

MyTeachingStrategies®

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# GOLD User Guide for Administrators



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 *GOLD* 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 *GOLD*. And if you need technical support, representatives are available by e-mail and phone, Mondays through Fridays, 7:00 a.m. to 9:00 p.m. EST/EDT. A representative may be reached at [+1 866-736-5913](tel:+18667365913) or by emailing [support@teachingstrategies.com](mailto:support@teachingstrategies.com). Self-service guidance is also available through the *MyTeachingStrategies*® Support Portal at <https://teachingstrategies.force.com/portal/s/>.

## **Let's get started!**

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MyTeachingStrategies®

# Getting Started

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Accessing MyTeachingStrategies®

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# Accessing MyTeachingStrategies®

## Signing In

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

To log in, go to [TeachingStrategies.com](https://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

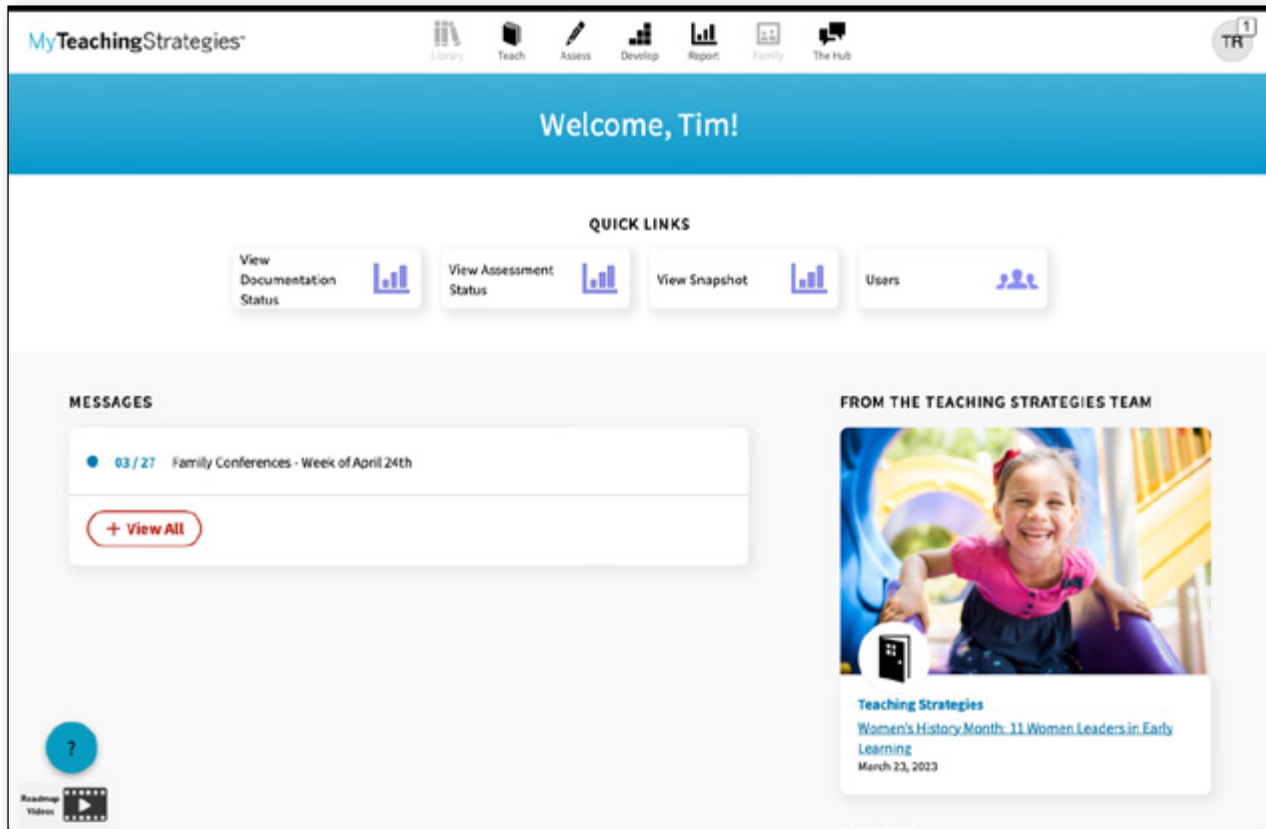
Use the **FORGOT PASSWORD?** and **FORGOT USERNAME?** links if you forget your information. Your username and a link to reset your password will automatically be sent to the email address in your profile.

For security reasons, the temporary password will expire 12 hours after it's sent, so please log in as soon as you receive the email.

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## Navigating MyTeachingStrategies®

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



## Navigation Bar



At the top of the page you'll find the **NAVIGATION BAR** with links to the 7 main areas of MyTeachingStrategies®: Library, Teach, Assess, Develop, Report, Family, and The Hub.

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

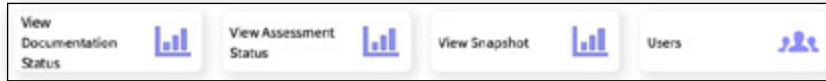
Later in this guide we'll provide details for each of these functions.

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

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## Quick Links

Under the navigation bar, you'll see your **QUICK LINKS**. These icons provide you with quick access to frequently used features within *MyTeachingStrategies*®.

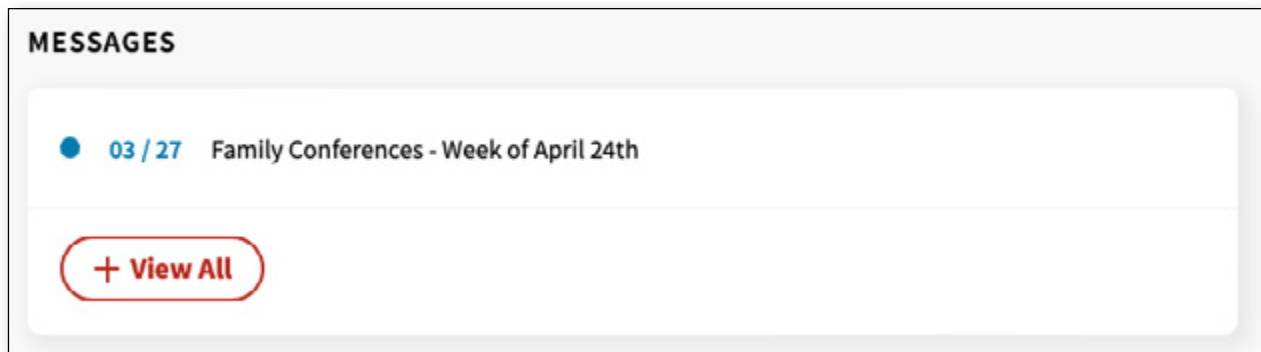


### Summary of Your Daily Plans

If you are an administrator who also teaches a class, to the right of your dashboard you'll see a summary of your daily plan. If information has been added in the Teach area, your information will dynamically populate in this area each day. Click **VIEW MY WHOLE DAY** at the bottom of this panel to access the **PLANNING CALENDAR** within the Teach area.

## Messages

Below your Shortcuts are your personalized **MESSAGES**, under the header "These items need your attention." These include messages you have sent as an administrator.



## Help

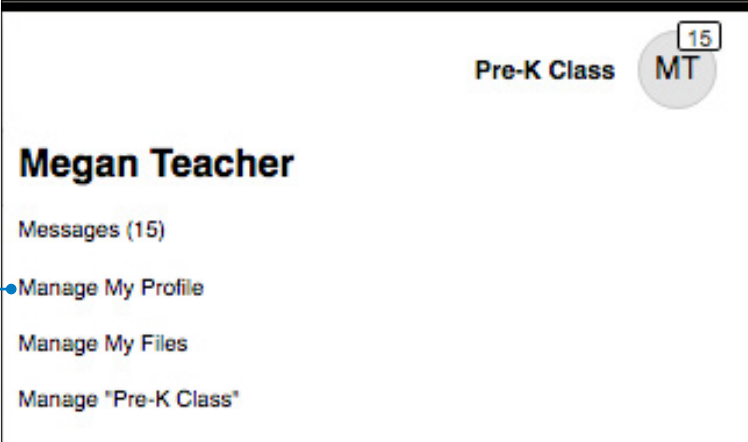
In the bottom left-hand corner of your screen is the **HELP BUTTON** icon. Select this option to access the *MyTeachingStrategies*® Support Portal.

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## Setting Your 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.



Pre-K Class 15 MT

**Megan Teacher**

Messages (15)

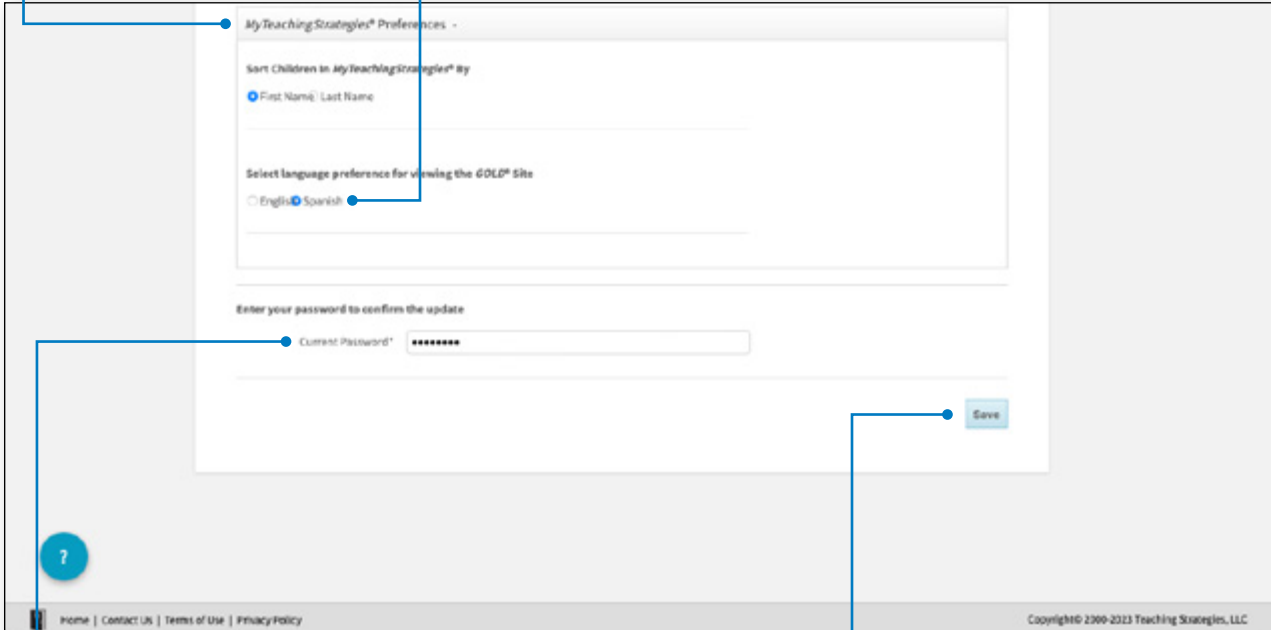
Manage My Profile

Manage My Files

Manage "Pre-K Class"

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

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



MyTeachingStrategies® Preferences -

Sort Children in MyTeachingStrategies® by

First Name  Last Name

Select language preference for viewing the GOLD® Site

English  Spanish

Enter your password to confirm the update

Current Password\*

Save

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

**5** Select **SAVE**.



# Settings



Manage My Profile

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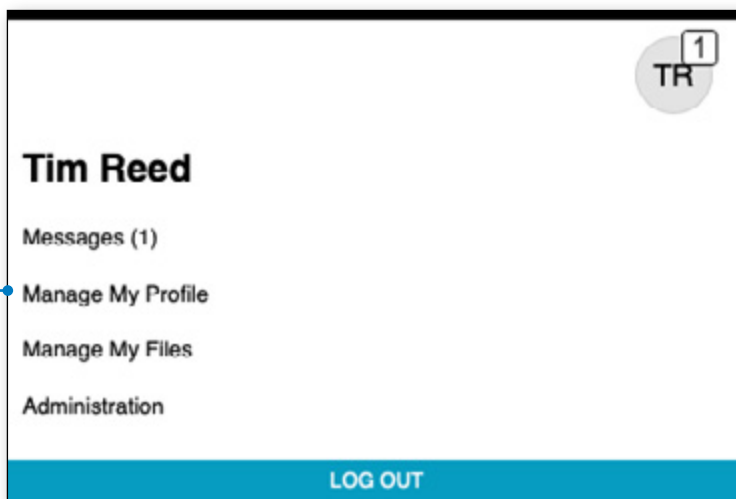
## Settings

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



## Manage My Profile

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



# Administration

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Programs

Sites

Users

Classes

Children

Editing Multiple Child Records at Once

Reactivating Archived and  
Deleted Child Records

Exporting Child Information

OSEP Management

Goals

License Settings

Allocating Additional Teaching Strategies  
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## Administration

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

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

Please note: Your assigned level of administrative access determines which links you see in the Administration sub-navigation.



Scan QR code to learn more.



Scan QR code to learn more.



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# Programs

The Programs area enables you to add new programs and manage or delete your existing programs. The main Programs screen provides an overview of the programs in your organization.

The ability to add a program in MyTeachingStrategies® is dependent upon the type of license you have. Districts or programs that subscribe to GOLD® in MyTeachingStrategies® under a larger agency umbrella are not able to add new programs. Adding new programs is limited to standard administrators with organization-level access.



Scan QR code to learn more.

You can select the columns shown for the programs within your administrative access

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

The screenshot displays the 'Manage Programs' section of the MyTeachingStrategies interface. At the top, there is a navigation bar with icons for Library, Teach, Assess, Develop, Report, Family, and The Hub. Below this is a sub-navigation bar with 'Programs' highlighted, along with links for Sites, Users, Classes, Children, Goals, License Settings, and Messages. A search bar labeled 'Filter by' is present, followed by a 'Filter' button and pagination controls showing 'Page 1 of 1'. A 'Filter Summary' box is on the right. The main content area is titled 'Manage Programs' and includes a dropdown menu 'Select Columns to Display'. Below this is a table with two columns: 'Program' and 'Organization'. The table lists several programs, all associated with 'Teaching Strategies' as the organization. At the bottom right of the table, there is an 'Export Table' button.

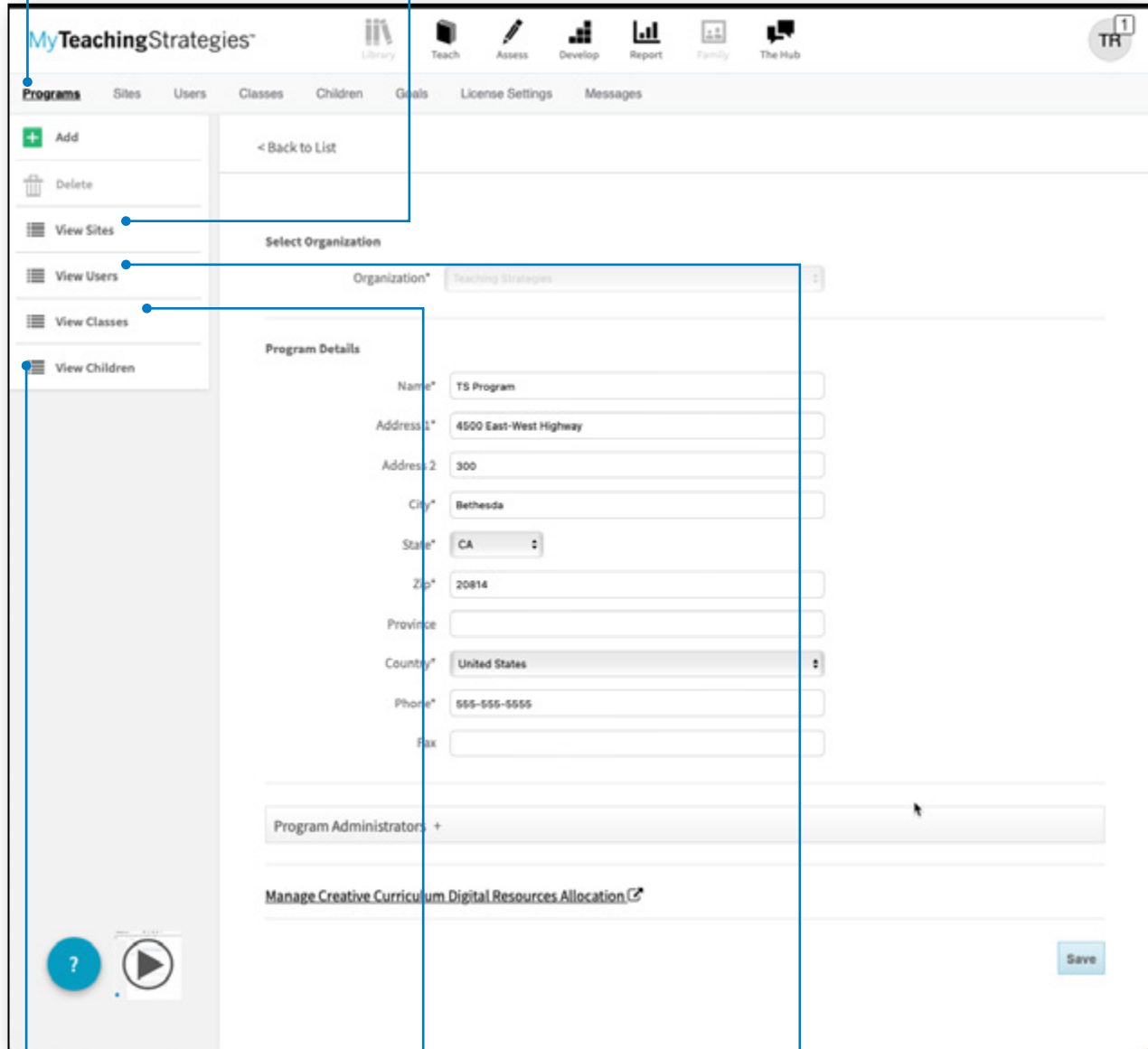
Program	Organization
<a href="#">Coach Program</a>	Teaching Strategies
<a href="#">Conference Program</a>	Teaching Strategies
<a href="#">Demo Classes MASTER DNT</a>	Teaching Strategies
<a href="#">Demo Head Start Program</a>	Teaching Strategies
<a href="#">External</a>	Teaching Strategies
<a href="#">External Program</a>	Teaching Strategies
<a href="#">IS Program</a>	Teaching Strategies

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Select **PROGRAMS** from the Administration sub-navigation.

Select the specific program you wish to view.

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



View a list of all the children in that specific program, select **VIEW CHILDREN** in the left-hand navigation.

View a list of all the classes in that specific program, select **VIEW CLASSES** in the left-hand navigation.

View a list of all the users in that specific program, select **VIEW USERS** in the left-hand navigation.

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# Sites

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



Scan QR code to learn more.

You can select the columns shown for the sites within your administrative access.

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

**Manage Sites**

Select Columns to Display

Site	Program	Organization
<a href="#">TS Demo Site</a>	TS Program	Teaching Strategies
<a href="#">PDN Site</a>	TS Program	Teaching Strategies
<a href="#">Master Demo Account - DNU//</a>	TS Program	Teaching Strategies
<a href="#">MASTER.DEMO</a>	Demo Classes MASTER DNT	Teaching Strategies
<a href="#">Cartera Mundi Demo Site</a>	TS Program	Teaching Strategies
<a href="#">Webinar Demo Site</a>	TS Program	Teaching Strategies
<a href="#">Lacresha's Academy</a>	TS Program	Teaching Strategies
<a href="#">RFP</a>	External	Teaching Strategies
<a href="#">Research</a>	External	Teaching Strategies
<a href="#">Colton</a>	TS Program	Teaching Strategies
<a href="#">McWilliams Demo Site</a>	TS Program	Teaching Strategies
<a href="#">Kings Comm</a>	TS Program	Teaching Strategies
<a href="#">Korner Demo Site</a>	TS Program	Teaching Strategies
<a href="#">Jhaveri Demo Site</a>	TS Program	Teaching Strategies
<a href="#">Stack Demo Site</a>	TS Program	Teaching Strategies
<a href="#">Williams Demo Site</a>	TS Program	Teaching Strategies
<a href="#">Graham Demo Site</a>	TS Program	Teaching Strategies
<a href="#">Morris Demo Site</a>	TS Program	Teaching Strategies
<a href="#">Gregory Demo Site</a>	TS Program	Teaching Strategies
<a href="#">Pearman Demo Site</a>	TS Program	Teaching Strategies
<a href="#">McCutcheon Demo Site</a>	TS Program	Teaching Strategies

Export Table

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

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

The screenshot shows the 'Add Site' form in the MyTeachingStrategies GOLD interface. The top navigation bar includes 'Programs', 'Sites', 'Users', 'Classes', 'Children', 'Goals', 'License Settings', and 'Messages'. The 'Sites' sub-navigation is active, and the 'Add' button is visible in the left-hand navigation. The form is titled '< Back to List' and contains the following sections:

- Select Program:**
  - Organization\* (dropdown menu showing 'Teaching Strategies')
  - Program\* (dropdown menu)
- Site Details:**
  - Name\* (text input)
  - Address 1\* (text input)
  - Address 2 (text input)
  - City\* (text input)
  - State\* (dropdown menu)
  - Zip\* (text input)
  - Province (text input)
  - Country\* (dropdown menu)
  - Phone\* (text input)
  - Fax (text input)
  - Setting (dropdown menu)
  - Affiliation (dropdown menu)
  - Identifier (text input)
- Quality Indicators:**
  - NAEYC Accredited
  - ECERS
- Save:** A blue button at the bottom right of the form.

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

4 Select **SAVE** to add the new site.



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# Users

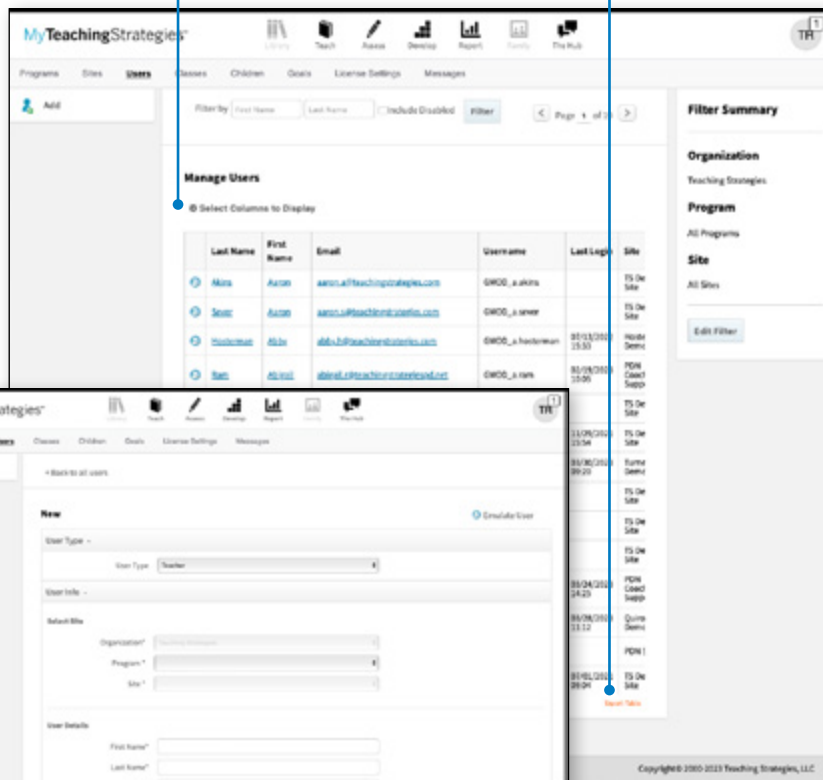
The Users area enables you to add user accounts for your staff, send password reset emails, manage user accounts, and emulate user accounts. The Main Users page includes a filtered list of all user accounts in your administrative access.



Scan QR code to learn more.

You can select the columns shown for the users within your administrative access.

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



## MyTeachingStrategies® User Types

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

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

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

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

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## Adding User Accounts

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

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

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

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

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

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

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

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

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

**9** Administrators can select responses to optional fields on a user's profile regarding that user's **EDUCATION LEVEL**.

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

**11** Select **SAVE** to add the new user.

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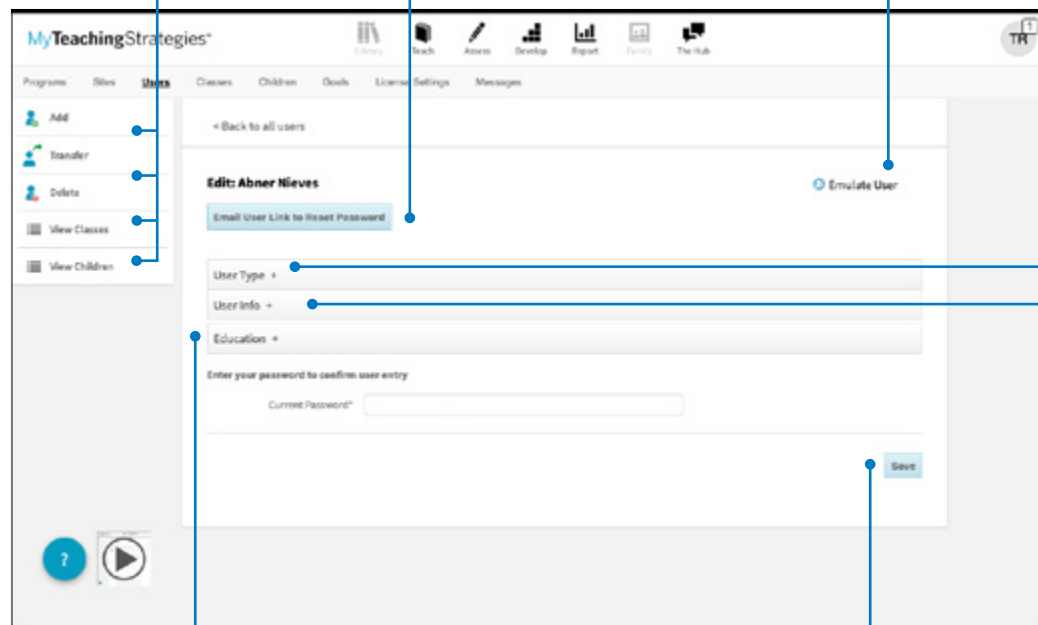
## Managing User Accounts

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

Select from the quick links menu in the left-hand navigation when you're viewing a program, site, user, or class to see a list of available sites, users, classes, and children.

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

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



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

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

Expand the **EDUCATION** menu to update information about the user's education level including years of experience in education, number of hours of training on *The Creative Curriculum®* approach, and more.

Select **SAVE** to save your changes.

Note: Any action you take while emulating another user will reflect as if the user you are emulating did that action, so use caution when manipulating data while in emulation mode.

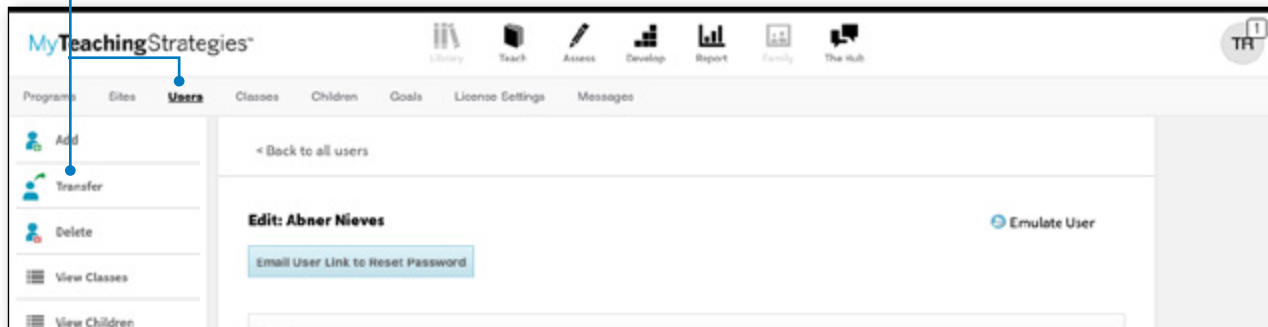
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## Transfer User

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

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

- 1 Select a **USER** record.
- 2 Select **TRANSFER** in the left navigation.



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



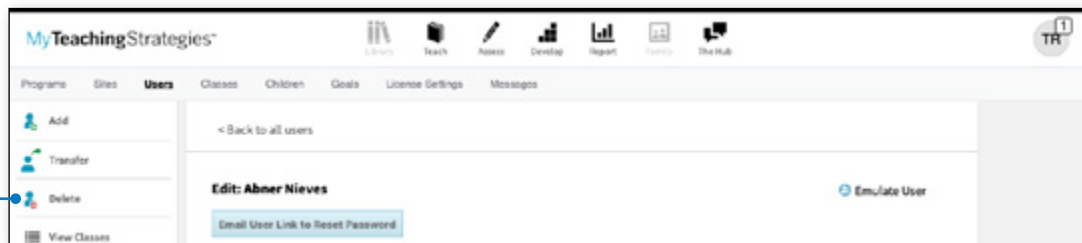
- 4 Select **SUBMIT**. User will then be transferred to the selected site.

## Deleting User Accounts

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

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

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



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# Classes

The Classes area enables you to add classes and manage or delete existing classes. The main Classes page includes a filtered list of all classes in your administrative access.



Scan QR code to learn more.

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

You can select the columns shown for the classes within your administrative access.

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

**Manage Classes**

Select Columns to Display

Class	Class ID	Primary Teacher or Co-Teachers	Site	Program	Organization
Preschool	1685224	Drew Senkar	TS Demo Site	TS Program	Teaching Strategies
IT2	1685282	Drew Senkar	TS Demo Site	TS Program	Teaching Strategies
Kindergarten	1685284	Drew Senkar	TS Demo Site	TS Program	Teaching Strategies
Preschool	1685287	Brenda Nable	PON Coaching Support	Coach Program	Teaching Strategies
IT2	1685288	Brenda Nable	PON Coaching Support	Coach Program	Teaching Strategies
Kindergarten	1685289	Brenda Nable	PON Coaching Support	Coach Program	Teaching Strategies
Preschool	1685290	Catherine Busari	PON Site	TS Program	Teaching Strategies
IT2	1685291	Catherine Busari	PON Site	TS Program	Teaching Strategies
Kindergarten	1685292	Catherine Busari	PON Site	TS Program	Teaching Strategies
Preschool	1685296	Erin Halden	PON Coaching Support	Coach Program	Teaching Strategies
IT2	1685297	Erin Halden	PON Coaching Support	Coach Program	Teaching Strategies
Kindergarten	1685298	Erin Halden	PON Coaching Support	Coach Program	Teaching Strategies
Preschool	1685300	Laura Williams	PON Coaching	Coach	Teaching

Filter Summary

- Organization\***  
Teaching Strategies
- Program\***  
All Programs
- Site\***  
All Sites
- Teacher\***  
All Teachers

Edit Filter

Export Table

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Select **CLASSES** from the Administration sub-navigation.

Select the specific class you wish to view.

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

The screenshot shows the 'Edit Class' form in the MyTeachingStrategies interface. The top navigation bar includes 'Programs', 'Sites', 'Users', 'Classes', 'Children', 'Goals', 'License Settings', and 'Messages'. The left-hand navigation menu has 'Add', 'Delete', and 'View Children' options. The main form area contains the following fields and options:

- Organization\*: Teaching Strategies
- Program\*: School District
- Site\*: School 1
- Teacher\*: Beth Akers
- Asst. Teacher 1: [Dropdown]  This user is a co-teacher?
- Asst. Teacher 2: [Dropdown]  This user is a co-teacher?
- Asst. Teacher 3: [Dropdown]
- Asst. Teacher 4: [Dropdown]
- Asst. Teacher 5: [Dropdown]
- Class Name\*: Preschool
- 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)
- Class Identifier: [Text Field]
- Save button

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## Adding Classes

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

**2** Select the **PROGRAM**, **SITE**, and **TEACHER**.

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

**4** You can select up to five additional users in the selected site to have teacher access to the class. Two of these users can have co-teacher access, which is the same level of access as the primary teacher. You can also assign users with assistant teacher access – these users are able to access most of the same features primary and co-teachers have access to, but they cannot enter and finalize checkpoint ratings.

**5** Select the appropriate age or classes/grades that applies to your class. If adding a mixed-age class, base your selection(s) to include the ages or grades in that class.  
**Note:** Placement in infants, toddlers, and twos classes depends on the child's birth date. Preschool, Pre-K, Kindergarten, 1st Grade, 2nd Grade, and 3rd Grade classes are identified according to the curriculum you are teaching rather than the children's ages.

**6** Select **SAVE** to add the new class.

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## Managing Classes

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

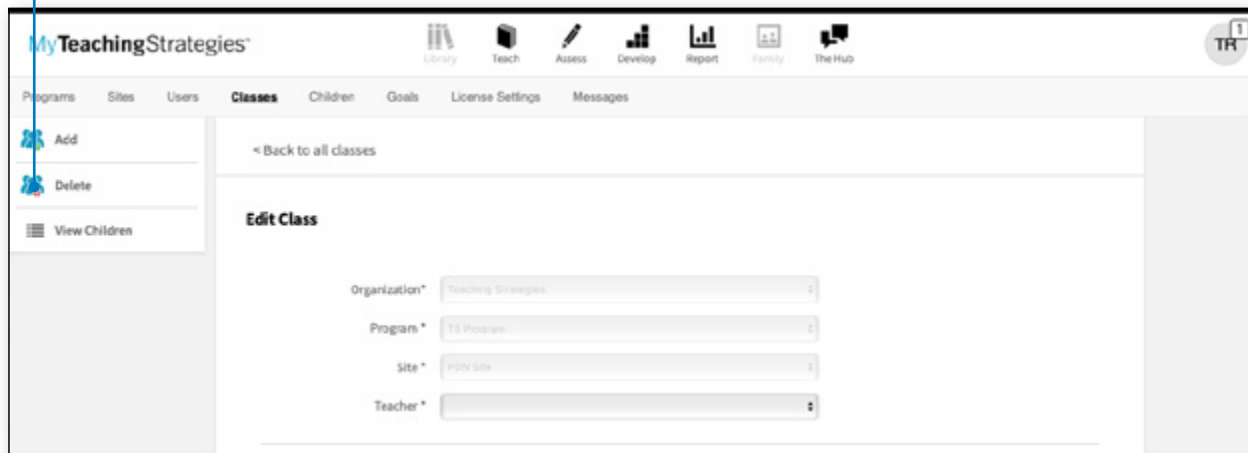
## Deleting Classes

You can delete empty classes not associated with any children in MyTeachingStrategies®. Before deleting a class, first reassign all children in the class to a different class. Note: Deleting a class permanently deletes all plans in the Teach area for that class.

### Archiving vs. Deleting

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

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





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## Children

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

You can select the columns shown for the children within your administrative access.

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

The screenshot shows the 'Children' management interface in MyTeachingStrategies GOLD. The top navigation bar includes 'Library', 'Teach', 'Assess', 'Develop', 'Report', 'Family', and 'The Hub'. The main navigation tabs are 'Programs', 'Sites', 'Users', 'Classes', 'Children', 'Goals', 'License Settings', and 'Messages'. The 'Children' tab is active.

On the left sidebar, there are buttons for 'Add', 'Edit Children', 'Exit Children from OSEP', 'Reactivate Child OSEP Records', 'Import', and 'Import Results'. Below these are a help icon and a play button.

The main content area has a search bar with fields for 'First Name', 'Last Name', and 'Child Identifier', and an 'Include Inactive' checkbox. Below the search bar is a 'Manage Children' section with a 'Select Columns to Display' dropdown. A table of children records is displayed below this.

The table has the following columns: First Name, Last Name, Class, Primary Teacher, Site, Program, and Organization. The records listed are:

First Name	Last Name	Class	Primary Teacher	Site	Program	Organization
Ellen	Sheen	Infants, Toddlers & Twos	Tim Reed	Webinar Demo Site	TS Program	Teaching Strategies
Eliana	Rodriguez	Kindergarten	Tim Reed	Webinar Demo Site	TS Program	Teaching Strategies
Elicia	Jacobson	Infants, Toddlers & Twos	Tim Reed	Webinar Demo Site	TS Program	Teaching Strategies
Bella	Fernandez	Preschool/Pre-K	Tim Reed	Webinar Demo Site	TS Program	Teaching Strategies
Bella	Fernandez	Butterflies	Tim Reed	Webinar Demo Site	TS Program	Teaching Strategies
Caitye	Rabowski	Kindergarten	Tim Reed	Webinar Demo Site	TS Program	Teaching Strategies
Dylan	Mattson	Infants, Toddlers & Twos	Tim Reed	Webinar Demo Site	TS Program	Teaching Strategies
Dylan	Rabensieis	Kindergarten	Tim Reed	Webinar Demo Site	TS Program	Teaching Strategies
Hadi	Harrin	Infants, Toddlers & Twos	Tim Reed	Webinar Demo Site	TS Program	Teaching Strategies
Isalah	Lutz	Kindergarten	Tim Reed	Webinar Demo Site	TS Program	Teaching Strategies
Jessica	Bowman	Kindergarten	Tim Reed	Webinar Demo Site	TS Program	Teaching Strategies
Jacelya	Santiago	Kindergarten	Tim Reed	Webinar Demo Site	TS Program	Teaching Strategies

At the bottom right of the table, there is an 'Export Table' button. The right sidebar shows a 'Filter Summary' section with filters for Organization (Teaching Strategies), Program (TS Program), Site (Webinar Demo Site), Teacher (Tim Reed), and Class (All Classes). An 'Edit Filter' button is at the bottom of the sidebar.

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1 To add a child remove, select **ADD** from the left-hand navigation.

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

The screenshot displays the 'MyTeachingStrategies' interface for adding a new child. The top navigation bar includes 'Programs', 'Sites', 'Users', 'Classes', 'Children', 'Goals', 'License Settings', and 'Messages'. The left-hand navigation menu has 'Add' selected. The main content area is titled 'New' and contains a 'Select Class' dropdown menu which is expanded to show 'Preschool 3 class/grade'. Below this are two sections: 'Class Details' and 'Child Details'. The 'Class Details' section includes 'Age or Class/Grade' (set to 'Preschool 3 class/grade') and 'First Day in Program' (set to '08/01/2022'). The 'Child Details' section includes 'First Name' (set to 'Bella'), 'Middle Initial' (empty), 'Last Name' (set to 'Fernandez'), 'Nickname' (empty), 'Identifier' (empty), 'Gender' (set to 'Female'), 'Birth Date' (set to '01/11/2019'), 'Primary Language' (set to 'Spanish'), 'Ethnicity' (set to 'Hispanic or Latino'), 'Ethnicity Sub-Category' (set to 'Puerto Rican'), 'Race' (set to 'No Response'), 'Student ID#' (empty), and 'Child Profile picture' (with an 'Edit' button).

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## Adding Children

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



Scan QR code to learn more.

### Manual Add

- 1 To add a child manually, select **ADD** from the left-hand navigation.
- 2 Expand the **SELECT CLASS** menu to choose the **PROGRAM**, **SITE**, **TEACHER**, and **CLASS** to add the child to.
- 3 Select **EDIT** to upload a child profile picture.
- 4 If the child has an IEP or IFSP, select **YES**.
- 5 Add additional child information and select **SAVE** to add the new child.

The screenshot shows the 'New' child profile form in the MyTeachingStrategies interface. The form is divided into several sections: 'Class Details', 'Child Details', 'Funding Sources', and 'Assessment'. The 'Class Details' section includes fields for 'Age or Class/Grade' (set to 'Preschool 3-4/level/grade'), 'First Day in Program' (08/21/2022), and a date selector. The 'Child Details' section includes fields for 'First Name' (Bella), 'Middle Initial', 'Last Name' (Fernandez), 'Username', 'Identifier', 'Gender' (Female), 'Birth Date' (09/15/2018), 'Primary Language' (Spanish), 'Ethnicity' (Hispanic or Latino), 'Ethnicity Sub-Category' (Puerto Rican), 'Race' (No Response), and 'Student ID'. The 'Funding Sources' section has a grid of checkboxes for various funding sources like 'Head Start', 'Family Child Care', etc. The 'Assessment' section has radio buttons for 'IEP' and 'IFSP', both set to 'No'. At the bottom, there are fields for 'Free and Reduced Lunch' (Unknown) and 'Assess this child using the Spanish Language and Literacy Objectives?' (Yes). A 'Save' button is located at the bottom right of the form.

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## Import Children

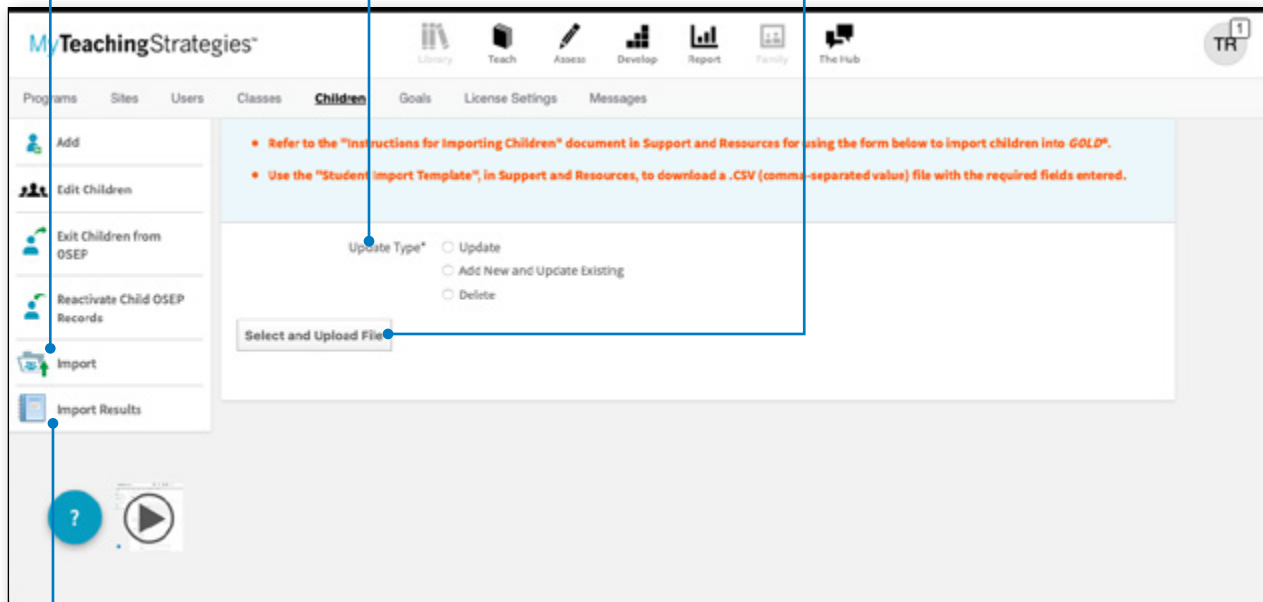


Scan QR code to learn more.

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

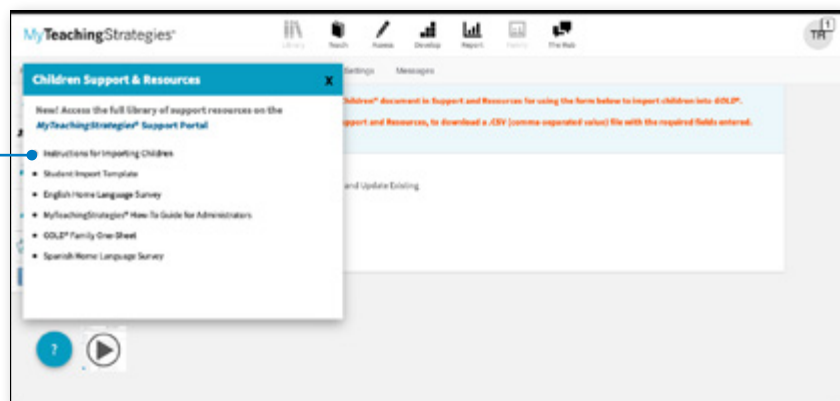
**2** Use the **UPDATE TYPE** area to indicate whether you are updating existing records, adding new records and updating existing records, or archiving records.

**3** Select **SELECT AND UPLOAD FILE** to upload your list.



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

First, select the Support and Resources icon to download “Instructions for Importing Children” and the “Student Import Template.” Next, follow the instructions to complete the import file. Then, select the Import option and upload your completed import file.



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## Managing Children

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

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

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

The screenshot displays the 'Edit: Bella Fernandez' page in the MyTeachingStrategies GOLD interface. The page is divided into several sections:

- Class Details:** Includes a 'Select Class' dropdown menu, 'Age or Class/Grade' (Pre-K/Inf 3 class/grade), and 'First Day in Program' (08/15/2020).
- Child Details:** Includes fields for 'First Name' (Bella), 'Middle Name', 'Last Name' (Fernandez), 'Nickname', 'Identifier', 'Gender' (Female), 'Birth Date' (03/09/2016), 'Primary Language' (Spanish), 'Ethnicity' (Hispanic or Latino), 'Ethnicity Sub-Category' (Hispanic), 'Race' (Two or More Races), and 'Student ID'.
- Funding Sources:** A list of checkboxes for various funding sources such as Public, Child Care, Private, etc.
- Checkpoint Period Settings:** A dropdown menu for selecting a checkpoint period.

Blue lines and dots highlight the following elements:

- The 'ARCHIVE' button in the left-hand navigation menu.
- The 'SELECT CLASS' dropdown menu in the Class Details section.
- The 'FUNDING SOURCES' section.
- The 'CHECKPOINT PERIOD SETTINGS' dropdown menu.
- The 'SAVE' button at the bottom right of the page.

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

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

Select **SAVE**.

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## Editing Multiple Child Records at Once

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

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

### Transfer / Reactivate / Archive / Delete

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

- 3 Select **TRANSFER / REACTIVATE / ARCHIVE / DELETE**.
- 4 Select the checkbox(es) next to **ACTIVE, ARCHIVED, and/or DELETED** to include these types of child records.
- 5 Select **SUBMIT**.

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A list of child records will appear in a table.

## To Transfer

- 1 Select the child records (or all child records) to transfer.
- 2 Select the **TRANSFER** option in the left-hand navigation.

**Edit Children**

From the menu to the left, choose the action you want to take for the selected children. Click the "Edit Filter" button to modify the list of children.

	Child First Name	Child Last Name	Birthdate	Child ID	Current Status	Current Class
<input type="checkbox"/>	Bela	Fernandez	03/28/2018	10555913	Active	Preschool/Pre-K
<input type="checkbox"/>	Jonathan	Hunt	05/15/2016	10555915	Active	Preschool/Pre-K
<input type="checkbox"/>	Natasha	Scarpino	05/26/2016	10555920	Active	Preschool/Pre-K
<input type="checkbox"/>	Nezie	Madella	08/18/2016	10555917	Active	Preschool/Pre-K
<input type="checkbox"/>	Ruben	Gutierrez	04/29/2016	10555914	Active	Preschool/Pre-K
<input type="checkbox"/>	Sam	Ericsson	07/20/2016	10555912	Active	Preschool/Pre-K
<input type="checkbox"/>	Shaute	Samuels	02/19/2016	10555919	Active	Preschool/Pre-K
<input type="checkbox"/>	Tianna	Cotes	05/01/2016	10555911	Active	Preschool/Pre-K
<input type="checkbox"/>	Troy	Johnson	05/28/2016	10555916	Active	Preschool/Pre-K
<input type="checkbox"/>	Vivian	Poince	10/30/2016	10555918	Active	Preschool/Pre-K

**Filter Summary**

**Program**  
TS Program

**Site**  
Webinar Demo Site

**Primary Teacher**  
Tim Reed

**Class**  
Preschool/Pre-K

**Include Active Children**  
Yes

**Include Archived Children**  
No

**Include Deleted Children**  
No

Edit Filter

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

**Transfer Children**

Transfer 3 child(ren) to the selected class.

**Program**  
TS Program

**Site**  
Webinar Demo Site

**Primary Teacher**  
Tim Reed

**Class**  
Kindergarten

**Age or Class/Grade**  
Kindergarten

Cancel Submit

- 4 Select **SUBMIT**.

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## To Reactivate

- 1 Select the child records (or all child records) to transfer.
- 2 Select the **REACTIVATE** option in the left-hand navigation.

From the menu to the left, choose the action you want to take for the selected children. Click the "Edit Filter" button to modify the list of children.

	Child First Name	Child Last Name	Birthdate	Child ID	Current Status	Current Class
<input checked="" type="checkbox"/>	Isaiah	Lutz	09/20/2015	16701978	Archived	None
<input checked="" type="checkbox"/>	Jessica	Bowman	01/04/2016	16701971	Archived	None

**Filter Summary**

**Program**  
TS Program

**Site**  
Webinar Demo Site

**Primary Teacher**  
All

**Class**  
All

**Include Active Children**  
No

**Include Archived Children**  
Yes

**Include Deleted Children**  
Yes

Edit Filter

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

Reactivate 2 child(ren) to the selected class.

Program: TS Program

Site: Webinar Demo Site

Primary Teacher: Tom Reed

Class: Reactivated

Age or Class/Grade: Pre-K & Kindergarten

Cancel Submit

Include Deleted Children: Yes

Edit Filter

- 4 Select **SUBMIT**.



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## To Archive

- 1 Select a child record or all child records to archive.
- 2 Select the **ARCHIVE** option in the left-hand navigation.

The screenshot displays the MyTeachingStrategies interface. The top navigation bar includes icons for Library, Teach, Assess, Develop, Report, Family, and The Hub. Below this, a secondary navigation bar shows Programs, Sites, Users, Classes, **Children**, Goals, License Settings, and Messages. The main content area is titled 'Edit Children' and contains a table of child records. A left-hand navigation menu includes options for Transfer, Reactivate, Archive, and Delete. A 'Filter Summary' panel on the right shows details for the selected children, including Program, Site, Primary Teacher, Class, and checkboxes for 'Include Active Children', 'Include Archived Children', and 'Include Deleted Children'. A pop-up dialog box titled 'Archive Children' is overlaid on the table, asking 'Archive 2 child(ren)?' with 'Cancel' and 'Submit' buttons. A blue circle with a question mark is positioned near the 'Archive' button in the left-hand navigation menu.

Child First Name	Child Last Name	Birthdate	Child ID	Current Status	Current Class
<input checked="" type="checkbox"/>	Bela Fernandez	03/28/2018	16555913	Active	Preschool/Pre-K
<input type="checkbox"/>	Jonathan Hunt	05/15/2016	16555915	Active	Preschool/Pre-K
<input checked="" type="checkbox"/>	Natasha Scarpino	05/26/2016	16555920	Active	Preschool/Pre-K
<input type="checkbox"/>	Nezie Madella	08/18/2016	16555917	Active	Preschool/Pre-K
<input checked="" type="checkbox"/>	Ruben Gutierrez	04/29/2016	16555914	Active	Preschool/Pre-K
<input type="checkbox"/>	Sara Erickson	07/20/2016	16555912	Active	Preschool/Pre-K
<input type="checkbox"/>	Shaute Samuels	02/19/2016	16555919	Active	Preschool/Pre-K
<input type="checkbox"/>	Tianna Cotes	05/01/2016	16555911	Active	Preschool/Pre-K
<input type="checkbox"/>	Troy Johnson	05/28/2016	16555916	Active	Preschool/Pre-K
<input type="checkbox"/>	Yvian Ponce	10/30/2016	16555918	Active	Preschool/Pre-K

- 3 A pop-up box will appear where you verify your decision to delete selected records. Select **SUBMIT**.

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## To Delete

- 1 Select a child record or all child records to delete.
- 2 Select the **DELETE** option in the left-hand navigation.

The screenshot shows the MyTeachingStrategies interface. The top navigation bar includes icons for Library, Teach, Assess, Develop, Report, Family, and The Hub. Below the navigation bar, there are tabs for Programs, Sites, Users, Classes, **Children**, Goals, License Settings, and Messages. The main content area is titled 'Edit Children' and contains a table of child records. A left-hand navigation menu is visible, with the 'Delete' option selected. A 'Filter Summary' panel is on the right. A 'Delete Children' pop-up box is overlaid on the table, asking for confirmation to delete 2 children.

**Edit Children**

From the menu to the left, choose the action you want to take for the selected children. Click the "Edit Filter" buttons to modify the list of children.

	Child First Name	Child Last Name	Birthdate	Child ID	Current Status	Current Class
<input checked="" type="checkbox"/>	Bela	Fernandez	03/28/2018	16555913	Active	Preschool/Pre-K
<input type="checkbox"/>	Jonathan	Hunt	05/15/2016	16555915	Active	Preschool/Pre-K
<input checked="" type="checkbox"/>	Natasha	Scorpino	05/26/2016	16555920	Active	Preschool/Pre-K
<input type="checkbox"/>	Nezie	Madella	08/18/2016	16555917	Active	Preschool/Pre-K
<input checked="" type="checkbox"/>	Ruben	Gutierrez	04/29/2016	16555914	Active	Preschool/Pre-K
<input type="checkbox"/>	Sara	Erickson	07/20/2016	16555912	Active	Preschool/Pre-K
<input type="checkbox"/>	Shaute	Samsuels	02/19/2016	16555919	Active	Preschool/Pre-K
<input type="checkbox"/>	Tianna	Cotes	05/01/2016	16555911	Active	Preschool/Pre-K
<input type="checkbox"/>	Troy	Johnson	05/28/2016	16555916	Active	Preschool/Pre-K
<input type="checkbox"/>	Yvian	Ponce	10/30/2016	16555918	Active	Preschool/Pre-K

**Delete Children**

Delete 2 child(ren)?

Cancel Submit

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

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## Manage Funding Sources / Custom Questions

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

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

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

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

3 Select **MANAGE FUNDING SOURCES / CUSTOM QUESTIONS**.

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

5 Select **SUBMIT**.

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1

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

The screenshot displays the 'Edit Children' page in the MyTeachingStrategies application. The page features a navigation bar at the top with icons for Library, Teach, Assess, Develop, Report, Family, and The Hub. Below the navigation bar, there are tabs for Programs, Sites, Users, Classes, **Children**, Goals, License Settings, and Messages. On the left side, there is a sidebar with options: Add, Edit Children, Exit Children from OSEP, Reactivate Child OSEP Records, Import, and Import Results. The main content area contains a table with the following data:

Child First Name	Child Last Name	Pre-K	Head Start	Child Care	Family Child Care
Bella	Fernandez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jonathan	Hurit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Natasha	Scorpino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recie	MacDella	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruben	Gutierrez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sam	Erickson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shaute	Samuels	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tianna	Cotes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Troy	Johnson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vivian	Ponce	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

At the bottom right of the table area, there are 'Clear Form' and 'Submit' buttons. To the right of the table is a 'Filter Summary' panel with the following information:

- Program:** TS Program
- Site:** Webinar Demo Site
- Primary Teacher:** Tim Reed
- Class:** Preschool/Pre-K

An 'Edit Filter' button is located below the filter summary. A blue circle with a question mark is visible in the bottom left corner of the interface.

2

Select **SUBMIT**.

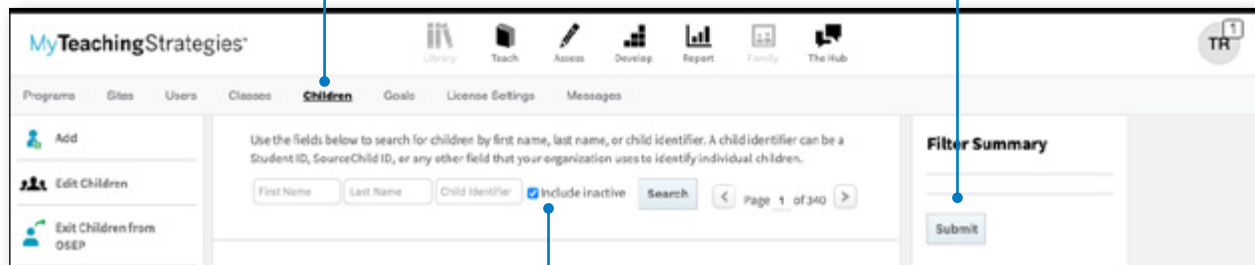
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## Reactivating Archived and Deleted Child Records

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

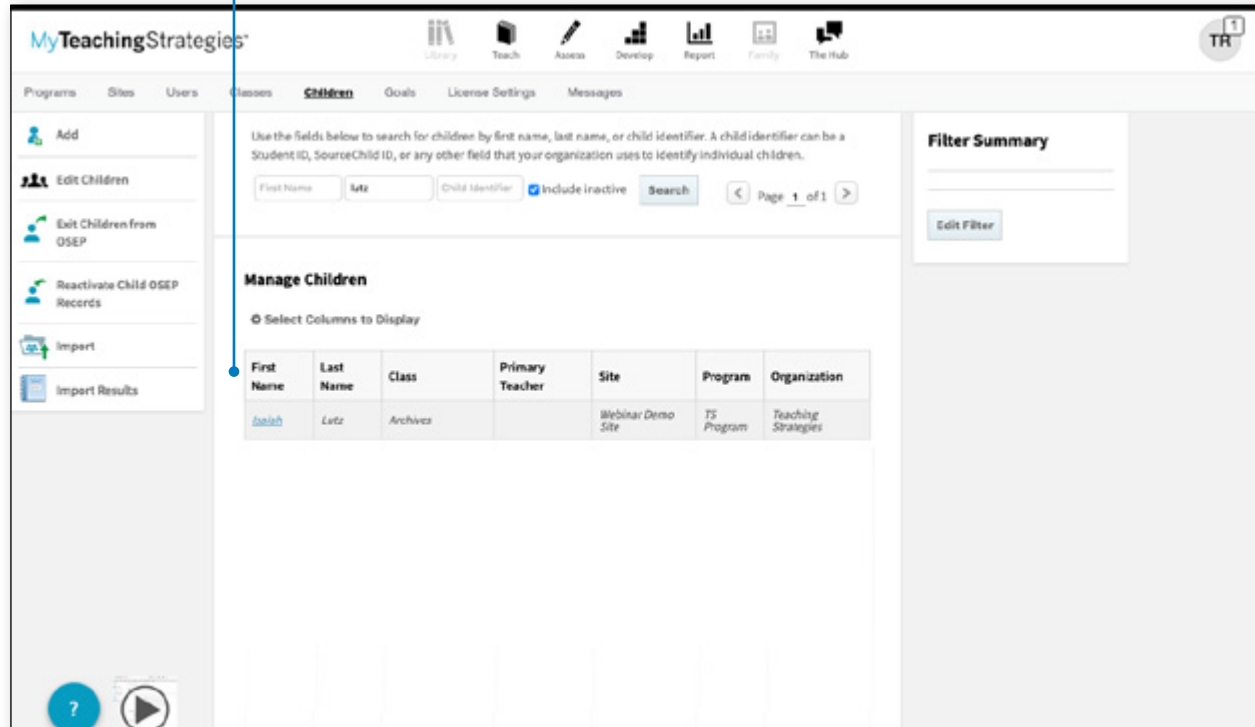
1 Select **CHILDREN** from the Administration sub-navigation.

3 Select **FILTER**.



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

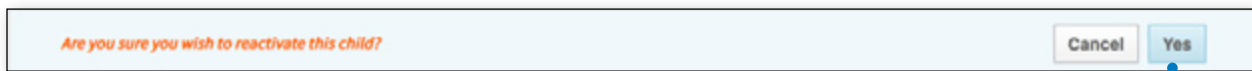
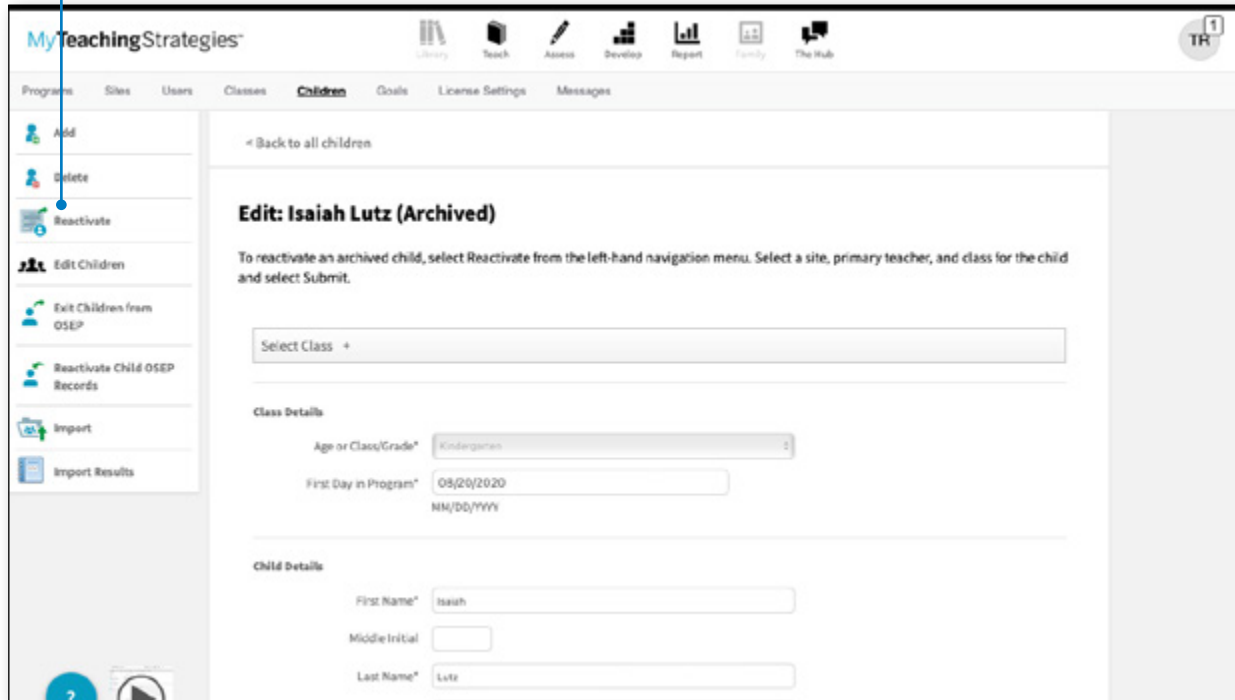
4 The filtered list of child records will appear, showing inactive child records with a gray background. Select the name of the child record you wish to reactivate.



First Name	Last Name	Class	Primary Teacher	Site	Program	Organization
Janah	Letz	Archives		Webinar Demo Site	TS Program	Teaching Strategies

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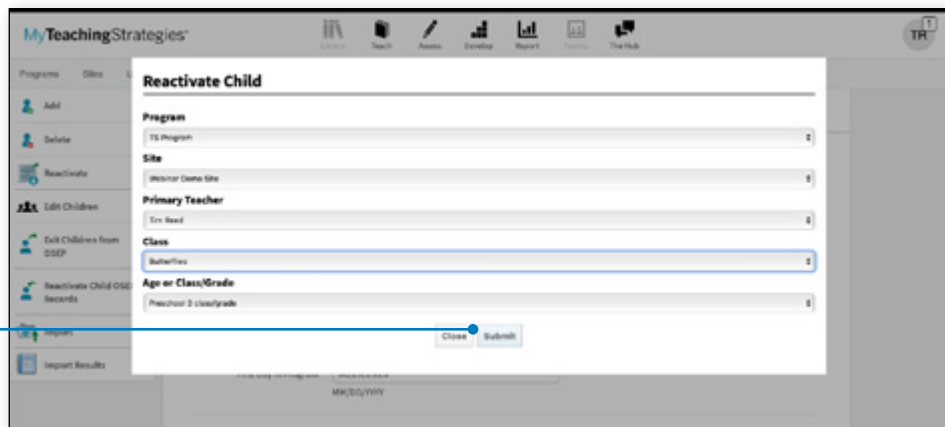
- 5 Select **REACTIVATE** from the left-hand navigation.



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

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

Select **SUBMIT**



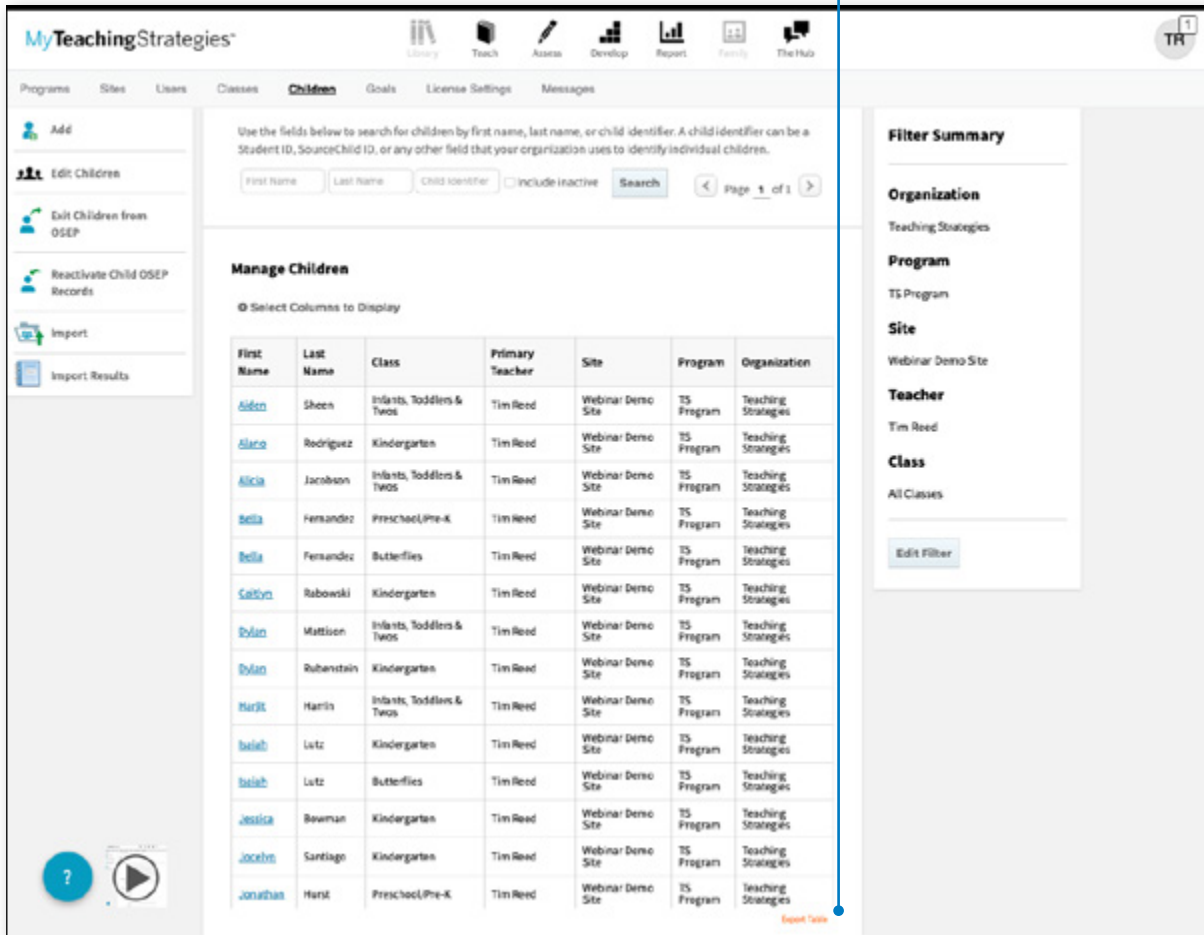
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# Exporting Child Information

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

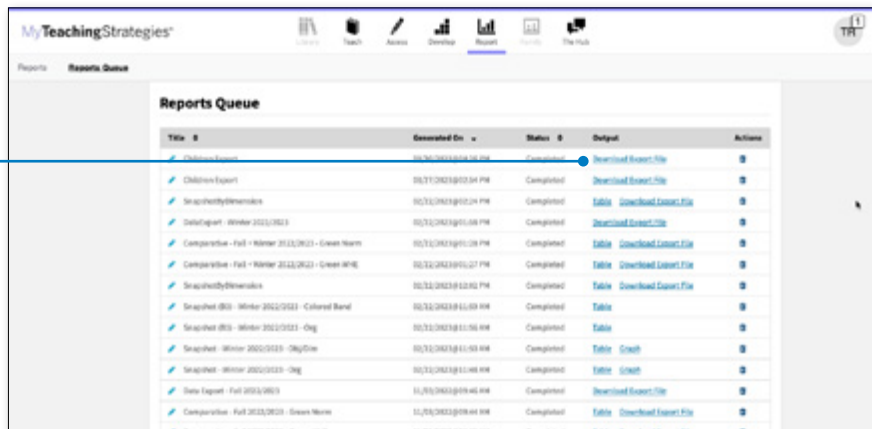
1

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



2

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



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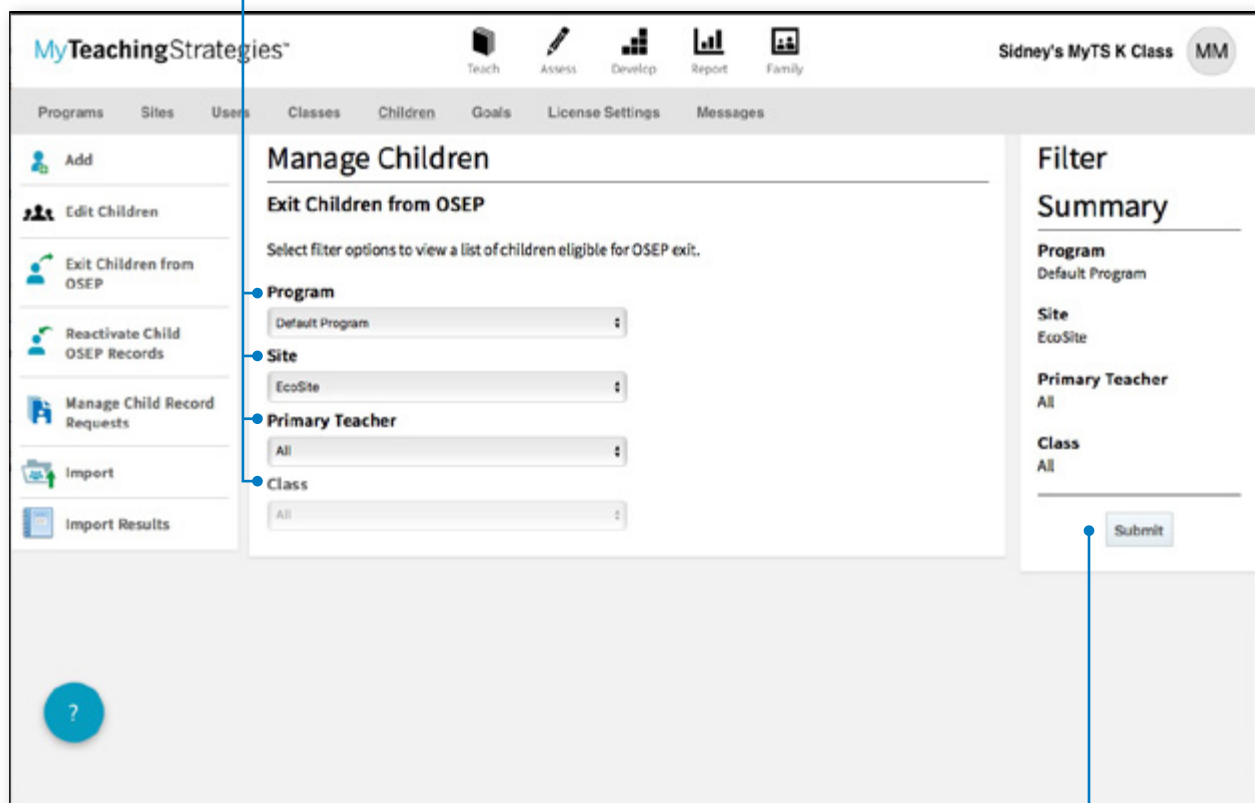
## OSEP Management

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

### Exiting Children from OSEP

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

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



The screenshot displays the 'Manage Children' interface with the 'Exit Children from OSEP' section active. The left-hand navigation menu includes options like 'Add', 'Edit Children', 'Exit Children from OSEP', 'Reactivate Child OSEP Records', 'Manage Child Record Requests', 'Import', and 'Import Results'. The main content area shows filter options for Program (Default Program), Site (EcoSite), Primary Teacher (All), and Class (All). A 'Submit' button is located at the bottom right of the filter section. A blue circle with the number '1' points to the filter options, and another blue circle with the number '2' points to the 'Submit' button.

2 Select **SUBMIT**.



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A list of child records that include IEPs or IFSPs will appear.

1 Enter an Exit Date, or review the Exit Date that came in via a teacher's Exit Request.

2 Verify the **EXIT TOOL** and select an **EXIT REASON**, then select the checkbox for the child.

The screenshot shows the 'Manage Children' interface in MyTeachingStrategies. The main content area is titled 'Exit Children from OSEP' and displays a table of children. The table has columns for 'Child', 'Entry Tool', 'Exit Tool', 'Exit Reason', and 'Status'. The first row, for Alano Rodriguez, has 'Teaching Strategies G' for both Entry and Exit Tools, 'Transition to Preschool' for the Exit Reason, and a checked checkbox in the Status column. Below the table are 'Exit' and 'Submit' buttons. To the right is a 'Filter Summary' panel with fields for Program, Site, Primary Teacher, and Class, along with an 'Include only children who have a pending OSEP exit request from a teacher.' checkbox and an 'Edit Filter' button. A blue line connects the 'Submit' button to step 3.

Child	Entry Tool	Exit Tool	Exit Reason	Status
Alano Rodriguez	Jes GOLD	Teaching Strategies G	Transition to Preschool	<input checked="" type="checkbox"/>
Jessica Bowman	Jes GOLD	Teaching Strategies G		<input type="checkbox"/>
Lauren Leland	Jes GOLD	Teaching Strategies G		<input type="checkbox"/>
Nicholas Vicoletti				<input type="checkbox"/>
Sam Erickson	Jes GOLD	Teaching Strategies G		<input type="checkbox"/>
Tianna Cotes	Jes GOLD	Teaching Strategies G		<input type="checkbox"/>
Troy Johnson	Jes GOLD	Teaching Strategies G		<input type="checkbox"/>

3 Choose **EXIT**, then **SUBMIT**.

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## Reactivate Child OSEP Record

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

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

The screenshot shows the 'Manage Children' interface with the 'Reactivate Child OSEP Records' section active. The main content area contains the following elements:

- Program:** Default Program
- Site:** EcoSite
- Primary Teacher:** All
- Class:** All
- Exit Status:**  Select All. Below this are buttons for: Exit, Transition to Preschool/Kindergarten, Staffed Out/No Longer Receiving Services, 90+ Days Inactive, and Moved Out of Program/District.
- \*Include Archived Children:**  Yes  No

The right-hand 'Filter Summary' panel shows the selected filters: Program (Default Program), Site (EcoSite), Primary Teacher (All), Class (All), Exit Status (All), and Include Archived Children (No). A 'Submit' button is located at the bottom of this panel.

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

- 3 Choose whether or not to include **ARCHIVED CHILDREN**.

- 4 Select **SUBMIT**.

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

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

The screenshot displays the 'Manage Children' interface in MyTeachingStrategies. The main section is titled 'Reactivate Child OSEP Records'. Below the title, there is a 'View:' dropdown menu set to 'All children receiving IEP/IFSP services'. A table lists three children with their respective details. The 'Reactivate IFSP / IEP Record' column has checkboxes, with the first one checked. Below the table are 'Clear Form' and 'Submit' buttons. To the right, a 'Filter Summary' panel shows filter settings for Program, Site, Primary Teacher, Class, Status, and Include Archived Children. The 'Submit' button is highlighted with a blue circle and a line pointing to it from the instruction below.

Child	Class	Primary Teacher	Archived?	IFSP or IEP	Entry Date	Exit Date	Exit Reason	Reactivate IFSP / IEP Record
Sam Erickson	Pre-School	Beth Akers	No	IEP	09/01/2018	05/20/2019	Exit	<input checked="" type="checkbox"/>
Tianna Cotes	Pre-School	Beth Akers	No	IEP	09/04/2018	05/20/2019	Transition to Preschool/Kindergarten	<input type="checkbox"/>
Troy Johnson	Pre-School	Beth Akers	No	IEP	10/07/2018	05/20/2019	90+ Days Inactive	<input type="checkbox"/>

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

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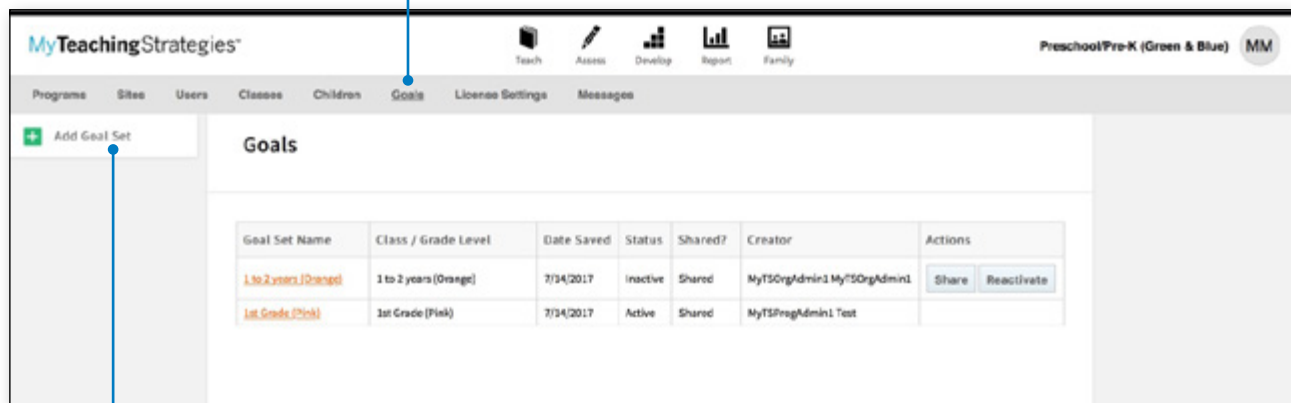
## Goals

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

### Adding or Editing a Goal Set

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

- 1 Select **GOALS** from the Administration sub-navigation.



The screenshot shows the MyTeachingStrategies interface. At the top, there are navigation icons for Teach, Assess, Develop, Report, and Family. Below these is a sub-navigation bar with links for Programs, Sites, Users, Classes, Children, Goals, License Settings, and Messages. The 'Goals' link is highlighted. On the left-hand side, there is a sidebar with a green plus icon and the text 'Add Goal Set'. The main content area is titled 'Goals' and contains a table with the following data:

Goal Set Name	Class / Grade Level	Date Saved	Status	Shared?	Creator	Actions
<a href="#">1 to 2 years (Orange)</a>	1 to 2 years (Orange)	7/31/2017	Inactive	Shared	MyT5OrgAdmin1 MyT5OrgAdmin1	<a href="#">Share</a> <a href="#">Reactivate</a>
<a href="#">1st Grade (Pink)</a>	1st Grade (Pink)	7/31/2017	Active	Shared	MyT5ProgAdmin1 Test	

- 2 Select **ADD GOAL SET** in the left-hand navigation.

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**1** Select an **AGE** or **CLASS/GRADE**.

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

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

**4** Select **NEXT**.

The screenshot shows the 'Add Goal Set' page in MyTeachingStrategies. The top navigation bar includes 'Library', 'Teach', 'Assess', 'Develop', 'Report', 'Family', and 'The Hub'. The main navigation bar includes 'Programs', 'Sites', 'Users', 'Classes', 'Children', 'Goals', 'License Settings', and 'Messages'. The 'Goals' section is active. The 'Add Goal Set' form has a 'Back to Goals' link. The 'Age or Class / Grade' section has radio buttons for 'Birth to 1 year (Red)', '1 to 2 years (Orange)', '2 to 3 years (Yellow)', 'Preschool 3 class/grade (Green)', 'Pre-K4 class/grade (Blue)', 'Kindergarten (Purple)', '1st Grade (Pink)', '2nd Grade (Silver)', and '3rd Grade (Brown)'. The 'Assign Objectives / Dimensions' section has a list of categories on the left: 'Social-Emotional', 'Physical', 'Language', 'Spanish Language', 'Cognitive', 'Literacy', 'Spanish Literacy', and 'Mathematics'. 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 sub-objectives with checkboxes. The 'Goal Set Name' field contains 'Twos Social-Emotional'. A 'Next' button is at the bottom right. A 'Goal Summary' sidebar on the right shows the selected age, objectives, and goal set name.

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

6 Select **SUBMIT**.

The screenshot displays the 'Add Goal Set' interface in MyTeachingStrategies GOLD. The top navigation bar includes 'Library', 'Teach', 'Assess', 'Develop', 'Report', 'Family', and 'The Hub'. Below the navigation bar, there are tabs for 'Programs', 'Sites', 'Users', 'Classes', 'Children', 'Goals', 'License', 'Settings', and 'Messages'. The main content area is titled 'Add Goal Set' and features a 'Back to Goals' link. It lists three 'Social-Emotional' objectives:

- 1. Regulates own emotions and behaviors**
  - 1a. Manages feelings: Progression levels 1-13. Level 5 is selected (blue dot), and levels 3-5 are highlighted in yellow.
- 2. Establishes and sustains positive relationships**
  - 2b. Responds to emotional cues: Progression levels 1-13. Level 3 is selected (blue dot), and levels 2-4 are highlighted in yellow.
- 2. Establishes and sustains positive relationships**
  - 2c. Interacts with peers: Progression levels 1-13. Level 3 is selected (blue dot), and levels 2-3 are highlighted in yellow.

The 'Goal Summary' sidebar on the right shows the following details:

- Age or Class / Grade:** 2 to 3 years (yellow)
- Objectives / Dimensions:** 1a. Manage feelings, 2b. Responds to emotional cues, 2c. Interacts with peers
- Goal Set Name:** Two Social-Emotional
- Buttons: Edit Criteria, Submit

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## Sharing a Goal Set

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

The screenshot displays the 'Goals' section of the MyTeachingStrategies interface. The top navigation bar includes 'MyTeachingStrategies' and icons for Library, Teach, Assess, Develop, Report, Family, and The Hub. Below the navigation bar, there are tabs for Programs, Sites, Users, Classes, Children, Goals, License Settings, and Messages. A sidebar on the left contains an 'Add Goal Set' button. The main content area features a table with the following data:

Goal Set Name	Class / Grade Level	Date Saved	Status	Shared?	Creator	Actions
<a href="#">Pre-K-4</a>	Pre-K4 class/grade (Blue)	7/30/2021	Active	Not Shared	Tim Reed	<a href="#">Share</a> <a href="#">Deactivate</a>
<a href="#">Blue</a>	Pre-K4 class/grade (Blue)	8/5/2021	Active	Not Shared	Tim Reed	<a href="#">Share</a> <a href="#">Deactivate</a>
<a href="#">Texas Social-Emotional</a>	2 to 3 years (Yellow)	3/31/2023	Active	Not Shared	Tim Reed	<a href="#">Share</a> <a href="#">Deactivate</a>

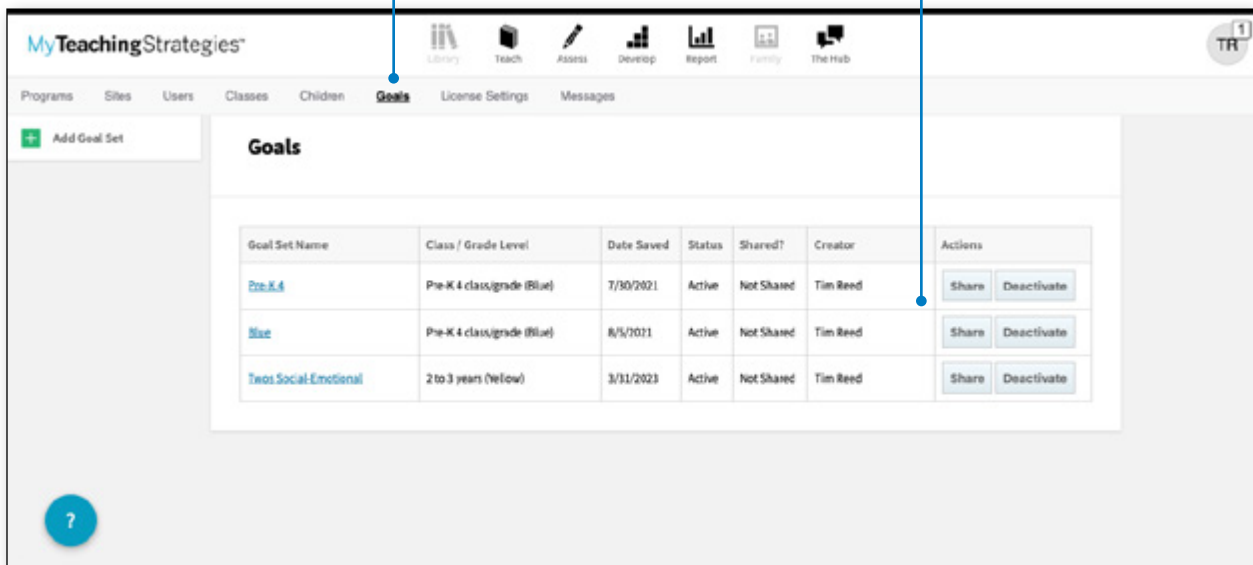
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You can share goal sets so that other administrators in the license can use the same goal sets when generating the Goals report.

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

1 Select **GOALS** from the Administration sub-navigation.

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



The screenshot shows the MyTeachingStrategies interface. The top navigation bar includes 'Library', 'Teach', 'Assess', 'Develop', 'Report', 'Family', and 'The Hub'. The sub-navigation bar includes 'Programs', 'Sites', 'Users', 'Classes', 'Children', 'Goals', 'License Settings', and 'Messages'. The 'Goals' section is active, displaying a table with the following data:

Goal Set Name	Class / Grade Level	Date Saved	Status	Shared?	Creator	Actions
<a href="#">Pre-K-4</a>	Pre-K-4 class/grade (Blue)	7/30/2021	Active	Not Shared	Tim Reed	<a href="#">Share</a> <a href="#">Deactivate</a>
<a href="#">Blue</a>	Pre-K-4 class/grade (Blue)	8/5/2021	Active	Not Shared	Tim Reed	<a href="#">Share</a> <a href="#">Deactivate</a>
<a href="#">Two's Social-Emotional</a>	2 to 3 years (Yellow)	3/31/2023	Active	Not Shared	Tim Reed	<a href="#">Share</a> <a href="#">Deactivate</a>

A blue circle with a question mark is located in the bottom left corner of the screenshot.



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## Deactivating a Goal Set

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

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

1 Select **GOALS** from the Administration sub-navigation.

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

Goal Set Name	Class / Grade Level	Date Saved	Status	Shared?	Creator	Actions
<a href="#">Pre-K-4</a>	Pre-K-4 class/grade (Blue)	7/30/2021	Active	Not Shared	Tim Reed	<a href="#">Share</a> <a href="#">Deactivate</a>
<a href="#">Blue</a>	Pre-K-4 class/grade (Blue)	8/5/2021	Active	Not Shared	Tim Reed	<a href="#">Share</a> <a href="#">Deactivate</a>
<a href="#">Texas Social-Emotional</a>	2 to 3 years (Yellow)	3/31/2023	Active	Not Shared	Tim Reed	<a href="#">Share</a> <a href="#">Deactivate</a>

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## Reactivating a Goal Set

1 Select **GOALS** from the Administration sub-navigation.

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

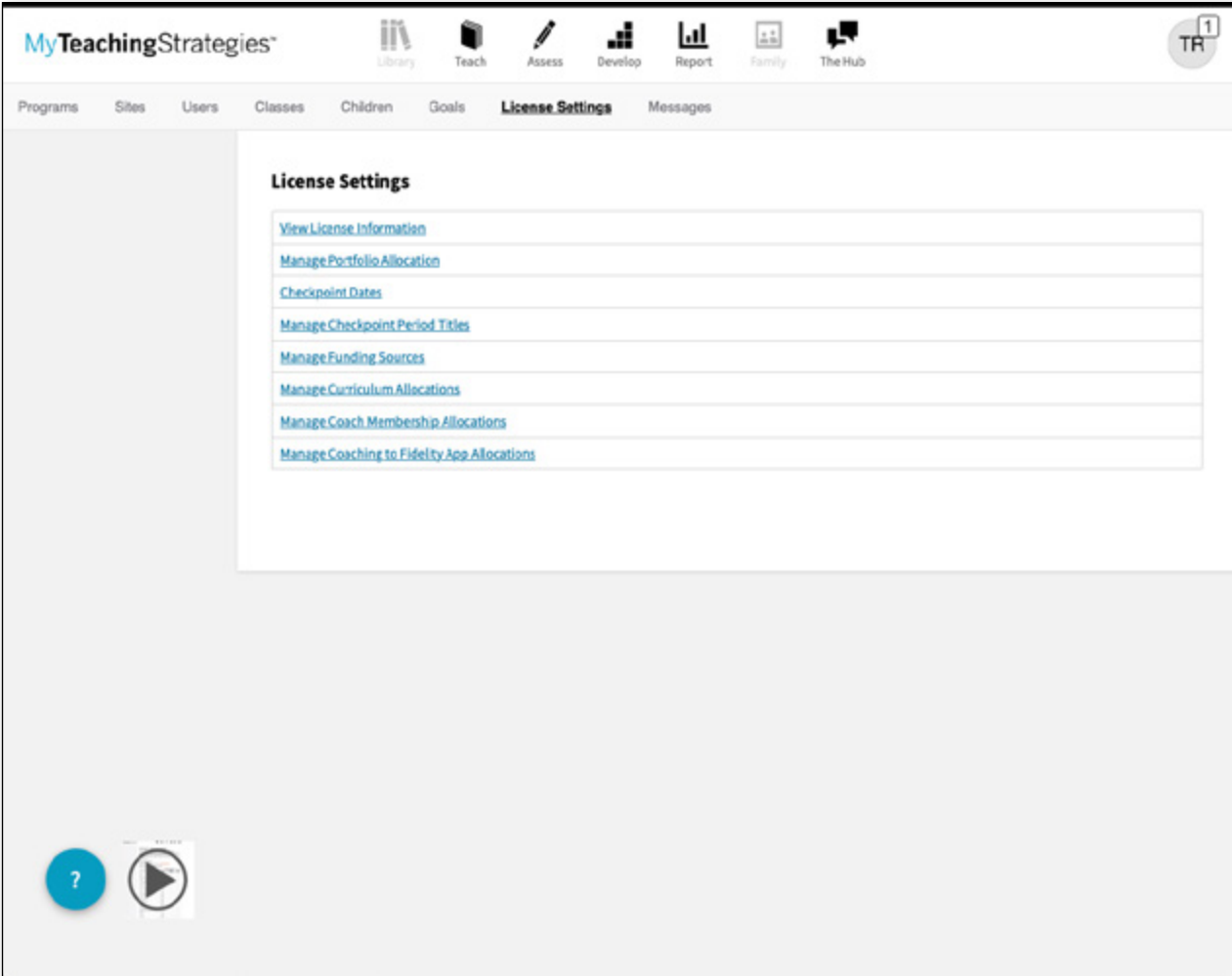
Goal Set Name	Class / Grade Level	Date Saved	Status	Shared?	Creator	Actions
<a href="#">Pre-K,4</a>	Pre-K 4 class/grade (Blue)	7/30/2021	Active	Not Shared	Tim Reed	<a href="#">Share</a> <a href="#">Reactivate</a>
<a href="#">Blue</a>	Pre-K 4 class/grade (Blue)	8/5/2021	Active	Not Shared	Tim Reed	<a href="#">Share</a> <a href="#">Deactivate</a>
<a href="#">Two's Social-Emotional</a>	2 to 3 years (Yellow)	3/31/2023	Active	Not Shared	Tim Reed	<a href="#">Share</a> <a href="#">Deactivate</a>

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

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## License Settings

The License Settings area enables you to manage your portfolio allocation, set checkpoint dates, manage checkpoint period titles, manage your funding sources, and view your license information. The following pages cover the options listed on the License Settings page (as shown in the screenshot below).



The screenshot displays the MyTeachingStrategies interface. At the top, the logo "MyTeachingStrategies®" is on the left, and navigation icons for Library, Teach, Assess, Develop, Report, Family, and The Hub are on the right. A "TR" notification badge is in the top right corner. Below the logo, a navigation bar includes "Programs", "Sites", "Users", "Classes", "Children", "Goals", "License Settings" (highlighted), and "Messages". The main content area is titled "License Settings" and contains a list of links: "View License Information", "Manage Portfolio Allocation", "Checkpoint Dates", "Manage Checkpoint Period Titles", "Manage Funding Sources", "Manage Curriculum Allocations", "Manage Coach Membership Allocations", and "Manage Coaching to Fidelity App Allocations". In the bottom left corner, there are two circular icons: a blue one with a white question mark and a white one with a play button symbol.

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## View License Information

This screen lists all license activity for your organization.

The screenshot displays the 'View License Information' page for 'Teaching Strategies'. The page is divided into several sections: General Information, License Information, License Usage, and Support.

**Teaching Strategies — View**  
GENERAL INFORMATION [Edit](#)

<b>Name</b>	Teaching Strategies
<b>Address</b>	4500 East-West Highway Bethesda, MD 20814
<b>Phone</b>	555-555-5555

**SUPPORT**

- [Support](#)
- [Guide for Administrators:](#)
- [Administration](#)
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**LICENSE INFORMATION**

- [View License History](#)
- [Manage Portfolio Allocation](#)
- [Manage Curriculum Allocations](#)
- [Manage Custom Funding Sources](#)
- [Manage Custom Quality Indicators](#)
- [Manage Custom Progress Checkpoint Periods](#)
- [Manage Custom Period Titles](#)
- [Manage Custom Weekly Planning Form](#)

<b>License Started on</b>	03/08/2021
<b>License Expires on</b>	03/07/2024
<b>Trial License</b>	No
<b>Summer Session</b>	Yes
<b>Assess Content Areas</b>	Yes
<b>OSEP Enabled</b>	Yes
<b>Allow Other Assessments</b>	Yes
<b>Teacher Views Enabled</b>	Teaching Strategies GOLD with OSEP Reports Functionality and OSEP Reports Functionality Only
<b>Child Licenses</b>	500
<b>Archive Limit</b>	125
<b>Expanded PD Limit</b>	0
<b>Contact Name</b>	Eliot Shain
<b>Contact E-mail</b>	<a href="mailto:eliots@teachingstrategies.com">eliots@teachingstrategies.com</a>

**LICENSE USAGE**

<b>Number of Programs</b>	7
<b>Number of Sites</b>	158
<b>Active Children</b>	16,963
<b>Archived Children</b>	79

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## Manage Portfolio Allocation

This screen enables you to cap the number of active and archived children for each program in your organization. Using this feature is optional.

MyTeachingStrategies®

Teach
Assess
Develop
Report
Family

19  
IS

### Lo: Pilot Programs — Portfolio Allocation

This screen enables you to put a cap on the maximum number of active and archived children for each program in your organization. You do not need to enter data for each program, only those you wish to limit to a particular number of active and/or archived children.

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[View License History](#)

**Child Licenses: 80,000**  
**Archive Limit: 20,000**

Program	Active Children Usage	Existing Active Site Allocations	Active Children Allocation	Archived Children Usage	Existing Archived Site Allocations	Archived Children Allocation
School Board	599	0	<input type="text"/>	6	0	<input type="text"/>
Agenda	4,181	0	<input type="text"/>	3,654	0	<input type="text"/>
Par School	467	0	<input type="text"/>	750	0	<input type="text"/>
Action	950	0	<input type="text"/>	1,659	0	<input type="text"/>
Early Head Start	52	0	<input type="text"/>	2	0	<input type="text"/>
Allen	379	0	<input type="text"/>	425	0	<input type="text"/>
Ascension	875	0	<input type="text"/>	1,273	0	<input type="text"/>
<b>Total</b>	<b>7,512</b>	<b>0</b>	<b>0</b> <small>(80000 unallocated)</small>	<b>8,519</b>	<b>0</b>	<b>0</b> <small>(20000 unallocated)</small>

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## Checkpoint Dates

This screen enables you to customize checkpoint periods for your organization.



Scan QR code to learn more.

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Library
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Family
The Hub

TR

Programs
Sites
Users
Classes
Children
Goals
License Settings
Messages

### License Settings

**Teaching Strategies - Custom Progress Checkpoint Periods**

Update or reset custom checkpoint period dates for your organization. To change your custom checkpoint period dates, select Edit and then choose new dates. Once you are finished making changes, select Submit to save the new dates.

**2023/2024**

Your Customization: Infants, Toddlers & Twos Edit Reset

Period	Start Date	End Date	Checkpoint Due Date
Fall	06/04/2023	12/31/2023	12/31/2023
Winter	01/01/2024	02/14/2024	02/14/2024
Spring	02/15/2024	05/31/2024	05/31/2024
Summer	06/01/2024	06/03/2024	07/31/2024

Your Customization: Preschool, Pre-K, Kindergarten, First Grade, Second Grade, Third Grade Edit Reset

Period	Start Date	End Date	Checkpoint Due Date
Fall	06/04/2023	12/31/2023	12/31/2023
Winter	01/01/2024	02/14/2024	02/14/2024
Spring	02/15/2024	05/31/2024	05/31/2024
Summer	06/01/2024	06/03/2024	07/31/2024

**2022/2023**

Your Customization: Infants, Toddlers & Twos Edit Reset

Period	Start Date	End Date	Checkpoint Due Date
Fall	06/04/2022	12/31/2022	12/31/2022
Winter	01/01/2023	02/14/2023	02/14/2023
Spring	02/15/2023	05/31/2023	05/31/2023
Summer	06/01/2023	06/03/2023	07/31/2023

Your Customization: Preschool, Pre-K, Kindergarten, First Grade, Second Grade, Third Grade Edit Reset

Period	Start Date	End Date	Checkpoint Due Date
Fall	06/04/2022	12/31/2022	12/31/2022
Winter	01/01/2023	02/14/2023	02/14/2023
Spring	02/15/2023	05/31/2023	05/31/2023
Summer	06/01/2023	06/03/2023	07/31/2023

**2021/2022**

Your Customization: Infants, Toddlers & Twos Edit Reset

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## Manage Checkpoint Period Titles

This screen enables you to customize period titles for your organization.

**Teaching Strategies — Manage Period Titles**

This screen enables you to customize period titles for your organization.

Period	Custom Name (English)	Custom Name (Español)	
Fall	Fall*	el otoño*	<a href="#">EDIT</a>
Winter	Winter*	el invierno*	<a href="#">EDIT</a>
Spring	Spring*	la primavera*	<a href="#">EDIT</a>
Summer	Summer*	el verano*	<a href="#">EDIT</a>

\* Denotes an inherited value

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## Manage Funding Sources

This screen enables you to add, edit, and delete custom funding sources for your organization.

**MyTeachingStrategies®** Library Teach Assess Develop Report Family The Hub TR 1

### Teaching Strategies — Funding Sources

This screen enables you to add, edit, and delete custom funding sources for your organization.

Note that the following funding sources are available to all organizations in the system and cannot be removed.

- Child Care
- Child Care and Development Block Grant
- Even Start
- Family Child Care
- Head Start
- Medicaid
- Military
- Multiple Funding Sources
- Other
- Part B Section 619
- Part C Early Intervention
- Pre-K
- Private
- TANF
- Title I

[Add a Custom Funding Source](#) [Add a Custom Funding Source Group](#)

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## Allocating Additional Teaching Strategies Products

This page is where administrators can allocate other Teaching Strategies product licenses to classes, including The Creative Curriculum Cloud and AI's Pals digital access. You will need to allocate these licenses in order for your teachers to gain access to these products.



Scan QR code to learn more.

MyTeachingStrategies®

Library
Teach
Assess
Develop
Report
Family
The Hub

TR <sup>1</sup>

### Teaching Strategies — Manage Curriculum Allocations

This screen enables you to allocate licenses to your programs and view the number of licenses in use.

View your existing allocation of licenses under Program Licenses Allocated; to change this allocation, enter your desired allocation under Change Program Licenses Allocated and click Update Program Allocations. Please note that this number replaces, rather than adds to, the existing number of Program Licenses Allocated.

View the number of licenses programs have assigned to their classes, i.e., the number of licenses programs are using, under Class Licenses in Use.

**Choose License to Allocate**

Creative Curriculum® Cloud (07/01/2021 - 06/30/2030) Select License

**Creative Curriculum® Cloud Organization Licenses Allocated: 500**

Program Name (6 Programs)	Creative Curriculum® Cloud		
	Program Licenses Allocated	Change Program Licenses Allocated	Class Licenses in Use
Coach Program	12 <a href="#">remove all</a>	<input type="text"/>	12
Conference Program	No Access	<input type="text"/>	0
Demo Classes MASTER DNT	No Access	<input type="text"/>	0
External	No Access	<input type="text"/>	0
External Program	No Access	<input type="text"/>	0
TS Program	2 <a href="#">remove all</a>	<input type="text"/>	2
<b>Totals</b>	<b>14</b>	<b>486 out of 500 available</b>	<b>14</b>

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## Allocating to Programs

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

1

Select a The Creative Curriculum Cloud or AI's Pals digital access subscription, then **SELECT LICENSE**.

2

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

**Choose License to Allocate**

Digital Curriculum Licenses (12/22/2016 - 12/22/2017) **SELECT LICENSE**

Digital Curriculum Organization Licenses Allocated: 63

Program Name (1 Programs)	Digital Curriculum Title		
	Program Licenses Allocated	Change Program Licenses Allocated	Class Licenses in Use
Default Program	63 <a href="#">remove all</a>	<input type="text"/>	18
<b>Totals</b>	63	0 out of 63 available	18

**UPDATE PROGRAM ALLOCATIONS**

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3

Select **UPDATE PROGRAM ALLOCATIONS**.

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## Allocate to Sites

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

- 1 Select a The Creative Curriculum Cloud or AI's Pals digital access subscription, then **SELECT LICENSE**.
- 2 Type in the number of total licenses you wish each site to have in the **CHANGE SITE LICENSES ALLOCATED** column.

**Coach Program — Manage Curriculum Allocations**

This screen enables you to allocate licenses to your sites and view the number of licenses in use.

View your existing allocation of licenses under Site Licenses Allocated; to change this allocation, enter your desired allocation under Change Site Licenses Allocated and click Update Site Allocations. Please note that this number replaces, rather than adds to, the existing number of Site Licenses Allocated.

View the number of licenses sites have assigned to their classes, i.e., the number of licenses sites are using, under Class Licenses in Use.

**Choose License to Allocate**

Creative Curriculum® Cloud (07/01/2021 - 06/30/2030)

**Creative Curriculum® Cloud Program Licenses Allocated: 12**

Site Name (2 Sites)	Creative Curriculum® Cloud		Class Licenses in Use
	Site Licenses Allocated	Change Site Licenses Allocated	
Education Consultants	6 <a href="#">remove all</a>	<input type="text"/>	5
PDN Coaching Support	10 <a href="#">remove all</a>	<input type="text"/>	7
<b>Totals</b>	<b>16</b>	<b>0 out of 12 available</b>	<b>12</b>

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- 3 Select **UPDATE SITE ALLOCATIONS**.

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## Allocate to Classes

If you are a site-level administrator, you can allocate licenses to participating classrooms.

1 Select a The Creative Curriculum Cloud or AI's Pals digital access subscription, then **SELECT LICENSE**.

2 Select the checkbox next to each class that you would like to allocate licenses to in the **UPDATE CLASS ALLOCATIONS** column.

**MyTS Admin Demo Site — Manage Digital Curriculum Allocation**

The Manage Digital Curriculum Allocation screen enables you to view, allocate, or deallocate Digital Curriculum™ licenses to classes. View the columns to see which classes licenses are checked as in use.

**Choose License to Allocate**

Digital Curriculum Licenses (05/12/2017 - 05/12/2020) **SELECT LICENSE**

**Site Licenses Allocated: 100**

Class Name (54 Classes)	Primary Teacher	Class Curriculum Type	Plan Type	Digital Curriculum Title Check All Uncheck All
Infants, Toddlers, and Twos	Ariana Lopez	Infants, Toddlers & Twos	IT2	<input checked="" type="checkbox"/>
Infants, Toddlers, and Twos	Elizabeth Hamilton	Infants, Toddlers & Twos	IT2	<input checked="" type="checkbox"/>
Infants, Toddlers, and Twos	Eric Butcher	Infants, Toddlers & Twos	IT2	<input checked="" type="checkbox"/>
Infants, Toddlers, and Twos	Erika Argueta	Infants, Toddlers & Twos	IT2	<input checked="" type="checkbox"/>
Infants, Toddlers, and Twos	Heather Drinovsky	Infants, Toddlers & Twos	IT2	<input checked="" type="checkbox"/>
Infants, Toddlers, and Twos	Jill Bickhoff	Infants, Toddlers & Twos	IT2	<input checked="" type="checkbox"/>
Infants, Toddlers, and Twos	Karen Trewartha-Wainer	Infants, Toddlers & Twos	IT2	<input checked="" type="checkbox"/>
Infants, Toddlers, and Twos	Kristy Rosen	Infants, Toddlers & Twos	IT2	<input checked="" type="checkbox"/>
Infants, Toddlers, and Twos	Lauren Zbyszinski	Infants, Toddlers & Twos	IT2	<input checked="" type="checkbox"/>
Infants, Toddlers, and Twos	Millie Archer	Infants, Toddlers & Twos	IT2	<input checked="" type="checkbox"/>

**UPDATE CLASS ALLOCATIONS**

Create Excel Report Export to PDF

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Your use of this Web site signifies your agreement to these Terms of Use.

3 Select **UPDATE CLASS ALLOCATIONS**.

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### Allocating Coach Membership Licenses

If you have subscribed to the Coach Membership, you can allocate Coach Membership licenses to users to grant them access to the Coaching to Fidelity app, on-demand courses and live virtual classes in Quorum, and the Coaches' Corner in The Hub.

- 1 Select your Coach Membership subscription.
- 2 Filter down to users by selecting your organization, a program, and a site.
- 3 Select the checkbox for any user who should have the Coach Membership.

The screenshot shows the 'License Settings' page for 'Coach Membership'. At the top, there is a dropdown menu for selecting a subscription, currently set to 'Coach Membership - Teaching Strategies - Jul 01, 2022 - Jun 30, 2050 - 5'. Below this is a summary table:

VALID UNTIL	LICENSES ALLOCATED	UNALLOCATED	UNASSIGNED
Jun 30, 2050	5 of 5	0	2

Below the summary table is a section for 'ALLOCATION & ASSIGN LICENSING' with a table that has columns for 'ALLOTTED' and 'ASSIGNED'.

	ALLOTTED	ASSIGNED
Teaching Strategies	5	3
Coach Program	5	3
Coach Site	5	3
Andy Coach		<input checked="" type="checkbox"/>
Bella Coach		<input checked="" type="checkbox"/>
Cal Coach		<input checked="" type="checkbox"/>
Celia Stokes		<input checked="" type="checkbox"/>
Elena Coach		<input checked="" type="checkbox"/>
Education Consultants		0
PDN Coaching Support		0
Conference Program		0
Demo Classes MASTER DNT		0
Demo Head Start Program		0
External		0
External Program		0
TS Program		0
	5	3

At the bottom right of the page is a blue 'Submit' button.

- 4 Select **SUBMIT**.

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## Messages

The Messages page enables you to post messages to the MyTeachingStrategies® dashboard for your staff.

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

The screenshot shows the MyTeachingStrategies interface. In the left-hand navigation, the 'Add' button is highlighted with a blue circle and a line pointing to the instruction. The main content area shows the 'Messages' page with a form for creating a new message. The form includes a title field with the text 'Family Conferences - Week of April 24th', a character count of '143 characters remaining', a priority level selection (Normal is selected), and a rich text editor for the message body containing the text 'Don't forget to send the family conference sign up link to families this week. Thank you!'. At the bottom of the form are 'Save Message' and 'Delete Message' buttons.

- 2 Select a message to edit the message.

The screenshot shows the MyTeachingStrategies interface. The 'Messages' page is displayed, showing a list of messages. The 'Select an action' section is visible, with radio buttons for 'Messages I created' (selected) and 'Messages created by others'. Below this, a list of messages is shown, with a checkbox next to 'Family Conferences - Week of April 24th' selected. A 'Save Messages' button is located at the bottom of the list.

- 3 Select **SAVE MESSAGES**.

MyTeachingStrategies®

# Teach



Weekly Plan Submissions

**Administration Handbook**

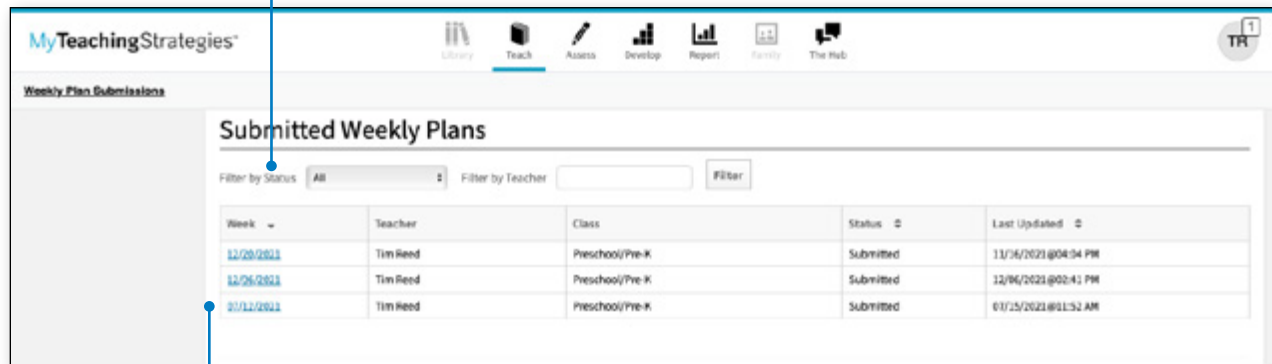
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# Weekly Plan Submissions

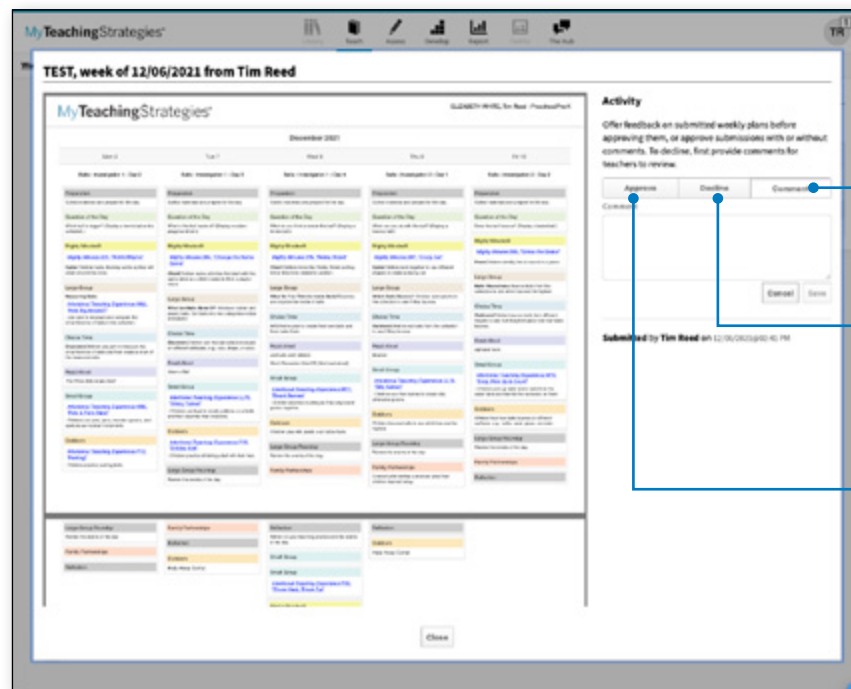
On Weekly Plan Submissions, you can review any weekly plans submitted by teachers in sites you are assigned to as an administrator.

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

Use the Filter by Status drop-down menu to filter plans that have a status of **SUBMITTED**, **RESUBMITTED**, **APPROVED**, **APPROVED WITH COMMENT**, **DECLINED WITH COMMENT**, or **COMMENT ONLY**.



To review a submitted plan, select the link to the plan under Week.



After reviewing the plan, consider the following:

Select **COMMENT** to just send a comment to the submitting teacher

Select **DECLINE** to decline the plan. You will need to add a comment to decline.

Select **APPROVE** to approve the plan. Adding a comment is optional when approving.



MyTeachingStrategies®

# Assess



[View Documentation](#)

[Scoring](#)

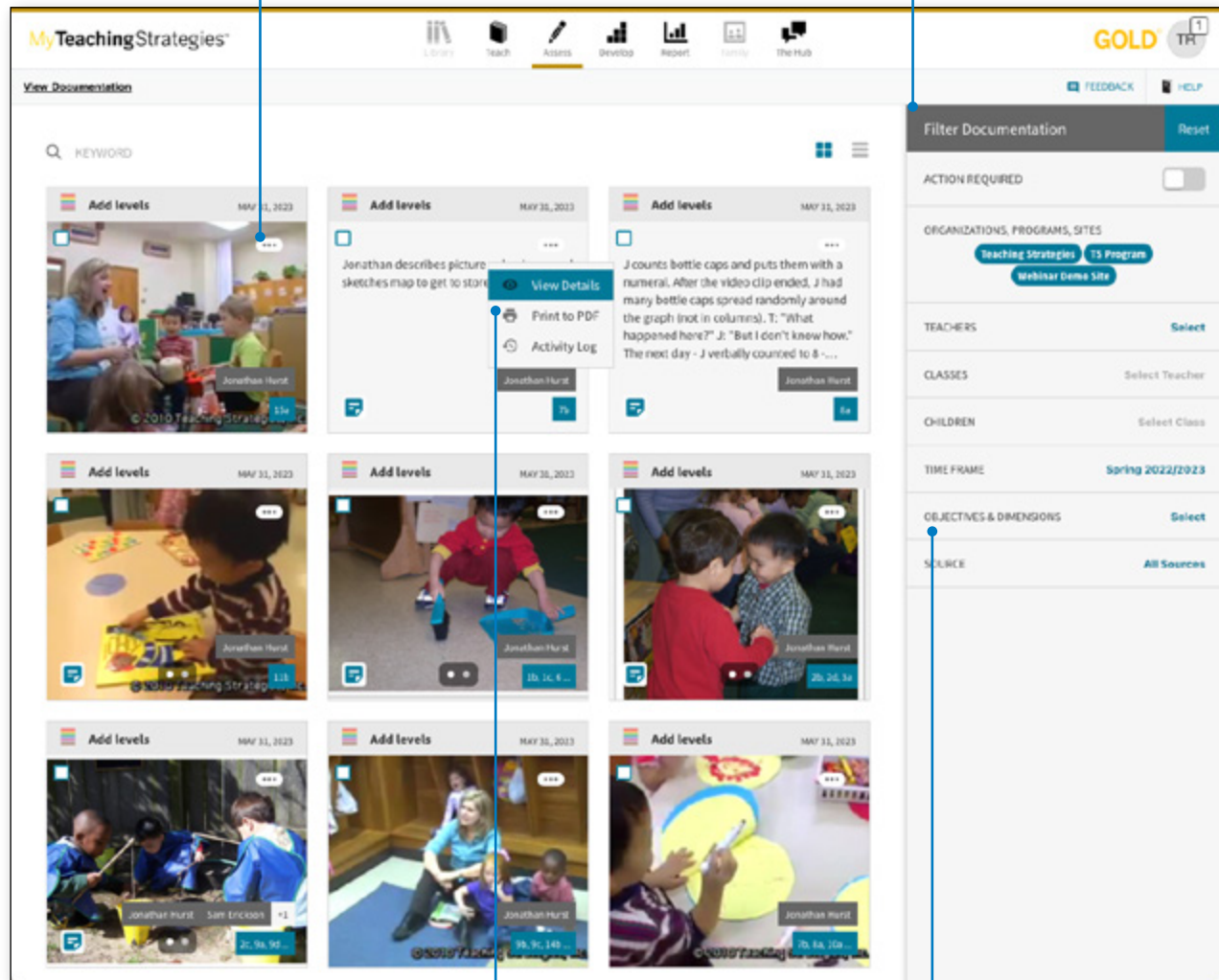
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# View Documentation

As an administrator, you can view documentation that has been added by the teachers within your administrative access. To view documentation for a class, select **VIEW DOCUMENTATION** from the Assess sub-navigation.

Select the ellipses to view the documentation, print the documentation, or check the activity history.

Under Filter Documentation, first filter to a program and then site. You can view documentation in one site at a time.



3

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

You can then filter documentation for specific classes or children, checkpoint periods, and objectives and dimensions.

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# What are raw scores on GOLD reports?

This is an FAQ article on outcome reports available to administrators using GOLD.

Interpreting GOLD outcomes reports requires an understanding of scores related to dimensions, objectives, and areas. This understanding is particularly necessary to read the Snapshot Reports and the Growth (Birth Through Third Grade) Report.

## Dimension Scores

When a child’s knowledge, skills, and abilities are evaluated in relation to a dimension, the teacher selects a level along a progression of development and learning. The numerical level is also the score for the dimension. “Not Yet” is a score of 0; level 1 is a score of 1; level 2 is a score of 2; and so on. For example, if Aniyah’s knowledge, skills, and abilities are evaluated at level 5 for Objective 17a, they are scored as 5. It is important to note that the progressions differ between objectives, so a level 5 for Objective 17a is not necessarily the same as a level 5 for, say, Objective 1a.

**Objective 17** Demonstrates knowledge of print and its uses

**a. Uses and appreciates books and other texts**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p><b>Shows interest in books</b></p> <ul style="list-style-type: none"> <li>Gazes at the pages of a book</li> <li>Brings book to adult to read</li> </ul>		<p><b>Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</b></p> <ul style="list-style-type: none"> <li>Hands teacher book and says, "Let's read <i>Conjuryp!</i>"</li> </ul>	<p><b>Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</b></p> <ul style="list-style-type: none"> <li>Says, "I want to read this Dr. Seuss book today."</li> <li>Says, "Eric Carle wrote this book. He is the author."</li> <li>Selects a book in the library and talks to the librarian about the front and back cover; points out the title page when prompted</li> </ul>	<p><b>Uses various types of books for their intended purposes</b></p> <ul style="list-style-type: none"> <li>Selects a nonfiction book about insects to identify the butterfly seen on the playground</li> </ul>	<p><b>Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)</b></p> <ul style="list-style-type: none"> <li>Selects a simple storybook to read when finished with an assignment</li> <li>Checks the glossary when teacher suggests using it to find out the meaning of gill while looking at a book about sharks</li> <li>Determines that a classmate's book is fiction because it has a talking dog. Says, "My library book is also about dogs, but it's nonfiction. The dogs don't talk."</li> </ul>	<p><b>Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</b></p> <ul style="list-style-type: none"> <li>Selects a book of jokes from the e-books menu to read so she can tell a joke to the teacher</li> <li>Independently checks the glossary to determine the meaning of a bolded word in science text</li> <li>During a class discussion of <i>James and the Giant Peach</i>, describes the basic story structure</li> </ul>	<p><b>Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</b></p> <ul style="list-style-type: none"> <li>Reads a grade-appropriate newspaper article about construction of a new recycling center</li> <li>Uses key words and follows hyperlinks when searching the Web for information related to a class project</li> <li>When writing about a poem he has read, uses the word stanza to refer to particular text</li> </ul>							

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## Objective Scores

To calculate a score for a child’s knowledge, skills, and abilities as they relate to an objective, GOLD sums the scores for all dimensions of that objective. For example, if Aniyah’s knowledge, skills, and abilities are evaluated as being at level 5 for Objective 17a and at level 6 for Objective 17b, they are scored as 11 for Objective 17. Dimensions are not offered for Objectives 4, 5, 6, 13, and 23–38. The score for each of those objectives is the level the teacher identifies for the objective, not the sum of other scores.

**Objective 17** Demonstrates knowledge of print and its uses

**a. Uses and appreciates books and other texts**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Shows interest in books • Gazes at the pages of a book • Brings book to adult to read		Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers • Hands teacher book and says, "Let's read Corduroy!"	Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors • Says, "I want to read this Dr. Seuss book today." • Says, "Eric Carle wrote this book. He is the author." • Selects a book in the library and talks to the librarian about the front and back cover; points out the title page when prompted	Uses various types of books for their intended purposes • Selects a nonfiction book about insects to identify the butterfly seen on the playground.	Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons) • Selects a simple storybook to read when finished with an assignment • Checks the glossary when teacher suggests using it to find out the meaning of gill while looking at a book about sharks • Determines that a classmate's book is fiction because it has a talking dog. Says, "My library book is also about dogs, but it's nonfiction. The dogs don't talk."	Locates information using text features (captions, bold print, subheadings, glossaries, electronic menus, icons) and dictionaries; understands story structure • Selects a book of jokes from the e-books menu to read so she can tell a joke to the teacher • Independently checks the glossary to determine the meaning of a bolded word in science text • During a class discussion of James and the Giant Peach, describes the basic story structure	Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together • Reads a grade-appropriate newspaper article about construction of a new recycling center • Uses key words and follows hyperlinks when searching the Web for information related to a class project • When writing about a poem he has read, uses the word stanza to refer to particular text							

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**Objective 17** Demonstrates knowledge of print and its uses

**b. Uses print concepts**

Not Yet	1	2	3	4	5	6	7	8	9	10	11
	Shows understanding that text is meaningful and can be read • Points to the words on the sign by the fish bowl and says, "Just one pinch!"		Indicates where to start reading and the direction to follow • Points to beginning of text on the page when pretending to read and moves finger left to right as she continues down the page	Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation • Points to the word /spopotamus and says, "That's a long word." • Says, "That means stop reading," as he points to a period at the end of a sentence.	Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line • Touches each word on the page while reciting the words from Brown Bear, Brown Bear, What Do You See? • Picks up finger and returns it to the beginning of the next line when pretend reading	Distinguishes features of a sentence, including capitalization and punctuation • Says, "I think there are four sentences in this passage because I see four periods." • Reminds friend to look at the ending punctuation to know whether it stops, shows excitement, or asks a question					

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## Area Scores

To calculate an area score for a child's knowledge, skills, and abilities, GOLD sums the scores for all objectives in that area. For example, if Anyiah's knowledge, skills, and abilities were scored at 11 for Objective 15, 4 for Objective 16, 11 for Objective 17, 10 for Objective 18, and 10 for Objective 19, the raw score for her performance in the area of literacy would be 46.

Objectives and Area	Scores for Anyiah's Literacy Knowledge and Skills
Obj. 15. Demonstrates phonological awareness	11
Obj. 16. Demonstrates knowledge of the alphabet	4
Obj. 17. Demonstrates knowledge of print and its uses	11
Obj. 18. Comprehends and responds to books and other texts	10
Obj. 19. Demonstrates emergent writing skills	10
<b>Literacy Area Score</b>	<b>46</b>





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## Widely Held Expectations for an Objective

To identify the beginning of the range of widely held expectations for an age or class/grade for an objective, GOLD sums the beginning levels of all related dimensions for that age or class/grade. To identify the end of the range of widely held expectations for an age or class/grade for an objective, GOLD sums the ending levels of all related dimensions for that age or class/grade. For example, expectations for the pre-K 4 class/grade (blue colored band) begin at level 4 and end at level 7 for Objective 17a. For Objective 17b, expectations begin at level 3 and end at level 6. Therefore, widely held expectations for Objective 17 in pre-K classes/grades range from (4 + 3) to (7 + 6), or from 7 to 13. The raw score for Aniyah’s knowledge, skills, and abilities related to Objective 17 is 11, which falls within the range of 7–13. Her performance meets widely held expectations for the pre-K 4 class/grade (blue colored band) for Objective 17.

**Objective 17** Demonstrates knowledge of print and its uses

**a. Uses and appreciates books and other texts**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Shows interest in books <ul style="list-style-type: none"> <li>Gazes at the pages of a book</li> <li>Brings book to adult to read</li> </ul>		Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers <ul style="list-style-type: none"> <li>Hands teacher book and says, "Let's read <i>Conduroy!</i>"</li> </ul>	Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors <ul style="list-style-type: none"> <li>Says, "I want to read this <i>Dr. Seuss</i> book today."</li> <li>Says, "Eric Carle wrote this book. He is the author."</li> <li>Selects a book in the library and talks to the librarian about the front and back cover; points out the title page when prompted</li> </ul>	Uses various types of books for their intended purposes <ul style="list-style-type: none"> <li>Selects a nonfiction book about insects to identify the butterfly seen on the playground</li> </ul>	Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons) <ul style="list-style-type: none"> <li>Selects a simple storybook to read when finished with an assignment</li> <li>Checks the glossary when teacher suggests using it to find out the meaning of <i>gill</i> while looking at a book about sharks</li> <li>Determines that a classmate's book is fiction because it has a talking dog. Says, "My library book is also about dogs, but it's nonfiction. The dogs don't talk."</li> </ul>	Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure <ul style="list-style-type: none"> <li>Selects a book of jokes from the e-books menu to read so she can tell a joke to the teacher</li> <li>Independently checks the glossary to determine the meaning of a bolded word in science text</li> <li>During a class discussion of James and the Giant Peach, describes the basic story structure</li> </ul>	Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together <ul style="list-style-type: none"> <li>Reads a grade-appropriate newspaper article about construction of a new recycling center</li> <li>Uses key words and follows hyperlinks when searching the Web for information related to a class project</li> <li>When writing about a poem he has read, uses the word stanza to refer to particular text</li> </ul>							

Notes:

**Objective 17** Demonstrates knowledge of print and its uses

**b. Uses print concepts**

Not Yet	1	2	3	4	5	6	7	8	9	10	11
	Shows understanding that text is meaningful and can be read <ul style="list-style-type: none"> <li>Points to the words on the sign by the fish bowl and says, "Just one pinch!"</li> </ul>		Indicates where to start reading and the direction to follow <ul style="list-style-type: none"> <li>Points to beginning of text on the page when pretending to read and moves finger left to right as she continues down the page</li> </ul>	Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation <ul style="list-style-type: none"> <li>Points to the word <i>hippopotamus</i> and says, "That's a long word."</li> <li>Says, "That means stop reading," as he points to a period at the end of a sentence</li> </ul>	Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line <ul style="list-style-type: none"> <li>Touches each word on the page while reciting the words from <i>Brown Bear, Brown Bear, What Do You See?</i></li> <li>Picks up finger and returns it to the beginning of the next line when pretend reading</li> </ul>	Distinguishes features of a sentence, including capitalization and punctuation <ul style="list-style-type: none"> <li>Says, "I think there are four sentences in this passage because I see four periods."</li> <li>Reminds friend to look at the ending punctuation to know whether it stops, shows excitement, or asks a question</li> </ul>					

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## Widely Held Expectations for an Area

To identify the beginning of the range of widely held expectations for an age or class/grade in an area, GOLD sums the beginning levels of all related objectives for that age or class/grade. To identify the end of the range of widely held expectations for an age or class/grade in an area, GOLD sums the ending levels of all related objectives for that age or class/grade. For example, for the pre-K 4 class/grade (blue colored band), widely held expectations in the literacy area range from 9–19 for Objective 15, from 4–10 for Objective 16, from 7–13 for Objective 17, from 8–18 for Objective 18, and from 12–21 for Objective 19. Therefore, the range of widely held expectations for literacy is  $(9 + 4 + 7 + 8 + 12)$  to  $(19 + 10 + 13 + 18 + 21)$ , or 40–81. The score for Aniyah's literacy knowledge, skills, and abilities is 46, which falls within the range of 40–81. Her performance meets widely held expectations for the pre-K 4 class/grade for literacy.

Objectives and Area	Widely Held Expectations for Pre-K 4 (Blue Colored Band)	Scores for Aniyah's Literacy Knowledge, Skills, and Abilities
Obj. 15. Demonstrates phonological awareness	9-19	11
Obj. 16. Demonstrates knowledge of the alphabet	4-10	4
Obj. 17. Demonstrates knowledge of print and its uses	7-13	11
Obj. 18. Comprehends and responds to books and other texts	8-18	10
Obj. 19. Demonstrates emergent writing skills	12-21	10
Literacy Area Range (Sums)	40-81	46

## Ranges of Widely Held Expectations for Each Age or Class/Grade, by Area

The widely held expectations for each age or class/grade are shown below for the following areas: social-emotional, physical, language, Spanish language, cognitive, literacy, Spanish literacy, and mathematics. You will not see widely held expectations for the areas of science and technology, social studies, the arts, and English language acquisition because research does not yet support the definition of appropriate expectations.





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Area	Colored band	Age/Class/Grade	Raw Score Range for "Meeting" WHE		Scaled Score* Range for "Meeting" WHE		Raw Score Cut for "Accomplished" K-Readiness	Scaled Score* Cut for "Accomplished" K-Readiness
			Low	High	Low	High		
Social-Emotional	Red	Birth to 1 year	4	16	110	258	48	453
	Orange	1-2 years	14	30	240	354		
	Yellow	2-3 years	24	39	318	403		
	Green	Preschool 3	34	50	376	463		
	Blue	Pre-K 4	46	61	442	522		
	Purple	Kindergarten	56	74	494	599		
	Pink	1st Grade	74	87	599	674		
	Silver	2nd Grade	87	99	674	747		
	Brown	3rd Grade	96	106	729	805		
Physical	Red	Birth to 1 year	4	12	141	320	30	568
	Orange	1-2 years	12	19	320	428		
	Yellow	2-3 years	18	26	411	518		
	Green	Preschool 3	23	32	482	593		
	Blue	Pre-K 4	29	39	556	668		
	Purple	Kindergarten	35	45	625	726		
	Pink	1st Grade	43	51	710	771		
	Silver	2nd Grade	49	58	757	818		
	Brown	3rd Grade	55	64	798	870		
Language	Red	Birth to 1 year	3	15	100	258	46	497
	Orange	1-2 years	14	29	248	372		
	Yellow	2-3 years	25	39	341	445		
	Green	Preschool 3	34	49	410	524		
	Blue	Pre-K 4	43	58	473	602		
	Purple	Kindergarten	53	65	560	659		
	Pink	1st Grade	65	80	659	746		
	Silver	2nd Grade	81	95	752	814		
	Brown	3rd Grade	94	107	811	861		

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Area	Colored band	Age/Class/Grade	Raw Score Range for "Meeting" WHE		Scaled Score* Range for "Meeting" WHE		Raw Score Cut for "Accomplished" K-Readiness	Scaled Score* Cut for "Accomplished" K-Readiness
			Low	High	Low	High		
Cognitive	Red	Birth to 1 year	2	13	75	224	49	465
	Orange	1-2 years	9	27	184	326		
	Yellow	2-3 years	23	39	298	401		
	Green	Preschool 3	36	52	381	481		
	Blue	Pre-K 4	46	66	448	563		
	Purple	Kindergarten	59	84	521	642		
	Pink	1st Grade	84	100	642	709		
	Silver	2nd Grade	100	118	709	791		
	Brown	3rd Grade	117	132	787	895		
Literacy	Red	Birth to 1 year	0	2	0	207	53	511
	Orange	1-2 years	2	13	207	377		
	Yellow	2-3 years	12	28	369	454		
	Green	Preschool 3	26	52	446	509		
	Blue	Pre-K 4	40	81	487	560		
	Purple	Kindergarten	65	115	533	634		
	Pink	1st Grade	119	142	646	721		
	Silver	2nd Grade	145	163	731	783		
	Brown	3rd Grade	163	181	783	837		
Mathematics	Red	Birth to 1 year	0	2	0	93	40	392
	Orange	1-2 years	2	12	93	239		
	Yellow	2-3 years	10	24	218	320		
	Green	Preschool 3	20	36	298	376		
	Blue	Pre-K 4	35	53	371	446		
	Purple	Kindergarten	49	72	429	523		
	Pink	1st Grade	73	95	527	627		
	Silver	2nd Grade	95	117	627	711		
	Brown	3rd Grade	117	139	711	829		

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Area	Colored band	Age/Class/Grade	Raw Score Range for "Meeting" WHE		Scaled Score* Range for "Meeting" WHE		Raw Score Cut for "Accomplished" K-Readiness	Scaled Score* Cut for "Accomplished" K-Readiness
			Low	High	Low	High		
Spanish Language	Red	Birth to 1 year	3	15	100	258	46	497
	Orange	1-2 years	14	29	248	372		
	Yellow	2-3 years	25	39	341	445		
	Green	Preschool 3	34	49	410	524		
	Blue	Pre-K 4	43	58	473	602		
	Purple	Kindergarten	53	65	560	659		
	Pink	1st Grade	65	80	659	746		
	Silver	2nd Grade	81	95	752	814		
	Brown	3rd Grade	94	107	811	861		
Spanish Literacy	Red	Birth to 1 year	0	2	0	207	53	511
	Orange	1-2 years	2	13	207	377		
	Yellow	2-3 years	12	28	369	454		
	Green	Preschool 3	26	52	446	509		
	Blue	Pre-K 4	40	81	487	560		
	Purple	Kindergarten	65	115	533	634		
	Pink	1st Grade	119	142	646	721		
	Silver	2nd Grade	145	163	731	783		
	Brown	3rd Grade	163	181	783	837		

\*GOLD® scaled scores are calculated automatically in Teaching Strategies' online platform.

MyTeachingStrategies®

# Develop



Quorum

Interrater Reliability



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## Interrater Reliability Certification

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

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

### The Interrater Reliability Certification Process

Teachers begin the Interrater Reliability Certification process by evaluating sample portfolios. The portfolios include enough evidence to rate each child's knowledge, skills, and abilities in six areas of development and learning: Social—Emotional, Physical, Cognitive, Language, Literacy, and Mathematics. The certification process populates in the order of the objectives, so Social-Emotional will appear first. Instead, encourage your teachers to start with Mathematics or Physical and complete Social-Emotional last. At least 80 percent of a teacher's Round 1 ratings must agree with the expert ratings in each area of development and learning to earn certification. If not, the teacher may continue with additional rounds until they have reached agreement of at least 80 percent in each area. The number of rounds they may undertake is unlimited.

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

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

### Certification Testing Agreement

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

Once a teacher has completed each component of an interest, they will see a 100% completion for that interest. Once all interests read 100%, they will have completed the course and will receive a certificate. Once earned, Interrater Reliability Certification is valid for three years.

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

# Report



Report Landing Page

Class Profile Report

Individual Child Report

Report Card

Development and Learning Report

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Assessment Status Report

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Snapshot Report

Snapshot (Birth through Third Grade) Report

Snapshot by Dimension Report

Alignment Report

Comparative Report

Goals Report

Interrater Reliability Report

Data Export Report

OSEP Reports

**GOLD User Guide for Administrators**



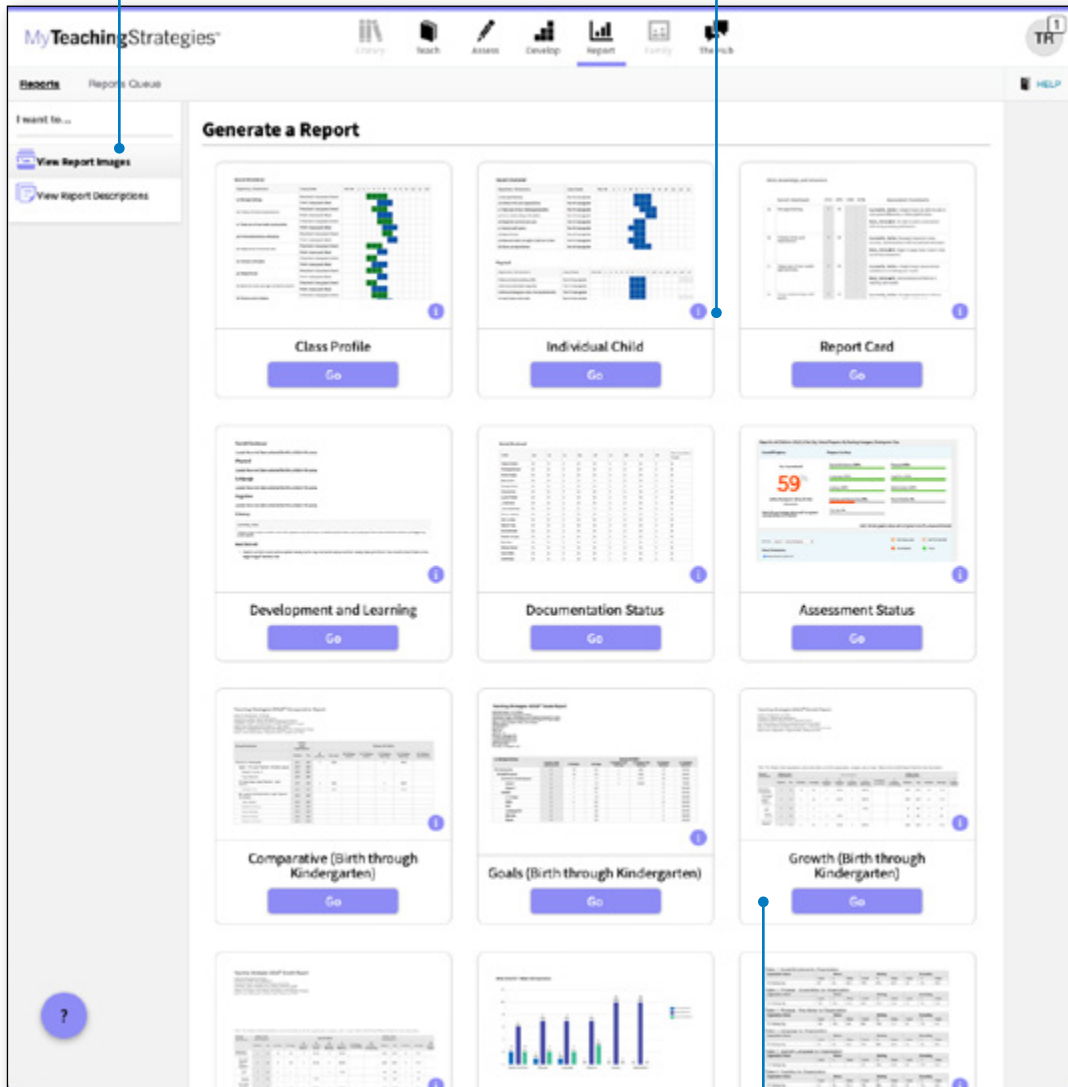
> Back to **Report** table of contents

# Report Landing Page

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

Use **VIEW REPORT IMAGES** or **VIEW REPORT DESCRIPTIONS** to customize your view.

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



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

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## Class Profile Report

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

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

### Report Criteria

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

The screenshot displays the 'Class Profile' configuration page in the MyTeachingStrategies application. The page is divided into several sections for filtering the report:

- Class:** Includes dropdown menus for Organization (Teaching Strategies), Program (TS Program), Site (Webinar Demo Site), Teacher (Tim Reed), and Class (Preschool/Pre-K).
- Checkpoint Period:** A list of radio buttons for various time periods, with 'Winter 2022/2023' selected.
- Age or Class/Grade:** A list of radio buttons for different age groups, with 'All' selected.
- Include:** A list of radio buttons for report scope, with 'All Preliminary Levels and Finalized or Unfinalized Checkpoint Level' selected.
- Report Summary:** A sidebar on the right that mirrors the selected filters and includes a 'Generate Report' button at the bottom.

### When should I use the Class Profile Report?

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

Select **GENERATE REPORT.**

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Select **PRINT** to print your report.

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

The numbers at the top of the table correspond to levels in the progressions of development and learning.

**Class Profile**  
 Checkpoint Period: Winter 2022/2023 – All Preliminary Levels and Finalized or Unfinalized Checkpoint Level  
 Class: Preschool/Pre-K  
 Age or Class/Grade: All  
 Generated On: March 31, 2023

**Social-Emotional**

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

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

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

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# Individual Child Report

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

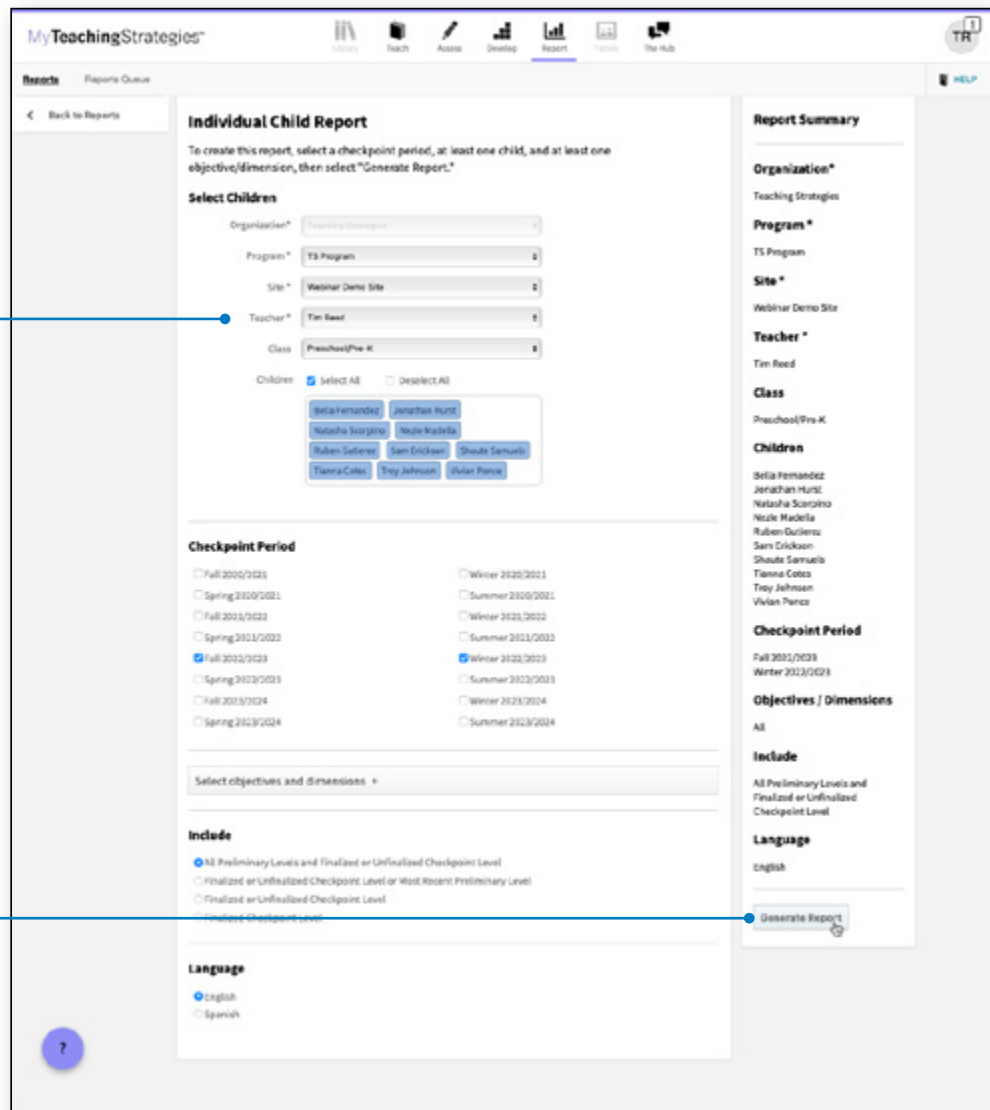
To create an Individual Child Report, access the Report area, and then select **GO** for the Individual Child Report.

### When should I use the Individual Child Report?

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

## Report Criteria

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



Select **GENERATE REPORT**.

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### Report Results

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

Select **PRINT** to print your report.

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

The numbers at the top of the table correspond to levels in the progressions of development and learning.

**Individual Child Report: Bella Fernandez**

Birth Date: March 28, 2018  
 Checkpoint Periods: Fall 2022/2023, Winter 2022/2023  
 Generated On: March 31, 2023

**Social-Emotional**

*The shaded area represents the widely held expectations range for the listed age or grade for the specific dimension.*

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	1
1a Manages feelings	Preschool 3 class/grade								Fall 2022/2023 Winter 2022/2023*						
1b Follows limits and expectations	Preschool 3 class/grade				Fall 2022/2023	Winter 2022/2023*									
1c Takes care of own needs appropriately	Preschool 3 class/grade							Fall 2022/2023	Winter 2022/2023*						
2a Forms relationships with adults	Preschool 3 class/grade							Fall 2022/2023	Winter 2022/2023*						
2b Responds to emotional cues	Preschool 3 class/grade			Fall 2022/2023	Winter 2022/2023*										
2c Interacts with peers	Preschool 3 class/grade			Fall 2022/2023	Winter 2022/2023*										
2d Makes friends	Preschool 3 class/grade		Fall 2022/2023	Winter 2022/2023*											

Select **BACK TO REPORTS** to go back to the report landing page.

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

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.

> Back to **Report** table of contents

## Report Card

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

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

### When should I use the Report Card?

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

### Report Criteria

Select **BACK TO REPORTS** to go back to the report landing page.

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

Select **GENERATE REPORT.**

**MyTeachingStrategies®**

Library Teach Assess Evaluate Report Family The Hub

TR

HELP

Reports Reports Queue

Back to Reports

### Report Card

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

**Checkpoint Period**

Fall 2022/2023  
 Winter 2022/2023  
 Spring 2022/2023  
 Summer 2022/2023

**Select Children**

Organization\* Teaching Strategies  
 Program\* TS Program  
 Site\* Welkner Demo Site  
 Teacher\* Tim Reed  
 Class Preschool/Pre-K

Children	Child	Status
<input checked="" type="checkbox"/>	Bella Fernandez	Not Started
<input checked="" type="checkbox"/>	Jonathan Hunt	Not Started
<input checked="" type="checkbox"/>	Natacha Scarpino	Not Started
<input checked="" type="checkbox"/>	Nicolas Madrilis	Not Started
<input checked="" type="checkbox"/>	Ruben Gutierrez	Not Started
<input checked="" type="checkbox"/>	Sam Erickson	Not Started
<input checked="" type="checkbox"/>	Shauna Samuels	Not Started
<input checked="" type="checkbox"/>	Tameka Gates	Not Started
<input checked="" type="checkbox"/>	Trey Johnson	Not Started
<input checked="" type="checkbox"/>	Vivian Porco	Not Started

Select objectives and dimensions \*

**Language**

English  
 Spanish

Include "Not Yet" Ratings

**Report Summary**

**Checkpoint Period**  
Winter 2022/2023

**Organization\***  
Teaching Strategies

**Program\***  
TS Program

**Site\***  
Welkner Demo Site

**Teacher\***  
Tim Reed

**Class**  
Preschool/Pre-K

**Children**  
Bella Fernandez  
Jonathan Hunt  
Natacha Scarpino  
Nicolas Madrilis  
Ruben Gutierrez  
Sam Erickson  
Shauna Samuels  
Tameka Gates  
Trey Johnson  
Vivian Porco

**Objectives / Dimensions**  
All

**Language**  
English

**Include "Not Yet" Ratings**  
None

Generate Report

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## Report Results

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

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

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

**Bella Fernandez**  
 Class / Grade: Preschool/Pre-K  
 Teacher: Tim Reed  
 Teacher: ELIZABETH WHITE  
 School / Program: Webinar Demo Site

Checkpoint 1 (CP1): Fall 2022/2023  
 Checkpoint 2 (CP2): Winter 2022/2023  
 Checkpoint 3 (CP3): Spring 2022/2023  
 Checkpoint 4 (CP4): Summer 2022/2023

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

Objective	CP1	CP2	CP3	CP4	Assessment Comments
1a: Manages feelings	M	M			<b>Currently, Bella:</b> Is able to look at a situation differently or delay gratification <b>Next, Bella will:</b> Begin to control strong emotions in an appropriate manner most of the time
1b: Follows limits and expectations	P	M			<b>Currently, Bella:</b> Accepts redirection from adults <b>Next, Bella will:</b> Begin to manage classroom rules, routines, and transitions with occasional reminders
1c: Takes care of own needs appropriately	M	M			<b>Currently, Bella:</b> Demonstrates confidence in meeting own needs <b>Next, Bella will:</b> Begin to take responsibility for own well-being
2a: Forms relationships with adults	P	M			<b>Currently, Bella:</b> Manages separations without distress and engages with trusted adults <b>Next, Bella will:</b> Begin to engage with trusted adults as resources and to share mutual interests
2b: Responds to emotional cues	P	M			<b>Currently, Bella:</b> Is beginning to demonstrate concern about the feelings of others <b>Next, Bella will:</b> Demonstrate concern about the feelings of others
2c: Interacts with peers	P	M			<b>Currently, Bella:</b> Is beginning to use successful strategies for entering groups <b>Next, Bella will:</b> Use successful strategies for entering groups

**Report Card Summary**  
**Children**  
 ▶ Bella Fernandez  
 Jonathan Hurst  
 Natasha Scorpino  
 Nezie Madella  
 Ruben Gutierrez  
 Sam Erickson  
 Shaute Samuels  
 Tianna Cotes  
 Troy Johnson  
 Vivian Ponce

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



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# Development and Learning Report

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

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

### When should I use the Development and Learning Report?

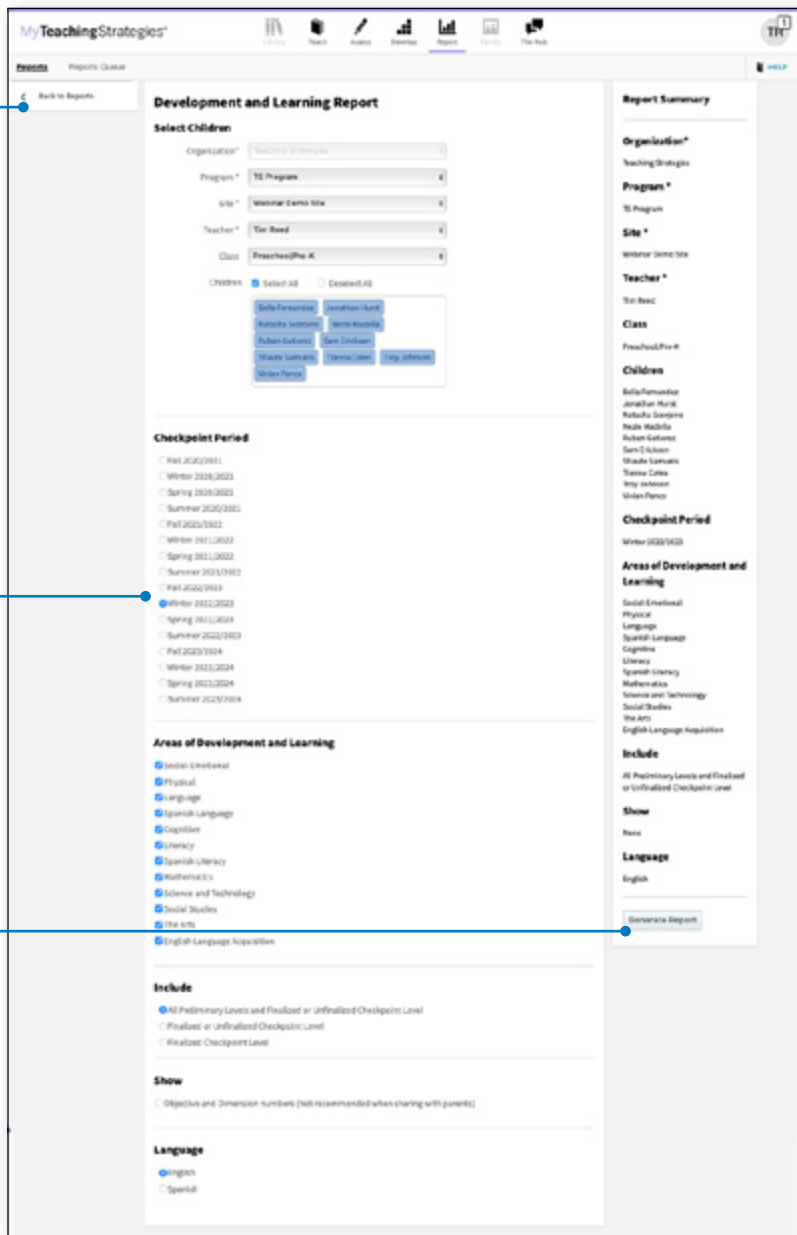
This report can be generated as soon as your teachers enter preliminary checkpoint information. This is a good report to use to communicate with family members and to include in a child's file at the end of the school year. This report provides a good alternative to the Report Card for younger children.

## Report Criteria

Select **BACK TO REPORTS** to go back to the report landing page.

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

Select **GENERATE REPORT**.





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Select **BACK TO REPORTS** to go back to the report landing page

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 screenshot shows the 'MyTeachingStrategies' interface. At the top, there are navigation icons for Library, Teach, Assess, Develop, Report, Family, and The Hub. The 'Report' icon is highlighted. Below the navigation bar, there's a 'Reports' section with a 'Back to Reports' button. The main content area is titled 'Development and Learning Report: Bella Fernandez'. It includes a summary of the child's current knowledge and abilities, a table of 'Social-Emotional' skills currently displayed, and a list of 'Next Bella will' skills. A sidebar on the right lists other children in the class under the heading 'Development and Learning Summary Children'.

**Development and Learning Report: Bella Fernandez**

**Date:** March 31, 2023  
**Class:** Preschool/Pre-K  
**Teacher:** Tim Reed  
**Child:** Bella Fernandez  
**Areas of Development and Learning:** Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, English Language Acquisition, Spanish Language, Spanish Literacy  
**Period:** Winter 2022/2023 — All Preliminary Levels and Finalized or Unfinalized Checkpoint Level

This report describes your child's current knowledge, skills, and abilities and suggests activities you can do with your child at home to take their learning to the next level.

**Social-Emotional**

Currently, Bella:
Is able to look at a situation differently or delay gratification
Accepts redirection from adults
Demonstrates confidence in meeting own needs
Manages separations without distress and engages with trusted adults
Is beginning to demonstrate concern about the feelings of others
Is beginning to use successful strategies for entering groups
Seeks a preferred playmate; shows pleasure when seeing a friend
Takes turns
Suggests solutions to social problems

**Next Bella will:**

- Begin to control strong emotions in an appropriate manner most of the time
- Begin to manage classroom rules, routines, and transitions with occasional reminders
- Begin to take responsibility for own well-being

**Development and Learning Summary Children**

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

Below, the report will outline the skills and abilities the child will likely display next.

The report will first outline the skills and abilities the selected child currently displays.

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# Documentation Status Report

The Documentation Status Report will help you see, at a glance, where teachers may need more information to plan activities and observations. It shows how many times teachers associated the objective/dimension with documentation for individual children. You can also choose to include a breakdown of the total amount of documentation collected for a class or child, or by a particular user. Each listed user, or teacher, will include the primary teacher, any co-teachers, assistant teachers, and any team members.

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

### When should I use the Documentation Status Report?

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

Select **BACK TO REPORTS** to go back to the report landing page

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

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

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

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

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2 Select a **CHECKPOINT PERIOD**. Select **YES** to choose a date range within the selected checkpoint period. You can then enter a start and end date within the checkpoint period to narrow what documentation is included in the report based on a defined time period.

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

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

2 Select **BACK TO REPORTS** to go back to the report landing page

3 Click **SUBMIT** to view your report.

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

5 Select a **CHECKPOINT PERIOD**. Select **YES** to choose a date range within the selected checkpoint period. You can then enter a start and end date within the checkpoint period to narrow what documentation is included in the report based on a defined time period.

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

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# Assessment Status Report

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

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

### When should I use the Assessment Status Report?

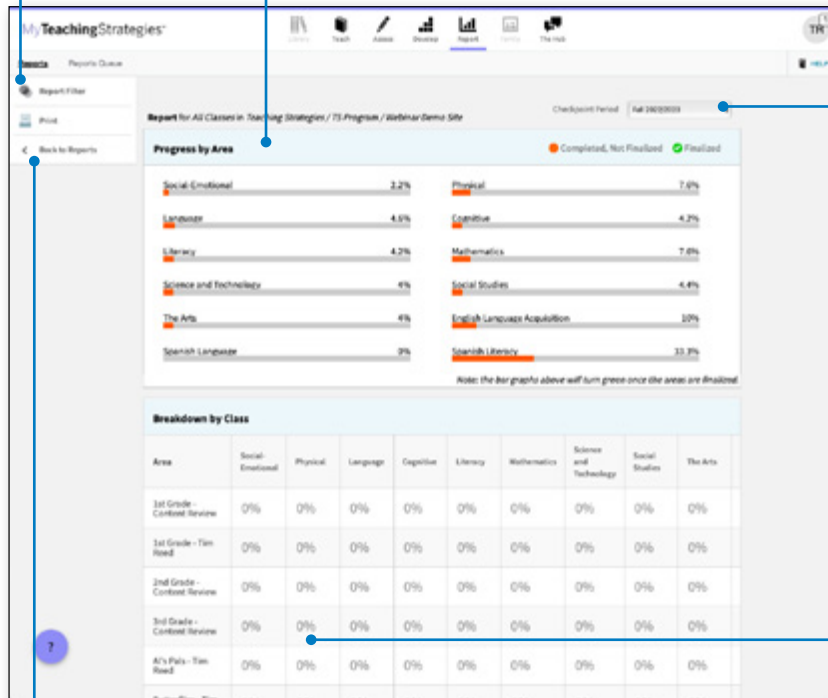
This report should be generated on a regular basis starting two weeks before the checkpoint due date. This will allow you to monitor your programs' progress as they complete the checkpoint. A few days before the checkpoint due date, the report should show 100% finalization for each area.

## Report Results

To customize your report, select **REPORT FILTER**.

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

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



Select **BACK TO REPORTS** to go back to the report landing page

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

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## Report Criteria

Select a **CHECKPOINT PERIOD**.

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

Select **BACK TO REPORTS** to go back to the report landing page

Select an **ASSESSMENT AREAS**.

Click **SUBMIT** to view your report.

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

Select **BACK TO REPORTS** to go back to the report landing page

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

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

The screenshot displays the 'Report for All Children in Teaching Strategies / TS Program / Webinar Demo Site / Tim Reed / Preschool/Pre-K' for the 'Spring 2022/2023' period. The overall progress is 13%. The 'Progress by Area' section shows Social-Emotional at 28.4%, Language at 0%, Literacy at 6.3%, Science and Technology at 0%, and The Arts at 0%. The 'Physical' area is 100% finalized. A table below shows checkpoint statuses for Bella Fernandez across various objectives (1a-1c, 1c1-1c3, 1c4, 2a-2c, 2d, 3a, 3b). The table uses colored circles to indicate status: orange for completed, empty for not started, green with checkmark for finalized, and N/A for not applicable.

Objective	1a	1b	1c	1c1	1c2	1c3	1c4	2a	2b	2c	2d	3a	3b
Bella Fernandez	Completed	Completed	Completed	N/A	Not Started	Not Started	N/A	Not Started	Not Started	Not Started	Finalized	Not Started	Not Started

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

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

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

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## Growth (Birth Through Third Grade) Report

The Growth (Birth through Third Grade) Report shows child outcomes over time. Administrators can use the Growth Report to compare the levels of a child's knowledge, skills, and abilities over the course of the year. Because learning and development vary widely, not all children will demonstrate skills, knowledge, or abilities that fall within a colored band, so it is important to have growth as an additional measure. Growth looks at the movement across the progression of development and learning that should take place over the course of the year. All children may not meet widely held expectations by the end of the school year, but all children should make progress toward their next developmental milestone. Because growth expectations are based on a full year, and not on a checkpoint period, the Growth Report should be used as a measure of growth that took place over the full school year.

You can choose in which checkpoint periods to include in the Growth Report, but we recommend comparing the fall checkpoint followed by a spring checkpoint.



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2 Filter down to specific programs, sites, primary teachers, classes, and children, and choose to include archived child records

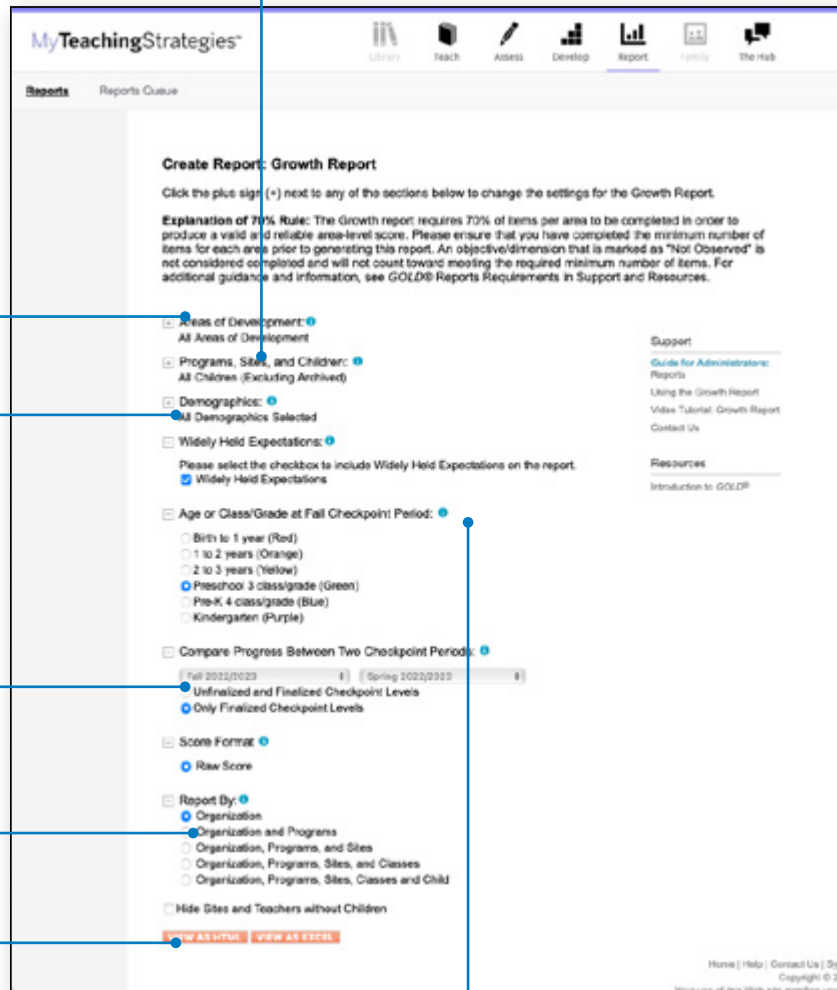
1 Choose specific **AREAS OF DEVELOPMENT** to include

3 Filter by gender, language, and any other child demographic field.

5 Choose two **CHECKPOINT PERIODS**. Available checkpoint periods for the second checkpoint period will be determined by what you select for the first. Please note: you will only have access to checkpoint periods associated with the Objectives for Development and Learning, Birth through Third Grade here.

6 In **REPORT BY:** you can choose to generate the report down to a specific level of your license.

7 Select **VIEW AS HTML** or **VIEW AS EXCEL**



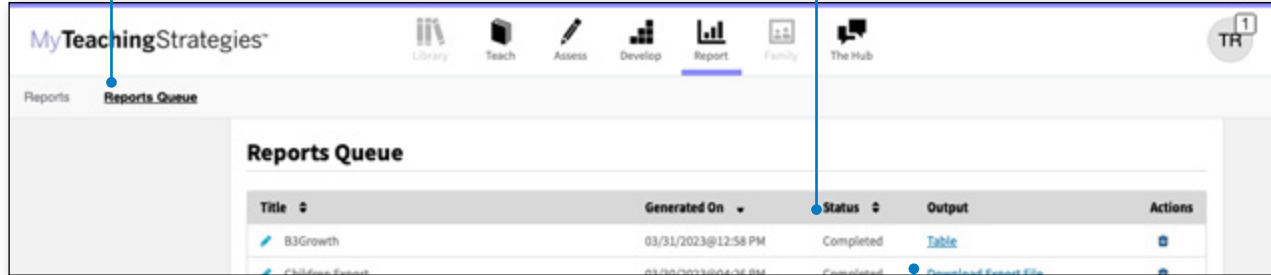
4 Select an **AGE OR CLASS/GRADE**. The report will only include child records whose Age or Class Grade for the selected Fall checkpoint (see below) is what's selected here. At this time, these are the available Ages or Classes/Grades: 1 to 2 years (Orange), 2 to 3 years (Yellow), Preschool 3 class/grade (Green), Pre-K 4 class/grade (Blue), Kindergarten (Purple)



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1 On the **REPORTS QUEUE**, you can edit the report name.

2 You can check the **STATUS**.



3 Once the report has completed generating, the matching output type will appear as a link. Select the **DOWNLOAD EXPORT FILE** link to access the report.

### Report Results

A report heading lists the criteria used to generate the report.

The **GROWTH SUMMARY** shows a summary of the area, children, and growth expectations at the highest license-level selected for the report output.

Teaching Strategies GOLD® Growth Report  
June 08, 2018

Areas of Development: All Areas  
Compare to: Widely Held Expectations  
Checkpoint Periods: Fall 2017/2018, Spring 2017/2018  
Checkpoint Types: Finalized Checkpoint (single Age or Class/Grade at Checkpoint Period - Kindergarten (Purple))  
Children to Compare: Only Children with Ratings in All Checkpoint Periods  
Report Level: Organization

Area of Development	Number of Children	Number of Children Below Growth Range		Percentage of Children Meeting or Above Growth Range	
		#	%	#	%
Social-Emotional	0	0	0%	0	0%
Physical	1	0	0%	1	100%
Language	0	0	0%	0	0%
Cognitive	0	0	0%	0	0%
Literacy	0	0	0%	0	0%
Mathematics	0	0	0%	0	0%

\*Note: The Widely Held Expectations cannot be rolled up for this organization, program, site or class. Refer to the Growth Report Help for more information.

Social-Emotional	Widely Held Expectations	Fall 2017/2018								Spring 2017/2018								Growth by Area of Development								
		Bottom	Top	Children	Average	Children Below	Children Meeting	Children Exceeding	Children Exceeding	Bottom	Top	Children	Average	Children Below	Children Meeting	Children Exceeding	Children Exceeding	Starting Score	Ending Score	Average/Actual Amount of Growth	Growth Range	Type of Growth	0%	25%	50%	75%
Physical	Widely Held Expectations	Fall 2017/2018								Spring 2017/2018								Growth by Area of Development								
		Bottom	Top	Children	Average	Children Below	Children Meeting	Children Exceeding	Children Exceeding	Bottom	Top	Children	Average	Children Below	Children Meeting	Children Exceeding	Children Exceeding	Starting Score	Ending Score	Average/Actual Amount of Growth	Growth Range	Type of Growth	0% <td>25% <td>50% <td>75% </td></td></td>	25% <td>50% <td>75% </td></td>	50% <td>75% </td>	75%
GOLD 2.0 Test Org		35	45	1	18.0	1	100.0%			35	45	1	24.0	1	100.0%			18.0	24.0	6	2 through 6	Meeting				x
Language	Widely Held Expectations	Fall 2017/2018								Spring 2017/2018								Growth by Area of Development								
		Bottom	Top	Children	Average	Children Below	Children Meeting	Children Exceeding	Children Exceeding	Bottom	Top	Children	Average	Children Below	Children Meeting	Children Exceeding	Children Exceeding	Starting Score	Ending Score	Average/Actual Amount of Growth	Growth Range	Type of Growth	0% <td>25% <td>50% <td>75% </td></td></td>	25% <td>50% <td>75% </td></td>	50% <td>75% </td>	75%

The report output includes a table for each included area. Each included organization, program, site, user, class, or child is listed down the left side of the table. The selected age or class/grade's widely held expectations will appear for each area. You will also see the number and percentage of children whose skills, knowledge, and abilities were below, meeting, or exceeding widely held expectations.

The **GROWTH BY AREA OF DEVELOPMENT** section shows the amount of average/actual growth between the two selected checkpoint periods, the expected growth range, the type of growth, and the growth quartiles, which show the average/actual amount of growth in comparison to the growth range.

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## Glossary of Terms

**Average/Actual Amount of Growth:** At the organization, program, site, and class level, average of the difference between the children's raw scores from the starting to ending checkpoint period. At the child level, the actual difference between a child's raw score points from the starting to ending checkpoint period.

**Ending Score:** At the organization, program, site, and class level, roll up of the children's raw score from the ending checkpoint period.

**Growth Range:** The number of points the child's score is expected to change from the starting fall checkpoint to the ending checkpoint. This range is specific to the age or class/grade at the starting fall checkpoint, and the area of development.

The Growth Range was developed by the Teaching Strategies research team. In order to produce the growth scores, a normative sample specific to growth was created. That sample's growth is what created the growth range.

**Quartiles:** The average or actual amount of growth in comparison to the growth range.

0% to 24% (First Quartile): The child or group of children ended up below the growth range overall but demonstrated less growth than those in other groups. Score is less than the bottom of the Growth Range.

25% to 49% (Second Quartile): The child or group of children ended up in the growth range overall but demonstrated less growth than those in the 50% to 74% group, or 75% to 100% group. Score is in the bottom of the Growth Range up to just less than the mean of the Growth Range.

50% to 74% (Third Quartile): The child or group of children ended up in the growth range overall but demonstrated less growth than those in the 75% to 100% group. Score is the mean of the Growth Range to just less than the top number of the Growth Range.

75% to 100% (Fourth Quartile): The child or group of children ended up above the growth range overall and demonstrated more growth than those in the other groups. Score is in the top of the Growth Range and greater.

**Starting Score:** At the organization, program, site, and class level, roll up of the children's raw score from the starting fall checkpoint period.

**Type of growth:** Determined by the amount of growth in comparison to bottom and top numbers of the Growth Range. If the average or actual amount of growth is below the bottom number in the range, the growth in a child's knowledge, skills and behaviors is not meeting the range of expected growth. If the average or actual amount of growth is within or above the range, the growth in a child's knowledge, skills and behaviors is meeting the range of expected growth.

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## Snapshot Report

The Snapshot Report displays assessment results at a given point in time. It allows you to see child outcomes data in two ways: by areas of development and learning, and by objective/dimension. The Snapshot Report is commonly used at the first checkpoint of the year so that administrators can identify the strengths and areas of need that children have upon entering the program. This helps administrators identify professional resources and support that teachers may need based on the unique Snapshot Report for each class.

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

### When should I use the Snapshot Report?

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

### Report Criteria

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

2 Select **GENERATE REPORT.**

1 Customize your report by selecting the appropriate **CHILDREN**, **CHILD DEMOGRAPHICS**, **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.

The screenshot shows the 'MyTeachingStrategies' interface for generating a Snapshot Report. The left sidebar contains navigation options like 'Library', 'Teach', 'Assess', 'Develop', 'Report', 'Family', and 'The Hub'. The main content area is titled 'Reports' and 'Reports Queue'. The 'Snapshot' report configuration is shown with the following settings:

- Select Children:** Includes a dropdown for Organization (Teaching Strategies), Program (TS Program), Site (Webinar Demo Site), Teacher (Tim Reed), and Class (Preschool/Pre-K). A 'Children' section has 'Select All' selected and a list of names: Sofia Fernandez, Jonathan Hunt, Natasha Scorgins, Nicole Madella, Ruben Gutierrez, Sam Erickson, Shaute Samuels, Flanna Cates, Troy Johnson, and Vivian Ponce.
- Child Demographics:** A dropdown menu.
- Checkpoint Period:** A list of time periods with 'Winter 2022/2023' selected.
- Include Data:** 'By Area' is selected.
- Include:** 'Finalized or Unfinalized Checkpoint Level' is selected.
- Output Selection:** 'Widely Held Expectations' is selected.
- Output Type:** A dropdown menu.

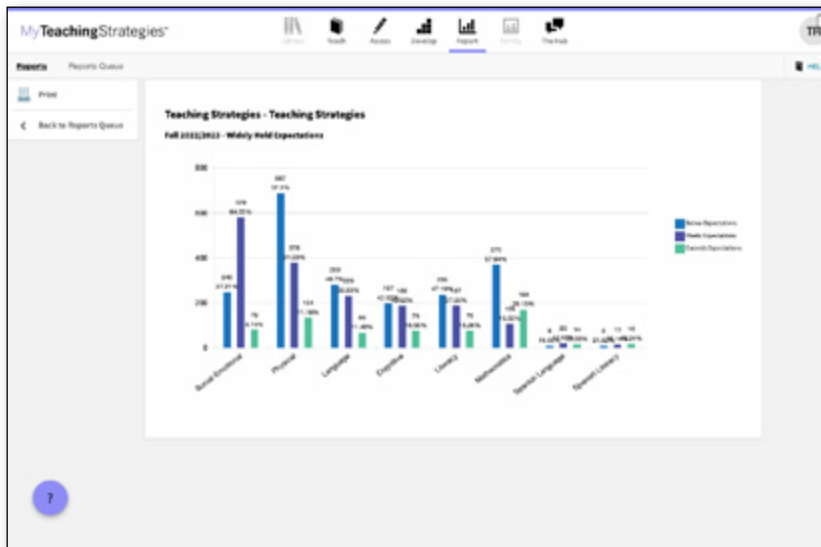
The right sidebar shows the 'Report Summary' with the following details:

- Organization:** Teaching Strategies
- Program:** TS Program
- Site:** Webinar Demo Site
- Teacher:** Tim Reed
- Class:** Preschool/Pre-K
- Children:** Sofia Fernandez, Jonathan Hunt, Natasha Scorgins, Nicole Madella, Ruben Gutierrez, Sam Erickson, Shaute Samuels, Flanna Cates, Troy Johnson, Vivian Ponce
- Yes:** All
- Checkpoint Period:** Winter 2022/2023
- Include Data:** By Area
- Include:** Finalized or Unfinalized Checkpoint Level
- Output Selection:** Widely Held Expectations
- Summarize By:** Organization

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

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



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

	Below	Meeting	Exceeding
Social Emotional	246 / 27.21%	579 / 64.05%	79 / 8.74%
Physical	687 / 57.3%	378 / 31.53%	134 / 11.18%
Language	280 / 48.7%	229 / 39.83%	66 / 11.48%
Cognitive	197 / 42.92%	186 / 40.52%	76 / 16.56%
Literacy	235 / 47.19%	187 / 37.55%	76 / 15.26%
Mathematics	370 / 57.54%	105 / 16.33%	168 / 26.13%
Spanish Language	8 / 19.05%	20 / 47.62%	14 / 33.33%
Spanish Literacy	8 / 21.62%	13 / 35.14%	16 / 43.24%

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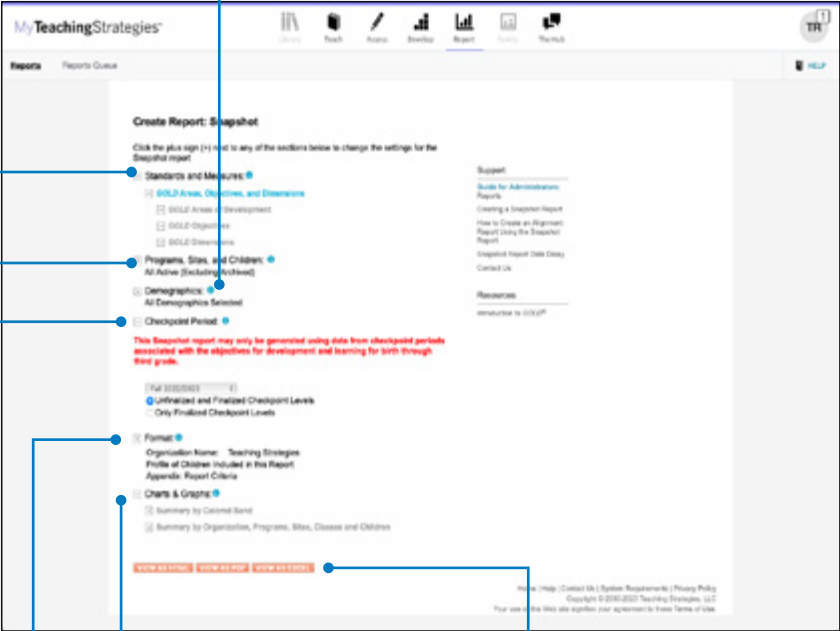
## Snapshot (Birth through Third Grade) Report

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.
- 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.



- 3 In **DEMOGRAPHICS**, filter by gender, language, and any other child demographic field.
- 6 In **CHARTS & GRAPHS**, choose to generate the report by Colored Band, by Child, or by Class (selected by default).
- 7 Select **VIEW AS HTML**, **VIEW AS PDF** or **VIEW AS EXCEL**.

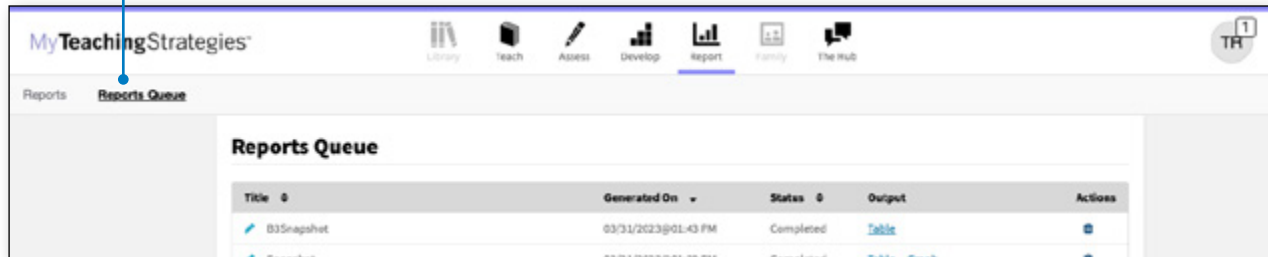
### When should I use the Snapshot (Birth Through Third Grade) Report?

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

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



### Report Results

GOLD 2.0 Test Org  
Teaching Strategies GOLD® Snapshot Report  
October 30, 2017

Profile of Children  
Out of 25 possible children, 14 children have enough GOLD data in Fall 2017/2018 to be included in this report.

Gender	Male 60% Female 37%
Race	White 60% Black or African American 19% Asian American 8% Hispanic/Latino 9% Other 4%
Ethnicity	Not Spanish/Hispanic/Latino 76% Hispanic 24%
EMSWAP Status	Children without EMSWAP 60% Children with EMSWAP 40%
Funding Source(s)	Child Care & Head Start 8 Milestone 1 Pre-K 8
Age or Grade/level	Below 36 months 6% 3;0-3;5 months 18% 3;6-3;11 months 18% Preschool 3-year-olds (Class) 26% Preschool 4-year-olds (Class) 3% Kindergarten (Class) 30% Partially Enrolled 9% Enrolled (Class) 9% Enrolled (Home) 9%
Primary Language	English 76% Spanish 24%

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 selected as an option, the report output will show 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	33%	42.3	6	23%	43.7	3	37%	37.7

Table 2: Physical by Program

Class Name	Below			Meeting			Exceeding	
	Count	%	Mean	Count	%	Mean	Count	Mean
Preschool (Green)	14	76%	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%	20.8	5	36%	20.0		

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%	20.8	5	36%	20.0		

Table 7: Spanish Literacy by Program

Class Name	Below			Meeting			Exceeding	
	Count	%	Mean	Count	%	Mean	Count	Mean
Preschool (Green)				1	100%	50.0		

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.

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# Snapshot by Dimension Report

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

### When should I use the Snapshot by Dimension Report?

This report is commonly used by teachers to visually compare their assessment results for their class, through colored bands, representing each age or class/grade, against widely held expectations.

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

## Report Criteria

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

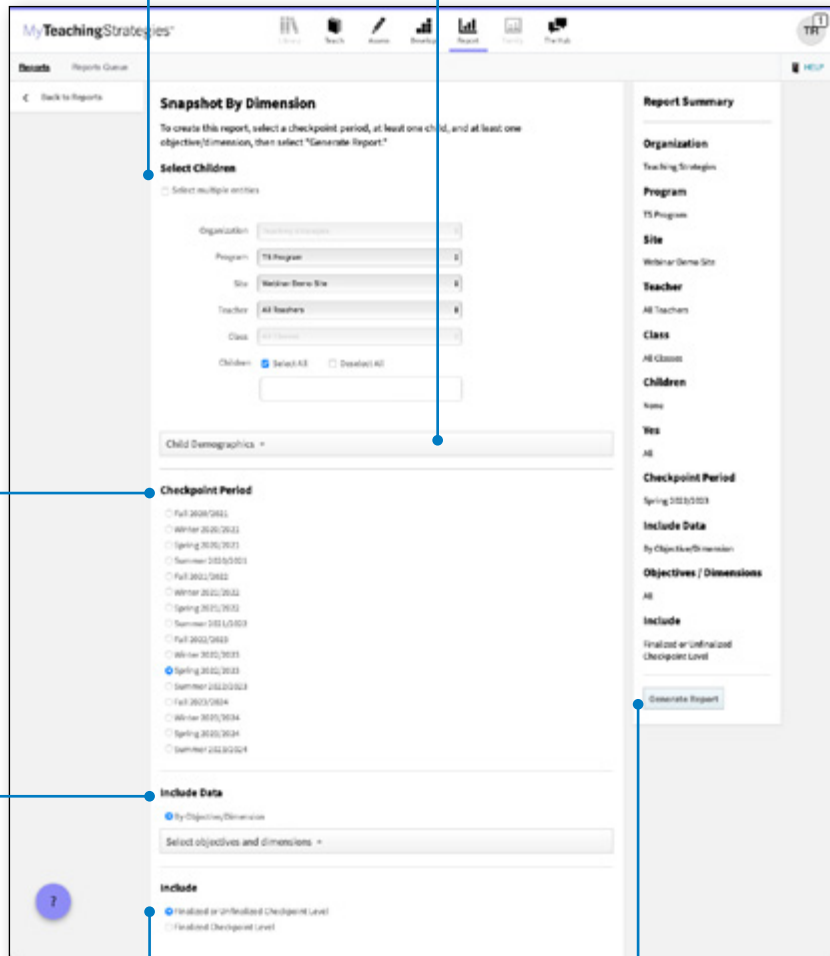
Selecting a previous checkpoint associated with birth through kindergarten data will display the birth through kindergarten objectives/dimensions and progressions.

Selecting a current checkpoint associated with birth through third grade data will display the birth through third grade objectives/dimensions and progressions

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

1 Under **SELECT CHILDREN**, select a class and/or children.

2 You have the option to filter under **CHILD DEMOGRAPHICS**.



3

4

5

6

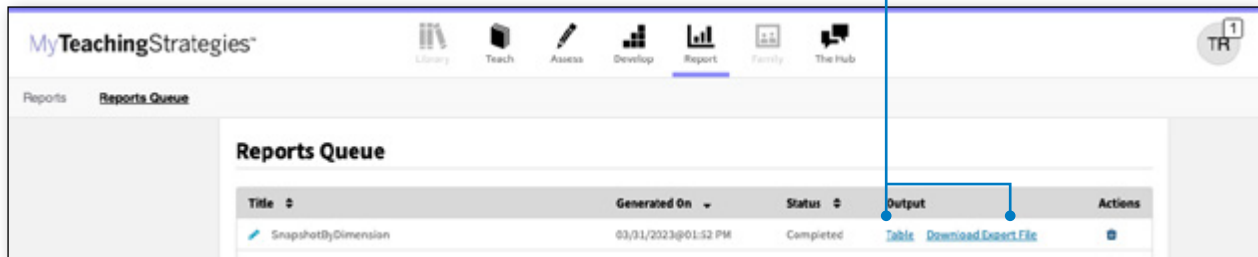
Select **FINALIZED OR UNFINALIZED CHECKPOINT LEVEL** or **FINALIZED CHECKPOINT LEVEL**.

Select **GENERATE REPORT**.



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



Both report outputs list a table for each included area.

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

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

MyTeachingStrategies®

Library Teach Assess Develop Report Family The Hub

Reports Reports Queue

Print

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**Snapshot By Dimension**

Please Note: The Snapshot by Dimension report is refreshed every three hours to reflect updated data.  
Checkpoint Period: Fall 2022/2023

**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	Birth to 1 year		1 25%		3 50%	1 25%									
	1 to 2 years		5 15.64%	2 8.7%	8 34.78%	5 21.74%	5 21.74%								
	2 to 3 years	2 1.42%	6 4.20%	33 21.99%	36 25.53%	40 28.37%	33 9.22%	6 4.26%	4 2.84%	1 0.71%	1 0.71%	1 0.71%			
	Preschool 3 class/grade	1 0.34%	4 0.66%	20 3.20%	57 9.38%	128 21.05%	115 18.91%	138 22.7%	188 22.7%	5 0.82%			1 0.16%	1 0.16%	
	Pre-K4 class/grade	2 0.48%		5 1.2%	23 5.52%	153 27.38%	138 33.09%	95 22.78%	25 6%	10 2.4%	3 0.72%	2 0.24%			
Kindergarten			6 0.83%	27 3.65%	75 10.14%	316 42.7%	136 26.43%	58 11.24%	14 1.8%	6 0.81%	1 0.14%			1 0.14%	
1b. Follows limits and expectations	Birth to 1 year		1 25%	1 25%	1 25%	1 25%									
	1 to 2 years		1 4.55%	5 22.73%	4 18.18%	6 27.27%	6 27.27%								
	2 to 3 years		28 14.75%	28 22.95%	28 22.95%	30 24.95%	9 4.04%	3 2.4%	3 2.4%	2 1.64%	2 1.64%				
	Preschool 3 class/grade	1 0.13%		6 1.03%	95 15.91%	148 24.78%	214 35.43%	94 15.73%	17 2.83%	12 2.01%	4 0.67%	5 0.84%		1 0.17%	
	Pre-K4 class/grade	1 0.29%	1 0.29%	4 1.17%	9 2.62%	63 18.37%	119 34.4%	106 30.9%	25 7.21%	10 2.92%	2 0.59%	3 0.87%	1 0.29%		
Kindergarten			1 0.22%	1 0.22%	40 0.21%	80 0.28%	291 51.97%	141 25.19%	23 4.16%	12 2.09%	7 1.43%	5 1.04%			
Birth to 1 year		2 50%		1 25%	1 25%										
1 to 2 years		1 4.55%	5 22.73%	4 18.18%	6 27.27%	6 27.27%									



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# Alignment Report

The Alignment Report enables administrators to quickly see how the children in their classrooms are developing in relation to the *The Head Start Child Development and Early Learning Framework*.

### When should I use the Alignment Report?

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

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

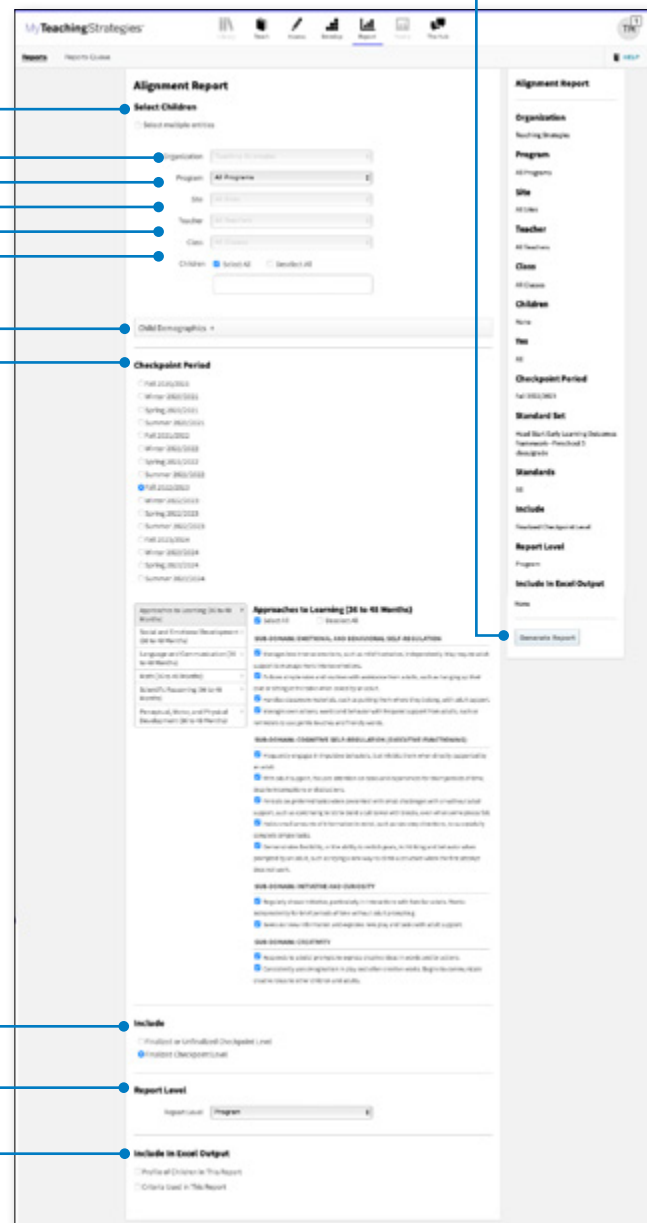
To create an Alignment report, access the Report area, and then select **GO** for the Alignment Report.

## Report Criteria

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

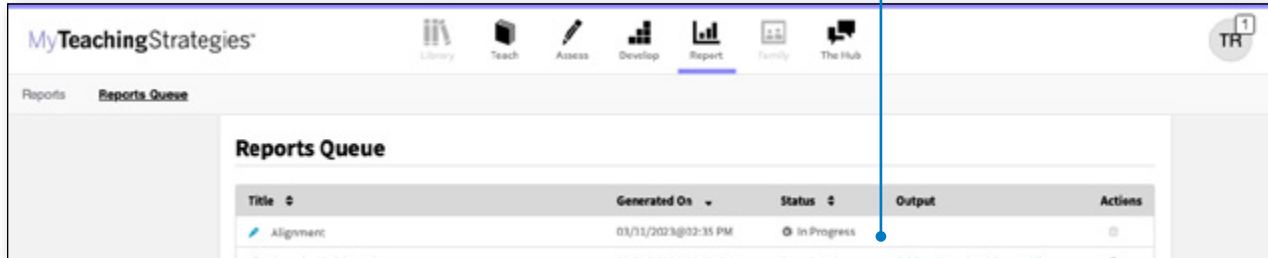
**3** Select **GENERATE REPORT**.

**2** Choose an **OUTPUT** type.

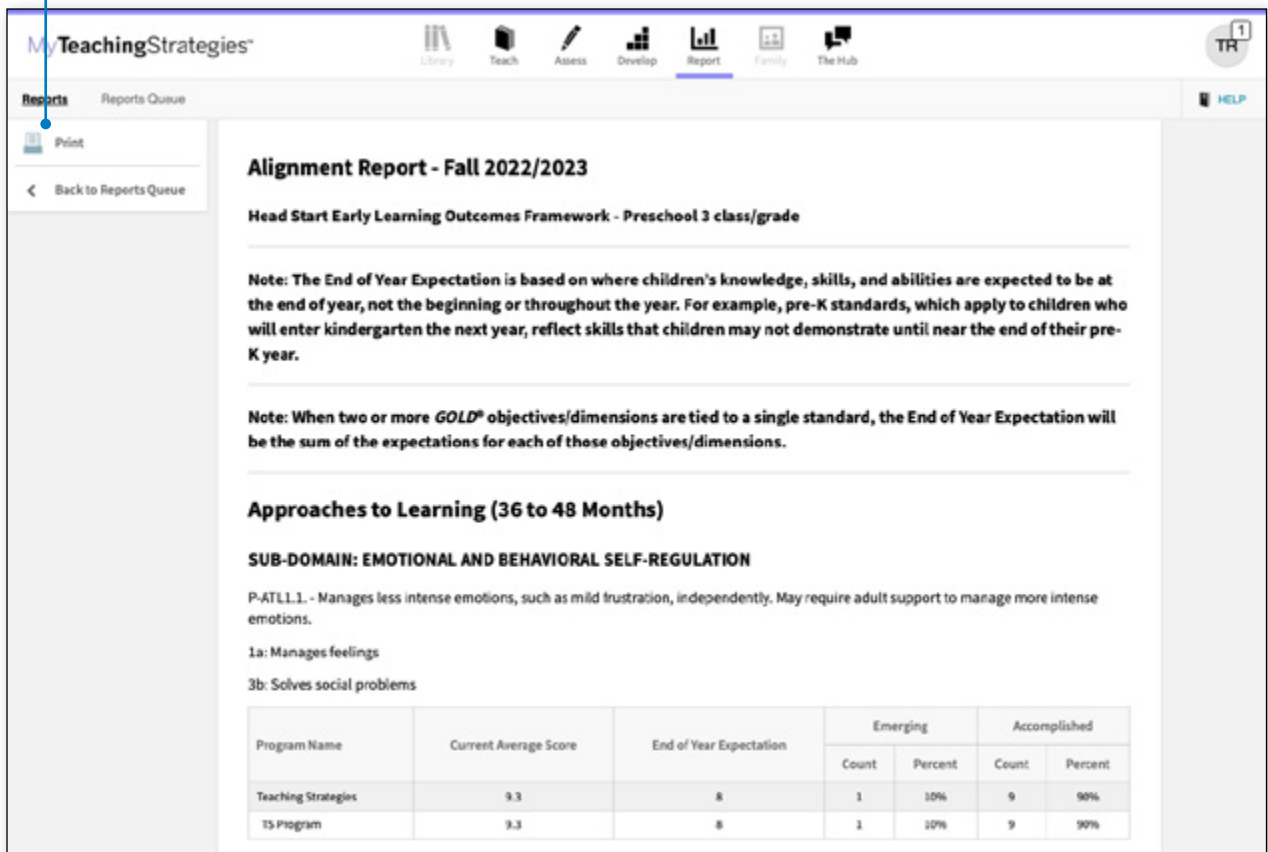


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4 You will be taken to the Reports Queue. Once the report has generated, select the **TABLE** link. The report will appear in your browser.



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



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# Comparative Report

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

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

### When should I use the Comparative Report?

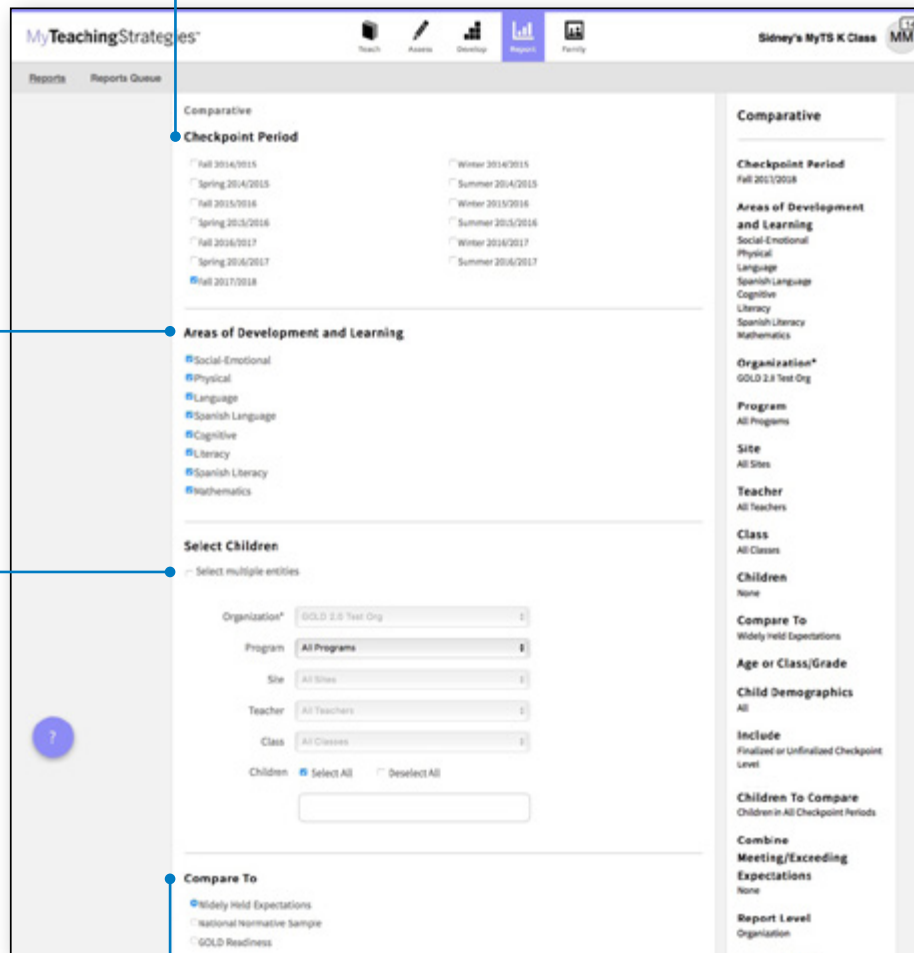
Administrators generate the Comparative Report at the end of any checkpoint period to compare checkpoint data from one or multiple checkpoint periods to Widely Held Expectations, the National Normative Sample, or **GOLD®** Readiness on a uniform scale.

## Report Criteria

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

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

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



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

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### **Widely Held Expectations**

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

### **National Normative Sample**

Choosing “National Normative Sample” enables users to compare their data to a nationally representative sample. This report output differs from the widely held expectations report output in that the range of scores indicating whether a group of children are below, meeting, or exceeding is comprised of the scores of children who have been assessed by *GOLD*® as opposed to the widely held expectations or colored band.

### **GOLD® Readiness**

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

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- 5 Select a specific **AGE OR CLASS/ GRADE** to include in the report output. Making this selection will also limit results to children who were assessed in that age or class/ grade in the checkpoint(s) you choose under "Checkpoint Period."
- 6 Use the **CHILD DEMOGRAPHICS** filter to include archived child records and to filter by any demographic criteria.
- 7 Determine whether to include **FINALIZED OR UNFINALIZED CHECKPOINT LEVEL** or **FINALIZED CHECKPOINT LEVEL**.

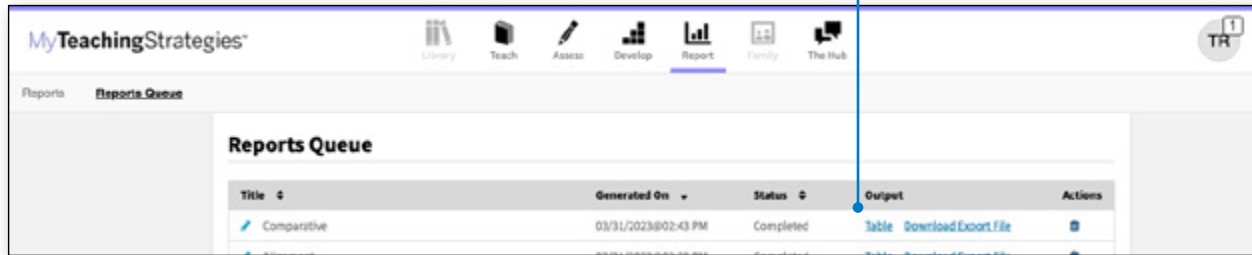
The screenshot shows the GOLD report configuration interface. It includes sections for:

- Age or Class/Grade:** Radio buttons for Red - Birth to 1 year, Orange - 1 to 2 years, Yellow - 2 to 3 years, Green - Preschool 3 class/grade, Blue - Pre-K 4 class/grade, Purple - Kindergarten (selected), Pink - 1st Grade, Silver - 2nd Grade, and Brown - 3rd Grade.
- Child Demographics:** A dropdown menu with a plus sign.
- Include:** Radio buttons for Finalized or Unfinalized Checkpoint Level (selected) and Finalized Checkpoint Level.
- Children To Compare:** Radio buttons for Children in All Checkpoint Periods (selected), Children in Any Checkpoint Period, and a checkbox for Combine Meeting/Exceeding Expectations.
- Report Level:** A dropdown menu showing Organization (selected) and a checkbox for Group Data by Checkpoint Period (checked).
- Combine Meeting/Exceeding Expectations:** A dropdown menu showing None.
- Report Level:** A dropdown menu showing Organization.
- Group Data by Checkpoint Period:** A dropdown menu showing Group Data by Checkpoint Period.
- Generate Report:** A button.

- 8 Under **CHILDREN TO COMPARE**, select "Children in All Checkpoint Periods" to restrict the children included in the report to those who have data in all selected checkpoint periods. Select "Children in Any Checkpoint Period" to include all children who have data in any of the selected checkpoint periods. Select "Combine Meeting/Exceeding Expectations" to combine the "Meeting" and "Exceeding" columns in the report output into "Meeting/Exceeding."
- 9 Under **REPORT LEVEL**, select the desired level of reporting, which allows for showing data at the top level of your administrative access down to the child level. Unchecking "Group Data by Checkpoint Period" tweaks the output sub-columns of the report to offer an alternative reporting view.
- 10 Select **GENERATE REPORT**.

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



## Report Results

### Widely Held Expectations

Each area will appear in its own table.

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

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

Social Emotional		Widely Held Expectations		Fall 2022/2023							
		Bottom	Top	# Children	Average	# Below	% Below	# Meeting	% Meeting	# Exceeding	% Exceeding
Teaching Strategies		39	43	21	39	1	5%	9	43%	11	52%

Physical		Widely Held Expectations		Fall 2022/2023							
		Bottom	Top	# Children	Average	# Below	% Below	# Meeting	% Meeting	# Exceeding	% Exceeding
Teaching Strategies		39	43	21	39	1	5%	9	43%	11	52%

### National Normative Sample

Each area will appear in its own table.

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

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

Social Emotional		National Normative Sample		Fall 2022/2023							
		Bottom	Top	# Children	Average	# Below	% Below	# Meeting	% Meeting	# Exceeding	% Exceeding
Teaching Strategies		349	485	425	413	9	2.1%	241	56.7%	176	41.4%

Physical		National Normative Sample		Fall 2022/2023							
		Bottom	Top	# Children	Average	# Below	% Below	# Meeting	% Meeting	# Exceeding	% Exceeding
Teaching Strategies		458	540	429	513	59	13.8%	326	76%	144	33.2%

### GOLD® Readiness

Each area will appear in its own table.

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

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

Social Emotional		Fall 2022/2023						
		# Children	Average	GOLD Readiness Benchmark	# Emerging	% Emerging	# Accomplished	% Accomplished
Teaching Strategies		20	48	40	16	80%	4	20%

Physical		Fall 2022/2023						
		# Children	Average	GOLD Readiness Benchmark	# Emerging	% Emerging	# Accomplished	% Accomplished
Teaching Strategies		20	58	58	10	50%	10	50%

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## Goals Report

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

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

### When should I use the Goals Report?

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

### Report Criteria

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

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

The screenshot displays the 'Goals' configuration page in the MyTeachingStrategies interface. The 'Select Children' section includes dropdown menus for Organization (Teaching Strategies), Program (All Programs), Site (All Sites), Teacher (All Teachers), and Class (All Classes). There are also checkboxes for 'Select All' and 'Deselect All' under the 'Children' section. Below this is a 'Child Demographics +' filter. The 'Goal Set' dropdown is set to 'behavior'. On the right, the 'Report Summary' sidebar lists filters for Organization, Program, Site, Teacher, Class, Children, and Goal Set.

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

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## Report Criteria

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

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

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

7 Under **CHILDREN TO COMPARE**.

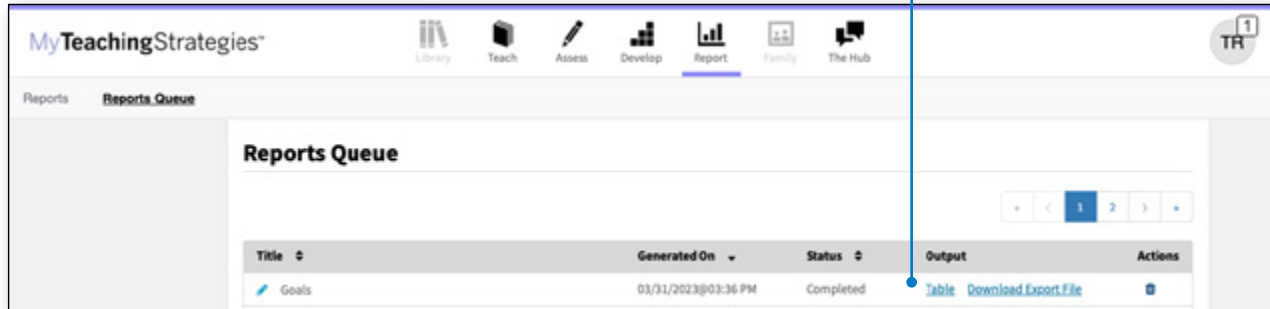
- Select "Children in All Checkpoint Periods" to restrict the children included in the report to those who have data in all selected checkpoint periods.
- Select "Children in Any Checkpoint Period" to include all children who have data in any of the selected checkpoint periods.

8 Select **GENERATE REPORT**.



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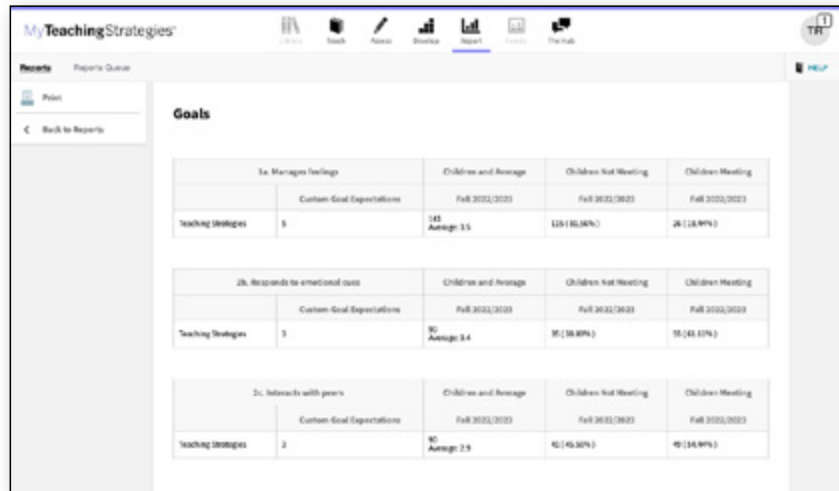
9 The report will appear on the Reports Queue. Select **TABLE** to open the report output.



### Report Results

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

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



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## Interrater Reliability Report

Administrators can generate an Interrater Reliability Report to monitor the completion status of staff members undertaking the Interrater Reliability Certification process.

To generate an Interrater Reliability Report navigate to the Report area, and then select **GO** under Interrater Reliability.

The screenshot shows the 'Interrater Reliability Report' page in the MyTeachingStrategies application. The page includes a navigation bar with 'Library', 'Teach', 'Assess', 'Develop', 'Report', 'Family', and 'The Hub'. The main content area is titled 'Interrater Reliability Report' and contains several filter sections: 'Filter by' (Organization, Program, Site), 'Date Filter' (None, Certificate Date, Certificate Expiration Date, From, To), 'Age or Class/Grade' (Infants, Toddlers & Twos, Preschool, Pre-K, Kindergarten, Mixed Age Class), and 'IRR Status' (Not Started, In Progress, Current, Expired). A 'Report Summary' sidebar on the right shows the current filter selections. A 'Generate Report' button is located at the bottom right of the filter area.

Use the **FILTER BY** option to narrow down the users included in the export

Use the **DATE FILTER** option to filter users by **CERTIFICATE DATE** or **CERTIFICATE EXPIRATION DATE** or leave **NONE** selected to include all users regardless of certification status.

Uncheck any **AGE OR CLASS/GRADE** to narrow down the certifications returned in the report.

Use the **IRR STATUS** options to filter users by if they've started a certification, if they are in progress with a certification, if their certification is current, or if their certification is expired.

Select **GENERATE REPORT**. The generated report will include a table with the total number of users who are currently certified, the total number of users currently completing a certification, and a table with each user's program, site, UserID, Last Name, First Name, Date Added, the Age or Class/Grade of the certification, the IRR Status, the Certification Date, and when the Certification Expires.

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Select **PRINT** in the left navigation to print the report in HTML or PDF.

The screenshot shows the MyTeachingStrategies interface. At the top, there are navigation icons for Library, Teach, Assess, Develop, Report (highlighted), Family, and The Hub. Below the navigation bar, there are tabs for Reports and Reports Queue. A left sidebar contains a 'Print' button (highlighted with a blue circle and arrow), an 'Export' button, and a 'Back to Reports' link. The main content area displays the report title 'Organization Teaching Strategies - Interrater Reliability Certification Report' and an 'Overview' section. Below the overview is a 'Summary' section with a table of participant statistics. At the bottom is a 'Details' section with a table listing individual participants.

### Organization Teaching Strategies - Interrater Reliability Certification Report

**Overview**

This report follows the progress of the teachers in your program who are pursuing Teaching Strategies Interrater Reliability Certification.

**Summary**

Total Number of Participants Who Have Not Started	710
Total Number of Participants Currently Certified	69
Total Number of Participants In Progress	133
Total Number of Participants	873

**Details**

Program	Site	User ID	Date User Added	Last Name	First Name	Age Or Class/Grade	IRR Status	Most Recent Round	Date Started	C
Coach Program	Coach Site	196557	7/10/2022	Coach	Andy	-	Not Started	-	-	-
Coach Program	Coach Site	196555	7/10/2022	Coach	Bella	-	Not Started	-	-	-
Coach Program	Coach Site	196556	7/10/2022	Coach	Cal	-	Not Started	-	-	-
Coach Program	Coach Site	178959	4/12/2021	Stokes	Celia	-	Not Started	-	-	-
Coach Program	Coach Site	196558	7/10/2022	Coach	Dana	-	Not Started	-	-	-
Coach Program	Coach Site	1964113	7/5/2022	Everly	Eliana	-	Not Started	-	-	-
Coach Program	Coach Site	196559	7/10/2022	Coach	Eva	-	Not Started	-	-	-
Coach Program	Coach Site	196560	7/10/2022	Coach	Fred	-	Not Started	-	-	-
Coach Program	Coach Site	196561	7/10/2022	Coach	George	-	Not Started	-	-	-

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## Data Export Report

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

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

The screenshot shows the 'Data Export' configuration page in the MyTeachingStrategies interface. The page includes a navigation bar with 'Library', 'Teach', 'Assess', 'Develop', 'Report', 'Family', and 'The Hub'. The 'Report' section is active, showing a 'Data Export' form. The form contains several sections: 'Search / Filter your export by:' with dropdown menus for Organization, Program, Site, Teacher, and Class; 'Checkpoint Period' with radio buttons for various years and seasons; 'Include Archived Children' with 'Yes' and 'No' radio buttons; and 'Export Fields Stamped For Each Checkpoint Period' with 'Yes' and 'No' radio buttons. A right-hand sidebar titled 'Report Summary' displays the current selection: Organization: Teaching Strategies, Program: All Programs, Site: All Sites, Teacher: All Teachers, Class: All Classes, Checkpoint Period: Spring 2022/2023, Include Archived Children: Yes, and Export Fields Stamped For Each Checkpoint Period: No. An 'Export' button is located at the bottom of the sidebar. Five numbered callouts are present: 1 points to the search/filter dropdowns; 2 points to the 'Checkpoint Period' section; 3 points to the 'Include Archived Children' section; 4 points to the 'Export Fields Stamped For Each Checkpoint Period' section; and 5 points to the 'Export' button.

**1** Use the **SEARCH/FILTER** options to narrow down the data to be included in the export.

**2** Choose a **CHECKPOINT PERIOD**.

**3** Choose whether or not to include **ARCHIVED CHILDREN**.

**4** Choose whether or not to include **EXPORT FIELDS STAMPED FOR EACH CHECKPOINT PERIOD**.

**5** Select **EXPORT**.

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

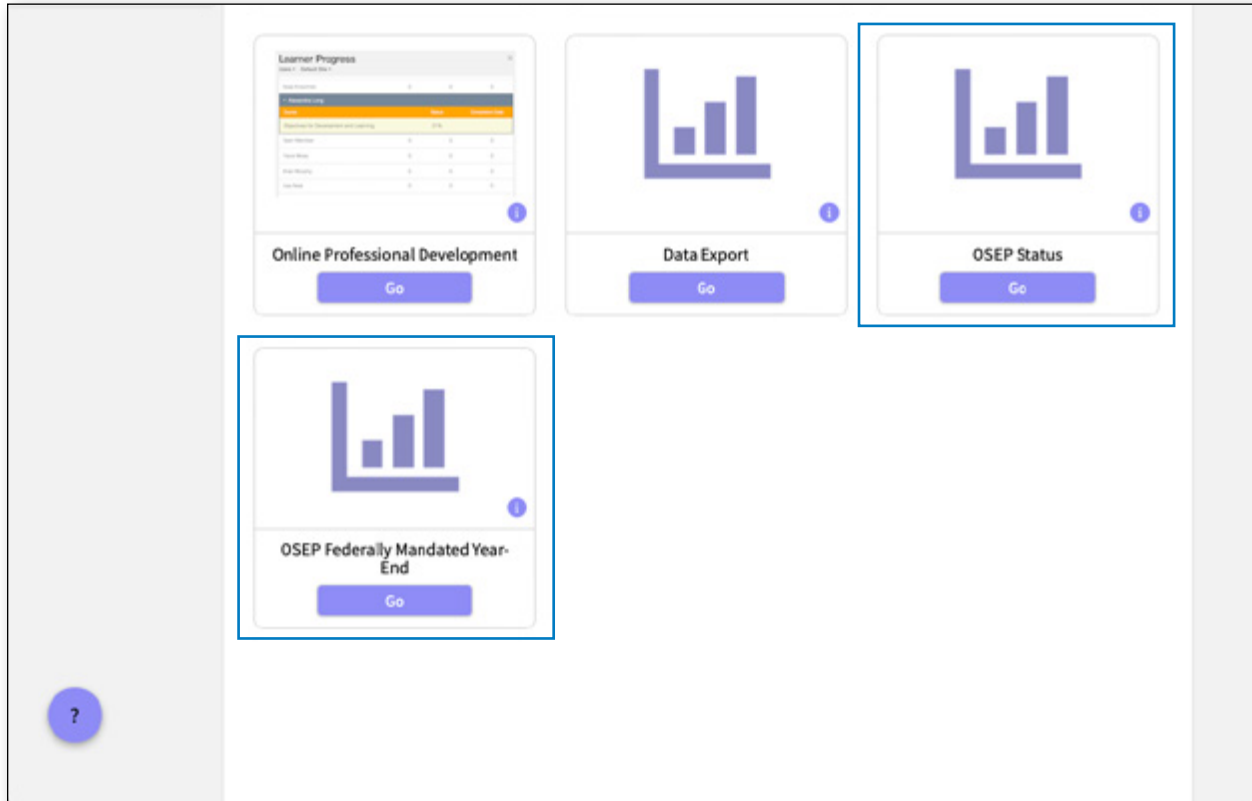
The screenshot displays the MyTeachingStrategies interface. At the top, there is a navigation bar with icons for Library, Teach, Assess, Develop, Report, Family, and The Hub. Below the navigation bar, the 'Reports Queue' section is visible. It contains a table with the following columns: Title, Generated On, Status, Output, and Actions. The first row of the table shows a report titled 'DataExport' generated on '03/31/2023@03:40 PM' with a status of 'Completed'. The 'Output' column for this report contains a link labeled 'Download Export File'. A blue callout box with the number '6' points to this link.

Title	Generated On	Status	Output	Actions
DataExport	03/31/2023@03:40 PM	Completed	<a href="#">Download Export File</a>	

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## OSEP Reports

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



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## OSEP Status Report

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

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

### Report Criteria – Child Level

The screenshot shows the 'OSEP Child Level Status Report' interface. It includes a sidebar with navigation options like 'Generate Child Level Status' and 'Generate Program Level Status'. The main area contains sections for 'Child Demographics', 'Age or Class/Grade', 'Select Children', and 'Entry/Exit Date Range'. A 'Filter Summary' panel on the right lists various filters like Organization, Program, Site, Teacher, Class, and Children.

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

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

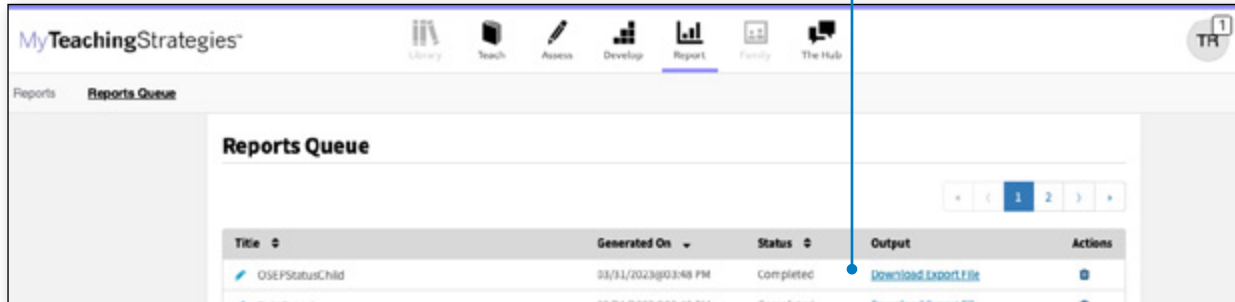
**3** In the **SELECT CHILDREN** section, the report will default to include all child records in your administrative access. You can also filter down to a program, site, teacher, class, or child.

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

**5** Select **GENERATE REPORT**.

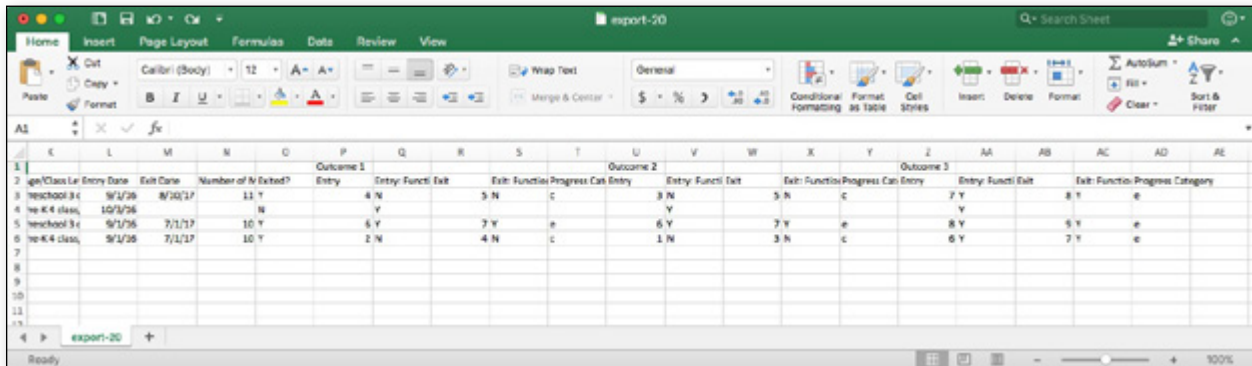
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6 You will be taken to the Reports Queue. Select **DOWNLOAD EXPORT FILE** when the report is ready to download.



### Report Results – Child Level

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





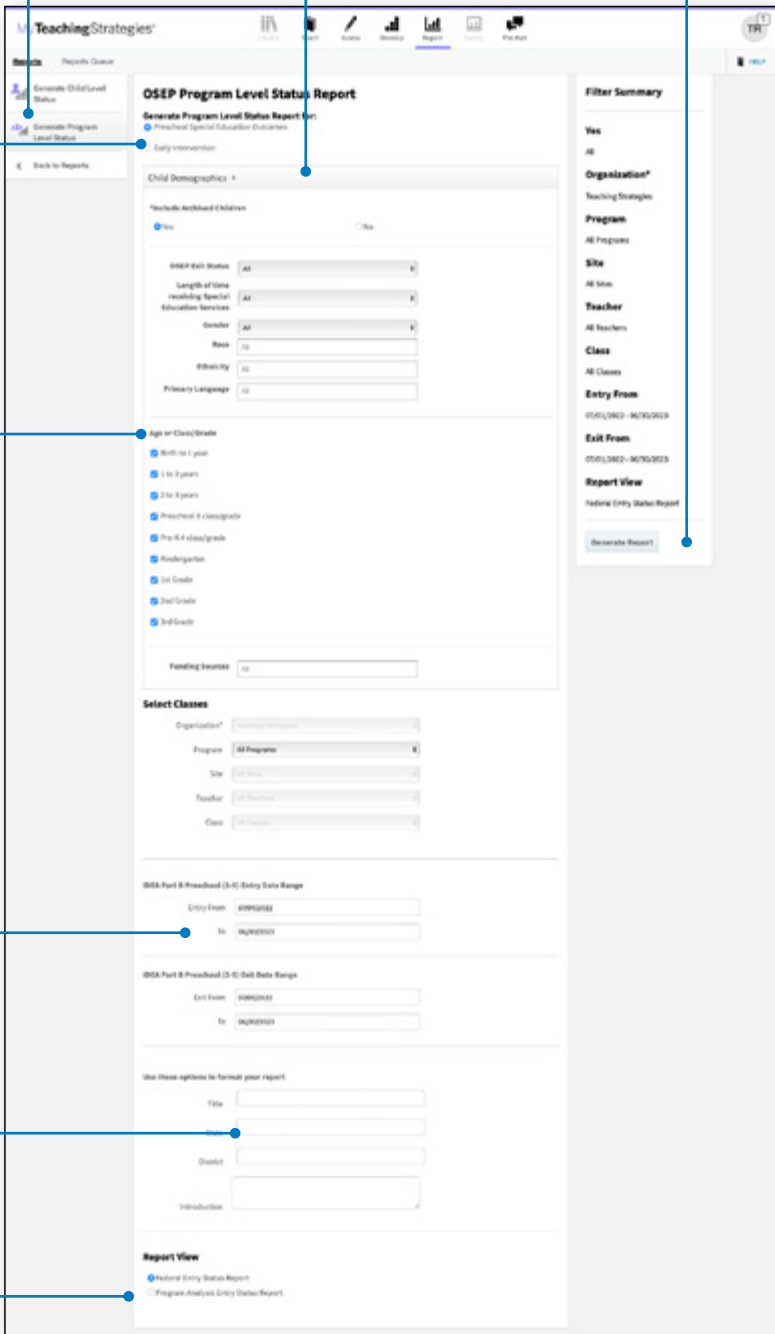
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### Report Criteria – Program Level

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

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

- 1 Select **GENERATE PROGRAM LEVEL STATUS** in the left-hand navigation.
- 2 The report will default to **PRESCHOOL SPECIAL EDUCATION OUTCOMES**. Select **EARLY INTERVENTION** to change the age group.
- 3 Expand the **CHILD DEMOGRAPHICS** section to choose whether to include archived child records and/or to filter by demographic information.
- 4 In the **SELECT CLASSES** section, the report will default to include all child records in your administrative access. You can also filter down to a program, site, teacher, class, or child.
- 5 Under **ENTRY DATE RANGE** and **EXIT DATE RANGE**, the report will default to dates for the current school year. You can change these to adjust your criteria.
- 6 In the **USE THESE OPTIONS TO FORMAT YOUR REPORT** section, you have the option to include information about your program on the report.
- 7 In the **REPORT VIEW** section, the report will default to select Federal Entry Status Report, with the Program Analysis Entry Status Report output as a second option.
- 8 Select **GENERATE REPORT**.



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### Report Results – Program Level

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

**OSEP Status Program (Program Level)**

**Preschool Special Education Outcomes**

Report Criteria

Entry Dates Between	07/01/2022 - 06/30/2023
OSEP Exit Status	Exited and Active Children
Exit Dates Between	07/01/2022 - 06/30/2023
Include Archived Children	Yes
Gender	All
Primary Language	All
Race	All
Ethnicity	All
Funding Sources	All
Report Generated On	08/01/2023

General	
Number of Children	14
Number of Children with Active I/SP/IEP	33
Number of Children Exited from OSEP Services	1
Number of Classes	27
Number of Schools/Centers	6
Number of Children without Entry or Exit Data	38

Length of Time Receiving OSEP Services		
Less Than 6 Months	9	35.5%
6 Months or More	25	73.5%

Gender		
Female	29	55.9%
Male	14	41.2%
Non-Binary	1	2.9%

Race		
Asian	1	2.9%
Chinese	1	2.9%
Filipino	1	2.9%
Korean	1	2.9%
Black or African American	3	8.8%
Native Hawaiian or Other Pacific Islander	1	2.9%
Taiwanese	1	2.9%
White	4	11.8%
Two or More Races	14	41.2%
No Response	7	20.6%

Ethnicity		
Hispanic or Latino	5	14.7%
Mexican	8	23.5%
Puerto Rican	3	8.8%
Dominican	1	2.9%
Colombian	2	5.9%
Not Hispanic or Latino	10	29.4%
No Response	5	14.7%

Primary Language Spoken		
English	14	41.2%
Spanish	19	55.9%
Unknown	1	2.9%

Funding Sources (number of times checked)	
Child Care	1
Head Start	6
Medicaid	1
Military	2
Pre-K	5
TANF	1
Title I	1

Class Levels		
Preschool 3 class/grade	13	36.2%
Pre-K 4 class/grade	11	32.4%
Kindergarten	10	29.4%

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## Federal Entry Status Report

### Summary of Outcomes

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

	Outcome 1		Outcome 2		Outcome 3	
	Entry	Exit	Entry	Exit	Entry	Exit
Children who are functioning at a level comparable to same-aged peers	4 66.7%	0 0.0%	4 66.7%	0 0.0%	3 50.0%	0 0.0%
Children who are functioning at a level below same-aged peers	2 33.3%	1 100.0%	2 33.3%	1 100.0%	3 50.0%	1 100.0%
Totals	6 100%	1 100%	6 100%	1 100%	6 100%	1 100%

### Support Data

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

Entry: Comparable for all 3 outcomes	Entry: Below for at least 1 outcome	Entry: Totals	Exit: Comparable for all 3 outcomes	Exit: Below for at least 1 outcome	Exit: Totals
3 8.8%	31 91.2%	34 100%	0 0.0%	1 2.9%	1 2.9%

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

Entry: Comparable for all 3 outcomes	Entry: Below for 1 outcome	Entry: Below for 2 outcomes	Entry: Below for 3 outcomes	Entry: Totals
3 8.8%	1 2.9%	0 0.0%	30 88.2%	34 100%

Exit: Comparable for all 3 outcomes	Exit: Below for 1 outcome	Exit: Below for 2 outcomes	Exit: Below for 3 outcomes	Exit: Totals
0 0.0%	0 0.0%	0 0.0%	1 100.0%	1 100%

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## Program Analysis Entry Status Report

### Summary of Outcomes

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

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

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

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

### Support Data

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

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

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

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

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

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## OSEP Federally Mandated Year-End Report

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

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

### Report Criteria – Child Level

The screenshot shows the 'OSEP Child Level Mandated Report' interface. It includes a 'Filter Summary' sidebar on the right and a main form area. The form has sections for 'Child Demographics', 'Age or Class/Grade', 'Select Children', and 'Entry/Exit Date Range'. A 'Generate Report' button is located at the bottom right of the form area.

- 1 The report will default to **PRESCHOOL SPECIAL EDUCATION OUTCOMES**. Select **EARLY INTERVENTION** to change the age group.
- 2 Expand the **CHILD DEMOGRAPHICS** section, to choose whether to include archived child records and/or to filter by demographic information.
- 3 In the **SELECT CHILDREN** section, the report will default to include all child records in your administrative access. You can also filter down to a program, site, teacher, class, or child.
- 4 Under **ENTRY DATE RANGE** and **EXIT DATE RANGE**, the report will default to dates for the current school year. You can change these to adjust your criteria.
- 5 Select **GENERATE REPORT**.



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### Report Criteria – Program Level

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

The screenshot shows the 'OSEP Program Level Mandated Report' interface. The left-hand navigation menu includes 'Reports', 'Reports Guide', 'OSEP Child Level Mandated Report', and 'OSEP Program Level Mandated Report'. The main content area is titled 'OSEP Program Level Mandated Report' and includes a 'Generate Federally Mandated Year End Report (program level) for:' section with radio buttons for 'Preschool Special Education Outcomes' (selected) and 'Early Intervention'. Below this is a 'Child Demographics' section with dropdown menus for Gender, Race, Ethnicity, and Primary Language. The 'Age or Classification' section has radio buttons for 'Birth to 1 year', '1 to 2 years', '2 to 3 years', 'Preschool 3 classgrade', 'Pre-K-K Classgrade', 'Kindergarten', '3rd Grade', '2nd Grade', and '1st Grade'. The 'Feeding Sources' dropdown is set to 'All'. The 'Select Children' section has dropdowns for Organization, Program, Site, Teacher, and Class, and radio buttons for 'Select All' and 'Deselect All'. The 'IDEA Part B Preschool (3-4) Exit Date Range' section has date pickers for 'Exit From' (09/30/2022) and 'To' (09/30/2023). The 'Use these options to format your report' section has text boxes for Title, State, District, and Introduction. The 'Show Gains Data' section has radio buttons for 'Yes' and 'No' (selected). The right-hand 'Filter Summary' panel shows 'Yes' selected for 'Generate Report' and 'No' for 'Show Gains Data'.

- 1 Select **OSEP PROGRAM LEVEL MANDATED REPORT** in the left-hand navigation.
- 2 The report will default to **PRESCHOOL SPECIAL EDUCATION OUTCOMES**. Select **EARLY INTERVENTION** to change the age group.
- 3 Expand the **CHILD DEMOGRAPHICS** section, to choose whether to include archived child records and/or to filter by demographic information.
- 4 In the **SELECT CHILDREN** section, the report will default to include all child records in your administrative access. You can also filter down to a program, site, teacher, class, or child.
- 5 Under **ENTRY DATE RANGE** and **EXIT DATE RANGE**, the report will default to dates for the current school year. You can change these to adjust your criteria.
- 6 In the **SHOW GAINS DATA** section, the report will default to No.
- 7 In the **REPORT VIEW** section, the report will default to select Federal Entry Status Report, with the Program Analysis Entry Status Report output as a second option.
- 8 Select **GENERATE REPORT**.



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### Report Results – Program Level

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

### Child Outcomes Summary

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

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

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

**Summary Statements**

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

**Outcome 2: Acquiring and using knowledge and skills**

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

**Summary Statements**

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

**Outcome 3: Taking appropriate action to meet needs**

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

**Summary Statements**

Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.	0%
The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.	100.0%



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## Gains Data

Gains Data																	
Outcome 1: Positive social-emotional skills (including social relationships)																	
1									2								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
3									4								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
5									6								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
7									8								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9																	
1	2	3	4	5	6	7	8	9									
0	0	0	0	0	0	0	0	0									
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%									
Outcome 2: Acquiring and using knowledge and skills																	
1									2								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
3									4								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

MyTeachingStrategies®

# Support



The Hub

*MyTeachingStrategies*® Support Portal

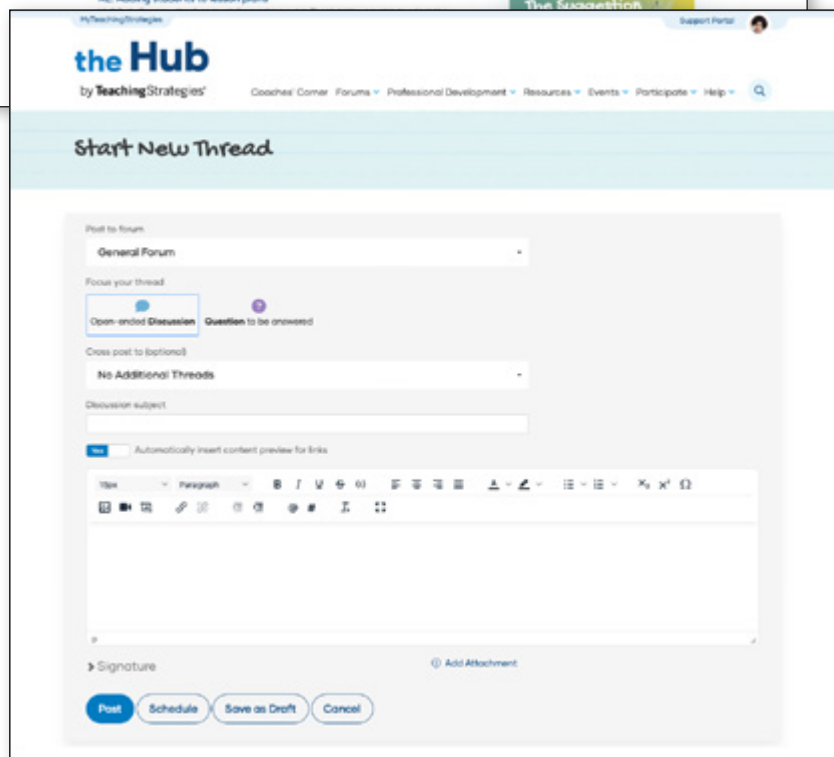
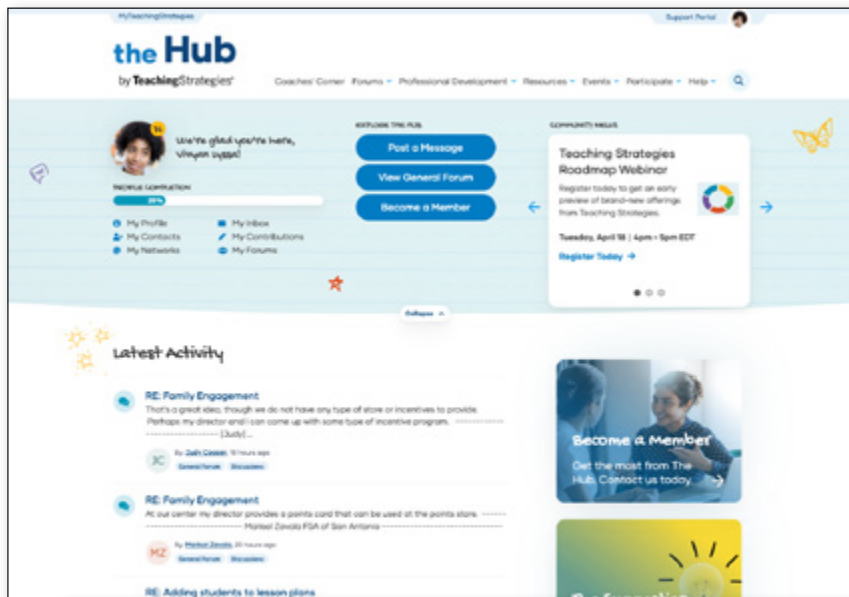
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## The Hub

Access The Hub, our professional learning community, to ask questions, connect with other educators, and keep up-to-date with the latest from Teaching Strategies. Select “The Hub” at the top of any screen in *MyTeachingStrategies*.

After you accept the Hub Code of Conduct, you will arrive on The Hub home page, where you can access and set up your profile, post a message to the General Forum, and review other discussions currently happening under Latest Activity.

After selecting Post a Message, you can choose to start a new discussion thread or ask a question. Then, type in a subject to your message and your message copy, which can include images, embedded video, external links, hashtags, and attachments. You can even use the @ icon to mention other educators on The Hub. Select Post when you are ready to post.



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Review all of the recent discussion threads and questions in the General Forum to browse the latest activity on The Hub. Select any thread or question to review that conversation.

the Hub  
by TeachingStrategies®

Coach's Corner Forums Professional Development Resources Events Participate Help

General Forum

Forum Home Threads 12K Pins 42K Events 12K Members 12K

All Thread Types Post Recently Updated 10 per page Start New Thread

Thread Subject	Replies	Last Post
Family Engagement FamilyEngagement Support	4	19 hours ago by Judy Cooper
Adding students to lesson plans InteractTeachingApp Support Teach	1	21 hours ago by Chloe McCabe Original post by Judy Cooper
Anecdotes Assessments GOLD Support	0	21 hours ago by Natasha Parker
Women's History Month 12 Women Leaders in Early Learning Blog WomenHistoryMonth	1	yesterday by Sierra Haddock Original post by Alle Sheek
Member Meet-Up Recap: How Might You Lessen Sensory Overload in Your Classroom? MemberMeetUp	8	yesterday by Sierra Haddock Original post by Chloe McCabe
Class TechnicalSupport	1	2 days ago by Chloe McCabe Original post by Maria Buenavista
App difficulties GOLDCommentationApp TechnicalSupport	2	2 days ago by Maria Buenavista Original post by Lauren Leonardo
Lowercase & Uppercase Distinction for 1st GOLD Letters Support	4	2 days ago by Chloe McCabe Original post by Monique Russell
Studies for facts IT	1	2 days ago by Chloe McCabe Original post by Coashancy Addison
Teaching 3s and 4s vs 3 through 5s Planning Feedback	2	2 days ago by Chloe McCabe Original post by Aileen Dalton

Showing 1 to 10 of 368 threads (28K total posts)

Select the Like button to like any message, and select Reply to chime in and join the conversation.

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General Forum

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Expand all Collapse all sort by thread

Back to discussions

Family Engagement Follow

Judy Cooper 2 days ago  
We are looking for suggestions to increase family engagement. We have offered families opportunities...

1. Family Engagement 1 Like Reply

Judy Cooper Posted 2 days ago  
We are looking for suggestions to increase family engagement. We have offered families opportunities to visit our classrooms to share holiday traditions, hobbies/skills linked to studies and to be guest readers. Newsletter are sent home that include introduction to our studies with lists of items that can be donated to support our classroom. We are in the process of planning a make and take event for parents to attend in the evening. We use the family app to communicate however we get little response. Any ideas??

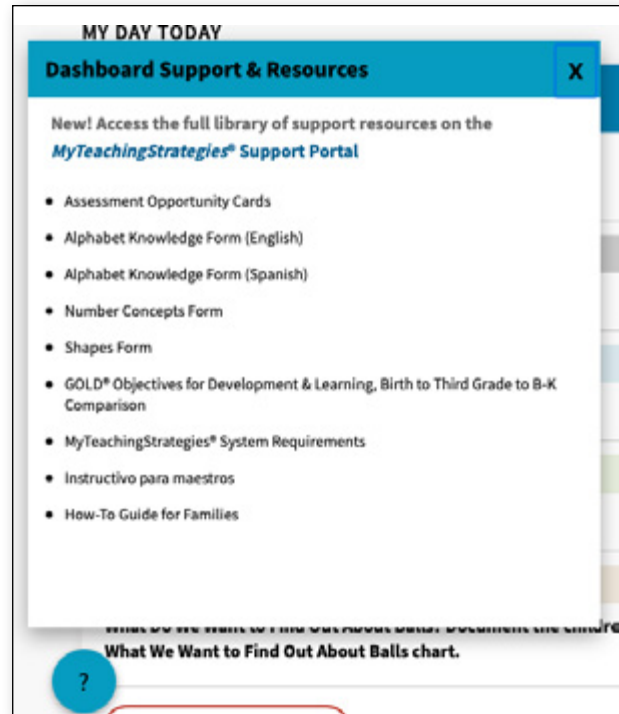
Judy Cooper  
Preschool Instruction Coach and PRS  
Teacher Public Schools  
Newark, New Jersey

2. RE: Family Engagement 1 Like Reply

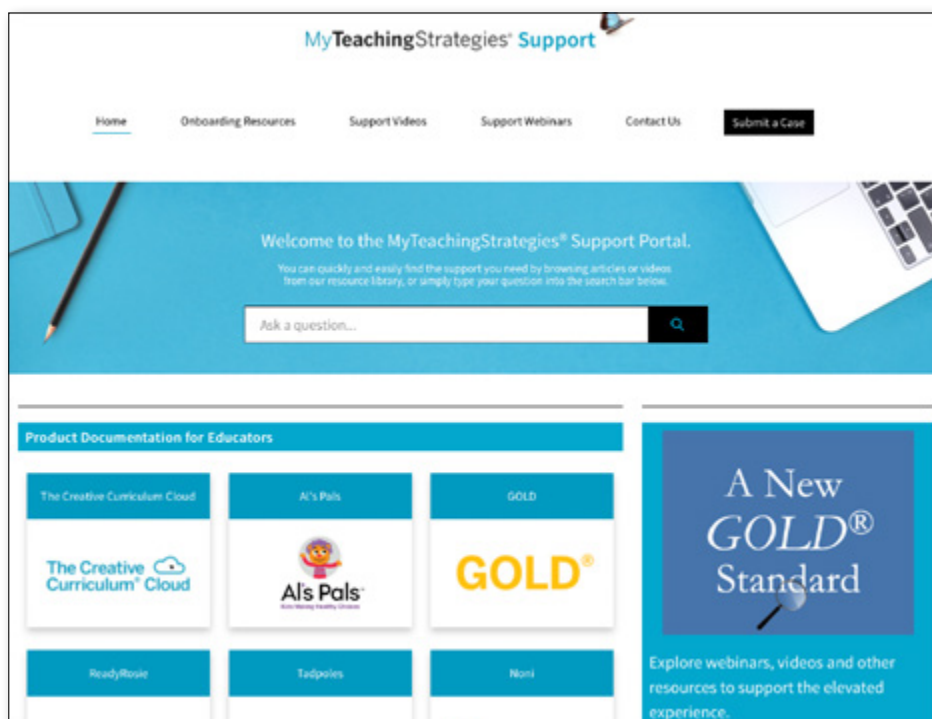
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## MyTeachingStrategies® Support Portal

The MyTeachingStrategies® Support Portal provides users with access to easily searchable support articles and videos and gives users a simple way to contact our technical support team. Select the support and resources icon on the bottom left corner of any screen in MyTeachingStrategies® to access the Support Portal.



Type in any question you have in the search bar to find related support articles that might answer your question. Select the GOLD tile under Product Documentation for Educators to browse all support resources on GOLD, as well as to access the Ready-Set-Go! video library for GOLD. If you need further technical support, select Submit a Case to contact our team.



# A GOLD® Glossary

## A

### **areas of development and learning**

The objectives for development and learning that drive GOLD® (as well as The Creative Curriculum®) are divided into four broad developmental domains (social–emotional, physical, language, and cognitive) and five content areas (literacy, mathematics, science and technology, social studies, and the arts). A sixth area, English language acquisition, pertains to children who are dual-language learners or who are learning English as a second language. These 10 areas are often referred to as areas of development and learning.

### **Assess area**

“Assess” is one of the functional areas of *MyTeachingStrategies*®. This is where you can add and view documentation, set preliminary levels, finalize checkpoint ratings, and check on your own progress in documenting children’s development and learning throughout each checkpoint period. You can navigate to the Assess area from any page in the platform by selecting its icon (a pencil) in the main navigation. You will see a gold bar across the top of the screen whenever you are in the Assess area.

### **At a Glance**

The At a Glance is a main page within the Assess area of *MyTeachingStrategies*®. Here, you can instantly view and act on information regarding your progress toward gathering all required documentation for a checkpoint period. It is the default view whenever you first navigate to the Assess area.

### **assessment cycle**

Assessment cycle refers to the ongoing cycle of observing and collecting facts; analyzing and responding; evaluating; and summarizing, planning, and communicating to others in order to better support individual children’s development and learning.

## C

### **Checkpoint dashboard**

The Checkpoint dashboard is a main page within the Assess area of *MyTeachingStrategies*®. Here, you can view and act on information regarding finalizing checkpoint ratings. You can access the Checkpoint dashboard via the sub–navigation along the top of the Assess area.

### **checkpoint period**

A checkpoint period is a specific amount of time designated for collecting evidence of children’s progress. Most programs set three checkpoint periods (fall, winter, and spring), although year–round programs often add a fourth (summer). Each checkpoint period is bound by specific beginning and ending dates. A program may choose its own checkpoint dates, or it may defer to the default dates assigned in GOLD®. A checkpoint period is similar to what programs for older students call a marking period or grading period. The end of the period—when teachers typically determine final ratings based on all of the documentation they have collected, generate reports about each child’s progress, and share information with families—is sometimes referred to as simply the “checkpoint.” Reports and other conclusions drawn at the end of a checkpoint period constitute summative assessment data.

### **child assessment portfolio**

A child assessment portfolio is a collection of evidence that a child has demonstrated particular skills and abilities related to the objectives for development and learning. Although at one time all child assessment portfolios comprised physical artifacts, most documentation is now stored digitally in GOLD® through the Assess area of MyTeachingStrategies®.

### **color bands**

Color bands (or colored bands) in the progressions of the objectives for development and learning are bars or lines that signify the age or class/grade ranges for widely held expectations.

### ***The Creative Curriculum*®**

*The Creative Curriculum*® is a widely used, comprehensive, and research-based early childhood curriculum. Editions are available for infants, toddlers, and twos programs; preschool programs; kindergarten programs; and family childcare settings. The curriculum includes both knowledge-building foundation volumes and engaging Daily Resources, such as Intentional Teaching Experiences and Mighty Minutes®. The GOLD® assessment system emerged from early use of *The Creative Curriculum*®. The two continue to inform and support each other and are based on the same set of objectives for development and learning.

## **D**

### **Dimensions**

Dimensions are specific aspects or subskills of an objective. See also: objectives for development and learning.

### **documentation**

Documentation/evidence of learning can be an anecdotal record or other note, photo, video, audio recording, or work sample that a teacher collects during the normal course of children's actions and interactions. Families may also choose to provide documentation of their children's learning.

Note that these two terms—documentation and evidence—are often used interchangeably.

## **E**

### **Evidence**

Documentation/evidence of learning can be an anecdotal record or other note, photo, video, audio recording, or work sample that a teacher collects during the normal course of children's actions and interactions. Families may also choose to provide documentation of their children's learning.

Note that these two terms—documentation and evidence—are often used interchangeably.

### **examples**

Examples (in a progression) are different ways that children may show what they know and can do. All indicators in the progressions of development and learning include examples. See also: progression.

## F

### **finalized checkpoint levels**

Finalized levels are final checkpoint ratings. These levels are what teachers commit to when deciding where children's knowledge, skills, and abilities are for a checkpoint period. Teachers may finalize levels at any point during a checkpoint period, but, since children are continuously demonstrating new skills and abilities, most teachers find it makes the most sense to wait until the last few weeks of the checkpoint period to begin selecting unfinalized and then finalized levels. See also: preliminary levels, unfinalized levels.

### **formative assessment**

Formative assessment in the early childhood classroom is the process of collecting, reviewing, and responding to a child's demonstrated skills and abilities and could just as easily be called informative assessment, since that's exactly what it does—it informs a teacher's understanding of a child's current abilities to help individualize future learning experiences that gently challenge a child without frustrating him. Formative assessment can (and should) happen frequently, repeatedly, and at a variety of times and places so that teachers are consistently aware of what each child knows and can do. See also: summative assessment.

## G

### **Guided Learning Experiences/Guided Learning Plans**

Guided Learning Experiences are family-facing versions of Intentional Teaching Experiences. These provide short, engaging activities that families can use with children at home, using only materials generally found in the home of a young child. Teachers may either print copies to send home or share them digitally. See also: Intentional Teaching Experiences.

Guided Learning Plans comprise a carefully curated selection of learning experiences for families to use at home. Each set of Guided Learning Plans aligns with an investigation from a specific study in *The Creative Curriculum*®. Teachers may share them with families from the Family area of *MyTeachingStrategies*®.

## H

### **Home Language Survey**

To help you determine which children in your class are English-language learners/dual-language learners, we recommend using a combination of teacher observation, teacher judgment, and a home-language survey that you complete with family input.

The Home Language Survey determines whether the GOLD English language objectives\* will be included in a child's record in *MyTeachingStrategies*®. As you add children to your class in *MyTeachingStrategies*® (through the "Manage Children" action within your profile), you will see the survey.

\*Objective 37, "Demonstrates progress in listening to and understanding English"

\*Objective 38, "Demonstrates progress in speaking English"

You can find a printed copy of the Home Language Survey in the volume *Objectives for Development & Learning: Birth Through Third Grade* or download a copy here by clicking on the Resources tab in the upper-left corner. Both versions may be reproduced for use with families. We suggest completing the online version within *MyTeachingStrategies*®, however, so that the system knows whether to enable the objectives for English language acquisition for a child.



## I

### **Indicators**

Indicators are the knowledge, skills, and abilities that children demonstrate at each even-numbered level of a developmental progression.

### **Intentional Teaching Experiences**

Intentional Teaching Experiences describe playful, engaging activities that can be implemented throughout the day. They support social-emotional, physical, and language development as well as content learning in literacy and mathematics. They are typically offered during small-group time, but many are also appropriate for large-group, outdoor, and one-on-one experiences. Intentional Teaching Experiences include a Teaching Sequence that suggests simple variations on the main activity to help teachers individualize instruction. When teachers set preliminary ratings for documentation within the same area as an Intentional Teaching Experience, the data automatically informs the Teaching Sequence.

## L

### **levels (even-numbered)**

The rating scale used in the progressions of development and learning uses numbers called levels. Each articulated milestone along the progression is assigned an even-numbered level. See also: levels (odd-numbered).

### **levels (odd-numbered)**

The rating scale used in the progressions of development and learning uses levels. Odd-numbered levels, which do not align to indicators of their own, allow for more steps in the progression. Odd-numbered levels are used to represent those times when a child's skills are emerging from one even-numbered level to those in the next even-numbered level. Odd-numbered levels are often called "in-between levels" since they signify the time in between a child demonstrating skills indicated at one even-numbered level and the next even-numbered level. In-between levels can also be used to indicate those skills that a child demonstrates inconsistently or only with adult assistance. See also: levels (even-numbered).

## M

### **Mighty Minutes®**

Mighty Minutes® are short rhymes, games, songs, chants, and movement activities that you can use to turn even the smallest in-between times to opportunities for reinforcing skills. These activities, which are included in the Daily Resources of *The Creative Curriculum*®, may be used with one child or multiple children.

## N

### **Not Observed**

There may be times when you rate a child's skills as "Not Observed." Note that use of this rating requires a unique circumstance, such as excessive absences or recent enrollment in your program.

## **Not Yet**

Some color bands begin in the Not Yet level of the progression to show that a skill is not a reasonable expectation for a child at that age/grade. For example, it is “not yet” an expectation that a child will be able to write using conventions (Objective 19c, “Writes using conventions”) until she is in kindergarten. Therefore, the progression for this dimension shows the red, orange, yellow, green, and blue color bands as “Not Yet” expectations for the children those color bands represent. “Not Yet” may also sometimes apply to a child with certain developmental delays.

## **O**

### **objectives for development and learning**

The objectives for development and learning are statements of widely held expectations for children’s knowledge, skills, and abilities. The 38 objectives for development and learning that drive both GOLD® and *The Creative Curriculum*® are those most closely aligned with success at school.

### **Objectives for Development & Learning: Birth Through Third Grade**

If you see *Objectives for Development & Learning: Birth Through Third Grade* written in this way (italicized; with uppercase O, D, and L; using the ampersand symbol [&]; and followed by the phrase “Birth Through Third Grade”), it is a reference to the foundation volume by that name. This publication includes detailed information about all objectives and dimensions as well as strategies for supporting the development of each.

### **On-the-Spot**

The On-the-Spot Observation Recording Tool is a checklist that enables you to collect information quickly, either for one child or a group of children. It is designed to streamline the overall process of recording information about certain physical development, literacy, and mathematics objectives. At progress checkpoints, refer to both the On-the-Spot Observational Recording Tool and other documentation before making your final ratings. You can find the On-the-Spot tool in the sub-navigation near the top of your screen in the Assess area of *MyTeachingStrategies*®.

## **P**

### **preliminary levels**

Preliminary levels are ratings teachers assign to individual pieces of documentation. These levels allow teachers to create data throughout a checkpoint period to inform their final checkpoint decisions and to continuously inform their instruction.

When setting a preliminary level, you may find it helps to focus first on the indicator in the progression that aligns with the child’s age-group or class/grade level. Then, determine if that indicator seems appropriate or if you need to explore a level to the left or right of your starting point. Choose the indicator that most closely matches the skills and abilities demonstrated by the child. See also: unfinalized levels and finalized levels.

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## **progressions**

Progressions of development and learning (often simply referred to as “progressions”) define the paths that children typically follow when acquiring a skill or ability. The objectives for development and learning include 60 research-based progressions that help you understand a child’s current levels of development and learning and scaffold future learning. Progressions address objectives/dimensions in six of the ten areas of development and learning: social-emotional, physical, language, and cognitive development and literacy and mathematics learning.

Note that when an objective has dimensions, there is no progression provided for the overall objective—instead, there are progressions for its component dimensions. For example, you will find three progressions related to Objective 1, “Regulates own emotions and behaviors,” since it comprises three dimensions known as Objectives 1a, 1b, and 1c. However, Objective 4, “Demonstrates traveling skills,” has no dimensions, and therefore has only one progression. See also: objectives for development and learning.

## **R**

### **roll-up**

Data is said to “roll up” when individual pieces of data are combined into a larger data set. On the Assess area’s At a Glance, data from each objective/dimension is “rolled up” into area-level data. For example, the multiple pieces of documentation you have entered for Objectives 1, 2, and 3 will display as a single piece of information for the Social-Emotional Area.

## **S**

### **summative assessment**

Summative assessment occurs when a teacher reviews documentation, draws conclusions about each child’s development and learning, and summarizes findings at the end of a specified instructional period. Often in summative assessment, a child’s performance is compared against a standard or benchmark to see if a child has acquired knowledge, skills, and abilities that are typical for children her age. Summative assessment is also used to evaluate the effectiveness of a particular curriculum or instructional practices. See also: formative assessment.

## **T**

### **Teach area**

The Teach area is the area of the *MyTeachingStrategies*® digital platform where you can create and store your daily and weekly plans. You can access it by selecting the “Teach” icon from the main navigation on any page of *MyTeachingStrategies*®.

## **U**

### **unfinalized levels**

Unfinalized levels are checkpoint ratings that teachers select based on the preliminary levels they set for documentation, but they are not yet finalized in GOLD®. These levels can be viewed as “in-progress” checkpoint ratings until they are finalized. See also: preliminary levels and finalized levels.

## **W**

### **widely held expectations**

The progressions of development and learning outline research-based widely held expectations for children from birth through third grade. The widely held expectations for each age-group and grade level are represented by color bands that facilitate your quick understanding of them for each progression. Knowing the widely held expectations for the children in your class will help you intentionally scaffold each child's development and learning.

We hope that you found this GOLD User Guide to be useful and informative. If you have further questions or require additional support, Teaching Strategies offers technical and implementation support through its call center.

Representatives are available by e-mail and phone, Mondays through Fridays, 7:00 a.m. to 9:00 p.m. EST/EDT. A representative may be reached at [+1 866-736-5913](tel:+18667365913) or by emailing [support@teachingstrategies.com](mailto:support@teachingstrategies.com). Self-service guidance is also available through the MyTeachingStrategies® Support Portal at <https://teachingstrategies.force.com/portal/s/>.