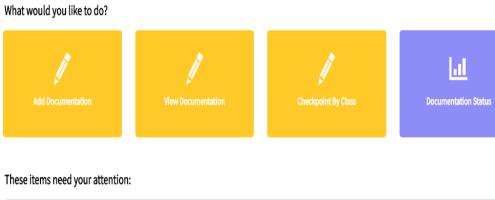
# TSG Update



## Welcome, Crystal!



You have no unread messages.

Ш

#### What's happening today?

Thursday, July 6th, 2017
Insert title here
Choice Time
Question of the Day
Large Group
Read-Aloud
Small Group
Mighty Minutes
Outdoor Experiences
Family Partnerships
See my whole day



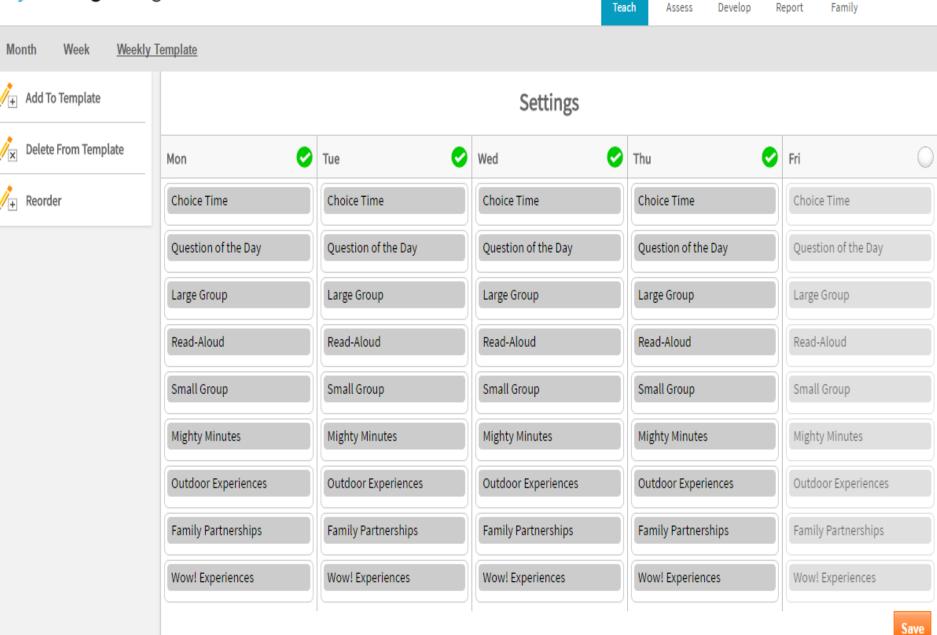
























My <b>Teaching</b> Strateg	gies™			,	eport Family
Month Week Weekly 1	[emplate				
Modify Days		<	July 2017	>	
Clear Days	Mon	Tue	Wed	Thu	Fri
	3	4	5	6	7
	Flowers 10	Flowers 11	Flowers <u>12</u>	Flowers 13	14
	Bears 17	Bears 18	Bears 19	Bears 20	Untitled 21
	First Week of School-Safety 24	First Week of School-Safety 25	First Week of School-Safety 26	First Week of School-Safety 27	Untitled 28
	31	1	2	3	4

Wow! Experiences

Wow! Experiences





Wow! Experiences







Family

					,			
Month Week Weekly Template								
Add Activity	✓ July 30 - August 4, 2017 ➤							
Delete Activity	Mon 31	Tue 1	Wed 2	Thu 3	Fri 4			
Reorder	Insert title here	Insert title here	Insert title here	Insert title here				
View Archived Weekly Plans	Choice Time	Choice Time	Choice Time	Choice Time				
☐ Print	Question of the Day	Question of the Day	Question of the Day	Question of the Day				
	Large Group	Large Group	Large Group	Large Group				
	Read-Aloud	Read-Aloud	Read-Aloud	Read-Aloud				
	Small Group	Small Group	Small Group	Small Group				
	Mighty Minutes	Mighty Minutes	Mighty Minutes	Mighty Minutes				
	Outdoor Experiences	Outdoor Experiences	Outdoor Experiences	Outdoor Experiences				
	Family Partnerships	Family Partnerships	Family Partnerships	Family Partnerships				

Wow! Experiences





Assess



Develop



Report



Weekly Template Month Week Add Activity July 30 - August 4, 2017 Delete Activity Wed Mon 31 Tue 1 Reorder Insert title here Insert title here Inse Flowers 4 1 1 1 View Archived Weekly Tue Fri Check -Mon Wed Thu Choice Time Choice Time Cho Plans Uncheck All Question of the Day Question of the Day Que Cancel Save Print Large Group Large Group Read-Aloud Read-Aloud Read-Aloud Read-Aloud Small Group Small Group Small Group Small Group Mighty Minutes Mighty Minutes Mighty Minutes Mighty Minutes Outdoor Experiences Outdoor Experiences Outdoor Experiences Outdoor Experiences Family Partnerships Family Partnerships Family Partnerships Family Partnerships Wow! Experiences Wow! Experiences Wow! Experiences Wow! Experiences



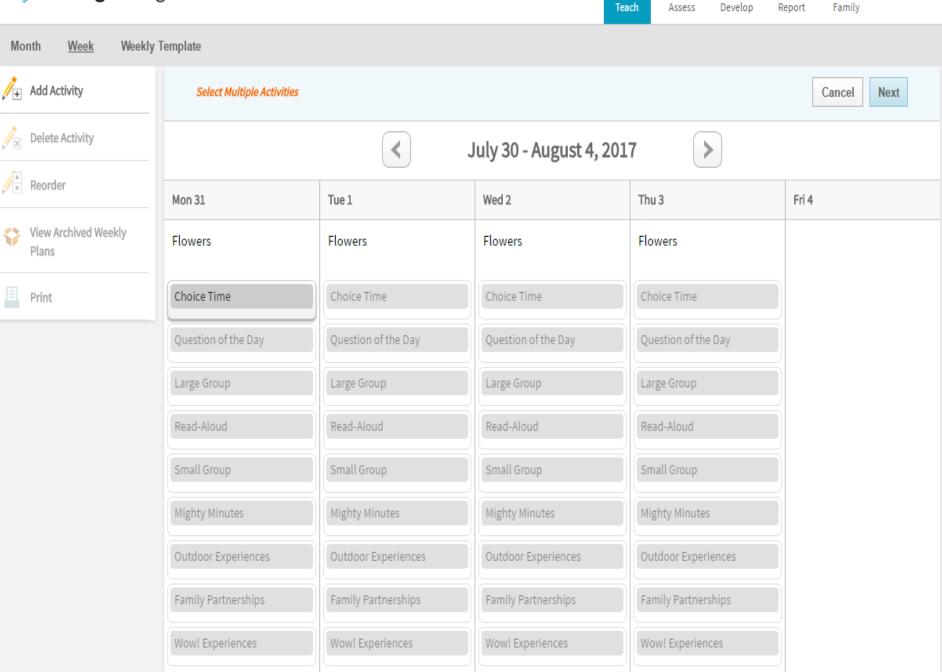






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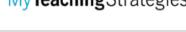


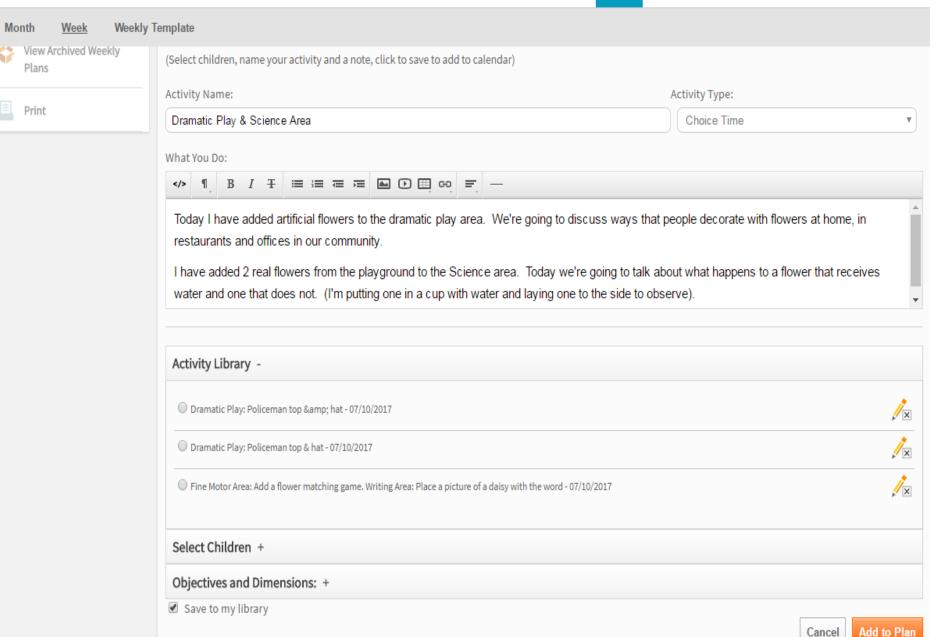












### My**Teaching**Strategies™











Month Weekly Template

Today I have added artificial flowers to the dramatic play area. We're going to discuss ways that people decorate with flowers at home, in restaurants and offices in our community. I have added 2 real flowers from the playground to the Science area. Today we're going to talk about what happens to a flower that receives water and one that does not. (I'm putting one in a cup with water and laying one to the side to observe). Activity Library + Select Children + Objectives and Dimensions: -Science and Technology 1 Social-Emotional Physical Objective 24: Uses scientific inquiry skills Language 24. Uses scientific inquiry skills Spanish Language Cognitive Objective 25: Demonstrates knowledge of the characteristics of living things Literacy 25. Demonstrates knowledge of the characteristics of living things Spanish Literacy Objective 26 : Demonstrates knowledge of the physical properties of objects and materials 1 Mathematics Science and Technology 26. Demonstrates knowledge of the physical properties of objects and materials Social Studies Objective 27 : Demonstrates knowledge of the Earth's environment The Arts 27. Demonstrates knowledge of the Earth's environment English Language Acquisition Objective 28: Uses tools and other technology to perform tasks 1 28. Uses tools and other technology to perform tasks Save to my library Add to Plan Cancel

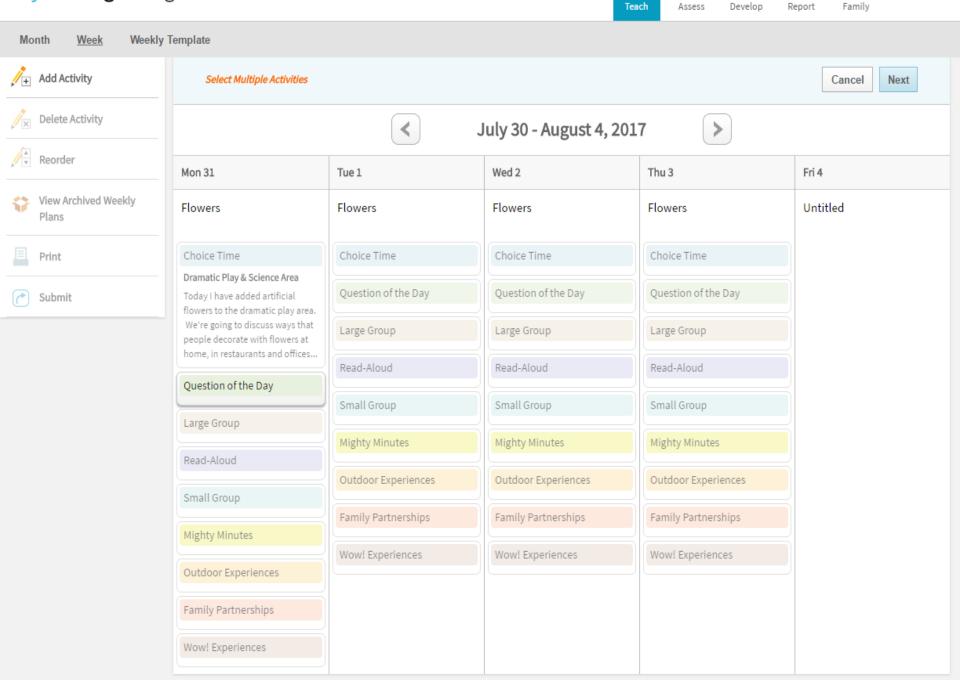


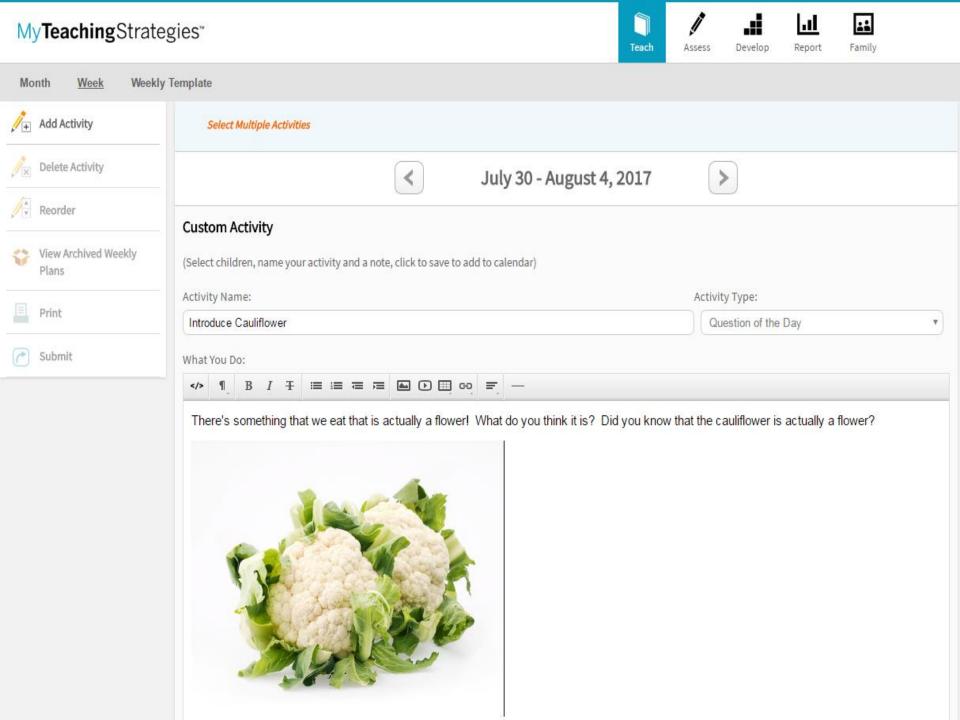


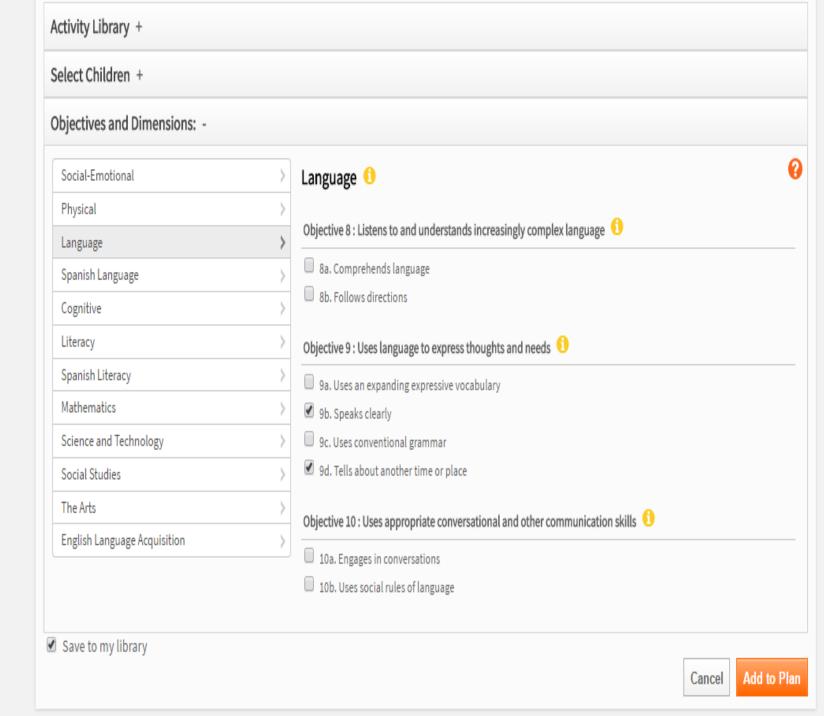


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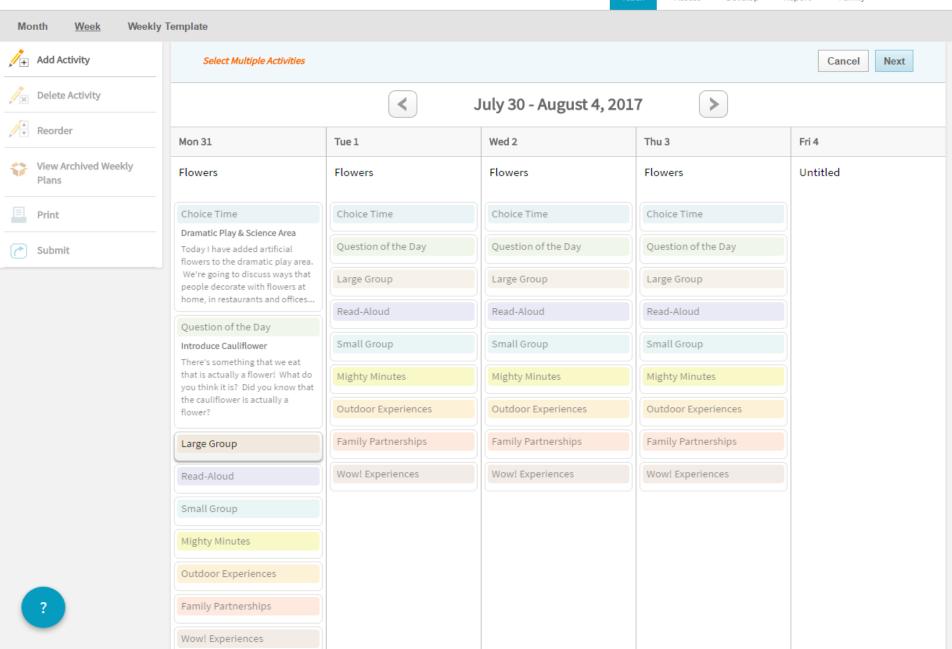
















Assess



Develop



Report



Family

<u>Week</u> Weekly Template



Month

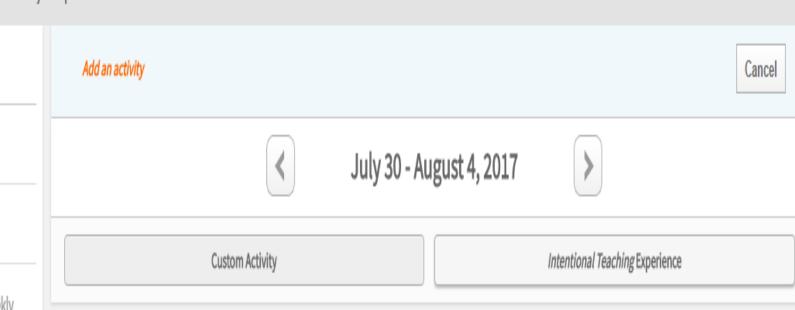
Delete Activity







Submit



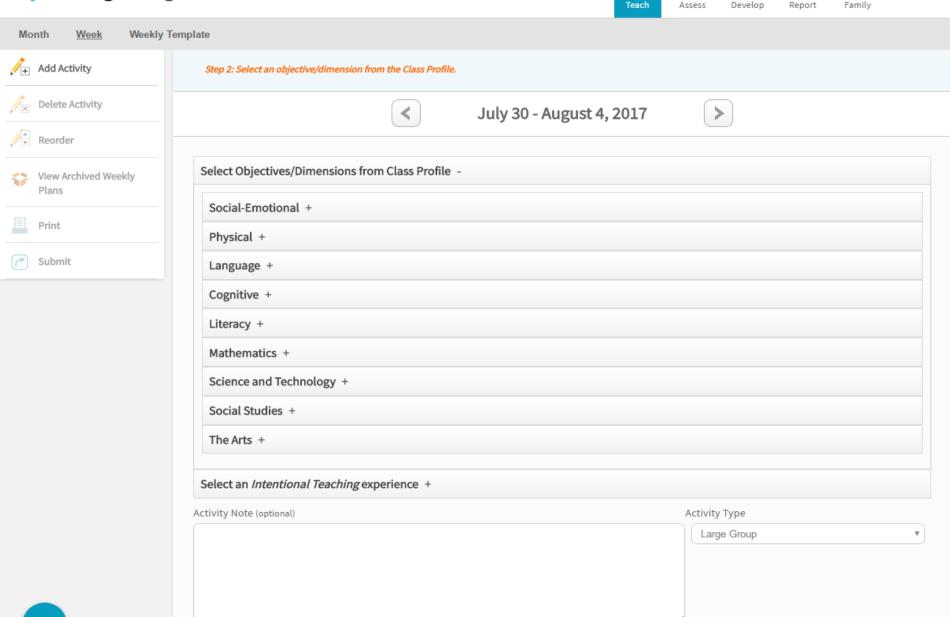






<u>..l</u>







Assess

Develop

Report

Family

Month Weekly Template

	Print
<b>^</b>	Submit

Physical +										
anguage +										
Cognitive +										
_iteracy +										
Mathematics -										
Objectives/ Dimensions	Not Yet	1	2	3	4	5	6	7	8	9
20a. Counts										
20b. Quantifies										
20c. Connects numerals with their quantities										
21a. Understands spatial relationships										
21b. Understands shapes										
22. Compares and measures										
23.  Demonstrates  knowledge of  patterns										

Science and Technology +







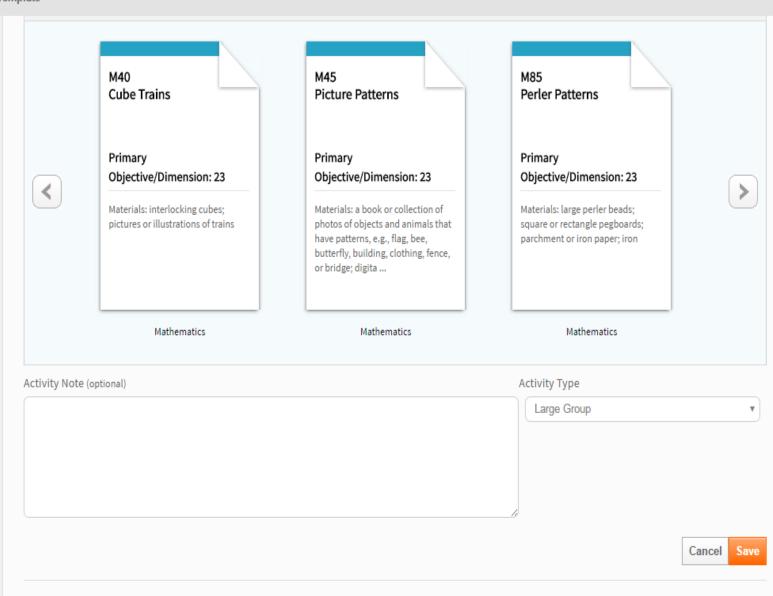




Family

















Family

Month Week Weekly Template

Objectives / Dimensions



Including All Children

Questions to Guide Your Observations

> More Activities Like This One

Additional Ideas and Background Information Step 4: To add this to your day, select a child or children, then select 'Add to Plan'. To preview another, select 'Return to Planning'.

Teach

Assess

Return to Week View

Add to Plan

Mathematics M45

## **Picture Patterns**

1. Explain to the children that you have some photographs of animals and other objects that have patterns. Invite the children to select a photo from the collection or book and describe the pattern. Continue discussing patterns in the other photos. Determine children's understanding by allowing their questions and/or comments, encouraging multiple exchanges in the conversation.

"Here is an example of a pattern. It is a picture of a referee. She is wearing a shirt with black and white stripes."

2. Take the children on a pattern hunt around the school, playground, or neighborhood. Use the digital camera to take photographs of patterns identified by the children. Print the pictures, and ask the children to describe the patterns they found.

"Leo found a pattern on a gate. It was circle, rectangle; circle, rectangle; circle, rectangle."

✓ Select All

Red
Orange / Yellow

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

Encourage the child to identify simple patterns on objects or animals in the environment. Point to each part of the pattern as you name it.

"You are pointing to the green and red lines on that ball. Here is a green line. Here is a red line. Here is another green line. That is a pattern."

Green

TT Turner

9

Encourage the child to find and describe a pattern. Ask him to copy the simple pattern with the paper and crayons.

"What pattern did you find? You found a picture of an orange slice. It has skinny white lines in between wide sections of orange."

"Would you like to draw green and red lines on your paper? You made a pattern!"

## My**Teaching**Strategies"









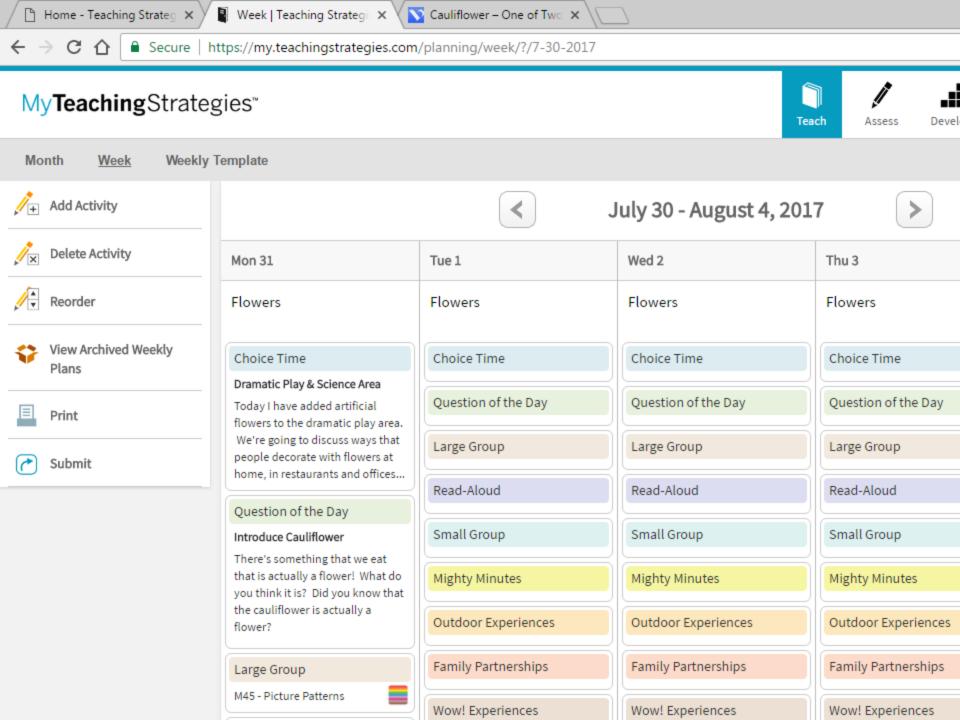


Family

Weekly Template Month Week

	pattern."
Green	Encourage the child to find and describe a pattern. Ask him to copy the simple pattern with the paper and crayons.
TT Turner 💸	"What pattern did you find? You found a picture of an orange slice. It has skinny white lines in between wide sections of orange."  "Would you like to draw green and red lines on your paper? You made a pattern!"
Green / Blue	Invite the child to identify a pattern and copy it on paper. Ask the child to verbally extend the pattern. Encourage him or her to also represent the extended pattern on paper.
Ricky Bobby	"I see that you are drawing a picture of a tall building with rows of windows. Can you tell me how you can make this pattern longer?"
Blue / Purple	Invite the child to create a pattern and extend it. Show the pattern and ask her to add to it.
	"You've made a movement pattern by asking us to follow along as you clap, clap, jump, jump; clap, clap, jump, jump."
	"You figured out what comes next in my pattern."
Purple	Discuss a growing pattern with the child. Show him photos of a growing pattern. Encourage the child to create a growing pattern on paper or with collage materials.
	"This picture shows us boxes stacked in a warehouse. They are stacked in a growing pattern?each stack is taller than the one next to it. What do you notice about the number of boxes in each stack as we go along the pattern? You?re right, each stack has one more box."
	"How would you like to make a growing pattern?"

- 3. Combine the pictures to form a book. Share it at group time, making sure to point out the different kinds of patterns, including color, shape, size, and position. Place copies of the book in one or more of the interest areas.
- 4. Encourage the children to continue to look for patterns on objects or animals. Invite them to represent the pattern by drawing or through some other medium, or continue to take photographs of their pattern discoveries.



## My**Teaching**Strategies™













Month Week Weekly Template



\*\* Materials



Questions to Guide Your Observations



Additional Ideas and
Background Information

Teach | Assess

Return to Week View

Save

Mathematics M45

## **Picture Patterns**

1. Explain to the children that you have some photographs of animals and other objects that have patterns. Invite the children to select a photo from the collection or book and describe the pattern. Continue discussing patterns in the other photos. Determine children's understanding by allowing their questions and/or comments, encouraging multiple exchanges in the conversation.

"Here is an example of a pattern. It is a picture of a referee. She is wearing a shirt with black and white stripes."

2. Take the children on a pattern hunt around the school, playground, or neighborhood. Use the digital camera to take photographs of patterns identified by the children. Print the pictures, and ask the children to describe the patterns they found.

"Leo found a pattern on a gate. It was circle, rectangle; circle, rectangle; circle, rectangle."



Red
Orange / Yellow

Green

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

Encourage the child to identify simple patterns on objects or animals in the environment. Point to each part of the pattern as you name it.

"You are pointing to the green and red lines on that ball. Here is a green line. Here is a red line. Here is another green line. That is a pattern."

Encourage the child to find and describe a pattern. Ask him to copy the simple pattern with the paper and crayons.











|..| Report



Month Week **Weekly Template** Objectives / Dimensions Teach Assess Return to Week View Save Materials Mathematics M45 Including All Children Picture Patterns Questions to Guide Your Observations More Activities Like This Questions to Guide Your Observations One Was the child able to recognize and describe patterns? What patterns did the child copy, extend, or create? (23) -Additional Ideas and Background Information Objective: 23 - Demonstrates knowledge of patterns 23. Demonstrates knowledge of patterns 2 3 5 9 Level 3 Level 4 Level 5 Level 6 Level 7 Copies simple repeating Extends and creates simple patterns repeating patterns Examples TT Turner Ricky Bobby

Was the child able to grasp and use the materials to make a pattern? (7a) +









Report

Return to Week View



Family

Save

<u>Week</u>

Weekly Template





Month











Mathematics M45

## **Picture Patterns**

### Questions to Guide Your Observations

Was the child able to recognize and describe patterns? What patterns did the child copy, extend, or create? (23) +

Was the child able to grasp and use the materials to make a pattern? (7a) +

How long was the child able to attend to this experience? (11a) +

### Read-Aloud

Johnson Wants a Flower!!

Ask child(ren): Why did Johnson want a flower? What was he going to do with it?

## Small Group

Flower Petal Match-TS, LM, RV

Today I'm working with children on matching colors of flowers. I will have flowers prepared and will be able to bring the folder games with...

## Mighty Minutes

Leave Blank:)

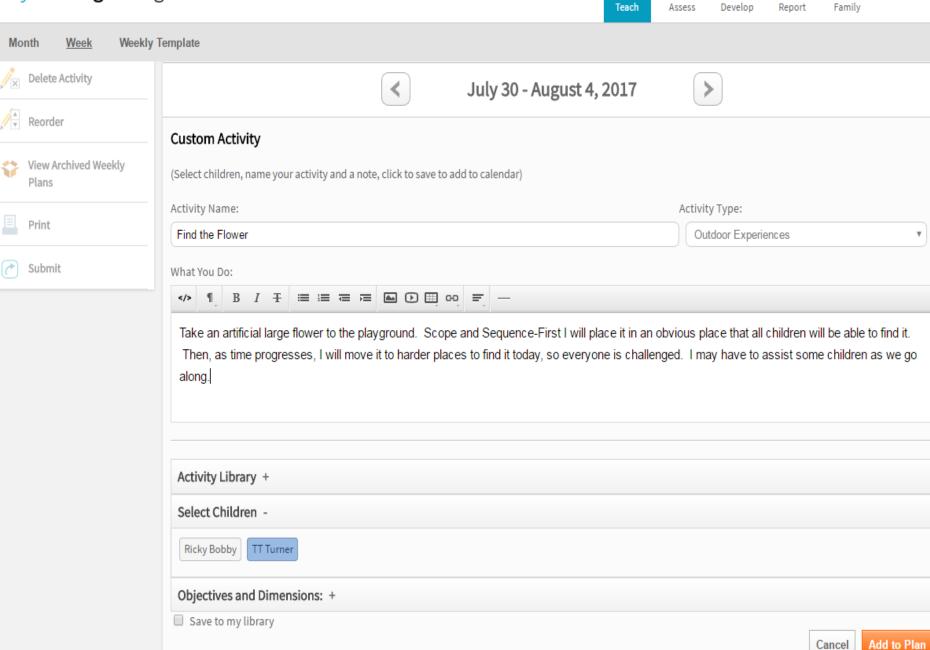
# Outdoor Experiences







\*\*











## Develop





Plans

View Archived Weekly





Flowers

#### Choice Time

Today I have added artificial flowers to the dramatic play area. We're going to discuss ways that people decorate with flowers at home, in...

Dramatic Play & Science Area

#### Question of the Day

#### Planting a Flower

How can we plant flowers? What do you think flowers need to grow? What would happen if flowers didn't get water? Think about it: What...

#### M45 - Picture Patterns

Large Group

#### Read-Aloud

#### Johnson Wants a Flower!!

Ask child(ren): Why did Johnson want a flower? What was he going to do with it?

#### Small Group

Flower Petal Match-TS, LM, RV Today I'm working with children on matching colors of flowers. I will have flowers prepared and will be able to bring the folder games with...

#### Mighty Minutes

Leave Blank:)

#### Outdoor Experiences

Find the Flower Take an artificial large flower to Flowers

#### Choice Time

Fine Motor Area: Add a flower matching game. Writing Area: Place a picture of a daisy with the word

Create a file folder game with flowers to allow children to...

#### Question of the Day

Other Parts of the World? Look up flowers found in China and Hawaii. How are they different? Why?

How are Flowers Different in

#### Large Group

#### Circle Time Activities

Today, we will be talking about calendar & bringing emphasis on Wednesday because that's the day the Librarian comes to visit...

#### Read-Aloud

What do You See?

#### Small Group

Flower Petal Math-RV, LM, NO, PQ

#### Mighty Minutes

Bean Bag Toss

Blank:)

#### Outdoor Experiences

Take out beanbags today with a plastic container. Ask children to throw the beanbags toward the

container. Count how many...

Family Partnerships

Flowers

#### Choice Time

#### Art Area

Make a flower collage-Add real flowers, stickers of flowers, markers, crayons, & stamps for children to create a collage of their favorites. After the glue...

#### Question of the Day

I Wonder How/If a Flower would change if we placed it in a freezer for 2 hours? Place a live flower in the freezer and check on it in 2 hours. Note

the change. Is...

Large Group Morning and

#### Large Group

Afternoon Meetings Morning: Today the Librarian comes to talk with us and read to us. Mention Lucy's birthday tomorrow, talk about the...

Tommy Finds a Friend LJ, RP, FM

#### Read-Aloud

#### Small Group

Number Match-TT, MP, LO, QT

#### Mighty Minutes

Blank:)

#### Outdoor Experiences

Big Bounce-Taking Balls to the Playground Today I'm taking bouncy balls out

to the playground. We're going to see how high we can bounce the balls as we run...

Flowers

#### Choice Time

Block Area & Library

Add flower petals (artificial) to the Block center. Mention to the children, "Who needs flower

petals? We need to think about this! What...

Question of the Day

flowers...AND us? Draw attention to the flower in the Science area that we've left out this week. Which one is more

Why is water so important for

healthy? The one in...

Large Group M06 - Tallying



Momma

JoJo the Bear Has a Surprise for

Small Group Taller/Shorter?

Mighty Minutes

Blank:)

#### Outdoor Experiences

Nature Walk

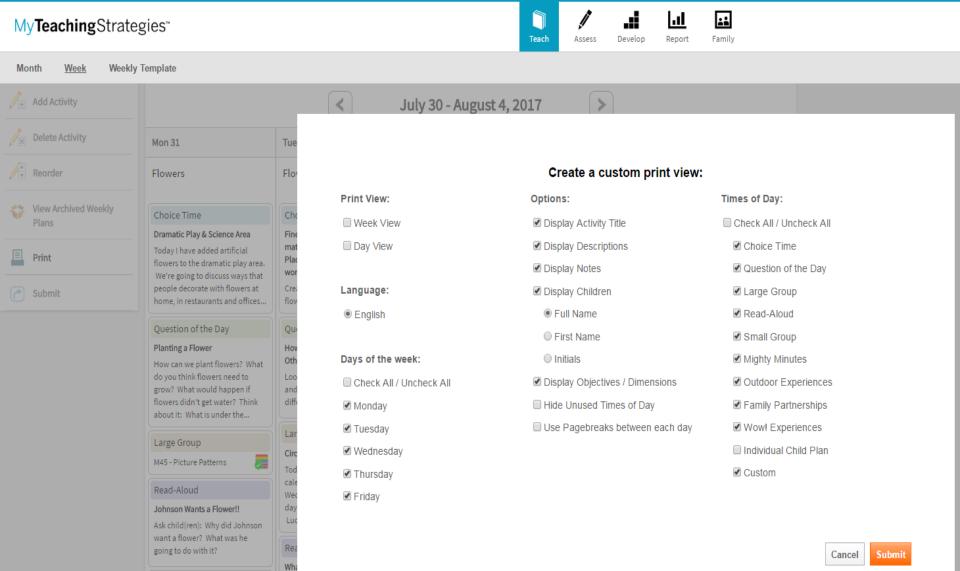
How many different types of

around the school today before we go to the playground...

flowers can we find on a walk

#### Family Partnerships

Home Project: Send Home Monday



Flower Petal Match-TS, LM, RV

Today I'm working with children on matching colors of flowers. I will have flowers prepared and will be able to bring the folder games with me to small group...

Mighty Minutes

Leave Blank:)

Mighty Minutes Blank:)

Flower Petal Math

Outdoor Experiences

Bean Bag Toss

Sm

Mighty Minutes Blank:)

Outdoor Experiences

Number Match

Outdoor Experiences Nature Walk

Blank:)

How many different types of flowers can we find on a walk

around the school today before

## My**Teaching**Strategies\*\*





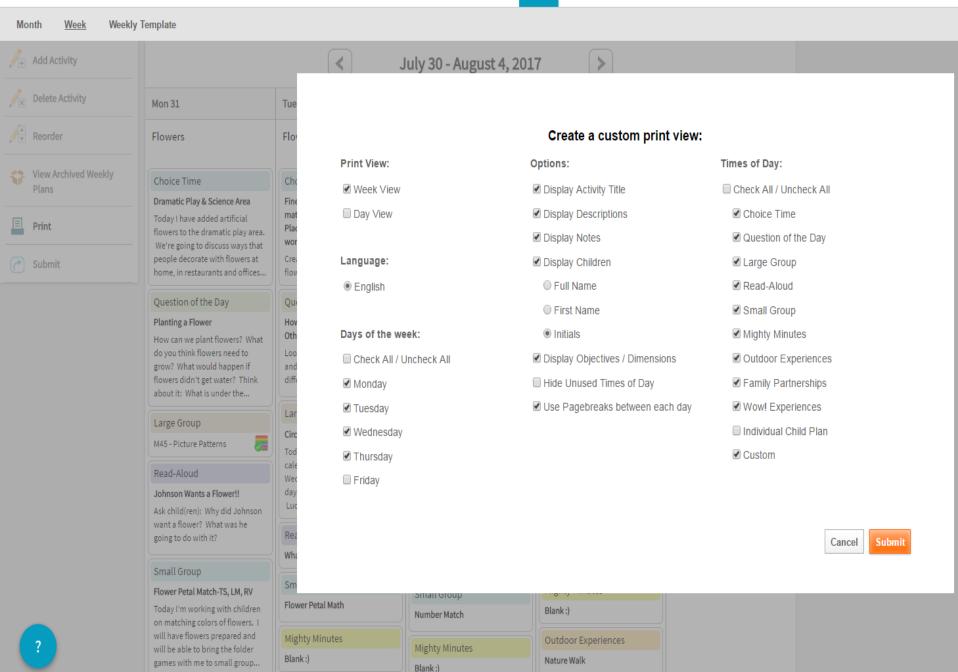














View Archived Weekly Plans



Submit

#### Flowers

#### Choice Time

#### Dramatic Play & Science Area

Today I have added artificial flowers to the dramatic play area. We're going to discuss ways that people decorate with flowers at home, in...

#### Question of the Day

#### Planting a Flower

How can we plant flowers? What do you think flowers need to grow? What would happen if flowers didn't get water? Think about it: What...

#### Large Group

M45 - Picture Patterns



#### Read-Aloud

#### Johnson Wants a Flower!!

Ask child(ren): Why did Johnson want a flower? What was he going to do with it?

#### Small Group

#### Flower Petal Match-TS, LM, RV

Today I'm working with children on matching colors of flowers. I will have flowers prepared and will be able to bring the folder games with...

## My**Teaching**Strategies™











Save & Continue



Add Documentation On The Spot Checkpoint By Child Checkpoint By Class **Checkpoint Dates** View Documentation Select Children Summary Select All Deselect All Children SS-Stevie Sloan Stevie Tyler SS-Stevie Sloan Date Observed 07/03/2017 Date Observed Notes 07/03/2017 Today, during our center time activities, Stevie chose to build with blocks. He got the blocks out on his own and began to make a Add Notes structure. Tasked, "Stevie, how did you build such a tall structure B I(building) without it falling down?" He replied, "I saw a big building in Today, during our center time activities, Stevie chose to build with blocks. He got the blocks out on this book and I knew it would take his own and began to make a structure. I asked, "Stevie, how did you build such a tall structure 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 blocks to get it builded." (He touched blocks (building) without it falling down?" He replied, "I saw a big building in this book and I knew it would as he counted the 10) take 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 blocks to get it builded." (He touched blocks as he counted the 10) Files Attached None Upload a File + Objectives / Dimensions Assign Objectives / Dimensions + None

## My**Teaching**Strategies™











Add Documentation View Documentation On The Spot Checkpoint By Child Checkpoint By Class **Checkpoint Dates** Notes 07/03/2017 Today, during our center time activities, Stevie chose to build with blocks. He got the blocks out on his own and began to make a Add Notes structure. I asked, "Stevie, how did you build such a tall structure Upload a File + (building) without it falling down?" He replied, "I saw a big building in Assign Objectives / Dimensions this book and I knew it would take 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 blocks to Social-Emotional Social-Emotional 0 get it builded." (He touched blocks as he counted the 10) Physical Objective 1 : Regulates own emotions and behaviors Language Files Attached ☐ 1a. Manages feelings Cognitive None 1b. Follows limits and expectations Literacy 1c. Takes care of own needs appropriately Objectives / Dimensions Mathematics 1c. Takes care of own needs Science and Technology Objective 2 : Establishes and sustains positive relationships appropriately Social Studies 2a. Forms relationships with adults 2a. Forms relationships with adults 2b. Responds to emotional cues The Arts 2c. Interacts with peers English Language Acquisition 2d. Makes friends Save & Continue Objective 3: Participates cooperatively and constructively in group situations

3a. Balances needs and rights of self and others

3b. Solves social problems



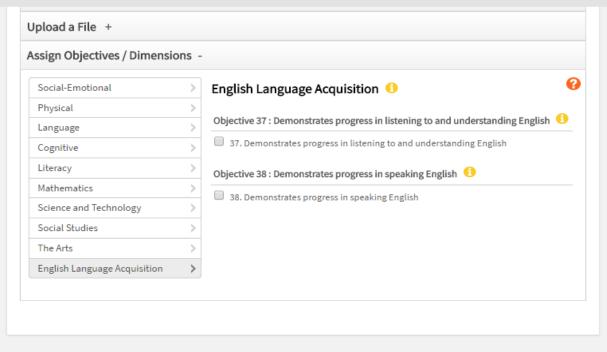








<u>Add Documentation</u> View Documentation On The Spot Checkpoint By Child Checkpoint By Class Checkpoint Dates



you build such a tall structure (building) without it falling down?" He replied, "I saw a big building in this book and I knew it would take 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 blocks to get it builded." (He touched blocks as he counted the 10)

#### Files Attached

None

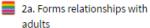
#### Objectives / Dimensions

- 1c. Takes care of own needs appropriately
- 2a. Forms relationships with adults
- = 7a. Uses fingers and hands
  - 8a. Comprehends language
- 9a. Uses an expanding expressive vocabulary
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 11a. Attends and engages
- 11b. Persists
- 11d. Shows curiosity and motivation
- 12a. Recognizes and recalls
- 12b. Makes connections
- 13. Uses classification skills
- 17a. Uses and appreciates books
- 20a. Counts
- 26. Demonstrates knowledge of the physical properties of objects and materials

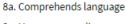
#### 1.1 = My**Teaching**Strategies Teach Develop Report Family **Checkpoint By Child Checkpoint By Class Checkpoint Dates** Add Documentation View Documentation On The Spot Hide Colored Bands Documentation Social-Emotional 1c. Takes care of own needs appropriately Summary Show Examples Next Save & Close Previous Children 0 SS-Stevie Sloan NOT YET **Date Observed** 07/03/2017 **Progression View** Level View Notes 5 3 4 6 Today, during our center time activities, Stevie chose to build with blocks. He got the blocks out on his own and began to make a structure. I asked, "Stevie, how did you build such a tall structure (building) without it falling Seeks to do things for Demonstrates down?" He replied, "I saw a self confidence in meeting big building in this book and I own needs knew it would take 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 blocks to get it builded." (He touched blocks 0 SS-Stevie Sloan 6 as he counted the 10) Files Attached Next Save & Close Previous None 0

## Objectives / Dimensions 1c. Takes care of own needs

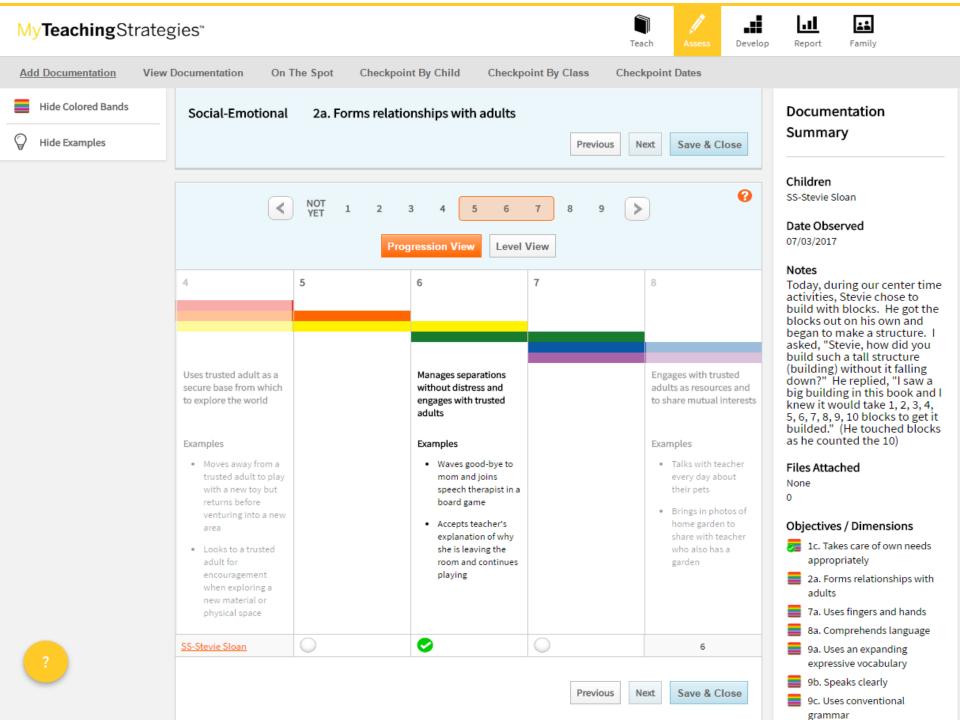




7a. Uses fingers and hands



9a. Uses an expanding expressive vocabulary





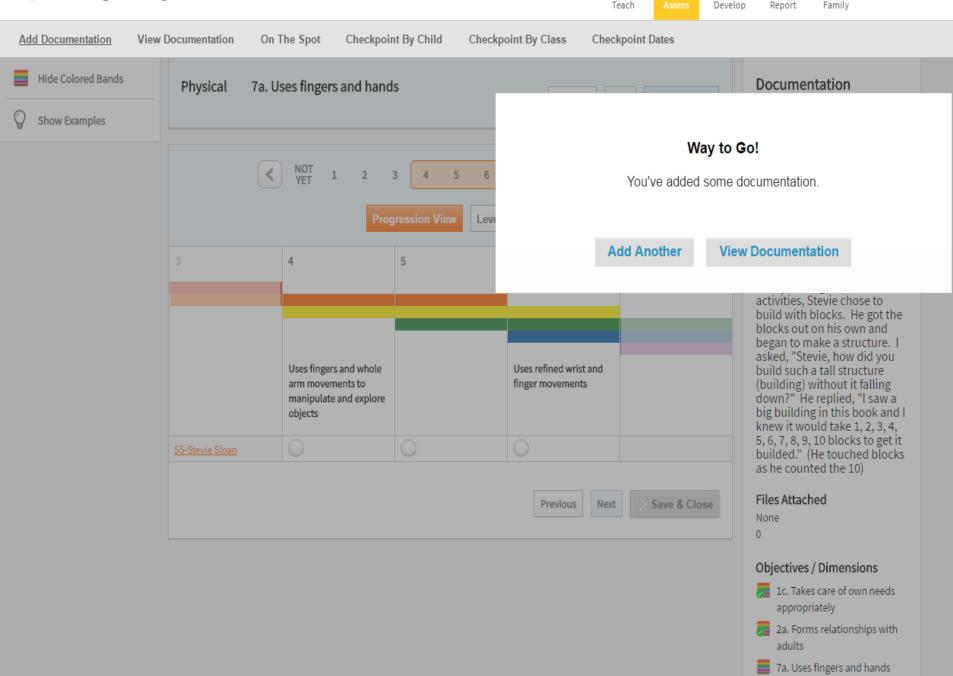






<u>.11</u>





20a Counta







Develop



grammar



Add Documentation **View Documentation** On The Spot Checkpoint By Child Checkpoint By Class Checkpoint Dates **Edit Documentation** Documentation < back to view documentation Summary Delete Documentation SS-Stevie Sloan Share with Family Children July 03, 2017 SS-Stevie Sloan Date Observed Objectives / Dimensions 07/03/2017 1c. Takes care of own needs appropriately -Notes Child Today, during our center time Rating activities, Stevie chose to build with blocks. He got the SS-Stevie Sloan 6 blocks out on his own and began to make a structure. I 🗾 2a. Forms relationships with adults asked, "Stevie, how did you build such a tall structure (building) without it falling Child Rating down?" He replied, "I saw a big building in this book and I SS-Stevie Sloan 6 knew it would take 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 blocks to get it 📒 7a. Uses fingers and hands builded." (He touched blocks as he counted the 10) 8a. Comprehends language Files Attached 9a. Uses an expanding expressive vocabulary None 9b. Speaks clearly 9c. Uses conventional grammar Objectives / Dimensions 1c. Takes care of own needs 11a. Attends and engages appropriately 11b. Persists 2a. Forms relationships with adults 11d. Shows curiosity and motivation 7a. Uses fingers and hands 12a. Recognizes and recalls 8a. Comprehends language 12b. Makes connections 9a. Uses an expanding expressive vocabulary 13. Uses classification skills 9b. Speaks clearly 17a. Uses and appreciates books 9c. Uses conventional

## rategies™













Checkpoint By Child View Documentation On The Spot Checkpoint By Class **Checkpoint Dates** Create a Customized On-the-Spot Observation Recording Tool Select Children Select All Deselect All SS-Stevie Sloan Stevie Tyler Select Output Color Black and White Select objectives and dimensions -Select All Deselect All Physical Physical 0 Select All Deselect All Literacy Mathematics Objective 4 : Demonstrates traveling skills 1 4. Demonstrates traveling skills Objective 5 : Demonstrates balancing skills ✓ 5. Demonstrates balancing skills Objective 6 : Demonstrates gross-motor manipulative skills 1 6. Demonstrates gross-motor manipulative skills Objective 7 : Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 7b. Uses writing and drawing tools

# Children SS-Stevie Sloan Stevie Tyler Select Output Color Objectives / Dimensions All Include instructions Yes

Add Documentation



**Checkpoint Dates** 

Develop

l.ıl Report Family

## On-the-Spot Observation Recording Tool

Checkpoint By Child

## Is this required or optional?

On The Spot

Use of this Tool is optional.

#### What is it?

View Documentation

The On-the-Spot Observation Recording Tool is a checklist. Teachers may use it to collect information quickly, either for one child or a group of children.

Checkpoint By Class

## Why use it?

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, and samples of children's work.

### How to use it?

- Focus your observations on the particular objectives included.
- Find the indicator and level that best describes a child's skills and behaviors. Write the date that you observed these skills or behaviors. If you used a particular Assessment OpportunityCard 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.

## Objective 4: Demonstrates traveling skills



· Alphabet Knowledge Form (English)

Alphabet Knowledge Form (Spanish)

· How-To Video: Assessment Status Report for Teachers

· How-To Video: Adding Documentation with Preliminary Levels

Number Concepts Form

Shapes Form













View Documentation On The Spot Checkpoint By Child Checkpoint By Class **Checkpoint Dates** Add Documentation Use the form below to add Documentation Documentation Select Children Summary Select All Deselect All Children SS-Stevie Sloan Stevie Tyler None Date Observed None Add Documentation Support & Resources Notes None Search Help Files Attached · How-To Guide for Teachers: Adding and Managing Documentation None Assessment Opportunity Cards Objectives / Dimensions None English Language Arts Performance Task Cards Kindergarten Mathematics Performance Task Cards -Emotional 0 Save & Continue 1st Grade Mathematics Performance Task Cards 2nd Grade Mathematics Performance Task Cards ve 1 : Regulates own emotions and behaviors 🕕 · 3rd Grade Mathematics Performance Task Cards

Manages feelings

Follows limits and expectations

Takes care of own needs appropriately

Forms relationships with adults

Balances needs and rights of self and others

Responds to emotional cues

nteracts with peers

Makes friends

ve 2 : Establishes and sustains positive relationships 0

ve 3 : Participates cooperatively and constructively in group situations 🔱

# **In-Service Information**





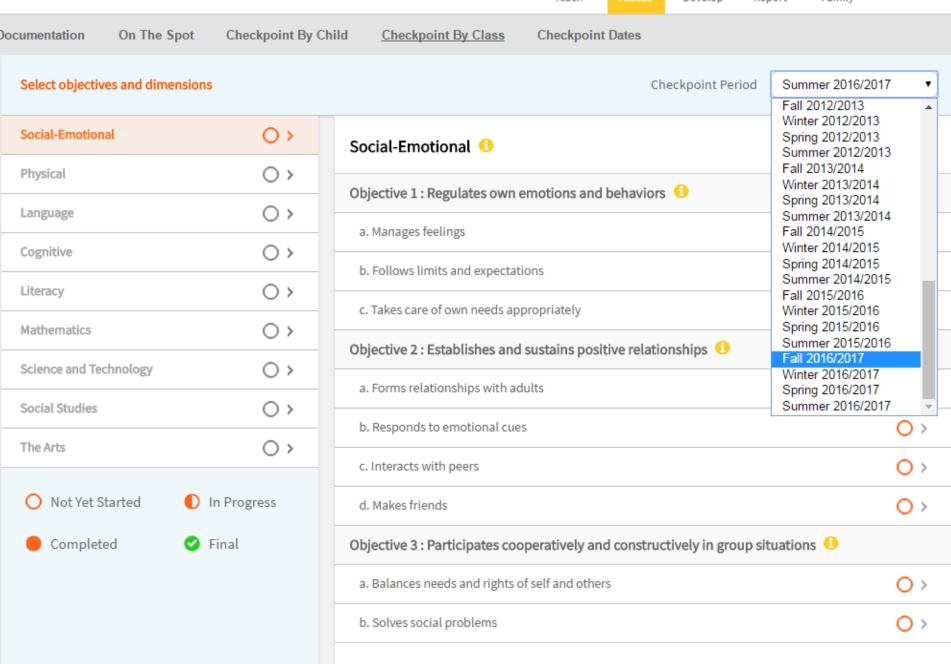


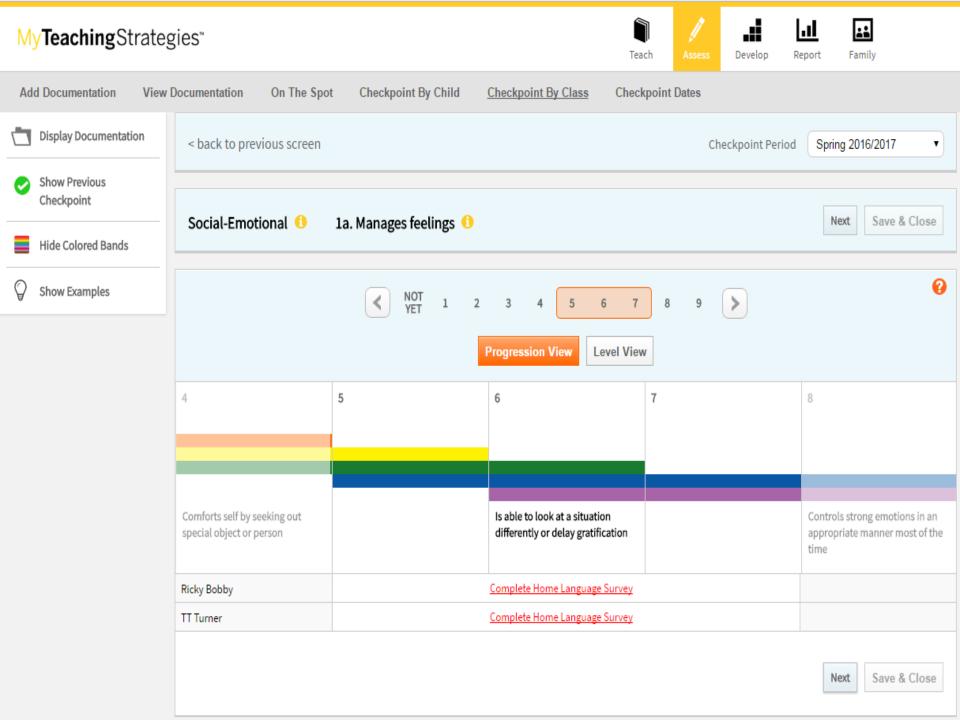
















Assess

Develop

Report

Family

My Children

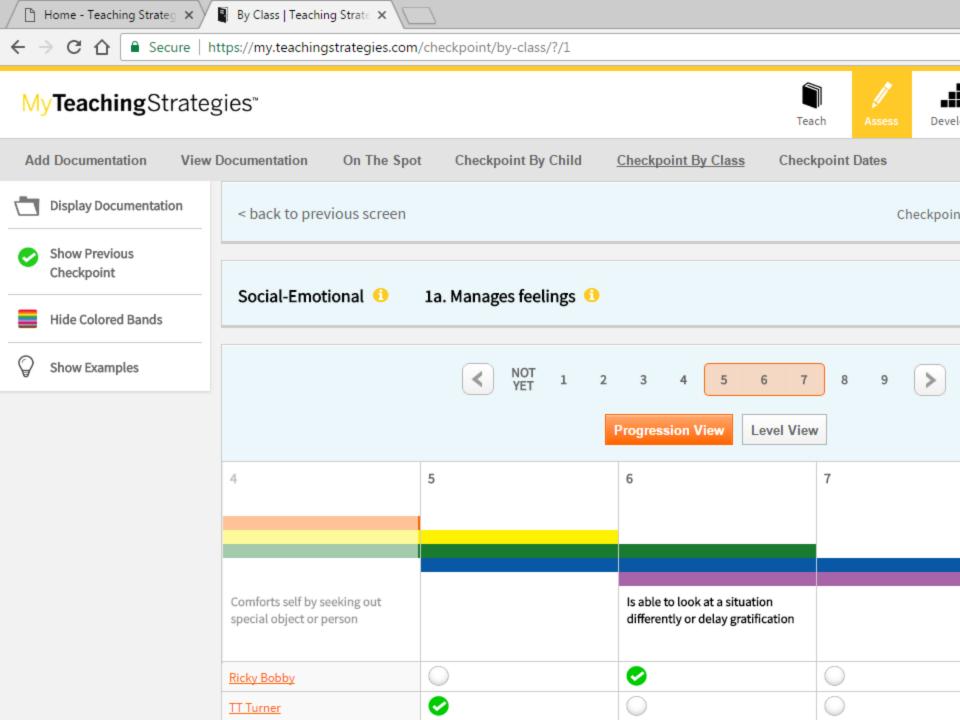
Class List

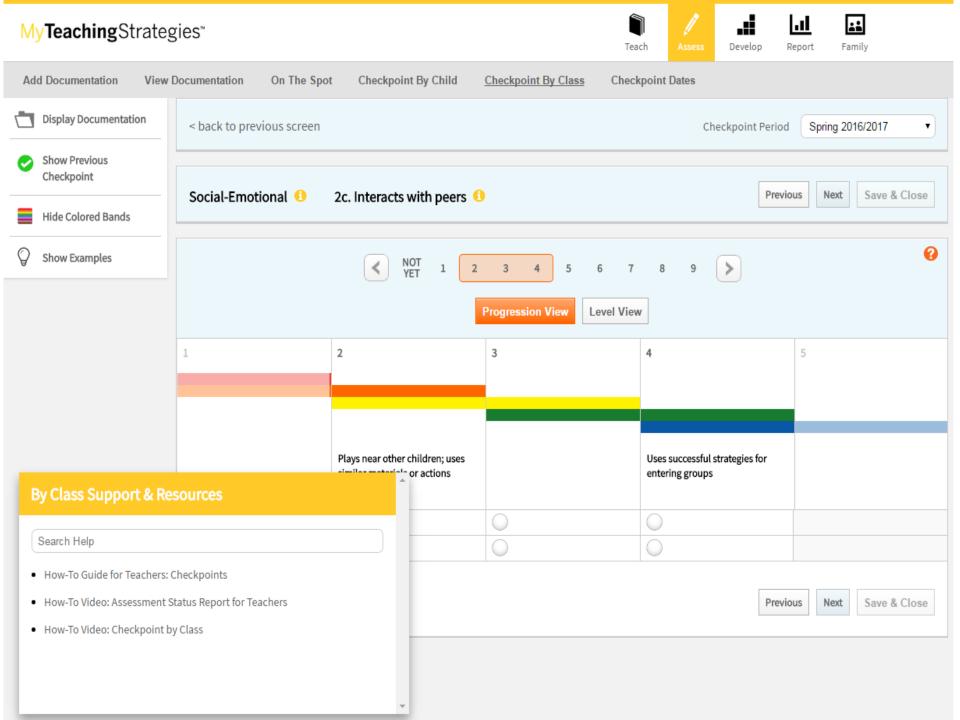


## Manage Children

Child	Class	DOB	Home Language Survey
Ricky Bobby	Big Sandy 2	February 01, 2013	Update
TT Turner	Big Sandy 2	August 01, 2013	Update

Not Applicable	only English		mostly English	both equally	mostly home language but some English	only home language (not English)
0	<b>Ø</b>		0	0	0	0
Home Language 1	ie Language 1 Unknown		•			
Home Language 2		Unknown		•		
		B. Wh	nat language does the child use wher	n speaking to family members in the	nome?	
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)
0	•		0	0	0	0
		C. Wha	t language does the child use when	speaking to other children in the clas	sroom?	
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)
0	•		0	0	0	0
			D. What language does the child u	ise 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)
0	<b>Ø</b>		0	0	0	0
			1	1	1	





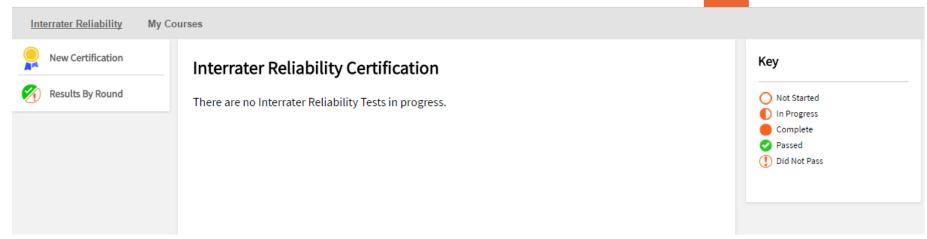












# My Teaching Strategies ``













Reports Queue

I want to...

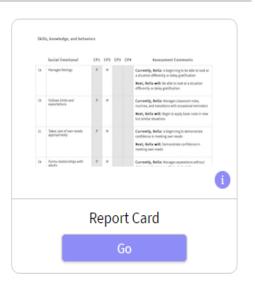
View Report Images

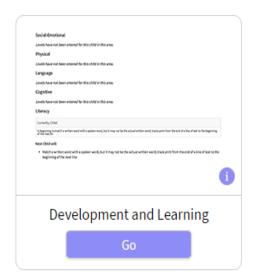
View Report Descriptions

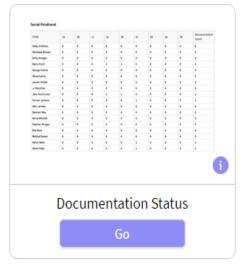
# Generate a Report

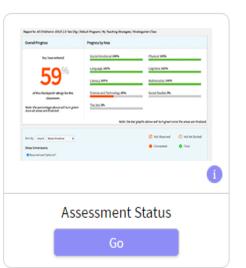


























Reports

Reports Queue

## I want to...





## Generate a Report

The Class Profile compares information about children's skills, knowledge, and behaviors to widely held expectations for their age or class/grade during a particular status summary period. This report is a valuable tool for teachers to plan small group experiences.



Class Profile

The Individual Child report enables you to see how individual children are performing during one or more status summary periods. This report allows teachers to track individual child progress throughout the year.



Individual Child

The Report Card feature allows teachers to share the latest information regarding a child's skills, knowledge, and abilities with families, including a comparison of the child's current abilities to widely held expectations and a narrative of where the child's abilities are now and where they'll be next.



The Assessment Status report enables

you to see whether you have entered

finalized checkpoint levels by area

and by objective/dimension. The

determine where you are missing

report also makes it easy to

finalized data.

The Development and Learning report shows what each child is currently able to do in relation to the selected constructs. It also highlights the next level of development and learning.



**Development and Learning** 

The Documentation Status report shows how many times an objective or dimension has been associated with a piece of documentation for each child in your class.



**Documentation Status** 

Assessment Status











Reports

Reports Queue

No reports have been created.

Generate a Report









Develop



Report



Family

## Family Conference Form

urrent View		
Fall - 2014/2015		
hildren with Checkpoints or Preliminary F	Ratings	
Child	Status	Action
SS-Stevie Sloan	Not Started	Create
Stevie Tyler	Not Started	Create
Shildren without Charles ainte as Dralimina	ny Datings	
hildren without Checkpoints or Prelimina	ry Raungs	