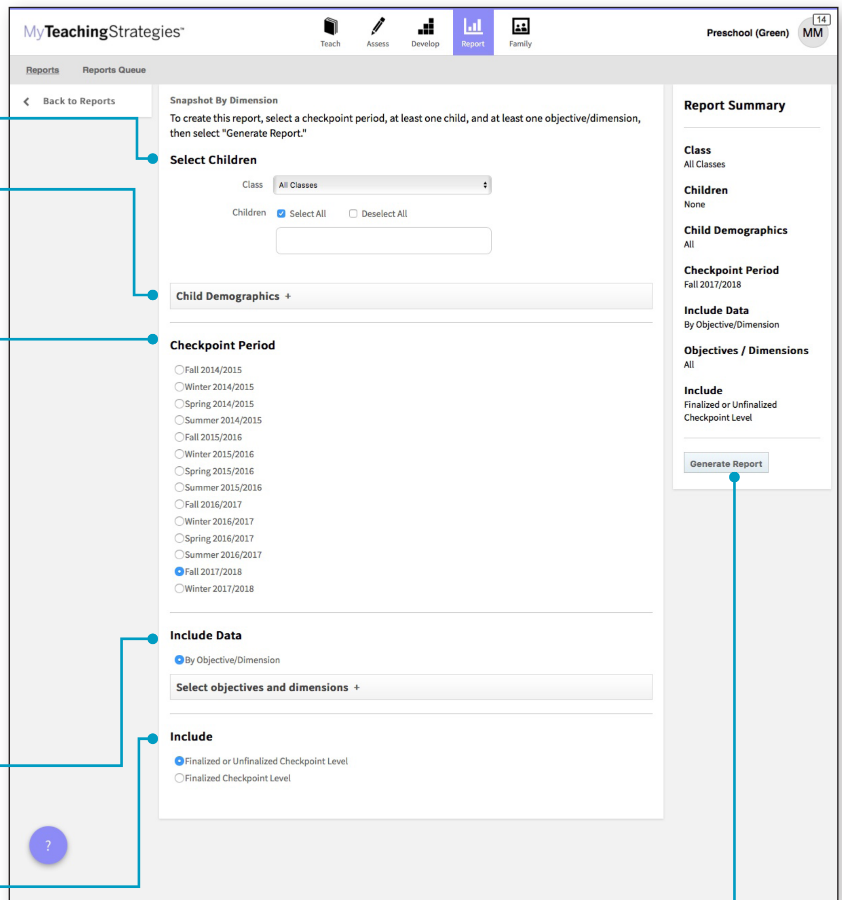
3. Select a CHECKPOINT PERIOD. It is defaulted to include the current period.

   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

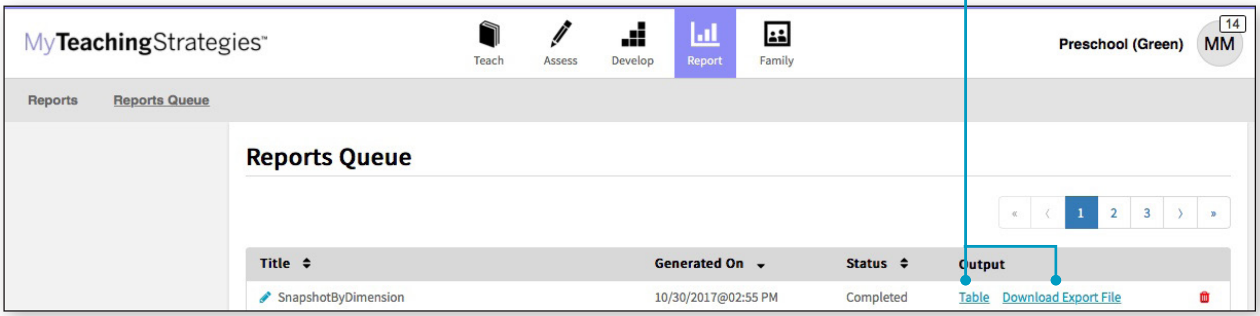
4. Under INCLUDE DATA, determine whether to include specific objectives/dimensions. It is defaulted to include all.

5. Select FINALIZED OR UNFINALIZED CHECKPOINT LEVEL or FINALIZED CHECKPOINT LEVEL.



6. Select GENERATE REPORT.

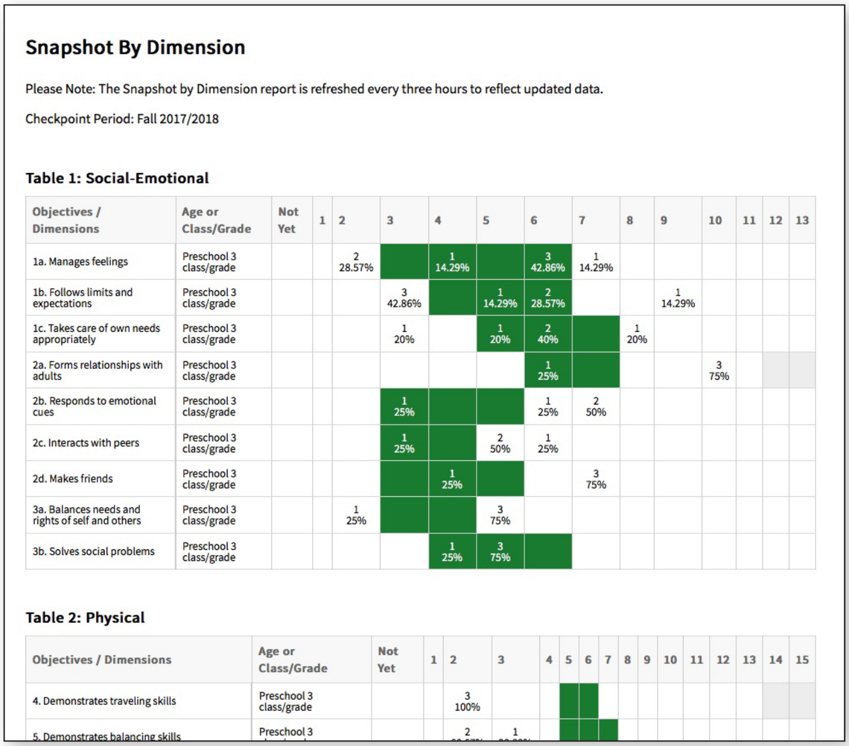
7 You will be taken to the Reports Queue, where you can view the report as a table or as a downloaded export file.



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												

Alignment

The Alignment report enables administrators 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 create an Alignment report, access the Report area, and then select GO for the Alignment report.

When should I use the Alignment report?

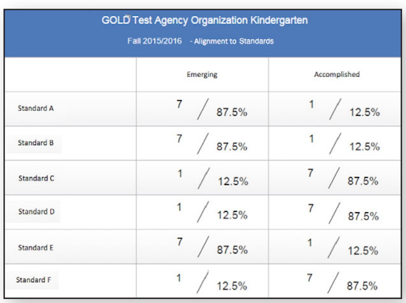
This report can be used all year long to see how your assessment data aligns to other standards and measures your program uses.

Report Criteria

1. Customize your report by selecting the appropriate ORGANIZATION, PROGRAM, SITE, TEACHER, 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.

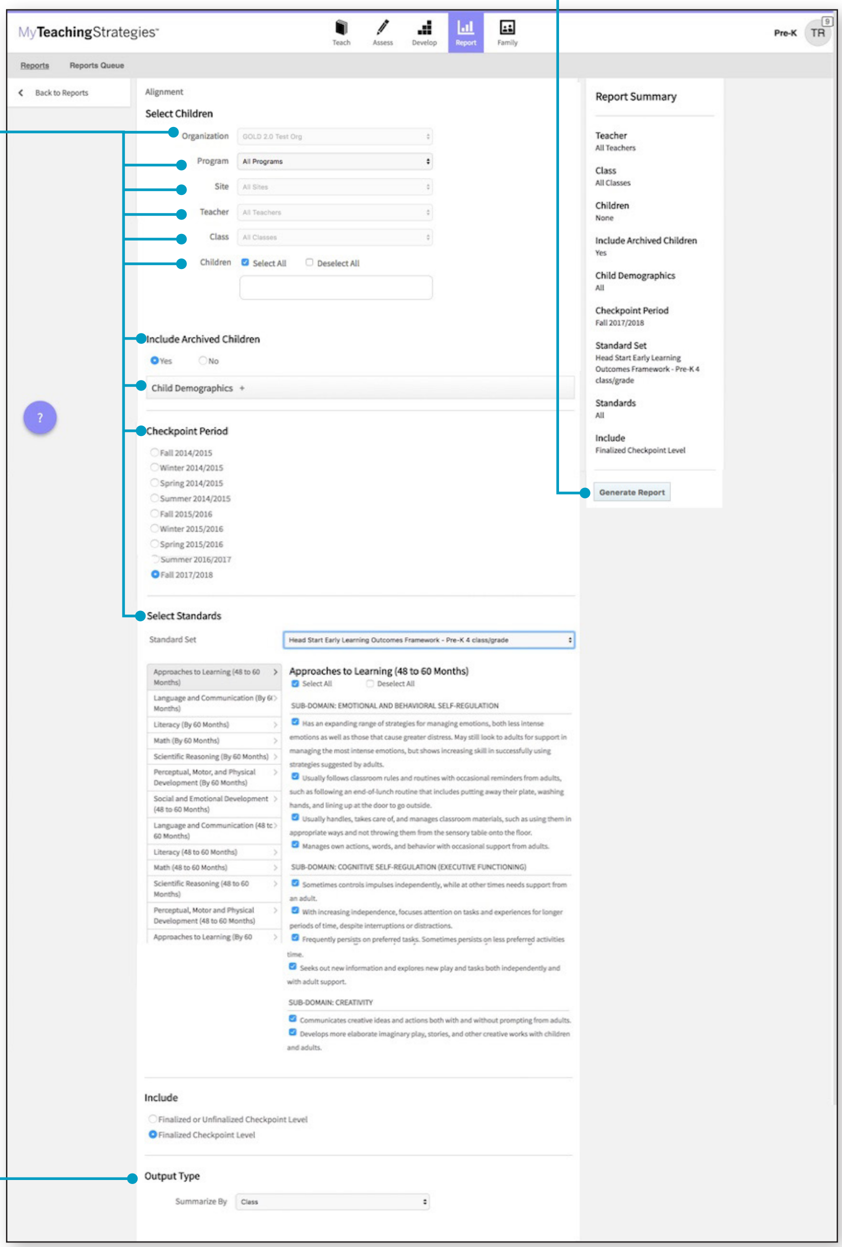
2. Choose an OUTPUT type.

3. Select GENERATE REPORT.

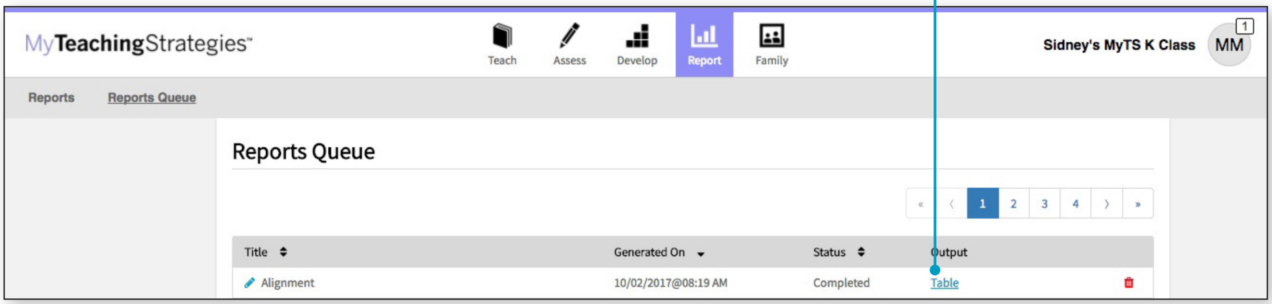


GOLD Test Agency Organization Kindergarten
Fall 2015/2016 - Alignment to Standards

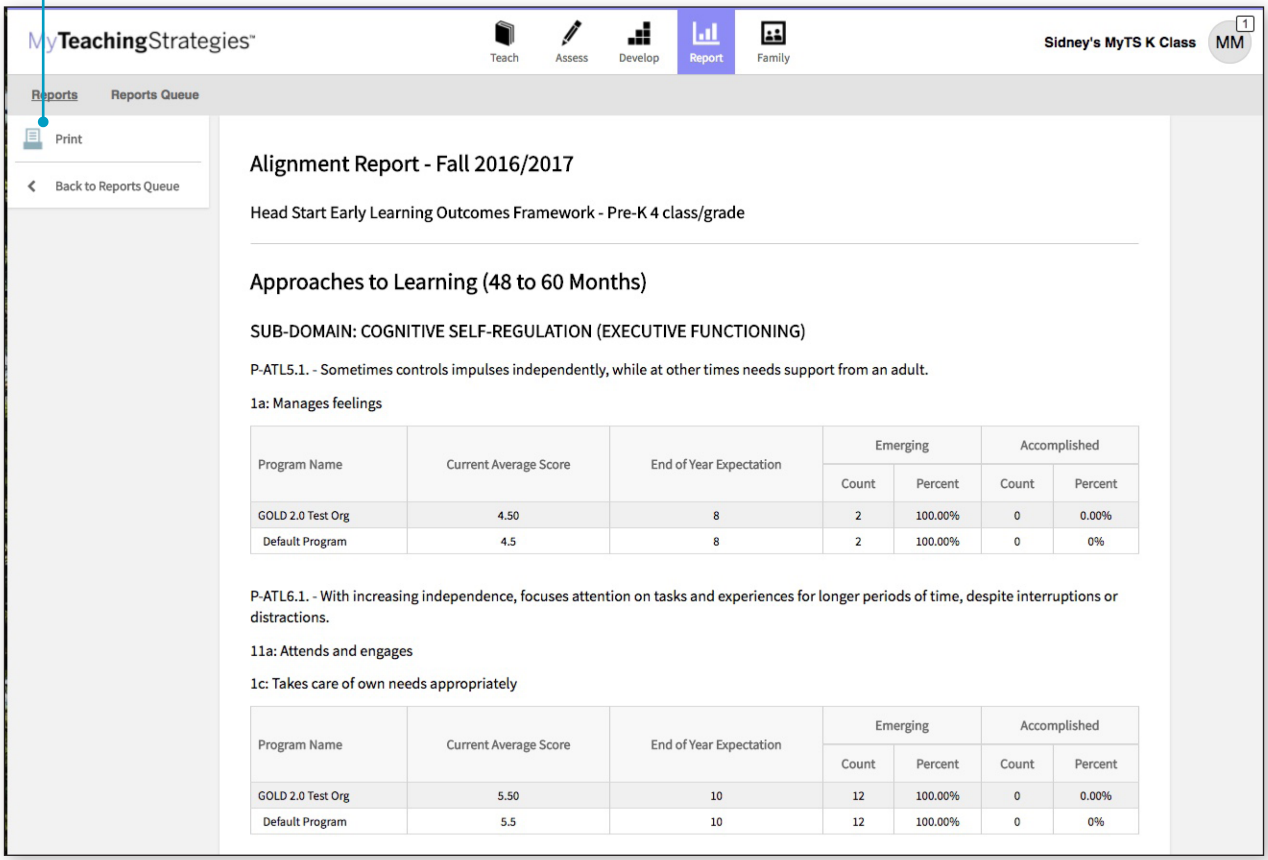
	Emerging	Accomplished
Standard A	7 / 87.5%	1 / 12.5%
Standard B	7 / 87.5%	1 / 12.5%
Standard C	1 / 12.5%	7 / 87.5%
Standard D	1 / 12.5%	7 / 87.5%
Standard E	7 / 87.5%	1 / 12.5%
Standard F	1 / 12.5%	7 / 87.5%



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

Program Name	Current Average Score	End of Year Expectation	Emerging		Accomplished	
			Count	Percent	Count	Percent
GOLD 2.0 Test Org	4.50	8	2	100.00%	0	0.00%
Default Program	4.5	8	2	100.00%	0	0%

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

1c: Takes care of own needs appropriately

Program Name	Current Average Score	End of Year Expectation	Emerging		Accomplished	
			Count	Percent	Count	Percent
GOLD 2.0 Test Org	5.50	10	12	100.00%	0	0.00%
Default Program	5.5	10	12	100.00%	0	0%

Comparative

The Comparative report, generated from checkpoint data associated with the objectives for development and learning for birth through kindergarten or birth through third grade, enables you to create comparative data by placing your checkpoint ratings for each objective or dimension on a uniform scale.

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

When should I use the Comparative report?

Administrators generate the Comparative report at the end of any checkpoint period to compare checkpoint data from one or multiple checkpoint periods to Widely Held Expectations, the National Normative Sample, or *GOLD*® Readiness in a uniform scale.

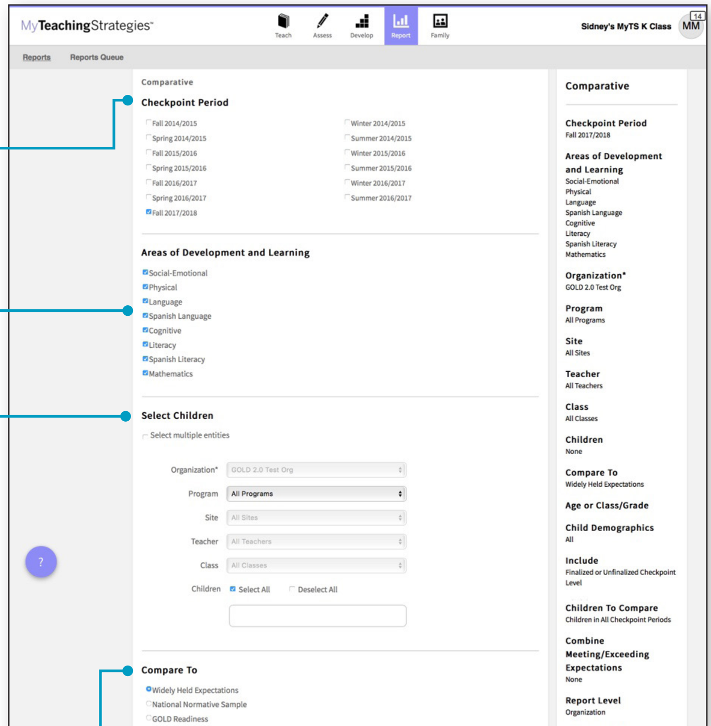
Report Criteria

1. Under CHECKPOINT PERIOD, choose one or more desired checkpoint periods. Please note that you can only select checkpoint periods set to the same version of the *GOLD*® objectives and dimensions.

2. Under AREAS OF DEVELOPMENT AND LEARNING, select whether to include or not include specific areas of development and learning.

3. Filter to a specific program, site, class or child under SELECT CHILDREN.

4. Select which set of expectations you wish to compare your data to including Widely Held Expections, National Normative Sample or *GOLD*® Readiness.



Widely Held Expectations

Choosing "Widely Held Expectations" enables users to compare data for a group of children to determine if the children's skills, knowledge and abilities are below, meeting, or exceeding widely held expectations. The widely held expectations are research based, encompassing the developmental milestones from birth through third grade.

National Normative Sample

Choosing "National Normative Sample" enables users to compare their data to a nationally representative sample. This report output differs from the widely held expectations report output in that the range of scores indicating whether a group of children are below, meeting, or exceeding is comprised of the scores of children who have been assessed by *GOLD*® as opposed to the widely held expectations or colored band. Because the *GOLD*® assessment system is based on the objectives for development and learning from birth through third grade, which have not been used nationally for a full year, it does not currently have a national normative sample. You can still compare data for children ages birth through pre-K to 2016–2017 normative scores, but the data will not reflect a normative sample of children from birth through third grade.

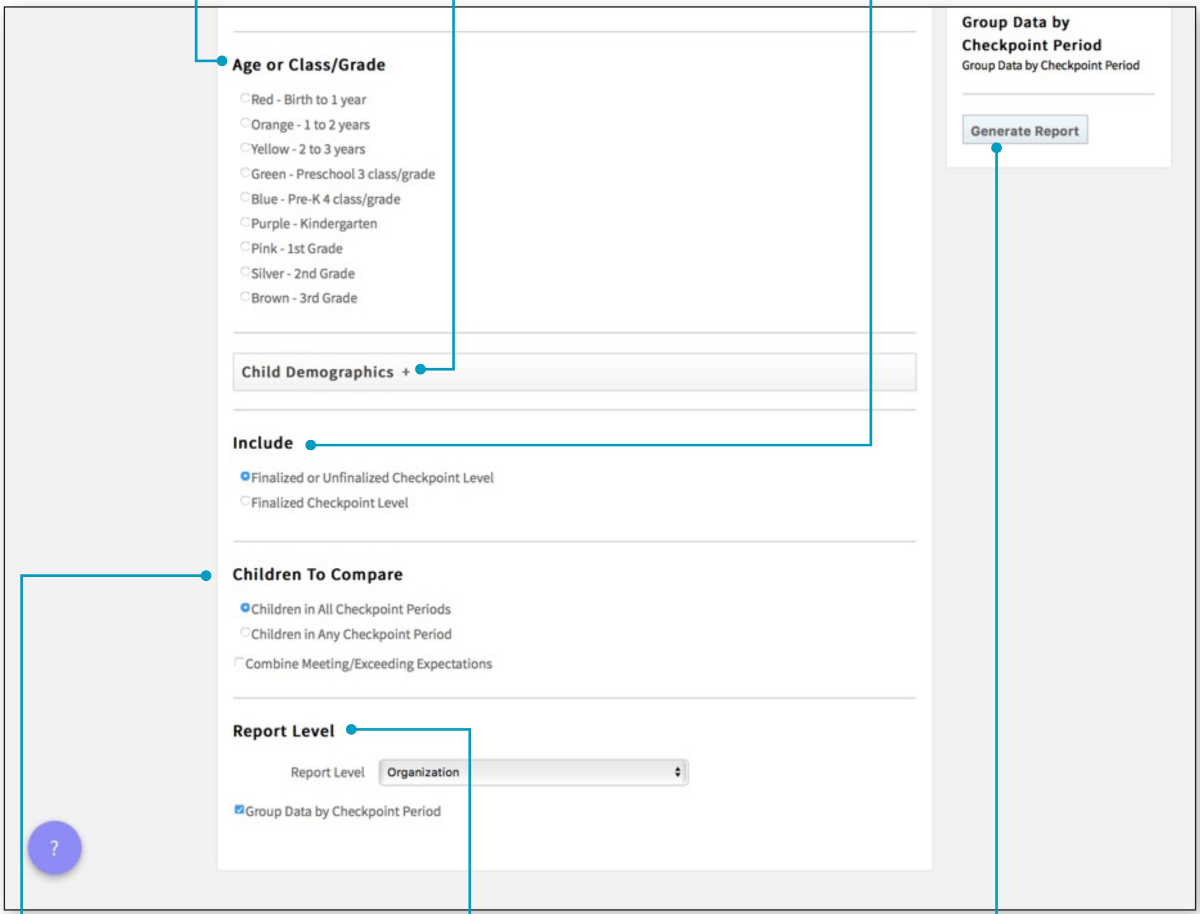
GOLD® Readiness

Choosing "*GOLD*® Readiness" enables users to measure a child's readiness as they move from pre-K towards kindergarten, or as they enter kindergarten. The report output will show a "Readiness Benchmark." The report output also shows data on the children whose skills, knowledge and abilities are emerging (below the benchmark value) and accomplished (at or above the benchmark value).

5 Select a specific AGE OR CLASS/GRADE to include in the report output. Making this selection will also limit results to children who were assessed in that age or class/grade in the checkpoint(s) you choose under "Checkpoint Period."

6 Use the CHILD DEMOGRAPHICS filter to include archived child records and to filter by any demographic criteria.

7 Determine whether to include FINALIZED OR UNFINALIZED CHECKPOINT LEVEL or FINALIZED CHECKPOINT LEVEL.

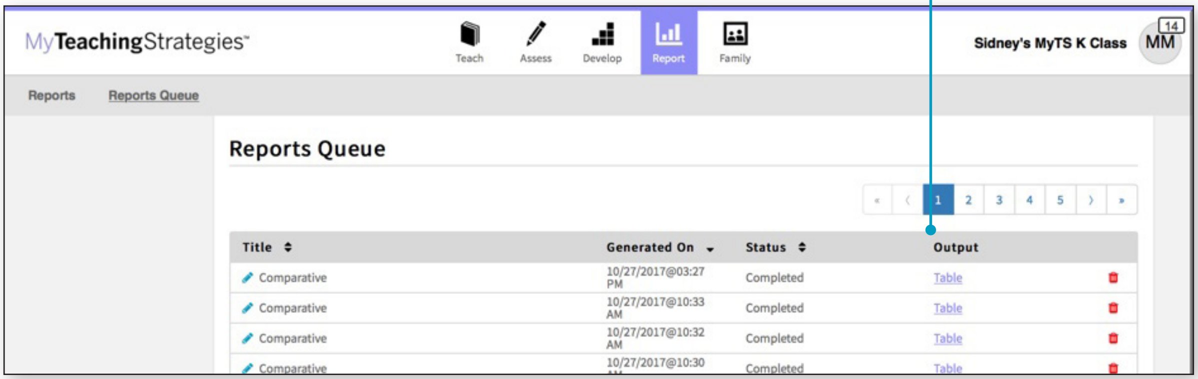


8 Under CHILDREN TO COMPARE, select "Children in All Checkpoint Periods" to restrict the children included in the report to those who have data in all selected checkpoint periods. Select "Children in Any Checkpoint Period" to include all children who have data in any of the selected checkpoint periods. Select "Combine Meeting/Exceeding Expectations" to combine the "Meeting" and "Exceeding" columns in the report output into "Meeting/Exceeding."

9 Under REPORT LEVEL, select the desired level of reporting, which allows for showing data at the top level of your administrative access down to the child level. Unchecking "Group Data by Checkpoint Period" tweaks the output sub-columns of the report to offer an alternative reporting view.

10 Select GENERATE REPORT.

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



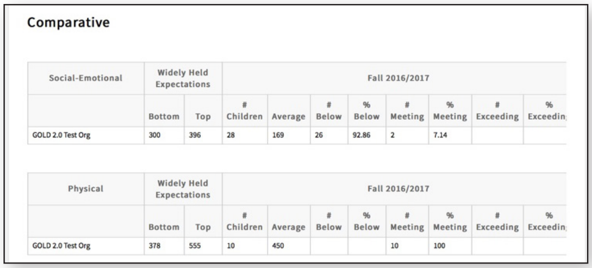
Report Results

Widely Held Expectations

Each area will appear in its own table.

The Widely Held Expectations range for that area for the selected age or class/grade will appear in the second column.

The number of included children, their average score, and the number and percentage of children whose skills, knowledge, and abilities are below, meeting, or exceeding widely held expectations will appear under each selected checkpoint period.



Comparative

Social-Emotional	Widely Held Expectations		Fall 2016/2017							
	Bottom	Top	# Children	Average	# Below	% Below	# Meeting	% Meeting	# Exceeding	% Exceedin
GOLD 2.0 Test Org	300	396	28	169	26	92.86	2	7.14		

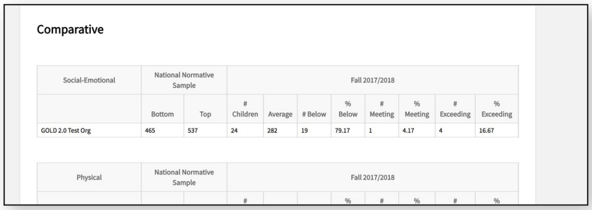
Physical	Widely Held Expectations		Fall 2016/2017							
	Bottom	Top	# Children	Average	# Below	% Below	# Meeting	% Meeting	# Exceeding	% Exceedin
GOLD 2.0 Test Org	378	555	10	450			10	100		

National Normative Sample

Each area will appear in its own table.

The National Normative Sample range for each selected checkpoint period will appear in the second column.

The number of included children, their average score, and the number and percentage of children whose skills, knowledge, and abilities are below, meeting, or exceeding the National Normative Sample range will appear under each selected checkpoint period.



Comparative

Social-Emotional	National Normative Sample		Fall 2017/2018							
	Bottom	Top	# Children	Average	# Below	% Below	# Meeting	% Meeting	# Exceeding	% Exceeding
GOLD 2.0 Test Org	465	537	24	282	19	79.17	1	4.17	4	16.67

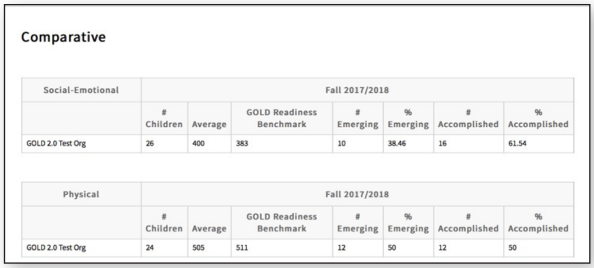
Physical	National Normative Sample		Fall 2017/2018							
			#			%	#	%	#	%

GOLD® Readiness

Each area will appear in its own table.

The number of children included in the report, as well as their average score, will appear alongside the *GOLD*® Readiness Benchmark for that area.

The number and percentage of children whose skills, knowledge, and abilities are emerging towards or have accomplished the *GOLD*® Readiness Benchmark will appear under the selected checkpoint period.



Comparative

Social-Emotional	Fall 2017/2018						
	# Children	Average	GOLD Readiness Benchmark	# Emerging	% Emerging	# Accomplished	% Accomplished
GOLD 2.0 Test Org	26	400	383	10	38.46	16	61.54

Physical	Fall 2017/2018						
	# Children	Average	GOLD Readiness Benchmark	# Emerging	% Emerging	# Accomplished	% Accomplished
GOLD 2.0 Test Org	24	505	511	12	50	12	50

Goals

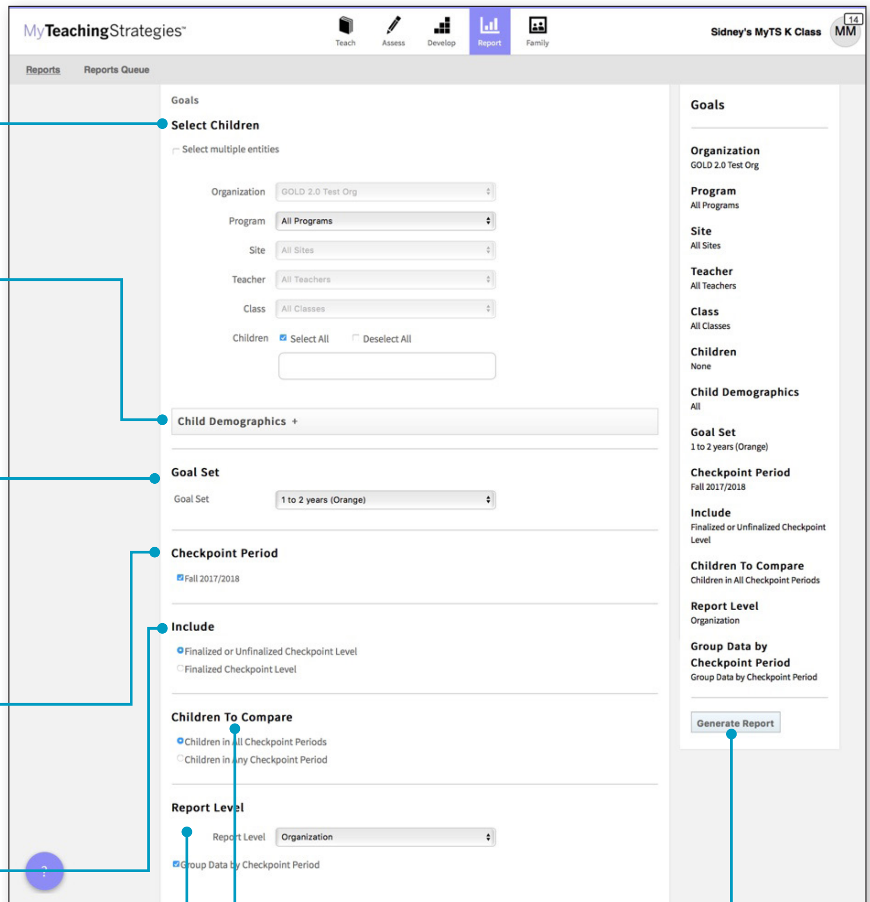
The Goals report, generated only from checkpoint data associated with the objectives for development and learning for birth through third grade, enables administrators to compare assessment data describing children's knowledge, skills, and abilities with customized benchmark values that reflect a program's defined goals.

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

When should I use the Goals report?

Administrators generate the Goals report at the end of any checkpoint period to compare checkpoint data from one or multiple checkpoint periods to customized benchmark values that reflect a program's defined goals.

Report Criteria



1. Under SELECT CHILDREN, select a program, site, teacher, class or specific children.

2. Use the CHILD DEMOGRAPHICS filter to include archived child records and to filter by any specific demographic criteria.

3. Select a specific GOAL SET. The Goal Set dropdown will include any active goal sets you have created or have been shared with you.

4. Select one or multiple CHECKPOINT PERIODS. This report will only display checkpoint periods set to the *GOLD®* Birth through Third Grade objectives/dimensions.

5. Determine whether to include FINALIZED OR UNFINALIZED CHECKPOINT LEVEL or FINALIZED CHECKPOINT LEVEL.

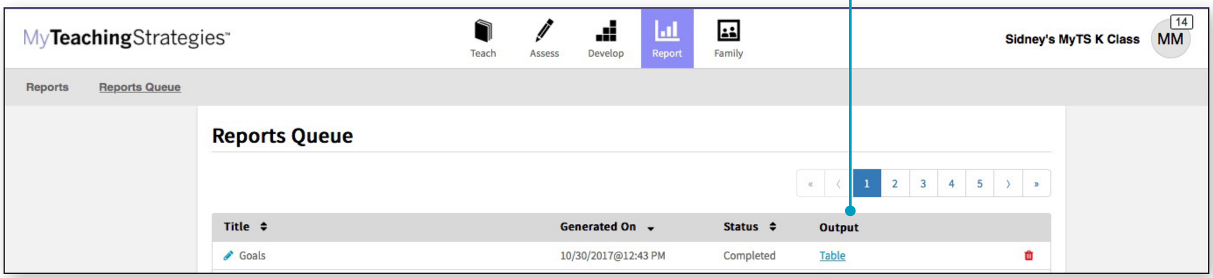
6. Under REPORT LEVEL, select the desired level of reporting, which allows for showing data at the top level of your administrative access down to the child level. Unchecking "Group Data by Checkpoint Period" tweaks the output sub-columns of the report to offer an alternative reporting view.

7. Under CHILDREN TO COMPARE.
   - Select "Children in All Checkpoint Periods" to restrict the children included in the report to those who have data in all selected checkpoint periods.
   - Select "Children in Any Checkpoint Period" to include all children who have data in any of the selected checkpoint periods.
   - Select "Combine Meeting/Exceeding Expectations" to combine the "Meeting" and "Exceeding" columns in the report output into "Meeting/Exceeding."

8. Select GENERATE REPORT.

TeachingStrategies®

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



Report Results

The report output includes a table for each objective/dimension included in the goal set, alongside the custom goal expectation for that goal set.

For each included checkpoint period, the report output displays the number of children included, their average score, and the number of children whose skills, knowledge, and abilities were Not Meeting or Meeting the custom goal expectations.

Goals

1a. Manages feelings		Fall 2017/2018					
	Custom Goal Expectations	# Children	Average	# Not Meeting	% Not Meeting	# Meeting	% Meeting
GOLD 2.0 Test Org	4	2	1.5	2	100%	0	0%

1b. Follows limits and expectations		Fall 2017/2018					
	Custom Goal Expectations	# Children	Average	# Not Meeting	% Not Meeting	# Meeting	% Meeting
GOLD 2.0 Test Org	4	3	1.7	3	100%	0	0%

1c. Takes care of own needs appropriately		Fall 2017/2018					
	Custom Goal Expectations	# Children	Average	# Not Meeting	% Not Meeting	# Meeting	% Meeting
GOLD 2.0 Test Org	5	2	1.5	2	100%	0	0%

Online Professional Development

The Online Professional Development report details the online professional development activity of the users in your program(s).

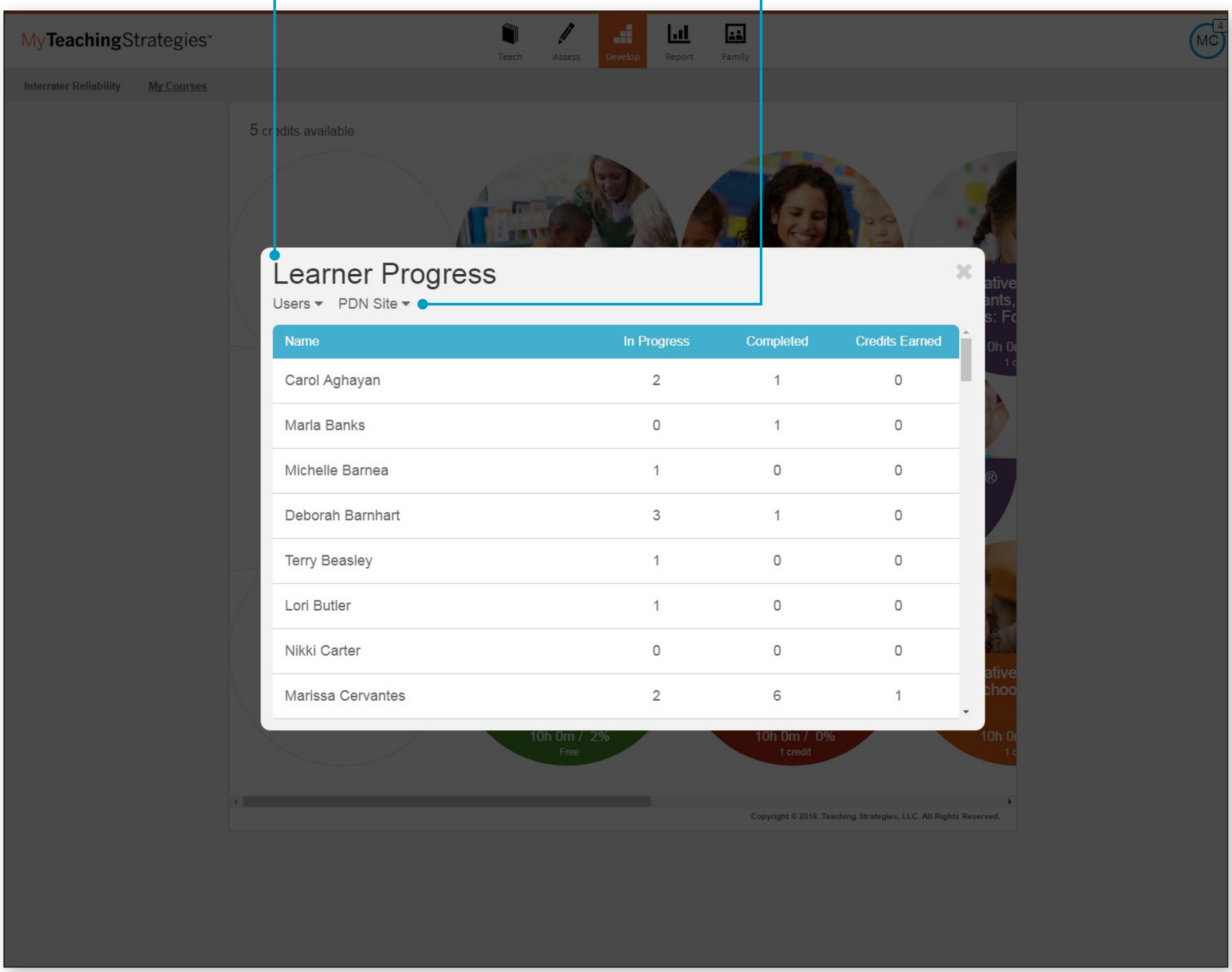
To create an Online Professional Development report, access the Report area, and then select GO for the Online Professional Development report. The report will then open in the Develop area.

When should I use the Online Professional Development report?

You can generate the Online Professional Development report to keep track of your users as they complete the online courses and the product tutorials in the Develop area.

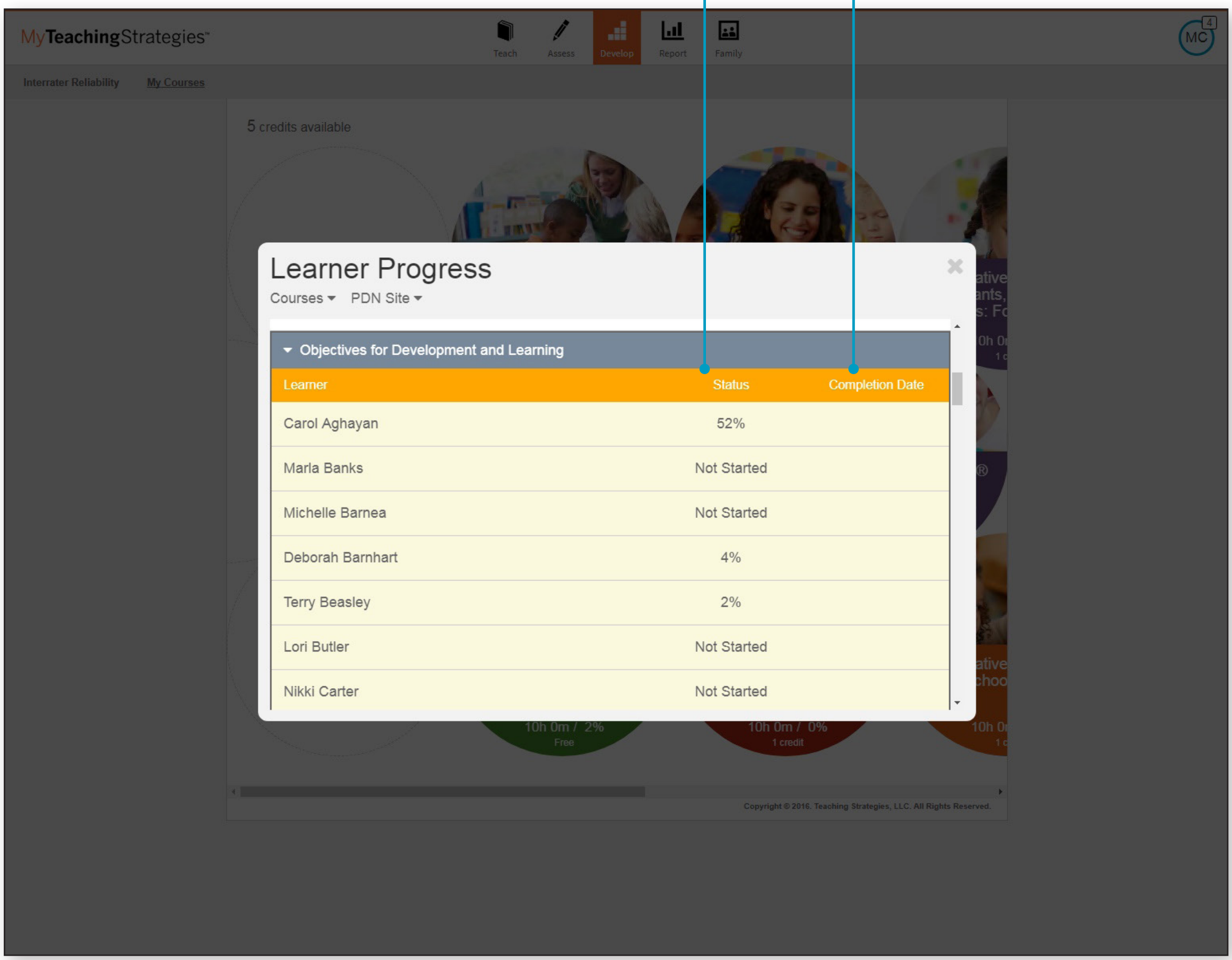
A list of users in a site will appear in a table detailing the number of courses and tutorials each user has in progress and has completed, plus the amount of credits earned from completed courses.

Use the SITE drop-down menu to view the users in another site.

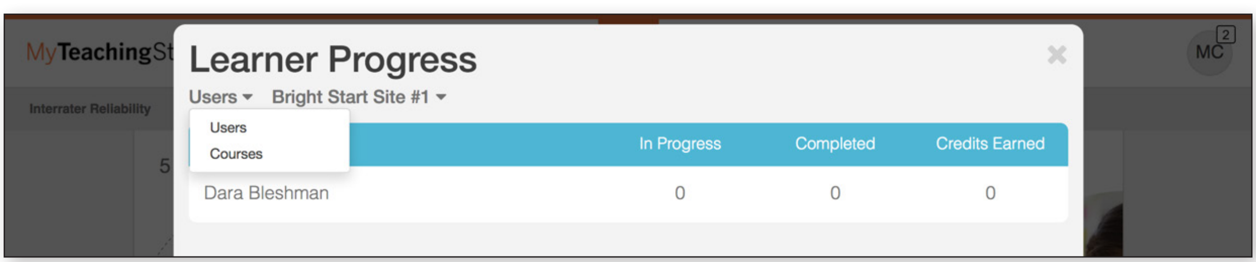


Select a user to view all of the courses and product tutorials that are in progress or completed for that user.

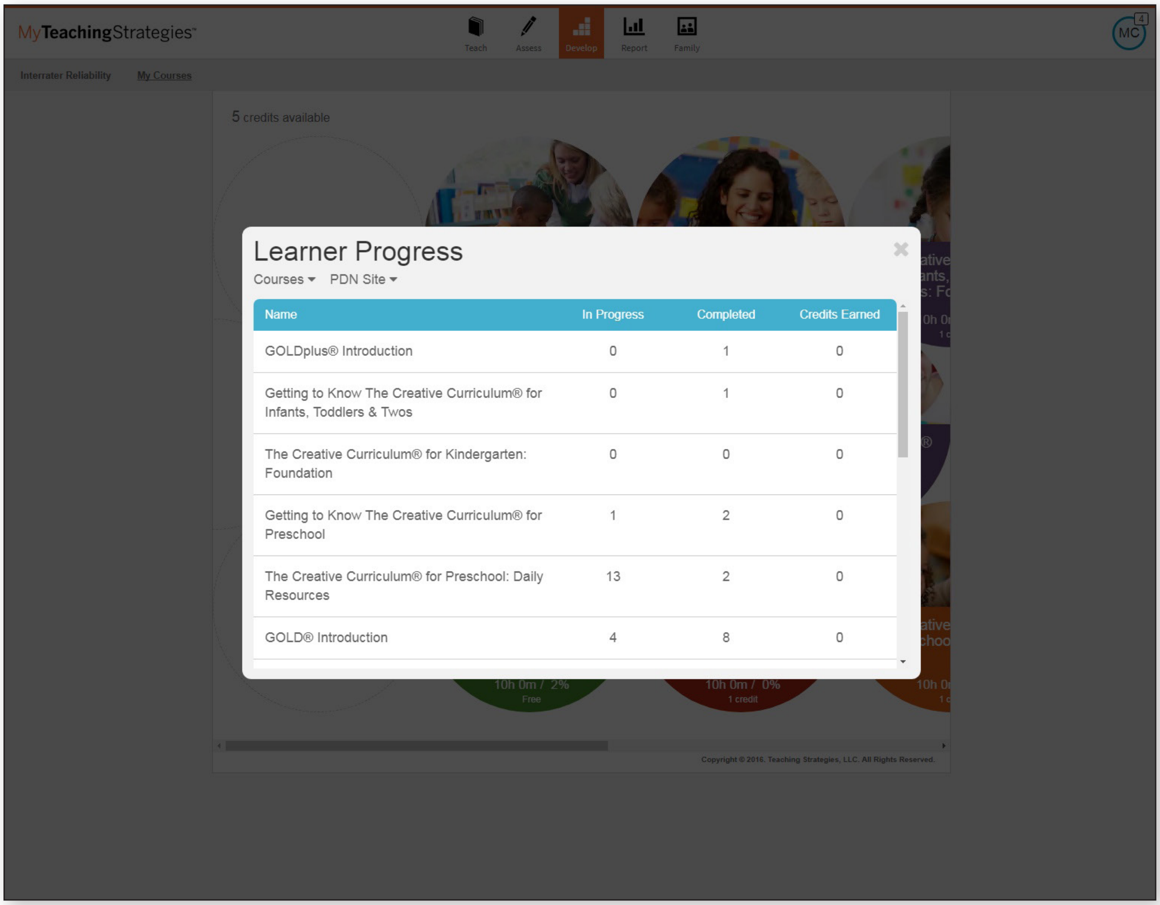
The STATUS column indicates how far along that user is for courses and product tutorials in progress, and the COMPLETION DATE column displays what date the user completed a course or product tutorial.



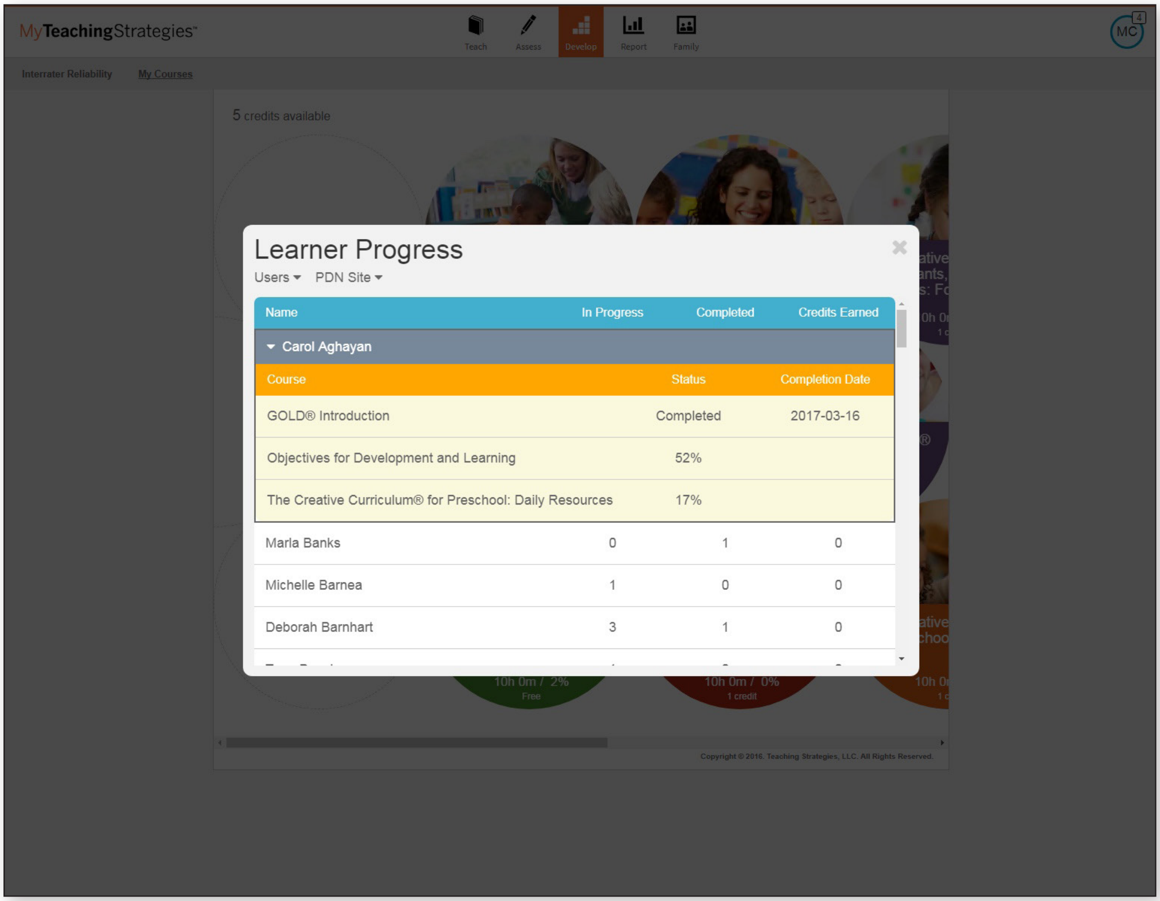
To view completion rates by course, toggle from Users to Courses.



A list of courses and product tutorials will appear in a table detailing the number of users who are in progress, who have completed a course or product tutorial, and the total amount of credits earned from completed courses.



Select a course to view all of the users in the site to view if each user has started, their status, and completion date for that course or product tutorial.

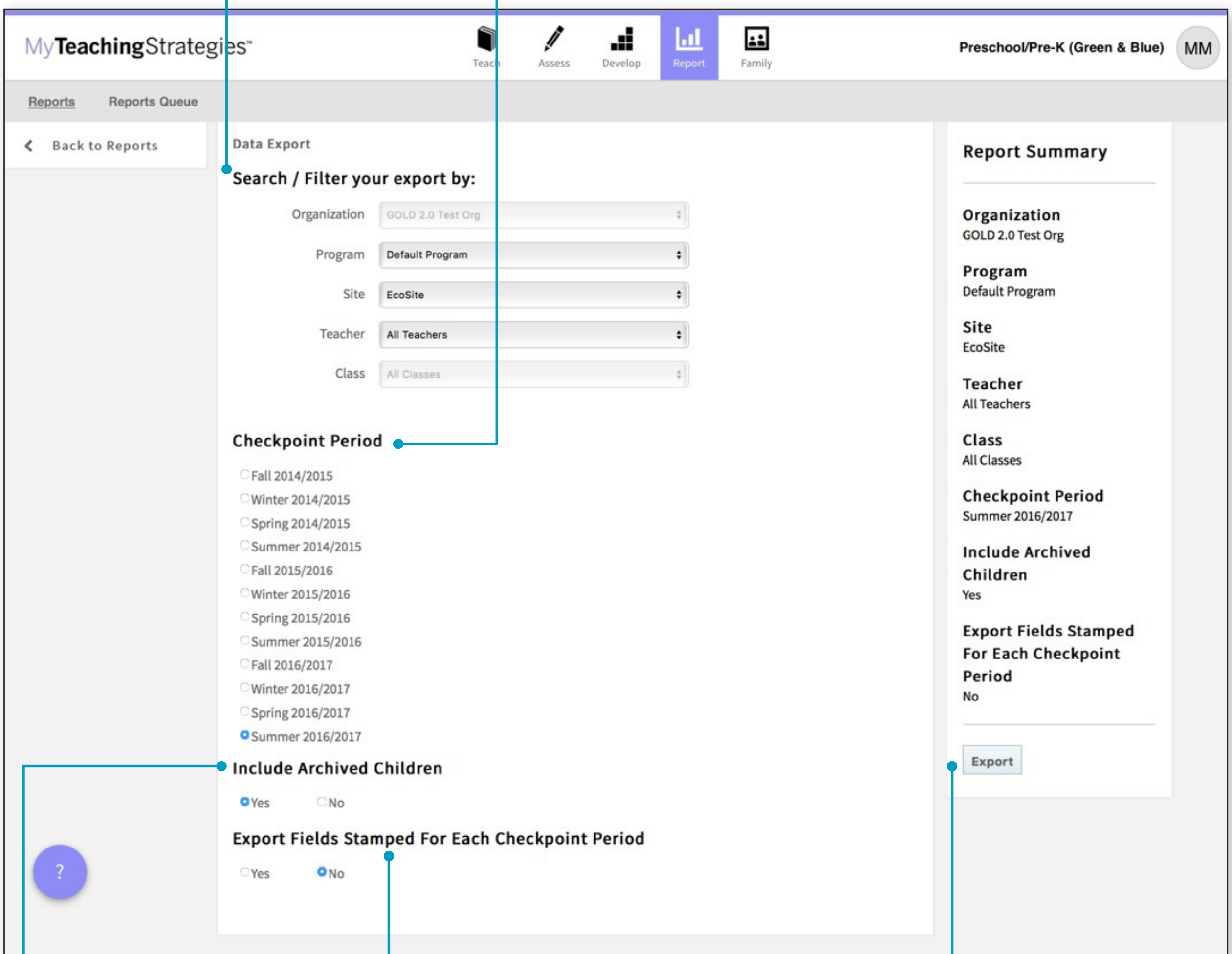


Data Export

The Data Export report allows administrators to generate an Excel file with all checkpoint data for each child for a single checkpoint period.

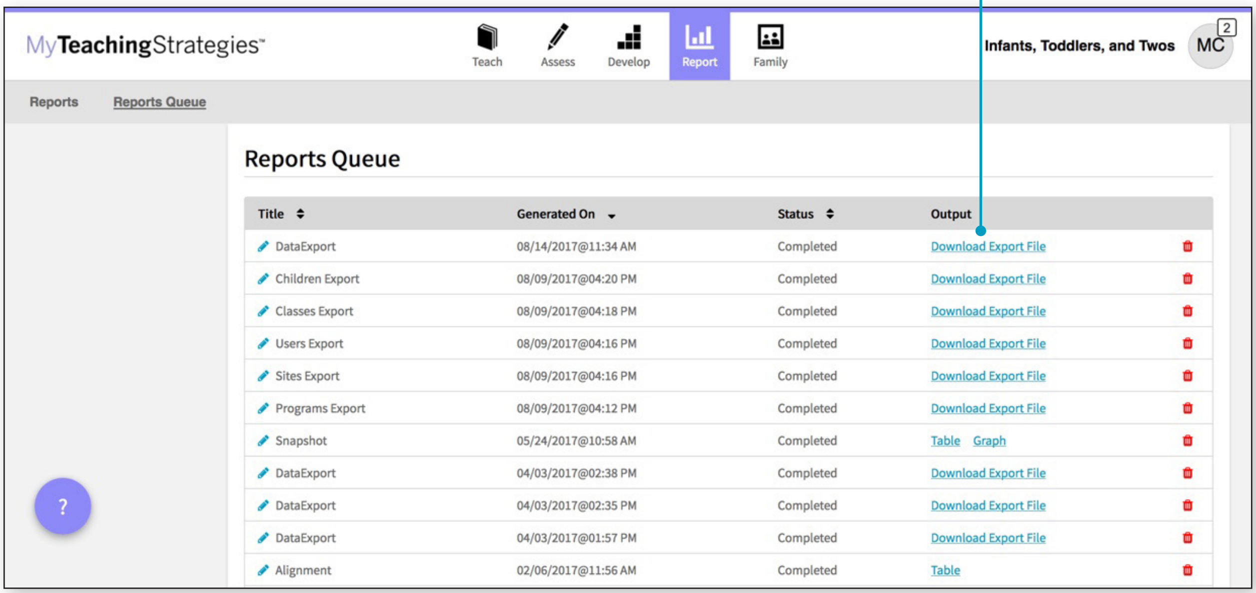
To create a Data Export report, access the Report area, and then select GO for Data Export.

1. Use the SEARCH/FILTER options to narrow down the data to be included in the export.
2. Choose a CHECKPOINT PERIOD.



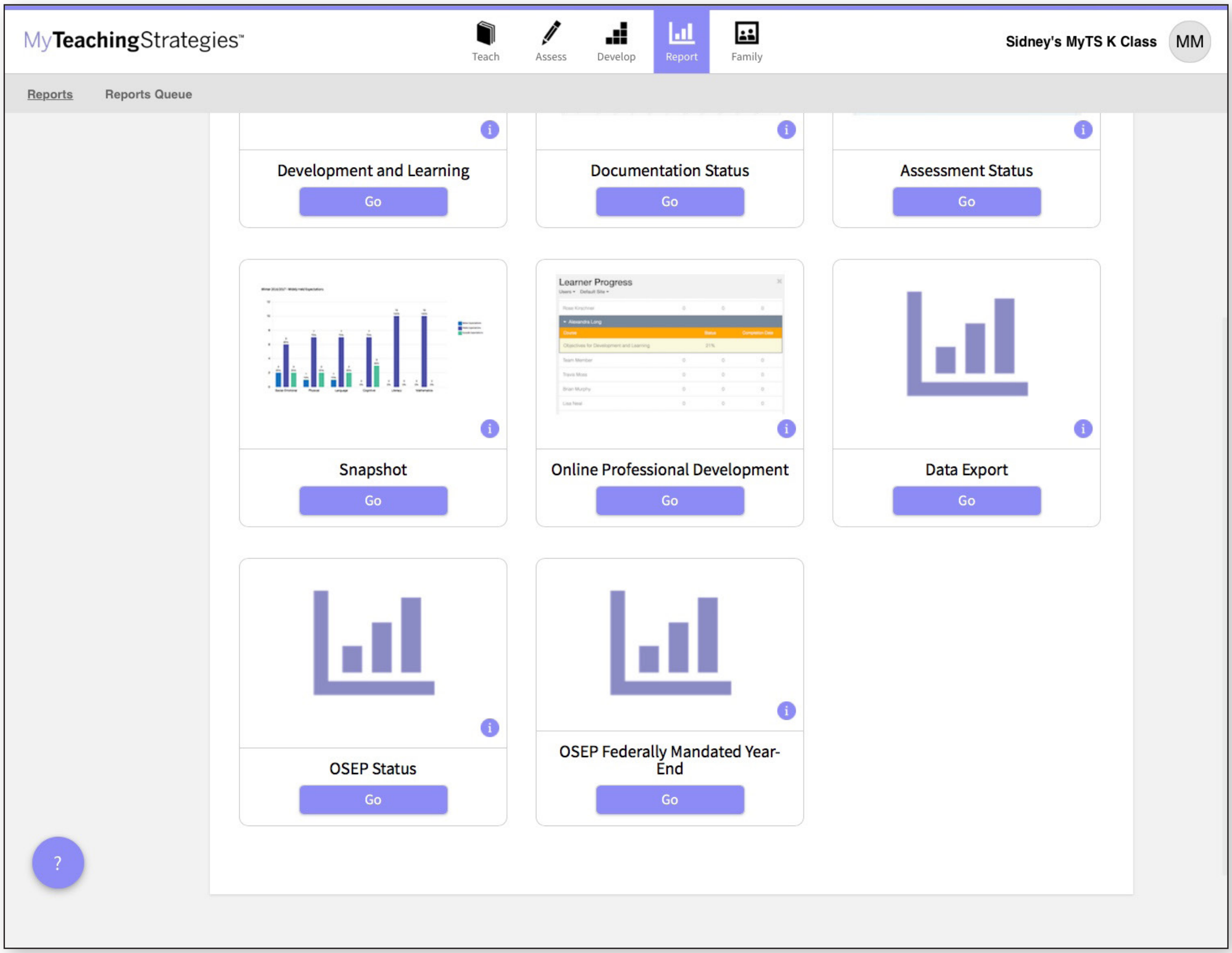
3. Choose whether or not to include ARCHIVED CHILDREN.
4. Choose whether or not to include EXPORT FIELDS STAMPED FOR EACH CHECKPOINT PERIOD.
5. Select EXPORT.

6 You will be taken to the Reports Queue. Select DOWNLOAD EXPORT FILE when the export is ready for download.



OSEP Reports

Administrators in licenses that subscribe to OSEP have access to the OSEP Status report and the OSEP Federally Mandated Year-End report in the Report area.



OSEP Status

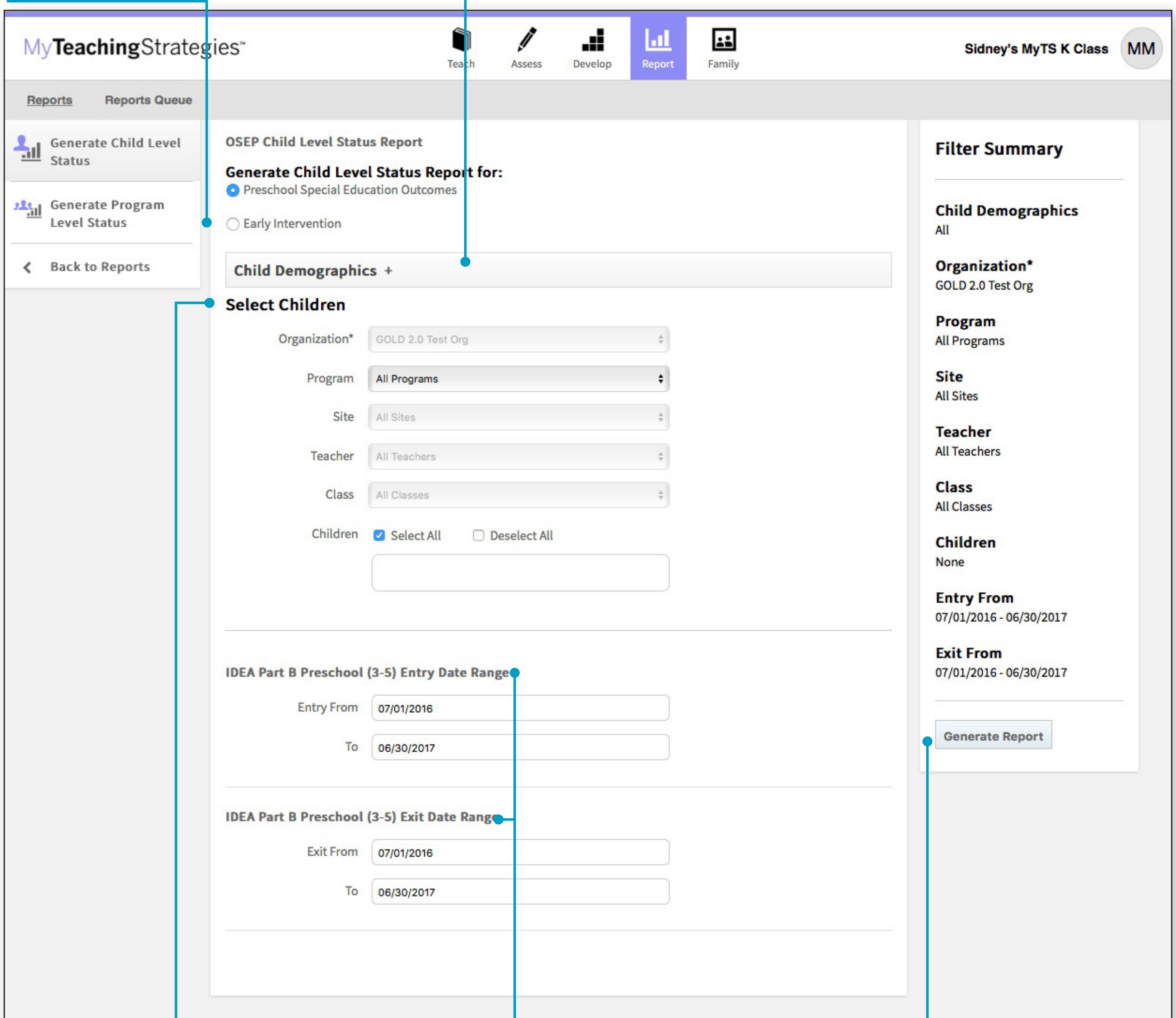
The OSEP Status report can be used for child-level and program-level reporting for children ages birth to 3 who are served in Early Intervention Programs or children ages 3-5 served in Preschool Special Education Programs. When generated at the child level, this report features user-defined fields that can be exported into an Excel file.

To create an OSEP Status report, access the Report area, and then select GO for the OSEP Status report.

Report Criteria – Child Level

1. The report will default to PRESCHOOL SPECIAL EDUCATION OUTCOMES. Select EARLY INTERVENTION to change the age group.

2. Expand the CHILD DEMOGRAPHICS section, to choose whether to include archived child records and/or to filter by demographic information.

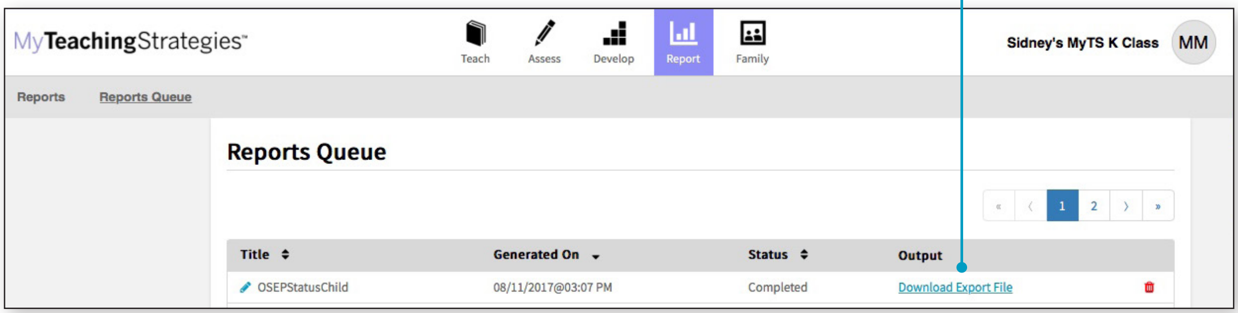


3. In the SELECT CHILDREN section, the report will default to include all child records in your administrative access. You can also filter down to a program, site, teacher, class, or child.

4. In ENTRY DATE RANGE and EXIT DATE RANGE, the report will default to dates for the current school year. You can change these to adjust your criteria.

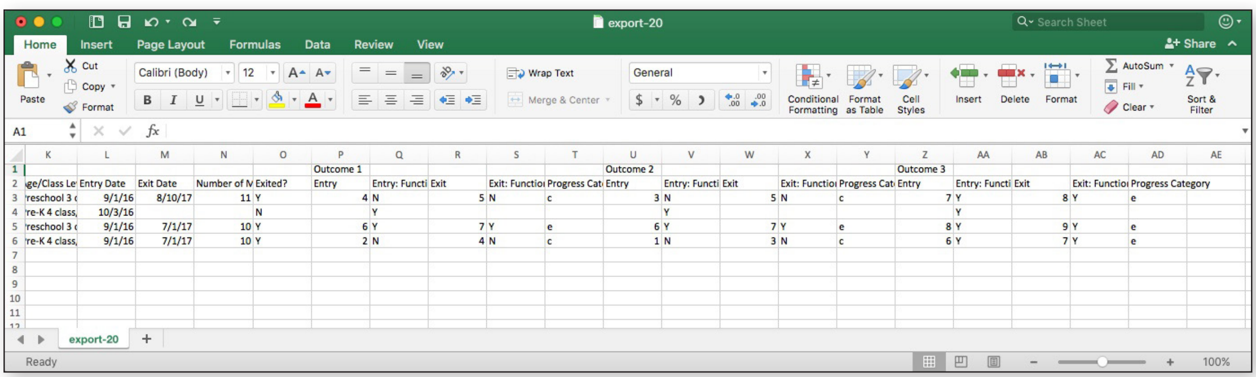
5. Select GENERATE REPORT.

6 You will be taken to the Reports Queue. Select DOWNLOAD EXPORT FILE when the report is ready to download.



Report Results – Child Level

An Excel file will download to your device that will include each child record on an IEP or IFSP (depending on the age group selected) with their exit status, available outcome scores, and other important information.



Report Criteria – Program Level

When generated at the program level, the OSEP Status report will list the number and percentage of children who fall in each of the five outcomes categories for each of the three OSEP outcomes.

To create an OSEP Status report, access the Report area, and then select GO for the OSEP Status report.

1. Select GENERATE PROGRAM LEVEL STATUS in the left-hand navigation.

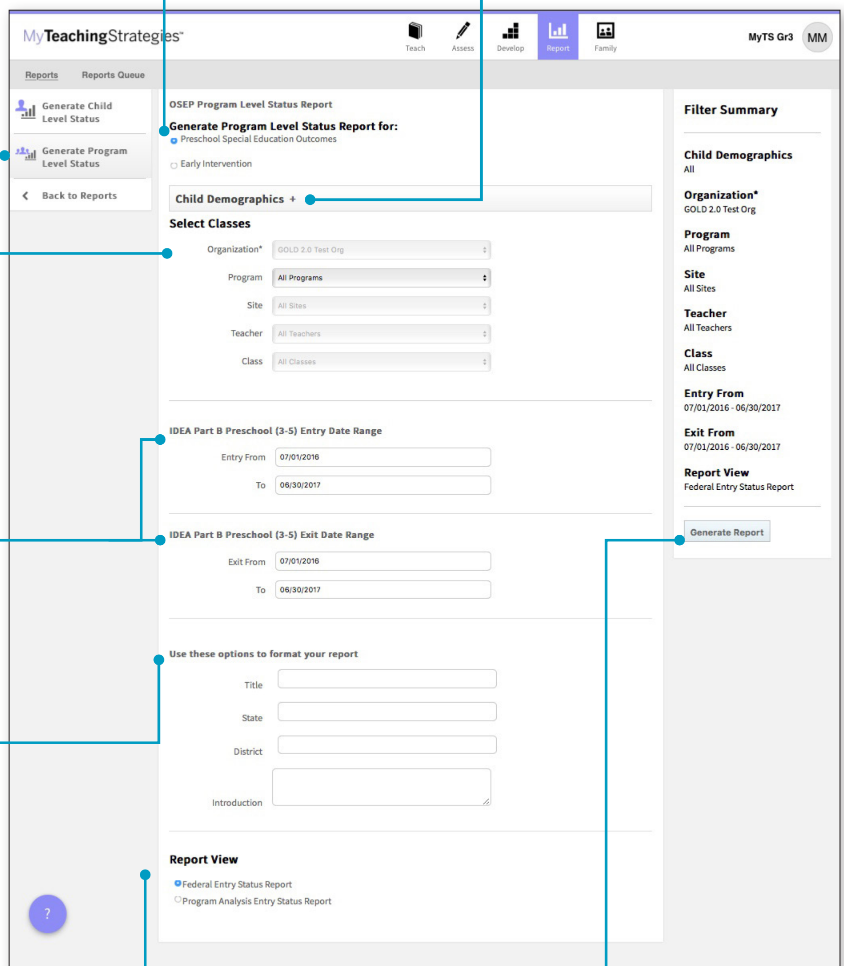
2. The report will default to PRESCHOOL SPECIAL EDUCATION OUTCOMES. Select EARLY INTERVENTION to change the age group.

3. Expand the CHILD DEMOGRAPHICS section to choose whether to include archived child records and/or to filter by demographic information.

4. In the SELECT CLASSES section, the report will default to include all child records in your administrative access. You can also filter down to a program, site, teacher, class, or child.

5. Under ENTRY DATE RANGE and EXIT DATE RANGE, the report will default to dates for the current school year. You can change these to adjust your criteria.

6. In the USE THESE OPTIONS TO FORMAT YOUR REPORT section, you have the option to include information about your program on the report.

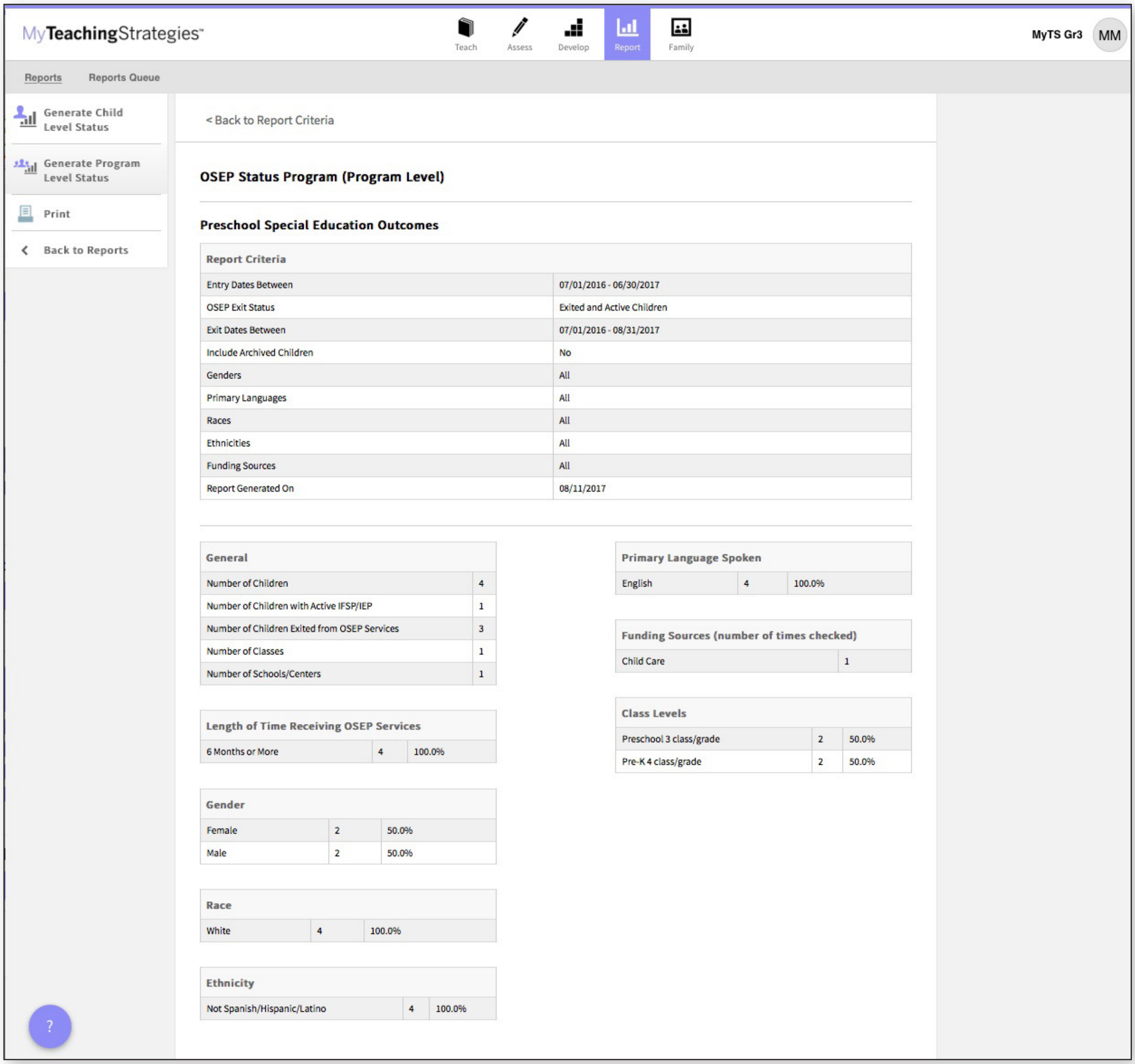


7. In the REPORT VIEW section, the report will default to select Federal Entry Status Report, with the Program Analysis Entry Status Report output as a second option.

8. Select GENERATE REPORT.

Report Results – Program Level

The report will generate with a breakdown of the child demographic information included in the report.



Federal Entry Status Report

Summary of Outcomes

The following table summarizes the child outcomes of this group of children.

	Outcome 1		Outcome 2		Outcome 3	
	Entry	Exit	Entry	Exit	Entry	Exit
Children who are functioning at a level comparable to same-aged peers	2 50.0%	1 33.3%	2 50.0%	1 33.3%	4 100.0%	3 100.0%
Children who are functioning at a level below same-aged peers	2 50.0%	2 66.7%	2 50.0%	2 66.7%	0 0.0%	0 0.0%
Totals	4 100%	3 100%	4 100%	3 100%	4 100%	3 100%

Support Data

The following table reports the percentage of children who are functionally at a level comparable to same-aged peers across all three outcomes, as well as those who are not functioning at a level comparable to same-aged peers in at least one outcome area. Please note that this table only includes children who had entry data for all three outcomes

Entry: Comparable for all 3 outcomes	Entry: Below for at least 1 outcome	Entry: Totals	Exit: Comparable for all 3 outcomes	Exit: Below for at least 1 outcome	Exit: Totals
2 50.0%	2 50.0%	4 100%	1 25.0%	2 50.0%	3 75.0%

The following tables report the percentages of children who are functionally at a level comparable to same-aged peers across all three outcomes, as well as those who are not functioning at a level comparable to same-aged peers in one outcome area, in two outcome areas, and in all three outcome areas. Please note that this table only includes children who had entry data for all three outcomes

Entry: Comparable for all 3 outcomes	Entry: Below for 1 outcome	Entry: Below for 2 outcomes	Entry: Below for 3 outcomes	Entry: Totals
2 50.0%	0 0.0%	2 50.0%	0 0.0%	4 100%

Exit: Comparable for all 3 outcomes	Exit: Below for 1 outcome	Exit: Below for 2 outcomes	Exit: Below for 3 outcomes	Exit: Totals
1 33.3%	0 0.0%	2 66.7%	0 0.0%	3 100%

Program Analysis Entry Status Report

Summary of Outcomes

In the following table, the "Comparable" heading signifies children who are functioning at a level comparable to the same-aged peers and the "Below" heading signifies children who are functioning at a level below same-aged peers.

		Outcome 1					
Program	**Site**	**Entry: Comparable**	**Entry: Below**	**Entry: Totals**	**Exit: Comparable**	**Exit: Below**	**Exit: Totals**
Default Program	EcoSite	2 50.0%	2 50.0%	4 100%	1 25.0%	2 50.0%	3 75.0%

		Outcome 2					
Program	**Site**	**Entry: Comparable**	**Entry: Below**	**Entry: Totals**	**Exit: Comparable**	**Exit: Below**	**Exit: Totals**
Default Program	EcoSite	2 50.0%	2 50.0%	4 100%	1 25.0%	2 50.0%	3 75.0%

		Outcome 3					
Program	**Site**	**Entry: Comparable**	**Entry: Below**	**Entry: Totals**	**Exit: Comparable**	**Exit: Below**	**Exit: Totals**
Default Program	EcoSite	4 100.0%	0 0.0%	4 100%	3 75.0%	0 0.0%	3 75.0%

Support Data

The following table reports the percentage of children who are functionally at a level comparable to same-aged peers across all three outcomes, as well as those who are not functioning at a level comparable to same-aged peers in at least one outcome area. Please note that this table only includes children who had entry data for all three outcomes

Entry: Comparable for all 3 outcomes	Entry: Below for at least 1 outcome	Entry: Totals	Exit: Comparable for all 3 outcomes	Exit: Below for at least 1 outcome	Exit: Totals
2 50.0%	2 50.0%	4 100%	1 25.0%	2 50.0%	3 75.0%

The following tables report the percentages of children who are functionally at a level comparable to same-aged peers across all three outcomes, as well as those who are not functioning at a level comparable to same-aged peers in one outcome area, in two outcome areas, and in all three outcome areas. Please note that this table only includes children who had entry data for all three outcomes

Entry: Comparable for all 3 outcomes	Entry: Below for 1 outcome	Entry: Below for 2 outcomes	Entry: Below for 3 outcomes	Entry: Totals
2 50.0%	0 0.0%	2 50.0%	0 0.0%	4 100%

Exit: Comparable for all 3 outcomes	Exit: Below for 1 outcome	Exit: Below for 2 outcomes	Exit: Below for 3 outcomes	Exit: Totals
1 33.3%	0 0.0%	2 66.7%	0 0.0%	3 100%

OSEP Federally Mandated Year-End

The OSEP Federally Mandated Year-End report can be used for child-level and program-level reporting for children ages birth to 3 served in Early Intervention Programs or children ages 3–5 served in Preschool Special Education Programs. When generated at the child level, this report will display entry scores, exit scores, and overall progress scores for each of the three OSEP outcomes and the child's category on the ECO Center Child Outcomes Summary Form for each outcome.

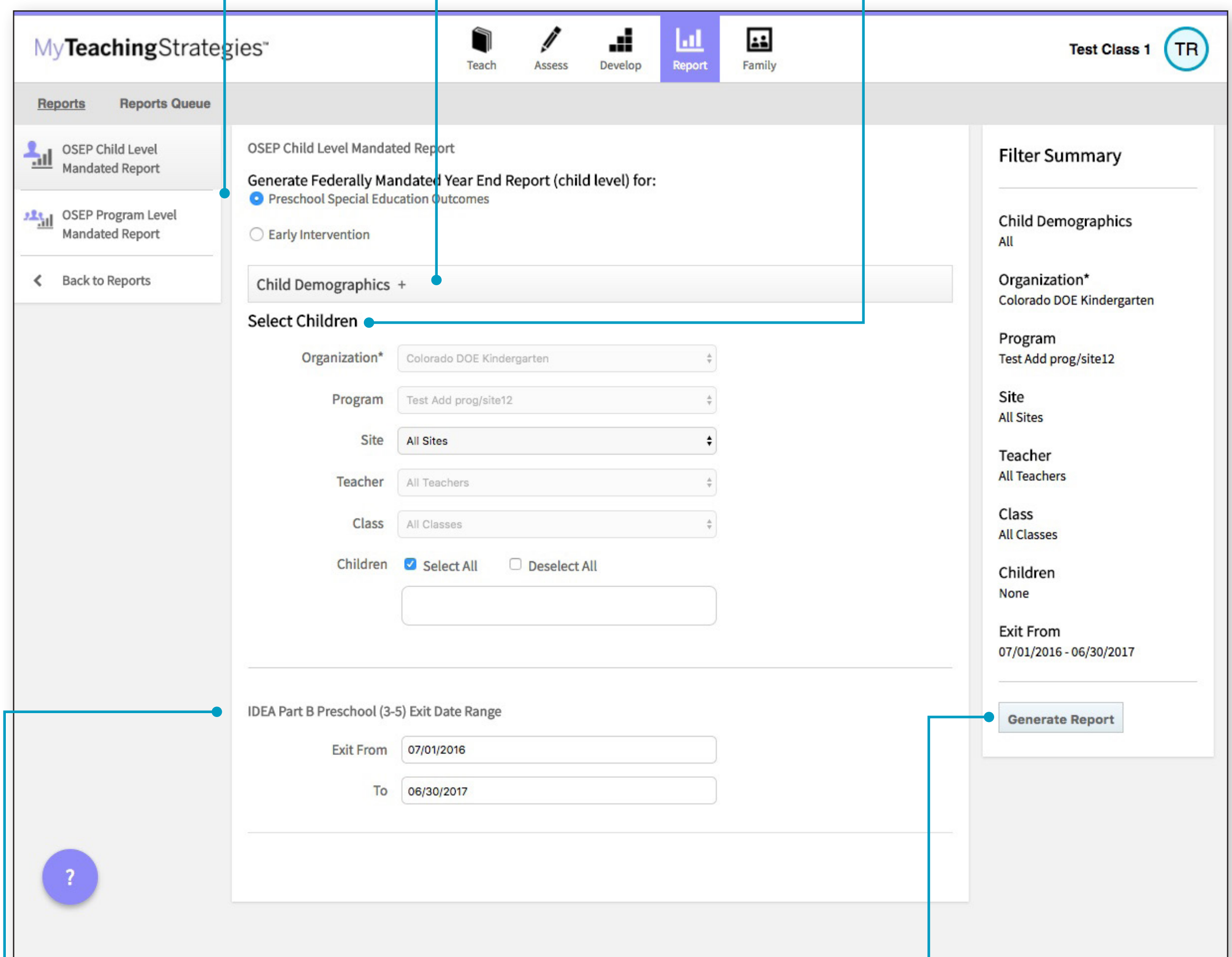
To create an OSEP Federally Mandated Year-End report, access the Report area, and then select GO for the OSEP Federally Mandated Year-End report.

Report Criteria – Child Level

1 The report will default to PRESCHOOL SPECIAL EDUCATION OUTCOMES. Select EARLY INTERVENTION to change the age group.

2 Expand the CHILD DEMOGRAPHICS section, to choose whether to include archived child records and/or to filter by demographic information.

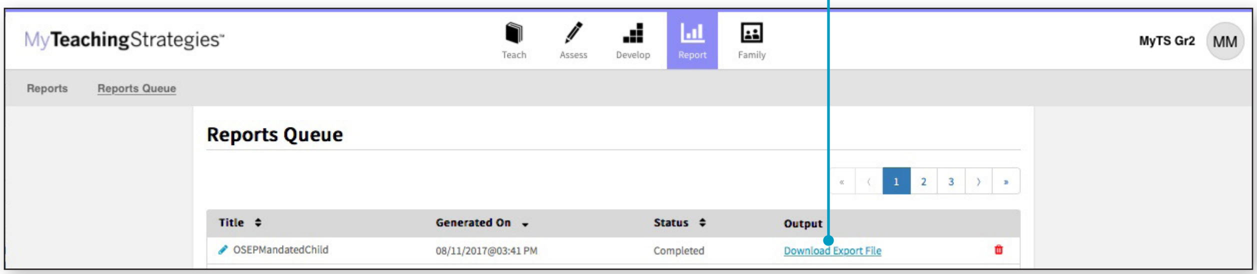
3 In the SELECT CHILDREN section, the report will default to include all child records in your administrative access. You can also filter down to a program, site, teacher, class, or child.



4 Under ENTRY DATE RANGE and EXIT DATE RANGE, the report will default to dates for the current school year. You can change these to adjust your criteria.

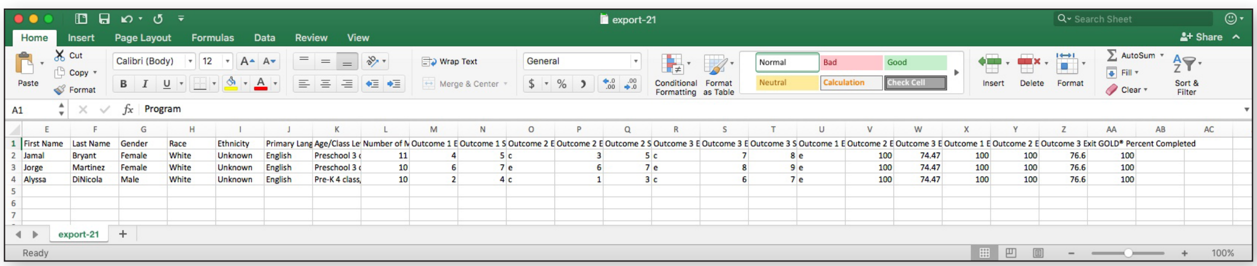
5 Select GENERATE REPORT.

6 You will be taken to the Reports Queue. Select DOWNLOAD EXPORT FILE when the report is ready to download.



Report Results – Child Level

An Excel file will download to your device that will include each child record on an IEP or IFSP (depending on the age group selected) with their entry scores, exit scores, the overall progress scores for each of the three OSEP outcomes, and the category on the ECO Center Child Outcomes Summary Form for each outcome.



Report Criteria – Program Level

When generated at the program level, the report can include the number and percentage of children who fall in each of the five outcomes categories for each of the three OSEP outcomes.

1. Select OSEP PROGRAM LEVEL MANDATED REPORT in the left-hand navigation.

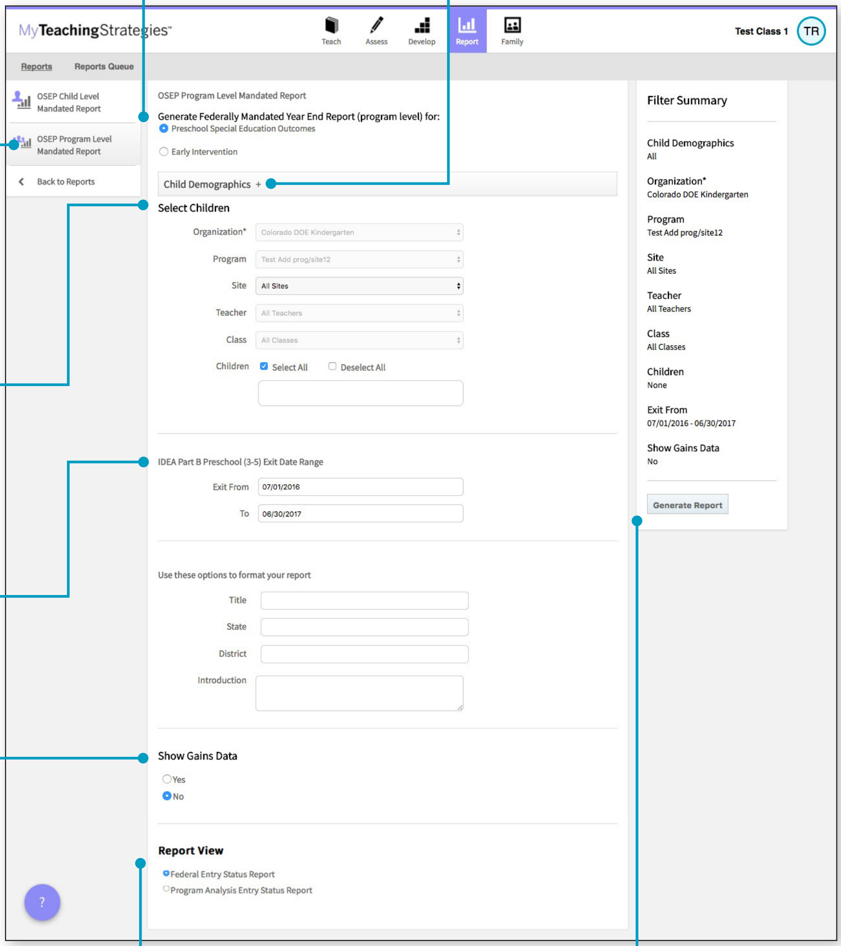
2. The report will default to PRESCHOOL SPECIAL EDUCATION OUTCOMES. Select EARLY INTERVENTION to change the age group.

3. Expand the CHILD DEMOGRAPHICS section, to choose whether to include archived child records and/or to filter by demographic information.

4. In the SELECT CHILDREN section, the report will default to include all child records in your administrative access. You can also filter down to a program, site, teacher, class, or child.

5. Under ENTRY DATE RANGE and EXIT DATE RANGE, the report will default to dates for the current school year. You can change these to adjust your criteria.

6. In the SHOW GAINS DATA section, the report will default to No.



7. In the REPORT VIEW section, the report will default to select Federal Entry Status Report, with the Program Analysis Entry Status Report output as a second option.

8. Select GENERATE REPORT.

Report Results – Program Level

The report will generate with a breakdown of the child demographic information included in the report.

Child Outcomes Summary

The following table summarizes the child outcomes of this group of children.

Outcome 1: Positive social-emotional skills (including social relationships)

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. Children who did not improve functioning	0	0.0%
b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	0	0.0%
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	2	66.7%
d. Children who improved functioning to reach a level comparable to same-aged peers	0	0.0%
e. Children who maintained functioning at a level comparable to same-aged peers	1	33.3%
Totals	3	100.0%

Summary Statements	
Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.	100.0%
The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.	33.3%

Outcome 2: Acquiring and using knowledge and skills

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. Children who did not improve functioning	0	0.0%
b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	0	0.0%
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	2	66.7%
d. Children who improved functioning to reach a level comparable to same-aged peers	0	0.0%
e. Children who maintained functioning at a level comparable to same-aged peers	1	33.3%
Totals	3	100.0%

Summary Statements	
Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.	100.0%
The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.	33.3%

Outcome 3: Taking appropriate action to meet needs

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. Children who did not improve functioning	0	0.0%
b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	0	0.0%
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	0	0.0%
d. Children who improved functioning to reach a level comparable to same-aged peers	0	0.0%
e. Children who maintained functioning at a level comparable to same-aged peers	3	100.0%
Totals	3	100.0%

Summary Statements	
Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.	�%
The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.	100.0%

Gains Data

Gains Data

Outcome 1: Positive social-emotional skills (including social relationships)

1									2								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

3									4								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

5									6								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0 0.0%	0 0.0%	0 0.0%	1 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

7									8								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

9								
1	2	3	4	5	6	7	8	9
0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

Outcome 2: Acquiring and using knowledge and skills

1									2								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

3									4								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
1 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

MyTeachingStrategies™

Family

To access the Family area, select the
people icon from the main navigation bar.

How-To Guide for Administrators

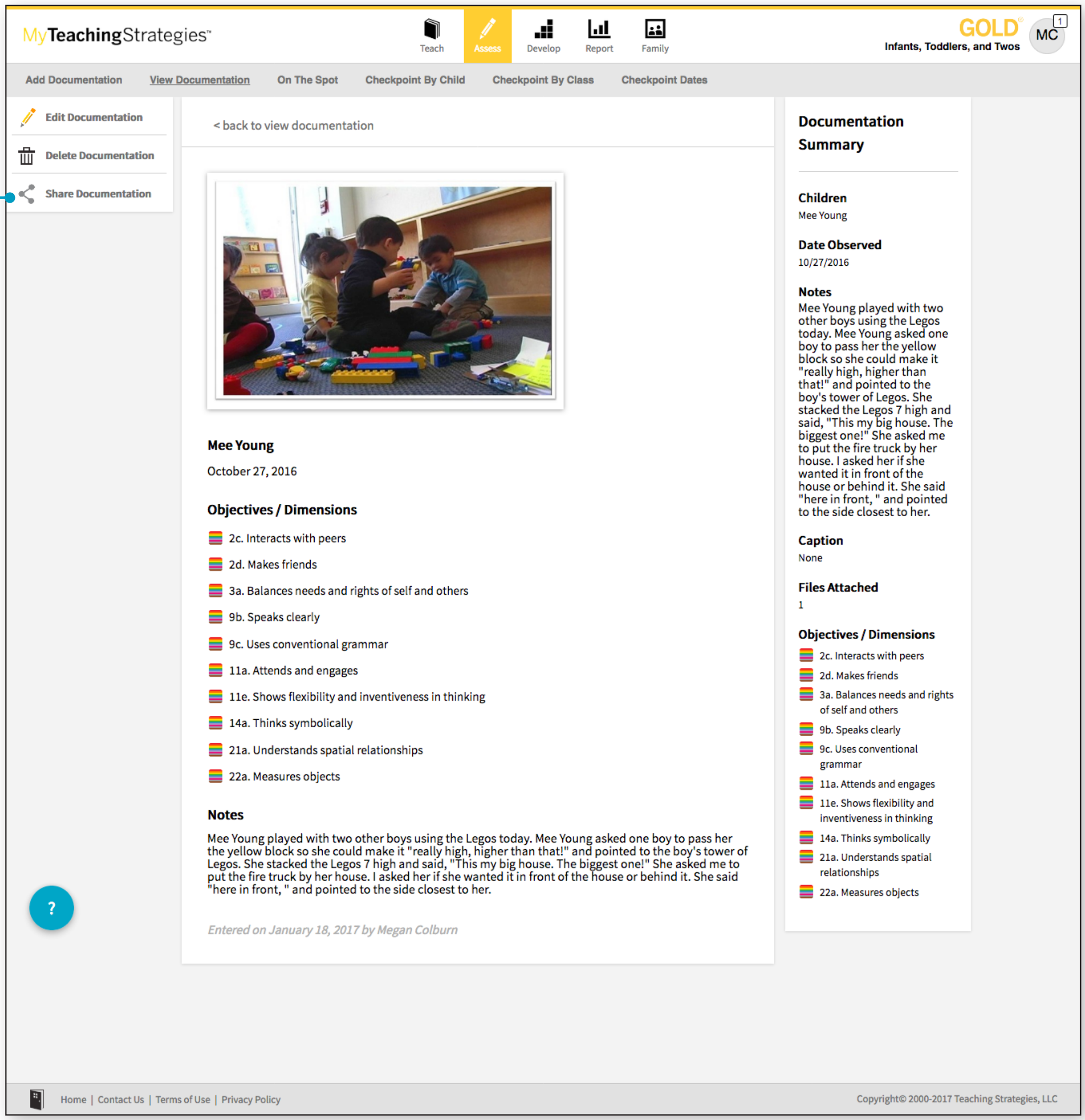
Sharing Documentation, Weekly Plans, and Reports with Families

MyTeachingStrategies™ allows your teachers 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 how to add a family member in *MyTeachingStrategies*™, please reference the Administration chapter of the *MyTeachingStrategies*™ How-To Guide for Administrators.

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's 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 specific to family members.

MyTeachingStrategies™

Support

To access Support, select the help icon from any screen.

How-To Guide for Administrators

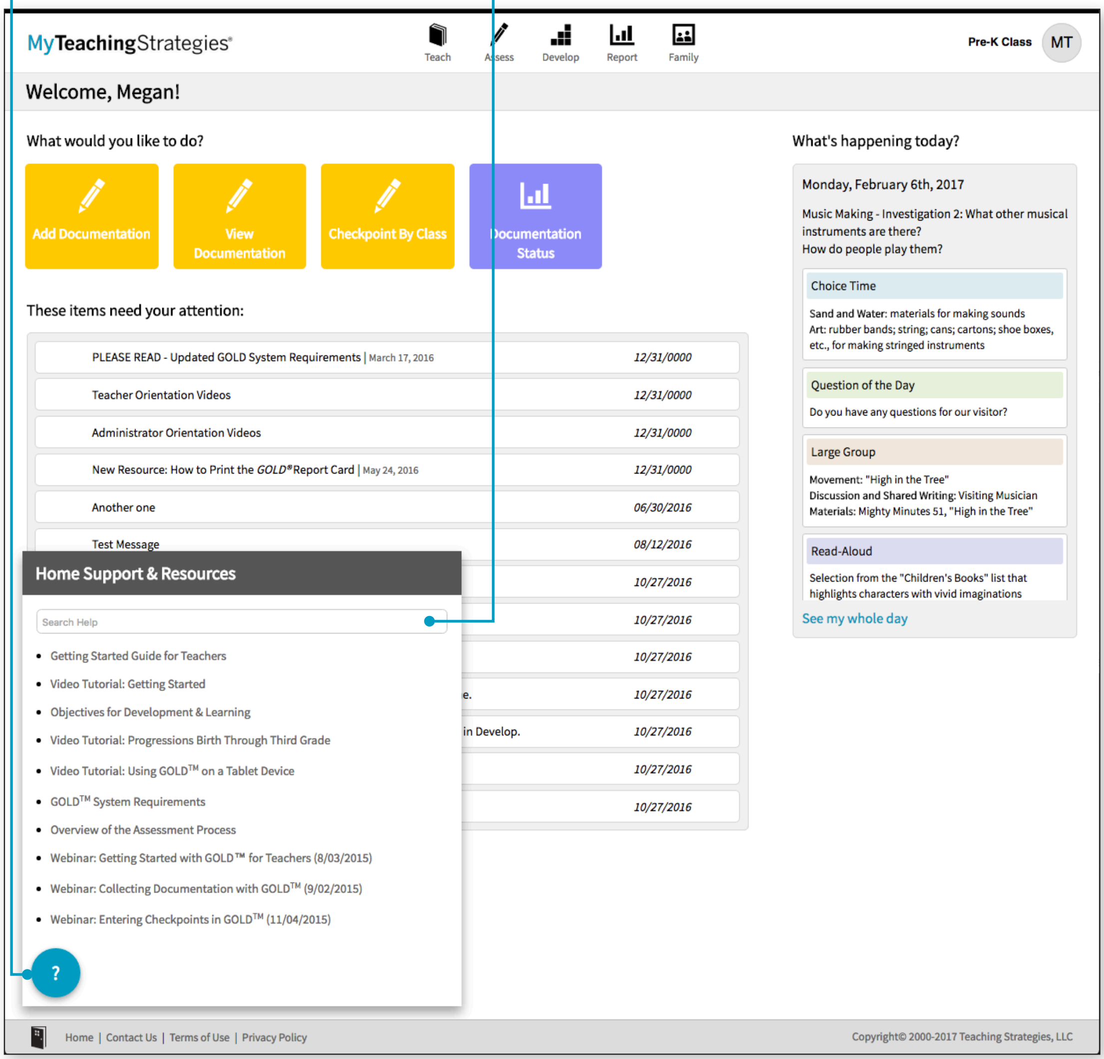
Support and Resources

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 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.

Thank you for using *MyTeachingStrategies*™!

MYTSAHTG1708