

MyTeachingStrategies™

How-To Guide for Teachers



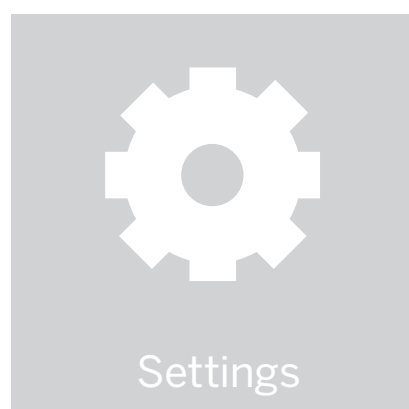
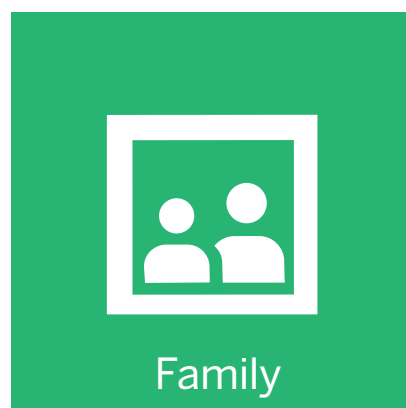
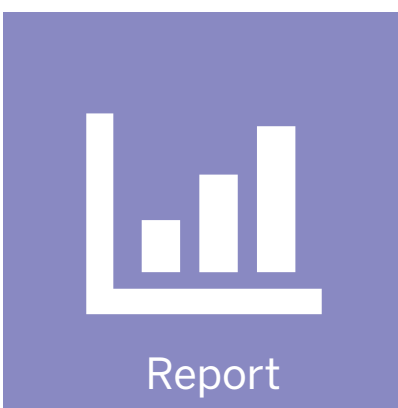
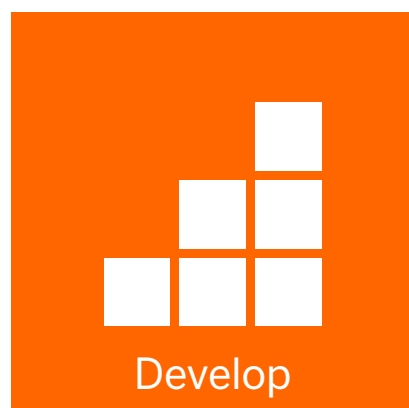
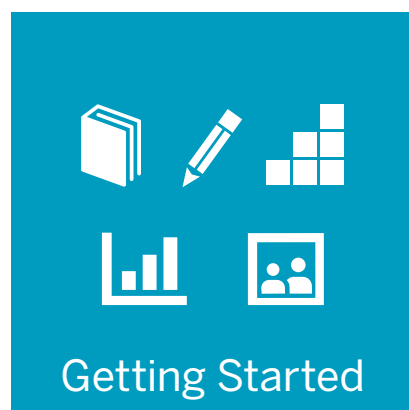
Welcome to *MyTeachingStrategies*™ – the single entry point for all Teaching Strategies digital classroom solutions. *MyTeachingStrategies*™ offers one online location for accessing many of the digital tools, resources, and support that together, make up what we know to be the essential pieces of high-quality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

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

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

Let's get started!

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MyTeachingStrategies™

Getting Started

How-To Guide for Teachers



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.

MyTeachingStrategies™

Teach Assess Develop Report Family

Pre-K Class MT

Welcome, Megan!

What would you like to do?

- Add Documentation
- View Documentation
- Checkpoint By Class
- Documentation Status

These items need your attention:

System maintenance on Wednesday, February 1, from 2:00 a.m. – 3:00 a.m. ET	01/23/2017
Checkpoint Reminder: Report cards due by November 15th	10/27/2016
Checkpoint Reminder: Time to plan for family conferences	10/27/2016
New professional development courses available! Check out My Courses in Develop.	10/27/2016
You are missing documentation for 15a. Notices and Discriminates Rhyme.	10/27/2016
New Video Tutorial: How to Finalize Checkpoints By Class	10/27/2016
REMINDER: System maintenance on Sunday, November 6th	10/27/2016
Your class is scheduled to start the Trees Study next week	10/27/2016

What's happening today?

Wednesday, January 25th, 2017

Music Making - Investigation 1: What instruments can we play by hitting, tapping, or shaking them?

Choice Time

Art: found items for making percussion instruments

Question of the Day

Can we make an instrument with these? (bowl and aluminum foil or plastic wrap)

Large Group

Song: "Move to the Beat"

Discussion and Shared Writing: Making Instruments

How to Make Percussion Instruments: Use small bowls or other containers of various sizes. Secure plastic wrap or aluminum foil tightly over the top of the bowl or container and fasten it with tape.

Materials: Mighty Minutes 91, "Move to the Beat"; photos of instruments being made; teacher-made instrument from discarded items; variety of discarded items for instrument making

[See my whole day](#)

Navigation Bar

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

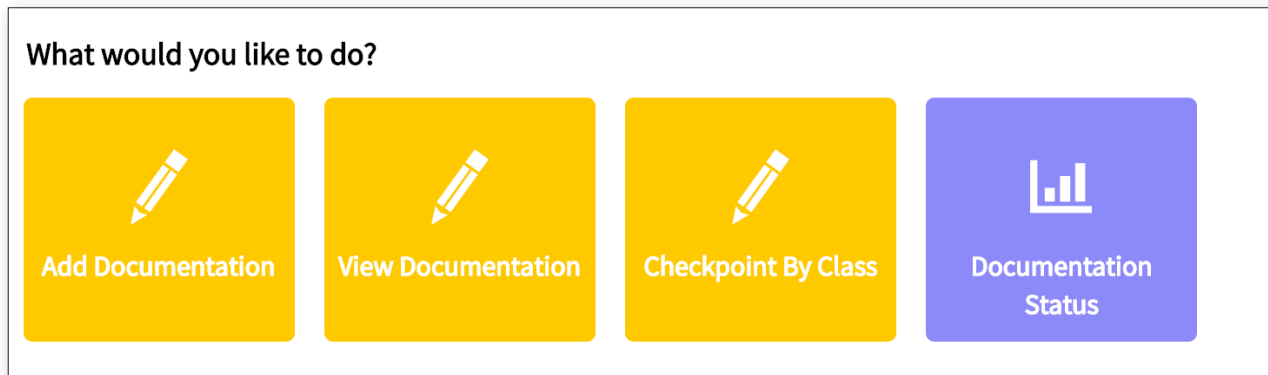


Click the *MyTeachingStrategies*™ logo from any page to navigate back to your dashboard.

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

Shortcuts

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



Messages

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

These items need your attention:

System maintenance on Wednesday, February 1, from 2:00 a.m. – 3:00 a.m. ET	01/23/2017
Checkpoint Reminder: Report cards due by November 15th	10/27/2016
Checkpoint Reminder: Time to plan for family conferences	10/27/2016
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New Video Tutorial: How to Finalize Checkpoints By Class	10/27/2016
REMINDER: System maintenance on Sunday, November 6th	10/27/2016
Your class is scheduled to start the Trees Study next week	10/27/2016

Daily Plans Summary

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

Help Button

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



What's happening today?

Wednesday, January 25th, 2017

Music Making - Investigation 1: What instruments can we play by hitting, tapping, or shaking them?

Choice Time

Art: found items for making percussion instruments

Question of the Day

Can we make an instrument with these? (bowl and aluminum foil or plastic wrap)

Large Group

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How to Make Percussion Instruments: Use small bowls or other containers of various sizes. Secure plastic wrap or aluminum foil tightly over the top of the bowl or container and fasten it with tape.

Materials: Mighty Minutes 91, "Move to the Beat"; photos of instruments being made; teacher-made instrument from discarded items; variety of discarded items for instrument making

[See my whole day](#)

Guided Tour

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

MyTeachingStrategies™

Teach Assess Develop Report Family

Preschool/Pre-K (Green & Blue) MM

Welcome, MyTSOrgAdmin1!

What would you like to do?

Add Documentation View Documentation Checkpoint By Class Documentation Status

These items need your attention:

Administrator Orientation Videos	12/31/0000
Administrator Orientation Videos	12/31/0000
Teacher Orientation Videos	12/31/0000
Teacher Orientation Videos	12/31/0000
PLEASE READ - Updated GOLD System Requirements March 17, 2016	12/31/0000
System maintenance on Wednesday, February 1, from 2:00am - 3:00am ET	01/23/2017
System maintenance on Sunday, April 16, from 9:00 am - 10:00 am ET	04/10/2017

What's happening today?

Monday, August 14th, 2017

You may plan something for today in your Teach area.

Choice Time

Question of the Day

Large Group

Read-Aloud

Small Group

Mighty Minutes

Outdoor Experiences

Family Partnerships

Welcome to MyTeachingStrategies™!

Let's explore the features of your Dashboard.

CANCEL LET'S GO!

Dashboard Support & Resources

Search Help

TAKE A TOUR

- Getting Started Guide for Administrators
- Video Tutorial: Getting Started
- Objectives for Development & Learning
- Video Tutorial: Progressions Birth Through Third Grade
- Video Tutorial: Using GOLD™ on a Tablet Device
- GOLD™ System Requirements
- Overview of the Assessment Process
- Webinar: Getting Started with GOLD™ for Teachers (8/03/2015)
- Webinar: Collecting Documentation with GOLD™ (9/02/2015)
- Webinar: Entering Checkpoints in GOLD™ (11/04/2015)

What's happening today?

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You may plan something for today in your Teach area.

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Large Group

Read-Aloud

Small Group

Mighty Minutes

Outdoor Experiences

Family Partnerships

Wow! Experiences

See my whole day

HELP BUTTON

A Message from Peter Hobert, Teaching Strategies' Senior Vice President of Customer Success

Setting Language Preference to Spanish

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

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

Preschool 2 SJ

Susan James

Messages (2)

Manage My Profile

Manage "Preschool"

Enter Sandbox

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

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

4 Enter your password in **CURRENT PASSWORD**.

5 Select **SAVE**.

MyTeachingStrategies™

Teach

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

How-To Guide for Teachers



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

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

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

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

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

- Add activities
- Delete activities
- Reorder your day
- Print your calendar

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

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

The screenshot shows the MyTeachingStrategies interface. At the top, there's a navigation bar with icons for 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. Below this is a sub-navigation bar with 'Month', 'Week', and 'Weekly Template' options. The main area displays a calendar grid for the week of March 12-17, 2017. The grid shows activities for each day, including 'Trees - Exploring the Topic: What do we know about trees?' and 'What do we want to find out?'. Below this, there are sections for 'Question of the Day', 'Choice Time', 'Library', 'Large Group', 'Movement', 'Discussion and Shared Writing', 'Materials', 'Read-Aloud', 'Small Group', and 'Mighty Minutes'. A sidebar on the left contains buttons for 'Add Activity', 'Delete Activity', 'Reorder', 'Print', and 'Submit'. A blue circle with a question mark is also visible in the sidebar.

Setting Up Your Weekly Template

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

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

The screenshot shows the 'MyTeachingStrategies' interface. At the top, there's a navigation bar with 'Teach', 'Assess', 'Develop', 'Report', and 'Family' tabs. The 'Teach' tab is active. Below this, there's a sub-navigation bar with 'Month', 'Week', and 'Weekly Template' options. The 'Weekly Template' option is selected. On the left, there's a sidebar with three options: 'Add To Template', 'Delete From Template', and 'Reorder'. The main area is titled 'Settings' and contains a table with columns for each day of the week (Mon, Tue, Wed, Thu, Fri) and rows for various activities. Each cell in the table contains a text input field. The activities listed are: Choice Time, Question of the Day, Large Group, Read-Aloud, Small Group, Mighty Minutes, Outdoor Experiences, Family Partnerships, and Wow! Experiences. A 'Save' button is located at the bottom right of the table.

	Mon	Tue	Wed	Thu	Fri
Choice Time					
Question of the Day					
Large Group					
Read-Aloud					
Small Group					
Mighty Minutes					
Outdoor Experiences					
Family Partnerships					
Wow! Experiences					

From the sub-navigation, select **WEEKLY TEMPLATE**.

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

Adding Times of Day to Your Weekly Template

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

Select **ADD TO TEMPLATE**.

Select one or more days of the week that you wish to modify, then select **NEXT**.

Select a time of day from the drop-down menu, and then select **DONE**.

The time of day that you selected will now appear on the Weekly Template for the day(s) selected.

If you select the “Custom” time of day, you can click into the title of that time of day and rename it.

Select **SAVE** to recalibrate your template.

Deleting Times of Day from Your Weekly Template

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

Select **DELETE FROM TEMPLATE**.

Choose the desired times of day to remove and select **DONE**.

Select **SAVE** to recalibrate your template.

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

Reordering Times of Day in Your Weekly Template

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

Select **REORDER**.

Drag and drop times of day to where you'd like them to appear on your schedule and select **DONE**.

Select **SAVE** to recalibrate your template.

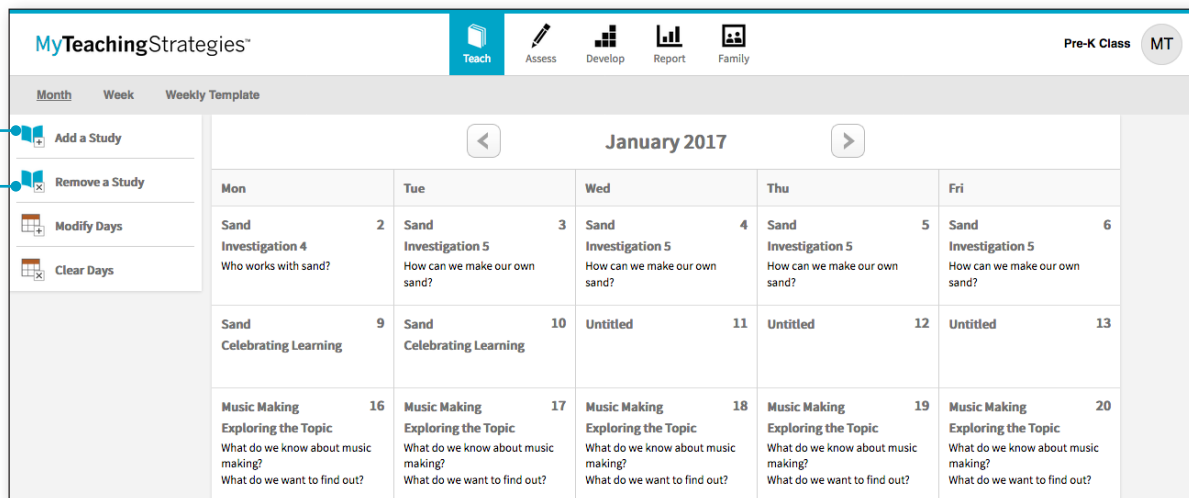
The screenshot shows the 'MyTeachingStrategies' interface. At the top, there's a navigation bar with 'Teach', 'Assess', 'Develop', 'Report', and 'Family' icons. The 'Weekly Template' tab is selected. On the left, there's a sidebar with three buttons: 'Add To Template', 'Delete From Template', and 'Reorder'. The main area is titled 'Settings' and displays a grid for the days of the week (Mon, Tue, Wed, Thu, Fri). Each day has a column of time slots: Choice Time, Question of the Day, Large Group, Read-Aloud, Small Group, Mighty Minutes, Outdoor Experiences, Family Partnerships, and Wow! Experiences. Each slot has a radio button to select it. A 'Save' button is located at the bottom right of the grid.

Customizing Your Monthly Calendar

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

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

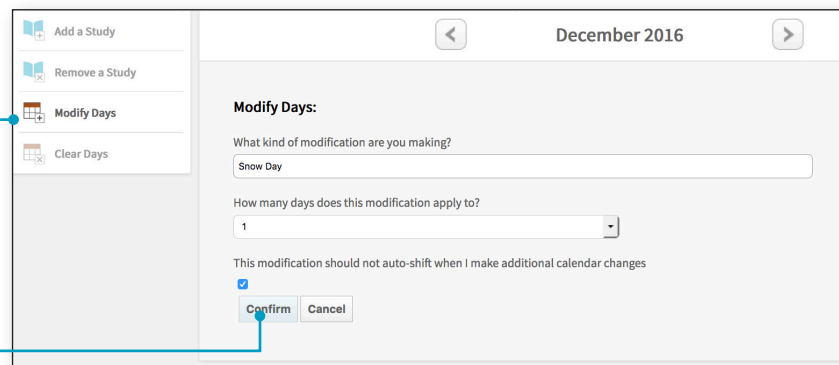
Preschool and Kindergarten subscribers to the digital curriculum resources have the option to add and remove studies from *The Creative Curriculum*®.



Modifying Days

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

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



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

Clearing Days

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

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

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

Customizing Your Weekly Calendar

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

Adding *Intentional Teaching* Experiences/Opportunities

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

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

What is an *Intentional Teaching* Experience or Opportunity?

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

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

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

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

Adding Custom Activities

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

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

Select **CUSTOM ACTIVITY**.

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

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

Select **SAVE** to add the activity to your plan.

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

Deleting Activities from Your Weekly Calendar

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

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

Reordering Times of Day in Your Weekly Calendar

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

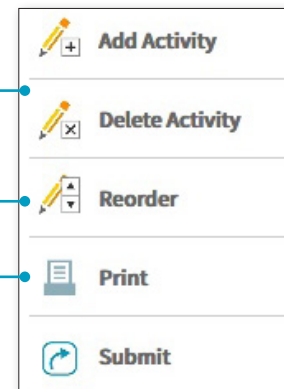
Drag and drop times of day to reflect the order that you want them in, then select **SAVE**.

Print

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

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

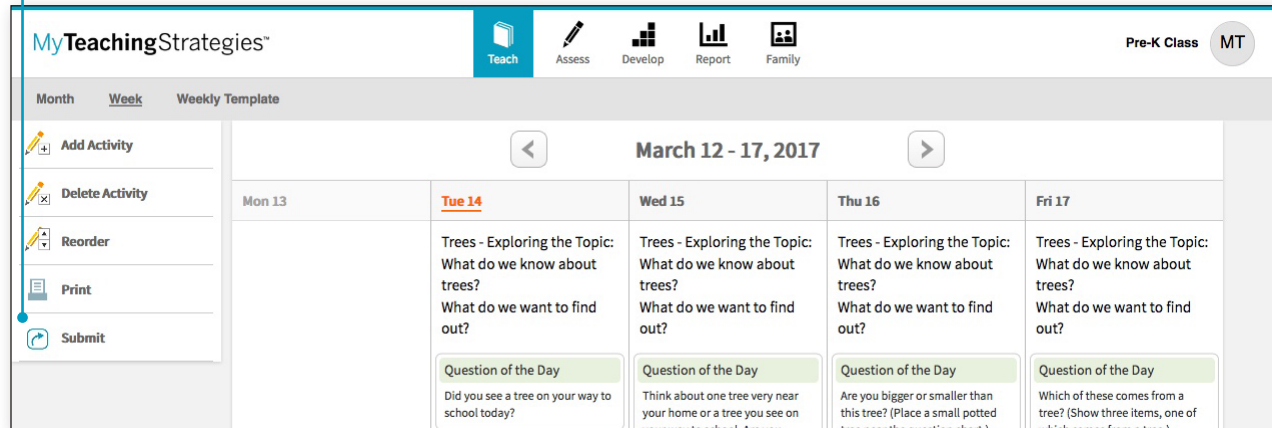
A PDF of your weekly plan will generate in a separate browser tab, where you can save to your computer, or print.



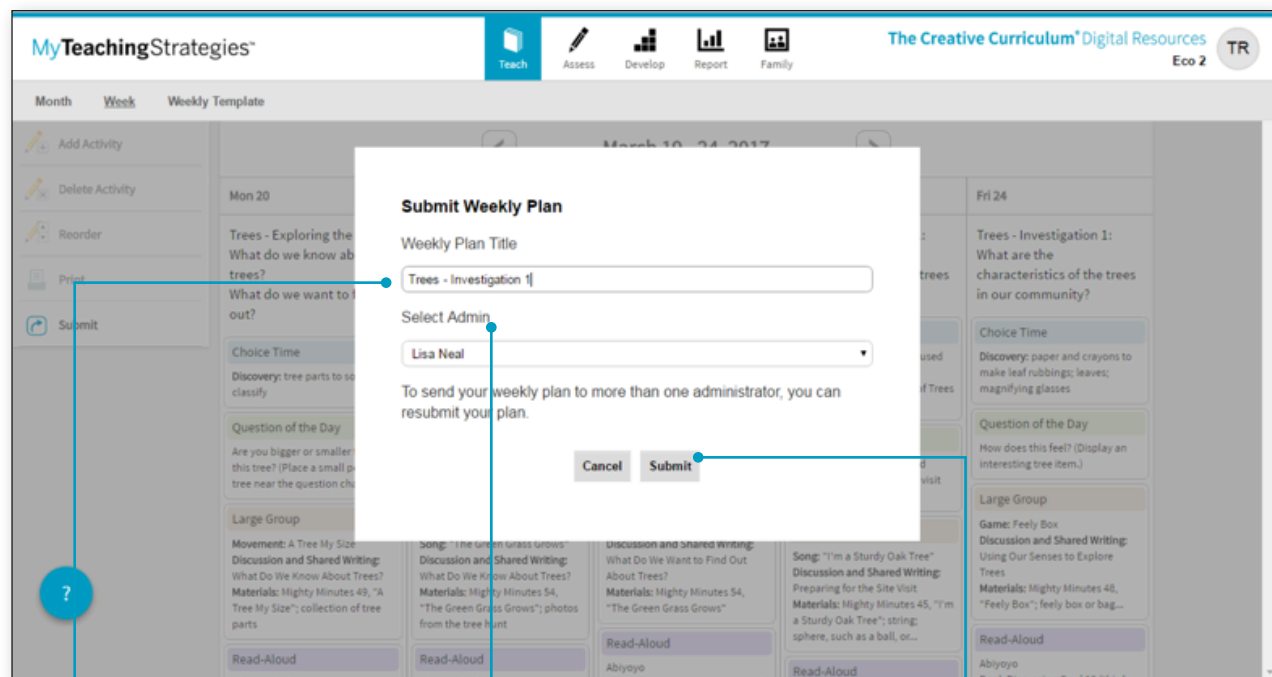
Submitting Weekly Plans

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

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



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



1 Add a title for your weekly plan.

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

Click **SUBMIT** to share your weekly plan with your administrator.

Teaching with an *Intentional Teaching Experience/Opportunity*

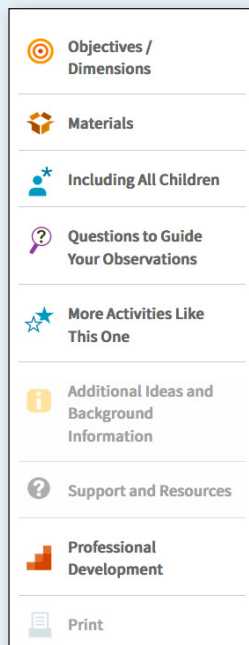
Each *Intentional Teaching* experience/opportunity includes step-by-step “What You Do” instructions and an embedded, color-coded teaching sequence that offers guidance on how to adapt the experience/opportunity for each individual child.

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

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

Intentional Teaching Experience/Opportunity Navigation

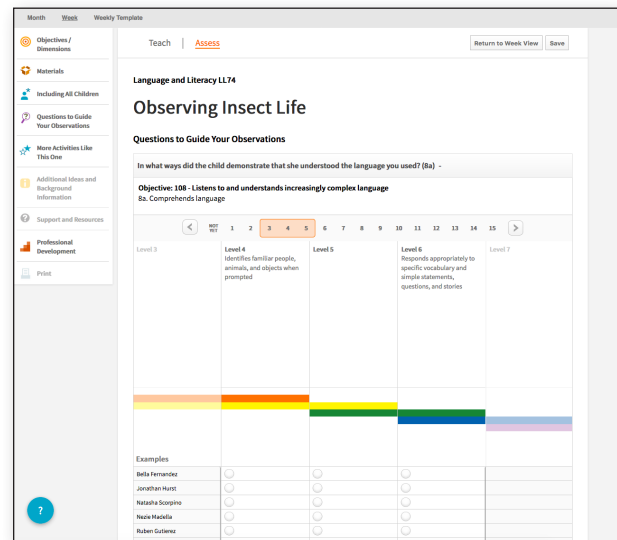
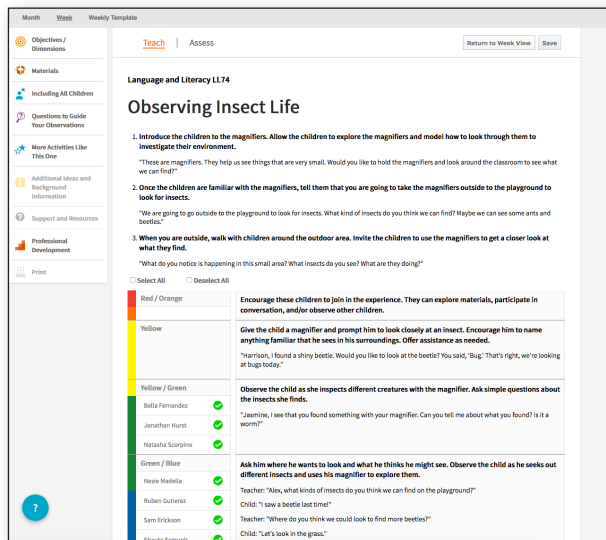
Within an *Intentional Teaching* experience/opportunity, the left-hand navigation bar provides helpful resources to assist your teaching practice.



- **Objectives/Dimensions** lists the primary objective/dimension and any related objectives/dimensions for the experience/opportunity.
- **Materials** offers a list of the materials needed for the experience/opportunity.
- **Including All Children** offers guidance on including children with special needs or children who are English- or dual-language learners.
- **Questions To Guide Your Observations** helps you focus your observation planning; these questions also appear in the “Assess” feature.
- **Make A Family Connection** offers the option to print or share *LearningGames*® with family members.
- **Additional Ideas And Background Information** provides further guidance to support your teaching.
- **Support and Resources** offers a tour of the *Intentional Teaching* experience/opportunity and the option to view a video tutorial on teaching and assessing while using the experience/opportunity.
- **Professional Development** includes audio clips, including guidance from a Teaching Strategies’ author about the *Intentional Teaching* experience/opportunity, descriptions of the primary objective/dimension, as well as a video of the primary objective/dimension in action.
- **Print** offers the option to print the *Intentional Teaching* experience/opportunity with the children’s names embedded in the Teaching Sequence.
- **View in Spanish** reveals the Spanish version of the *Intentional Teaching* experience/opportunity.

Adding Documentation While Using an *Intentional Teaching* Experience

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



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

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

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

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

Viewing an *Intentional Teaching* Experience/Opportunity in Spanish

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

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

Select **VIEW IN SPANISH** in the left-hand navigation.

Additional Ideas and Background Information

Print

View in Spanish

2. Talk about the book with the child. Point to the...

"What's happening in this picture? What is the girl doing?"

☐ Select All

Red / Orange	Encourage these conversation, an
Yellow / Green	As the child pret pictures to name
Green / Blue	As the child pret on each page. Of
Bella Fernandez	"You're right, the fish

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

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

MyTeachingStrategies™

Teach | Assess

Lenguaje y Lectoescritura LL64

¿Me lees?

1. Siéntese con un niño mientras él escoge un libro para leer. Hable con el niño mientras mira las imágenes y palabras.

"Jane, estás mirando el libro sobre un camión que tuvo una aventura. ¿Puedo mirar el cuento contigo?"

2. Hable acerca del libro con el niño. Señale las imágenes y palabras y pídale que le cuente la historia.

"¿Puedes mirar las imágenes y contarme lo que está pasando?"

☐ Select All

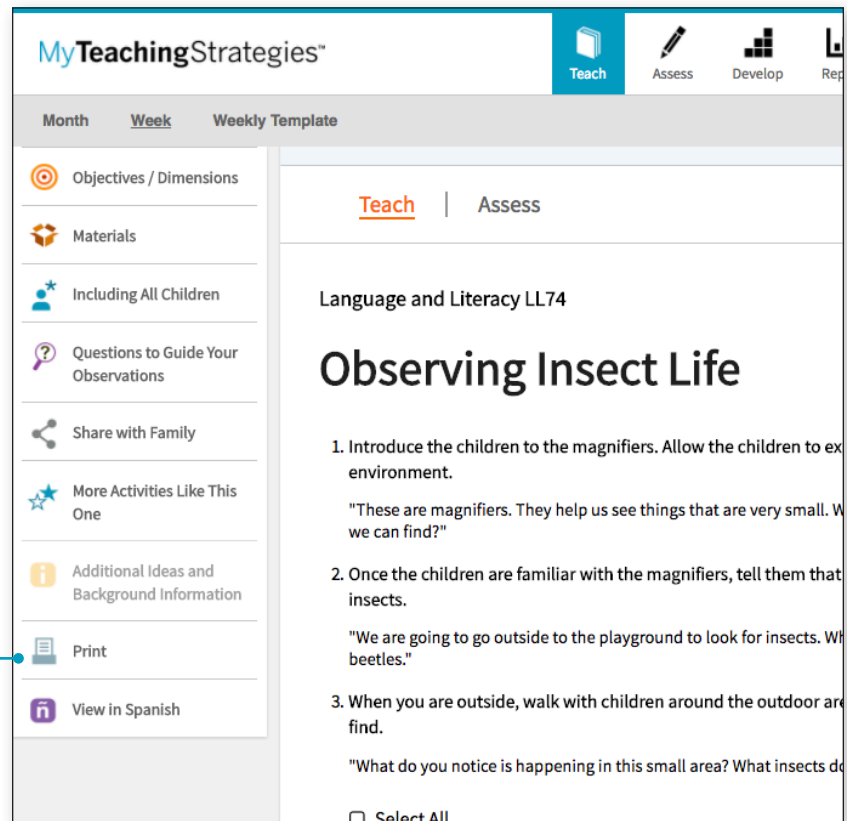
Red / Orange	Anime a estos niños a participar en la experiencia. Ellos pueden explorar los materiales, ser parte de la conversación y/u observar a los otros niños.
Yellow / Green	Mientras el niño hace como si estuviera leyendo un libro, observe si trata cada página como una unidad separada y utiliza las imágenes para hacer y describir lo que ve en cada página. Haga preguntas indirectas, según sea necesario.
Green / Blue	Mientras el niño hace como si estuviera leyendo, guíelo para que use algo del lenguaje del texto y para que describa la acción de una página a otra. Ofrezca ayuda según sea necesario.
Bella Fernandez	"Tienes razón el pez nadó adonde la ballena y dijo 'glub, glub, glub'. ¿Qué hace el pez después?"
Shaun Samuels	
Tim Reed	
Troy Johnson	

Printing an *Intentional Teaching* Experience/Opportunity

To print an *Intentional Teaching* experience/opportunity:

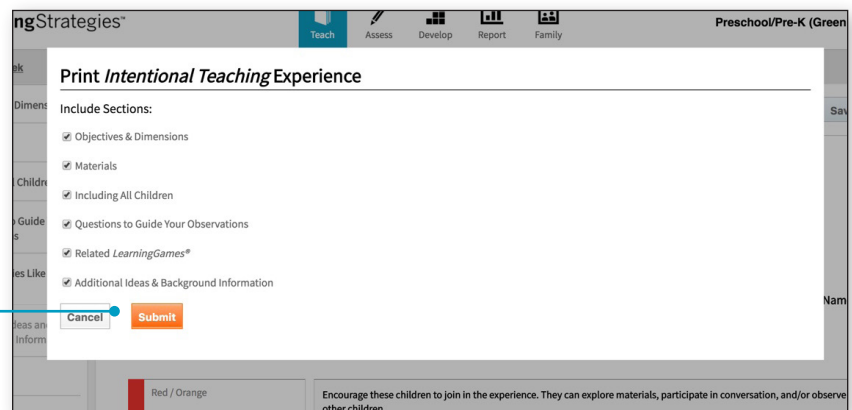
Navigate to an *Intentional Teaching* experience/opportunity.

Select **PRINT** in the left-hand navigation.



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

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



Sharing Letters to Families

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

- 1 To share a letter, select **MONTH** from the Teach area sub-navigation.
- 2 Select the first week of an added study.

The screenshot shows the MyTeachingStrategies interface. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The 'Teach' area is active, showing a sub-navigation menu with 'Month', 'Week', 'Weekly Template', and 'Weekly Plan Submissions'. The 'Month' view is selected, displaying a calendar for September 2017. The calendar shows focus questions for each day of the month. A blue line connects the 'MONTH' button in the sub-navigation to the calendar view, and another blue line connects the first week of the calendar to the second instruction.

Mon	Tue	Wed	Thu	Fri
	28	29	30	31
Focus Question 1 What names do we need to know at school?	Focus Question 1 What names do we need to know at school?	Focus Question 1 What names do we need to know at school?	Focus Question 1 What names do we need to know at school?	Focus Question 1 What names do we need to know at school?
Focus Question 2 What should we do if we get sad or scared at school?	Focus Question 2 What should we do if we get sad or scared at school?	Focus Question 2 What should we do if we get sad or scared at school?	Focus Question 3 What are our rules?	Focus Question 3 What are our rules?
Focus Question 3 What are our rules?	Focus Question 3 What are our rules?	Focus Question 3 What are our rules?	Focus Question 4 When do things happen at school?	Focus Question 4 When do things happen at school?
Focus Question 4 When do things happen at school?	Focus Question 5 Who works at our school?	Focus Question 5 Who works at our school?	Focus Question 5 Who works at our school?	Focus Question 5 Who works at our school?

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

MyTeachingStrategies™

The Creative Curriculum® Digital Resources

Preschool CC

Teach Assess Develop Report Family

Month Week Weekly Template

trees

Read-Aloud
Our Tree Named Steve

Small Group
Choose an ITE Option

Mighty Minutes
Mighty Minutes 17, "Leaping Sounds"

Outdoor Experiences
Physical Fun: Intentional Teaching Experience P15, "Dribble Kick"
Visit trees in your play yard or community. Have the children count the trees and compare their sizes. Help them gather the...
P15 - Dribble Kick

Family Partnerships
Send home a letter to families describing the study and enlisting their participation. Ask families to share memories with their children about when they were young and perhaps had memorable experiences with a...

Writing: What Will We See on Our Tree Hunt?
Materials: Mighty Minutes 54, "The Green Grass Grows"; Intentional Teaching Experience...

LL45 - Observational Drawing

Read-Aloud
Abbyoyo
Book Discussion Card 12 (first read-aloud)

Small Group
Choose an ITE Option

Mighty Minutes
Mighty Minutes 15, "Say It, Show It"; numeral cards

Outdoor Experiences
Physical Fun: Intentional Teaching Experience P15, "Dribble Kick"
Visit trees in your play yard or community. Have the children count the trees and compare their sizes. Help them gather the...
P15 - Dribble Kick

Family Partnerships
Encourage families to take their children for a walk around their neighborhood to examine the trees they see. Give each family a small bag and ask them to help their children gather interesting parts that have fallen, such as...

Wow! Experiences
A site visit to see trees

About Trees?
Materials: Mighty Minutes 49, "A Tree My Size"; collection of tree parts

Read-Aloud
Chicka Chicka Boom Boom

Small Group
Choose an ITE Option

Mighty Minutes
Mighty Minutes 60, "The Name Dance"

Outdoor Experiences
Physical Fun: Intentional Teaching Experience P15, "Dribble Kick"
Visit trees in your play yard or community. Have the children count the trees and compare their sizes. Help them gather the...
P15 - Dribble Kick

About Trees?
Materials: Mighty Minutes 54, "The Green Grass Grows"; photos from the tree hunt

Read-Aloud
Chicka Chicka Boom Boom

Small Group
Choose an ITE Option

Mighty Minutes
Mighty Minutes 15, "Say It, Show It"; numeral cards

Outdoor Experiences
Physical Fun: Intentional Teaching Experience P18, "Dribbling a Ball"
P18 - Dribbling a Ball

Materials: Mighty Minutes 54, "The Green Grass Grows"

Read-Aloud
Abbyoyo
Book Discussion Card 12 (second read-aloud)

Small Group
Choose an ITE Option

Mighty Minutes
Mighty Minutes 60, "The Name Dance"

Outdoor Experiences
Physical Fun: Intentional Teaching Experience P18, "Dribbling a Ball"
P18 - Dribbling a Ball

?

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

- 5 Select **SUBMIT**.

A Letter to Families

Dear Families,

Our class is beginning to study trees. We'll be observing and comparing trees to learn about what lives in them, what they're made from, and who cares for them. We hope that this study will help children explore and appreciate nature. As we study trees, we will use literacy, math, the arts, and technology to explore the topic in depth. We will learn important social studies and scientific concepts through firsthand investigations. Please visit the classroom during the study to see how we do this.

If you are able to take a "tree walk" with your child, we would appreciate your help in collecting tree parts to investigate. If you can, please take a bag to a tree area and collect things that have fallen, such as leaves, bark, acorns, twigs, flowers, fruit, or cones. See below for suggestions of other tree parts to bring in.

a variety of leaves	evergreen sprigs or	tree "cookies" (cross
small limbs, branches,	small boughs	sections of trees that
twigs	a live, potted tree	show the rings)
food from trees	flower clippings (may	bark
(fruit, nuts)	be kept in water)	

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

Additional Information for Preschool and Kindergarten Classrooms

Adding Studies to Your Calendar

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

Adding a Study

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

Removing a Study

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

The screenshot shows the MyTeachingStrategies interface. At the top, there's a navigation bar with 'Teach', 'Assess', 'Develop', 'Report', and 'Family' tabs. The 'Teach' tab is active. Below the navigation bar, there's a sidebar with buttons: 'Add a Study', 'Remove a Study', 'Modify Days', and 'Clear Days'. The main area displays a calendar for January 2017. The calendar is organized by days of the week (Mon, Tue, Wed, Thu, Fri) and dates. Studies are assigned to specific days. For example, on Monday the 2nd, there's a study 'Sand Investigation 4: Who works with sand?'. On Tuesday the 3rd, there's 'Sand Investigation 5: How can we make our own sand?'. On Wednesday the 4th, there's 'Sand Investigation 5: How can we make our own sand?'. On Thursday the 5th, there's 'Sand Investigation 5: How can we make our own sand?'. On Friday the 6th, there's 'Sand Investigation 5: How can we make our own sand?'. On Saturday the 9th, there's 'Sand Celebrating Learning'. On Sunday the 10th, there's 'Sand Celebrating Learning'. On Monday the 11th, there's 'Untitled'. On Tuesday the 12th, there's 'Untitled'. On Wednesday the 13th, there's 'Untitled'. On Thursday the 16th, there's 'Music Making Exploring the Topic: What do we know about music making? What do we want to find out?'. On Friday the 17th, there's 'Music Making Exploring the Topic: What do we know about music making? What do we want to find out?'. On Saturday the 18th, there's 'Music Making Exploring the Topic: What do we know about music making? What do we want to find out?'. On Sunday the 19th, there's 'Music Making Exploring the Topic: What do we know about music making? What do we want to find out?'. On Monday the 20th, there's 'Music Making Exploring the Topic: What do we know about music making? What do we want to find out?'. On Tuesday the 23rd, there's 'Music Making Investigation 1: What instruments can we play by hitting, tapping, or shaking them?'. On Wednesday the 24th, there's 'Music Making Investigation 1: What instruments can we play by hitting, tapping, or shaking them?'. On Thursday the 25th, there's 'Music Making Investigation 1: What instruments can we play by hitting, tapping, or shaking them?'. On Friday the 26th, there's 'Music Making Investigation 1: What instruments can we play by hitting, tapping, or shaking them?'. On Saturday the 27th, there's 'Music Making Investigation 1: What instruments can we play by hitting, tapping, or shaking them?'. On Sunday the 30th, there's 'Music Making Investigation 2: What other musical instruments are there? How do people play them?'. On Monday the 31st, there's 'Music Making Investigation 2: What other musical instruments are there? How do people play them?'. On Tuesday the 1st, there's 'Music Making Investigation 2: What other musical instruments are there? How do people play them?'. On Wednesday the 2nd, there's 'Music Making Investigation 2: What other musical instruments are there? How do people play them?'. On Thursday the 3rd, there's 'Music Making Investigation 2: What other musical instruments are there? How do people play them?'.

Additional Information for Infants, Toddlers, and Twos Classrooms

Planning for Routines

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

Creating an Individual Care Plan

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

- 1 Select **WEEKLY ROUTINES** from the Teach area sub-navigation.
- 2 Select **CREATE PLAN** to begin creating an individual care plan for a child.

The screenshot displays the MyTeachingStrategies interface. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The 'Teach' sub-navigation bar shows 'Month', 'Weekly Routines', 'Weekly Experiences', 'Weekly Template', and 'Weekly Plan Submissions'. The main content area shows a calendar for March 26 - 31, 2017, with a table of routines for each child. The 'Weekly Routines' tab is selected, and the 'Create Plan' button is highlighted for the 'Hellos and Good-byes' routine for Lucy Bea.

The 'Create Plan' modal is open, showing the 'Individual Care Plan' for 'Hellos and Good-byes' for Lucy. The modal includes fields for 'What time will you usually arrive at the center?', 'What will help you and your child say goodbye to each other in the morning?', and 'Any additional information with regards to arrival'. There are also sections for 'Strategies' and 'Intentional Teaching Opportunities'. The 'Save' button is highlighted.

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

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

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

The screenshot displays the MyTeachingStrategies web application interface. The top navigation bar includes the logo, a 'Teach' button, and icons for 'Assess', 'Develop', 'Report', and 'Family'. The right side of the header shows 'The Creative Curriculum Digital Resources' for 'Infants, Toddlers, and Twos' and a user profile 'MC'.

The main navigation tabs are 'Month', 'Weekly Routines', 'Weekly Experiences', 'Weekly Template', and 'Weekly Plan Submissions'. The 'Weekly Routines' tab is selected, showing a calendar for 'March 26 - 31, 2017'. The calendar grid lists children and their routine plans. For example, Lucy Bea has a 'View Plan' button, while others have 'Create Plan' buttons.

Clicking 'View Plan' for Lucy Bea leads to a detailed view of her routine plan for 'April 9 - 14, 2017'. The plan is titled 'Viewing Lucy's Routine Plan' and includes sections for 'Hello and Good-byes', 'Diapering and Toileting', 'Eating and Mealtimes', 'Sleeping and Nap Time', and 'Getting Dressed'. Each section has a 'No Planned Routines data' message and an 'Edit' button. The 'Edit' button for the 'Hello and Good-byes' section is highlighted with a red circle and a blue line connecting it to the 'EDIT' instruction in the numbered list above.

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

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

MyTeachingStrategies®

Teach Assess Develop Report Family

The Creative Curriculum® Digital Resources
Infants, Toddlers, and Twos

Month Weekly Routines Weekly Experiences Weekly Template Weekly Plan Submissions

April 9 - 14, 2017

Create a plan for Eating and Mealtimes for Lucy

Cancel Save

Individual Care Plan +

Strategies +

Intentional Teaching Opportunities -

- ☐ Use Intentional Teaching Opportunity LL10 "Yummy Foods" to introduce Lucy to new foods.
- ☐ Use Intentional Teaching Opportunity LL11 "Let's Talk" to engage with Lucy in back and forth interactions during all routines.
- ☐ Use Intentional Teaching Opportunity LL27 "A Cup Is For..." while discussing the functions of classroom materials with Lucy.
- ☐ Use Intentional Teaching Opportunity LL29 "Describing Food" to make mealtimes with Lucy a language-rich part of her day.
- ☐ Use Intentional Teaching Opportunity LL30 "Family Picture Walk" to look at pictures of Lucy and her family on a wall display. Talk with Lucy about the pictures.
- ☐ Use Intentional Teaching Opportunity LL43 "Lemonade" during snack or mealtimes to introduce a new food that you and Lucy can prepare and taste together.
- ☐ Use Intentional Teaching Opportunity LL44 "Fruit Salad" during snack or mealtimes to introduce a new food that you and Lucy can prepare and taste together.
- ☐ Use Intentional Teaching Opportunity LL45 "Taste Test" to introduce a new food that you and Lucy can prepare and taste together.
- ☐ Use Intentional Teaching Opportunity LL46 "Taste Test" to introduce a new food that you and Lucy can prepare and taste together.
- ☐ Use Intentional Teaching Opportunity LL47 "Taste Test" to introduce a new food that you and Lucy can prepare and taste together.
- ☐ Use Intentional Teaching Opportunity LL48 "Taste Test" to introduce a new food that you and Lucy can prepare and taste together.

MyTeachingStrategies®

Teach Assess Develop Report Family

The Creative Curriculum® Digital Resources
Infants, Toddlers, and Twos

Month Weekly Routines Weekly Experiences Weekly Template Weekly Plan Submissions

Step 4: To add this to your day, select a child or children, then select "Add to Plan". To preview another, select "Return to Planning".

Return to Planning Add to Plan

Language and Literacy LL11

Let's Talk

- Sit near a small group of children. Observe them quietly as they move and explore. For a few moments, simply observe without joining in.
- Notice how individual children communicate their needs or preferences. Notice gestures and vocalizations or words.
- Engage the children in conversations by watching and listening closely to try to understand a child's meanings and intentions. Engage in a conversation by imitating a child's vocalizations or responding to his words.
- Invite the children to engage in back-and-forth exchanges. Notice whether a child is attending to your words or gestures. Follow the child's cues to maintain an engaging interaction and respond to his verbal and nonverbal communication.

"You're putting on the helmet, Bodie. I will put on a helmet, too. Now I am putting on a scarf. Can you put on a scarf, too? You did it! Let's see what we look like in the mirror. You are laughing! Do you think we look funny?"

☐ Select All ☒ Deselect All

Red	<input type="checkbox"/>	To introduce the child to a back-and-forth exchange, mimic sounds and facial expressions as you interact with him. Child: "Mmm, mmm." Teacher: "Mmm, mmm. Can you say it again, Nazeem? Mmm, mmm?"
Red / Orange	<input type="checkbox"/>	Invite the child to engage in back-and-forth exchanges and allow her time to respond. "You're clapping at Ms. Sharon dancing. I'll clap, too. 'Mo, mo, mo?' Do you want Ms. Sharon to dance some more?"
Orange / Yellow	<input checked="" type="checkbox"/>	Notice when a child initiates conversation and respond enthusiastically. Notice how he attends to your words. Child: "Pi-pio." Teacher: "Did you hear a chicken? Oh, I hear a bird, too. Let's look out the window and look for the bird!"
Kate Endrelunas	<input checked="" type="checkbox"/>	
Mai Zhang	<input type="checkbox"/>	
Emily Lacbawan	<input type="checkbox"/>	Child: "In tee." Teacher: "Oh, do you see a bird in the tree? I see it now. It's so pretty. It's blue."
Isabella Ramirez	<input type="checkbox"/>	
Scott Hendrick	<input type="checkbox"/>	
Yellow / Green	<input type="checkbox"/>	Engage the child in a conversation to at least two exchanges. Support her to stay on topic. Teacher: "What are you working on, Danisha?" Child: "Feed the baby." Teacher: "What is your baby eating?" Child: "Cheese and beans. She cry when she's hungry."

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Adding Strategies to a Child's Routines Plan

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

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

The first screenshot shows the 'Weekly Routines' view for the week of March 26 - 31, 2017. The interface includes a top navigation bar with 'Teach', 'Assess', 'Develop', 'Report', and 'Family' tabs. Below this is a sub-navigation bar with 'Month', 'Weekly Routines', 'Weekly Experiences', 'Weekly Template', and 'Weekly Plan Submissions'. The main content area displays a table with columns for routines: 'Hello and Good-byes', 'Diapering and Toileting', 'Eating and Mealtimes', 'Sleeping and Nap Time', and 'Getting Dressed'. Each row represents a child, and each cell contains a 'Create Plan' button. A blue arrow points from the 'WEEKLY ROUTINES' sub-navigation item to the 'Hello and Good-byes' column header. Another blue arrow points from the 'VIEW PLAN' button in the 'Hello and Good-byes' column for Lucy Bea to the second screenshot.

The second screenshot shows the 'View Plan' screen for Lucy Bea's routine plan for the week of April 9 - 14, 2017. The screen displays a detailed view of the 'Hello and Good-byes' routine, including sections for 'Individual Care Plan', 'Strategies', 'Intentional Teaching Opportunities', 'Diapering and Toileting', 'Eating and Mealtimes', 'Sleeping and Nap Time', and 'Getting Dressed'. Each section has a list of items and an 'Edit' button. A blue arrow points from the 'EDIT' button in the 'Hello and Good-byes' section to the 'EDIT' button in the 'Diapering and Toileting' section.

1

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

2

Select one or more strategies and select **SAVE**.

MyTeachingStrategies™

Teach Assess Develop Report Family

The Creative Curriculum®
Engage Infants, Toddlers, and Twos

Month Weekly Routines Weekly Experiences Weekly Template Weekly Plan Submissions

March 26 - 31, 2017

Create a plan for Eating and Mealtimes for Alicia

Cancel Save

Individual Care Plan +

Strategies -

Eating and Mealtime Strategies

- ☐ Share Highlights Hello? 21 with Alicia before or after eating and mealtimes. Follow the guidance in Book Conversation Card 21 to read the story *Twins* at the Table.
- ☐ Before mealtimes, share Highlights Hello? 12 with Alicia using the strategies found on Book Conversation Card 12. Discuss the foods that Alicia is about to eat.
- ☐ Use Mighty Minutes 19, "Time to Clean Up!," after mealtimes to invite Alicia to follow directions to help put away materials.
- ☐ Use Mighty Minutes 87, "Let's Go!," before eating and mealtimes to encourage Alicia to wash her hands.
- ☐ Invite Alicia to help prepare for mealtimes by washing hands, putting out napkins, or holding bibs. If there are spills, invite Alicia to help clean up.
- ☐ Learn Alicia's feeding schedule in order to offer meals when you notice cues that she is hungry. Keep waiting times as brief as possible. Have the food and everything you need ready when Alicia comes to the table.
- ☐ Encourage relaxed, friendly conversations with Alicia. Describe the tastes and smells of the foods you are eating, activities you did earlier in the day, and plans for the afternoon. Encourage Alicia to let you know what they want and need during mealtimes.
- ☐ Create an after-meal ritual with Alicia. For example, encourage Alicia to stay at the table and talk with others until everyone is finished, brush her teeth, or work on a puzzle until everyone has finished eating.
- ☐ Allow Alicia to control the quantity of food that she eats, without expecting Alicia to eat everything that is offered. Offer choices to toddlers and twos.
- ☐ Talk about new foods, serve them in attractive ways, and taste everything yourself. Model trying new foods for Alicia, but avoid forcing or pressuring.
- ☐ Encourage Alicia to participate in whatever ways are appropriate for her level of development. For example, seat infants on your lap, offer mobile infants a chance to use their fingers to eat, provide spoons that are easy to hold for toddlers who want to feed themselves, or invite two-year-olds to help you set the table and do other mealtime tasks.
- ☐ Offer experiences that encourage Alicia to practice mealtime skills, e.g., include plates and utensils in the pretend play area, provide small pitchers and cups for water play, and offer cooking experiences.
- ☐ Celebrate Alicia's new skills and accomplishments, which will encourage her to attempt new ones.
- ☐ Ask Alicia's family to join the class for snacks and meals whenever possible. Having Alicia's family member present can ease separation difficulties, and it allows you to learn how Alicia eats at home. Try to incorporate family strategies in the classroom.
- ☐ Communicate with Alicia's family about health information, e.g., changes in diet or eating habits, and mealtime strategies, such as introducing new foods only after the family has introduced the food at home or continuing the family's efforts to wean Alicia from the bottle, if applicable.
- ☐ Invite Alicia's family to share experiences from mealtimes at home. Ask questions such as "What does Alicia eat and drink?", "What are Alicia's favorite foods?", "Do you have special family foods?", "What do you talk about with Alicia?", or "How does Alicia participate during mealtimes?"

Intentional Teaching Opportunities +

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

Assess

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

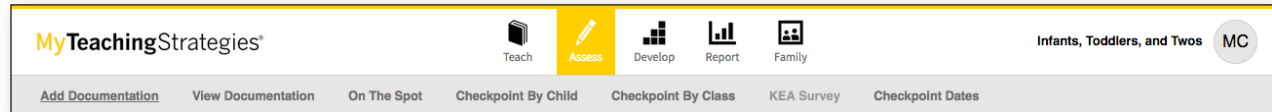
How-To Guide for Teachers



Documentation

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

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



Adding Documentation

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

MyTeachingStrategies®

Teach Assess Develop Report Family

Infants, Toddlers, and Twos MC

Add Documentation View Documentation On The Spot Checkpoint By Child Checkpoint By Class KEA Survey Checkpoint Dates

Use the form below to add Documentation

Select Children

☐ Select All ☐ Deselect All

Aiden Sheen Alicia Jacobson Dylan Mattison Harjit Harrin Lauren Leland Lucy Bea Mee Young Raul Lopez

Sandy McNeill Todd Sampson

Documentation Type

General Documentation

Date Observed

Add Notes -

Upload a File -

Assign Objectives / Dimensions -

Social-Emotional Physical Language Cognitive Literacy Mathematics English Language Acquisition

Social-Emotional

Objective 1: Regulates own emotions and behaviors

☐ 1a. Manages feelings
☐ 1b. Follows limits and expectations
☐ 1c. Takes care of own needs appropriately

Objective 2: Establishes and sustains positive relationships

☐ 2a. Forms relationships with adults
☐ 2b. Responds to emotional cues
☐ 2c. Interacts with peers
☐ 2d. Makes friends

Objective 3: Participates cooperatively and constructively in group situations

☐ 3a. Balances needs and rights of self and others
☐ 3b. Solves social problems

Documentation Summary

Children
None

Documentation Type
General Documentation

Date Observed
None

Notes
None

Files Attached
None

Objectives / Dimensions
None

Save & Continue

- 1 Select the children in your class you'd like to add documentation for. Choose **SELECT ALL** to choose all children in your classroom.
 - 2 Input the documentation date in the **DATE OBSERVED** field. Note: This is the date that you collected the documentation, not the day you entered the documentation into the tool.
 - 3 Add notes to your documentation by clicking the + symbol to the right of **ADD NOTES** and adding text within the text box.
- The **DOCUMENTATION SUMMARY** will provide a summary of the information you've provided for your documentation.

The screenshot shows the 'Add Documentation' form in the MyTeachingStrategies interface. The form is titled 'Use the form below to add Documentation' and includes several sections:

- Select Children:** A section with 'Select All' and 'Deselect All' buttons, and a list of children's names: Aiden Sheen, Alicia Jacobson, Dylan Mattison, Harjit Harrin, Lauren Leland, Lucy Bea, Mee Young, Raul Lopez, Sandy McNeill, and Todd Sampson. A blue line connects this section to callout 1.
- Documentation Type:** A dropdown menu currently set to 'General Documentation'.
- Date Observed:** A text field containing '02/13/2017'. A blue line connects this field to callout 2.
- Add Notes +:** A button with a plus sign. A blue line connects this button to callout 3.
- Upload a File +:** A button with a plus sign. A blue line connects this button to callout 4.
- Assign Objectives / Dimensions -:** A section with a list of categories on the left (Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, English Language Acquisition) and a list of objectives on the right. The 'Social-Emotional' category is selected, showing three objectives: 'Objective 1: Regulates own emotions and behaviors', 'Objective 2: Establishes and sustains positive relationships', and 'Objective 3: Participates cooperatively and constructively in group situations'. Each objective has a list of specific skills. A blue line connects this section to callout 5.
- Save & Continue:** A button at the bottom right. A blue line connects this button to callout 6.

On the right side of the form, there is a **Documentation Summary** panel that displays the information entered so far: Children (Sandy McNeill), Documentation Type (General Documentation), Date Observed (02/13/2017), Notes (None), Files Attached (None), and Objectives / Dimensions (1a. Manages feelings, 1b. Follows limits and expectations). A blue line connects the top of this panel to the text at the top right of the page.

- 4 Upload pictures, videos, or other files to your documentation by clicking the + symbol next to **UPLOAD A FILE** and selecting the **ADD FILE** button.
- 5 Tag relevant objectives/dimensions to the documentation by clicking the + symbol to the right of **ASSIGN OBJECTIVES/DIMENSIONS**. Select the appropriate dimension from the list on the left, and select all appropriate objectives.
- 6 Select **SAVE & CONTINUE** to save your documentation.

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

File Sizes and File Types

Maximum file sizes are 100MB for videos and 5MB for other files. Allowed file types are JPG, GIF, MP3, MPEG, AVI, TIFF, Microsoft® Word, PDF, WAV, QuickTime Movie, AIFF, MP4, and Windows® Media.

Selecting a Preliminary Level

You may choose to assign preliminary levels for the objectives/dimensions you related to a particular piece of documentation. These are not final checkpoint decisions; you will make those at the end of the checkpoint period after reviewing all the documentation under the checkpoint tab. Follow the steps below to set preliminary levels on the next screen.

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

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

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

Hide Colored Bands

Show Examples

Social-Emotional 1b. Follows limits and expectations

Previous Next Save & Close

Progression View Level View

	NOT YET	1	2	3	4
			Responds to changes in an adult's tone of voice and expression		Accepts redirection from adults
Aiden Sheen			✓		2
Alicia Jacobson					
Dylan Mattison					
Harjit Harrin				✓	3
Lauren Leland					
Lucy Bea					
Mee Young		✓			1
Raul Lopez					

Documentation Summary

Children
Aiden Sheen
Alicia Jacobson
Dylan Mattison
Harjit Harrin
Lauren Leland
Lucy Bea
Mee Young
Raul Lopez
Sandy McNeill
Todd Sampson

Documentation Type
General Documentation

Date Observed
01/26/2017

Notes
None

Files Attached
None

Objectives / Dimensions
1b. Follows limits and expectations

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

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

The colored bands on the progressions indicate the age and class/grade for widely held developmental and learning expectations. While there is a typical progression for each objective, it is not rigid; development and learning are uneven, overlapping, and interrelated. More information is available in the Objectives for Development and Learning course under My Courses in the Develop area.

View Documentation

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

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

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

MyTeachingStrategies™

Teach Assess Develop Report Family

Infants, Toddlers, and Twos MC

Add Documentation View Documentation On The Spot Checkpoint By Child Checkpoint By Class KEA Survey Checkpoint Dates

Filter Documentation

Edit Documentation

Delete Documentation

Individualize Documentation

Share Documentation

Sort By Date of Observation

Page 1 of 4

Lucy Bea and 9 more...	Mee Young	Mee Young	Mee Young
January 26, 2017	October 27, 2016	October 27, 2016	October 26, 2016
General Documentation	General Documentation	General Documentation	General Documentation
Mee Young	Mee Young	Mee Young	Lucy Bea
October 24, 2016	October 24, 2016	October 22, 2016	October 21, 2016
General Documentation	General Documentation	General Documentation	On-the-Spot

Modifying or Deleting Documentation

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

To edit the documentation, select **EDIT DOCUMENTATION**.

To delete the documentation, select **DELETE DOCUMENTATION**.

The screenshot shows the MyTeachingStrategies™ interface. At the top, there's a navigation bar with icons for Teach, Assess, Develop, Report, and Family. Below this is a sub-navigation bar with 'Add Documentation', 'View Documentation' (selected), 'On The Spot', 'Checkpoint By Child', 'Checkpoint By Class', and 'Checkpoint Dates'. On the left, a sidebar lists actions: Filter Documentation, Edit Documentation, Delete Documentation, Individualize Documentation, and Share Documentation. The main area shows a photo of three children playing with Legos. Below the photo, it displays 'Mee Young' and 'October 27, 2016'. Under 'General Documentation', there's a list of 'Objectives / Dimensions' with checkboxes. On the right, a 'Documentation Summary' sidebar shows the child's name, date, and a 'Notes' section with a detailed description of the play activity.

Individualizing Documentation

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

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.

The screenshot shows the 'View Documentation' screen in the MyTeachingStrategies interface. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The sub-navigation bar shows 'Add Documentation', 'View Documentation' (selected), 'On The Spot', 'Checkpoint By Child', 'Checkpoint By Class', 'Checkpoint Dates', and 'COSF Checkpoint'. The left-hand navigation panel has 'Filter Documentation' and 'Print Documentation'. The main area displays a grid of documentation tiles for two children: Bella Fernandez and Jonathan Hurst. Each tile includes a photo, a description of the activity, and the date. A 'Print' icon is visible on each tile. A 'Sort By' dropdown is set to 'Date of Observation'. A 'Page 1 of 6' indicator is at the top right. A yellow circle with a question mark is at the bottom left of the grid.

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

4

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

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

The screenshot displays the MyTeachingStrategies Gold Pre-K interface. A pop-up box titled "Print Selected Documentation" is centered on the screen, indicating that 1 item(s) are selected for print. The pop-up lists the following options, all of which are checked:

- ☒ Display Notes
- ☒ Display Attachments
- ☒ Display Associated Objectives & Dimensions
- ☒ Display Preliminary Levels
- ☒ Display Date/Time Entered
- ☒ Display Author

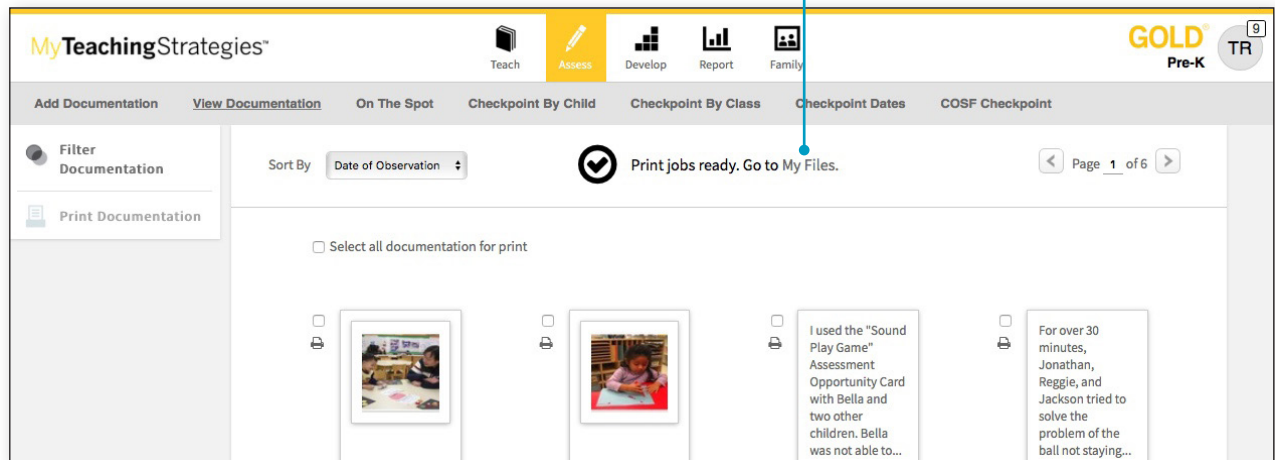
Buttons for "Cancel" and "Print" are at the bottom of the pop-up. The background interface shows a documentation entry for Jonathan Hurst, dated October 01, 2015. The entry includes a "Documentation Summary" with children's names, date observed, notes, caption, and files attached. Below this, there are tables for "Objectives / Dimensions" with columns for "Child" and "Rating".

Child	Rating
Jonathan Hurst	4

Child	Rating
Jonathan Hurst	7

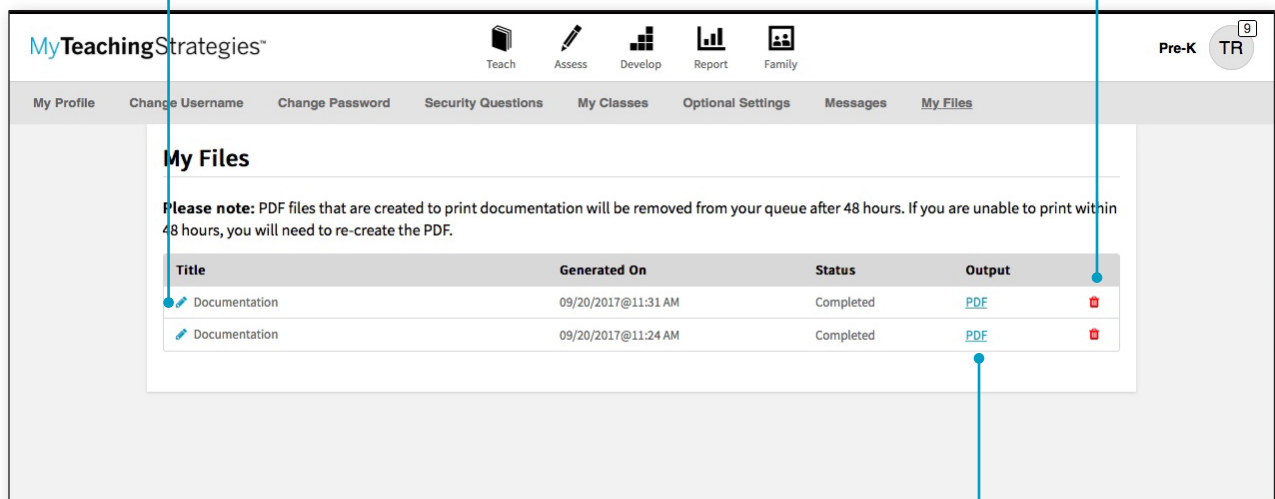
Child	Rating
Jonathan Hurst	6

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



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

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



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

Printing Multiple Documentation

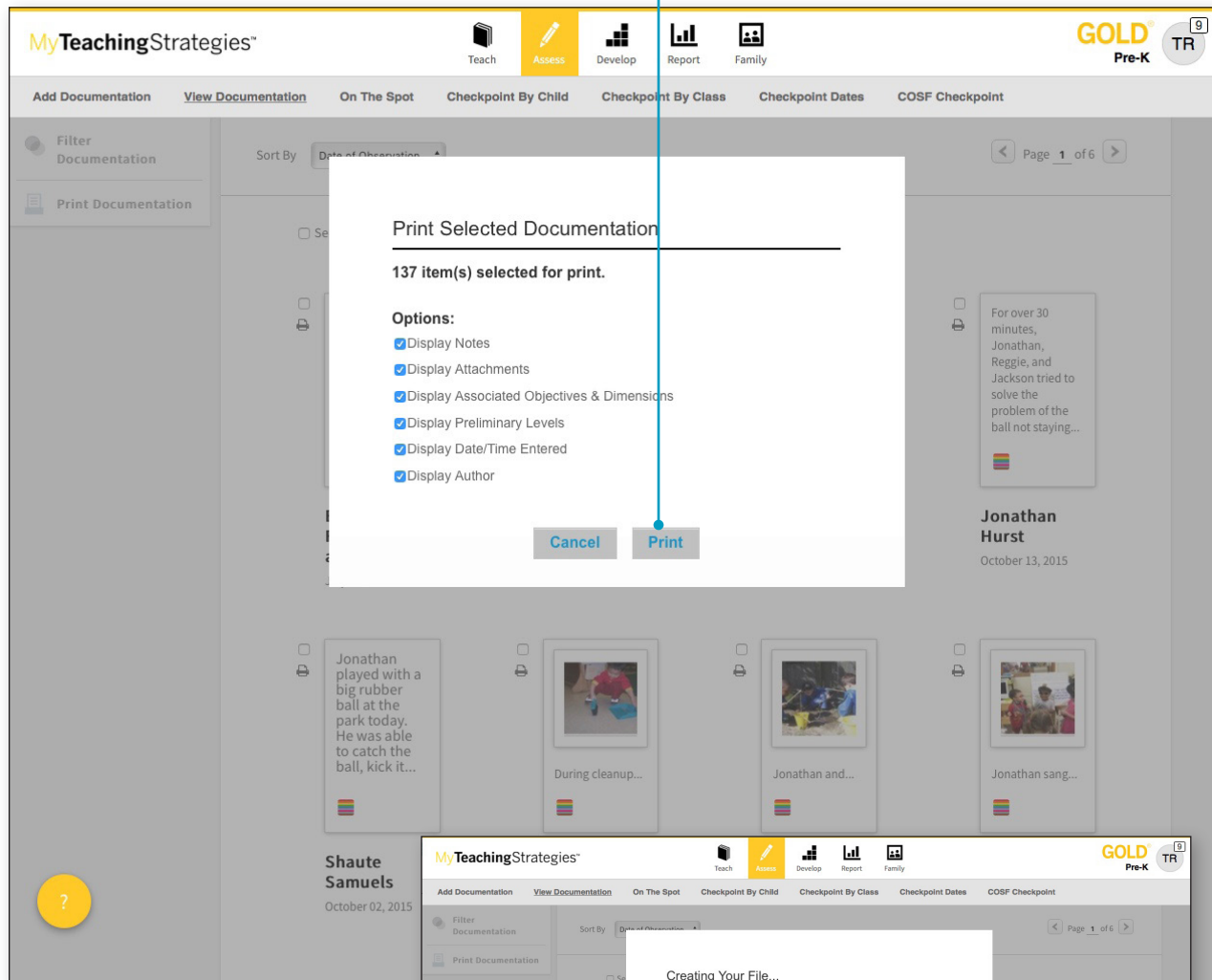
To print multiple or all documentation:

- 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 Then, select **PRINT DOCUMENTATION** in the left-hand navigation.

The screenshot displays the MyTeachingStrategies interface. At the top, there's a navigation bar with icons for Teach, Assess, Develop, Report, and Family. Below this is a sub-navigation bar with options: Add Documentation, View Documentation (highlighted), On The Spot, Checkpoint By Child, Checkpoint By Class, Checkpoint Dates, and COSF Checkpoint. On the left, a sidebar contains 'Filter Documentation' and 'Print Documentation' (highlighted). The main area shows a grid of documentation tiles for two children: Bella Fernandez and Jonathan Hurst. Each tile includes a photo, a description, and a date. A checkbox is present to the left of each tile. At the bottom left of the grid, there's a checkbox labeled 'Select all documentation for print'. A yellow circle with a question mark is also visible in the bottom left corner of the grid area.

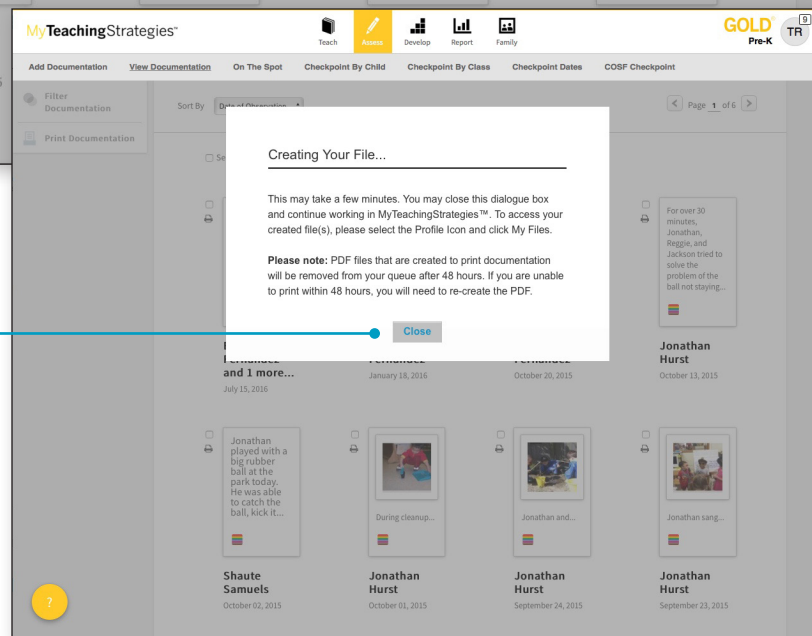
6

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**.

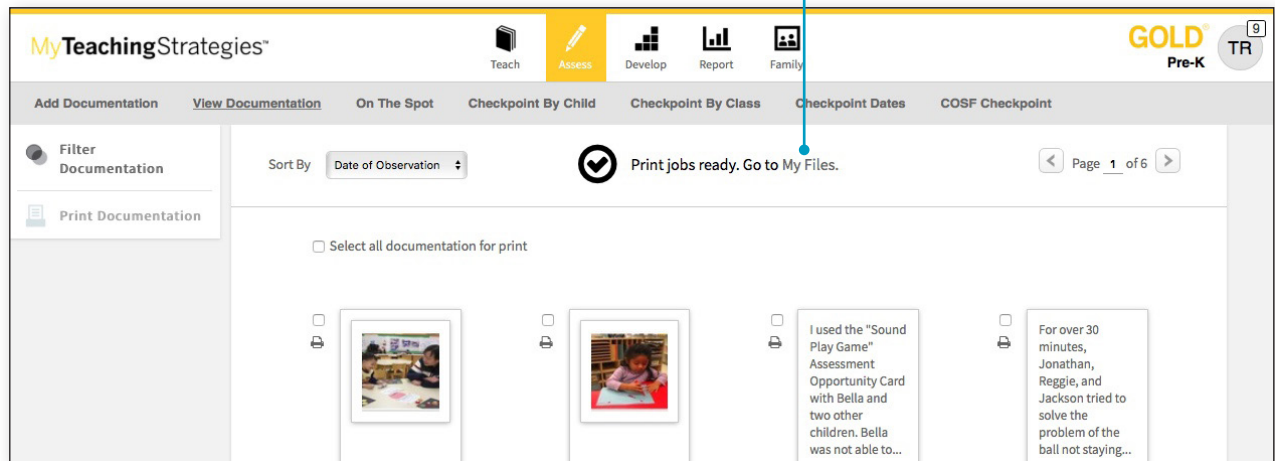


7

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

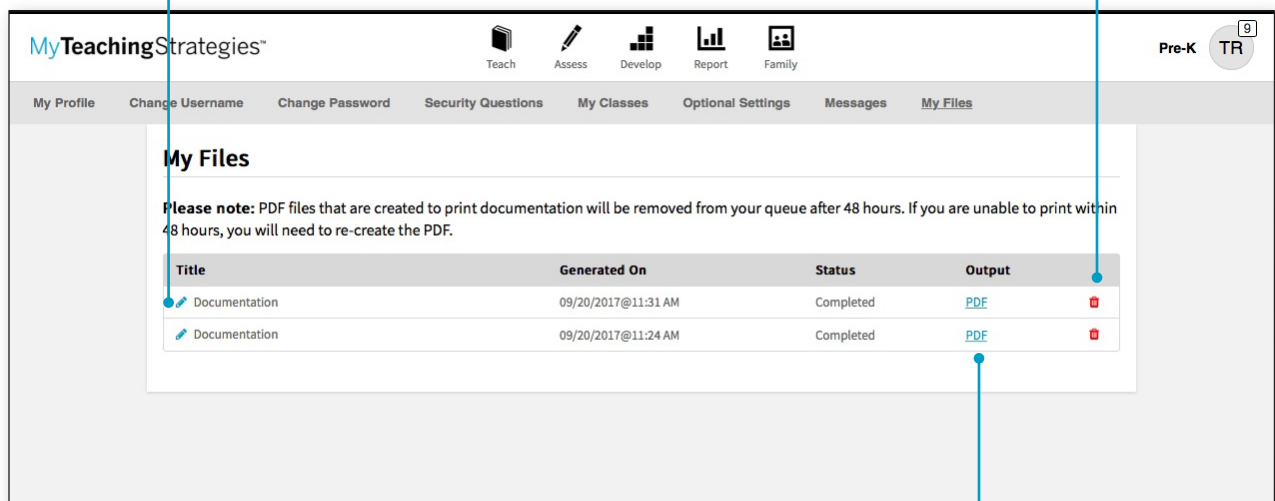


- 8 When the PDF is ready, you will see an alert at the top of your screen. Select **MY FILES** to retrieve your PDF.



- 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.

On The Spot Recording Tool

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

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

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

How can you use the On The Spot Recording Tool?

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

Creating a customized On-the-Spot Recording Tool

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

The screenshot shows the 'On The Spot' tool interface. At the top, there's a navigation bar with 'Teach', 'Assess', 'Develop', 'Report', and 'Family' tabs. Below this is a sub-navigation bar with 'Add Documentation', 'View Documentation', 'On The Spot', 'Checkpoint By Child', 'Checkpoint By Class', 'KEA Survey', and 'Checkpoint Dates'. The main content area is divided into three sections: 'Select Children', 'Select Output', and 'Select objectives and dimensions'. The 'Select Children' section has a 'Select All' checkbox and a list of children's names. The 'Select Output' section has a 'Color' radio button selected. The 'Select objectives and dimensions' section has a 'Select All' checkbox and a list of objectives under the 'Physical' category. A sidebar on the right contains 'Children', 'Select Output', 'Objectives / Dimensions', and 'Include instructions' sections. Numbered callouts 1, 2, and 3 point to the 'Select Children' section, the 'Color' radio button, and the 'Select objectives and dimensions' section respectively.

MyTeachingStrategies®

Teach Assess Develop Report Family

Infants, Toddlers, and Twos MC

Add Documentation View Documentation **On The Spot** Checkpoint By Child Checkpoint By Class KEA Survey Checkpoint Dates

Select Children

☒ Select All ☐ Deselect All

Alden Sheen Alicia Jacobson Dylan Mattison Harjit Harrin Lauren Leland Lucy Bea Mee Young Raul Lopez

Sandy McNeill Todd Sampson

Select Output

☒ Color ☐ Black and White

Select objectives and dimensions -

☒ Select All ☐ Deselect All

Physical Literacy Mathematics

Physical

☒ Select All ☐ Deselect All

Objective 4 : Demonstrates traveling skills

☒ 4. Demonstrates traveling skills

Objective 5 : Demonstrates balancing skills

☒ 5. Demonstrates balancing skills

Objective 6 : Demonstrates gross-motor manipulative skills

☒ 6. Demonstrates gross motor manipulative skills

Objective 7 : Demonstrates fine-motor strength and coordination

☒ 7a. Uses fingers and hands

☒ 7b. Uses writing and drawing tools

Include instructions

☒ Yes ☐ No

Children

Alden Sheen
Alicia Jacobson
Dylan Mattison
Harjit Harrin
Lauren Leland
Lucy Bea
Mee Young
Raul Lopez
Sandy McNeill
Todd Sampson

Select Output

Color

Objectives / Dimensions

All

Include instructions

Yes

Next

Checkpoints

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


How do you approach your checkpoint decisions? Do you prefer to evaluate all data for one child at a time, or do you prefer to think about an entire area, like Cognitive, for the whole class? MyTeachingStrategies™ is designed to support whichever way you like to work.

Entering checkpoint levels


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

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


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

 **Not Yet Started**

An empty circle indicates the area is not yet started.

 **In Progress**

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

 **Completed**

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

 **Final**

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

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

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

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

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

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

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

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

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

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


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

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

Documentation: Bella Fernandez

October, 09 2017
Bella verbally counted to 8.
Preliminary level not yet assigned.

September, 06 2017
Bella counted and sorted several colors today and talked about what she did.
Preliminary Level: 3

September, 05 2017

Bella took several blocks from the shelf and began stacking them. She counted out loud as she stacked. When she got to 7 blocks, another child knocked them down. Bella quietly walked away and sat beside me.
Preliminary Level: 3

Close

Bella Fernandez						
Jonathan Hurst						
Natasha Scorpino						
Nezie Madella						
Ruben Gutierrez						
Sam Erickson						

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

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

Mathematics 20f. Applies number combinations and mental number strategies in mathematical operations

Progression View Level View

	Not Yet	1	2	3
Bella Fernandez	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	NOT YET
Jonathan Hurst	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	NOT YET
Natasha Scarpino	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	NOT YET
Noxie Madella	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	NOT YET

Mark All as "Not Yet"

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

Science and Technology, Social Studies, and the Arts

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

The screenshot shows the 'Checkpoint By Child' view in the MyTeachingStrategies interface. The top navigation bar includes 'Add Documentation', 'View Documentation', 'On The Spot', 'Checkpoint By Child' (selected), 'Checkpoint By Class', 'KEA Survey', and 'Checkpoint Dates'. On the left, there is a sidebar with 'Display Documentation', 'Show Previous Checkpoint', 'Hide Colored Bands', and 'Show Examples'. The main content area shows a checklist for 'Science and Technology' with the objective '25. Demonstrates knowledge of the characteristics of living things'. The checklist has four columns: 'No Evidence Yet', 'Emerging', and 'Meets Program Expectations'. A row for 'Jonathan Hurst' shows a green checkmark in the 'Emerging' column. Navigation buttons 'Previous', 'Next', and 'Save & Close' are visible.

Finalizing Checkpoint Data

MyTeachingStrategies™ has two types of status for your checkpoint entries: unfinalized and finalized. Your assessment decisions are considered “unfinalized” until you choose “finalize.” Finalizing the entries signals to your administrator that you are not making any further changes to your decisions.

Viewing Checkpoint Dates

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

In *MyTeachingStrategies™* the terms “unfinalized” and “finalized” refer to the checkpoint process. The term “Preliminary Level” refers to individual pieces of documentation. The preliminary level you select for one piece of documentation relates to your assessment of a particular child, but *MyTeachingStrategies™* will not preselect a checkpoint level for you. To complete an area, you must select a level for every objective/dimension and select Finalize.

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

The screenshot shows the 'Checkpoint Dates' view in the MyTeachingStrategies interface. The top navigation bar includes 'Add Documentation', 'View Documentation', 'On The Spot', 'Checkpoint By Child', 'Checkpoint By Class', 'KEA Survey', and 'Checkpoint Dates' (selected). The main content area shows a 'View Checkpoint Dates' section with a 'Year' dropdown menu set to '2016/2017'. Below the dropdown, it says 'Below are the checkpoint dates for your organization. Use the filter above to change Year'. A table lists the checkpoint due dates for the 2016/2017 year.

Period	Start Date	Checkpoint Due Date
Fall	07/15/2016	10/29/2016
Winter	10/30/2016	02/14/2017
Spring	02/15/2017	05/31/2017
Summer	06/01/2017	08/14/2017

GOLD® Kindergarten Entry Assessment Survey

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

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

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

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

The screenshot shows the MyTeachingStrategies GOLD Kindergarten Entry Assessment Survey interface. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family' tabs. The 'Assess' tab is active, showing 'Checkpoint By Child' and 'Checkpoint By Class' options. The 'KEA Survey' is selected. The survey is for 'Fall 2016/2017'. The main content area is titled 'Social-Emotional' and '1a. Manages feelings'. It displays a question: 'Does the student sometimes look at a situation differently or delay gratification?' with a grey 'Q:' icon. Below the question is a progression view with levels 1 through 13. The 'Progression View' is selected, showing a table with columns for levels 4, 5, 6, 7, and 8. The table lists students and their corresponding levels. A sidebar on the left contains 'Display Documentation', 'Hide Colored Bands', 'Show Examples', and 'Assessment Prompt'.

	4	5	6	7	8
Comforts self by seeking out special object or person					
Is able to look at a situation differently or delay gratification					
Controls strong emotions in an appropriate manner most of the time					
Alano Rodriguez					4
Caitlyn Rabowski	✓				5
Dylan Rubenstein	✓				5
Isaiah Lutz	✓				5
Jessica Bowman	✓				5
Jocelyn Santiago	✓				5
Kileah Coates					4
Lilly Peterson	✓				5
Nathaniel Roberts	✓				5
Nicholas Vicoletti	✓				5
Raegen Sommers					4

COSF Checkpoint

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

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

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

1

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

MyTeachingStrategies™ Teach Assess Develop Report Family **GOLD®** MM
Preschool/Pre-K (Green & Blue)

Add Documentation View Documentation On The Spot Checkpoint By Child Checkpoint By Class Checkpoint Dates **COSF Checkpoint**

COSF Checkpoint Overview

○ Not Started ● Preliminary ✔ Finalized

Name	Date of Entry to Part	Checkpoint	Summary	Outcome #1	Outcome #2	Outcome #3
Jason Mathers	08/01/2017	Entry	○ Start	Entry Required	Entry Required	Entry Required
		Exit	Entry Required			

?

2 Enter the entry date under **DATE**.

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

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

5 Select **SAVE AND GO TO OUTCOME #1**.

The screenshot shows the 'Enter COSF Checkpoint Summary' form. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family' tabs. The 'Assess' tab is active. The form title is 'Enter COSF Checkpoint Summary'. Below the title, there are fields for 'Child: Jason Mathers', 'Birthdate: 08/02/2013', and 'Checkpoint: Part B Entry'. A 'Date' field is set to '08/15/2017'. The 'Persons involved in deciding the summary ratings:' section has a table with columns 'Role' and 'Name'. The 'Role' dropdown is set to 'Case Manager' and the 'Name' field contains 'Susan James'. There are buttons for 'Remove this person' and 'Add another person'. The 'Family information on child functioning (check all that apply):' section has four checkboxes: 'Received in team meeting' (checked), 'Collected separately' (unchecked), 'Incorporated into assessment(s)' (checked), and 'Not included' (unchecked). At the bottom right, there are two buttons: 'Save and Close' and 'Save and Go To Outcome #1'. A yellow circle with a question mark is located in the bottom left corner of the form area.

6

Enter the outcome score in the fields provided..

7

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

COSF Checkpoint Outcome #1

Child: Jason Mathers
 Birthdate: 08/02/2013
 Checkpoint: Part B Entry

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

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

To what extent does Jason show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet	+ / -	Emerging	+ / -	Somewhat	+ / -	Completely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supporting Evidence for Outcome #1

Source of Information	Date	Relevant Result
Documentation	08/09/2017	

Finalize
 This COSF checkpoint will be marked "preliminary" until it is finalized.

Buttons: **Save and Close** **Save and Go To Outcome #2**

8

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

9

Select **SAVE AND GO TO OUTCOME #2**.

10

Enter the outcome score in the fields provided.

11

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

MyTeachingStrategies™

Teach Assess Develop Report Family

Preschool/Pre-K (Green & Blue) GOLD MM

Add Documentation View Documentation On The Spot Checkpoint By Child Checkpoint By Class Checkpoint Dates COSF Checkpoint

< Return to COSF Overview

COSF Checkpoint Outcome #2

Child: Jason Mathers
Birthdate: 08/02/2013
Checkpoint: Part B Entry

Outcome #2: Acquiring and using knowledge and skills

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

To what extent does Jason show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet	+ / -	Emerging	+ / -	Somewhat	+ / -	Completely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supporting Evidence for Outcome #2

Source of Information	Date	Relevant Result
<input type="text"/>	08/08/2017	<input type="text"/>

☒ **Finalize**
 This COSF checkpoint will be marked "preliminary" until it is finalized.

12

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

13

Select **SAVE AND GO TO OUTCOME #3**.

- 14 Enter the outcome score in the fields provided.
- 15 Enter at least one piece of supporting evidence under **SUPPORTING EVIDENCE FOR OUTCOME #3**.

MyTeachingStrategies™

Teach Assess Develop Report Family

Preschool/Pre-K (Green & Blue) GOLD MM

Add Documentation View Documentation On The Spot Checkpoint By Child Checkpoint By Class Checkpoint Dates COSF Checkpoint

< Return to COSF Overview

COSF Checkpoint Outcome #3

Child: Jason Mathers
Birthdate: 08/02/2013
Checkpoint: Part B Entry

Outcome #3: Taking appropriate action to meet needs

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

To what extent does Jason show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet	+ / -	Emerging	+ / -	Somewhat	+ / -	Completely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supporting Evidence for Outcome #3

Source of Information	Date	Relevant Result
<input type="text"/>	08/08/2017	<input type="text"/>

Finalize
This COSF checkpoint will be marked "preliminary" until it is finalized.

- 16 Select the checkbox next to **FINALIZE** to finalize the outcome rating.
- 17 Select **SAVE AND CLOSE**.

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

MyTeachingStrategies™

Teach Assess Develop Report Family

Preschool/Pre-K (Green & Blue) GOLD MM

Add Documentation View Documentation On The Spot Checkpoint By Child Checkpoint By Class Checkpoint Dates COSF Checkpoint

COSF Checkpoint Overview

☐ Not Started ☒ Preliminary ☒ Finalized

Name	Date of Entry to Part	Checkpoint	Summary	Outcome #1	Outcome #2	Outcome #3
Jason Mathers	08/01/2017	Entry	<input checked="" type="radio"/> Edit	<input checked="" type="radio"/> Edit	<input checked="" type="radio"/> Edit	<input checked="" type="radio"/> Edit
		Exit	Entry Required			

MyTeachingStrategies™

Develop

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

How-To Guide for Teachers



Interrater Reliability Certification

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

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

Interrater Reliability Certification is neither designed nor intended to evaluate you as a teacher. Its purpose is to support your ability to make accurate assessment decisions.

Interrater Reliability Certification Process

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

Certification Testing Agreement

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

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

Preparing for Certification

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

How long will the certification take to complete?

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

How to Complete the Test

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

- 1 To begin, select **NEW CERTIFICATION** from the left-hand navigation.
- 2 At the bottom of the overview screen, you will be asked to read and agree to a verification statement. If you do not understand the statement for any reason, please consult with your administrator or send an e-mail to implementation@teachingstrategies.com for clarification.

MyTeachingStrategies™

Teach Assess **Develop** Report Family

Infants, Toddlers, and Twos MC

Interrater Reliability My Courses

New Certification

Results By Round

If you are not the person named in this account or cannot agree to this statement, please contact your administrator or GOLD™ implementation support.

Certification Testing Agreement

The GOLD™ Interrater Reliability Certification test is meant to be taken only by the individual named in the Teaching Strategies account. As an examinee, you should neither solicit nor utilize any outside assistance during the testing process.

I certify that 1) I am Megan Colburn, and 2) I am completing the test without assistance from any other source.

I agree

I do not agree

?

- 3 Choose one of the following age groups as the focus for certification testing: Infants, Toddlers, and Twos, Preschool/Pre-K or Kindergarten.

The screenshot shows the MyTeachingStrategies web application. The top navigation bar includes icons for Teach, Assess, Develop (highlighted), Report, and Family. The user is logged in as 'Preschool/Pre-k' with a 'TR' badge. The left sidebar has 'Interrater Reliability' and 'My Courses' tabs, with 'New Certification' and 'Results By Round' options. The main content area is titled 'Interrater Reliability Tests' and contains a table with three rows: 'Infants, Toddlers, and Twos', 'Preschool/Pre-K', and 'Kindergarten'. Each row has a 'Begin Certification' button. A blue line from step 3 points to the 'Begin Certification' button for the 'Infants, Toddlers, and Twos' group.

Group	
Infants, Toddlers, and Twos	Begin Certification
Preschool/Pre-K	Begin Certification
Kindergarten	Begin Certification

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

The screenshot shows the 'Select objectives and dimensions' screen. The left sidebar has 'Interrater Reliability' and 'My Courses' tabs. The main content area is titled 'Select objectives and dimensions' and contains a list of dimensions: 'Social-Emotional' (highlighted), 'Physical', 'Language', 'Cognitive', 'Literacy', and 'Mathematics'. Each dimension has a radio button and a right arrow. Below the list is a legend: 'Not Started' (orange circle), 'In Progress' (orange circle with exclamation mark), 'Complete' (orange circle), and 'Passed' (green checkmark). The right side of the screen shows the 'Social-Emotional' dimension details, including three objectives: 'Regulates own emotions and behaviors', 'Establishes and sustains positive relationships', and 'Participates cooperatively and constructively in group situations'. Each objective has a list of specific behaviors with right arrows. A blue line from step 4 points to the 'Social-Emotional' dimension.

Dimension	Status
Social-Emotional	Not Started
Physical	Not Started
Language	Not Started
Cognitive	Not Started
Literacy	Not Started
Mathematics	Not Started

Social-Emotional

Objective 1 : Regulates own emotions and behaviors

- a. Manages feelings
- b. Follows limits and expectations
- c. Takes care of own needs appropriately

Objective 2 : Establishes and sustains positive relationships

- a. Forms relationships with adults
- b. Responds to emotional cues
- c. Interacts with peers
- d. Makes friends

Objective 3 : Participates cooperatively and constructively in group situations

- a. Balances needs and rights of self and others
- b. Solves social problems

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

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

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

The screenshot shows the 'Social-Emotional' section, specifically '1a. Manages feelings'. The interface includes a 'Progression View' and a 'Level View' tab. The progression view shows a grid of indicators and levels. The 'Show Examples' button is on the left, and the 'Next' and 'Save & Close' buttons are on the right. The main content area displays a progression view for '1a. Manages feelings' with a grid of indicators and levels.

Indicator	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13
Comforts self by seeking out special object or person													
Is able to look at a situation differently or delay gratification													
Controls strong emotions in an appropriate manner most of the time													

Armani, Kindergarten

September 15, 2014

During attendance in morning circle Armani looks around and notices that Chase is absent; He comes to sit next to me and says, "But Ms. Z! Who will be my buddy?" I tell Armani that he will be my line buddy for today and console him by telling him that I am sure Chase will be back tomorrow. I've noticed Chase and Armani have maintained a growing friendship since they attended the same preschool over the summer and usually seek each other out as playmates.

September 15, 2014

After lunch, I notice Armani and Sophia arguing about who will wipe down the tables. I remind them to look at the job board. Armani goes to the board and reads that Sophia is the table cleaner and he is the floor sweeper. He says, "Ok, I will sweep the floors, but can I wipe the tables tomorrow?"

Kelcie, Kindergarten

September 15, 2014

Kelcie gets frustrated when other students are not following the rules for Candyland. She tells them, "It's not fair when you skip ahead! You have to follow the rules, or I am going to play with someone else." She doesn't raise her voice but continues to play the game.

September 15, 2014

Today's morning message told students we would be making smoothies today in small groups. Kelcie said, "I can't wait! I love when we do cooking in school; it's my favorite!" Later, she was disappointed when she wasn't in the first group, and she asked, "Will everyone get to make smoothies today?" I told her yes and suggested she start writing a recipe for her own smoothie while she waited. She responded by saying, "That's a great idea" and got started.

Review the documentation and choose a level.

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

Viewing Results

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

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

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

MyTeachingStrategies®

Teach Assess **Develop** Report Family

Pre-K Class MT

Interrater Reliability My Courses

New Certification

Results By Round

Interrater Reliability Certification

Select an area in the table below to complete Interrater Reliability By Class.

Current Round: 1
Product: Kindergarten

	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Armani, Kindergarten	In Progress	Not Started	Not Started	Not Started	Not Started	Not Started
Kelcie, Kindergarten	In Progress	Not Started	Not Started	Not Started	Not Started	Not Started
Taina, Kindergarten	In Progress	Not Started	Not Started	Not Started	Not Started	Not Started

Key

- Not Started
- In Progress
- Complete
- Passed
- Did Not Pass

My Courses

My Courses provides access to your online professional development courses and product tutorials. Each course and tutorial is made up of short, engaging segments that enable you 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.

The screenshot displays the 'My Courses' interface on the MyTeachingStrategies platform. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The 'Develop' section is active, showing 'My Courses' under 'Interrater Reliability'. A sidebar on the left indicates '5 credits available'. The main content area features a grid of course bubbles, each with a photo of a teacher and children, the course title, duration, progress, and credit status.

Course Title	Duration	Progress	Credit Status
The Creative Curriculum® for Preschool: Daily Resources	10h 0m	0%	1 credit
The Creative Curriculum® for Infants, Toddlers & Twos: Daily Resources	10h 0m	0%	1 credit
GOLDplus®	2h 0m	0%	Free
Objectives for Development and Learning	10h 0m	0%	Free
The Creative Curriculum® for Preschool: Foundation	10h 0m	0%	1 credit
The Creative Curriculum® for Infants, Toddlers & Twos: Foundation	10h 0m	0%	1 credit
GOLD® Introduction	2h 0m	0%	Free

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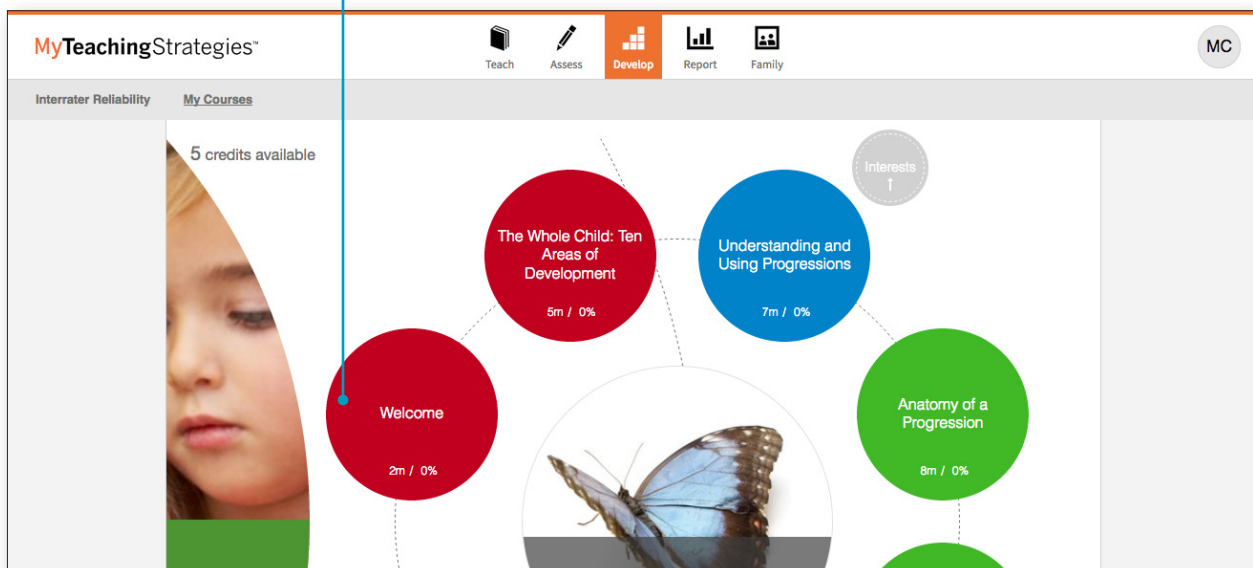
After selecting your course, you'll see the course overview screen.

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

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



Select a section to begin that part of the course.



Tutorial

Supporting English Language Acquisition

Overview

Discover proven strategies for helping English- and dual-language learners participate fully in classroom routines and experiences.

Learning Objective

Describe how English- and dual-language learners typically gain English language skills.

Click **NEXT** to continue.

NEXT >

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.

My**Teaching**Strategies™

Report

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

How-To Guide for Teachers



Report Landing Page

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

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

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

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

The screenshot displays the MyTeachingStrategies Report Landing Page. At the top, there's a navigation bar with tabs for 'Teach', 'Assess', 'Develop', 'Report' (which is highlighted), and 'Family'. To the right of the tabs, it says 'Preschool (Green)' and '14 MM'. Below the navigation bar, there's a 'Reports' section with a 'Reports Queue' link. On the left, there's a sidebar with 'I want to...' and two links: 'View Report Images' and 'View Report Descriptions'. The main area is titled 'Generate a Report' and contains a grid of report cards. Each card has a title, a preview image, an information icon (i), and a 'Go' button. The reports include: 'Class Profile', 'Individual Child', 'Report Card', 'Development and Learning', 'Documentation Status', 'Assessment Status', 'Snapshot', 'Snapshot (Birth Through Third Grade)', 'Snapshot By Dimension', and 'Alignment'. A blue line with arrows points from the text instructions to the corresponding elements in the interface: 'VIEW REPORT IMAGES' points to the sidebar link, 'VIEW REPORT DESCRIPTIONS' points to the sidebar link, 'INFORMATION ICON' points to the 'i' icon on the 'Class Profile' card, and 'GO button' points to the 'Go' button on the 'Report Card'.

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

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

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

The screenshot displays the MyTeachingStrategies interface. The top navigation bar includes icons for Teach, Assess, Develop, Report, and Family. The 'Report' icon is highlighted. Below the navigation bar, the 'Reports Queue' is shown. It contains a table with the following data:

Title	Generated On	Status	Output
Alignment	12/16/2016@04:19 PM	Completed	Table
Alignment	12/16/2016@04:13 PM	Completed	Table
Alignment	12/16/2016@04:11 PM	Completed	Table
Snapshot	12/16/2016@03:47 PM	Completed	Table Graph
Alignment	12/04/2016@10:30 PM	Completed	Table

Callout 1 (left): To access the Reports Queue, select **REPORTS QUEUE** from the Report sub-navigation menu.

Callout 2 (right): Select **TABLE** or **GRAPH** from the Output column to see the report results.

Class Profile

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

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

When should I use the Class Profile report?

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

Report Criteria

- 1 Customize your report by selecting the appropriate **CLASS, CHECKPOINT PERIOD, AGE OR CLASS/GRADE**, and which levels to include.
- 2 Select **GENERATE REPORT**.

The screenshot displays the MyTeachingStrategies web application interface for generating a Class Profile report. The top navigation bar includes icons for Teach, Assess, Develop, Report, and Family. The main content area is divided into several sections:

- Class Profile**: A section with a 'Class' dropdown menu.
- Checkpoint Period**: A section with radio button options for various time periods, including 'Winter 2016/2017' which is selected.
- Age or Class/Grade**: A section with checkboxes for different age/grade levels, including 'All' which is selected.
- Include**: A section with radio button options for 'All Levels (Preliminary, Unfinalized, Finalized)', 'Checkpoint Level (Finalized or Unfinalized)', and 'Finalized Checkpoint Level'.

On the right side, there is a 'Report Summary' box that mirrors the selected criteria. Below the summary is a 'Generate Report' button. A blue line with numbered callouts (1 and 2) guides the user through the selection process.

Report Results

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

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

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

Print

[Back to Report Criteria](#)

Class Profile

Checkpoint Period: Winter 2016/2017 — All Levels (Preliminary, Unfinalized, Finalized)

Class: Pre-K Class

Age or Class/Grade: All

Generated On: December 05, 2016

Social-Emotional

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12
1a. Manages feelings	Preschool 3 class/grade (Green)				Bella Fernandez, Jonathan Hurst, Natasha Scorpino, Nezie Madella	Ruben Gutierrez, Sam Erickson, Shaute Samuels, Tianna Cotes	Troy Johnson, Vivian Ponce							
1b. Follows limits and expectations	Preschool 3 class/grade (Green)				Natasha Scorpino	Bella Fernandez, Jonathan Hurst	Nezie Madella, Ruben Gutierrez, Sam Erickson, Shaute Samuels, Vivian Ponce	Tianna Cotes, Troy Johnson						

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

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

Individual Child

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

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

When should I use the Individual Child report?

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

Report Criteria

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

- 2 Select **GENERATE REPORT**.

MyTeachingStrategies™

Teach Assess Develop Report Family

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

Individual Child Report
To create this report, select a checkpoint period, at least one child, and at least one objective/dimension, then select "Generate Report."

Select Children

☐ Select All ☐ Deselect All

Bella Fernandez Jonathan Hurst Natasha Scorpino Nezie Madella Ruben Gutierrez Sam Erickson
Shaute Samuels Tianna Cotes Troy Johnson Vivian Ponce

Checkpoint Period

☐ Fall 2014/2015 ☐ Winter 2014/2015
☐ Spring 2014/2015 ☐ Summer 2014/2015
☐ Fall 2015/2016 ☐ Winter 2015/2016
☐ Spring 2015/2016 ☐ Summer 2015/2016
☐ Fall 2016/2017 ☒ Winter 2016/2017

Select objectives and dimensions +

Include

☒ All Levels (Preliminary, Unfinalized, Finalized)
☐ Checkpoint Level or Most Recent Preliminary Level
☐ Checkpoint Level (Finalized or Unfinalized)
☐ Finalized Checkpoint Level

Report Summary

Children
None

Checkpoint Period
Winter 2016/2017

Objectives / Dimensions
All

Include
All Levels (Preliminary, Unfinalized, Finalized)

Generate Report

Report Results

Select **REPORT FILTER** to adjust your report criteria.

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

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

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

The screenshot shows the 'Individual Child Report: Aaron Reed' interface. At the top, there are tabs for 'Documentation Status', 'Assessment Status', 'Class Profile', 'Individual Child' (selected), 'Development and Learning', 'Report Card', 'Snapshot', and 'Alignment'. Below the tabs, there are buttons for 'Report Filter' and 'Print'. The main content area displays the child's name, birth date (September 01, 2011), checkpoint periods (Winter 2016/2017), and the report generation date (December 16, 2016). The 'Social-Emotional' section contains a table with 13 columns representing levels (1-13) and rows for various objectives. The table shows progress for 'Winter 2016/2017' with colored cells indicating the current level for each objective.

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a Manages feelings	Kindergarten					Winter 2016/2017*									
1b Follows limits and expectations	Kindergarten							Winter 2016/2017*							
1c Takes care of own needs appropriately	Kindergarten							Winter 2016/2017*							
2a Forms relationships with adults	Kindergarten								Winter 2016/2017*						
2b Responds to emotional cues	Kindergarten								Winter 2016/2017*						
2c Interacts with peers	Kindergarten								Winter 2016/2017*						

Select **PRINT** to print your report.

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

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

Report Card

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

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

When should I use the Report Card?

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

Report Criteria

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

- 2 Select **GENERATE REPORT**.

The screenshot shows the MyTeachingStrategies web application interface. At the top, there are navigation tabs: Teach, Assess, Develop, Report (highlighted), and Family. Below these are sub-tabs: Documentation Status, Assessment Status, Class Profile, Individual Child, Development and Learning, Report Card (selected), and Snapshot. The main content area is titled 'Report Card' and includes instructions: 'To create this report, select a checkpoint period, at least one child, and at least one objective/dimension, then select "Generate Report."'.

Callout 1: Points to the 'Select Children' section, which includes a 'Select All' and 'Deselect All' option, and a list of children's names: Bella Fernandez, Jonathan Hurst, Natasha Scorpino, Nezie Madella, Ruben Gutierrez, Sam Erickson, Shaute Samuels, Tianna Cotes, Troy Johnson, and Vivian Ponce.

Callout 2: Points to the 'Checkpoint Period' section, which includes a grid of radio buttons for various periods. The 'Winter 2016/2017' period is selected.

Callout 3: Points to the 'Include' section, which includes radio buttons for 'All Levels (Preliminary, Unfinalized, Finalized)', 'Checkpoint Level or Most Recent Preliminary Level', 'Checkpoint Level (Finalized or Unfinalized)', and 'Finalized Checkpoint Level'. The 'All Levels' option is selected.

Callout 4: Points to the 'Language' section, which includes radio buttons for 'English' and 'Spanish'. The 'English' option is selected.

Callout 5: Points to the 'Generate Report' button at the bottom right of the form.

The right sidebar shows a 'Report Summary' section with fields for 'Children' (None), 'Checkpoint Period' (Winter 2016/2017), 'Objectives / Dimensions' (All), 'Include' (All Levels (Preliminary, Unfinalized, Finalized)), and 'Language' (English).

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Development and Learning

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

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

Report Criteria

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

When should I use the Development and Learning report?

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

Report Results

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

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

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

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

[← Back to Report Criteria](#)

Development and Learning Report: Isabella Ramirez

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

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

Social-Emotional

Currently, Isabella:

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

Next Isabella will:

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

Documentation Status

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

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

When should I use the Documentation Status report?

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

Report Results

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

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

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

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

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

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**.

The screenshot shows the 'Create a Documentation Status Report' form in the MyTeachingStrategies interface. The form is divided into several sections with numbered callouts:

- Callout 1:** Points to the 'Class' drop-down menu under the 'Select Children' section.
- Callout 2:** Points to the 'Documentation Type' dropdown menu, which is currently set to 'General Documentation'.
- Callout 3:** Points to the 'Checkpoint Period' section, where 'Winter 2016/2017' is selected.
- Callout 4:** Points to the 'Select objectives and dimensions' section, where 'Social-Emotional' is expanded and '1a. Manages feelings', '1b. Follows limits and expectations', and '1c. Takes care of own needs appropriately' are selected.
- Callout 5:** Points to the 'Submit' button at the bottom right of the form.

The 'Documentation Report Summary' on the right side of the form shows the following details:

- Organization:** MyTeachingStrategies Demo Organization
- Program:** All Programs
- Site:** All Sites
- Teacher:** All Teachers
- Class:** All Classes
- Children:** None
- Documentation Type:** General Documentation
- Checkpoint Period:** Winter 2016/2017
- Objectives / Dimensions:** All

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

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

When should I use the Assessment Status report?

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

Report Results

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

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

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

Report for All Children in GOLD 2.0 Test Org / Default Program / My Teaching Strategies / Pre-K Class

Checkpoint Period: Winter 2016/2017

Overall Progress

You have entered **83%** of the checkpoint ratings for this classroom.

Note: the percentage above will turn green once all areas are finalized.

Progress by Area

Area	Progress
Social-Emotional	100%
Physical	100%
Language	100%
Cognitive	100%
Literacy	100%
Mathematics	100%
Science and Technology	18%
Social Studies	25%
The Arts	100%

Note: the bar graphs above will turn green once the areas are finalized.

Sort By: Area Science and Technology

Show Dimensions: ☒ Required and Optional* ☐ Required Only

Legend:
☒ Not Observed ☐ Not Yet Started
☒ Completed ☒ Final

Objective	24	25	26	27	28
Bella Fernandez	✓	✓	✓	✓	✓
Jonathan Hurst	○	○	○	○	○
Natasha Scorpino	○	○	○	○	○
Nezie Madella	○	○	○	○	○

Annotations:

- A green bar indicates a finalized area.
- A partially filled bar indicates the percentage of completion for that area.
- An empty circle indicates that the checkpoint has not been started for that particular objective/dimension.
- Click an unfilled circle to complete the checkpoint for an unfinalized objective/dimension.
- A complete green circle with a checkmark indicates that the checkpoint has been finalized for that particular objective/dimension.
- A complete orange circle indicates that the checkpoint has been completed for that particular objective/dimension, but not finalized.

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

Snapshot

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

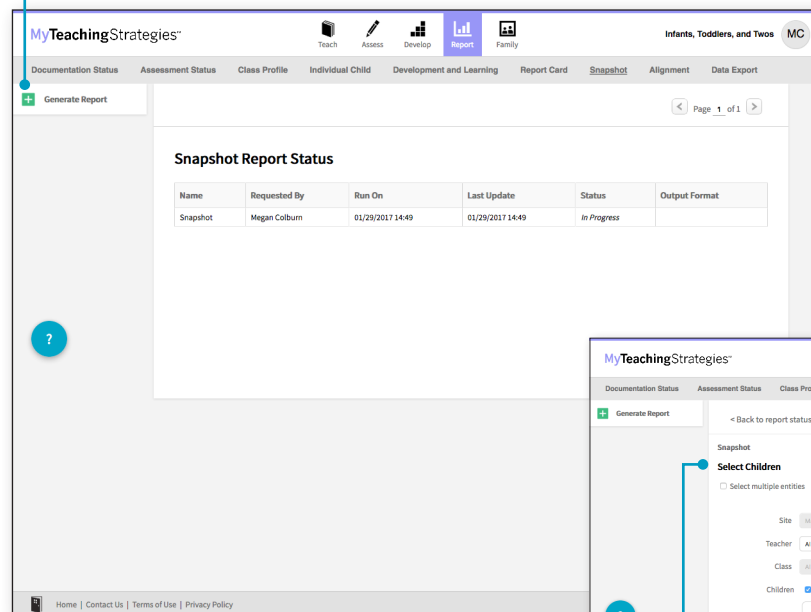
To create a Snapshot report, access the Report area and select **GO** for the Snapshot report.

When should I use the Snapshot report?

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

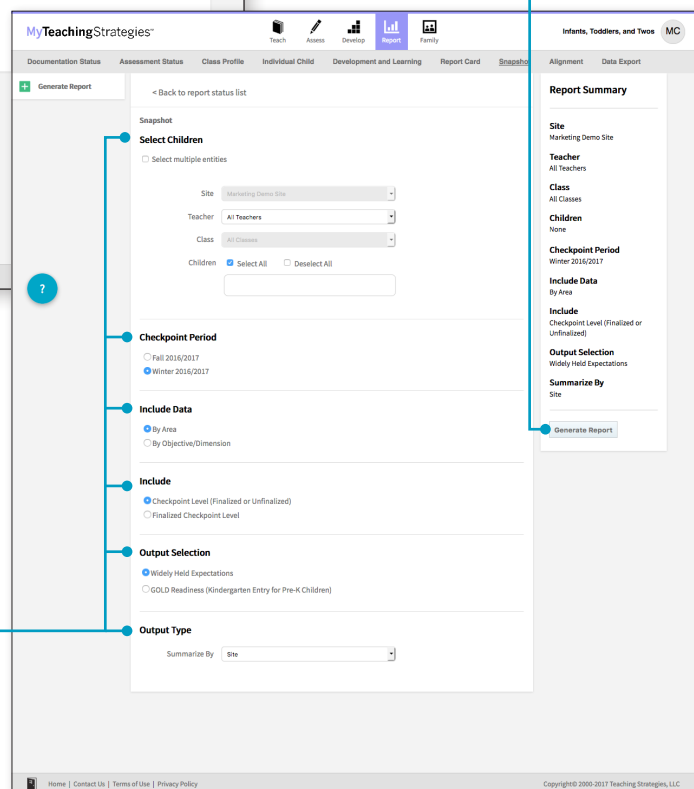
Report Criteria

- 1 After launching the report, select **GENERATE REPORT**.



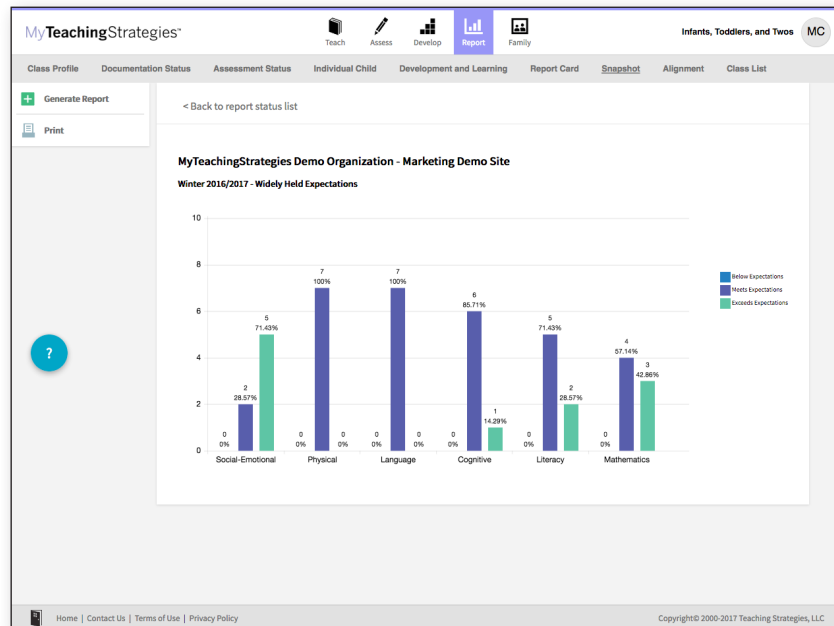
- 3 Select **GENERATE REPORT**.

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



Report Results

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



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

MyTeachingStrategies Demo Organization - Marketing Demo Site
Winter 2016/2017

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

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.

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.

The screenshot shows the 'Snapshot Report' configuration page in the MyTeachingStrategies application. The interface includes a top navigation bar with icons for Teach, Assess, Develop, Report, and Family. The main content area is titled 'Snapshot Report' and contains several expandable sections. Callout 1 points to the 'Standards and Measures' section, which includes 'GOLD Areas, Objectives, and Dimensions'. Callout 2 points to the 'Children' section. Callout 3 points to the 'Demographics' section. Callout 4 points to the 'Checkpoint Period' section, which includes a dropdown for 'Fall 2017/2018' and radio buttons for 'Unfinalized and Finalized Checkpoint Levels'. Callout 5 points to the 'Format' section, which includes fields for 'Organization Name' and 'Profile of Children Included in this Report'. Callout 6 points to the 'Charts & Graphs' section, which includes radio buttons for 'Summary by Colored Band', 'Summary by Child', and 'Summary by Class', with a checked option for 'Show Summary by Class (GOLD Standards and Measures only)'. Callout 7 points to the output format buttons at the bottom: 'VIEW AS HTML', 'VIEW AS PDF', and 'VIEW AS EXCEL'. A red warning message states: 'This Snapshot report may only be generated using data from checkpoint periods associated with the objectives for development and learning for birth through third grade.'

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).

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

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.

MyTeachingStrategies™

Teach Assess Develop Report Family

Preschool (Green) 14 MM

Reports Reports Queue

Reports Queue

« (1 2 3) »

Title	Generated On	Status	Output
B3Snapshot	10/30/2017@03:56 PM	Completed	Table

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: 88% 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 Private: 8
Age or Class/Grade:	Birth to 1 year (Red): 6% 1 to 2 years (Orange): 12% 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.

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.

Table 1: Social-Emotional by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	9	56%	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%	45.8	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			

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.

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

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.

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**.

MyTeachingStrategies™

Preschool (Green) 14 MM

Reports Reports Queue

Back to Reports

Snapshot By Dimension
To create this report, select a checkpoint period, at least one child, and at least one objective/dimension, then select "Generate Report."

Select Children
Class: All Classes
Children: ☒ Select All ☐ Deselect All

Child Demographics +

Checkpoint Period
☐ Fall 2014/2015
☐ Winter 2014/2015
☐ Spring 2014/2015
☐ Summer 2014/2015
☐ Fall 2015/2016
☐ Winter 2015/2016
☐ Spring 2015/2016
☐ Summer 2015/2016
☐ Fall 2016/2017
☐ Winter 2016/2017
☐ Spring 2016/2017
☐ Summer 2016/2017
☒ Fall 2017/2018
☐ Winter 2017/2018

Include Data
☒ By Objective/Dimension
 Select objectives and dimensions +

Include
☒ Finalized or Unfinalized Checkpoint Level
☐ Finalized Checkpoint Level

Report Summary
 Class: All Classes
 Children: None
 Child Demographics: All
 Checkpoint Period: Fall 2017/2018
 Include Data: By Objective/Dimension
 Objectives / Dimensions: All
 Include: Finalized or Unfinalized Checkpoint Level
 Generate Report

- 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.

MyTeachingStrategies™

Teach Assess Develop Report Family

Preschool (Green) MM

Reports Reports Queue

Reports Queue

« < 1 2 3 > »

Title	Generated On	Status	Output
SnapshotByDimension	10/30/2017@02:55 PM	Completed	Table Download 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 teachers to quickly see how the children in their classrooms are developing in relation to the Common Core State Standards, *The Head Start Child Development and Early Learning Framework*, and the early learning standards for their states.

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

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

Report Criteria

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

	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%

- 2 Choose an **OUTPUT** type.

When should I use the Alignment report?

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

- 3 Select **GENERATE REPORT**.

MyTeachingStrategies™

Reports Reports Queue

Alignment

Select Children

Teacher: All Teachers

Class: All Classes

Children: ☒ Select All ☐ Deselect All

Include Archived Children

☒ Yes ☐ No

Child Demographics +

Checkpoint Period

☐ Fall 2014/2015
☐ Winter 2014/2015
☐ Spring 2014/2015
☐ Summer 2014/2015
☐ Fall 2015/2016
☐ Winter 2015/2016
☐ Spring 2015/2016
☐ Summer 2016/2017
☒ Fall 2017/2018

Select Standards

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

Approaches to Learning (48 to 60 Months)

☒ Select All ☐ Deselect All

SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

- ☒ Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.
- ☒ Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.
- ☒ Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.
- ☒ Manages own actions, words, and behavior with occasional support from adults.

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

- ☒ Sometimes controls impulses independently, while at other times needs support from an adult.
- ☒ With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.
- ☒ Frequently persists on preferred tasks. Sometimes persists on less preferred activities time.
- ☒ Seeks out new information and explores new play and tasks both independently and with adult support.

SUB-DOMAIN: CREATIVITY

- ☒ Communicates creative ideas and actions both with and without prompting from adults.
- ☒ Develops more elaborate imaginary play, stories, and other creative works with children and adults.

Include

☐ Finalized or Unfinalized Checkpoint Level
☒ Finalized Checkpoint Level

Output Type

Summarize By: Class

Report Summary

Teacher: All Teachers

Class: All Classes

Children: None

Include Archived Children: Yes

Child Demographics: All

Checkpoint Period: Fall 2017/2018

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

Standards: All

Include: Finalized Checkpoint Level

Generate Report

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.

MyTeachingStrategies™

Teach Assess Develop **Report** Family

Reports Reports Queue

Reports Queue

Title	Generated On	Status	Output
Alignment	09/29/2017@06:26 PM	Completed	Table

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.

MyTeachingStrategies™

Teach Assess Develop **Report** Family

Reports Reports Queue

[Print](#)

[Back to Reports Queue](#)

Alignment Report - Fall 2016/2017

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

Approaches to Learning (48 to 60 Months)

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

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

1a: Manages feelings

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

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

11a: Attends and engages

Family

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

How-To Guide for Teachers



Resources Library

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

Development and Learning Activities

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

- 1 In the Family area, select **FAMILY ENGAGEMENT**.
- 2 Select **ACCESS THE RESOURCES LIBRARY** in the left-hand navigation.
- 3 The Resource Type should be set to "Development and Learning Activities." Select an **AGE OR CLASS/GRADE**.
- 4 Select one or more **AREA(S) OF DEVELOPMENT AND LEARNING**.
- 5 Select **SUBMIT**.

The screenshot shows the MyTeachingStrategies interface. At the top, there's a navigation bar with icons for Teach, Assess, Develop, Report, and Family. The 'Family' tab is selected. Below this, there's a 'Family Engagement' section with a 'Family Conference Form' link. The main content area is titled 'Resources Library' and includes a description: 'Select resources to share with your children's family members. The Resources Library helps you partner with families to share resources that promote family engagement while strengthening children's development and learning.' Below this, there are filters for 'Resource Type' (set to 'Development and Learning Activities'), 'Age or Class/Grade' (set to 'Preschool 3 class/grade'), and 'Area of Development and Learning' (with checkboxes for Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, Science and Technology, Social Studies, The Arts, and English Language Acquisition). A 'Submit' button is at the bottom right. A 'Resources Summary' sidebar on the right shows the selected filters: Resource Type (Development and Learning Activities), Language (English), Age or Class/Grade (Preschool 3 class/grade), and Area of Development and Learning (Social-Emotional, Physical).

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

- 6 Select **VIEW** to preview or print the activity.
- 7 Select **SHARE** to share the activity with family members.

The screenshot displays the MyTeachingStrategies interface. At the top, there's a navigation bar with icons for Teach, Assess, Develop, Report, and Family. The 'Family' tab is selected. Below the navigation bar, the page is titled 'Resources Library: Development and Learning Activities'. On the left, there's a sidebar with a search bar and a button 'Access the Resources Library'. The main content area shows a table of activities. The table has columns for Activity Title, Area of Development & Learning, Age or Class/Grade, and buttons for View and Share. The activities listed are: Active Listening (English), Give Me the Words (English), Let's Do This Instead (English), Comfort Zone (English), Rock the Boat (English), If You're Angry and You Know It (English), and Showing and Telling (English). All activities are categorized under Social-Emotional and are for Preschool 3 class/grade. On the right side, there's a 'Resources Summary' panel with fields for Resource Type, Language, Age or Class/Grade, and Area of Development and Learning. Below the summary is an 'Edit Criteria' button. A preview window is open in the foreground, showing the details of the 'Active Listening' activity. The preview includes the title, primary objectives, why it's important, materials, and a list of steps to follow.

Activity Title	Area of Development & Learning	Age or Class/Grade	View	Share
Active Listening (English)	Social-Emotional	Preschool 3 class/grade	View	Share
Give Me the Words (English)	Social-Emotional	Preschool 3 class/grade	View	Share
Let's Do This Instead (English)	Social-Emotional	Preschool 3 class/grade	View	Share
Comfort Zone (English)	Social-Emotional	Preschool 3 class/grade	View	Share
Rock the Boat (English)	Social-Emotional	Preschool 3 class/grade	View	Share
If You're Angry and You Know It (English)	Social-Emotional	Preschool 3 class/grade	View	Share
Showing and Telling (English)	Social-Emotional	Preschool 3 class/grade	View	Share

Resources Summary

Resource Type
Development and Learning Activities

Language
English

Age or Class/Grade
Preschool 3 class/grade

Area of Development and Learning
Social-Emotional, Physical

[Edit Criteria](#)

Active Listening

Primary Objectives
1a. Manages feelings

Why It's Important
Using active listening with your child lets him know that his feelings are being understood, even if he can't verbalize them yet. When your child displays a strong emotion, active listening teaches him language that will help him eventually verbalize his feelings. This strategy also supports his development of empathy, helps diffuse emotional situations, and lets your child know that you care.

Materials
None

What You Do

1. When your child shows strong emotions, get down to his eye level. Make eye contact and offer a gentle touch to let him know that you are listening.
2. If your child is not able to express himself verbally, you may have to talk about what you see and assess his feelings about the situation. *You are frowning at Michael's pile of blocks. Are you trying to tell him that you would like to have some of his blocks to play with?*
3. If your child talks, repeat his words in language he can understand while reflecting his tone. *You want that truck! You really want that truck!* (Say this as you scrunch up your nose and furrow your brow.)
4. Name and explain his feelings. *You are angry because Tommy has that truck.*
5. Help your child put his feelings and needs into words, if possible.

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

MyTeachingStrategies™

Teach Assess Develop Report Family

Preschool SJ

Family Engagement

I want to...

Access the Resource Library

Share Development and Learning Activity: Active Listening

Select Children

☒ Select All

Bella Fernandez Jonathan Hurst Natasha Scorpino Nezie Madella Ruben Gutierrez Sam Erickson Shaute Samuels

Tianna Cotes Troy Johnson Vivian Ponce

Cancel Submit

Comfort Zone (English) Social-Emotional Preschool 3 class/grade

Rock the Boat (English) Social-Emotional Preschool 3 class/grade View Share

Area of Development and Learning

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

MyTeachingStrategies™

Teach Assess Develop Report Family

Preschool SJ

Family Engagement

I want to...

Access the Resource Library

Share Development and Learning Activity: Active Listening

✓ You have successfully shared.

Select Children

☒ Select All

Bella Fernandez Jonathan Hurst Natasha Scorpino Nezie Madella Ruben Gutierrez Sam Erickson Shaute Samuels

Tianna Cotes Troy Johnson Vivian Ponce

Cancel Submit

Rock the Boat (English) Social-Emotional Preschool 3 class/grade View Share

Area of Development and Learning

LearningGames® Activities

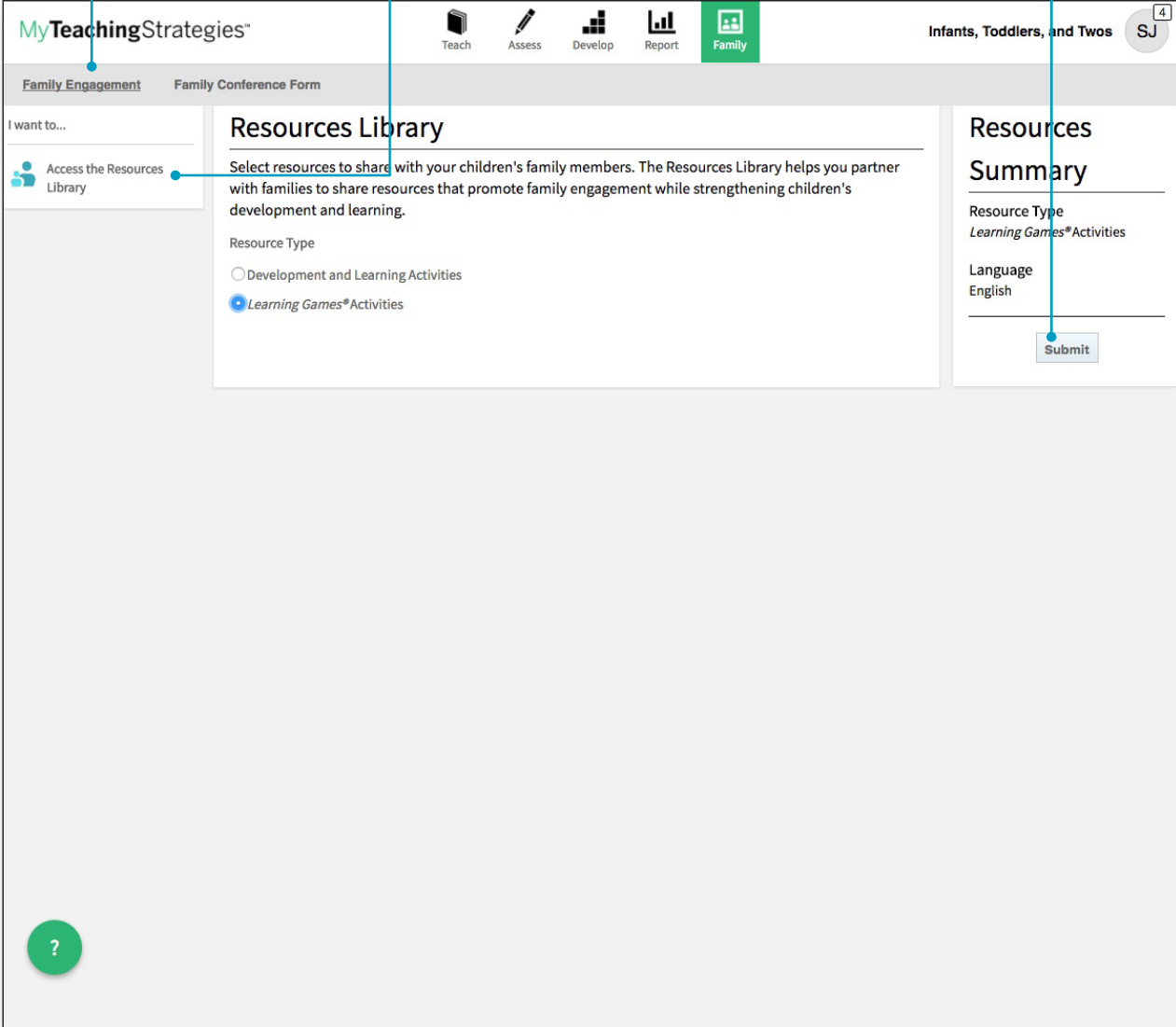
Teachers in a classroom with *The Creative Curriculum*®, Digital Resources can access *LearningGames*® activities to share with family members. To search for *Learning Games*® activities to share with family members:

1 In the Family area, select **FAMILY ENGAGEMENT**.

2 Select **ACCESS THE RESOURCES LIBRARY** in the left-hand navigation.

3 The Resource Type should be set to "*LearningGames*® Activities." Select **SUBMIT**.

4



The screenshot displays the MyTeachingStrategies interface. At the top, the navigation bar includes icons for Teach, Assess, Develop, Report, and Family (highlighted in green). The user is logged in as 'SJ' under the 'Infants, Toddlers, and Twos' profile. The main content area is titled 'Family Engagement' and 'Family Conference Form'. On the left, a sidebar shows 'I want to...' with a link to 'Access the Resources Library'. The central 'Resources Library' panel contains instructions to select resources to share and a 'Resource Type' section with two radio buttons: 'Development and Learning Activities' and 'Learning Games® Activities' (which is selected). The right panel, 'Resources Summary', shows 'Resource Type' as 'Learning Games® Activities' and 'Language' as 'English'. A 'Submit' button is at the bottom of the summary panel. A green circle with a question mark is in the bottom left corner.

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

4

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

5

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

The screenshot displays the MyTeachingStrategies interface. At the top, there are navigation tabs: Teach, Assess, Develop, Report, and Family (highlighted). The user is logged in as 'SJ' under the profile 'Infants, Toddlers, and Twos'. The main section is titled 'Learning Games' and shows a table of activities. A callout from the 'View' button of the first activity shows a PDF titled 'IT2_01_Building-Trust_En.pdf' with the title 'Building Trust' and a photo of a woman holding a baby. The PDF content includes the text: 'I love you so much.', 'Communicate love through calm, warm body contact, and soothing words.', and 'Responding to your baby in a loving way teaches her that she can trust you.' The sidebar on the right shows 'Resources Summary' with 'Resource Type: Learning Games® Activities' and 'Language: English'. There is an 'Edit Criteria' button.

Learning Game Title	View	Share
1: Building Trust (English)	View	Share
2: Songs and Rhythm Throughout the Day (English)	View	Share
3: Showing Your Baby Something Interesting (English)	View	Share
4: Soothing Your Baby (English)	View	Share
5: Talking to Your Baby (English)	View	Share
6: Holding and Dropping (English)	View	Share
7: Exploring a Face (English)	View	Share

Building Trust

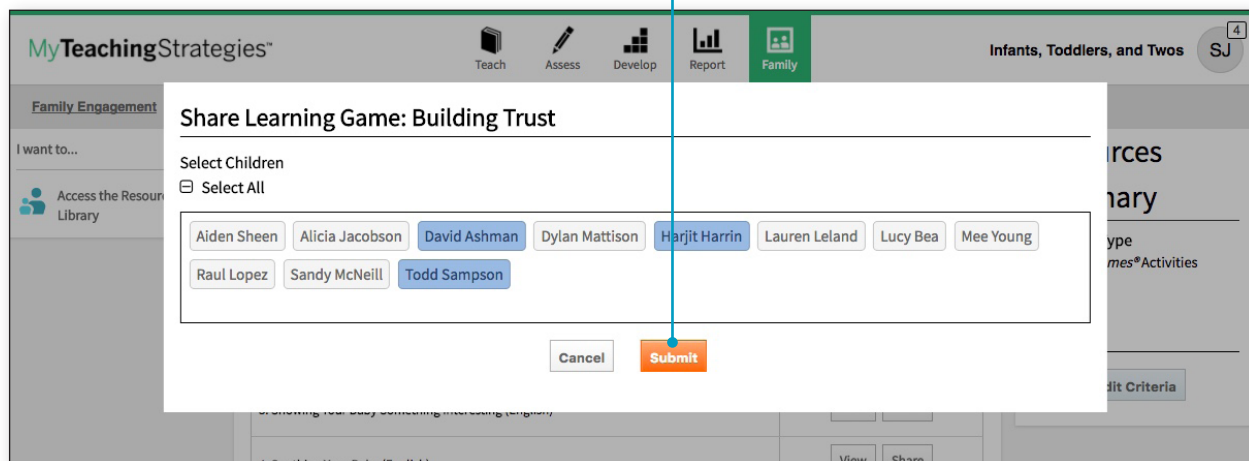
I love you so much.

Communicate love through calm, warm body contact, and soothing words.

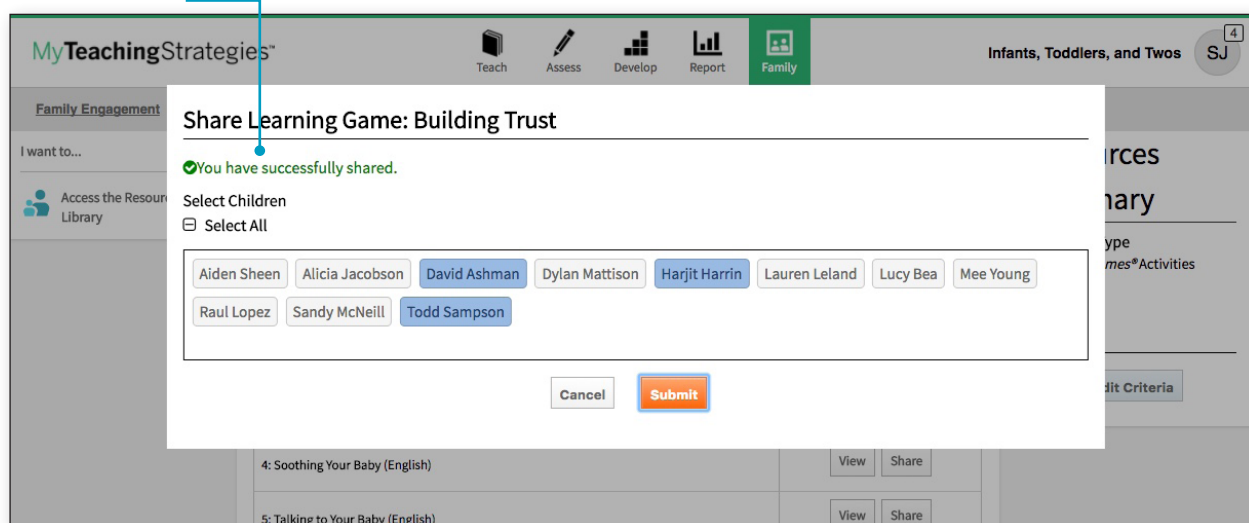
Responding to your baby in a loving way teaches her that she can trust you.

THE CREATIVE CURRICULUM® LearningGames®

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



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



Manage Family Messages

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

To send a message:

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

MyTeachingStrategies™

Teach Assess Develop Report **Family**

Pre-K 11 TR

Family Engagement Family Conference Form

I want to...

- Access the Resources Library
- Manage Family Messages

Manage Family Messages

Send messages to children's family members and review messages you have already sent. Family members can access their messages in the MyTeachingStrategies™ Family platform.

Select an action

- ☒ Create a new message
- ☐ View sent messages

Select Family Members

	Child	Family Members
<input type="checkbox"/>	Stacy Jordan	Tim Jordan (Guardian)

Subject

Message

Add File Maximum attachments: 1
File types allowed: .PDF, .PNG, .JPG, .MP4

Message Summary

Family Members
All

Subject

File(s) Attached
0

Send

?

- 4 Select one, multiple, or all family members you wish to send a message to under **SELECT FAMILY MEMBERS**.
- 5 Type in a subject to your message under **SUBJECT**.
- 6 Type your message under **MESSAGE**.
- Once finished, select **SEND** in the right-hand side. A confirmation message will appear informing you the message has been sent.

Manage Family Messages

Send messages to children's family members and review messages you have already sent. Family members can access their messages in the MyTeachingStrategies™ Family platform.

Select an action

- ☒ Create a new message
- ☐ View sent messages

Select Family Members

Child	Family Members
<input checked="" type="checkbox"/> Stacy Jordan	Tim Jordan (Guardian)

Subject

Welcome to the Pre-K Class!

Message

Hello Tim! We welcome you and Stacy to the Pre-K class! Over the next few days, you will receive more information from us on the curriculum and assessment used in our class. In the meantime, we are excited that Stacy has joined our class, and we look forward to her getting to know the other children in our class.

-The Pre-K Class

Message Summary

Family Members
All

Subject
Welcome to the Pre-K Class!

File(s) Attached
1

Send

Add File Maximum attachments: 1
File types allowed: .PDF, .PNG, .JPG, .MP4

Welcome-Picture.jpg

Your message was successfully sent!

Manage Family Messages

Send messages to children's family members and review messages you have already sent. Family members can access their messages in the MyTeachingStrategies™ Family platform.

Select an action

- ☒ Create a new message
- ☐ View sent messages

Select Family Members

Child	Family Members
<input checked="" type="checkbox"/> Stacy Jordan	Tim Jordan (Guardian)

Subject

Message

Add File Maximum attachments: 1
File types allowed: .PDF, .PNG, .JPG, .MP4

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

To view sent messages:

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

The screenshot shows the MyTeachingStrategies interface. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The 'Family' tab is active. The left-hand navigation menu shows 'Family Engagement' and 'Family Conference Form'. Under 'Family Engagement', there are links for 'Access the Resources Library' and 'Manage Family Messages'. The main content area is titled 'Manage Family Messages' and includes a description: 'Send messages to children's family members and review messages you have already sent. Family members can access their messages in the MyTeachingStrategies™ Family platform.' Below this, there is a 'Select an action' section with two radio buttons: 'Create a new message' and 'View sent messages'. The 'View sent messages' option is selected. Below this, there is a 'Sent Messages' table with columns: 'Date Sent', 'Children', 'Family Members', 'Subject', and 'View'. The table contains one row with the following data: '10/20/2017', 'Stacy Jordan', 'Tim Jordan (Guardian) ()', 'Welcome to the Pre-K Class!', and a 'View' button. A modal window titled 'Sent Message' is open, showing the details of the selected message. The modal includes fields for 'Date' (10/20/2017), 'To' (Child: Stacy Jordan, Family Members: Tim Jordan (Guardian) ()), 'Subject' (Welcome to the Pre-K Class!), 'Message' (Hello Tim! We welcome you and Stacy to the Pre-K class! Over the next few days, you will receive more information from us on the curriculum and assessment used in our class. In the meantime, we are excited that Stacy has joined our class, and we look forward to her getting to know the other children in our class. -The Pre-K Class), and 'Attachment(s): Welcome-Picture.jpg'. A 'Close' button is at the bottom right of the modal.

Manage Family Messages

Send messages to children's family members and review messages you have already sent. Family members can access their messages in the MyTeachingStrategies™ Family platform.

Select an action

☐ Create a new message

☒ View sent messages

Sent Messages

Date Sent	Children	Family Members	Subject	
10/20/2017	Stacy Jordan	Tim Jordan (Guardian) ()	Welcome to the Pre-K Class!	View

Sent Message

Date: 10/20/2017

To:

Child	Family Members
Stacy Jordan	Tim Jordan (Guardian) ()

Subject: Welcome to the Pre-K Class!

Message:

Hello Tim! We welcome you and Stacy to the Pre-K class! Over the next few days, you will receive more information from us on the curriculum and assessment used in our class. In the meantime, we are excited that Stacy has joined our class, and we look forward to her getting to know the other children in our class. -The Pre-K Class

Attachment(s): Welcome-Picture.jpg

Close

- 5 Select **CLOSE** to return to the "View sent messages" screen.

Family Conference Form

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

- 1 In the Family area, select **FAMILY CONFERENCE FORM**.

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

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

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

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

Entering Data

- 5 If you would like to include the objective and dimension on the form (to help explain the level and the documentation), select **YES**.
- 6 On the second screen, enter information about the child's strengths in the developmental areas and the content areas.

MyTeachingStrategies™

Teach Assess Develop Report Family

Infants, Toddlers, and Twos MC

Family Conference Form

View

< Back to child form

Step 2: Customize the strengths for each objective/dimension, and include supportive documentation from the list to the right of each objective/dimension:

Customize Strengths in Areas of Development for Aiden Sheen

Period: Winter 2016/2017

Social-Emotional

1a. Level 2:

Uses adult support to calm self

Show Objective & Dimension on form? Yes ☒ No ☐

1b. Level 3:

Is beginning to accept redirection from adults

Show Objective & Dimension on form? Yes ☐ No ☒

Save Save & Continue

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Select **VIEW** to see your form.

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

8 Click **SAVE & CONTINUE** to proceed.

Plan for Development and Learning

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

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

Options Upon Completion

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

Select **EDIT** to edit the form.

Select **PRINT** to print the form.

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

Sharing LearningGames® from Intentional Teaching Experiences/ Opportunities

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

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

1 Select **VIEW IN SPANISH**.

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

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

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



- 4 Select a child or children, then select **SUBMIT**.

TeachingStrategies™

Teach Assess Develop Report Family

The Creative Curriculum® Digital Resources

Infants, Toddlers, and Twos

Share Resource: Family Circle Games

Select Children

☐ Select All

Harjit Harrin Dylan Mattison Sandy McNeill

Cancel Submit

Learning Game [Juguemos en familia](#) Share

Sharing Documentation, Weekly Plans, and Reports with Families

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

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

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

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

MyTeachingStrategies™

Teach Assess Develop Report Family

Infants, Toddlers, and Twos GOLD MC

Add Documentation View Documentation On The Spot Checkpoint By Child Checkpoint By Class Checkpoint Dates

Edit Documentation
Delete Documentation
Share Documentation

< back to view documentation

Mee Young
October 27, 2016

Objectives / Dimensions

- 2c. Interacts with peers
- 2d. Makes friends
- 3a. Balances needs and rights of self and others
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 11a. Attends and engages
- 11e. Shows flexibility and inventiveness in thinking
- 14a. Thinks symbolically
- 21a. Understands spatial relationships
- 22a. Measures objects

Notes

Mee Young played with two other boys using the Legos today. Mee Young asked one boy to pass her the yellow block so she could make it "really high, higher than that!" and pointed to the boy's tower of Legos. She stacked the Legos 7 high and said, "This my big house. The biggest one!" She asked me to put the fire truck by her house. I asked her if she wanted it in front of the house or behind it. She said "here in front," and pointed to the side closest to her.

Entered on January 18, 2017 by Megan Colburn

Documentation Summary

Children
Mee Young

Date Observed
10/27/2016

Notes
Mee Young played with two other boys using the Legos today. Mee Young asked one boy to pass her the yellow block so she could make it "really high, higher than that!" and pointed to the boy's tower of Legos. She stacked the Legos 7 high and said, "This my big house. The biggest one!" She asked me to put the fire truck by her house. I asked her if she wanted it in front of the house or behind it. She said "here in front," and pointed to the side closest to her.

Caption
None

Files Attached
1

Objectives / Dimensions

- 2c. Interacts with peers
- 2d. Makes friends
- 3a. Balances needs and rights of self and others
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 11a. Attends and engages
- 11e. Shows flexibility and inventiveness in thinking
- 14a. Thinks symbolically
- 21a. Understands spatial relationships
- 22a. Measures objects

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

My**Teaching**Strategies™

Settings

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

How-To Guide for Teachers



Settings

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

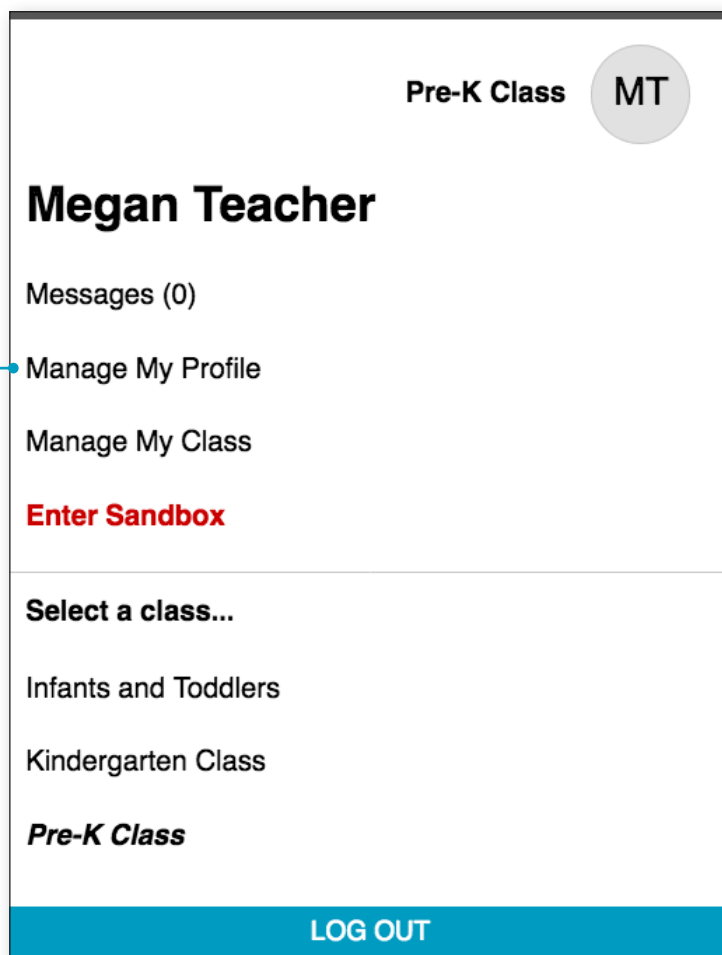
To access your settings, select the icon with your initials at the far right of the navigation bar.



Manage My Profile

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

If your class and children's records are not set up by your administrator, you may want to ask whether you need to keep any special program-specific instructions in mind as you set up.



Setting Up a Class

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

Adding a New Class

MyTeachingStrategies™

Teach Assess Dev

My Profile Change Username Change Password Security Questions

Add Class

Delete Class

< Back to all classes

Add New Class

Class Name*

Ages or Classes/Grades*

- ☐ Birth to 1 year (Red)
- ☐ 1 to 2 years (Orange)
- ☐ 2 to 3 years (Yellow)
- ☐ Preschool 3 class/grade (Green)
- ☐ Pre-K 4 class/grade (Blue)
- ☐ Kindergarten (Purple)
- ☐ 1st Grade (Pink)
- ☐ 2nd Grade (Silver)
- ☐ 3rd Grade (Brown)

Pre-K Class **MT**

Megan Teacher

Messages (0)

Manage My Profile

Manage My Class

Enter Sandbox

Select a class...

Infants and Toddlers

Kindergarten Class

Pre-K Class

LOG OUT

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

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

Request OSEP Exit

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

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

Select **REQUEST OSEP EXIT** in the left-hand navigation.

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

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

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

Child Name	IEP/IFSP Entry Date	Sufficient Checkpoint Data for Exit?	Exit Date	Exit Reason	Exit Tool	
Alyssa DiNicola	09/01/2016	Yes	06/30/2017	Exit	Teaching Strategies GOLD	Request Exit
Jamal Bryant	09/01/2016	Yes	MM/DD/YYYY			Request Exit
Jorge Martinez	09/01/2016	Yes	MM/DD/YYYY			Request Exit
Nodaka Preeka	10/01/2016	No	MM/DD/YYYY			Request Exit

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

Children's Records

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

Add a Child's Record

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

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

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

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

Adding a Family Member

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

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

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

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

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

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

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.

Home Language Survey

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

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

Home Language Survey - Gideon Vick

The English Language Acquisition objectives are to be used as needed with children age 3 and older whom you classify as English or dual-language learners. In order to determine whether or not to use the English Language Acquisition objectives (Objectives 37 & 38) you will need to gather information about what language the child and his or her family members use at home, and what language the child uses while he or she talks with the teachers and other children in the classroom. While the English Language Acquisition objectives are not used with very young children, this information should still be collected as useful background information.

Answer the following questions about the child and the family members who care for the child. You will respond by using a scale ranging from “only English” to “only home language.” Try to gather as much information as possible to help you answer the questions. If you are unable to answer a question because you do not know the answer or because the child is not yet speaking, circle N/A.

A. What language do family members use when speaking to the child in the home?

N/A	1	2	3	4	5
Not Applicable	only English	mostly English	both equally	mostly home language but some English	only home language (not English)
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home Language 1: <input type="text" value="Unknown"/>					
Home Language 2: <input type="text" value="Unknown"/>					

B. What language does the child use when speaking to family members in the home?

N/A	1	2	3	4	5
Not Applicable	only English	mostly English	both equally	mostly home language but some English	only home language (not English)
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. What language does the child use when speaking to other children in the classroom?

N/A	1	2	3	4	5
Not Applicable	only English	mostly English	both equally	mostly home language but some English	only home language (not English)
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. What language does the child use when speaking to the teachers?

N/A	1	2	3	4	5
Not Applicable	only English	mostly English	both equally	mostly home language but some English	only home language (not English)
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Accessing the Sandbox

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

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

The screenshot displays the MyTeachingStrategies Sandbox interface. At the top, a red banner reads "You are currently in the Sandbox". The main header includes the "MyTeachingStrategies Sandbox" logo and navigation icons for Teach, Assess, Develop, Report, and Family. Below the header, a navigation bar shows "Add Documentation", "View Documentation", "On The Spot", "Checkpoint By Child", and "Checkpoint By Class". A left sidebar contains options: "Display Documentation", "Show Previous Checkpoint", "Hide Colored Bands", "Show Examples", "Support & Resources", and "Settings". The main content area shows a "Social-Emotional" checkpoint for "1a. Manages feelings" with a progression view showing levels 1 through 8. A settings drop-down menu is open on the right, showing options: "Messages (0)", "Manage My Profile", "Manage My Class", "Enter Sandbox" (highlighted with a blue arrow), "Select a class..." (with options: "Infants and Toddlers", "Kindergarten Class", "Pre-K Class"), and "LOG OUT". The footer includes links for Home, Contact Us, Terms of Use, and Privacy Policy, along with a copyright notice for Teaching Strategies, LLC.

My**Teaching**Strategies™

Support

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

How-To Guide for Teachers



Support and Resources

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

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

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

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

The screenshot displays the MyTeachingStrategies™ user interface. At the top, there's a navigation bar with icons for Teach, Assess, Develop, Report, and Family. The main content area is titled 'Welcome, Megan!' and includes a section 'What would you like to do?' with four buttons: 'Add Documentation', 'View Documentation', 'Checkpoint By Class', and 'Documentation Status'. Below this is a section 'These items need your attention:' which lists several items with their last update dates. A dropdown menu titled 'Home Support & Resources' is open, showing a search bar and a list of support resources. A blue circle with a question mark icon is located at the bottom left of the screen, and a blue line points from the text above to it. Another blue line points from the text above to the 'SEARCH HELP' bar in the dropdown menu.

Home Support & Resources

Search Help

- Getting Started Guide for Teachers
- Video Tutorial: Getting Started
- Objectives for Development & Learning
- Video Tutorial: Progressions Birth Through Third Grade
- Video Tutorial: Using GOLD™ on a Tablet Device
- GOLD™ System Requirements
- Overview of the Assessment Process
- Webinar: Getting Started with GOLD™ for Teachers (8/03/2015)
- Webinar: Collecting Documentation with GOLD™ (9/02/2015)
- Webinar: Entering Checkpoints in GOLD™ (11/04/2015)

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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*[™]!