

MyTeachingStrategies®

How-To Guide for Teachers



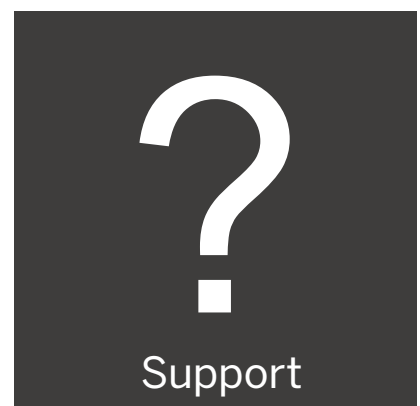
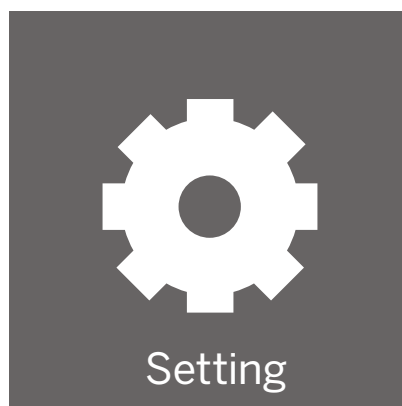
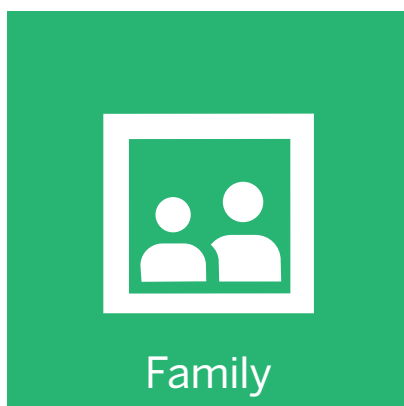
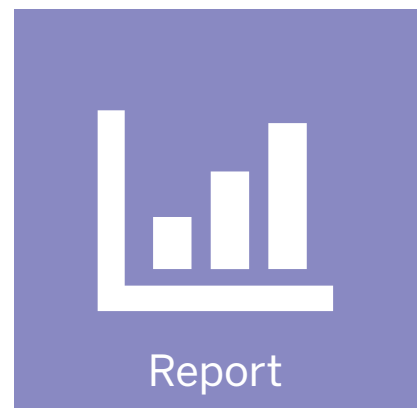
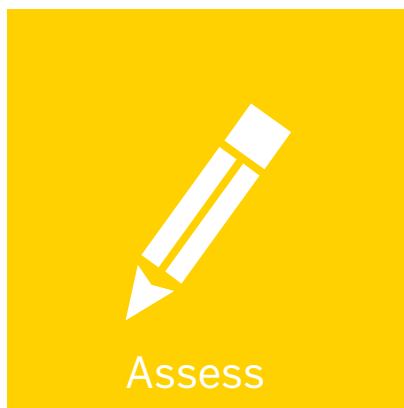
Welcome to *MyTeachingStrategies*® – the single entry point for all Teaching Strategies digital classroom solutions. *MyTeachingStrategies*® offers one online location for accessing many of the digital tools, resources, and support that together, make up what we know to be the essential pieces of high-quality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

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

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

Let's get started!

Click to view
section



Getting Started



Accessing *MyTeachingStrategies*®

Navigating *MyTeachingStrategies*®

Guided Tour

Setting Language Preference to Spanish

> Back to **Getting Started** table of contents

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 for your *MyTeachingStrategies*® account.

To log in, go to TeachingStrategies.com and click the **LOGIN** button at the top, right-hand side of the screen.

When the sign in screen appears, enter your username and temporary password. Then click **SUBMIT**.

Forgot Password / Username

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

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

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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.

MyTeachingStrategies™

Teach Assess Develop Report Family

Pre-K Class MT

Welcome, Megan!

What would you like to do?

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

These items need your attention:

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

What's happening today?

Wednesday, January 25th, 2017

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

Choice Time

Art: found items for making percussion instruments

Question of the Day

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

Large Group

Song: "Move to the Beat"

Discussion and Shared Writing: Making Instruments

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

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

[See my whole day](#)

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Navigation Bar

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



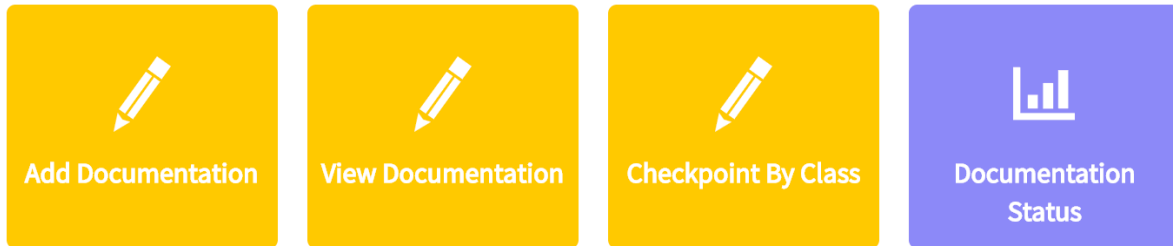
Click the *MyTeachingStrategies*® logo from any page to navigate back to your dashboard.

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

Shortcuts

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

What would you like to do?



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Messages

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

These items need your attention:

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

Daily Plans Summary

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

Help Button

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



What's happening today?

Wednesday, January 25th, 2017

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

Choice Time

Art: found items for making percussion instruments

Question of the Day

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

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

[See my whole day](#)

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Guided Tour

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

The screenshot displays the MyTeachingStrategies dashboard for a user named Susan. The dashboard is divided into several sections:

- Welcome, Susan!**: A greeting at the top left.
- What would you like to do?**: Four action buttons: Add Documentation, View Documentation, Checkpoint By Class, and Documentation Status.
- These items need your attention:**: A list of recent messages and updates, including a message from Tim Reed and various platform updates.
- What's happening today?**: A section for the current date (Thursday, March 22nd, 2018) showing activities like Choice Time, Art, Question of the Day, Large Group, Read-Aloud, Small Group, Mighty Minutes, and Outdoor Experiences.

A guided tour overlay is visible, showing a list of topics to be covered, including:

- How-To Video: Welcome to MyTeachingStrategies™
- How-To Guide for Teachers: Accessing MyTeachingStrategies™
- How-To Guide for Teachers: Assess Area
- How-To Guide for Teachers: Develop Area
- How-To Guide for Teachers: Family Area
- How-To Guide for Teachers: Getting Started
- How-To Guide for Teachers: Navigating MyTeachingStrategies™
- How-To Guide for Teachers: Report Area
- How-To Guide for Teachers: Settings
- How-To Guide for Teachers: Support and Resources
- How-To Guide for Teachers: Teach Area
- MyTeachingStrategies™ How-To Guide for Teachers
- How-To Video: Navigating MyTeachingStrategies™
- How-To Video: My Courses
- How-To Video: Adding Documentation with the MyTeachingStrategies™ app for Tadpoles users
- How-To Video: Documentation Status Report for Teachers
- How-To Video: Individual Child Report

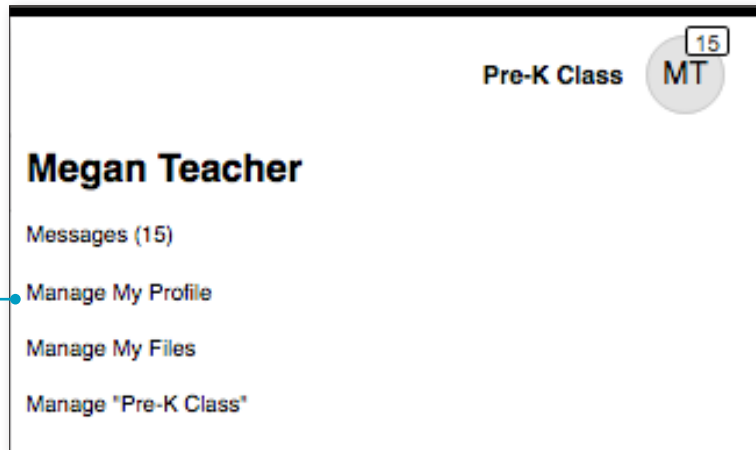
The overlay also includes a "TAKE A TOUR" button and a search bar.

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Setting Language Preference to Spanish

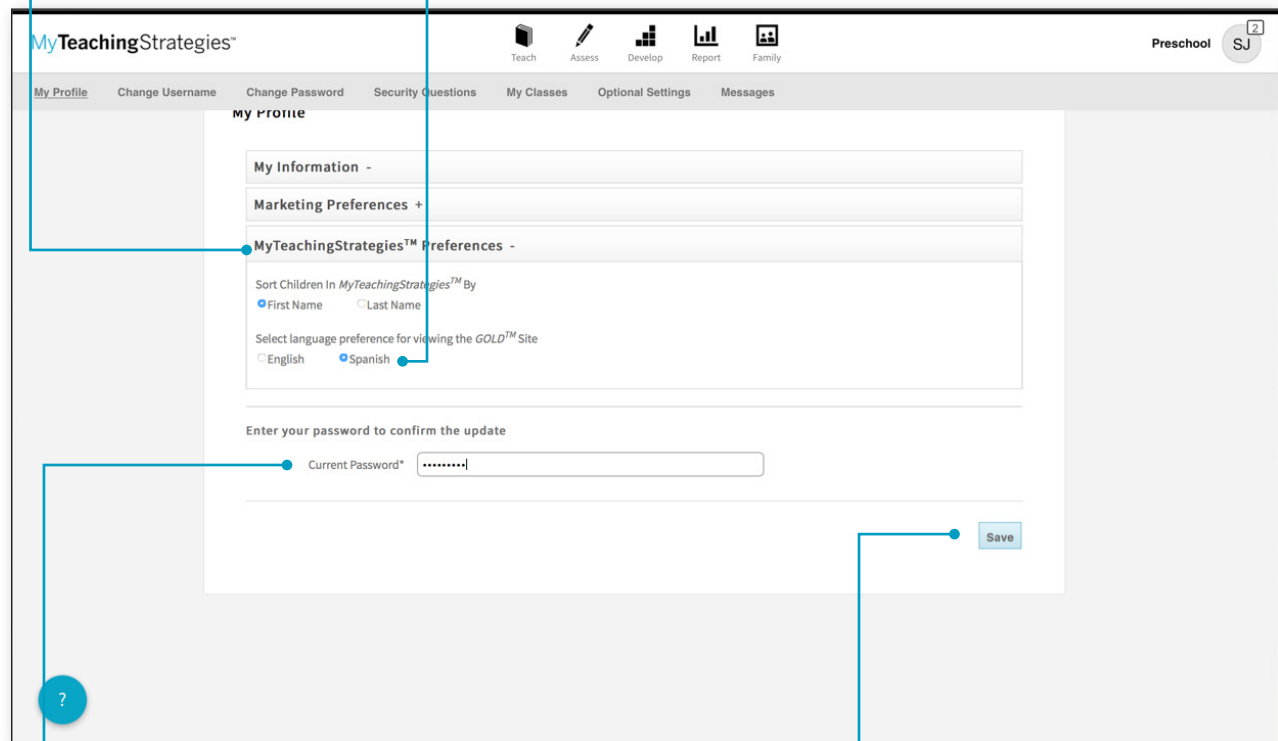
You can set the language preference of your *MyTeachingStrategies*® interface to Spanish in your user profile.

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



- 2 Select the **+** option next to **MYTEACHINGSTRATEGIES® PREFERENCES**.

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



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

- 5 Select **SAVE**.

Teach



Setting Up Your Weekly Template

Customizing Your Monthly Calendar

Customizing Your Weekly Calendar

Teaching with an Intentional Teaching
Experience/Opportunity

Adding Documentation While Using an
Intentional Teaching Experience/Opportunity

Viewing an Intentional Teaching Experience/
Opportunity in Spanish

Printing an Intentional Teaching
Experience/Opportunity

Sharing *LearningGames*® from Intentional
Teaching Experiences/Opportunities

Sharing Letters to Families

Adding and Removing Studies in
Your Calendar

Creating a Weekly Plan for Each Child

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

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

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

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

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

- Add activities
- Delete activities
- Reorder your day
- View Archived Weekly Plans
- Print your calendar
- Submit a weekly plan
- Share plans with families

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

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

The screenshot displays the 'Teach' interface for the week of June 10-15, 2018. The sidebar on the left contains the following options: Add Activity, Delete Activity, Reorder, Upload a Document, View Archived Weekly Plans, Print, Submit, and Share with Family. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family' tabs, with 'Teach' being the active tab. The sub-navigation bar shows 'Month', 'Week' (selected), and 'Weekly Template'. The main calendar grid shows a consistent daily plan for each day of the week:

- Topic:** Trees - Exploring the Topic: What do we know about trees? What do we want to find out?
- Choice Time:**
- Library:** books about trees
- Question of the Day:** Did you see a tree on your way to school today?
- Large Group:**
 - Movement:** A Tree My Size
 - Discussion and Shared Writing:** The Sizes of Trees
 - Materials:** Mighty Minutes 49, "A Tree My Size"; several books about trees
- Read-Aloud:** Our Tree Named Steve
- Small Group:** Choose an ITE Option
- Mighty Minutes:** Mighty Minutes 17, "Leaping Sounds"

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Setting Up Your Weekly Template

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

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

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

	Mon	Tue	Wed	Thu	Fri
Choice Time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Question of the Day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large Group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read-Aloud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small Group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mighty Minutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor Experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wow! Experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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Adding Times of Day to Your Weekly Template

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

Select **ADD TO TEMPLATE**.

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

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

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

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

Select **SAVE** to recalibrate your template.

Deleting Times of Day from Your Weekly Template

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

Select **DELETE FROM TEMPLATE**.

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

Select **SAVE** to recalibrate your template.

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

Reordering Times of Day in Your Weekly Template

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

Select **REORDER**.

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

Select **SAVE** to recalibrate your template.

MyTeachingStrategies®

Teach Assess Develop Report Family

Pre-K Class MT

Month Week Weekly Template

Add To Template

Delete From Template

Reorder

Settings

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

Save

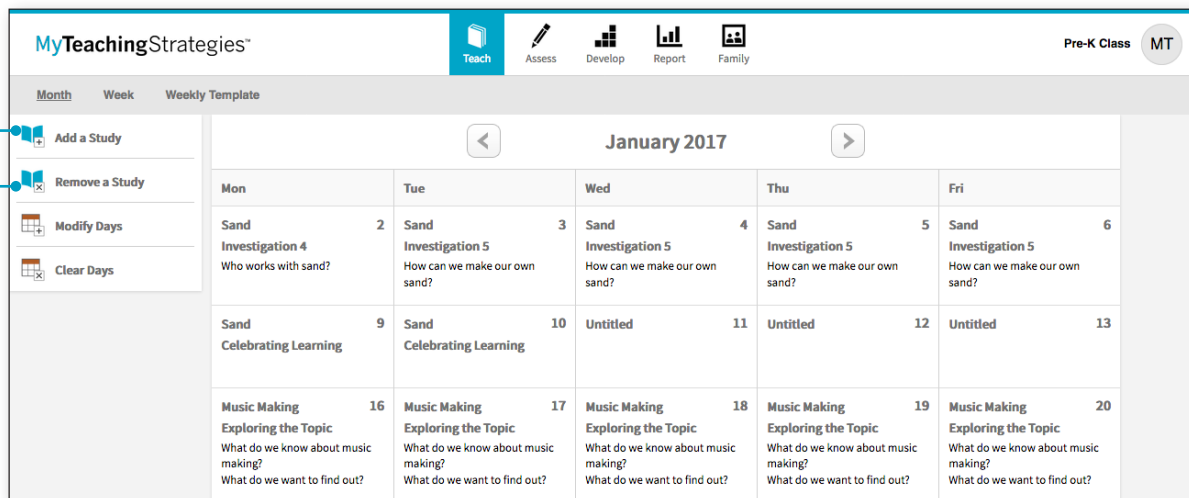
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Customizing Your Monthly Calendar

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

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

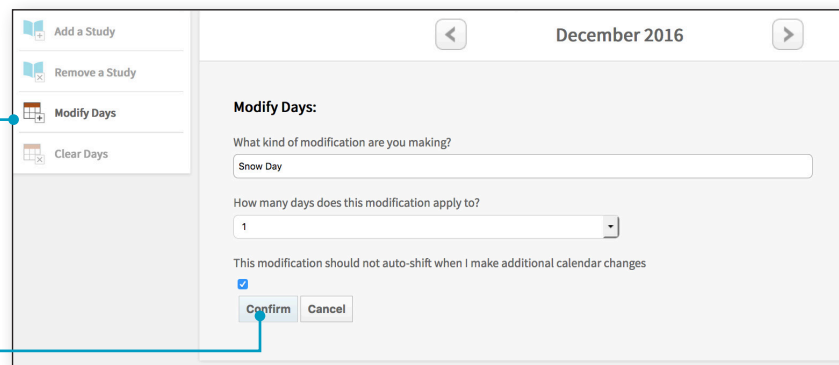
Preschool and Kindergarten subscribers to the digital curriculum resources have the option to add and remove studies from *The Creative Curriculum*®.



Modifying Days

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

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



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

Clearing Days

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

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

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

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Customizing Your Weekly Calendar

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

Adding *Intentional Teaching* Experiences/Opportunities

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

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

What is an *Intentional Teaching* Experience or Opportunity?

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

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

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

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

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Adding Custom Activities

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

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

Select **CUSTOM ACTIVITY**.

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

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

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

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

MyTeachingStrategies™

Teach Assess Develop Report Family

Preschool / Pre-K SJ

Month Week Weekly Template

Add Activity

Delete Activity

Reorder

Upload a Document

View Archived Weekly Plans

Print

Submit

Share with Family

Add an activity

June 10 - 15, 2018

Custom Activity

(Select children, name your activity and a note, click to save to add to calendar)

Activity Name:

Activity Type: Choice Time

What You Do:

Activity Library +

Select Children +

Objectives and Dimensions: +

Mon Tue ☒ Wed ☒ Thu ☐ Fri

☐ Save to my library

Cancel Add to Plan

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Deleting Activities from Your Weekly Calendar

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

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

Reordering Times of Day in Your Weekly Calendar

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

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

Upload a Document

To upload documents to your weekly plans, select “Upload a Document”. This can be used to supplement the Intentional Teaching experiences/opportunities and custom activities you have planned for in the Teach area with additional resources created outside of *MyTeachingStrategies*®.

View Archived Weekly Plans

To access your past Weekly Planning Forms, from the previous version of *GOLD*®, select **VIEW ARCHIVED WEEKLY PLANS**. This list does not include weekly plans created in *GOLDPlus*® or *MyTeachingStrategies*®. Those weekly plans can be accessed through the calendar in the Week view.

Print

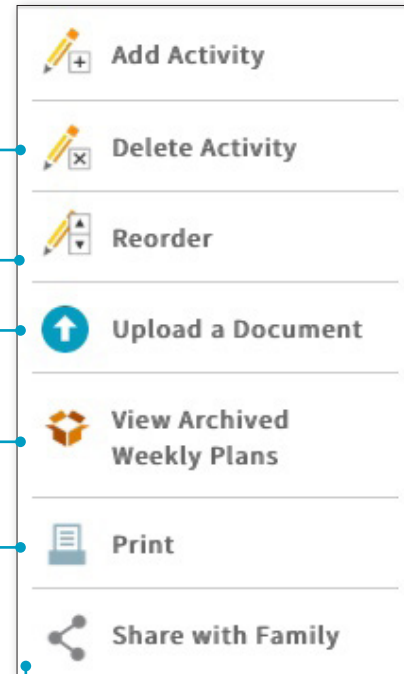
To print your weekly plan, select **PRINT** on the left-hand side of the screen.

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

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

Share with Family

To share your weekly plan with family members who have accounts for *MyTeachingStrategies*®, select **SHARE WITH FAMILY**. Next, choose the names of the children whose families you want to share with, then select **SUBMIT**.

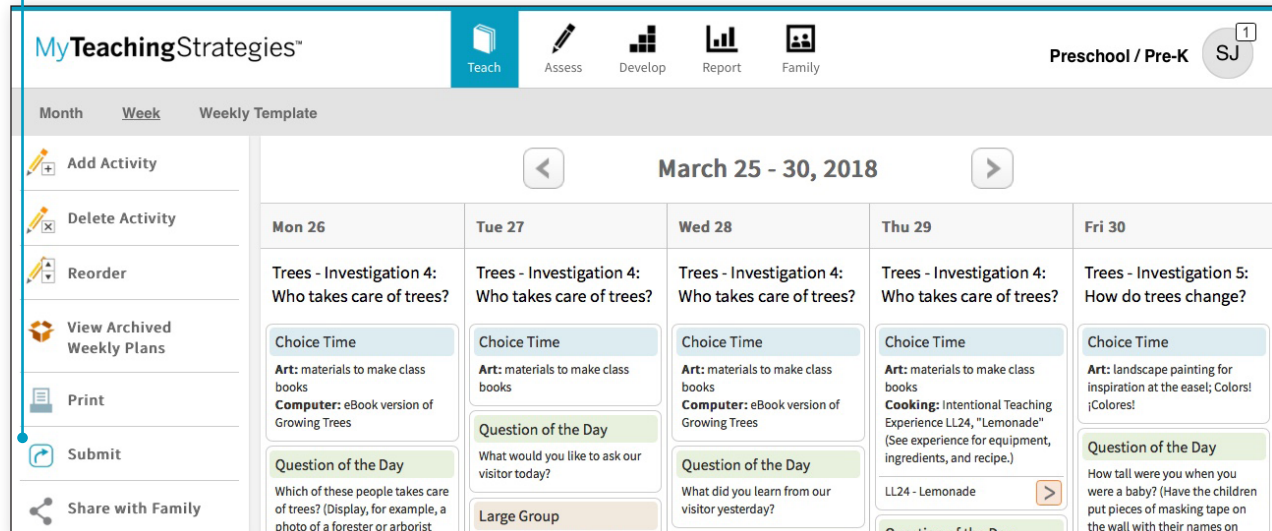


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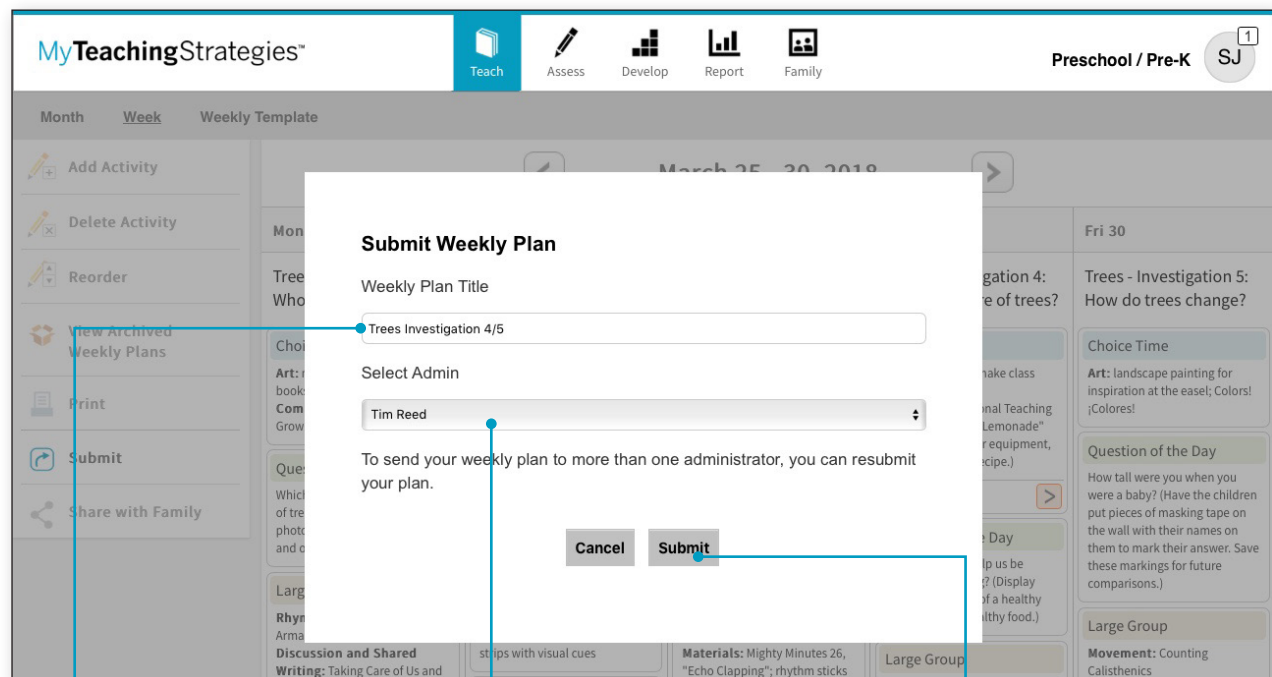
Submitting Weekly Plans

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

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



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



1 Add a title for your weekly plan.

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

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

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Upload Documents to Weekly Plans

Teachers can now upload documents to their weekly plans! This is a great feature for teachers who wish to supplement the Intentional Teaching experiences/opportunities and custom activities they have planned for in the Teach area with additional resources created outside of MyTeachingStrategies®.

To upload a document to a weekly plan:

- 1 While in the Teach area
- 2 View the week you are about to plan for

The screenshot shows the MyTeachingStrategies interface. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The 'Teach' tab is active. The main area displays a weekly plan for June 3-8, 2018. The sidebar on the left contains the following options: Add Activity, Delete Activity, Reorder, Upload a Document, View Archived Weekly Plans, Print, Submit, and Share with Family. The weekly plan grid shows activities for each day of the week. A modal window titled 'Submit Weekly Plan' is overlaid on the grid. The modal contains the following fields and options:

- Weekly Plan Title:** Trees Investigation 4/5
- Select Admin:** Tim Reed
- Message:** To send your weekly plan to more than one administrator, you can resubmit your plan.
- Buttons:** Cancel, Submit

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1 Select the days you wish to upload the document

2 select **ADD FILE** to choose a file from your device to upload.

3 We recommend uploading a PDF to maintain your desired formatting, but you can also upload a Word document, .png image file, .jpg image file, or .jpeg image file to the plan, with a size limit of 5MB. Once you have selected a file, select **SUBMIT**

An **UPLOADED DOCUMENT** time of day will then appear for each selected day at the top of your weekly plan with a link to the document. Selecting the link will open the uploaded document in a separate tab.

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Managing Uploaded Documents

The **UPLOADED DOCUMENT** time of day can be utilized like any other time of day on your calendar. You can delete any **UPLOADED DOCUMENT** times of day to remove them from your calendar, and you can reorder any **UPLOADED DOCUMENT** time of day to position it in your schedule.

Uploading Additional Documents

You can upload as many documents created outside of MyTeachingStrategies® as you wish to each weekly plan, for any day or week. This will add multiple **UPLOADED DOCUMENT** times of day to your weekly plan, which you can then manage as you see fit.

Sample Weekly Plan Templates from *The Creative Curriculum*®

We have provided several weekly plan templates in the Support and Resources library on the **WEEK** page to use for uploading. These templates, from *The Creative Curriculum*®, are editable PDFs. Download one for Infants, Toddlers, & Twos, for Preschool, or for Kindergarten, type in your planned activities, then upload to your plan!

Printing, Submitting to Administrators, and Sharing with Families

When you print your weekly plan, submit your plan to administrators, or share your plan with family members, any uploaded documents will be attached to the end of the PDF.

1

To remove these documents, select **PRINT**.

2

uncheck **UPLOADED DOCUMENT** before generating the PDF to print.

3

Once you have unchecked this option and saved, uploaded documents will also be removed when submitting weekly plans to administrators for approval and sharing weekly plans with family members.

MyTeachingStrategies®

Teach Assess Develop Report Family

Month Week Weekly Template

March 25 - 30, 2018

Add Activity

Delete Activity

Reorder

Upload a Document

View Archived Weekly Plans

Print

Submit

Share with Family

Preschool TR

46

Create a custom print view:

Print View:

- ☒ Week View
- ☒ Day View

Language:

- ☒ English

Days of the week:

- ☐ Check All / Uncheck All
- ☒ Monday
- ☒ Tuesday
- ☒ Wednesday
- ☒ Thursday
- ☒ Friday

Options:

- ☒ Display Activity Title
- ☒ Display Descriptions
- ☒ Display Notes
- ☒ Display Children
 - ☐ Full Name
 - ☐ First Name
 - ☐ Initials
- ☒ Display Objectives / Dimensions
- ☐ Hide Unused Times of Day
- ☐ Use Pagebreaks between each day

Times of Day:

- ☒ Check All / Uncheck All
- ☒ Choice Time
- ☒ Question of the Day
- ☒ Large Group
- ☒ Read-Aloud
- ☒ Small Group
- ☒ Mighty Minutes
- ☒ Outdoor Experiences
- ☒ Family Partnerships
- ☒ Wow! Experiences
- ☒ Individual Child Plan
- ☒ Custom
- ☐ Uploaded Document

Cancel Submit

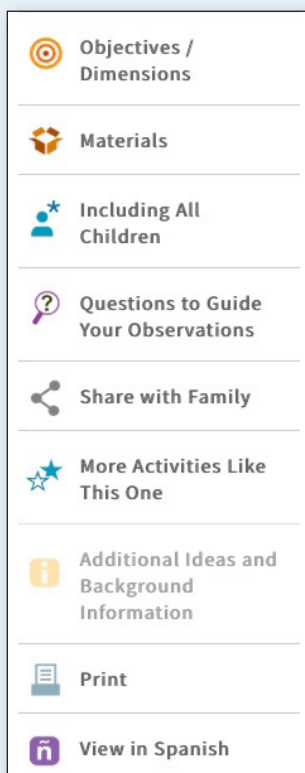
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Teaching with an *Intentional Teaching Experience/Opportunity*

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

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

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



Intentional Teaching Experience/Opportunity Navigation

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

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

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Adding Documentation While Using an *Intentional Teaching* Experience

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

Language and Literacy LL12

Same Sound Sort

1. Invite the children to join you in a sound-sorting game. Explain that you have several objects in the box and need to group those with names that begin with the same sound.

"Let's look at what I have in this box. Tell me what you see. That's right. Here's a boat, a button, a sock, a book, a ribbon, and a doll. Some of these objects have names that begin with the same sound, and some do not."

2. Have the children take turns sorting the objects according to the beginning sounds of the objects' names.

Select All

Child	Level
Bella Fernandez	2
Shaute Samuels	2
Tianna Cotes	2
Jonathan Hurst	2

Encourage these children to join in the experience. They can explore materials, participate in conversation, and/or observe other children.

Introduce the concept of alliteration by singing an alliterative song or rhyme.

"Now Willie Winkie runs through the town, upstairs and downstairs in his nightgown."

Invite the child to repeat the alliterative words Wee Willie Winkie as you say the rhyme again.

"Let's say it together, 'Wee Willie Winkie.'"

From a small collection, invite the child to find two objects with names that start with the same sound. Ask the child to name each object as he pulls it from the box.

"Can you tell me what this is? Yes, it's a basket. What else can you find in the box that starts with the same sound? That's right, bear and basket start with a 'b' sound."

Language and Literacy LL12

Same Sound Sort

Questions to Guide Your Observations

Did the child identify and name the alliterative words and sounds? (15b) -

Objective: 15 - Demonstrates phonological awareness, phonics skills, and word recognition
15b. Notices and discriminates alliteration

Level	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Level 2	Sing songs and recites rhymes and refrains with repeating initial sounds					
Level 3	Shows awareness that some words begin the same way					
Level 4	Matches beginning sounds of some words					
Examples	Bella Fernandez	Shaute Samuels	Tianna Cotes	Jonathan Hurst	Necie Madella	Sam Erickson

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

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

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

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

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Viewing an *Intentional Teaching* Experience/Opportunity in Spanish

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

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

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

Additional Ideas and Background Information

Print

View in Spanish

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

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

☐ Select All

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

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

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

MyTeachingStrategies®

Teach | Assess

Lenguaje y Lectoescritura LL64

¿Me lees?

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

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

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

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

☐ Select All

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

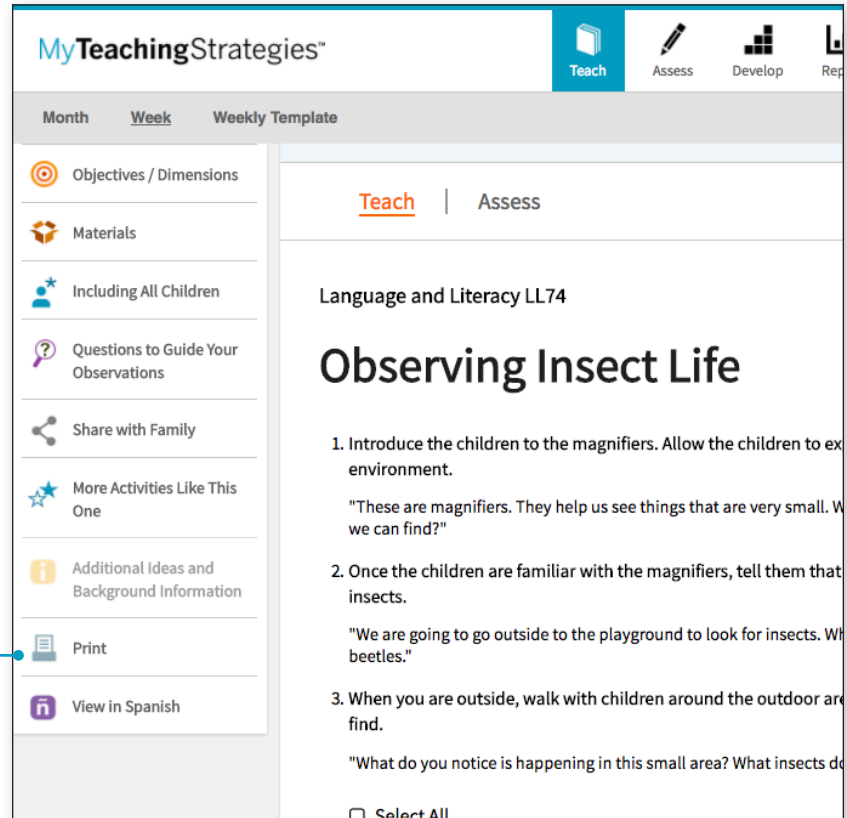
> Back to **Teach** table of contents

Printing an *Intentional Teaching* Experience/Opportunity

To print an *Intentional Teaching* experience/opportunity:

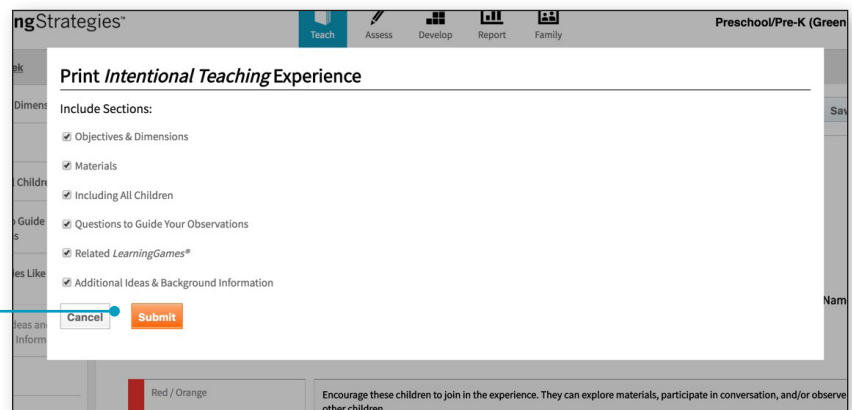
Navigate to an Intentional Teaching experience/opportunity.

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



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

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



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Sharing *LearningGames*® from *Intentional Teaching Experiences/ Opportunities*

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

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

1 Select **VIEW IN SPANISH**.

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

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

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



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

TeachingStrategies™

Teach Assess Develop Report Family

The Creative Curriculum® Digital Resources

Infants, Toddlers, and Twos

Share Resource: Family Circle Games

Select Children

☐ Select All

Harjit Harrin Dylan Mattison Sandy McNeill

Cancel Submit

Learning Game [Juguemos en familia](#) Share

> Back to **Teach** table of contents

Sharing Letters to Families

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

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

The screenshot shows the MyTeachingStrategies interface. At the top, there's a navigation bar with 'Teach', 'Assess', 'Develop', 'Report', and 'Family' buttons. Below this is a sub-navigation bar with 'Month', 'Week', 'Weekly Template', and 'Weekly Plan Submissions'. The 'Month' button is selected. On the left, there's a sidebar with 'Add a Study', 'Remove a Study', 'Modify Days', and 'Clear Days' buttons. The main area displays a calendar for September 2017. The calendar has columns for days of the week (Mon, Tue, Wed, Thu, Fri) and rows for dates. Each date cell contains a 'Focus Question' and a brief description. For example, on Monday the 4th, the question is 'What names do we need to know at school?'. The first week of the calendar (September 1st to 5th) is highlighted in orange, indicating it's the selected week for sharing letters to families.

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

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

The screenshot displays the MyTeachingStrategies interface, specifically the 'Teach' tab. The interface is organized into a grid with columns for 'Month', 'Week', and 'Weekly Template'. The 'Weekly Template' column is expanded, showing a list of activities for the topic 'trees'. The activities are categorized by type: Read-Aloud, Small Group, Mighty Minutes, Outdoor Experiences, Family Partnerships, and Wow! Experiences. A blue line highlights the 'Family Partnerships' section in the 'trees' column, and a red circle with a question mark is placed next to the share icon.

MyTeachingStrategies®

The Creative Curriculum® Digital Resources **Preschool CC** **SJ**

Teach Assess Develop Report Family

Month **Week** **Weekly Template**

trees

Read-Aloud
Our Tree Named Steve

Small Group
Choose an ITE Option

Mighty Minutes
Mighty Minutes 17, "Leaping Sounds"

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

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

Writing: What Will We See on Our Tree Hunt?
Materials: Mighty Minutes 54, "The Green Grass Grows"; Intentional Teaching Experience...
LL45 - Observational Drawing

Read-Aloud
Chicka Chicka Boom Boom

Small Group
Choose an ITE Option

Mighty Minutes
Mighty Minutes 60, "The Name Dance"

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

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

Wow! Experiences
A site visit to see trees

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

Read-Aloud
Chicka Chicka Boom Boom

Small Group
Choose an ITE Option

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

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

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

Read-Aloud
Chicka Chicka Boom Boom

Small Group
Choose an ITE Option

Mighty Minutes
Mighty Minutes 60, "The Name Dance"

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

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

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

Small Group
Choose an ITE Option

Mighty Minutes
Mighty Minutes 60, "The Name Dance"

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

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

- 5 Select **SUBMIT**.

Share Weekly Plan: August 20 - 25, 2017

View and select the Creative Curriculum Digital Resources that you want to share with children's families.

☒ The Trees Study (English) [↗](#)

☐ El estudio de los árboles (Spanish) [↗](#)

Select Children

Select All

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

Tianna Cotes Troy Johnson Vivian Ponce

Cancel Submit

A Letter to Families

Dear Families,

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

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

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

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

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Adding and Removing Studies in Your Calendar

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

Adding a Study

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

Removing a Study

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

The screenshot displays the MyTeachingStrategies interface. At the top, the 'Teach' tab is selected, with other tabs like 'Assess', 'Develop', 'Report', and 'Family' visible. The top right shows 'Pre-K Class' and 'MT'. Below the tabs, there are navigation options: 'Month', 'Week', and 'Weekly Template'. The main area shows a calendar for January 2017. The left sidebar has four buttons: 'Add a Study', 'Remove a Study', 'Modify Days', and 'Clear Days'. The calendar grid shows studies assigned to specific days. A blue line connects the 'Add a Study' button to the 'Add a Study' step in the instructions. Another blue line connects the 'Remove a Study' button to the 'Removing a Study' section.

Mon	Tue	Wed	Thu	Fri
Sand Investigation 4 Who works with sand? 2	Sand Investigation 5 How can we make our own sand? 3	Sand Investigation 5 How can we make our own sand? 4	Sand Investigation 5 How can we make our own sand? 5	Sand Investigation 5 How can we make our own sand? 6
Sand Celebrating Learning 9	Sand Celebrating Learning 10	Untitled 11	Untitled 12	Untitled 13
Music Making Exploring the Topic What do we know about music making? What do we want to find out? 16	Music Making Exploring the Topic What do we know about music making? What do we want to find out? 17	Music Making Exploring the Topic What do we know about music making? What do we want to find out? 18	Music Making Exploring the Topic What do we know about music making? What do we want to find out? 19	Music Making Exploring the Topic What do we know about music making? What do we want to find out? 20
Music Making Investigation 1 What instruments can we play by hitting, tapping, or shaking them? 23	Music Making Investigation 1 What instruments can we play by hitting, tapping, or shaking them? 24	Music Making Investigation 1 What instruments can we play by hitting, tapping, or shaking them? 25	Music Making Investigation 1 What instruments can we play by hitting, tapping, or shaking them? 26	Music Making Investigation 1 What instruments can we play by hitting, tapping, or shaking them? 27
Music Making Investigation 1 What instruments can we play by hitting, tapping, or shaking them? 30	Music Making Investigation 2 What other musical instruments are there? How do people play them? 31	Music Making Investigation 2 What other musical instruments are there? How do people play them? 1	Music Making Investigation 2 What other musical instruments are there? How do people play them? 2	Music Making Investigation 2 What other musical instruments are there? How do people play them? 3

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Creating a Weekly Plan for Each Child

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

Creating an Individual Care Plan

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

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

The screenshot displays the MyTeachingStrategies interface. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The 'Teach' sub-navigation bar shows 'Month', 'Weekly Routines', 'Weekly Experiences', 'Weekly Template', and 'Weekly Plan Submissions'. The main content area shows a table for 'March 26 - 31, 2017' with columns for 'Hellos and Good-byes', 'Diapering and Toileting', 'Eating and Mealtimes', 'Sleeping and Nap Time', and 'Getting Dressed'. Each row represents a child, with a 'Create Plan' button for each routine. A modal window titled 'Individual Care Plan' is open, showing a form for 'Lucy Bea' with fields for 'What time will you usually arrive at the center?', 'What will help you and your child say goodbye to each other in the morning?', and 'Any additional information with regards to arrival'. The form also includes sections for 'Strategies' and 'Intentional Teaching Opportunities'. A 'Save' button is visible in the top right of the modal.

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

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

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

The screenshot displays the MyTeachingStrategies interface. At the top, the 'Teach' tab is selected in the sub-navigation bar. The main content area shows a table of routines for various children, with columns for different activities. A callout box shows the 'View Plan' screen for a specific child, which includes sections for 'Hello and Good-byes', 'Strategies', 'Intentional Teaching Opportunities', 'Diapering and Toileting', 'Eating and Mealtimes', 'Sleeping and Nap Time', and 'Getting Dressed'. Each section has a 'No Planned Routines data' message and an 'Edit' button.

	Hello and Good-byes	Diapering and Toileting	Eating and Mealtimes	Sleeping and Nap Time	Getting Dressed
Lucy Bea	View Plan	Create Plan	Create Plan	Create Plan	Create Plan
Harjit Harrin	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Alicia Jacobson	Create Plan	Create Plan	View Plan	Create Plan	Create Plan
Lauren Leland	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Raul Lopez	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Dylan Mattison	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Sandy McNeill	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Todd Sampson	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Aiden Sheen	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Mee Young	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan

The callout box shows the 'View Plan' screen for a specific child, which includes sections for 'Hello and Good-byes', 'Strategies', 'Intentional Teaching Opportunities', 'Diapering and Toileting', 'Eating and Mealtimes', 'Sleeping and Nap Time', and 'Getting Dressed'. Each section has a 'No Planned Routines data' message and an 'Edit' button.

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

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

The screenshot displays the MyTeachingStrategies interface. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The main content area shows a 'Weekly Plan Submissions' view for the week of April 9 - 14, 2017. A sidebar on the left lists various planning options, with 'Intentional Teaching Opportunities' selected. The main area displays a list of opportunities, including 'LL10 "Yummy Foods"', 'LL11 "Let's Talk"', 'LL27 "A Cup Is For..."', 'LL29 "Describing Food"', 'LL30 "Family Picture Walk"', 'LL43 "Lemonade"', and 'LL44 "Fruit Salad"'. A 'Save' button is visible in the top right corner of the planning area.

Below the main area, a preview of the 'Let's Talk' activity is shown. The activity is titled 'Language and Literacy LL11 Let's Talk'. It includes four numbered steps: 1. Sit near a small group of children. 2. Notice how individual children communicate their needs or preferences. 3. Engage the children in conversations by watching and listening closely. 4. Invite the children to engage in back-and-forth exchanges. The preview also includes a list of children's names and their corresponding colors, with 'Kate Endrelunas' selected. The 'Add to Plan' button is visible in the top right corner of the preview area.

If you wish to plan for the opportunity that you've previewed, select the child's name in the Teaching Sequence and select **ADD TO PLAN**.

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Adding Strategies to a Child's Routines Plan

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

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

The top screenshot shows the MyTeachingStrategies interface with the 'Teach' tab selected. The 'Weekly Routines' sub-navigation is active, displaying a table for the week of March 26 - 31, 2017. The table has columns for different routines: Hellos and Good-byes, Diapering and Toileting, Eating and Mealtimes, Sleeping and Nap Time, and Getting Dressed. Each row represents a child, and each cell contains a 'Create Plan' or 'View Plan' button. The 'View Plan' button for Lucy Bee is highlighted with a blue circle and a line pointing to step 2.

The bottom screenshot shows the 'View Plan' page for Lucy Bee, dated April 9 - 14, 2017. The page displays the 'Hello and Good-byes' section with a list of strategies and intentional teaching opportunities. The 'Edit' button for this section is highlighted with a blue circle and a line pointing to step 3.

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

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

MyTeachingStrategies®

Teach Assess Develop Report Family

The Creative Curriculum®
Infants, Toddlers, and Twos MC

Month Weekly Routines Weekly Experiences Weekly Template Weekly Plan Submissions

March 26 - 31, 2017

Create a plan for Eating and Mealtimes for Alicia

Cancel Save

Individual Care Plan +

Strategies -

Eating and Mealtime Strategies

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

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

Assess



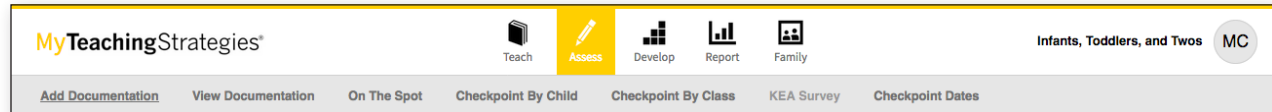
Documentation
On the Spot Recording Tool
Checkpoints
COSF Checkpoint

> Back to **Assess** table of contents

Documentation

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

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



Adding Documentation

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

MyTeachingStrategies®

Teach Assess Develop Report Family

Infants, Toddlers, and Twos MC

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

Use the form below to add Documentation

Date Observed

Select Children

☐ Select All ☐ Deselect All

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

Shaute Samuels Tianna Cotes Troy Johnson Vivian Ponce

Add Notes +

Upload a File +

Assign Objectives / Dimensions -

Social-Emotional Physical Language Spanish Language Cognitive Literacy Spanish Literacy Mathematics Science and Technology Social Studies The Arts English Language Acquisition

Social-Emotional

Objective 1 : Regulates own emotions and behaviors

☐ 1a. Manages feelings

☐ 1b. Follows limits and expectations

☐ 1c. Takes care of own needs appropriately

☐ 1c1. Eating and drinking

☐ 1c2. Toileting and personal hygiene

☐ 1c3. Dressing

☐ 1c4. Personal safety

Objective 2 : Establishes and sustains positive relationships

☐ 2a. Forms relationships with adults

☐ 2b. Responds to emotional cues

☐ 2c. Interacts with peers

☐ 2d. Makes friends

Objective 3 : Participates cooperatively and constructively in group situations

☐ 3a. Balances needs and rights of self and others

☐ 3b. Solves social problems

Documentation Summary

Date Observed
None

Children
None

Notes
None

Files Attached
None

Objectives / Dimensions
None

Save & Continue

> Back to **Assess** table of contents

1 Select the children in your class you'd like to add documentation for. Choose **SELECT ALL** to choose all children in your classroom.

2 Input the documentation date in the **DATE OBSERVED** field. Note: This is the date that you collected the documentation, not the day you entered the documentation into the tool.

3 Add notes to your documentation by clicking the + symbol to the right of **ADD NOTES** and adding text within the text box.

The **DOCUMENTATION SUMMARY** will provide a summary of the information you've provided for your documentation.

4 Upload pictures, videos, or other files to your documentation by clicking the + symbol next to **UPLOAD A FILE** and selecting the **ADD FILE** button.

5 Tag relevant objectives/dimensions to the documentation by clicking the + symbol to the right of **ASSIGN OBJECTIVES/DIMENSIONS**. Select the appropriate dimension from the list on the left, and select all appropriate objectives.

Select **SAVE & CONTINUE** to save your documentation.

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

File Sizes and File Types

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

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Selecting a Preliminary Level

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

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

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

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

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

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

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

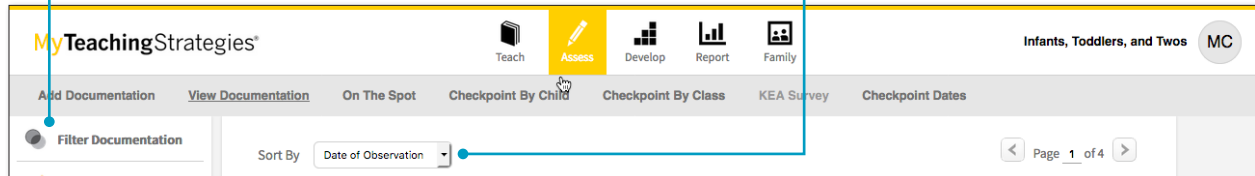
> Back to **Assess** table of contents

View Documentation

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

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

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

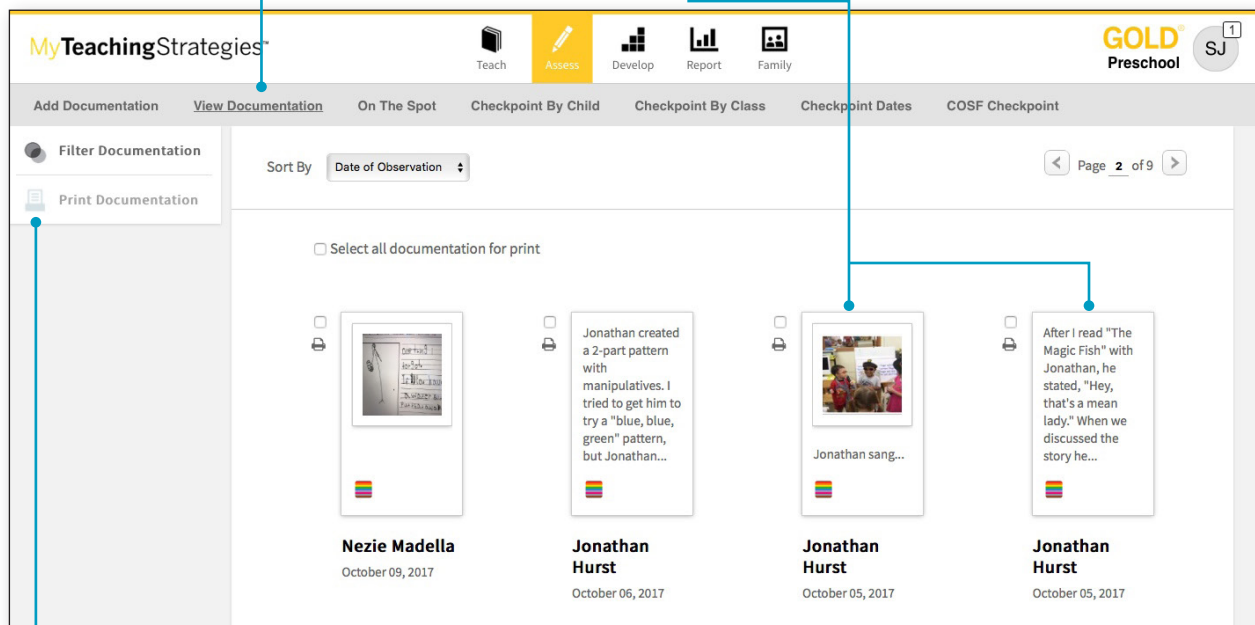


Print Documentation

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

1 Select **VIEW DOCUMENTATION** from the sub-navigation.

2 Select one or more documentation tiles, or if you want to select all documentation, select the checkbox next to **SELECT ALL DOCUMENTATION FOR PRINT**.

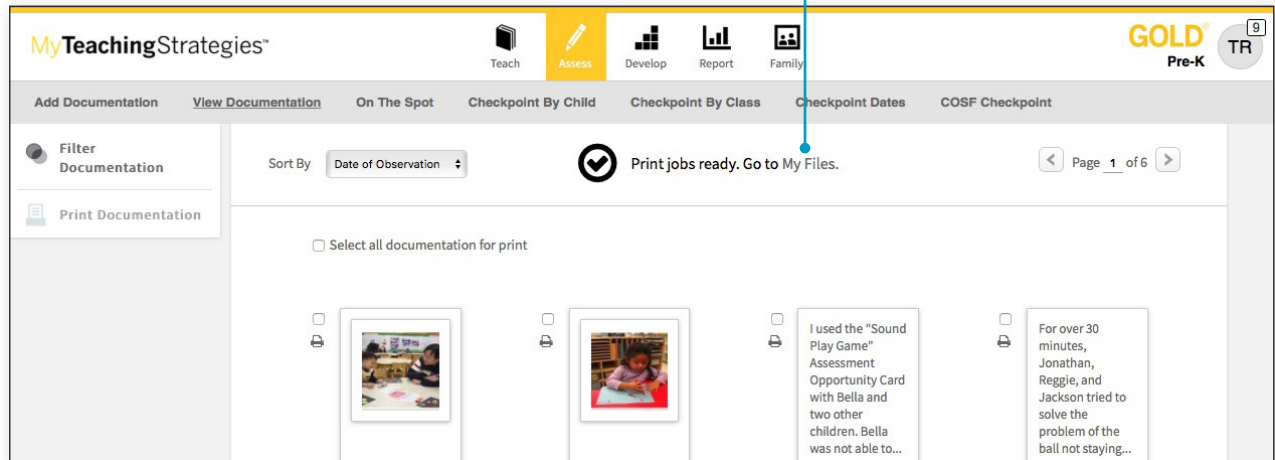


3 Then select **PRINT DOCUMENTATION** in the left-hand navigation.

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

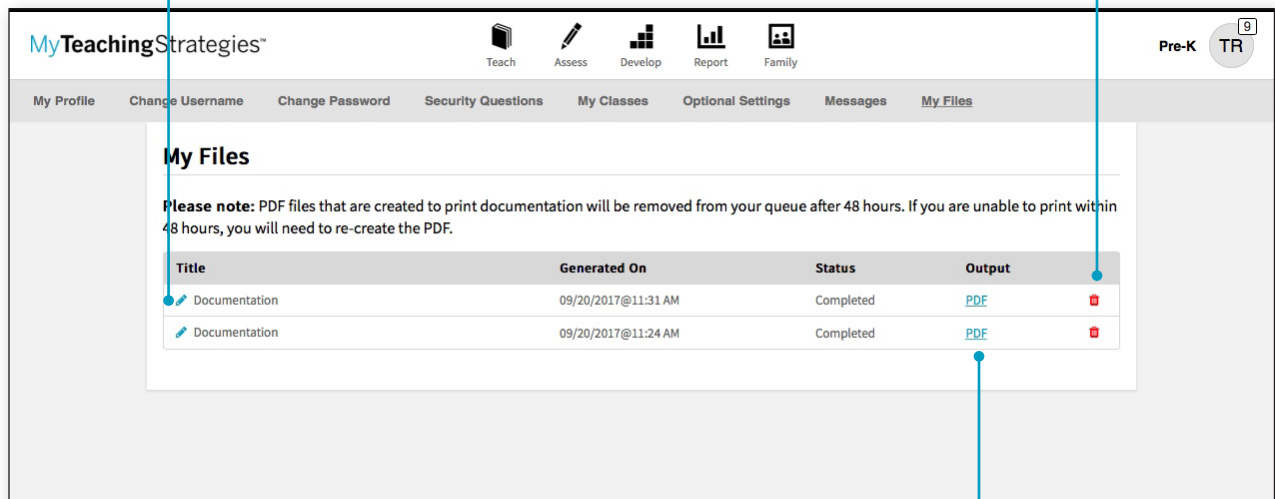
> Back to **Assess** table of contents

- 5 If the PDF generation will take a few minutes to complete, you will see a message explaining this process. If that message appears, select **CLOSE**. When the PDF is ready, you will see an alert at the top of your screen. Select **MY FILES** to retrieve your PDF. Please Note: The file will only remain here for 48 hours.



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

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



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

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Modifying or Deleting Documentation

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

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

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

The screenshot shows the 'View Documentation' screen in MyTeachingStrategies. The top navigation bar includes 'Teach', 'Assess' (active), 'Develop', 'Report', and 'Family'. The right side of the top bar shows 'Infants, Toddlers, and Twos' and a user icon 'MC'. Below the navigation bar, there are tabs: 'Add Documentation', 'View Documentation' (active), 'On The Spot', 'Checkpoint By Child', 'Checkpoint By Class', and 'Checkpoint Dates'. The left sidebar contains a 'Filter Documentation' section with icons for 'Edit Documentation' and 'Delete Documentation', both of which are highlighted with blue lines and arrows pointing to the main content area. The main content area displays a photo of three children playing with Legos. Below the photo, the documentation details for 'Mee Young' on 'October 27, 2016' are shown, including a list of objectives/dimensions. The right sidebar contains a 'Documentation Summary' with fields for Children (Mee Young), Documentation Type (General Documentation), Date Observed (10/27/2016), Notes, Caption, Files Attached, and a repeated list of objectives/dimensions.

Individualizing Documentation

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

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On The Spot Recording Tool

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

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

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

How can you use the On The Spot Recording Tool?

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

Creating a customized On-the-Spot Recording Tool

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

The screenshot shows the 'On The Spot' tool interface. At the top, there's a navigation bar with 'Teach', 'Assess' (highlighted), 'Develop', 'Report', and 'Family'. Below this is a sub-navigation bar with 'Add Documentation', 'View Documentation', 'On The Spot' (selected), 'Checkpoint By Child', 'Checkpoint By Class', and 'Checkpoint Dates'. The main content area is divided into three sections: 'Select Children', 'Select Output', and 'Select objectives and dimensions'. The 'Select Children' section has a 'Select All' checkbox and a list of children's names: Aiden Sheen, Alicia Jacobson, Dylan Mattison, Harjit Harrin, Lauren Leland, Lucy Bea, Mee Young, Raul Lopez, Sandy McNeill, and Todd Sampson. The 'Select Output' section has a 'Color' radio button selected and a 'Black and White' radio button. The 'Select objectives and dimensions' section has a 'Select All' checkbox and a list of objectives: Physical, Literacy, and Mathematics. The 'Physical' objective is expanded, showing a list of specific skills: Objective 4: Demonstrates traveling skills, Objective 5: Demonstrates balancing skills, Objective 6: Demonstrates gross-motor manipulative skills, and Objective 7: Demonstrates fine-motor strength and coordination. Each objective has a 'Select All' checkbox and a list of specific skills. The 'Include instructions' section has a 'Yes' radio button selected and a 'No' radio button. On the right side, there's a sidebar with 'Children' (listing the same names as the main section), 'Select Output' (showing 'Color'), 'Objectives / Dimensions' (showing 'All'), and 'Include instructions' (showing 'Yes'). A 'Next' button is at the bottom of the sidebar.

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Checkpoints

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


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

Entering checkpoint levels


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

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


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

 **Not Yet Started**

An empty circle indicates the area is not yet started.

 **In Progress**

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

 **Completed**

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

 **Final**

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

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

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

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

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

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

Mathematics 20a. Counts

Checkpoint Period: Fall 2016/2017

Progression View | Level View

Level	1	2	3	4	5	6
Color Band	Orange	Yellow	Green	Green	Blue	Purple
Description		Verbally counts (not always in the correct order)		Verbally counts to 10; counts up to five objects accurately, using one number name for each object		Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
Bella Fernandez			✓			
Jonathan Hurst		✓				
Natasha Scorpino			✓			

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

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

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

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

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

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

The screenshot displays the MyTeachingStrategies GOLD Preschool interface. A modal window titled "Documentation: Jonathan Hurst" is open, showing two entries for "20a. Counts". The first entry, dated September 27, 2016, is marked with a "Preliminary Level: 5" icon. The second entry, dated September 16, 2016, includes a description of a counting activity and is marked with a "Preliminary Level: 2" icon. The background interface shows a sidebar with options like "Add Documentation", "Show Previous Checkpoint", "Hide Colored Bands", and "Show Examples". The top navigation bar includes "Teach", "Assess", "Develop", "Report", and "Family" tabs. The bottom of the screen shows a table with various skills and their corresponding levels.

Skill	Level
Verbally counts (not always in the correct order)	
Verbally counts to 10; counts up to five objects accurately, using one number name for each object	
Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting	

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

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

MyTeachingStrategies™

Teach

Assess

Develop

Report

Family

GOLD Preschool

SJ

Add Documentation

View Documentation

On The Spot

Checkpoint By Child

Checkpoint By Class

Checkpoint Dates

COSF Checkpoint

Show Previous Checkpoint

Hide Colored Bands

Show Examples

< back to previous screen

Checkpoint Period

Fall 2016/2017

Mathematics

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

Previous

Next

Save & Close

NOT YET

1

2

3

4

5

6

7

8

9

Progression View

Level View

	Not Yet	1	2	3	4
	<div> <div></div> <div></div> <div></div> <div></div> </div>				
			<div>Adds and subtracts whole numbers fluently within five</div>		<div>Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums)</div>
	<div> <div>Mark All as "Not Yet"</div> </div>				
Bella Fernandez	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Jonathan Hurst	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Natasha Scorpino	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Nezie Madella	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

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

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Science and Technology, Social Studies, and the Arts

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

The screenshot shows the 'MyTeachingStrategies' interface. At the top, there are navigation tabs: Teach, Assess (highlighted), Develop, Report, and Family. On the right, there's a 'GOLD Preschool' logo and a user profile 'SJ' with a notification badge '1'. Below the navigation, there's a sub-navigation bar with options: Add Documentation, View Documentation, On The Spot, Checkpoint By Child, Checkpoint By Class (selected), Checkpoint Dates, and COSF Checkpoint. On the left, there are three buttons: 'Show Previous Checkpoint' (with a green checkmark), 'Hide Colored Bands' (with a rainbow icon), and 'Show Examples' (with a lightbulb icon). The main content area is titled 'Science and Technology' with a yellow information icon. It shows '25. Demonstrates knowledge of the characteristics of living things' with another yellow information icon. There are 'Previous', 'Next', and 'Save & Close' buttons. Below this is a table with four columns: 'No Evidence Yet', 'Emerging', and 'Meets Program Expectations'. The table lists ten children: Bella Fernandez, Jonathan Hurst, Natasha Scorpino, Nezie Madella, Ruben Gutierrez, Sam Erickson, Shaute Samuels, Tianna Cotes, Troy Johnson, and Vivian Ponce. Each child has three radio buttons corresponding to the columns. For example, Jonathan Hurst has 'No Evidence Yet' selected, while Sam Erickson has 'Meets Program Expectations' selected. At the bottom right of the table, there are 'Previous', 'Next', and 'Save & Close' buttons.

Finalizing Checkpoint Data

Teachers can now finalize an area in Checkpoint By Class for one child, or multiple children, before all children have completed or finalized checkpoint levels.

To finalize an area for one child or multiple children with completed checkpoints, navigate to the ASSESS area. Select CHECKPOINT BY CLASS in the sub-navigation. Select an area of development on the left side of the screen. If there is at least one child with completed checkpoint levels, you will see a button that says, "Finalize 1 Child" or "Finalize # Children". This button indicates how many children's checkpoint levels can be finalized for that area. Select the FINALIZE 1 CHILD or FINALIZE # CHILDREN button to finalize checkpoint levels for all eligible children in that area. A list will appear showing the names of the children whose checkpoint levels will be finalized. Select FINALIZE to confirm. All eligible children's checkpoint levels are now finalized for that area.

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

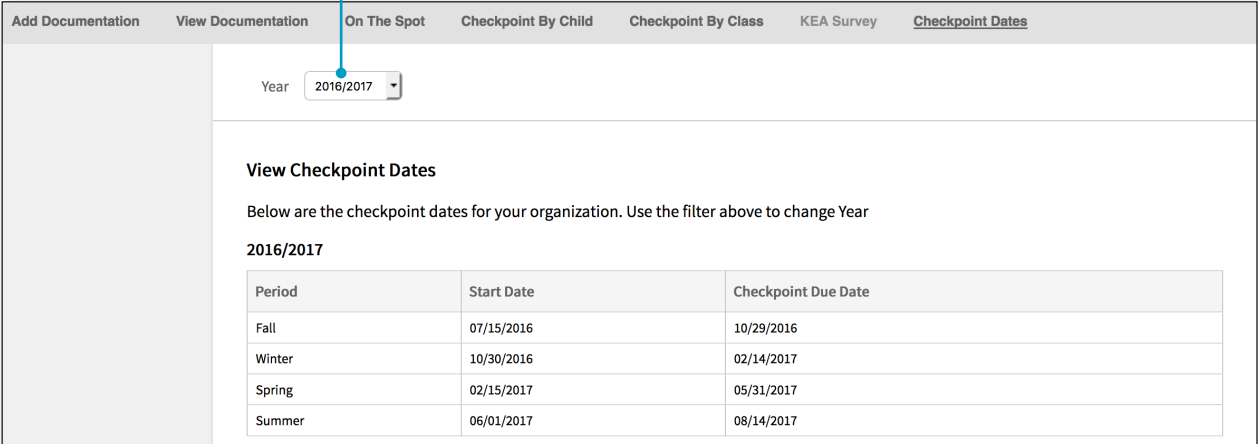
The screenshot shows a 'Finalize' dialog box. It has a sidebar on the left with a 'Progress' section showing a list of children's names. The main area displays two objectives: 'Objective 6 : Demonstrates gross-motor manipulative skills' and 'Objective 7 : Demonstrates fine-motor strength and coordination'. Each objective has a list of skills with radio buttons. For Objective 6, 'Demonstrates gross motor manipulative skills' is selected. For Objective 7, 'a. Uses fingers and hands' and 'b. Uses writing and drawing tools' are selected. At the bottom, there's a 'Finalize 10 Children' button. Below the button, there's a summary: '0 Children Not Yet Started', '0 Children In Progress', '10 Children Completed, Not Finalized', and '0 Children Finalized'.

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Viewing Checkpoint Dates

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

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



The screenshot shows the 'Checkpoint Dates' section of the MyTeachingStrategies interface. At the top, there is a navigation bar with tabs: 'Add Documentation', 'View Documentation', 'On The Spot', 'Checkpoint By Child', 'Checkpoint By Class', 'KEA Survey', and 'Checkpoint Dates'. Below the navigation bar, there is a 'Year' drop-down menu currently set to '2016/2017'. A blue line points from the instruction text to this menu. Below the menu, the section is titled 'View Checkpoint Dates' and includes the text: 'Below are the checkpoint dates for your organization. Use the filter above to change Year'. A table displays the checkpoint dates for the selected year.

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

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GOLD® Kindergarten Entry Assessment Survey

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

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

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

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

The screenshot displays the MyTeachingStrategies GOLD Kindergarten Entry Assessment Survey interface. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family' tabs. The 'Assess' tab is active, showing a 'KEA Survey' section. The survey is titled '15a. Notices and discriminates rhyme' under the 'Literacy' category. A question prompt asks 'Is the student beginning to decide whether two words rhyme?'. Below the question is a progression view table with columns for levels 1 through 11. The table shows progress for several students, with Alano Rodriguez, Caitlyn Rabowski, Dylan Rubenstein, and Isaiah Lutz marked as 'YES' for level 5. The table also includes a 'Level View' button and a 'Progression View' button.

	1	2	3	4	5	6	7	8	9	10	11
2											
3											
4											
5											
6											
7											
Joins in rhyming songs and games											
Fills in the missing rhyming word; generates rhyming words spontaneously											
Decides whether two words rhyme											
Alano Rodriguez					✓						
Caitlyn Rabowski					✓						
Dylan Rubenstein											
Isaiah Lutz											
Jessica Bowman					✓						
Jocelyn Santiago					✓						
Kileah Coates					✓						

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COSF Checkpoint

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

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

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

1

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

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

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

COSF Checkpoint Overview

○ Not Started ● Preliminary ● Finalized

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

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

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

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

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

MyTeachingStrategies®

Teach Assess Develop Report Family

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

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

< Return to COSF Overview

Enter COSF Checkpoint Summary

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

Date

08/15/2017

Persons involved in deciding the summary ratings:

Role	Name	
Case Manager	Susan James	Remove this person Add another person

Family information on child functioning (check all that apply):

- ☒ Received in team meeting
- ☐ Collected separately
- ☒ Incorporated into assessment(s)
- ☐ Not included

Save and Close Save and Go To Outcome #1

> Back to **Assess** table of contents

6

Enter the outcome score in the fields provided..

7

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

MyTeachingStrategies®

Teach Assess Develop Report Family

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

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

< Return to COSF Overview

COSF Checkpoint Outcome #1

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

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

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

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

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

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

Supporting Evidence for Outcome #1

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

[Remove this evidence](#) [Add more evidence](#)

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

[Save and Close](#) [Save and Go To Outcome #2](#)

8

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

9

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

> Back to **Assess** table of contents

10

Enter the outcome score in the fields provided.

11

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

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

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

< Return to COSF Overview

COSF Checkpoint Outcome #2

Child: Jason Mathers
Birthdate: 08/02/2013
Checkpoint: Part B Entry
Outcome #2: Acquiring and using knowledge and skills

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

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

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

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

Supporting Evidence for Outcome #2

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

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

12

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

13

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

> Back to **Assess** table of contents

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

MyTeachingStrategies®

Teach Assess Develop Report Family

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

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

< Return to COSF Overview

COSF Checkpoint Outcome #3

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

Outcome #3: Taking appropriate action to meet needs

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

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

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

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

Supporting Evidence for Outcome #3

Source of Information	Date	Relevant Result	
<input type="text"/>	08/08/2017	<input type="text"/>	<input type="button" value="Remove this evidence"/> <input type="button" value="Add more evidence"/>

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

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

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

MyTeachingStrategies®

Teach Assess Develop Report Family

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

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

COSF Checkpoint Overview

☐ Not Started ☒ Preliminary ☒ Finalized

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

Develop



Interrater Reliability Certification
My Courses

How-To Guide for Teachers

> Back to **Develop** table of contents

Interrater Reliability Certification

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

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

Interrater Reliability Certification Process

Interrater Reliability Certification is a certification tool. It's not designed to train you, or evaluate you as a teacher. Its purpose is to support your ability to make accurate assessment decisions.

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

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

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

> Back to **Develop** table of contents

Certification Testing Agreement

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

Preparing for Certification

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

How long will the certification take to complete?

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

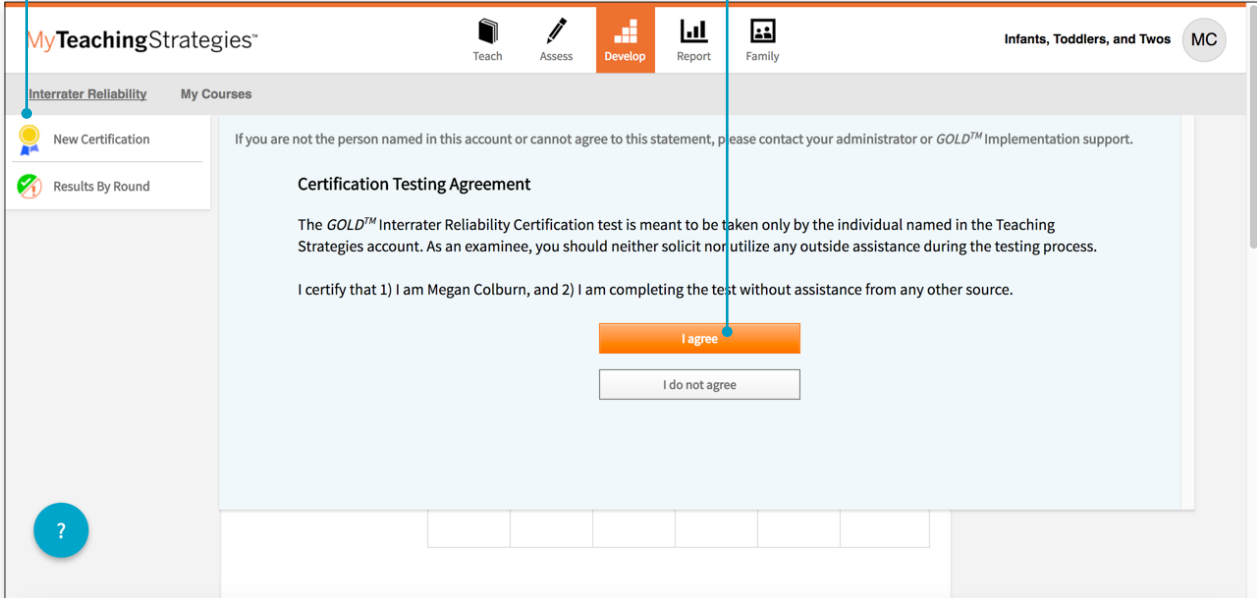
> Back to **Develop** table of contents

How to Complete the Test

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

1 To begin, select **NEW CERTIFICATION** from the left-hand navigation.

2 At the bottom of the overview screen, you will be asked to read and agree to a verification statement. If you do not understand the statement for any reason, please consult with your administrator or send an e-mail to support@teachingstrategies.com for clarification.



The screenshot shows the MyTeachingStrategies web application. The top navigation bar includes the logo and tabs for 'Teach', 'Assess', 'Develop' (highlighted), 'Report', and 'Family'. On the right of the bar, it says 'Infants, Toddlers, and Twos' and 'MC'. A left-hand navigation menu is open, showing 'Interrater Reliability' and 'My Courses'. Under 'Interrater Reliability', there are two items: 'New Certification' with a gold medal icon and 'Results By Round' with a green checkmark icon. The main content area is titled 'Interrater Reliability' and contains a 'Certification Testing Agreement'. The agreement text states: 'If you are not the person named in this account or cannot agree to this statement, please contact your administrator or GOLD™ implementation support. The GOLD™ Interrater Reliability Certification test is meant to be taken only by the individual named in the Teaching Strategies account. As an examinee, you should neither solicit nor utilize any outside assistance during the testing process. I certify that 1) I am Megan Colburn, and 2) I am completing the test without assistance from any other source.' Below the text are two buttons: 'I agree' (orange) and 'I do not agree' (grey). A blue circle with a question mark is located in the bottom left corner of the screenshot.

> Back to **Develop** table of contents

- 3 Choose one of the following age groups as the focus for certification testing: Birth through age 2, including children with disabilities; Infants, Toddlers, & Twos; Kindergarten; Preschool, including dual language learners and children with disabilities; Preschool/Pre-K.

MyTeachingStrategies®

Teach Assess **Develop** Report Family

Preschool TT 16

Interrater Reliability My Courses

New Certification Results By Round

Interrater Reliability Certification Tests

Age Group	
Birth through age 2, including children with disabilities	Begin
Infants, Toddlers & Twos	Begin
Kindergarten	Begin
Preschool, including dual language learners and children with disabilities	Begin
Preschool/Pre-K	Begin

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

Interrater Reliability My Courses

Select objectives and dimensions

Dimension	
Social-Emotional	>
Physical	>
Language	>
Cognitive	>
Literacy	>
Mathematics	>

☐ Not Started ☒ In Progress
☒ Complete ☒ Passed
☒ Did Not Pass

Social-Emotional ⓘ

Objective 1 : Regulates own emotions and behaviors ⓘ

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

Objective 2 : Establishes and sustains positive relationships ⓘ

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

Objective 3 : Participates cooperatively and constructively in group situations ⓘ

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

> Back to **Develop** table of contents

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

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

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

MyTeachingStrategies™

Teach

Assess

Develop

Report

Family

Preschool TT

Interrater Reliability

My Courses

Hide Colored Bands

Show Examples

< back to previous screen

Social-Emotional

1a. Manages feelings

Next

Save & Close

NOT YET

1

2

3

4

5

6

7

8

9

10

11

12

13

Progression View

Level View

2	3	4	5	6	7
Uses adult support to calm self		Comforts self by seeking out special object or person		Is able to look at a situation differently or delay gratification	
Armani, Kindergarten					
September 15, 2014 After lunch, I notice Armani and Sophia arguing about who will wipe down the tables. I remind them to look at the job board. Armani goes to the board and reads that Sophia is the table cleaner and he is the floor sweeper. He says, "Ok, I will sweep the floors, but can I wipe the tables tomorrow?"					
September 15, 2014 During attendance in morning circle Armani looks around and notices that Chase is absent; He comes to sit next to me and says, "But Ms. Z! Who will be my buddy?" I tell Armani that he will be my line buddy for today and console him by telling him that I am sure Chase will be back tomorrow. I've noticed Chase and Armani have maintained a growing friendship since they attended the same preschool over the summer and usually seek each other out as playmates.					
Kelcie, Kindergarten					
September 15, 2014 Kelcie gets frustrated when other students are not following the rules for Candyland. She tells them, "It's not fair when you skip ahead! You have to follow the rules, or I am going to play with someone else." She doesn't raise her voice but continues to play the game.					
September 15, 2014					

Next

Save & Close

Review the documentation and choose a level.

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

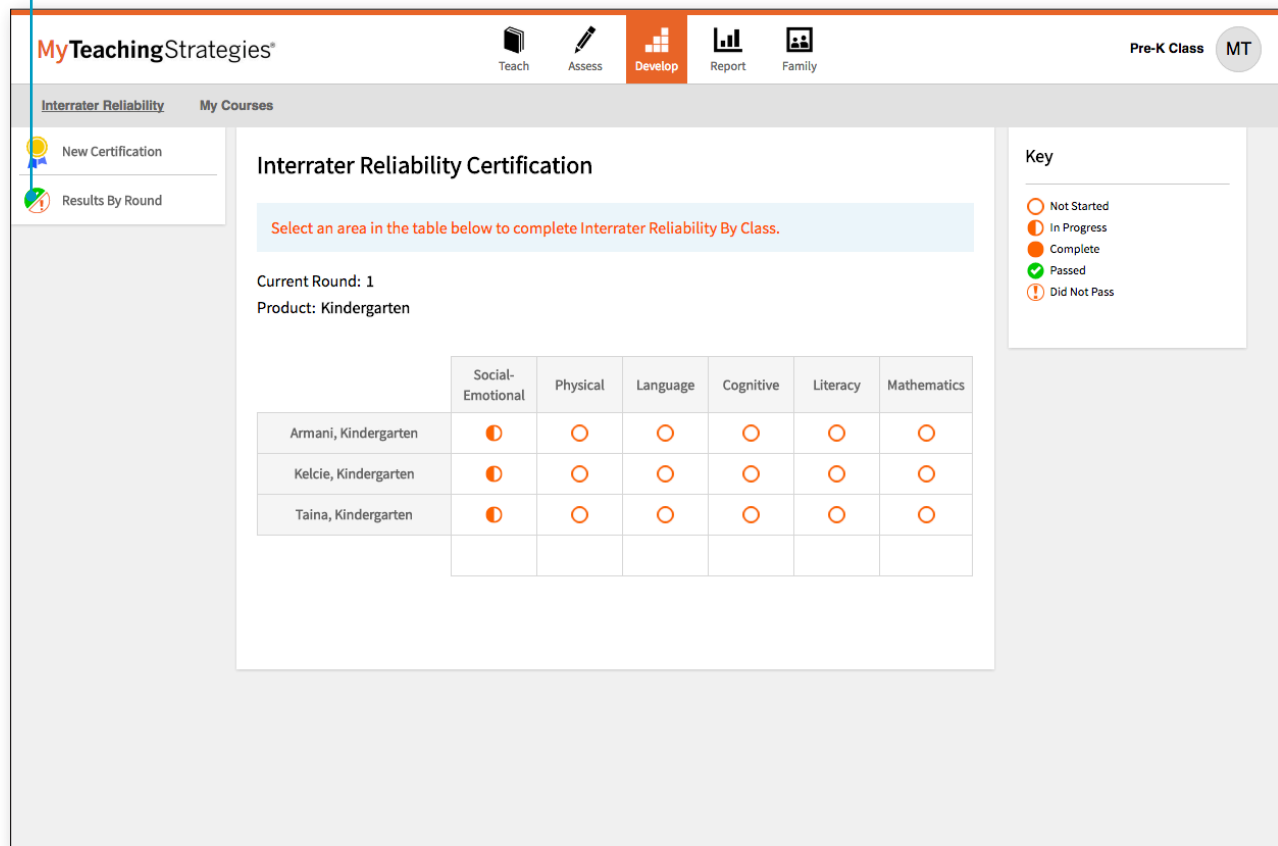
> Back to **Develop** table of contents

Viewing Results

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

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

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



MyTeachingStrategies®

Teach Assess **Develop** Report Family

Pre-K Class MT

Interrater Reliability My Courses

New Certification

Results By Round

Interrater Reliability Certification

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

Current Round: 1
Product: Kindergarten

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

Key

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

> Back to **Develop** table of contents

My Courses

A few courses are included with your *GOLD®* subscription and are a great way to begin to understand how to get the most out of *GOLD®*. We recommend starting with *GOLD®* Introduction (2 hrs), then Introducing *MyTeachingStrategies®* (2 hrs), and then Objectives for Development and Learning (also included with a purchase of *The Creative Curriculum®*; 10 hrs). Once you've made your way through the complimentary courses, we recommend Implementing *GOLD®* in *MyTeachingStrategies®* as a helpful next step.

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

Click on a bubble to begin that course.

MyTeachingStrategies®

Teach Assess **Develop** Report Family

Interrater Reliability **My Courses**

0 credits available

Course Title	Duration	Progress	Cost
Introducing MyTeachingStrategies™	2h 0m	0%	Free
Getting to Know GOLD® for Kindergarten Entry Assessment	2h 0m	0%	Free
Implementing MyTeachingStrategies® (Preschool)	10h 0m	100%	1 credit
Getting to Know The Creative Curriculum® for Family Child Care	2h 0m	0%	Free
GOLD® Introduction	2h 0m	0%	Free
The Creative Curriculum® for Preschool: Daily Resources	10h 0m	0%	1 credit
Objectives for Development and Learning	10h 0m	2%	Free
Implementing GOLD® in MyTeachingStrategies™ (K-Third Grade)	10h 0m	0%	1 credit
Implementing MyTeachingStrategies® (Infants, Toddlers)	10h 0m	100%	1 credit

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> Back to **Develop** table of contents

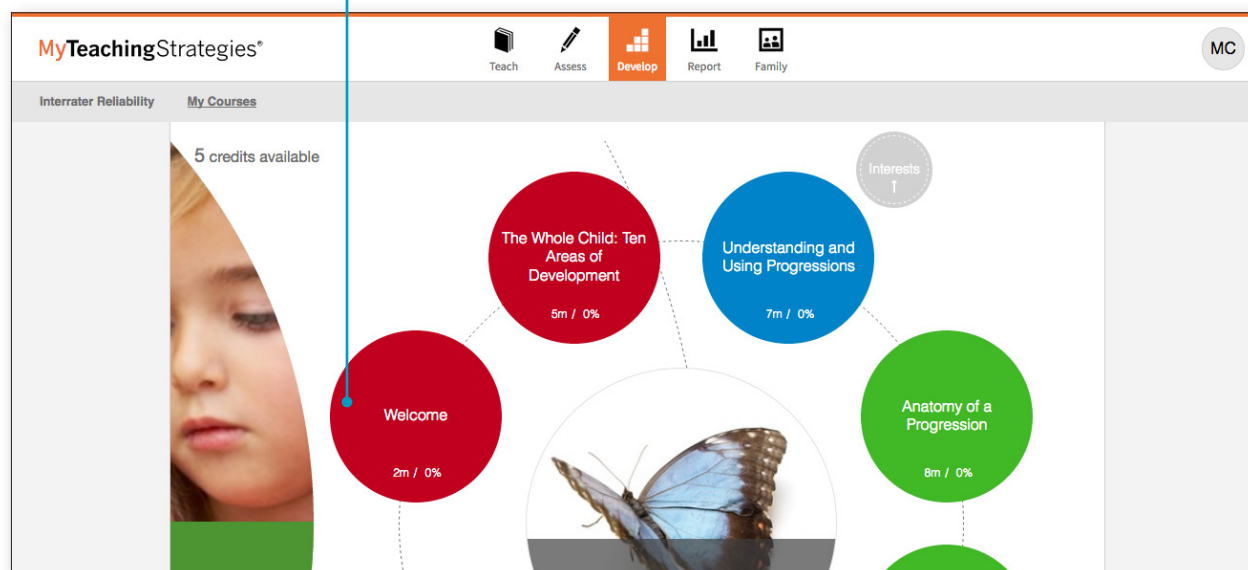
After selecting your course, you'll see the course overview screen.

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

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



Select a section to begin that part of the course.



> Back to **Develop** table of contents

The screenshot shows a blue rectangular area with white text. At the top, it says 'Tutorial' followed by 'Supporting English Language Acquisition'. Below that is 'Overview' with a paragraph: 'Discover proven strategies for helping English- and dual-language learners participate fully in classroom routines and experiences.' Then 'Learning Objective' with a paragraph: 'Describe how English- and dual-language learners typically gain English language skills.' At the bottom of the blue area, it says 'Click NEXT to continue.' Below the blue area is a light gray bar containing a 'NEXT >' button. A blue line with a dot at the end points from the 'NEXT >' button to a text box on the right.

Tutorial
Supporting English Language Acquisition

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

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

Click **NEXT** to continue.

NEXT >

Use the navigation buttons on the bottom of each screen to follow the on-screen text to view lesson videos and questions.

Once you have completed each component of an interest, you will see a 100% completion for that interest. Once all interests read 100%, you will have completed the course and will receive a certificate.

Report



Report Landing Page
Class Profile
Individual Child
Report Card
Development and Learning
Documentation Status
Assessment Status
Snapshot
Snapshot (Birth through Third Grade)
Snapshot by Dimension
Alignment

How-To Guide for Teachers

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

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

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

The screenshot displays the MyTeachingStrategies Report Landing Page. At the top, a navigation bar includes icons for Teach, Assess, Develop, Report (selected), and Family. The user is logged in as 'Preschool SJ'. On the left, a sidebar shows 'I want to...' with links to 'View Report Images' and 'View Report Descriptions'. The main content area, titled 'Generate a Report', features a grid of nine report cards. Each card includes a preview image, a title, and a 'Go' button. Information icons (i) are located on each card. The reports are: Class Profile, Individual Child, Report Card, Development and Learning, Documentation Status, Assessment Status, Snapshot, Snapshot By Dimension, and Alignment. A help icon (?) is in the bottom left corner. The footer contains links for Home, Contact Us, Terms of Use, and Privacy Policy, and a copyright notice for 2000-2017 Teaching Strategies, LLC.

> Back to **Report** table of contents

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

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

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

MyTeachingStrategies™

Teach Assess Develop Report Family

Pre-K Class MT

Reports Reports Queue

Reports Queue

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

> Back to **Report** table of contents

Class Profile

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

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

When should I use the Class Profile Report?

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

Report Criteria

1

Customize your report by selecting the appropriate **CLASS, CHECKPOINT PERIOD, AGE OR CLASS/GRADE**, and which levels to include.

2

Select **GENERATE REPORT**.

MyTeachingStrategies™

Teach

Assess

Develop

Report

Family

Preschool TT

Reports

Reports Queue

Back to Reports

Class Profile

Class

Class

Checkpoint Period

☐ Fall (first trimester) 2016/2017
☐ Winter (second trimester) 2016/2017
☐ Spring (third trimester) 2016/2017
☐ Fall (first trimester) 2017/2018
☐ Winter (second trimester) 2017/2018
☒ Spring (third trimester) 2017/2018

Age or Class/Grade

☒ All
☐ 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
☐ Pink - 1st Grade
☐ Silver - 2nd Grade
☐ Brown - 3rd Grade

Include

☒ All Preliminary Levels and Finalized or Unfinalized Checkpoint Level
☐ Finalized or Unfinalized Checkpoint Level
☐ Finalized Checkpoint Level

Report Summary

Class

Checkpoint Period

Spring (third trimester) 2017/2018

Age or Class/Grade

All

Include

All Preliminary Levels and Finalized or Unfinalized Checkpoint Level

Generate Report

> Back to **Report** table of contents

Report Results

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

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

The screenshot shows the MyTeachingStrategies interface. At the top, there are navigation tabs: Teach, Assess, Develop, Report (selected), and Family. The user is logged in as 'Pre-K Class MT' with 15 minutes remaining. On the left, there are links for 'Reports', 'Reports Queue', 'Print', and 'Back to Reports'. The main content area is titled 'Class Profile' and includes the following information:

- Checkpoint Period: Winter 2016/2017 — All Preliminary Levels and Finalized or Unfinalized Checkpoint Level
- Class: Pre-K Class
- Age or Class/Grade: All
- Generated On: April 16, 2018

Below the Class Profile is the 'Social-Emotional' section, which contains a table. The table has columns for Objectives / Dimensions, Class/Grade, Not Yet, and levels 1 through 13. The data is as follows:

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)				Bella Fernandez, Jonathan Hurst, Natasha Scorpino, Nezie Madella	Ruben Gutierrez, Sam Erickson, Shaute Samuels, Tianna Cotes	Troy Johnson, Vivian Ponce								
1b. Follows limits and expectations	Preschool 3 class/grade (Green)														
1c. Takes care of own needs appropriately	Preschool 3 class/grade (Green)														
2a. Forms relationships with adults	Preschool 3 class/grade (Green)							Bella Fernandez, Jonathan Hurst, Natasha Scorpino	Nezie Madella, Ruben Gutierrez, Sam Erickson, Shaute Samuels	Tianna Cotes, Troy Johnson, Vivian Ponce					
2b. Responds to emotional cues	Preschool 3 class/grade (Green)				Bella Fernandez, Jonathan Hurst, Natasha Scorpino	Nezie Madella, Ruben Gutierrez, Sam Erickson, Shaute Samuel	Tianna Cotes, Troy Johnson, Vivian Ponce								

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.

> Back to **Report** table of contents

Individual Child

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

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

When should I use the Individual Child Report?

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

Report Criteria

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

- 2 Select **GENERATE REPORT**.

MyTeachingStrategies®

Teach Assess Develop **Report** Family

Preschool SJ

Reports Reports Queue

Back to Reports

Individual Child Report

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

Select Children

☐ Select All ☐ Deselect All

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

Shaute Samuels Tianna Cotes Troy Johnson Vivian Ponce

Checkpoint Period

☐ Fall 2014/2015 ☐ Winter 2014/2015

☐ Spring 2014/2015 ☐ Summer 2014/2015

☐ Fall 2015/2016 ☐ Winter 2015/2016

☐ Spring 2015/2016 ☐ Summer 2015/2016

☐ Fall 2016/2017 ☐ Winter 2016/2017

☐ Spring 2016/2017 ☐ Summer 2016/2017

☐ Fall 2017/2018 ☐ Winter 2017/2018

☒ Spring 2017/2018

Select objectives and dimensions +

Include

☒ All Preliminary Levels and Finalized or Unfinalized Checkpoint Level

☐ Finalized or Unfinalized Checkpoint Level or Most Recent Preliminary Level

☐ Finalized or Unfinalized Checkpoint Level

☐ Finalized Checkpoint Level

Generate Report

Report Summary

Children
None

Checkpoint Period
Spring 2017/2018

Objectives / Dimensions
All

Include
All Preliminary Levels and Finalized or Unfinalized Checkpoint Level

> Back to **Report** table of contents

Report Results

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

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

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

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

Individual Child Report: Bella Fernandez

Birth Date: September 01, 2013

Checkpoint Periods: Winter 2016/2017, Spring 2017/2018

Generated On: April 16, 2018

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			12/06/2016	Winter 2016/2017										
1b Follows limits and expectations	Preschool 3 class/grade														
1c Takes care of own needs appropriately	Preschool 3 class/grade														
2a Forms relationships with adults	Preschool 3 class/grade							Winter 2016/2017							
2b Responds to emotional cues	Preschool 3 class/grade					Winter 2016/2017									
2c Interacts with peers	Preschool 3 class/grade					Winter 2016/2017									
2d Makes friends	Preschool 3 class/grade					Winter 2016/2017									
3a Balances needs and rights of self and others	Preschool 3 class/grade			Winter 2016/2017											
3b Solves social problems	Preschool 3 class/grade					Winter 2016/2017									

Select **PRINT** to print your report.

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

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

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Report Card

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

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

When should I use the Report Card?

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

Report Criteria

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

- 2 Select **GENERATE REPORT**.

The screenshot shows the MyTeachingStrategies interface for creating a Report Card. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report' (highlighted), and 'Family'. The user is logged in as 'Preschool SJ'.

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

- Checkpoint Period:** Radio buttons for Fall 2017/2018, Winter 2017/2018, and Spring 2017/2018 (selected).
- Select Children:** A dropdown for 'Class' and a table with columns 'Children', 'Child', and 'Status'. The 'Child' checkbox is checked.
- Select objectives and dimensions +**: A button to expand selection options.
- Language:** Radio buttons for English (selected) and Spanish.

Step 2: Select GENERATE REPORT.

A 'Generate Report' button is located at the bottom right of the form.

Report Summary (Right Panel):

- Checkpoint Period:** Spring 2017/2018
- Class:**
- Children:**
- Objectives / Dimensions:** All
- Language:** English

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Development and Learning

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

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

When should I use the Development and Learning Report?

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

Report Criteria

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

- 2 Select **GENERATE REPORT**.

MyTeachingStrategies™

Teach Assess Develop **Report** Family

Preschool SJ

Reports Reports Queue

< Back to Reports

Development and Learning Report

Select Children

Class

Children ☒ Select All ☐ Deselect All

Checkpoint Period

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

Areas of Development and Learning

☒ Social-Emotional
☒ Physical
☒ Language
☒ Spanish Language
☒ Cognitive
☒ Literacy
☒ Spanish Literacy
☒ Mathematics
☒ Science and Technology
☒ Social Studies
☒ The Arts
☒ English Language Acquisition

Include

☒ All Preliminary Levels and Finalized or Unfinalized Checkpoint Level
☐ Finalized or Unfinalized Checkpoint Level
☐ Finalized Checkpoint Level

Show

☐ Objective and Dimension numbers (Not recommended when sharing with parents)

Language

☒ English
☐ Spanish

Report Summary

Class

Children
None

Checkpoint Period
Spring 2017/2018

Areas of Development and Learning
 Social-Emotional
 Physical
 Language
 Spanish Language
 Cognitive
 Literacy
 Spanish Literacy
 Mathematics
 Science and Technology
 Social Studies
 The Arts
 English Language Acquisition

Include
All Preliminary Levels and Finalized or Unfinalized Checkpoint Level

Show
None

Language
English

Generate Report

> Back to **Report** table of contents

Report Results

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

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

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

MyTeachingStrategies™ Teach Assess Develop **Report** Family

Pre-K Class MT

Reports Reports Queue

Print
Print All
Share with Family
Back to Reports

< Back to Report Criteria

Development and Learning Report: Bella Fernandez

Date: April 16, 2018
 Class: Pre-K Class
 Teacher: Megan Teacher
 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
 Period: Winter 2016/2017 — 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 his or her learning to the next level.

Social-Emotional

Currently, Bella:
Is beginning to comfort self by seeking out special object or person
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
Is beginning to play with one or two preferred playmates
Responds appropriately to others' expressions of wants
Seeks adult help to resolve social problems

Next Bella will:

- Comfort self by seeking out special object or person
- Begin to engage with trusted adults as resources and to share mutual interests
- Demonstrate concern about the feelings of others
- Use successful strategies for entering groups
- Play with one or two preferred playmates
- Begin to take turns
- Begin to suggest solutions to social problems

Development and Learning Summary

Children

► Bella Fernandez

?

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Documentation Status

The Documentation Status Report will help you see, at a glance, where you may need more information to plan activities and observations. It shows how many times you associated the objective/dimension with documentation for individual children. Teachers can also choose to include a breakdown of the total amount of documentation collected for a class or child.

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

When should I use the Documentation Status Report?

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

Report Results

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

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

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

Documentation Status

Current View

Report for All Children in Class *Preschool*

Areas of Development:

- Social-Emotional
- Physical
- Language
- Spanish Language
- Cognitive
- Literacy
- Spanish Literacy
- Mathematics
- Science and Technology
- Social Studies
- The Arts
- English Language Acquisition

Period: Spring 2017/2018

Documentation Count By Area and Child

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

Social-Emotional

Child	1a	1b	1c	2a	2b	2c	2d	3a	3b	Documentation Count
Bella Fernandez	1	1	1
Jonathan Hurst	1	1	1

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

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Report Criteria

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

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

- Class Selection:** A dropdown menu labeled 'Class' is set to 'Preschool'. Below it, a 'Children' section has a 'Select All' checkbox checked and a 'Deselect All' checkbox unchecked. A list of children's names is displayed in a grid: Bella Fernandez, Jonathan Hurst, Natasha Scorpino, Nezie Madella, Ruben Gutierrez, Sam Erickson, Shaute Samuels, Tianna Cotes, Troy Johnson, and Vivian Ponce.
- Checkpoint Period:** A dropdown menu labeled 'Checkpoint Period' is set to 'Spring 2017/2018'.
- Select a date range within the selected Checkpoint Period?** Two radio buttons are present: 'Yes' (unchecked) and 'No' (checked).
- Include Documentation Total:** A checkbox labeled 'Include Documentation Total' is unchecked.
- Select objectives and dimensions -** A section with a 'Select All' checkbox checked and a 'Deselect All' checkbox unchecked. A list of objectives and dimensions is displayed: Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, and Spanish Literacy. The 'Social-Emotional' objective is expanded, showing 'Objective 1: Regulates own emotions and behaviors' with three sub-objectives: '1a. Manages feelings', '1b. Follows limits and expectations', and '1c. Takes care of own needs appropriately'. All three sub-objectives have their respective checkboxes checked.
- Documentation Report Summary:** A sidebar on the right displays the selected class ('Preschool'), children (Bella Fernandez, Jonathan Hurst, Natasha Scorpino, Nezie Madella, Ruben Gutierrez, Sam Erickson, Shaute Samuels, Tianna Cotes, Troy Johnson, Vivian Ponce), checkpoint period ('Spring 2017/2018'), include documentation total ('No'), and objectives/dimensions ('All').
- Submit:** A 'Submit' button is located at the bottom right of the form.

- 3 Select the checkbox next to **INCLUDE DOCUMENTATION TOTAL** to include the total amount of documentation available for each child in the generated 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 Click **SUBMIT** to view your report.

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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 child.

The screenshot shows the MyTeachingStrategies interface. At the top, there are navigation icons for Teach, Assess, Develop, Report (selected), and Family. The user is logged in as 'Preschool SJ'. The left sidebar shows 'Reports' and 'Reports Queue' tabs, with 'Back to Reports', 'Report Filter', and 'Print' options. The main content area displays the 'Period: Spring 2017/2018' and the 'Documentation Total By Child' report. A note explains that the 'Total Documentation' column may differ from the sum of the 'Documentation Count' column in the 'Documentation Count by Area and Child' table due to multiple tagging. Below the note is a table with two columns: 'Child' and 'Total Documentation'.

Child	Total Documentation
Bella Fernandez	3
Jonathan Hurst	1
Natasha Scorpino	3
Nezie Madella	2
Ruben Gutierrez	1
Sam Erickson	1
Shaute Samuels	2
Tianna Cotes	1
Troy Johnson	2
Vivian Ponce	2

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Assessment Status

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

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

When should I use the Assessment Status Report?

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

Report Results

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

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

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

Overall Progress

You have entered **60%** of the checkpoint ratings for this classroom.

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

Progress by Area

- Social-Emotional 100%
- Physical 100%
- Language 100%
- Cognitive 100%
- Literacy 100%
- Mathematics 100%
- Science and Technology 0%
- Social Studies 0%
- The Arts 0%
- English Language Acquisition 0%

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

Sort By: Area | Social-Emotional

Show Dimensions

- ☒ Required and Optional*
- ☐ Required Only

Legend:

- Not Observed (orange circle)
- Not Yet Started (orange circle)
- Completed (orange circle)
- Final (green circle)
- N/A Not Applicable (blue circle)

Child is not opted into this optional dimension

Objective	1a	1b	1c	2a	2b	2c	2d	3a	3b
Bella Fernandez	✓	✓	✓	✓	✓	✓	✓	○	○
Jonathan Hurst	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annotations:

- A green bar indicates a finalized area.
- A partially filled bar indicates the percentage of completion for that area.
- An empty circle indicates that the checkpoint has not been started for that particular objective/dimension.
- Click an unfilled circle to complete the checkpoint for an unfinalized objective/dimension.
- A complete green circle with a checkmark indicates that the checkpoint has been finalized for that particular objective/dimension.
- 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.
- A complete orange circle indicates that the checkpoint has been completed for that particular objective/dimension, but not finalized.
- Adjust the report view by selecting a different area from the **SORT BY** drop-down menu.

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Snapshot

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

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

When should I use the Snapshot Report?

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

Report Criteria

1

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

2

Select **GENERATE REPORT**.

MyTeachingStrategies®

Teach Assess Develop **Report** Family

Preschool **SJ**

Reports Reports Queue

< Back to Reports

Snapshot

Select Children

Teacher: Susan James

Class: All Classes

Children: ☒ Select All ☐ Deselect All

Child Demographics +

All

Checkpoint Period

☐ Fall 2014/2015

☐ Winter 2014/2015

☐ Spring 2014/2015

☐ Summer 2014/2015

☐ Fall 2015/2016

☐ Winter 2015/2016

☐ Spring 2015/2016

☐ Summer 2015/2016

☐ Fall 2016/2017

☐ Winter 2016/2017

☐ Spring 2016/2017

☐ Summer 2016/2017

☐ Fall 2017/2018

☐ Winter 2017/2018

☒ Spring 2017/2018

Include Data

☒ By Area

☐ By Objective/Dimension

Include

☒ Finalized or Unfinalized Checkpoint Level

☐ Finalized Checkpoint Level

Output Selection

☒ Widely Held Expectations

☐ Kindergarten Entry (For Pre-K Children)

Output Type

Summarize By: User

Report Summary

Teacher
Susan James

Class
All Classes

Children
None

Child Demographics
All

Checkpoint Period
Spring 2017/2018

Include Data
By Area

Include
Finalized or Unfinalized Checkpoint Level

Output Selection
Widely Held Expectations

Summarize By
User

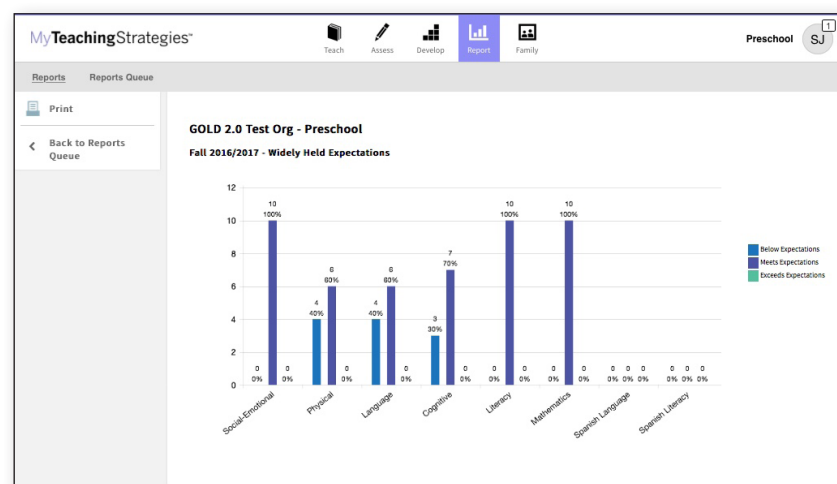
Generate Report

You'll be taken to the Reports Queue after you generate the report.

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Report Results

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



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

GOLD 2.0 Test Org - Preschool
Fall 2016/2017

	Below	Meeting	Exceeding
Social-Emotional	0 / 0%	10 / 100%	0 / 0%
Physical	4 / 40%	6 / 60%	0 / 0%
Language	4 / 40%	6 / 60%	0 / 0%
Cognitive	3 / 30%	7 / 70%	0 / 0%
Literacy	0 / 0%	10 / 100%	0 / 0%
Mathematics	0 / 0%	10 / 100%	0 / 0%
Spanish Language	0 / 0%	0 / 0%	0 / 0%
Spanish Literacy	0 / 0%	0 / 0%	0 / 0%

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

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Snapshot (Birth through Third Grade)

The Snapshot (Birth Through Third Grade) Report, generated only from checkpoint data associated with the objectives for development and learning for birth through third grade, displays a group's assessment results at a given point in time, enabling you to see which children are below, meeting, and exceeding the widely held expectations for each area. The report can be organized by entity, by colored band, and, for teachers, by class. You can view it in HTML, as a PDF, or in Excel.

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

Report Criteria

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

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

- 1 In **STANDARDS AND MEASURES**, choose to generate the report at the area, objective, or dimension level (areas selected by default). You can also pick and choose areas, objectives, and/or dimensions.
- 2 In **CHILDREN**, select a classroom.
- 3 In **DEMOGRAPHICS**, filter by gender, language, and any other child demographic field.
- 4 In **CHECKPOINT PERIOD**, choose a checkpoint period. The current period will be selected by default. Please note that only checkpoint periods associated with the objectives for development and learning for birth through third grade will be available.
- 5 In **FORMAT**, customize the output of the report.

The screenshot shows the 'Snapshot Report' configuration page in the MyTeachingStrategies interface. The page has a top navigation bar with icons for Teach, Assess, Develop, Report (active), and Family. Below the navigation bar, there are tabs for 'Reports' and 'Reports Queue'. The main content area is titled 'Snapshot Report' and includes instructions: 'Click the plus sign (+) next to any of the sections below to change the settings for the Snapshot report'. The sections are:

- Standards and Measures:** Includes expandable options for GOLD Areas, Objectives, and Dimensions (GOLD Areas of Development, GOLD Objectives, GOLD Dimensions).
- Children:** Includes an expandable option for Demographics (All Demographics Selected).
- Checkpoint Period:** Includes a dropdown for 'Fall 2017/2018' and radio buttons for 'Unfinalized and Finalized Checkpoint Levels' (selected) and 'Only Finalized Checkpoint Levels'. A red warning message states: 'This Snapshot report may only be generated using data from checkpoint periods associated with the objectives for development and learning for birth through third grade.'
- Format:** Includes fields for 'Organization Name' (GOLD 2.0 Test Org), 'Profile of Children Included in this Report', and 'Appendix: Report Criteria'.
- Charts & Graphs:** Includes checkboxes for 'Summary by Colored Band', 'Summary by Child', 'Summary by Class', and 'Show Summary by Class (GOLD Standards and Measures only)' (checked).

 At the bottom, there are three buttons: 'VIEW AS HTML', 'VIEW AS PDF', and 'VIEW AS EXCEL'. A footer contains links for Home, Help, Contact Us, System Requirements, and Privacy Policy, along with copyright information for Teaching Strategies, LLC.

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**.

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8

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

Report Results

GOLD 2.0 Test Org	
Teaching Strategies GOLD® Snapshot Report	
October 30, 2017	
Profile of Children	
Out of 20 possible children, 14 children have enough GOLD data in Fall 2017/2018 to be included in this report.	
Gender:	Male: 88% Female: 32%
Race:	White: 62% Black or African American: 15% Asian Indian: 18% Bangladeshi: 3% Chinese: 3%
Ethnicity:	Not Spanish/Hispanic/Latino: 78% Mexican: 6% Guatemalan: 16%
IFSP/IEP Status:	Children Without IFSP: 97% Children With IFSP: 3% Children Without IEP: 97% Children With IEP: 3%
Funding Source(s):	Child Care: 4 Head Start: 2 Military: 1 Private: 8
Age or Class/Grade:	Birth to 1 year (Red): 6% 1 to 2 years (Orange): 12% 2 to 3 years (Yellow): 3% Preschool 3 class/grade (Green): 26% Pre-K 4 class/grade (Blue): 9% Kindergarten (Purple): 35% 2nd Grade (Silver): 3% 3rd Grade (Brown): 3%
Primary Language:	English: 74% Spanish: 24% Chinese (all dialects): 3%
Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.	

If included, the report output will include a Profile of Children, which will state how many child records had enough data to be included in the report and a breakdown of demographic information.

Table 1: Social-Emotional by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	9	56%	42.3	6	33%	46.7	3	17%	57.7

Table 2: Physical by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	14	74%	20.7	5	26%	21.2			

Table 3: Language by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	9	64%	20.0	5	36%	38.0			

Table 4: Spanish Language by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)				1	100%	52.0			

Table 5: Cognitive by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	4	67%	45.8	2	33%	62.0			

Table 6: Literacy by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	9	64%	20.0	5	36%	38.0			

Table 7: Spanish Literacy by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)				1	100%	58.0			

Each area, objective, or dimension will appear in its own table. The Widely Held Expectations information for each area, objective, or dimension will include the number of children, the percentage of children, and the average score for children whose skills, knowledge, and abilities are below, meeting, or exceeding widely held expectations.

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Snapshot by Dimension

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

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

Report Criteria

When should I use the Snapshot by Dimension Report?

This report is commonly used by teachers to visually compare their assessment results for their class, using colored bands, against widely held expectations.

- 1 Under **SELECT CHILDREN**, select a class and/or children.
- 2 You have the option to filter under **CHILD DEMOGRAPHICS**.
- 3 Select a **CHECKPOINT PERIOD**. It is defaulted to include the current period.

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

Selecting a current checkpoint associated with birth through third grade data will display the birth through third grade objectives/dimensions and progressions.
- 4 Under **INCLUDE DATA**, determine whether to include specific objectives/dimensions. It is defaulted to include all.
- 5 Select **FINALIZED OR UNFINALIZED CHECKPOINT LEVEL** or **FINALIZED CHECKPOINT LEVEL**.

MyTeachingStrategies®

Teach Assess Develop Report Family

Preschool (Green) 14 MM

Reports Reports Queue

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

Select Children

Class: All Classes

Children: ☒ Select All ☐ Deselect All

Child Demographics +

Checkpoint Period

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

Include Data

☒ By Objective/Dimension

Select objectives and dimensions +

Include

☒ Finalized or Unfinalized Checkpoint Level
☐ Finalized Checkpoint Level

Report Summary

Class: All Classes

Children: None

Child Demographics: All

Checkpoint Period: Fall 2017/2018

Include Data: By Objective/Dimension

Objectives / Dimensions: All

Include: Finalized or Unfinalized Checkpoint Level

Generate Report

- 6 Select **GENERATE REPORT**.

> Back to **Report** table of contents

7

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

MyTeachingStrategies™

Teach Assess Develop **Report** Family

Preschool (Green) MM

Reports Reports Queue

Reports Queue

« < 1 2 3 > »

Title	Generated On	Status	Output
SnapshotByDimension	10/30/2017@02:55 PM	Completed	Table Download Export File

Both report outputs list a table for each included area.

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

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

Snapshot By Dimension

Please Note: The Snapshot by Dimension report is refreshed every three hours to reflect updated data.

Checkpoint Period: Fall 2017/2018

Table 1: Social-Emotional

Objectives / Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a. Manages feelings	Preschool 3 class/grade			2 28.57%		1 14.29%		3 42.86%	1 14.29%						
1b. Follows limits and expectations	Preschool 3 class/grade				3 42.86%		1 14.29%	2 28.57%			1 14.29%				
1c. Takes care of own needs appropriately	Preschool 3 class/grade				1 20%		2 40%			1 20%					
2a. Forms relationships with adults	Preschool 3 class/grade							1 25%				3 75%			
2b. Responds to emotional cues	Preschool 3 class/grade				1 25%			1 25%	2 50%						
2c. Interacts with peers	Preschool 3 class/grade				1 25%		2 50%	1 25%							
2d. Makes friends	Preschool 3 class/grade					1 25%			3 75%						
3a. Balances needs and rights of self and others	Preschool 3 class/grade			1 25%			3 75%								
3b. Solves social problems	Preschool 3 class/grade					1 25%	3 75%								

Table 2: Physical

Objectives / Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
4. Demonstrates traveling skills	Preschool 3 class/grade				3 100%												
5. Demonstrates balancing skills	Preschool 3				2	1											

> Back to **Report** table of contents

Alignment

The Alignment Report enables teachers to quickly see how the children in their classrooms are developing in relation to the Common Core State Standards, *The Head Start Child Development and Early Learning Framework*, and the early learning standards for their states.

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

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

Report Criteria

When should I use the Alignment Report?

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

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

- 2 Choose an **OUTPUT** type.

3 Select **GENERATE REPORT**.

MyTeachingStrategies®

Reports Reports Queue

Alignment

Back to Reports

Select Children

Teacher: All Teachers

Class: All Classes

Children: ☒ Select All ☐ Deselect All

Include Archived Children

☒ Yes ☐ No

Child Demographics +

Checkpoint Period

☐ Fall 2014/2015

☐ Winter 2014/2015

☐ Spring 2014/2015

☐ Summer 2014/2015

☐ Fall 2015/2016

☐ Winter 2015/2016

☐ Spring 2015/2016

☐ Summer 2016/2017

☒ Fall 2017/2018

Select Standards

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

Approaches to Learning (48 to 60 Months)

☒ Select All ☐ Deselect All

SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

☒ Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.

☒ Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.

☒ Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.

☒ Manages own actions, words, and behavior with occasional support from adults.

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

☒ Sometimes controls impulses independently, while at other times needs support from an adult.

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

☒ Frequently persists on preferred tasks. Sometimes persists on less preferred activities time.

☒ Seeks out new information and explores new play and tasks both independently and with adult support.

SUB-DOMAIN: CREATIVITY

☒ Communicates creative ideas and actions both with and without prompting from adults.

☒ Develops more elaborate imaginary play, stories, and other creative works with children and adults.

Include

☐ Finalized or Unfinalized Checkpoint Level

☒ Finalized Checkpoint Level

Output Type

Summarize By: Class

Report Summary

Teacher: All Teachers

Class: All Classes

Children: None

Include Archived Children: Yes

Child Demographics: All

Checkpoint Period: Fall 2017/2018

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

Standards: All

Include: Finalized Checkpoint Level

Generate Report

> Back to **Report** table of contents

4

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

MyTeachingStrategies®

Teach Assess Develop **Report** Family

Pre-K TR

Reports Reports Queue

Reports Queue

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

5

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

MyTeachingStrategies®

Teach Assess Develop **Report** Family

Pre-K TR

Reports Reports Queue

[Print](#)

[Back to Reports Queue](#)

Alignment Report - Fall 2016/2017

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

Approaches to Learning (48 to 60 Months)

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

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

1a: Manages feelings

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

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

11a: Attends and engages

Family



Manage Family Members

View Shared Resources

Sharing Documentation, Weekly Plans, and
Reports with Families

Access the Resources Library

LearningGames® Activities

Manage Family Messages

Family Conference Form

> Back to **Family** table of contents

Manage Family Members

Teachers can manage the family members associated with their children and invite them to create an account in the Family area. Resources shared with a child's family will be shared with all family members associated with that child.

1 To add new family members navigate to the Family Engagement sub-navigation of the Family area.

3 Select **ADD FAMILY MEMBER**.

The screenshot shows the MyTeachingStrategies interface. The top navigation bar includes icons for Teach, Assess, Develop, Report, and Family. The 'Family' tab is selected. Below the navigation bar, the 'Family Engagement' sub-navigation is active. The main content area is titled 'Manage Family Members' and contains the following text: 'Manage the family members associated with your children and invite them to create an account in the MyTeachingStrategies™ Family portal. Resources shared with a child's family will be shared with all family members associated with that child.' Below this text are two buttons: 'Add Family Member' and 'Invite Selected Family Member'. A table lists family members for a child named Bella Fernandez.

<input type="checkbox"/>	Child	Family Member	Family Member Email	Family Member Relationship	Invite / Resend	Invitation Emailed	Email Status	Delete Family Member
<input type="checkbox"/>	Bella Fernandez	Tim Reed	timr@teachingstrategies.com	Father		04/06/2018	Read	

2 Select **MANAGE FAMILY MEMBERS** in the left navigation.

> Back to **Family** table of contents

Add Family Member

- 1 Choose a child from the **SELECT CHILD** dropdown.
- 2 Type in the family member's first name, last name, and email address (the Family Member Relationship field is optional).

MyTeachingStrategies® Teach Assess Develop Report **Family** Preschool MT

Family Engagement Family Conference Form

I want to...

- Manage Family Members
- View Shared Resources
- Access the Resources Library
- Manage Family Messages

Add Family Member

Enter the required information to add family members and invite them to create an account in the *MyTeachingStrategies™* Family portal.

Select Child
Emily Lacbawan

Family Member First Name	Family Member Last Name	Family Member Email	Family Member Relationship
Brittney	Hurst	bhurst@gmail.com	Mother

Add Another Family Member

Cancel **Save and Invite** **Save**

- 3 If you want to add another family member for the child at the same time, select **ADD ANOTHER FAMILY MEMBER**. Select **CANCEL** to go back to the previous screen. Select **SAVE AND INVITE** to add the family members to the system and to send an email invitation. Select **SAVE** to add the family members to the system without an email alert. Selecting **SAVE AND INVITE** on the **ADD FAMILY MEMBER** page will bring up the email invitation message page.

> Back to **Family** table of contents

Invitation to Family Members

1

The invitation email will default to English – toggle to **USE SPANISH** to use the Spanish invitation email.

2

Add an optional additional message to the family member(s) by typing into the **CUSTOM MESSAGE** box.

MyTeachingStrategies™ Teach Assess Develop Report **Family** Preschool MT 13

Invitation to Family Members

Family Member Recipients

Child	Family Members
Isabella Ramirez	Maria Ramirez (Mother)

Preview Message

☒ Use English ☐ Use Spanish

Dear Maria Ramirez,
YOU ARE INVITED!
 I invite you to participate in our program by communicating with us online through the *MyTeachingStrategies™* Family portal.
 The *MyTeachingStrategies™* Family portal makes it easy to communicate with you about your child's ongoing development and our classroom activities.

 A MESSAGE FROM YOUR CHILD'S TEACHER

Customize Message

You have the option to add a customized note that will appear in the "A Message From Your Child's Teacher" section of the message. If you choose not to add a customized note, that section will not appear in your sent message.

3

Select **CANCEL** to go back to the previous screen. Select **SEND** to send the invitation email.

> Back to **Family** table of contents

Manage existing family members

- 1 To manage existing family members, navigate to the Family Engagement sub-navigation of the Family area. Select **MANAGE FAMILY MEMBERS** in the left navigation.
- 2 Select the check boxes next to one more family member's names, then select the **INVITE SELECTED FAMILY MEMBER** button to send or resend the invitation email (there is a check-all option). Select the name of the family member to edit their name and/or email address. Select the envelope icon to send or resend the invite email to that one family member.
- 3 The **INVITATION EMAILED** column will display the most recent date the invitation email was sent.
- 4 The **EMAIL STATUS** column will show **READ** when the family member accesses the invitation email.
- 5 Select the trash can icon under **DELETE FAMILY MEMBER** to remove that family member's access to the child.

The screenshot shows the 'Manage Family Members' page in the MyTeachingStrategies interface. The page has a top navigation bar with 'Teach', 'Assess', 'Develop', 'Report', and 'Family' (highlighted). The 'Family' section is active, showing 'Preschool MT' and a notification badge '13'. Below the navigation bar, there's a 'Family Engagement' section with a 'Family Conference Form' tab. The left sidebar has 'I want to...' with options: 'Manage Family Members' (selected), 'View Shared Resources', 'Access the Resources Library', and 'Manage Family Messages'. The main content area is titled 'Manage Family Members' and includes instructions: 'Manage the family members associated with your children and invite them to create an account in the MyTeachingStrategies™ Family portal. Resources shared with a child's family will be shared with all family members associated with that child.' Below the instructions are two buttons: 'Add Family Member' and 'Invite Selected Family Member'. A table lists family members with columns: 'Child', 'Family Member', 'Family Member Email', 'Family Member Relationship', 'Invite / Resend', 'Invitation Emailed', 'Email Status', and 'Delete Family Member'. The table contains one entry for 'Bella Fernandez' with family member 'Tim Reed' (email: timr@teachingstrategies.com, relationship: Father). The 'Invitation Emailed' date is '04/06/2018' and the 'Email Status' is 'Read'. A trash can icon is visible in the 'Delete Family Member' column.

Child	Family Member	Family Member Email	Family Member Relationship	Invite / Resend	Invitation Emailed	Email Status	Delete Family Member	
<input type="checkbox"/>	Bella Fernandez	Tim Reed	timr@teachingstrategies.com	Father		04/06/2018	Read	

> Back to **Family** table of contents

View Shared Resources

Teachers can easily keep track of what has been shared so far with each child's family member, including documentation, weekly plans, reports, activities, and family conference forms.

To access what has been shared with families, navigate to the Family area. Select Family Engagement in the sub-navigation. Select View Shared Resources in the left navigation. Select View Shared Resources in the left navigation.

1 Select a child from the **SELECT CHILD** dropdown.

2 Select the shared resources you wish to view and select **SUBMIT**.

The interface shows the MyTeachingStrategies logo, navigation tabs (Teach, Assess, Develop, Report, Family), and a sub-navigation bar (Family Engagement, Family Conference Form). The left sidebar lists options: Manage Family Members, View Shared Resources, Access the Resources Library, and Manage Family Messages. The main content area is titled 'View Shared Resources' and includes a 'Select Child' dropdown (Bella Fernandez) and a 'Select Shared Resources' section with checkboxes for Documentation, Family Conference Forms, Development and Learning Activities, Report Cards, Weekly Plans, LearningGames® Activities, and Development and Learning Reports. A 'Filter Summary' panel on the right shows the selected child (Bella Fernandez) and a 'Submit' button. A modal window titled 'Documentation' displays a list of shared resources for Bella Fernandez, including '1b. Preliminary Level: 4', '1c. Preliminary Level: 3', '2c. Preliminary Level: 6', and '17b. Preliminary Level: 1'.

A list will appear with all resources that have been shared with family members by any teacher in that child's class. These resources appear from most recently shared to first shared, but can be sorted from first shared to most recently shared.

1 Select a child's name to navigate to that child's profile. Select a resource, which will open up for you to review.

> Back to **Family** table of contents

Sharing Documentation, Weekly Plans, and Reports with Families

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

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

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

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

MyTeachingStrategies®

Teach Assess Develop Report Family

Infants, Toddlers, and Twos GOLD MC

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

Edit Documentation
Delete Documentation
Share Documentation

< back to view documentation

Mee Young
October 27, 2016

Objectives / Dimensions

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

Notes

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

Entered on January 18, 2017 by Megan Colburn

Documentation Summary

Children
Mee Young

Date Observed
10/27/2016

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

Caption
None

Files Attached
1

Objectives / Dimensions

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

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

> Back to **Family** table of contents

Access the Resources Library

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

Development and Learning Activities

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

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

The screenshot shows the MyTeachingStrategies® interface. At the top, there's a navigation bar with icons for Teach, Assess, Develop, Report, and Family. The Family icon is highlighted. Below the navigation bar, there's a sidebar with options: Manage Family Members, View Shared Resources, Access the Resources Library (highlighted with a blue line and callout 1), and Manage Family Messages. The main content area is titled "Resources Library" and contains a description, a "Select Shared Resources" section with a radio button for "Development and Learning Activities", and a form for selecting resources. The form includes a dropdown for "Age or Class/Grade" (set to "Preschool 3 class/grade") and a list of "Area of Development and Learning" with checkboxes for Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, Science and Technology, Social Studies, The Arts, and English Language Acquisition. A "Submit" button is at the bottom right. A "Resources Summary" sidebar on the right shows the selected criteria: "Select Shared Resources: Development and Learning Activities", "Language: English", "Age or Class/Grade: Preschool 3 class/grade", and "Area of Development and Learning: Social-Emotional, Physical".

> Back to **Family** table of contents

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

6

Select **VIEW** to preview or print the activity.

7

Select **SHARE** to share the activity with family members.

The screenshot displays the MyTeachingStrategies Family Engagement interface. The top navigation bar includes icons for Teach, Assess, Develop, Report, and Family (highlighted). The user is logged in as 'Preschool SJ' with a notification badge '1'.

The main content area is titled 'Resources Library: Development and Learning Activities'. It features a table with the following columns: Activity Title, Area of Development & Learning, Age or Class/Grade, and action buttons (View, Share).

Activity Title	Area of Development & Learning	Age or Class/Grade	View	Share
Active Listening (English)	Social-Emotional	Preschool 3 class/grade	View	Share
Give Me the Words (English)	Social-Emotional	Preschool 3 class/grade	View	Share
Let's Do This Instead	Social-Emotional	Preschool 3	View	

On the right side, there is a 'Resources Summary' panel with the following details:

- Select Shared Resources:** Development and Learning Activities
- Language:** English
- Age or Class/Grade:** Preschool 3 class/grade
- Area of Development and Learning:** Social-Emotional, Physical
- Edit Criteria** button

A preview window for the 'Active Listening' activity is shown in the foreground. It includes the following sections:

- Active Listening**
- Primary Objectives:** 1a. Manages feelings
- Why It's Important:** Using active listening with your child lets him know that his feelings are being understood, even if he can't verbalize them yet. When your child displays a strong emotion, active listening teaches him language that will help him eventually verbalize his feelings. This strategy also supports his development of empathy, helps diffuse emotional situations, and lets your child know that you care.
- Materials:** None
- What You Do:**
 - When your child shows strong emotions, get down to his eye level. Make eye contact and offer a gentle touch to let him know that you are listening.
 - If your child is not able to express himself verbally, you may have to talk about what you see and assess his feelings about the situation. *You are frowning at Michael's pile of blocks. Are you trying to tell him that you would like to have some of his blocks to play with?*
 - If your child talks, repeat his words in language he can understand while reflecting his tone. *You want that truck! You really want that truck!* (Say this as you scrunch up your nose and furrow your brow.)
 - Name and explain his feelings. *You are angry because Tommy has that truck.*
 - Help your child put his feelings and needs into words, if possible.

> Back to Family table of contents

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

MyTeachingStrategies™

Teach Assess Develop Report **Family**

Preschool SJ

Share Development and Learning Activity: Active Listening

Select Children

☐ Select All

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

Shaute Samuels Tianna Cotes Troy Johnson Vivian Ponce

Cancel Submit

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

MyTeachingStrategies™

Teach Assess Develop Report **Family**

Preschool SJ

Share Development and Learning Activity: Active Listening

✓ You have successfully shared.

Select Children

☐ Select All

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

Shaute Samuels Tianna Cotes Troy Johnson Vivian Ponce

Cancel Submit

> Back to **Family** table of contents

LearningGames® Activities

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

- 1 In the Family area, select **FAMILY ENGAGEMENT**.
- 2 Select **ACCESS THE RESOURCES LIBRARY** in the left-hand navigation.
- 3 The Resource Type should be set to "*LearningGames*® Activities." Select **SUBMIT**.

The screenshot displays the MyTeachingStrategies® interface. At the top, the navigation bar includes icons for Teach, Assess, Develop, Report, and Family. The 'Family' tab is active. Below the navigation bar, the 'Family Engagement' section is visible. On the left, a sidebar titled 'I want to...' contains options: 'Manage Family Members', 'View Shared Resources', 'Access the Resources Library' (which is selected), and 'Manage Family Messages'. The main content area is titled 'Resources Library' and contains the text: 'Select resources to share with your children's family members. The Resources Library helps you partner with families to share resources that promote family engagement while strengthening children's development and learning.' Below this, there is a section 'Select Shared Resources' with two radio buttons: 'Development and Learning Activities' and 'Learning Games® Activities' (which is selected). To the right of this section is a 'Language' dropdown menu with 'English' selected and 'Spanish' as an option. At the bottom right, there is a 'Submit' button. A 'Resources Summary' sidebar on the right shows 'Select Shared Resources' as 'Learning Games® Activities' and 'Language' as 'English'.

> Back to **Family** table of contents

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

4

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

5

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

The screenshot displays the MyTeachingStrategies interface. At the top, the navigation bar includes icons for Teach, Assess, Develop, Report, and Family (which is highlighted). The user is logged in as 'Preschool / Pre-K' with initials 'SJ'. The main content area is titled 'Family Engagement' and 'Family Conference Form'. On the left, there's a sidebar with options: 'I want to...', 'Manage Family Members', 'View Shared Resources', 'Access the Resources Library', and 'Manage Family Messages'. The central 'Learning Games' section shows a table of activities. The first activity is '101: Soap Curls (English)'. A callout box for 'Game 101' is overlaid on the bottom left, featuring a photo of a child being bathed and the text: 'The shampoo makes your hair stand up! When bathing your child, lather his hair thickly with shampoo so that you can shape his hair in several ways. Your child will be entertained at bath time and will have a chance to see himself in a'. The right sidebar contains 'Resources Summary', 'Select Shared Resources', 'Learning Games® Activities', 'Language English', and an 'Edit Criteria' button.

Learning Game Title	View	Share
101: Soap Curls (English)	View	Share
102: A Sharing Place (English)	View	Share
103: The Duck Said? (English)	View	Share
104: Molding Shapes (English)	View	Share
105: Match and Name Pictures (English)	View	Share
106: ...	View	Share

> Back to **Family** table of contents

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

Share Learning Game: Soap Curls

Select Children

☐ Select All

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

Shaute Samuels Tianna Cotes Troy Johnson Vivian Ponce

Cancel Submit

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

Share Learning Game: Soap Curls

✓ You have successfully shared.

Select Children

☒ Select All

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

Shaute Samuels Tianna Cotes Troy Johnson Vivian Ponce

Cancel Submit

> Back to **Family** table of contents

Manage Family Messages

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

To send a message:

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

MyTeachingStrategies® | Teach | Assess | Develop | Report | **Family** | Preschool | SJ

Family Engagement | Family Conference Form

I want to...

- Manage Family Members
- View Shared Resources
- Access the Resources Library
- Manage Family Messages**

Manage Family Messages

Send a notification to one or more of your children's family members. Family members can access these notifications in the MyTeachingStrategies™ Family platform.

Select an action

- ☒ Create a new message
- ☐ View sent messages

Select Family Members

<input type="checkbox"/>	Child	Family Members
<input type="checkbox"/>	Bella Fernandez	Tim Reed (Father)

Subject

Message

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

Message Summary

Family Members
None

Subject
None

File Attached
None

Send

> Back to **Family** table of contents

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

Manage Family Messages

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

Select an action

- Create a new message
- View sent messages

Select Family Members

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

Subject

Welcome to the Pre-K Class!

Message

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

-The Pre-K Class

Message Summary

Family Members
All

Subject
Welcome to the Pre-K Class!

File(s) Attached
1

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

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

- PDF
- PNG
- JPG

Your message was successfully sent!

> Back to **Family** table of contents

To view sent messages:

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

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

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

> Back to **Family** table of contents

Family Conference Form

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

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

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

Child	Status	Action
Bella Fernandez	Not Started	Create

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

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

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

Family Conference Form Summary

- Date:** 03/22/2018
- Child Name:** Bella Fernandez
- Family Member(s):** Tim Reed
- Teacher(s):** Susan James
- Objectives / Dimensions:** None
- Language:** English

Save & Continue

> Back to **Family** table of contents

Entering Data

5

If you would like to include the objective and dimension on the form (to help explain the level and the documentation), select **YES**.

6

On the second screen, enter information about the child's strengths in the developmental areas and the content areas.

MyTeachingStrategies™

Teach Assess Develop Report Family

Infants, Toddlers, and Twos MC

Family Conference Form

View

< Back to child form

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

Customize Strengths in Areas of Development for Aiden Sheen

Period: Winter 2016/2017

Social-Emotional

1a. Level 2: Uses adult support to calm self

Show Objective & Dimension on form? Yes ☒ No ☐

1b. Level 3: Is beginning to accept redirection from adults

Show Objective & Dimension on form? Yes ☐ No ☒

Save Save & Continue

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Select **VIEW** to see your form.

7

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

8

Click **SAVE & CONTINUE** to proceed.

> Back to **Family** table of contents

Plan for Development and Learning

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

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

The screenshot shows the 'Family Conference Form' in the 'Family' tab. The form is titled 'Plan for Development & Learning Aiden Sheen' for the period 'Winter 2016/2017'. It includes a section for 'Support Aiden Sheen to:' with a text area. Below this, under 'Social-Emotional', there are two checkboxes: 'Begin to comfort self by seeking out special object or person' and 'Accept redirection from adults'. At the bottom right, there are 'Save' and 'Save & Continue' buttons. A blue line connects the instruction box 10 to the 'Save & Continue' button.

Options Upon Completion

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

The screenshot shows the 'Family Conference Form for Aiden Sheen' with a left-hand column containing three options: 'Edit', 'Print', and 'Share with Family'. The main form area shows the 'Family Conference Form for Aiden Sheen' for the period 'Winter 2016/2017'. It includes fields for 'Date' (01/29/2017), 'Child Name' (Aiden Sheen), 'Family Member(s)' (Aiden Sheen), and 'Teacher(s)' (Megan Colburn). There are sections for 'Describe Aiden Sheen's strengths in mathematics development:' (20a) Not yet counting and 'Plan for Aiden Sheen's development & learning:' (20a) Begin to verbally count (not always in the correct order). At the bottom, there are lines for 'Teacher(s) Signature(s)' and 'Family Member(s) Signature(s)'. A blue line connects the instruction box 9 to the 'Edit' button.

Settings



Manage My Profile
Setting Up a Class
Request OSEP Exit
Children's Records
Adding a Family Member
Home Language Survey

> Back to **Settings** table of contents

Settings

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

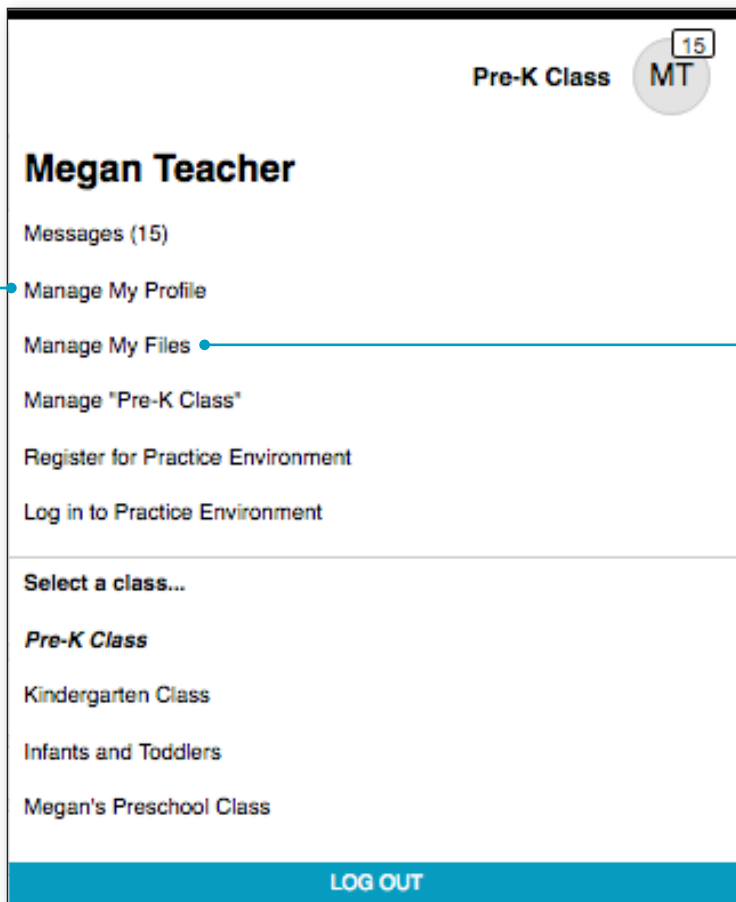
To access your settings, select the icon with your initials at the far right of the navigation bar.



Manage My Profile

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

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



Manage My Files

In My Files, you can access all the documents you have chosen to print.

> Back to **Settings** table of contents

Setting Up a Class

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

Adding a New Class

MyTeachingStrategies™

Teach Assess De

My Profile Change Username Change Password Security Questions

Add Class

Delete Class

< Back to all classes

Add New Class

Class Name*

Ages or Classes/Grades*

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

Save

Pre-K Class **MT** **15**

Megan Teacher

Messages (15)

- Manage My Profile
- Manage My Files
- Manage "Pre-K Class"
- Register for Practice Environment
- Log in to Practice Environment

Select a class...

- Pre-K Class
- Kindergarten Class
- Infants and Toddlers
- Megan's Preschool Class

LOG OUT

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

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

> Back to **Settings** table of contents

Request OSEP Exit

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

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

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

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

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

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

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

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

> Back to **Settings** table of contents

Children's Records

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

Add a Child's Record

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

2

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

MyTeachingStrategies™

My Children Class List

Add Child

Manage Children

Child

Aaron Reed

Annie Mitchell

Conner Jackson

Derek Reed

Ella Moss

Emily Bridges

George Foietto

Gideon Vick

Haley Andrews

Jack Hutchinson

JJ Hotchner

Kaley Rink

Lauren Holder

Edit: Alano Rodriguez

< Back to all children

Select Class

Class Kindergarten

Class Details

Age or Class/Grade* Kindergarten

First Day in Program* 07/23/2013

Child Details

First Name* Alano

Middle Initial

Last Name* Rodriguez

Nickname

Identifier

Gender* Male

Birth Date* 01/21/2009

Primary Language* Spanish

Ethnicity Level 1* Spanish/Hispanic/Latino

Ethnicity Level 2* Mexican

Race Level 1* Some Other Race

Student ID#

Guardians

add +

Fund Sources

☐ Pre-K

☐ Child Care

☐ Private

☐ Child Care and Development Block Grant

☐ Military

☐ Other

☐ Part C Early Intervention

☐ Medicaid

☐ Head Start

☐ Family Child Care

☐ Title I

☐ Even Start

☐ TANF

☐ Multiple Funding Sources

☐ Part B Section 619

IEP ☒ Yes ☐ No

Free and Reduced Lunch ☐

Assess this child using the Spanish Language and Literacy Objectives? ☐ Yes ☒ No

To adjust transferred children's checkpoint settings, please ensure the current teacher has entered in checkpoint ratings for the desired period.

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

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

> Back to **Settings** table of contents

Adding a Family Member

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

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

The screenshot shows the 'Edit: Alano Rodriguez' profile page. The sidebar on the left has 'Add Child' and 'Delete Child' buttons. The main content area has a 'Select Class' dropdown set to 'Kindergarten'. Below that is 'Class Details' with 'Age or Class/Grade*' set to 'Kindergarten' and 'First Day in Program*' set to '07/23/2013'. The 'Child Details' section includes fields for 'First Name*' (Alano), 'Middle Initial' (empty), 'Last Name*' (Rodriguez), 'Nickname' (empty), 'Identifier' (empty), 'Gender*' (Male), 'Birth Date*' (01/21/2009), 'Primary Language*' (Spanish), 'Ethnicity Level 1*' (Spanish/Hispanic/Latino), 'Ethnicity Level 2*' (Mexican), and 'Race Level 1*' (Some Other Race). A green box with a white plus sign is overlaid on the 'Add Child' button in the sidebar.

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

The 'add contact' modal form has the following fields: 'full name' (first and last name), 'email address' (guardian@email.com), 'type' (choose a guardian type...), 'mobile phone' ((555) 555-5555), 'home phone' ((555) 555-5555), 'work phone' ((555) 555-5555), 'note' (empty), 'pin code (4-digits)' (empty), and 'special note' (empty). A blue note box says: 'Note: You must enter the first and last name of the guardian, or their email address (or both), as well as the guardian type.' A blue 'create' button is at the bottom right.

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

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

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

The family member will then be able to set up their account by visiting family.teachingstrategies.com and entering their email address. They will then receive a pin number from Teaching Strategies via email to verify their account. Once verified, the family member will be able to access their MyTeachingStrategies® family account where they will have access to any shared information.

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Home Language Survey

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

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

Home Language Survey - Gideon Vick

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

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

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

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

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

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

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

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

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

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

Submit Cancel

> Back to **Settings** table of contents

Accessing the Practice Environment

The Practice Environment allows you to practice using all of the features of MyTeachingStrategies® without affecting the data of the children in your class.

To access your Practice Environment, select **LOG IN TO PRACTICE ENVIRONMENT** from the settings drop-down menu.

The screenshot shows the MyTeachingStrategies dashboard for a user named Megan. The dashboard includes a navigation bar with icons for Teach, Assess, Develop, Report, and Family. A welcome message 'Welcome, Megan!' is displayed, followed by a section 'What would you like to do?' with four buttons: 'Add Documentation', 'View Documentation', 'Checkpoint By Class', and 'Documentation Status'. Below this is a section 'These items need your attention:' with a list of messages. A settings drop-down menu is open, showing options like 'Messages (15)', 'Manage My Profile', 'Manage My Files', 'Manage "Pre-K Class"', 'Register for Practice Environment', and 'Log in to Practice Environment'. A modal window for the 'Practice Environment' login is overlaid on top, featuring the MyTeachingStrategies logo, five icons representing different features, and a login form with fields for 'Username' and 'Password', a 'Login' button, and a link for 'Forgot password ? / ¿Olvidó su contraseña?'.

Support



Support and Resources

How-To Guide for Teachers

> Back to **Support** table of contents

Support and Resources

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

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

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

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

The screenshot shows the MyTeachingStrategies dashboard interface. At the top, there's a navigation bar with icons for Teach, Assess, Develop, Report, and Family. The user is logged in as 'Preschool / Pre-K SJ'. A blue sidebar on the left is titled 'Dashboard Support & Resources' and contains a 'Search Help' bar and a 'TAKE A TOUR' button. Below these are several links to help guides and videos. A blue circle with a white question mark is at the bottom left of the sidebar. The main dashboard area is titled 'What's happening today?' and shows the date 'Thursday, March 22nd, 2018'. It lists activities for the day, including 'Trees - Investigation 3: What food comes from trees?', 'Choice Time', 'Art: illustrations of new Henny Penny characters', 'Computer: eBook version of Trees Count', 'Question of the Day', 'Large Group', 'Rhyme: "High in the Tree"', 'Discussion and Shared Writing: Henny Penny', 'Materials: Mighty Minutes 51, "High in the..."', 'Read-Aloud', 'Trees Count', 'Small Group', 'LL17: Walk a Letter', 'Mighty Minutes', 'Mighty Minutes 21, "Hully Gully, How Many?"', 'small tree parts', 'Outdoor Experiences', 'Leaf Silhouettes: Help children attach leaves to construction paper (any color but white) by using a small piece of clear tape. Try to use leaves with stems, and secure them t...', 'P14 - Moving Through the Forest', 'Family Partnerships', and 'Wow! Experiences'. At the bottom right, there's a link to 'See my whole day'.

Dashboard Support & Resources

Search Help

TAKE A TOUR

- How-To Video: Welcome to MyTeachingStrategies™
- How-To Guide for Teachers: Accessing MyTeachingStrategies™
- How-To Guide for Teachers: Accessing the Sandbox
- How-To Guide for Teachers: Assess Area
- How-To Guide for Teachers: Develop Area
- How-To Guide for Teachers: Family Area
- How-To Guide for Teachers: Getting Started
- How-To Guide for Teachers: Navigating MyTeachingStrategies™
- How-To Guide for Teachers: Report Area
- How-To Guide for Teachers: Settings
- How-To Guide for Teachers: Support and Resources
- How-To Guide for Teachers: Teach Area
- MyTeachingStrategies™ How-To Guide for Teachers
- How-To Video: Navigating MyTeachingStrategies™
- How-To Video: My Courses
- How-To Video: Adding Documentation with the MyTeachingStrategies™ app for Tadpoles users
- How-To Video: Documentation Status Report for Teachers
- How-To Video: Individual Child Report
- How-To Video: Snapshot Report
- How-To Video: Adding Documentation with Preliminary Levels
- How-To Video: Checkpoint by Class
- GOLD® Objectives for Development & Learning, Birth to Third Grade to B-K Comparison
- MyTeachingStrategies™ System Requirements

What's happening today?

Thursday, March 22nd, 2018

Trees - Investigation 3: What food comes from trees?

Choice Time

Art: illustrations of new Henny Penny characters

Computer: eBook version of Trees Count

Question of the Day

Is Henny Penny a real story or pretend?

Large Group

Rhyme: "High in the Tree"

Discussion and Shared Writing: Henny Penny

Materials: Mighty Minutes 51, "High in the..."

Read-Aloud

Trees Count

Small Group

LL17: Walk a Letter

Mighty Minutes

Mighty Minutes 21, "Hully Gully, How Many?"; small tree parts

Outdoor Experiences

Leaf Silhouettes: Help children attach leaves to construction paper (any color but white) by using a small piece of clear tape. Try to use leaves with stems, and secure them t...

P14 - Moving Through the Forest

Family Partnerships

Wow! Experiences

[See my whole day](#)

We hope that you found this How-To Guide to be useful and informative. If you have further questions or require additional support, call *MyTeachingStrategies*® support at 866.736.5913 or TeachingStrategies.com/Contact.

Thank you for using *MyTeachingStrategies*®!