

MyTeachingStrategies®

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# How-To Guide for Teachers



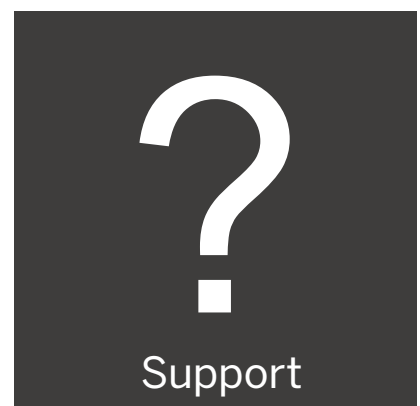
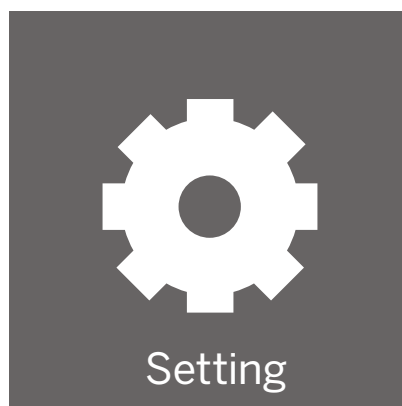
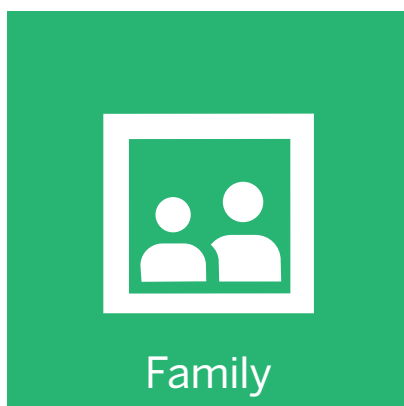
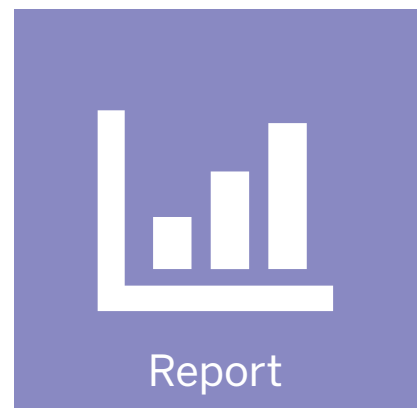
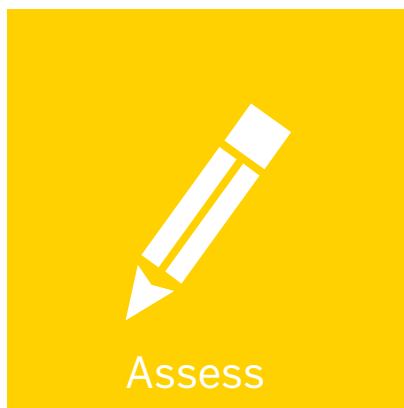
Welcome to *MyTeachingStrategies*® – the single entry point for all Teaching Strategies digital classroom solutions. *MyTeachingStrategies*® offers one online location for accessing many of the digital tools, resources, and support that together, make up what we know to be the essential pieces of high-quality 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

Spanish Language Preference to Spanish



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# Accessing *MyTeachingStrategies*®

## Signing In

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

To log in, go to [TeachingStrategies.com](https://TeachingStrategies.com) and click the **LOGIN** button at the top, right-hand side of the screen.

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

### Forgot Password / Username

Use the **FORGOT PASSWORD?** and **FORGOT USERNAME?** links if you forget your information. Your username and a 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.



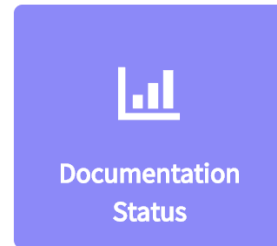
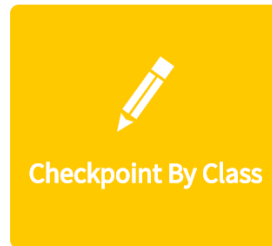
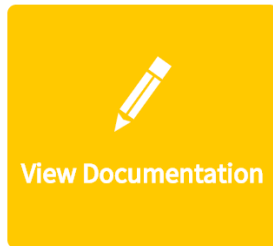
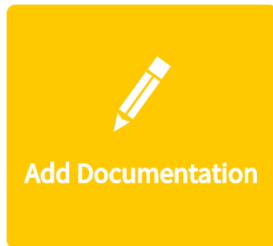
Click the *MyTeachingStrategies*® logo from any page to navigate back to your dashboard.

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 Sandbox, toggle to a different classroom, or logout. Later in this guide we'll provide details for each of these areas.

## Shortcuts

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

### 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

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Large Group

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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 includes a top navigation bar with icons for Teach, Assess, Develop, Report, and Family. The main content area is divided into several sections:

- Welcome, Susan!**: A greeting message.
- 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 updates and messages, including a message from Tim Reed, Sr Manager, Customer Engagement, and platform updates.
- What's happening today?**: A section for the current date (Thursday, March 22nd, 2018) showing various activities and resources, including a choice time, art project, question of the day, large group activities, read-aloud, small group activities, 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: 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

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.

Preschool 2 SJ

## Susan James

Messages (2)

Manage My Profile

Manage "Preschool"

Enter Sandbox

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

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

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

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

# 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 box. 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
<input type="radio"/> Choice Time	<input type="radio"/> Choice Time	<input type="radio"/> Choice Time	<input type="radio"/> Choice Time	<input type="radio"/> Choice Time
<input type="radio"/> Question of the Day	<input type="radio"/> Question of the Day	<input type="radio"/> Question of the Day	<input type="radio"/> Question of the Day	<input type="radio"/> Question of the Day
<input type="radio"/> Large Group	<input type="radio"/> Large Group	<input type="radio"/> Large Group	<input type="radio"/> Large Group	<input type="radio"/> Large Group
<input type="radio"/> Read-Aloud	<input type="radio"/> Read-Aloud	<input type="radio"/> Read-Aloud	<input type="radio"/> Read-Aloud	<input type="radio"/> Read-Aloud
<input type="radio"/> Small Group	<input type="radio"/> Small Group	<input type="radio"/> Small Group	<input type="radio"/> Small Group	<input type="radio"/> Small Group
<input type="radio"/> Mighty Minutes	<input type="radio"/> Mighty Minutes	<input type="radio"/> Mighty Minutes	<input type="radio"/> Mighty Minutes	<input type="radio"/> Mighty Minutes
<input type="radio"/> Outdoor Experiences	<input type="radio"/> Outdoor Experiences	<input type="radio"/> Outdoor Experiences	<input type="radio"/> Outdoor Experiences	<input type="radio"/> Outdoor Experiences
<input type="radio"/> Family Partnerships	<input type="radio"/> Family Partnerships	<input type="radio"/> Family Partnerships	<input type="radio"/> Family Partnerships	<input type="radio"/> Family Partnerships
<input type="radio"/> Wow! Experiences	<input type="radio"/> Wow! Experiences	<input type="radio"/> Wow! Experiences	<input type="radio"/> Wow! Experiences	<input type="radio"/> Wow! Experiences

Save

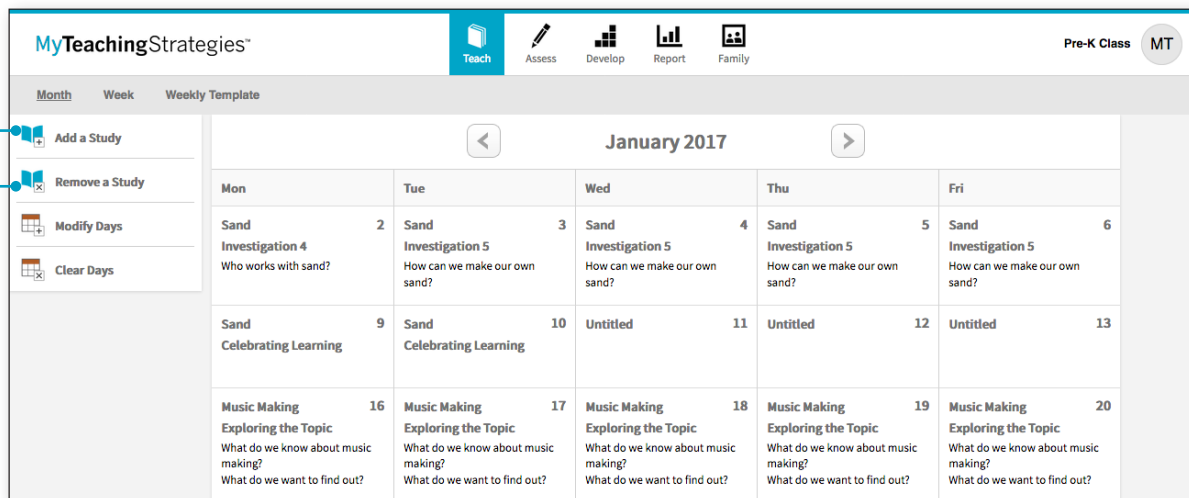
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## Customizing Your Monthly Calendar

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.

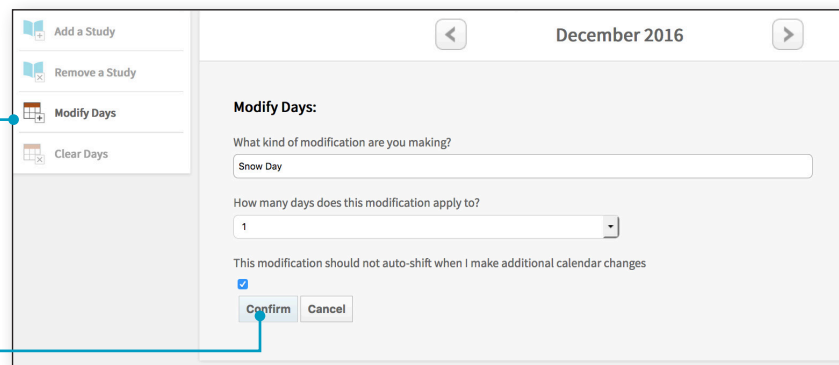
Preschool and Kindergarten subscribers to the digital curriculum resources have the option to add and remove studies from *The Creative Curriculum*®.



### 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.

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**.

### 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 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

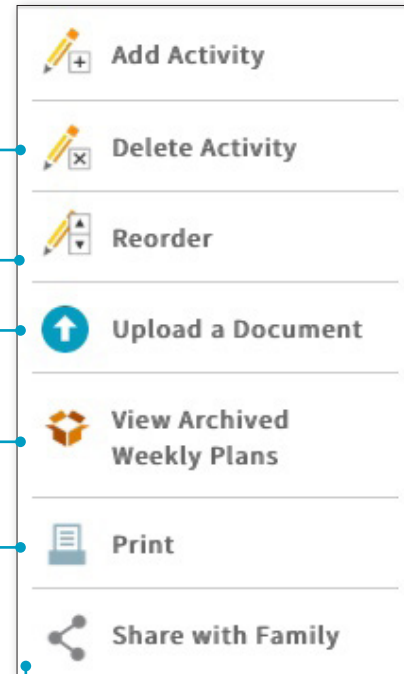
To print your weekly plan, select **PRINT** on the left-hand side of the screen.

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**.

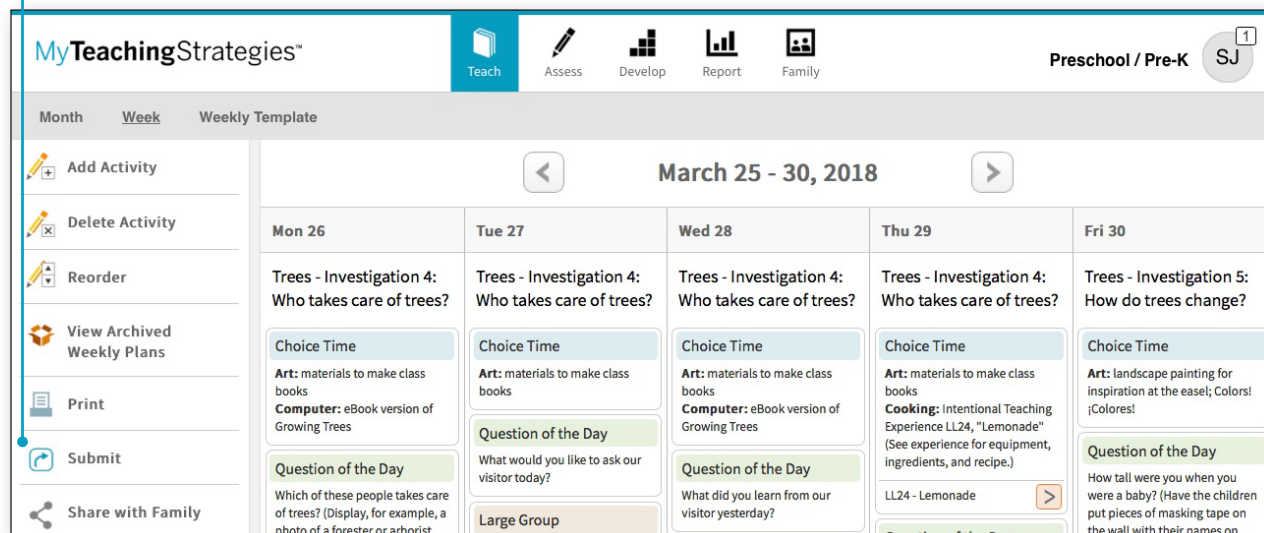


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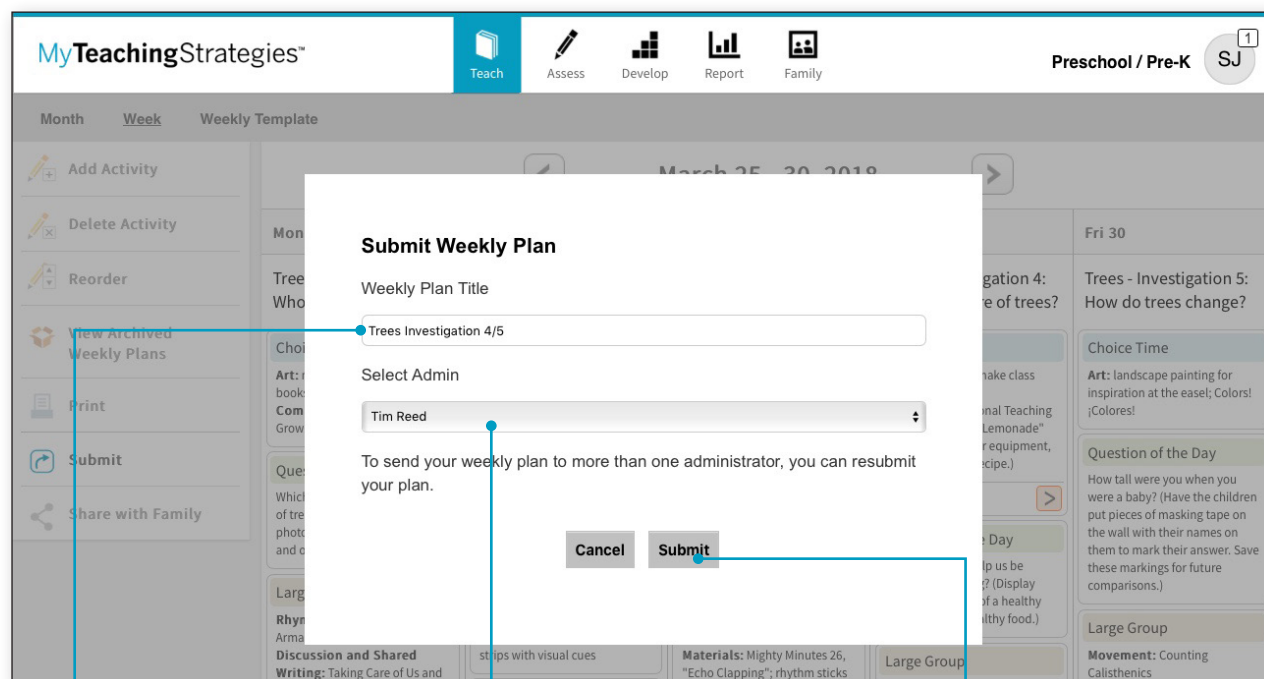
## Submitting Weekly Plans

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 calendar view for the week of June 3-8, 2018. The sidebar on the left contains options: 'Add Activity', 'Delete Activity', 'Reorder', 'Upload a Document', 'View Archived Weekly Plans', 'Print', 'Submit', and 'Share with Family'. The calendar view shows activities for each day, including 'Trees - Investigation 6: What can we do with parts of trees?', 'Choice Time', 'Question of the Day', 'Large Group', and 'Music: Beating Drum Patterns'. A modal window titled 'Submit Weekly Plan' is open, showing the 'Weekly Plan Title' as 'Trees Investigation 4/5' and the 'Select Admin' as 'Tim Reed'. The modal also includes a message: 'To send your weekly plan to more than one administrator, you can resubmit your plan.' and buttons for 'Cancel' and 'Submit'.

- 3 Select **UPLOAD A DOCUMENT**



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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

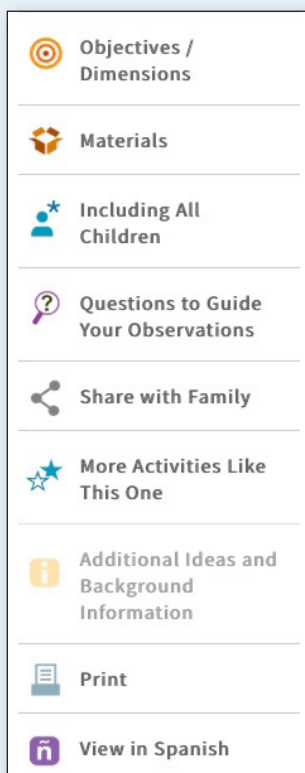
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## Teaching with an *Intentional Teaching Experience/Opportunity*

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**

Color	Child Name	Status
Red / Orange	Bella Fernandez	✓
Yellow	Shaute Samuels	✓
Green	Tianna Cotes	✓
Green / Blue	Jonathan Hurst	✓

**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 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Level 2							
Level 3							
Level 4							
Level 5							
Level 6							
Level 7							

**Examples**

Child Name	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
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.

The screenshot shows the 'Additional Ideas and Background Information' section on the left. The 'View in Spanish' button is highlighted. On the right, a table lists children with their names in Spanish and a color-coded selection box.

Color	Child Name	Notes
Red / Orange	Bella Fernandez	Encourage these conversation, an
Yellow / Green		As the child pret pictures to name
Green / Blue		As the child pret on each page. Of

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.

The screenshot shows the 'Additional Ideas and Background Information' section on the left. The 'View in English' button is highlighted. On the right, a table lists children with their names in English and a color-coded selection box.

Color	Child Name	Notes
Red / Orange	Bella Fernandez	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.

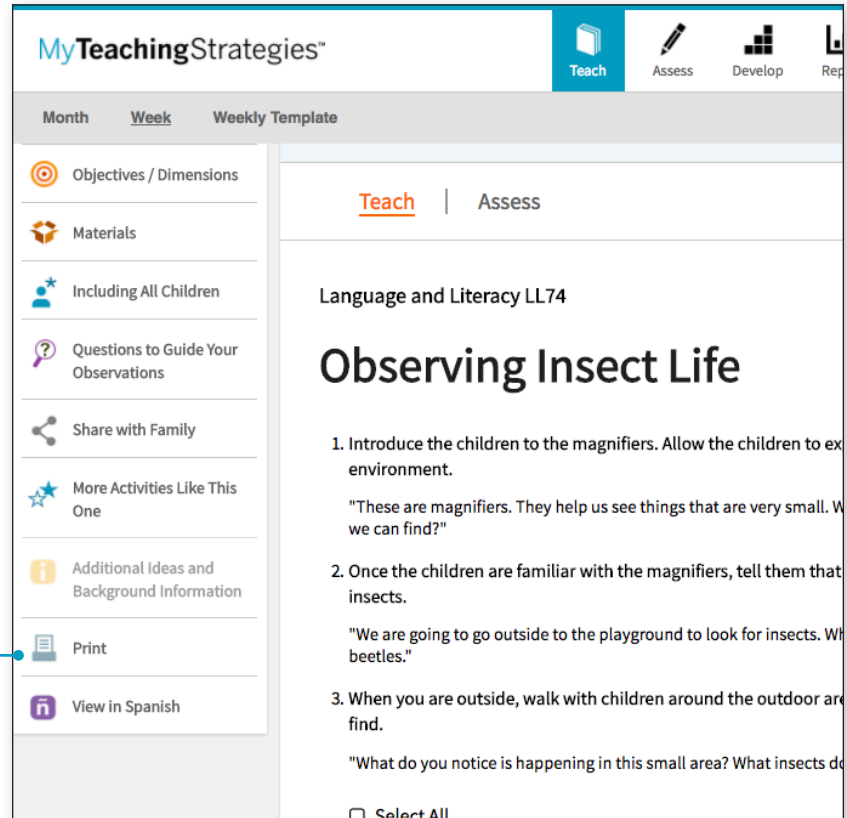
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# Printing an *Intentional Teaching* Experience/Opportunity

To print an *Intentional Teaching* experience/opportunity:

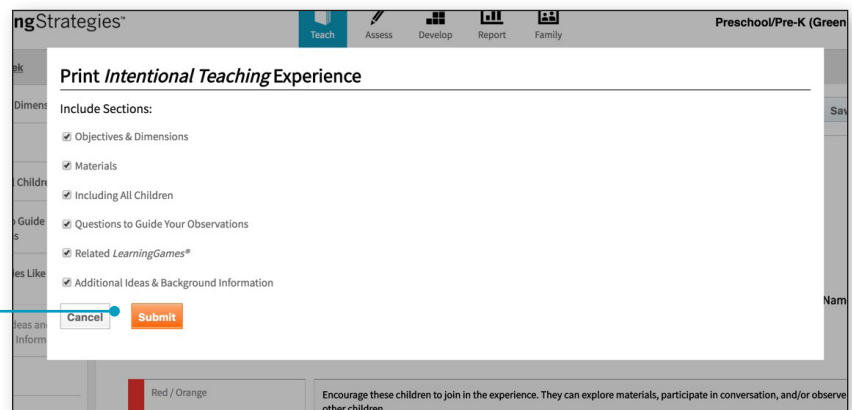
Navigate to an Intentional Teaching experience/opportunity.

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**.

MyTeachingStrategies™

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



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## Sharing Letters to Families

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

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

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

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

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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 shows the MyTeachingStrategies interface with the 'Teach' tab selected. The top navigation bar includes 'Assess', 'Develop', 'Report', and 'Family' icons. The main content area displays a weekly template for 'trees'. The first day of the study is highlighted, and a blue line points to the 'Family Partnerships' section. A callout box indicates to select the share icon on the Family Partnerships time of day on the first day of the study.

**MyTeachingStrategies®**

**The Creative Curriculum® Digital Resources** 2 SJ

**Preschool CC**

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**  
Abiyoyo  
Book Discussion Card 12 (first read-aloud)

**Small Group**  
Choose an ITE Option

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

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

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

**Wow! Experiences**  
A site visit to see trees

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

**Read-Aloud**  
Chicka Chicka Boom Boom

**Small Group**  
Choose an ITE Option

**Mighty Minutes**  
Mighty Minutes 60, "The Name Dance"

**Outdoor Experiences**  
**Physical Fun:** Intentional Teaching Experience P18, "Dribbling a Ball"  
Visit trees in your play yard or community. Have the children count the trees and compare their sizes. Help them gather the...  
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 15, "Say It, Show It"; numeral cards

**Outdoor Experiences**  
**Physical Fun:** Intentional Teaching Experience P18, "Dribbling a Ball"  
Visit trees in your play yard or community. Have the children count the trees and compare their sizes. Help them gather the...  
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"  
Visit trees in your play yard or community. Have the children count the trees and compare their sizes. Help them gather the...  
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. On the left, a sidebar contains four buttons: 'Add a Study' (highlighted with a blue line), 'Remove a Study', 'Modify Days', and 'Clear Days'. The calendar grid shows studies assigned to specific days. For example, on January 2, 'Sand Investigation 4' is assigned. On January 3, 'Sand Investigation 5' is assigned. On January 16, 'Music Making Exploring the Topic' is assigned. The calendar continues to show studies for the rest of the month.

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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 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' button. A blue line connects the 'CREATE PLAN' button for Lucy Bea to a pop-up form titled 'Individual Care Plan'.

The 'Individual Care Plan' form includes the following fields:

- Create a plan for Hellos and Good-byes for Lucy** (with 'Cancel' and 'Save' buttons)
- Individual Care Plan -**
- What time will you usually arrive at the center?** (text input)
- What will help you and your child say goodbye to each other in the morning?** (text input)
- Any additional information with regards to arrival** (text input)
- Strategies +** (dropdown menu)
- Intentional Teaching Opportunities +** (dropdown menu)

At the bottom of the interface, there is a footer with links: Home | Contact Us | Terms of Use | Privacy Policy. A copyright notice is also present: Copyright © 2000-2017 Teaching Strategies, LLC.

- 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 shows the MyTeachingStrategies interface. At the top, there's a navigation bar with 'Teach', 'Assess', 'Develop', 'Report', and 'Family' tabs. Below this is a sub-navigation bar with 'Month', 'Weekly Routines', 'Weekly Experiences', 'Weekly Template', and 'Weekly Plan Submissions'. The main content area displays a table of routines for various children, with columns for different activities like 'Hello and Good-byes', 'Diapering and Toileting', 'Eating and Mealtimes', 'Sleeping and Nap Time', and 'Getting Dressed'. 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 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 web application interface. The top navigation bar includes tabs for 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The main content area is titled 'April 9 - 14, 2017' and shows a 'Create a plan for Eating and Mealtimes for Lucy' form. The 'Intentional Teaching Opportunities' section lists several options, each with a checkbox and a brief description. A blue circle highlights the 'Intentional Teaching Opportunities' section header. Below this, a preview of the 'Let's Talk' activity is shown, detailing objectives, materials, and a sequence of questions and responses for a child named Kate Endrelunas. A blue circle highlights the 'Add to Plan' button in the top right corner of the preview. A third blue circle highlights the 'Teach' tab in the top navigation bar.

**Intentional Teaching Opportunities**

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

**Let's Talk**

1. Sit near a small group of children. Observe them quietly as they move and explore. For a few moments, simply observe without joining in.

2. Notice how individual children communicate their needs or preferences. Notice gestures and vocalizations or words.

3. Engage the children in conversations by watching and listening closely to try to understand a child's meanings and intentions. Engage in a conversation by imitating a child's vocalizations or responding to his words.

4. Invite the children to engage in back-and-forth exchanges. Notice whether a child is attending to your words or gestures. Follow the child's cues to maintain an engaging interaction and respond to his verbal and nonverbal communication.

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

☐ Select All ☒ Deselect All

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

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, displaying the 'Hello and Good-byes' section. The page includes a 'Return to Weekly Routine' button and an 'Edit' button. The 'Edit' button is highlighted with a blue circle and a line pointing to step 3.



> Back to **Teach** table of contents

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?"

Intentional Teaching Opportunities +

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

# Assess

---



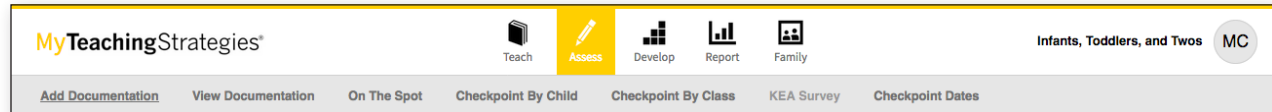
Documentation  
On the Spot Recording Tool  
Checkpoints  
COSF Checkpoint

> 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.

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.

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

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

### File Sizes and File Types

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

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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.

**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

Hide Colored Bands

Show Examples

**Social-Emotional**

**1b. Follows limits and expectations**

Previous 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
Responds to changes in an adult's tone of voice and expression						
Accepts redirection from adults						
Manages classroom rules, routines, and transitions with occasional reminders						
Bella Fernan...		✓				
Jonathan Hurst				✓		
Natasha Scor...					✓	

**Documentation Summary**

**Children**

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

**Date Observed**

03/22/2018

**Notes**

None

**Files Attached**

None  
0

**Objectives / Dimensions**

1a. Manages feelings  
1b. Follows limits and expectations

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

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

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

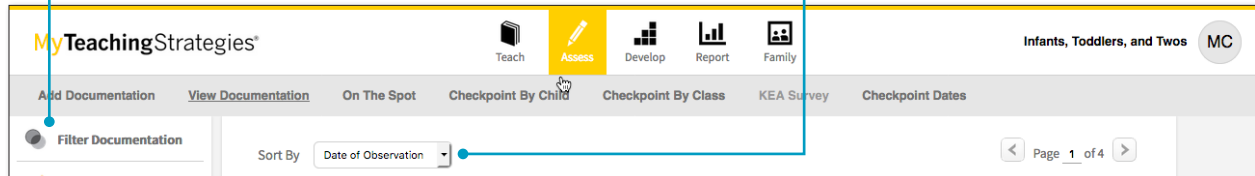
> Back to **Assess** table of contents

## 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.

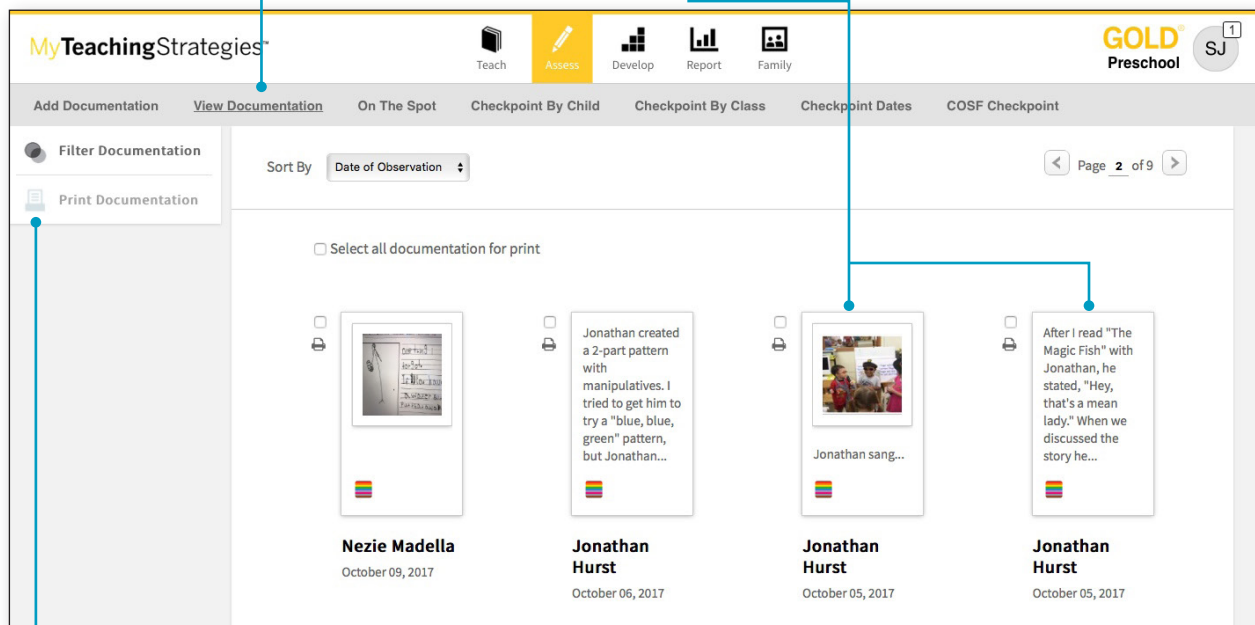


## Print Documentation

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**.

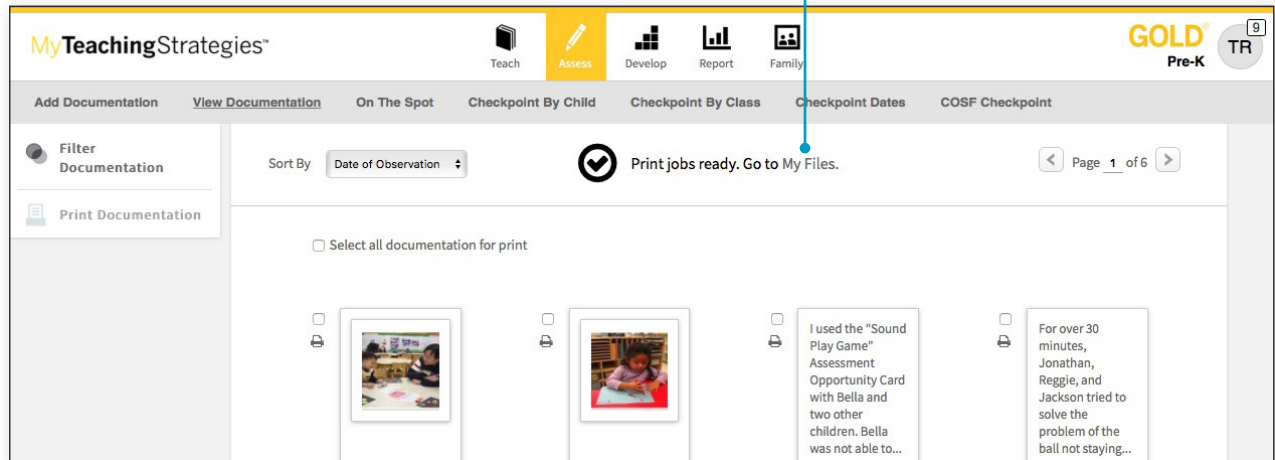


3 Then select **PRINT DOCUMENTATION** in the left-hand navigation.

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.

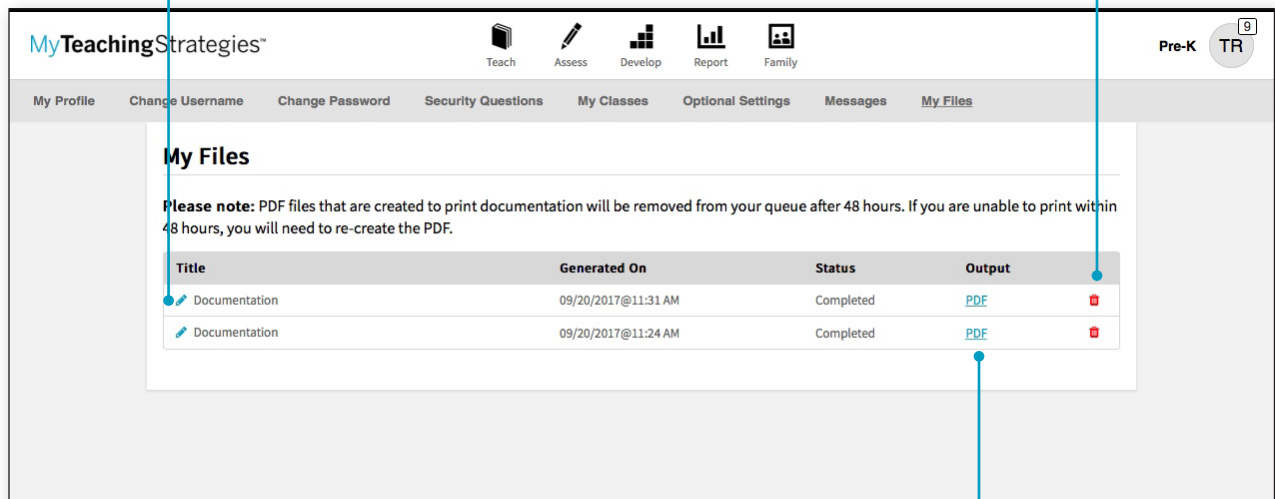
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- 5 If the PDF generation will take a few minutes to complete, you will see a message explaining this process. If that message appears, select **CLOSE**. When the PDF is ready, you will see an alert at the top of your screen. Select **MY FILES** to 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 for '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 duplicate 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 indicators: 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.

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

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.

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.

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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."

MyTeachingStrategies™

Teach

Assess

Develop

Report

Family

GOLD®  
Preschool

SJ

Add Documentation

Show Previous Checkpoint

Hide Colored Band

Show Examples

Documentation: Jonathan Hurst

20a. Counts

September, 27 2016

Preliminary Level: 5

September, 16 2016

Jonathan counted bottle caps and put them with numerals. After the video clip ended, he had many bottle caps spread randomly around the graph (not in columns). I asked him, "What happened here?" Jonathan replied, "But I don't know how."

The next day, Jonathan verbally counted to 8; recognized the numerals 1, 2, and 3; and counted bottle caps correctly up to 6 by moving the caps as he touched them (not on the graph).

Preliminary Level: 2

Close

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

< back to previous screen

Checkpoint Period Fall 2016/2017

Hide Colored Bands

Show Examples

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

Previous Next Save & Close

Progression View Level View

	Not Yet	1	2	3	4
			Adds and subtracts whole numbers fluently within five		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)
	Mark All as "Not Yet"				
Bella Fernandez					
Jonathan Hurst					
Natasha Scorpino					
Nezie Madella					

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 is a 'GOLD Preschool' logo and a user profile 'SJ' with a notification badge '1'. Below the navigation tabs, there are sub-navigation options: Add Documentation, View Documentation, On The Spot, Checkpoint By Child, Checkpoint By Class (selected), Checkpoint Dates, and COSF Checkpoint. On the left side, 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 displays '25. Demonstrates knowledge of the characteristics of living things' with another yellow information icon. There are 'Previous', 'Next', and 'Save & Close' buttons. Below this, there 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.

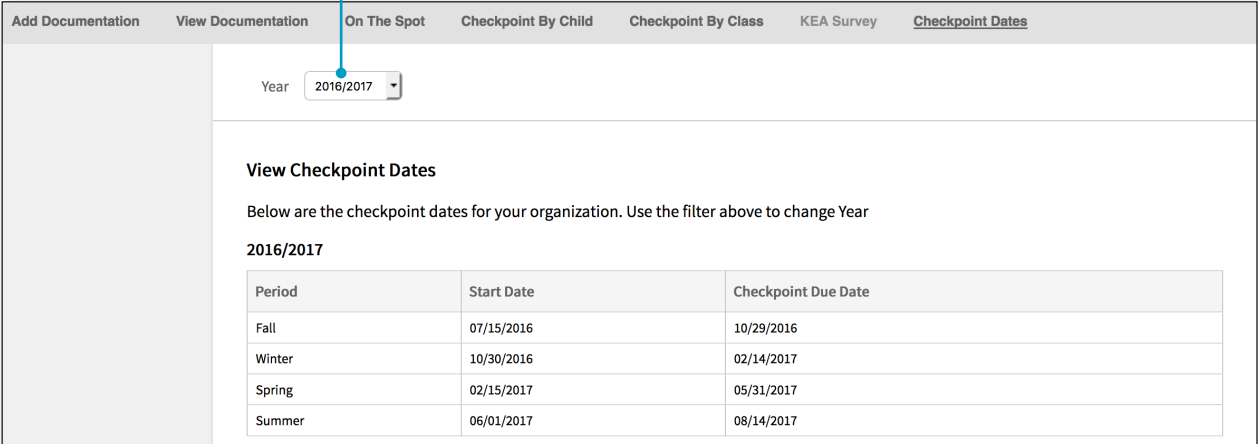
The screenshot shows a 'Finalize' dialog box. It has a sidebar on the left with a 'Progress' section showing a list of children's names. The main area displays two objectives: 'Objective 6 : Demonstrates gross-motor manipulative skills' and 'Objective 7 : Demonstrates fine-motor strength and coordination'.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

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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 shows the MyTeachingStrategies GOLD Kindergarten Entry Assessment Survey interface. The interface is divided into several sections:

- Navigation Bar:** Includes tabs for 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The 'Assess' tab is currently selected.
- Checkpoint Navigation:** Includes tabs for 'Add Documentation', 'View Documentation', 'On The Spot', 'Checkpoint By Child', 'Checkpoint By Class', 'KEA Survey', 'Checkpoint Dates', and 'COSF Checkpoint'. The 'KEA Survey' tab is selected.
- Question Section:** Displays a question titled '15a. Notices and discriminates rhyme' under the 'Literacy' category. The question asks: 'Is the student beginning to decide whether two words rhyme?' and provides a prompt: 'If the student does this consistently without your support, consider level 6 or higher.'
- Progression View:** Shows a horizontal bar with levels 1 through 11. Level 3 is highlighted in orange, and level 4 is highlighted in yellow.
- Table:** A table with columns for levels 2 through 7. The table contains assessment prompts and student data. The assessment prompts are: 'Joins in rhyming songs and games', 'Fills in the missing rhyming word; generates rhyming words spontaneously', and 'Decides whether two words rhyme'. The student data includes names and checkboxes for each level.

	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				✓ 1		
Dylan Rubenstein					✓ 1	
Isaiah Lutz					✓ 1	
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			

> Back to **Assess** table of contents

**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**.

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Teach Assess Develop Report Family

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

## 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

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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**.

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10

Enter the outcome score in the fields provided.

11

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

**MyTeachingStrategies**

Teach Assess Develop Report Family

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

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

< Return to COSF Overview

### COSF Checkpoint Outcome #2

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

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

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

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

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

**Supporting Evidence for Outcome #2**

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

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

12

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

13

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

> 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"/>

☒ **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

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# 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.

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## 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.



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## 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](mailto:support@teachingstrategies.com) for clarification.

The screenshot shows the MyTeachingStrategies web application. The top navigation bar has tabs for 'Teach', 'Assess', 'Develop' (which is highlighted in orange), 'Report', and 'Family'. On the right of the top bar, it says 'Infants, Toddlers, and Twos' and 'MC'. The left sidebar has a 'My Courses' section with two items: 'New Certification' (with a yellow star icon) and 'Results By Round' (with a green checkmark icon). The main content area is titled 'Interrater Reliability' and contains a 'Certification Testing Agreement' section. The agreement text states: '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 white question mark is located in the bottom left corner of the screenshot.

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- 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	<a href="#">Begin</a>
Infants, Toddlers & Twos	<a href="#">Begin</a>
Kindergarten	<a href="#">Begin</a>
Preschool, including dual language learners and children with disabilities	<a href="#">Begin</a>
Preschool/Pre-K	<a href="#">Begin</a>

- 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	
<b>Social-Emotional</b>	<a href="#">&gt;</a>
Physical	<a href="#">&gt;</a>
Language	<a href="#">&gt;</a>
Cognitive	<a href="#">&gt;</a>
Literacy	<a href="#">&gt;</a>
Mathematics	<a href="#">&gt;</a>

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

### Social-Emotional ⓘ

#### Objective 1 : Regulates own emotions and behaviors ⓘ

a. Manages feelings	<a href="#">&gt;</a>
b. Follows limits and expectations	<a href="#">&gt;</a>
c. Takes care of own needs appropriately	<a href="#">&gt;</a>

#### Objective 2 : Establishes and sustains positive relationships ⓘ

a. Forms relationships with adults	<a href="#">&gt;</a>
b. Responds to emotional cues	<a href="#">&gt;</a>
c. Interacts with peers	<a href="#">&gt;</a>
d. Makes friends	<a href="#">&gt;</a>

#### Objective 3 : Participates cooperatively and constructively in group situations ⓘ

a. Balances needs and rights of self and others	<a href="#">&gt;</a>
b. Solves social problems	<a href="#">&gt;</a>

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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

		Progression View Level View													
		NOT YET 1 2 3 4 5 6 7 8 9 10 11 12 13 ?													
2	Uses adult support to calm self	3	Comforts self by seeking out special object or person	5	Is able to look at a situation differently or delay gratification	7									
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?"														
Kelcie, Kindergarten	September 15, 2014 During attendance in morning circle Armani looks around and notices that Chase is absent; He comes to sit next to me and says, "But Ms. Z! Who will be my buddy?!" I tell Armani that he will be my line buddy for today and console him by telling him that I am sure Chase will be back tomorrow. I've noticed Chase and Armani have maintained a growing friendship since they attended the same preschool over the summer and usually seek each other out as playmates.														
	September 15, 2014 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.

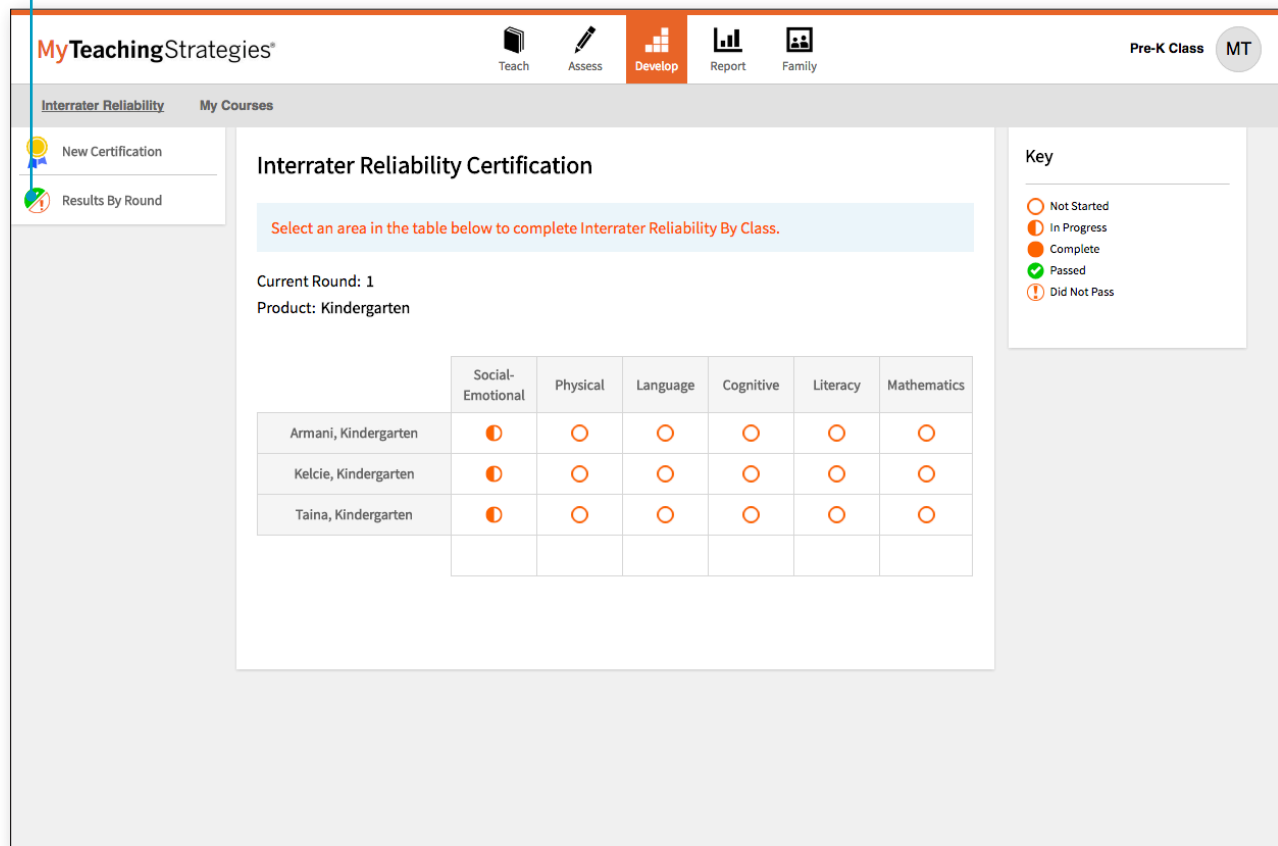
> Back to **Develop** table of contents

## 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

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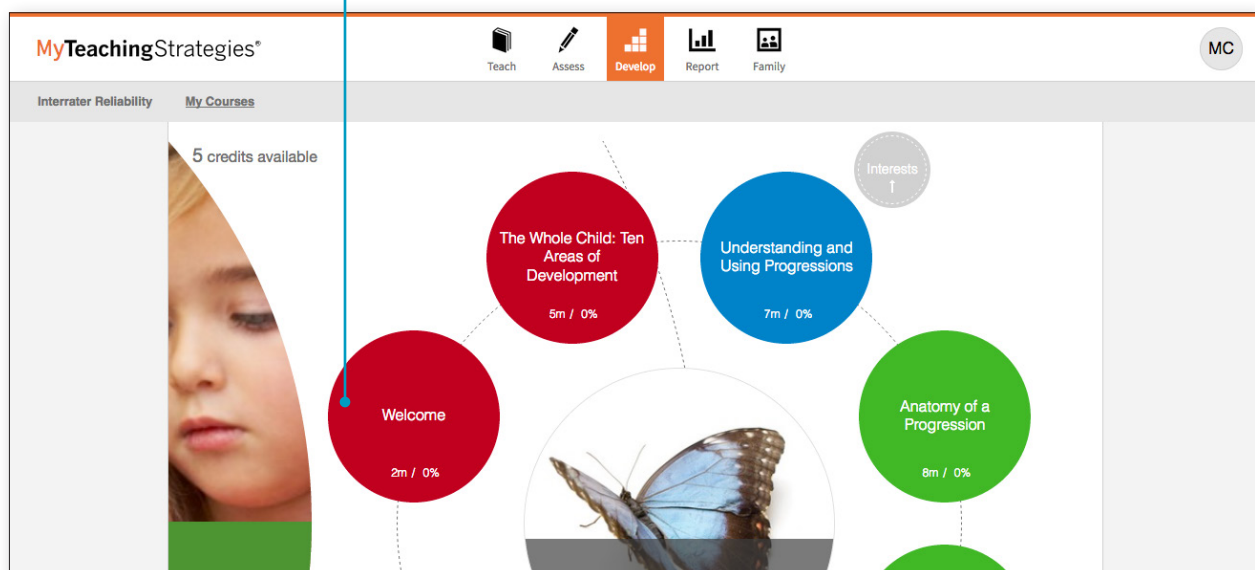
After selecting your course, you'll see the course overview screen.

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.



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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' followed by a paragraph: 'Discover proven strategies for helping English- and dual-language learners participate fully in classroom routines and experiences.' Then 'Learning Objective' followed by 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, on a light gray background, is 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 shows the MyTeachingStrategies Report Landing Page. At the top, there's a navigation bar with icons for Teach, Assess, Develop, Report, and Family. The 'Report' icon is highlighted. Below the navigation bar, there's a sidebar on the left with 'I want to...' and two links: 'View Report Images' and 'View Report Descriptions'. The main area is titled 'Generate a Report' and contains a grid of nine report cards. Each card has a thumbnail image, a title, and a 'Go' button. The reports are: Class Profile, Individual Child, Report Card, Development and Learning, Documentation Status, Assessment Status, Snapshot, Snapshot By Dimension, and Alignment. A blue line connects the 'VIEW REPORT IMAGES' link to the 'View Report Images' link in the sidebar. Another blue line connects the 'VIEW REPORT DESCRIPTIONS' link to the 'View Report Descriptions' link in the sidebar. A third blue line connects the 'GO' button on the 'Report Card' to the 'GO' button on the 'Report Card'.

> 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

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# 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

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## 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.

**MyTeachingStrategies™**

Teach Assess Develop **Report** Family

Pre-K Class MT 15

Reports Reports Queue

Print

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< Back to Reports

### Class Profile

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

### Social-Emotional

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a. Manages feelings	Preschool 3 class/grade (Green)				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.

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## 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

**Report Summary**

**Children**  
None

**Checkpoint Period**  
Spring 2017/2018

**Objectives / Dimensions**  
All

**Include**  
All Preliminary Levels and Finalized or Unfinalized Checkpoint Level

**Generate Report**

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## 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.

> Back to **Report** table of contents

# Report Card

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

To create a Report Card, access the Report area and 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**

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## 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**.

**MyTeachingStrategies™**

Teach Assess Develop **Report** Family

Preschool **SJ**

**Reports** Reports Queue

Back to Reports

Report Filter

Print

**Create a Documentation Status Report**

**Select Children**

Class: **Preschool**

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**

Spring 2017/2018

**Select a date range within the selected Checkpoint Period?**

☐ Yes ☒ No

☐ Include Documentation Total

**Select objectives and dimensions -**

☒ Select All ☐ Deselect All

Social-Emotional  
 Physical  
 Language  
 Spanish Language  
 Cognitive  
 Literacy  
 Spanish Literacy

**Social-Emotional**

☒ Select All ☐ Deselect All

**Objective 1 : Regulates own emotions and behaviors**

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

**Documentation Report Summary**

**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

**Objectives / Dimensions**  
All

**Submit**

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. The top navigation bar includes 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 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** +

**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

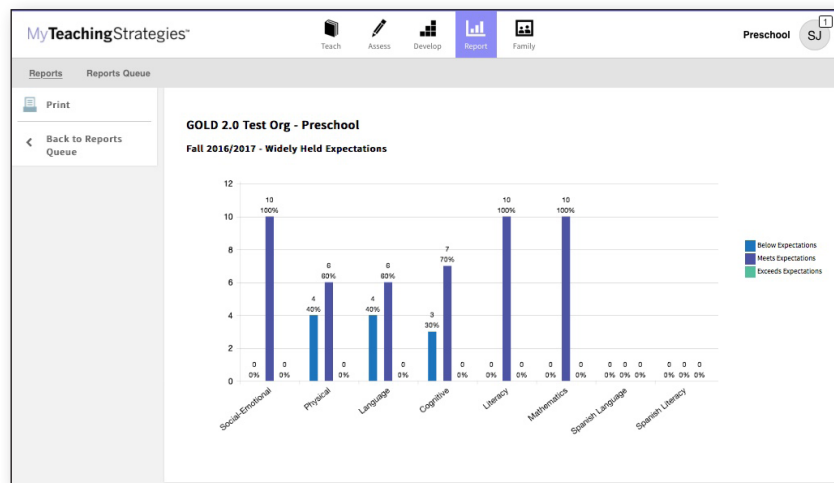
You'll be taken to the Reports Queue after you generate the report.



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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 application. 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 configuration sections are:
 

- Standards and Measures:** Includes expandable sections for 'GOLD Areas, Objectives, and Dimensions' (with sub-items: GOLD Areas of Development, GOLD Objectives, GOLD Dimensions), 'Children', 'Demographics' (set to 'All Demographics Selected'), and 'Checkpoint Period' (set to 'Fall 2017/2018'). 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.' Below this, there are radio buttons for 'Unfinalized and Finalized Checkpoint Levels' (selected) and 'Only Finalized Checkpoint Levels'.
- 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 of the configuration area, there are three buttons: 'VIEW AS HTML', 'VIEW AS PDF', and 'VIEW AS EXCEL'. On the right side of the page, there are sections for 'Support' (with links like 'Creating a Snapshot Report', 'How to Create an Alignment Report Using the Snapshot Report', 'Snapshot Report Data Delay', 'Contact Us') and 'Resources' (with a link to 'Introduction to Teaching Strategies GOLD®'). A footer at the bottom right contains links for 'Home | Help | Contact Us | System Requirements | Privacy Policy' and copyright information: 'Copyright © 2000-2017 Teaching Strategies, LLC. Your use of this Web site signifies your agreement to these Terms of Use.'

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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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%
<p>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.</p>	

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

< Back to Reports

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

**Select Children**

Class: All Classes

Children: ☒ Select All ☐ Deselect All

**Child Demographics** +

**Checkpoint Period**

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

**Include Data**

☒ By Objective/Dimension

**Select objectives and dimensions** +

**Include**

☒ Finalized or Unfinalized Checkpoint Level  
☐ Finalized Checkpoint Level

**Report Summary**

**Class**  
All Classes

**Children**  
None

**Child Demographics**  
All

**Checkpoint Period**  
Fall 2017/2018

**Include Data**  
By Objective/Dimension

**Objectives / Dimensions**  
All

**Include**  
Finalized or Unfinalized Checkpoint Level

**Generate Report**

- 6 Select **GENERATE REPORT**.

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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	<a href="#">Table</a> <a href="#">Download Export File</a>

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**.

- 3 Select **GENERATE REPORT**.

- 2 Choose an **OUTPUT** type.

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4

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

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	<a href="#">Table</a>

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. At the top, there's a navigation bar with icons for Teach, Assess, Develop, Report, and Family. The 'Family' tab is selected. Below the navigation bar, there's a sub-navigation bar with 'Family Engagement' and 'Family Conference Form'. The 'Family Engagement' tab is selected. On the left, there's a sidebar with the heading 'I want to...' and four options: 'Manage Family Members', 'View Shared Resources', 'Access the Resources Library', and 'Manage Family Messages'. The 'Manage Family Members' option is selected. The main content area has the heading 'Manage Family Members' and a description: '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, there 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.

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## 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.

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## 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'. The left sidebar has 'Family Engagement' selected, with 'Manage Family Members' highlighted. 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, an envelope icon in the Invite / Resend column, a date of 04/06/2018 in the Invitation Emailed column, the status 'Read' in the Email Status column, and a trash can icon in the Delete Family Member column. Numbered callouts 1 through 5 point to specific elements: 1 points to 'Manage Family Members' in the sidebar; 2 points to the 'Invite Selected Family Member' button; 3 points to the 'Invitation Emailed' column; 4 points to the 'Email Status' column; and 5 points to the trash can icon.

<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	

> 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.

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

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

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.

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# 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](http://family.teachingstrategies.com) using the same email address on file. Please reference the MyTeachingStrategies® How-To Guide for Families for information for family members.

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# 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 this, the 'Family Engagement' section is active. On the left, a sidebar lists options: 'I want to...', 'Manage Family Members', 'View Shared Resources', 'Access the Resources Library' (highlighted with a blue dot), and 'Manage Family Messages'. The main content area is titled 'Resources Library' and contains instructions: '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's a section for 'Select Shared Resources' with a radio button for 'Development and Learning Activities'. A dropdown menu for 'Age or Class/Grade' is set to 'Preschool 3 class/grade'. A list of 'Area of Development and Learning' categories is shown, with 'Social-Emotional' and 'Physical' selected. On the right, a 'Resources Summary' panel 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'. A 'Submit' button is at the bottom right.

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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 (selected). The user is logged in as 'Preschool SJ'. The main content area is titled 'Resources Library: Development and Learning Activities'. It features a table with the following data:

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	

The right-hand panel, titled 'Resources Summary', includes sections for '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). An 'Edit Criteria' button is located at the bottom of this panel.

The foreground shows a Microsoft Word preview of the 'Active Listening' activity. The document 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



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## 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. The top navigation bar includes icons for Teach, Assess, Develop, Report, and Family. The Family section is active, showing a sidebar with options like Manage Family Members, View Shared Resources, Access the Resources Library, and Manage Family Messages. The main content area is titled 'Resources Library' and includes a description, a section for 'Select Shared Resources' with radio buttons for 'Development and Learning Activities' and 'Learning Games® Activities' (selected), and a 'Language' section with radio buttons for 'English' (selected) and 'Spanish'. A 'Resources Summary' sidebar on the right shows 'Select Shared Resources' as 'Learning Games® Activities' and 'Language' as 'English', with a 'Submit' button at the bottom.

> 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 shows the MyTeachingStrategies interface with the **Family** tab selected. The **Learning Games** section displays a list of activities with 'View' and 'Share' buttons. A callout box for **Game 101: Soap Curls** is overlaid on the bottom left, featuring a photo of a child being bathed and instructions on how to use shampoo to shape hair.

**MyTeachingStrategies®** Teach Assess Develop Report **Family** Preschool / Pre-K SJ

**Family Engagement** Family Conference Form

I want to...

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

**Learning Games**

« < 1 2 3 4 > »

Learning Game Title	View	Share
101: <b>Soap Curls</b> (English)	View	Share
102: <b>A Sharing Place</b> (English)	View	Share
103: <b>The Duck Said?</b> (English)	View	Share
104: <b>Molding Shapes</b> (English)	View	Share
105: <b>Match and Name Pictures</b> (English)	View	Share
106: <b>Sorting Food Items</b> (English)	View	Share
107: <b>Sorting Food Items</b> (Spanish)	View	Share
108: <b>Sorting Food Items</b> (English)	View	Share
109: <b>Sorting Food Items</b> (Spanish)	View	Share
110: <b>Sorting Food Items</b> (English)	View	Share
111: <b>Sorting Food Items</b> (Spanish)	View	Share
112: <b>Sorting Food Items</b> (English)	View	Share
113: <b>Sorting Food Items</b> (Spanish)	View	Share
114: <b>Sorting Food Items</b> (English)	View	Share
115: <b>Sorting Food Items</b> (Spanish)	View	Share

**Resources Summary**

Select Shared Resources  
*Learning Games*® Activities

Language  
English

Edit Criteria

**Game 101**

**Soap Curls**

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

> 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.

The screenshot displays the MyTeachingStrategies interface. At the top, the navigation bar includes icons for Teach, Assess, Develop, Report, and Family (highlighted in green). The user is logged in as 'Preschool SJ'. The left-hand navigation menu shows 'Family Engagement' as the active section, with 'Manage Family Messages' selected. The main content area is titled 'Manage Family Messages' and includes a description: 'Send a notification to one or more of your children's family members. Family members can access these notifications in the MyTeachingStrategies™ Family platform.' Below this, the 'Select an action' section has two radio buttons: 'Create a new message' (selected) and 'View sent messages'. The 'Select Family Members' section contains a table with columns 'Child' and 'Family Members'. The table lists 'Bella Fernandez' with 'Tim Reed (Father)' as the family member. Below the table, there are input fields for 'Subject' and 'Message', and an 'Add File' button. A 'Send' button is located in the 'Message Summary' sidebar on the right.

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

**Message Summary**

**Family Members**  
None

**Subject**  
None

**File Attached**  
None

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

**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

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

Welcome-Picture.jpg

**Message Summary**

**Family Members**  
All

**Subject**  
Welcome to the Pre-K Class!

**File(s) Attached**  
1

**Send**

**Your message was successfully sent!**

**Manage Family Messages**

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

**Select an action**

- Create a new message
- View sent messages

**Select Family Members**

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

**Subject**

**Message**

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

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

> 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 'Manage Family Messages'. The main content area is titled 'Manage Family Messages' and includes a 'Select an action' section with radio buttons for 'Create a new message' and 'View sent messages'. Below this is a table of sent messages.

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

The 'Sent Message' modal is displayed, showing the details of the selected message. It includes fields for 'Date', 'To', 'Subject', and 'Message'. The 'To' field is split into 'Child' and 'Family Members' columns. The 'Subject' field contains 'Welcome to the Pre-K Class!'. The 'Message' field contains a welcome message. The 'Attachment(s)' field shows 'Welcome-Picture.jpg'. A 'Close' button is located at the bottom right of the modal.

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

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# 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 left sidebar has a 'View' button and a question mark icon. The main content area has a '< Back to child form' link and a step instruction: 'Step 3: Complete the Plan for Development & Learning during the conference with the family member(s):'. Below this is the title 'Plan for Development & Learning Aiden Sheen' and the period 'Winter 2016/2017'. A text box labeled 'Support Aiden Sheen to:' is present. Under the 'Social-Emotional' heading, there are two checkboxes: 'Begin to comfort self by seeking out special object or person' and 'Accept redirection from adults'. At the bottom right are 'Save' and 'Save & Continue' buttons. A blue line connects the 'Save & Continue' button to the instruction in step 10.

## Options Upon Completion

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

The screenshot shows the 'Family Conference Form' in the 'Communication' tab. The left sidebar has three options: 'Edit' (with a pencil icon), 'Print' (with a printer icon), and 'Share with Family' (with a share icon). The main content area shows the form details for Aiden Sheen, including the date '01/29/2017', child name 'Aiden Sheen', teacher 'Megan Colburn', and a section for describing strengths in mathematics development. At the bottom are lines for 'Teacher(s) Signature(s)' and 'Family Member(s) Signature(s)'. A blue line connects the 'Edit' option to the instruction 'Select EDIT to edit the form.' Another blue line connects the 'Print' option to the instruction 'Select PRINT to print the form.' A third blue line connects the 'Share with Family' option to the instruction 'To share the form with any family members linked to the child's account, select SHARE WITH FAMILY.'

# 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 Sandbox, toggle to a different classroom, or log out.

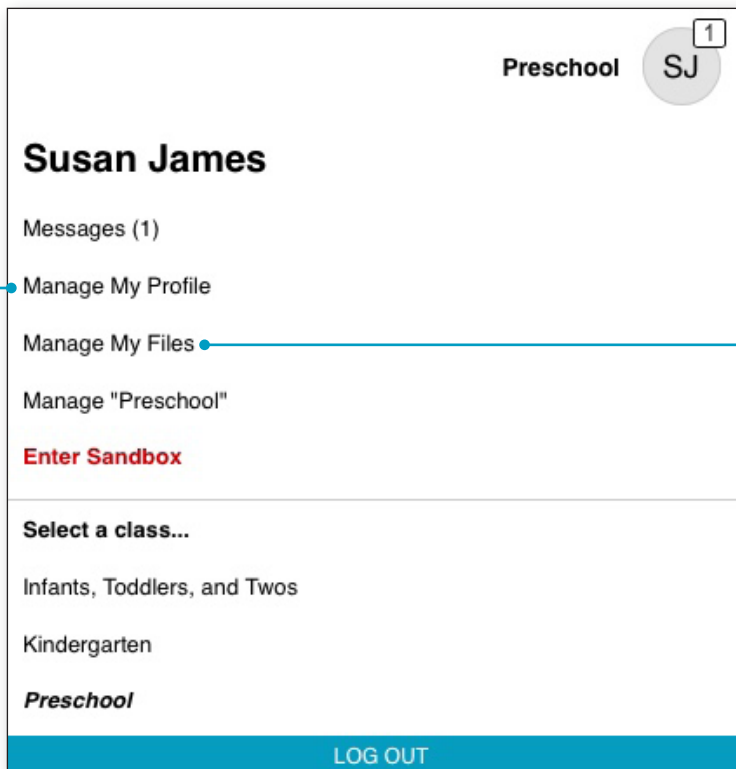
To access your settings, select the icon with your initials at the far right of the navigation bar.



## Manage My Profile

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

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



### 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

The screenshot shows the 'Add New Class' page in MyTeachingStrategies. At the top right, a user profile for 'Susan James' is visible with a 'Preschool' label and a notification badge '1'. Below the profile are links for 'Messages (1)', 'Manage My Profile', 'Manage My Files', 'Manage "Preschool"', and a red 'Enter Sandbox' button. A 'Select a class...' dropdown menu is open, showing options: 'Infants, Toddlers, and Twos', 'Kindergarten', and 'Preschool' (which is selected). A 'LOG OUT' button is at the bottom of the dropdown. On the main page, the 'Add Class' button in the left sidebar is circled with a blue question mark and labeled '1'. The 'Class Name\*' text input field is labeled '2'. The 'Ages or Classes/Grades\*' section contains a list of radio button options: '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)', and '3rd Grade (Brown)'. This section is labeled '3'. The 'Save' button at the bottom right is labeled '4'.

- 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.

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## 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	<b>Request Exit</b>
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.

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## 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' 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 a close button (X) in the top right. It contains 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](https://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 1<sup>st</sup>–3<sup>rd</sup> 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 Sandbox

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

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

The screenshot displays the MyTeachingStrategies Sandbox interface. At the top, a red banner reads "You are currently in the Sandbox". The main header shows "MyTeachingStrategies® Sandbox" and navigation tabs: Teach, Assess, Develop, Report, and Files. Below the header, a secondary navigation bar includes "Add Documentation", "View Documentation", "On The Spot", "Checkpoint By Child", and "Checkpoint By Class".

On the left, a sidebar contains several options: "Display Documentation", "Show Previous Checkpoint" (with a green checkmark), "Hide Colored Bands" (with a flag icon), "Show Examples" (with a lightbulb icon), "Support & Resources" (with a question mark icon), and "Settings" (with a gear icon). A blue circular help icon with a question mark is also present.

The main content area shows a "Social-Emotional" section with a sub-section "1a. Manages feelings". Below this is a "Progression View" table with columns numbered 5, 6, and 7. The table contains colored bars representing progress levels. Below the table, two descriptive text boxes are visible: "Is able to look at a situation differently or delay gratification" and "Controls strong emotions in an appropriate manner most of the time".

On the right, a user profile for "Susan James" is shown, with a "Preschool" label and a "SJ" icon. A dropdown menu is open, listing options: "Messages (1)", "Manage My Profile", "Manage My Files", "Manage 'Preschool'", and "Enter Sandbox" (highlighted in red). Below the dropdown, a "Select a class..." section lists "Infants, Toddlers, and Twos", "Kindergarten", and "Preschool". A "LOG OUT" button is at the bottom of the profile section.

The footer includes links for "Home", "Contact Us", "Terms of Use", and "Privacy Policy", along with a copyright notice: "Copyright © 2000-2016 Teaching Strategies, LLC".

# Support

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Support and Resources

How-To Guide for Teachers

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## 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. 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'. A 'See my whole day' link is at the bottom right.

**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](https://TeachingStrategies.com/Contact).

**Thank you for using *MyTeachingStrategies*®!**