Purpose

This technical assistance document is intended for use by teachers, practitioners, and administrators who are responsible for measuring and reporting child, program and family outcomes. Unless otherwise noted, these requirements apply to all children birth to age five enrolled in any public school district (hereafter referred to as district), accredited nonpublic school, Iowa Department of Human Services (DHS) licensed child care center or preschool, Head Start agency, or Area Education Agency (AEA) early childhood program and/or service under the Iowa State Umbrella Agreement for *GOLD®* on the *MyTeachingStrategies™* platform.

Acknowledgement

The Iowa Department of Education extends a message of appreciation to Teaching Strategies® for their support in reviewing this guidance for the *GOLD®* assessment system users in Iowa.

Requirement

Iowa Code § 279.60

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I. GENERAL INFORMATION

Are children required to be assessed with *GOLD®*?

Districts are required to assess all preschool children enrolled in any district program with *GOLD®*. Iowa Code 279.60 was amended in 2013 to include the *GOLD®* assessment *for every resident prekindergarten or four-year-old child whose parent or guardian enrolls the child in a district program*. Examples include three-year old, four-year old, and mixed age preschool classrooms, as well as those in which a child receives early childhood special education services. It also includes any community based early childhood program that receives Statewide Voluntary Preschool Program funding or Shared Visions preschool funding. The key component of the legislation is that the child is enrolled in a district-sponsored preschool program.

GOLD® Subscription

Any public school district, non-public accredited school, registered or licensed child care/preschool, registered child development homes, Head Start agency or AEA in Iowa is eligible to participate in the Iowa administrative umbrella agreement with Teaching Strategies for *GOLD®*. A program does not need to be operating in partnership with a district or AEA to establish a program account.

All district-sponsored programs, Statewide Voluntary Preschool Programs (SWVPP), and Shared Visions Preschool Programs must establish an account under the Iowa umbrella agreement. Either the district, Head Start, or community partner may establish this account.

Registering for the Iowa *GOLD®* Subscription

By registering for *GOLD®*, the local agency agrees to the following:

1. Program Administrators understand *GOLD®* data are protected by FERPA (20 U.S.C. § 1232g) and that personally identifiable information may not be disclosed except in compliance with FERPA, such as parental consent or a legal exception to parental consent.
2. Programs acknowledge that one FERPA exception is reporting to the Iowa Department of Education under FERPA's exception for audits and evaluations.
3. Programs designate the Iowa Department of Education as the authorized representative to receive *GOLD®* data.
4. The records to be disclosed are *GOLD®* data required by Iowa Code § 279.60 to be included in the statewide longitudinal data system.

5. The purpose of the disclosure is to comply with the requirement that *GOLD®* data be included in the statewide longitudinal data system. That system is used in furtherance of audit, evaluation, enforcement, or compliance activities.

6. The system will be used to monitor compliance and improve performance in Iowa's early learning environments.

7. The data will not be destroyed, as it is required to be maintained in a longitudinal manner.

8. The statewide longitudinal data system will not re-disclose personally identifiable information and has adopted policies and procedure to prevent inappropriate use and authorized disclosure. These data may only be used for audit and evaluation purposes consistent with Iowa Code § 279.60.

9. As a subscriber under the Iowa statewide agreement, the program agrees to maintain accurate registration and default administrator contact information, and to communicate changes to this information to the Iowa Department of Education.

10. As a subscriber under the Iowa statewide agreement, the program will implement the assessment and complete reporting including at minimum two checkpoints (recommended fall and spring), according to the timeline established by the Iowa Department of Education.

11. As a subscriber under the Iowa statewide agreement, the program administrator is aware of state level activities in data cleanliness and agrees to address data hygiene as described by the Iowa Department of Education.

In order for Teaching Strategies to activate the *GOLD®* subscription, local programs will need to register by completing the online form. Teaching Strategies will contact all potential subscribers upon completion of the registration form to set up the local contract.

The Iowa Department of Education (DE) renews the state umbrella agreement with Teaching Strategies annually. While new subscribers may choose to activate a subscription at any time, activating in July or August at the beginning of a new program year is recommended. Teaching Strategies will prorate the subscription cost at any point during the year if a program chooses to subscribe at other times of the year.

Cost

All Iowa subscribers receive the negotiated cost of $10.45 per child under the Iowa umbrella agreement. This includes some online professional development, interrater reliability certification and child archives equal to the number of purchased portfolios. The Early Childhood Outcomes rating used to report children's performance for Early ACCESS or Early Childhood Special Education services is optional and available at no extra cost.

Renewing the *GOLD®* Subscription

Subscriptions should be renewed annually. Renewing in July or early August is recommended to avoid interruption in services. Subscribers should watch for the new agreement to arrive electronically, then return the agreement with electronic signature and payment. The number of subscriptions needed is estimated at the local program level based on class rosters or registration. Programs should consider the number of subscriptions the prior year when anticipating the number for the upcoming year. Programs who need additional portfolios midyear should contact Teaching Strategies directly.

Subscribers may renew the local contract with Teaching Strategies by completing the online form. Programs may check or troubleshoot their renewal status by emailing Renewals@TeachingStrategies.com or calling 1-886-736-5913.

Data Hygiene

Data cleanliness routines are critical in any data system. Subscribers to the Iowa statewide agreement have responsibility to ensure the accuracy of data entered into the *GOLD®* system. *MyTeachingStrategies™* Administrators who are responsible for *GOLD®* implementation should establish a routine to regularly address data hygiene for their program data to ensure:

- All **child** demographic information matches information in other state reporting systems.
- **Child** enrollment is accurate for each classroom; portfolios for children who have left the program are either transferred or archived accordingly. Receiving classrooms should ensure child profiles are updated and accurate (i.e. funding source, IFSP/IEP status)
- There is only one **child** portfolio per child, with exceptions for children who are dually enrolled in different programming (e.g., enrolled in an a.m. Head Start classroom and a p.m. SWVPP preschool classroom).
- All **staff** demographic information matches information in other state reporting systems.
- **Staff** access is maintained as appropriate for current users, and other users are removed from the system.
- All **program** demographic information matches information in other state reporting systems.
- The **program** is following appropriate procedures for archiving and deleting child portfolios.

II. GETTING STARTED

The subscriber establishes a *MyTeachingStrategies™* Administrator as the point of contact who assumes responsibility for overseeing all data entry, reporting, and information updates related to the management of *GOLD®*. Examples of *MyTeachingStrategies™* Administrators may include a superintendent or principal, program coordinator, child development home care provider, or director. It is recommended that someone other than a teacher is assigned as the default contact.

The responsibilities of the *MyTeachingStrategies™* Administrator include:

- Completing the yearly subscription process;
- Managing and overseeing the full implementation of *GOLD®*;
- Communicating updates and changes related to *GOLD®*;
- Requesting Iowa DE to transfer children between districts/agencies;
- Overseeing the data entry process to ensure that reliable and valid information is provided by teachers and other practitioners;
- District reporting;
- Archiving and deleting child data; and
- Maintaining data hygiene routines.

Helpful Hint:

Two icons are visible in various screens to offer additional information to assist the user:

- The **Help icon** or **"?"**
- The **Help icon** or "(**i**)"

Creating Programs, Sites, and Classrooms

For more information about creating programs, sites, and classrooms, see also the Sites and Classes subheadings within the Administration section of the _MyTeachingStrategies™ How-To Guide for Administrators_. Permissions for levels of access will apply. To access administration settings, select the profile icon in the upper right corner of any screen, and select **Administration**. This will move a user to the **Administration screen**.

Programs that are affiliated with a district, including Early Childhood Special Education, or receive state funding through the Statewide Voluntary Preschool Program or a Shared Visions grant should follow the guidelines below for naming programs, sites, and classrooms.

Program/Site

On the **Administration** screen, select **Programs** or **Sites**. The **Programs** and **Sites** areas enable the user to manage their programs and add new sites, and manage or delete existing sites based on the level of access provided. The main screen for **Programs** provides an overview of programs in the organization, and the main screen for **Sites** provides an overview of sites in the organization.

As applicable, ensure that program and site information entered in _MyTeachingStrategies™ GOLD®_, including building and program names, match other data reporting systems such as the Preschool Desk Audit in Consolidated Accountability and Support Application (CASA) and the School Information Update to assist with data matching.

- Head Start — A Head Start Agency would identify the full program name as the name of the agency operating the Head Start program such as the community action agency.
- School District — A school district would enter the full school district name as the program and the full building name as the site.
  - A Statewide Voluntary Preschool Program community partner would enter the full name of the program as stated on the document titled ADD H_Off Site PK on the Student Reporting in Iowa page of the Iowa Department of Education website, e.g., Serendipity Preschool. In addition, the community partner must enter the town where the program is located.
- Shared Visions — A Shared Visions funded program would enter the program name as the name of the _Shared Visions Preschool Grantee_ and the site as the _Program Location_ as stated on the document titled Shared Visions Preschool Program Awarded Locations located on the Iowa Department of Education website.
- Private early childhood programs (without state funding) -- Enter the full program name and town in order to assist with any necessary communication.

Classroom Name

On the **Administration** screen, select **Classes**. This area enables the user to add new classes, and manage or delete existing classes. The main **Classes** screen provides an overview of classes in the organization.

As applicable, ensure that class names entered in _MyTeachingStrategies™_ match all class names included in other data reporting systems such as the Preschool Desk Audit in CASA in order to assist with data matching. Use the following format for class names in _MyTeachingStrategies™_.

Name classes with the teacher's last name followed by an indication of the class meeting times; such as "Smith AM" and "Smith PM" for a teacher teaching a morning and an afternoon class. Another example would be "Smith MW" and "Smith TTh" for a teacher teaching a class meeting on Monday and Wednesday and another class—with different students—on Tuesday and Thursday. A final example would be "Smith M-F" for a teacher teaching a class meeting Monday through Friday (even if this is this teacher's only class).

*Note: Once final reports have been run and children for the current year have been archived, classroom information (i.e., classroom name and associated teachers) may be edited to reflect the new year and new children added to that classroom. Alternatively, classrooms from previous years may be deleted and new classrooms created. If there are one or more students associated with the classroom, the delete option for the classroom will not be available. All students must be moved to another classroom or deleted from *MyTeachingStrategies™* in order to delete a classroom. See the Archiving, Deleting, and Reactivating section of the Iowa *GOLD*® Procedures for more information related to archiving and deleting child data and deleting classes.

Entering Child Information

For more information, see also the Children subheading within the Administration section of the *MyTeachingStrategies™ How-To Guide for Administrators*. Permissions for levels of access will apply. To access administration settings, select the profile icon in the upper right corner of any screen, and select **Administration**.

On the **Administration** screen, select **Children**. This area enables the user to add new children, and manage, transfer, archive, or delete existing child records. The main **Children** screen provides an overview of the children in the organization, program, or site. To add a child, click on the Add button on the left hand side on the **Children** screen.

When adding new children, it is required to enter complete information to ensure accurate and valid child data and in order to meet State and legislative reporting requirements. All information entered must match information from the student information system or information submitted for state reporting (when applicable) unless otherwise indicated below.

Required Fields for Iowa Users

Enter the indicated information in all of the following fields on the New (child) page, unless otherwise stated:

Select Class
- **Site** -- Select the site in which the child participates from the dropdown menu.
- **Teacher** -- Select the lead teacher for this child's class from the dropdown menu.
- **Class** -- Select the class name from the dropdown menu (Optional)

Class Details
- **Age or Class/Grade** — Select the age or class from the dropdown menu. This will most likely correspond to the color band.
- **First day in program** — Enter the first day that the child attended the program using a calendar function.

Child Details
- **First name** — Use the child's *full legal first name* as indicated on a birth certificate or other legal document. Do not enter any other letters, placeholders, nicknames, abbreviations, or variations on the child's first name.
- **Middle Initial (Optional)** -- Enter the child's middle initial. If the child does not have a middle name, enter "NMN" (no middle name).
- **Last name** — Use the child's *full legal last name* as indicated on a birth certificate or other legal document. Do not enter any other letters, suffixes, placeholders, nicknames, abbreviations, or variations on the child's last name.
- **Nickname (Optional)**
- **Identifier** — Do not insert information here. This will be pre-populated by the Iowa Department of Education.
- **Gender** — Enter the child's gender.
- **Birth Date** — Enter the child's full birth date. Check to assure accurate data entry.

- **Primary Language** -- This is a newly required field.
- **Ethnicity Level 1** — Enter information that matches the student information system or information submitted for state reporting:
    o Select *Spanish/Hispanic/Latino* if the child is a person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. If *Spanish/Hispanic/Latino* is selected, **Ethnicity Level 2** is also required. Select the specific culture or origin for this child from the dropdown menu.
    o Otherwise, select *Not Spanish/Hispanic/Latino.*
- **Race** — Enter information that matches the student information system or information submitted for state reporting:
    o Select *White* if the child is a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
    o Select *Black or African American* if the child is a person having origins in any of the black racial groups of Africa.
    o Select *Asian* if the child is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
    o Select *Native Hawaiian or Other Pacific Islander* if the child is a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
    o Select *American Indian or Alaska Native* if the child is a person having origins in any of the original peoples of North and South America including Central America, and who maintains tribal affiliation or community attachment.
    o Select *More than one race* if more than one of the selections (White, Black or African American, Asian, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native) appropriately describe the child's origins.
    o If *Asian*, *Native Hawaiian or Other Pacific Islander*, or *More than one race* are selected, **Race Level 2** is also required. Make the selection that most appropriately describes the child's origins.
- **Student ID (Optional)** — Programs may insert a local or program child ID here.
- **Funding Sources** — Check the boxes indicating only the funding sources that support this child. Funding sources checked here should match information in the student information system or information submitted for state reporting (when applicable).
- **Individualized Education Program (IEP)** — Indicate if the child is on an IEP** for special education instructional and/or support services. If "yes" is selected, the following fields open up:
    o Entry into IDEA Part B Preschool (3-5) -The Part B entry date is the date of the initial IEP meeting. However, if the initial IEP meeting occurs at the end of the school year or during the summer, the *MyTeachingStrategies™ GOLD®* Part B entry date will be the date the child begins receiving special education services (ex. first day of school in August).
    o Preschool Entry Assessment - Select *MyTeachingStrategies™ GOLD®* from the drop down.
    o Preschool Exit Assessment - Select *MyTeachingStrategies™ GOLD®* from the drop down.

    ** If a child is less than three years of age and on an Individualized Family Service Plan (IFSP), check "yes" for IFSP in order to populate additional fields for IFSP and follow the same procedures described above.

- **Free or Reduced Lunch (Optional)**

It is also possible to import children to *MyTeachingStrategies™* using a Student Import CSV template. For more information, go to the Administration section of the *MyTeachingStrategies™* How-To Guide for Administrators, and review the Import Children subsection under the Children subheading.

*Note: Demographic information (e.g., colored bands, funding sources) may be edited by anyone who has access to a child on the child profile page. Also on the child profile page, checkpoint information for previously entered checkpoint data may be edited. For more information, go the Administration section of the *MyTeachingStrategies*™ How-To Guide for Administrators, and review the Managing Children subsection under the Children subheading.

Accessing Child Data

- Once data are entered into the online system, data are secure within the system. It is accessible only by those who have a user ID and password for the program's online account.
- The Iowa Department of Education (DE) has administrative access to all accounts in Iowa. Only authorized DE personnel with an assigned user ID and password have access to the Iowa *MyTeachingStrategies*™ system.

III. DOCUMENTATION AND CHECKPOINTS

Required Child Documentation

For more information, go to the Assess section of the *MyTeachingStrategies*™ How-To Guide for Teachers, and review the guidance under the Documentation subheading.

What documentation is required?

- At least **one** piece of documentation for each objective and dimension *at minimum*, excluding those objectives indicating Not Yet for the corresponding color band/age or class.
- Documentation for science and technology, social studies, and the arts objectives is optional.
- Documentation may include an anecdotal note, photo, audio or video clips, Intentional Teaching Experiences, or On-the-Spot Recording Tools.
- The documentation must describe or illustrate the child's behavior/performance and be linked to at least one objective. It should not just describe an activity.
- A piece of documentation may illustrate more than one objective.

Which staff may collect and enter documentation?

Teachers, lead teachers, providers, and teaching assistants may provide documentation. Additionally, it is a local decision to add Team Members who may add documentation. See the Team Members section of the Iowa *GOLD*® Procedures for more information.

Preliminary Levels

It is recommended to do preliminary leveling which may be assigned at the time documentation is entered. For more information, go to the Assess section of the *MyTeachingStrategies*™ How-To Guide for Teachers, and review the Selecting a Preliminary Level subsection under the Documentation subheading. It is recommended to do preliminary leveling on a regular basis so that data will be available for informing instruction and running reports.

Preliminary leveling can be used to guide instructional decisions, at the individual and classroom level as well as discussed during professional learning communities. Preliminary leveling can make completing the finalized checkpoints more efficient. Preliminary levels might also be used for parent-teacher conferences.

Which staff may enter preliminary levels?

It is recommended that lead teachers enter preliminary levels. Additionally, teaching assistants who have completed *MyTeachingStrategies™ GOLD®* Introduction and Interrater Reliability Certification may complete preliminary leveling if the lead teacher and administrator are in agreement.

Completing Checkpoints

Programs under the Iowa license must adhere to the state indicated checkpoint dates found below in the section titled **Annual Checkpoint Information**. Only teachers or lead teachers should complete finalized checkpoints. For more information, go to the Assess section of the *MyTeachingStrategies™* How-To Guide for Teachers, and review the guidance under the Checkpoints subheading.

When completing checkpoints, programs should follow the guidance below:

- **Not Yet** shows that a child of that age or class/grade is not yet expected to demonstrate a particular skill or behavior. "Not Yet" may only be used if there is a color band under that level (e.g. Objective 20.d: *Understands and uses place value and base ten*; it would be acceptable to mark "Not Yet" for children in the blue color band/PreK4 class). If the red band or any band starts at level one or there is no color band under the "not yet" level, the "not yet" level in scoring may not be used. The "Not Yet" level might also be used when evaluating information about a child with a disability or developmental delay who is not yet demonstrating a skill or behavior that is expected of a child who is developing typically.
- **Odd-numbered levels** should be used to indicate that a skill or behavior is just beginning or emerging. This is used when a child is not demonstrating the indicator consistently or if a certain amount of adult support (physical, verbal or visual) is needed.
- **Not Observed** should be used only on rare occasions, such as when the child has been in the program for only a few weeks or has had significant absences during the checkpoint period. This is accessible by selecting the child's name in the bottom left corner of the screen when entering levels in the Checkpoint by Child or Checkpoint by Class feature. If "not observed" is used, staff must indicate the reason. Select one of the drop-down menu choices: excessive absences, recently enrolled or other.
  - o "Excessive absences" is defined as missing 50% or more of scheduled sessions. Any combination of excused and unexcused absence for 50% of available sessions is considered excessive.
  - o "Recently enrolled" may be used for children who have entered the program within three weeks prior to a checkpoint date.
  - o "Other" may be used in rare instances which may include but are not limited to disability, English language learning (Other than Spanish) or other such circumstances.

Annual Checkpoint Information

Season	Documentation Window	Finalizing Window	Checkpoint Date (Online Data Finalized by)
	Observe, document and complete preliminary ratings.	*Finalize documentation. This should be completed no more than 2 weeks prior to the checkpoint date.*	*Make final determinations about how to rate the child on each of the assessment indicators. All data must be finalized prior to 11 pm Central time on the checkpoint date.*
Fall	August 19 (or 1st program day) - November 16	November 3 - November 17	November 17
Winter	November 18 - February 22	February 9 - February 23	February 23
Spring	February 24 - May 24	May 11 - May 25	May 25

Home Language Survey

The administration of a home language survey is a requirement under federal civil rights law for all preschool children enrolled in preschool programs under the authority of the Iowa Department of Education. Preschool programs may use the Home Language Survey within the *MyTeachingStrategies™* or the Iowa Home Language Survey on the TransAct website. The Home Language Survey assists programs in meeting civil rights obligations. It also assists teachers in planning for language acquisition and in determining use of the English Language Acquisition objectives in *GOLD®*, Objectives 37 & 38. In addition, the Home Language Survey will be useful in completing the data element Potential English Language Learners (PELL) in Student Reporting in Iowa (SRI).

IV. TEAM MEMBERS

Team Members, formerly known as Team Central, allows teachers and other specialists who are working with a particular child in the assessment process to collaborate and share information. For example, a child who is receiving speech and language services could have documentation added to his/her portfolio by the Speech and Language Pathologist (SLP).

To add a Team Member to a child's portfolio, the Administrator must add the person to their program by using the User menu at the top of the Administration page (see the "User" section in the [*MyTeachingStrategies™* How-To Guide for Administrators](#)). When entering a user for the purpose of accessing specific children's data, the Administrator will choose "Team Member" as the user type and then choose which children the Team Member will be able to access. The administrator can provide a team member access to multiple children across multiple classrooms by choosing one teacher at a time, clicking on the children's names, and then changing the teacher to choose different children.

Note: For the 2017-18 program year, Team Members are only able to add or view documentation for specific children that they have been assigned to. Also, teachers should not be assigned as a Team Member for children within their own classroom. Teachers may be assigned as a Team Member for children enrolled in classrooms other than their own as needed.

V. REPORTING

Examples of *MyTeachingStrategies*TM reports recommended for use are described in this section. Reports may be used for more than one purpose, and are organized in this section based on ways in which they could be used. To access the **Report** area, select the graph icon from the main navigation bar. For more information, see also the Report chapter of the [*MyTeachingStrategies™* How-To Guide for Administrators](#).

Year End Report for the Cumulative Folder

Child Reports

- <u>Development and Learning</u>: The Development and Learning Report is used to convey information about what each child is currently able to do in relation to specific selected constructs and also describes what would be demonstrated at the next level of development and learning. Dimension and objective language can be included and can be run with objective name and number. *The Development and Learning Report is a good alternative to the Report Card for children in preschool or younger, since the Report Card is recommended for use for children in kindergarten or older.*
- <u>Individual Child</u>: The Individual Child report is used to demonstrate the progress that individual children have made across one or more checkpoint periods, which allows for a visual presentation of individual child growth across the year.

Using Reports for Planning and Decision-Making

Child Reports

- Individual Child: The Individual Child report enables the user to see how individual children are performing during one or more checkpoint periods, which allows for a visual presentation of individual child growth across the year. This report can support lesson planning, planning for individualization, and goal setting. Progress based on program participation in a previous year may also be used to support planning and decision making.

- Development and Learning: This report may be used for all children, including children needing more intense support, children with IEPs, or children exceeding expectations in order to assist in planning and scaffolding for individualization and goal setting. *This report is a recommended instead of the Report Card for children in preschool or younger, since the Report Card is recommended for use for children in kindergarten or older.*

Classroom Reports

- Class Profile: The Class Profile compares information about children's skills, knowledge, and behaviors to Widely Held Expectations for their age or class/grade during a particular status summary period. This report is a valuable tool for teachers to plan small group experiences and may be used at Professional Learning Communities and Data Team meetings.

- Development and Learning: This report may be used for all children, including children needing more intense support, children with IEPs, or children exceeding expectations in order to support lesson planning and scaffolding.

- Documentation Status: The Documentation Status report shows how many times an objective or dimension has been associated with a piece of documentation for each child in a class. This report can be generated on a weekly basis to help plan for activities and observations. This report may also be used to ensure sufficient documentation is available for each objective and dimension for each child to support planning, scaffolding, and in order to ensure adequate information is available for each checkpoint.

- Assessment Status: The Assessment Status report shows whether finalized checkpoint levels by area and by objective/dimension have been entered. This report will allow teachers to monitor their progress toward completing checkpoints and determine where finalized data is missing.

District Reports

- Snapshot: This report may be used after a particular checkpoint is completed to determine how children are performing as a whole compared to Widely Held Expectations or based on *GOLD®* Readiness (Kindergarten Entry for Preschool Children). It can be run by age groups with tables showing Emerging, Meeting, and Exceeding by Objective and Dimension level by color band.

- Comparative: The Comparative Report may be used to compare to Widely Held Expectations, a National Normative Sample, or *GOLD®* Readiness (Kindergarten Entry for Preschool Children; based on a scaled score for where blue meets purple in the colored bands for each progression in that area; is only used for 4 year olds). The Comparative report shows cohort data, and can compare two checkpoints.

*Note: All administrative reports can include archived files.

Parent Conferencing Reports

- Family Conference Form: This form may be used to share the child's current levels of functioning with parents/families. This form is accessed by teachers in the **Family** area.

- Development and Learning: This report may be used to describe what a child is currently able to do in relation to specific selected constructs and also describes what would be demonstrated at the next level of development and learning. It is recommended to avoid including objective and dimension language when sharing this report with parents. *The Development and Learning Report is a good alternative to the Report Card for children in preschool (and younger children).*

VI. ARCHIVING, DELETING, and REACTIVATING

Archiving, deleting, and reactivating child records are functions performed by a person within the local program who has **administrative access**. Teachers currently do not have the ability to use these features in *MyTeachingStrategies™*.

To access administration settings, select the profile icon in the upper right corner of any screen, and select **Administration**. On the **Administration** screen, select **Children**. The main **Children** screen provides an overview of the children in the organization, program, or site. For more information about managing children in *MyTeachingStrategies™* (which includes archiving and deleting existing child records), see also the Children subheading within the Administration section of the *MyTeachingStrategies™* How-To Guide for Administrators.

Archiving

Archiving Child Records

Archiving children's files will allow users to store and reactivate the data at any time during the program year.

- Children's records must be archived until the end of their Kindergarten year.
- If a child is gone from the program for more than a couple weeks and attempts to locate the child are unsuccessful, the child should be archived in *MyTeachingStrategies™*.
  - o Archive records for children who have moved from the program for at least the remainder of the year or until another program or school has requested a transfer.
- At the end of the program year, the teacher will complete the final checkpoint and run final reports before children's records are archived.
- **Before archiving children's records, delete archives from the <u>previous</u> year.**
- Each program receives free archives for 100% of its purchased portfolios. Additional archives may be purchased for $0.50 per child by calling 800-637-3652, ext 1771.

*Note: All administrative reports can include archived files.

Procedure for Archiving Children's Records

- On the **Administration** screen, select **Children**.
- Click on the Edit Children button on the left hand side of the **Children** screen.
- Select the appropriate Site, Teacher, and Class for the children who will be archived, and click on Submit.
- On the resulting list of children, check boxes under the Archive column for children whose records will be archived, and click on Submit.
- A prompt will pop-up to confirm that the selected children's records will be archived. To confirm, click Submit again.
- The system will process the request and provide a confirmation, "Child records updated successfully."

Archiving Classes

- Use the **Procedure for Archiving Children's Records** to archive an entire class, but check all boxes under the Archive column after ensuring that the list includes only children in a specific class who should be archived.

Deleting

Deleting Child Records

Delete a cohort of preschool child records at the end of their Kindergarten year. First ensure that all of the needed final reports have been run and saved. Archived files for children who have not participated in the program within the previous twelve months may be deleted.

If there's a possibility of a child returning to a program, archive his or her file instead of deleting it. **Deleted records will be saved for only 90 days.** After 90 days, the data will be deleted permanently, and information would need to be re-entered.

Procedure for Deleting Archived Child Records

The procedure for deleting child records previously archived is very similar to the procedure for archiving children.

- On the **Administration** screen, select **Children**.
- Click on the Edit Children button on the left hand side of the **Children** screen.
- Select the appropriate Site, Teacher, and Class for the children who will be deleted. The user can uncheck boxes under "Include children whose current status is:" so that only children who are currently archived are included in the resulting list. Click on Submit.
- On the resulting list of children, check boxes under the Delete column for children whose records will be deleted, and click on Submit.
- A prompt will pop-up to confirm that the selected children's records will be deleted. To confirm, click Submit again.
- The system will process the request and provide a confirmation, "Child records updated successfully."

Deleting Classes

For more information, go to the Administration section of the *MyTeachingStrategies*™ How-To Guide for Administrators, and review the Deleting Classes subsection under the Classes subheading.

Classes that are not associated with any children may be deleted. Before deleting a class, first reassign all children in the class to a different class. This is considered a within program transfer. See the Transferring Child Data section of the Iowa *GOLD®* Procedures for additional guidelines.

- Once the class is unaffiliated with any children, go to the **Administration** screen, and select **Classes**.
- Check to ensure that the class that will be deleted shows there are zero children in the class in the furthest right hand column.
- Click on the link for the class name for the class to be deleted (in the first column).
- Click on the Delete button on the left hand side of the (next) Edit **Class** screen to delete the class.
- A prompt will pop-up at the top of the screen to confirm that the classroom will be deleted. To confirm, click "Yes." The screen will refresh and the resulting list should not include the deleted classroom.

Reactivating

Procedure for Reactivating Archived Children's Records

Children's records that were formerly archived may be reactivated if they return to a program. The procedure for reactivating children's records that have previously been archived is very similar to the procedure for archiving children's records.

- On the **Administration** screen, select **Children**.
- Click on the Edit Children button on the left hand side of the **Children** screen.
- Select the appropriate Site, all teachers, and all classes to generate a list of children who will be reactivated. The user can uncheck boxes under "Include children whose current status is:" so that only children who are currently archived are included in the resulting list. Click on Submit.
- On the resulting list of children, check boxes under the Reactivate column for children whose records will be reactivated, and click on Submit.
- A prompt will pop-up to confirm that the selected children's records will be reactivated. To confirm, click Submit again.
- The system will process the request and provide a confirmation, "Child records updated successfully."

VII. TRANSFERRING CHILD DATA

It is recommended that all transfers are handled by a person locally determined as a *MyTeachingStrategies™* Administrator.

For more information, go to the Administration screen of the [*MyTeachingStrategies™* How-To Guide for Administrators](#), and review the Managing Children subsection under the Children subheading.

To Transfer Children within a Program

Children who will remain active in the program may be assigned to new classes, teachers, or sites. Their records may be transferred for next school year. This procedure can be completed by a person locally determined as a *MyTeachingStrategies™* Administrator. The **Administration** area **Children** screen enables users to add and search for children's records, manage children's profile data, and transfer them from class to class (e.g., *from the 3-year-old class to the 4-year-old class*).

Steps

- From the **Administration** area's sub-navigation bar, select the **Children** link to display the children in the classroom(s).
- Select the child whose records need to be transferred to another class, and click the child's first name. You will be taken to the Child Profile page.
- Toward the top of the page find "Select **Class** +" Click on the + to expand this section.
- Choose the appropriate level (Site/Teacher/Class) for the transfer and click the drop-down menu.
- Select the appropriate choices from these menus to place the child in the new classroom.
- When the child's current information has been updated, click the Save button in the bottom right-hand corner of the page.
- The transfer is complete. The administrator should see a system-generated message "Child Updated."

If online access to a child's new classroom is not available because s/he is moving to another site within the program, contact the highest level administrator on the program's license to transfer the child.

If the child is moving to a Kindergarten classroom, run final reports and then archive the child record. See the Archiving, Deleting, and Reactivating section of the Iowa *GOLD*® Procedures for more information. If the Kindergarten classroom is using *GOLD*®, follow the Transferring Child Data section as appropriate.

Transfer between Programs

1. If a child is transferring to another site outside of the program, complete the Iowa transfer form. If a child is transferring but information about the receiving program is not available, archive the child's records in *MyTeachingStrategies*™.
2. All transfer requests between programs must go through Tim Glenn, Research Analyst in the Bureau of School Improvement at the DE (see above link to access the DE transfer form and information for submitting it). Enter all the information requested into the transfer form, paying close attention to the receiving program's "Teacher or Class Name (Designate a.m. or p.m. if applicable)." Including the full classroom name ensures the child's record will be placed in the correct classroom when the receiving program's teacher has more than one classroom.
3. The Iowa Transfer Form must be password protected before sending to the DE. Iowa Transfer Forms that do not have password protection will not be accepted by the DE.

Merging *MyTeachingStrategies*™ Records When a Child Has Transferred Between Programs

Upon receiving a transfer request, the Iowa Department of Education completes a search for all child records in *MyTeachingStrategies*™.

Once the transfer form is submitted, all of the child's records will be transferred to the receiving program; except in the case where a child attends two separate preschool programs. The DE will notify the receiving program that a child has been transferred to their program with multiple child records and request that they be merged into one complete record.

The receiving program will then log into *MyTeachingStrategies*™ in the teacher role and determine which record contains the most documentation. This record will become the active/saved child record. A record with the least documentation is then opened and its documentation copied and pasted into a Word document. Save the Word document to a convenient location such as the Desktop. The documentation is then copied and pasted into the active child record in the appropriate checkpoint period. Each individual piece of documentation will need to be cut and pasted from the Word document back into *MyTeachingStrategies*™. Objectives will need to be re-entered, and preliminary checkpoints reset. Once this copy and paste process is complete, and the active/saved child record includes all documentation, any other child records are deleted.

VIII. MANAGING CHILDREN WITH AN IEP/IFSP

Exit Requirements for Children with an IEP/IFSP

If a child is exiting Part C Early ACCESS or Part B-Early Childhood Special Education, then the child must be exited from those services in the *MyTeachingStrategies™* system. The following steps should be used to complete an exit from Part C or Part B for teachers and administrators.

Early ACCESS Provider/ECSE Teacher Steps

- The Early ACCESS Provider or Preschool ECSE Teacher must complete the checkpoints for the final full checkpoint period when the child is exiting IFSP/IEP services.
  - Example: If a four-year old is exiting ECSE services in November, the fall checkpoint data must be completed before the child can be exited.
- The Early ACCESS Provider or Preschool Teacher should check the child's record and make sure that both the Entry Assessment and Exit Assessment have been chosen (The assessment should be *GOLD*®).
- The Early ACCESS Provider or Preschool Teacher must then request an "OSEP exit" by selecting *Manage* "*classroom name*" under the profile icon in the upper right corner of any screen. Click on "Request OSEP Exit" on the navigation bar to the left.
- For the child that you would like to exit, enter in their exit date (last day on their IEP), exit reason, and exit tool (*MyTeachingStrategies™ GOLD*®. Then click "Request Exit."

Administrator's Steps

- The OSEP exit request will be emailed to the Administrator, who then completes the exit.

  *Note: The Administrator does not have to wait for an email to complete an OSEP exit. If the Administrator knows that there are children that need to be exited from Part C or Part B, this can be completed at any time.
- After logging into *MyTeachingStrategies™*, the Administrator should make sure he/she is in the Administrator area by selecting **Administration** from his/her profile icon.
- Select **Children** on the sub-navigation bar of options
- On the left, click "Exit Children from OSEP."
- Select the Site, Teacher, etc. and then submit on the right to get a list of eligible children. Choose "All" if you want to see all eligible children in a program or site.
- Check the boxes next to the names of children who will be exited on the far right of the list and select SUBMIT. If the Exit Date, Exit Reason, and Exit Tool have not been filled in, ensure that they are filled in before submitting.
- ➔ **Tip**: Missing/Unfinalized Data: The online system will not allow completion of an OSEP exit if any assessment ratings are missing or not finalized from either the entry or exit checkpoint! If a warning message is displayed, go back to the child's Checkpoint ratings to verify that scores were selected *and* finalized.

***Note**: If a child exits Part B-Early Childhood Special Education services in the middle of a school year, but the child will continue to attend the preschool as a general education student, then the *MyTeachingStrategies™* record should still be accessible and the teacher can continue to enter data and checkpoints for the remainder of the school year. Exiting a child from Part B does not automatically delete or archive a child, it just assigns an exit date for OSEP reporting purposes.

Transferring from an IFSP to IEP

If a child is transferring from Part C Early ACCESS to Part B-Early Childhood Special Education and the child was assessed using *GOLD*® in Part C, then the following must occur:

- The child must be exited from Part C in *MyTeachingStrategies™* using the procedures described in the above section.

- A transfer form must be completed to transfer the child from Part C Early ACCESS to the Part B-Early Childhood Special Education preschool program (see section "Transfer between programs").

Assigning Color Bands for Children on an IFSP/IEP

If a child is on an IFSP and assigned to a class that is Infants, Toddlers and Two's, then a color band is automatically assigned by date of birth when their birthday is entered on the demographic profile. The color band automatically changes on the child's birthday.

If a child is on an IEP and attending a preschool classroom (ages 3-5), the teacher assigns a color band according to the age of the child:

- Green color band-A child who is 3 years old by 9/15 of the current school year
- Blue color band-A child who is 4 years old by 9/15 of the current school year
- A purple color band is used for children enrolled as kindergarteners and participating in kindergarten programming. If a kindergarten age-eligible child is enrolled as a preschooler in a preschool program, the child is assigned the blue color band.
- The color band is never changed during the school year when a child is in preschool. A child in preschool must be on the same color band all year, regardless of the child's birthday.

*Note: If a child is entering a preschool program while still two years old, the child's color band is green for the remainder of that school year and all of the following school year. The *MyTeachingStrategies™* system does not allow a child to be assigned a yellow color band (2 years old) if the child is assigned to a preschool classroom.

Example: A child on an IFSP is turning 3 on November 1, 2014. The child is going to transfer from Early ACCESS and start ECSE preschool programming on October 1, 2014, at the age of 2 years, 11 months. The child will be assigned a green color band for the current school year (2014-15) as well as the following school year (2015-16).

IX. PROFESSIONAL DEVELOPMENT

Teachers and program administrators are encouraged to explore the Develop area within *MyTeachingStrategies™* and take advantage of the embedded professional development. There are two options within the sub-navigation bar of the Develop area: Interrater Reliability and My Courses. Note that there may be an associated cost with some courses.

It is highly recommended that teaching staff complete the Interrater Reliability Certification (IRC) to support reliable use of GOLD®. By selecting the question mark in the bottom left corner, a variety of guides and videos are accessible to support use and completion of IRC. The [MyTeachingStrategies™ Support for GOLD Users web page](#) offers the most current How-To Guides for Teachers and Administrators, amongst many other resources to support implementation.

When in the My Courses option in the selection bar, it is recommended that users consider completing the following **free** courses: Introducing *MyTeachingStrategies™*, *GOLD*® Introduction, and Objectives for Development and Learning.

Teaching staff may also utilize the Sandbox to practice using *MyTeachingStrategies™* without affecting the data of the children in a class. This offers the opportunity to explore and learn about all the features in the system. For more information, go to the Settings section of the [MyTeachingStrategies™ How-To Guide for Teachers](#), and review the Accessing the Sandbox subsection under the Request OSEP Exit subheading.

MyTeachingStrategies™ provides downloadable guides and videos on a variety of topics, all found through the question mark at the bottom left-hand side of the page.

New resources and information will be announced through the homepage of *MyTeachingStrategies™*.

X. CONTACTS

Iowa Department of Education

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- Amy Stegeman, Amy.Stegeman@iowa.gov, or 515-725-2273
- Kimberly Villotti, Kimberly.Villotti@iowa.gov, or 515-339-5519
- Betsy Lin, Betsy.Lin@iowa.gov, or 515-725-2039 (ECSE)
- Tim Glenn, Tim.Glenn@iowa.gov, or 515-281-3506

Teaching Strategies

- TS Tech Support (**Iowa dedicated**), 866-246-5352
- TS Tech Support (**general**) Online Form, 866-736-5913