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## GOLD Update Webinar

August 4, 2021

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# Agenda



- Introduction to 2021-2022 GOLD License
- Updates and Changes for 2021-2022
- Getting Started
- Administrative Functions
- Training Overview and Information
- Additional Training for OSEP Users
- Closing



# Introduction



All children, ages birth-5, enrolled in public and nonpublic pre-K, Head Start, and child care centers that receive public funding must be assessed with TeachingStrategies GOLD<sup>®</sup>. All children, ages 3-5, with an Individual Education Program (IEP), including children who receive speech services only, must be assessed with TeachingStrategies GOLD<sup>®</sup> for every year that they receive early childhood special education (ECSE) services.



# 2021-2022 Updated GOLD<sup>®</sup> License

*The LDOE is updating the Teaching Strategies GOLD<sup>®</sup> license to include both Early Childhood and Office of Special Education Programs (OSEP) within one new license for the 2021-2022 school year.*

Combining the ECE and OSEP licenses will:

- Remove redundancies for OSEP users;
- Ensure a higher level of data hygiene;
- Prevent duplicate child entry;
- Support an emphasis on inclusive practices through increased collaboration with teachers and service providers;
- Provide the opportunity for better alignment between GOLD<sup>®</sup>, the Early Learning and Development Standards (ELDS), and high quality curriculum; and
- Improve reporting capabilities and better data quality.



# Closing Out the Current License

## Recommended Reports to Run Before Current Licenses Closes:

- [OSEP Status Report](#)
- [Snapshot Birth to 3rd Grade](#)
- [Comparative Report](#)
- [Data Export](#)
- [Online Professional Development Development Report](#)
- If you would like to obtain an IRR for your site or program, please reach out to [ECAssessment@la.gov](mailto:ECAssessment@la.gov).

What closeouts should we recommend for teachers or service providers to complete before access to the old license expires?

Network administrators may need to [reactivate](#) some profiles in order to run some complete reports. A child's profile can then be [archived](#) once all reports have been run.

The OSEP license will remain open throughout the 2021-2022 school year for any children who already have an entry assessment entered in the current OSEP license. All entry data for children who have a completed entry assessment within the current OSEP license will need to be manually transferred by OSEP Administrators by the first checkpoint period (October 31, 2021).



## Updates and Changes for 2021-2022



# Item Set Requirements

*With the updated license structure, all programs will be expected to assess all children using every objective, which is required to enable OSEP functionality within the new merged license.*

- All 38 objectives are required by the LDOE for every child regardless of learning environment
- [GOLD® Objectives for Development and Learning](#)

*Children with IEPs that are not currently enrolled in an early childhood program will need a full assessment, including documentation, for both entry and exit assessments. All checkpoints in between entry and exit assessments will only require final checkpoint ratings for each checkpoint window.*



# Documentation Requirements for New Objectives

## Documentation Not Required for these Objectives

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>● Social-Emotional: 2d</li><li>● Language: 10b</li><li>● Cognitive: 14a, 14b</li><li>● Literacy: 15d, 18d, 18e, 19c</li><li>● Mathematics: 20d, 20e, 20f</li></ul> | <ul style="list-style-type: none"><li>● Science and Technology: 24, 25, 26, 27, 28</li><li>● Social Studies: 29, 30, 31, 32</li><li>● The Arts: 33, 34, 35, 36</li><li>● English Language Acquisition: 37, 38</li></ul> |
|--|---|



# The Use of “Not Observed”

*In an effort to ensure a higher level of data-hygiene and support the OSEP data requirements for federal reporting, the use of “Not Observed” will not be permissible in the new license.*

All objectives within the full item set will require a complete and finalized rating prior to each checkpoint.

*\*Objective 15c:* Some students with hearing impairments may be learning other forms of communication such as sign language or cued speech. Students with receptive language difficulties may have difficulty understanding the meaning of what they hear. The Department recognizes that scoring this objective may be difficult in certain circumstances. At this time, we are unable to remove 15c from the item set and using the “Not Observed” would result in the inability to include this child’s data in the OSEP Federally Mandated Report. We will continue to work in partnership with Teaching Strategies on finding a more appropriate solution.



# Adding an “IEP” to a Child’s Profile

*As soon as a child receives an IEP, this should be noted on the child’s profile in TS GOLD.*

Information that will need to be input includes the date that the child will begin receiving Special Education services. OSEP Administrators are encouraged to cross-check SER on the first of every month for children with new IEPs.

## What populates when IEP gets checked off?

- Service start date
- Additional objectives 1c1-1c4
- Exceptionality category will be a default custom question in the entire license and should be completed only for those children who have IEPs

The screenshot shows a form section for adding an IEP. At the top, there is a label 'IEP' followed by two radio buttons: 'Yes' (which is selected) and 'No'. Below this, there is a text input field with the label 'What date will this child begin to receive Special Education services?'. To the right of the input field, the text 'MM/DD/YYYY' is displayed. Below the input field, a red error message states: 'The IEP date must be between 6 months before 3rd birthday and the current day'.





## Getting Started



# Levels of Access for Users

*The Department is responsible for granting administrative access at the program level. All Lead Agency and OSEP Administrators will be responsible for granting administrator access to users within their program.*

Role	Description	Level of Access
<b>Administrator</b> Standard Administrator  View-Only Access (can see child level data)  View-Only Access (cannot see child level data)	<b>Standard Administrator:</b> Lead agencies should have Standard Administrator access for public schools within network; while child care directors can be assigned this access for their individual sites  <b>View-Only Access(can see child level data):</b> Program or site level coaches may be assigned this level of access.  <b>View-Only Access (cannot see child level data):</b> Lead agency and program users should have View-Only access for child care centers within their network, per state privacy requirements.	<b>Standard Administrator:</b> <ul style="list-style-type: none"> <li>• See all program and child-level data</li> <li>• Add and edit users and classes</li> <li>• Run reports on class data and individual children</li> <li>• Emulate users</li> </ul> <b>View-Only (can see child-level data):</b> <ul style="list-style-type: none"> <li>• View child level data</li> <li>• Run program, site, class and individual level reports</li> <li>• Make some changes to user accounts</li> </ul> <b>View-Only (cannot see child level data):</b> <ul style="list-style-type: none"> <li>• Run program or site level reports</li> <li>• Make some changes to user accounts</li> </ul>



# Levels of Access for Users

Role	Description	Level of Access
<b>Teacher</b>	Intended for <i>lead or co-teachers</i> in a school or child care center and are assigned a specific class and set of children, can include <i>paraprofessionals</i> or <i>instructional aides</i> who assist in collecting documentation	<ul style="list-style-type: none"> <li>• See all child-level data</li> <li>• Run reports on class data and individual children</li> </ul>
<b>Assistant Teacher</b>	Intended for <i>paraprofessionals</i> or <i>instructional aides</i> who assist in collecting documentation.	<ul style="list-style-type: none"> <li>• Add documentation and enter preliminary levels</li> <li>• View (but not manage) classes, child records and checkpoints</li> <li>• Complete product tutorials, courses and IRR</li> <li>• <i>Cannot</i> edit documentation entered by other users</li> <li>• <i>Cannot</i> enter, edit or finalize checkpoints</li> <li>• <i>Cannot</i> manage classes and child records</li> </ul>
<b>Team Member Access</b>	Team members are typically <i>specialists and service providers</i> (i.e. speech pathologists, physical therapists, occupational therapists, social workers, etc.) who may require access to a specific caseload of children, instead of the entire class.	<ul style="list-style-type: none"> <li>• Can associate with multiple sites, with limited capabilities</li> <li>• Add documentation and share with families</li> <li>• Complete product tutorials, courses and IRR</li> <li>• <i>Cannot</i> complete and finalize checkpoints or generate reports</li> <li>• <i>Cannot</i> be added to a class as a primary teacher, co-teacher or assistant teacher</li> </ul>



# Naming Protocols

Administrators must follow the naming convention outlined when adding new classes, users, and children to the license.

Programs (locked)	<b>LEA (LEA Code)</b> <i>ex. Acadia Parish (001)</i>
Sites (locked)	<b>Site Name (Site Code)</b> <i>ex. Branch Elementary School (001002)</i>
Classes (accessible at the admin level)	To create a class, the TS GOLD login information for the user will be required along with the year school starts. <b>firstname.lastname.doe.schoolyear</b> <i>ex. amy.smith.ldoe.2021 or amy.smith.ldoe.1.2021</i> Not correct: <i>Miss Amy's Beautiful Butterflies Class</i>
Users (accessible at the admin level)	To create a user, the following naming convention must be followed. <b>firstname.lastname.ldoe</b> <i>ex. amy.smith.ldoe</i> <i>ex. amy.smith.ldoe.1 or amy.smith.ldoe.2</i>
Children (accessible at the admin level)	<b>Identifier:</b> LASID <b>Student ID:</b> GOLD ID



# Checkpoint Dates

## 2021-2022 Checkpoint Dates

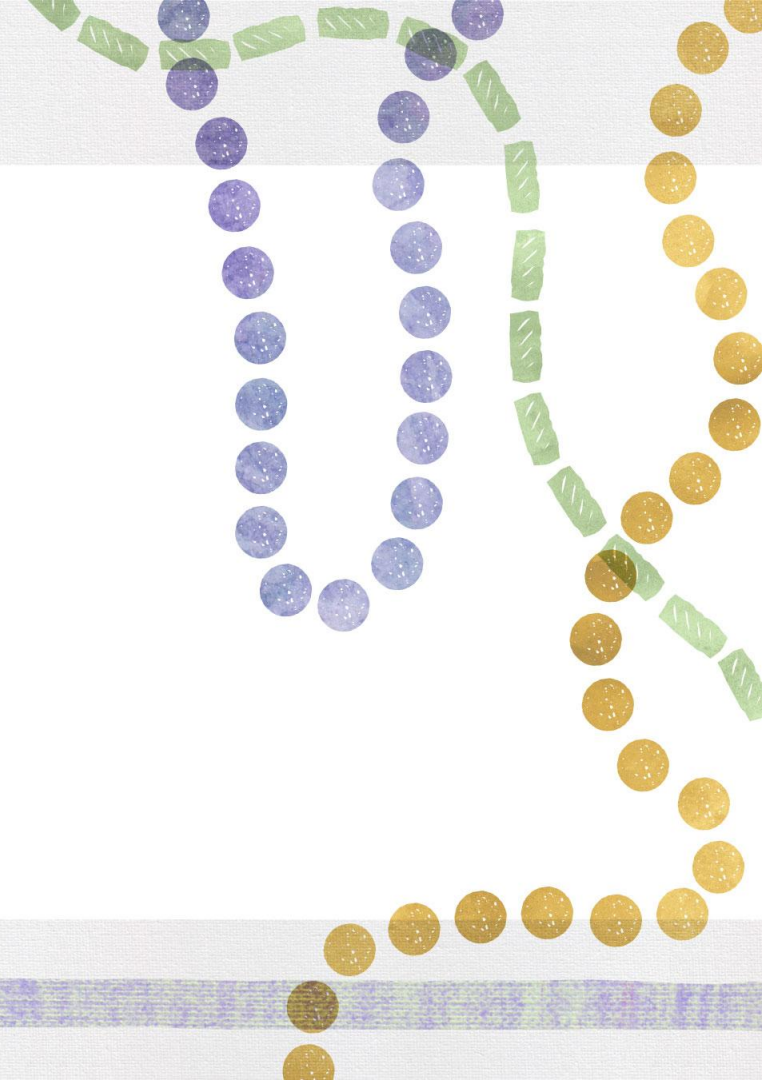
Checkpoint dates for the 2021-2022 school year are as follows:

*If a child enrolls with less than 6 weeks before the end of the checkpoint window, documentation and preliminary data can be entered; however, a checkpoint should not be finalized until the next checkpoint window.*

Fall Checkpoint	October 31
Winter Checkpoint	February 28
Spring Checkpoint	May 31



# Administrative Functions





# Archiving and Reactivating Archived Records

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

Any children who move out of your network or that you are unsure of where to transfer should be archived. Directions to [archive](#) children can be located in MyTeachingStrategies®.

- It is recommended that child records be archived rather than deleted.
- If a child is gone from the program for more than a couple weeks and attempts to locate the child are unsuccessful, the child should be archived in MyTeachingStrategies®.
- At the end of the program year, the teacher will complete the final checkpoint and run final reports before children's records are mass archived.

## Reactivating Archived Child Records

All child records will be mass-archived at the end of the year. Child records for those returning to the program will need to be reactivated and placed in the current classroom. Do not create a duplicate child record for those returning to the program or for whom a child record already exists.



# Deleting Child Records

*In order to maintain accurate records, the state's GOLD® license must be regularly updated in order to ensure it reflects the current year's data, including active users, and open and operating sites, as well as appropriate aged children.*

While archiving child records is recommended, deleting child records may be necessary if:

- A record was created for a child that never attended the program;
- Child records contain no data;
- Duplicate child records were created in error and contain no data; or
- Duplicate child records are merged (Note: After all information is moved to the child record to be kept, the other records will need to be deleted.).



# Transfer Requests

*Transfer requests will now be completed and submitted through the [TS GOLD Transfer Request 2021-2022 Form](#). When completing a transfer request, please include both a LASID and GOLD ID, if available.*

The following information will need to be included when submitting the form:

- Administrator name and email address
- Child LASID (if available)
- Child GOLD ID
- Transferring Networks (where the child is transferring FROM and TO)

If there are specific questions regarding transfers, please use the [TS GOLD Administrator Contact List](#) to contact network administrators directly.



# Disabling or Deletion of Administrators and Teachers and FERPA

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

It is the Program Administrator's responsibility to ensure that the correct administrators and teachers have access to a child's portfolio. The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools and early childhood centers that receive funds under an applicable program of the U.S. Department of Education.

Therefore, if an administrator, teacher, or other individual who has access to a child's GOLD® portfolio becomes no longer employed by the program, it is the program administrator or their designee's responsibility to [delete](#) or [disable](#) the administrator, teacher, or other individual from the GOLD® system.



# Training Overview and Information





# MyTeachingStrategies® Online Courses

*In Louisiana's early childhood and kindergarten classrooms, GOLD® by TeachingStrategies is used to measure each child's growth and development for multiple purposes*

The Department supports programs and educators in using assessments to strengthen the learning and development of young children. This includes classroom teachers, paraprofessionals, special education service providers. Providing professional development opportunities helps educators grow confident in the use of the assessment tool and use assessment data to intentionally plan learning experiences.

My Courses, in the “Develop” area of MyTeachingStrategies®, provides access to your online professional development courses and product tutorials.

[detailed directions for accessing online courses](#)





# Suggested Administration

The responsibilities of the MyTeachingStrategies® Early Childhood and OSEP Administrators include:

- Managing and overseeing the full implementation of GOLD®;
- Communicating updates and changes related to GOLD®;
- Requesting the Department to transfer children between programs/agencies;
- Overseeing the data entry process to ensure that reliable and valid information is provided by teachers and other practitioners;
- School system/network reporting; and
- Maintaining data hygiene routines.

All administrators must complete the [Webinar: MyTeachingStrategies® Back-to-School Support for Administrators](#). Administrators should use the following [TS GOLD Administrator Assurances](#) to confirm completion of training and verify the correct administrators within their network.



# GOLD® Training Opportunities

*Teaching Strategies offers a variety of free webinars to provide professional learning opportunities to support early childhood leaders and educators in navigating their system.*



## **GOLD® Getting Started Support for Teachers**

Tuesday August 17, 2021 | 12 PM ET  
Friday August 20, 2021 | 3 PM ET  
Wednesday August 25, 2021 | 1 PM ET



## **GOLD® Getting Started Support for Administrators**

Thursday August 5, 2021 | 2 PM EST  
Thursday August 10, 2021 | 1 PM EST



## **GOLD® Documentation, Planning, and Engagement Support**

Friday August 06, 2021 | 1PM ET  
Wednesday August 11, 2021 | 3 PM ET  
Thursday August 26, 2021 | 3 PM ET  
Wednesday September 01, 2021 12 PM ET  
Tuesday September 07, 2021 4PM ET  
Friday September 10, 2021 12PM ET





# GOLD Teachers/Service Providers

*In Louisiana's early childhood and kindergarten classrooms, GOLD® by TeachingStrategies is used to measure each child's growth and development for multiple purposes*

Below are suggested trainings for all early childhood educators that assess children using GOLD®. The following trainings are free of charge and available to anyone with a MyTeachStrategies account.

- [GOLD® Introduction](#) (2 hrs)
- [Introducing MyTeachStrategies®](#) (2 hrs)
- Objectives for Development and Learning (10 hrs)
- [Interrater Reliability Certification](#)

While the Department does not require GOLD® users to complete any online courses at this time, we **highly recommend** completing the following tutorials and courses to learn more about the GOLD® assessment tool and MyTeachStrategies®.



# MyTeachingStrategies® Online Courses

## GOLD® Introduction

*This tutorial introduces the objectives for development and learning, the structure and components of GOLD®, and the four steps of the ongoing assessment process.*

### MODULES



1 Tutorials

0% Complete

#### **Getting Started**

1h 0m



1 Tutorials

0% Complete

#### **A Closer Look**

1h 0m



# MyTeachingStrategies® Online Courses

## Introducing MyTeachingStrategies®

*This course allows participants to become familiar with using MyTeachingStrategies® to access digital tools for teaching, assessing, reporting, professional development, and connecting.*

### MODULES



1 Tutorials      0% Complete

#### **Getting Started With MyTeachingStrategies®**

30m



1 Tutorials      0% Complete

#### **Exploring the Teach Area**

30m



1 Tutorials      0% Complete

#### **Exploring the Assess Area**

30m



1 Tutorials      0% Complete

#### **Exploring the Develop, Report, and Family Areas**

30m



# MyTeachingStrategies® Online Courses

## Objectives for Development and Learning

*This course allows participants to explore the research-based objectives for development and learning and learn why they are important to early childhood teaching practices.*

### MODULES



7 Tutorials 0% Complete

#### **Exploring the Objectives**

1h 10m



6 Tutorials 0% Complete

#### **Social-Emotional Development**

1h 15m



6 Tutorials 0% Complete

#### **Physical Development**

1h 20m



6 Tutorials 0% Complete

#### **Language**

1h 20m



6 Tutorials 0% Complete

#### **Cognitive**

1h 15m



# Interrater Reliability Certification

*The Interrater Reliability Certification is an online certification process that gives educators the opportunity to ensure the accuracy of their ratings by evaluating and assigning levels to the documentation in sample child portfolios.*

## Interrater Reliability Certification

- increases the accuracy and consistency of your preliminary and checkpoint ratings,
- improves planning for individual children by helping you assess children accurately, and
- identifies professional development needs by using data collected during the certification process.

Please note that there is no cost for IRR certification and it is valid for three years. While not required by the Department at this time, it is recommended that all administrators of publicly funded early childhood programs maintain IRR certification records for all staff to ensure the validity and reliability of GOLD® data.



# ***GOLD*® Onboarding Resources**

- [\*\*\*GOLD\*® Model Implementation Plan\*\*](#) outlines the recommended professional development, best practices, and resources that will support a successful first year of implementation.
- [\*\*\*GOLD\*® Preparing for Implementation Document\*\*](#) helps administrators reflect on pre-implementation by identifying measures of success, building a professional development plan, planning for logistics, and reviewing fidelity FAQs.
- [\*\*Professional Development Plan for Year One\*\*](#) supports administrators in creating a comprehensive, meaningful, and responsive professional development plan for your teams.
- [\*\*\*GOLD\*® Getting Started Checklists\*\*](#) provide tactical steps so users can feel confident in independently getting started in *GOLD*®. There is a [\*\*New Administrator Getting Started Checklist\*\*](#), a [\*\*New Teacher Getting Started Checklist\*\*](#), a [\*\*Returning Administrator Getting Started Checklist\*\*](#), and a [\*\*Returning Teacher Checklist\*\*](#).
- [\*\*\*GOLD\*® User Guides\*\*](#) provide users with the comprehensive collection of steps and year-round support to ensure a successful *GOLD*® implementation. There is an [\*\*Administrator User Guide\*\*](#) and a [\*\*Teacher User Guide\*\*](#).





## **Additional Training for OSEP Users**



# MyTeachingStrategies® OSEP Training Resources

*All children ages 3-5 with IEPs (Individual Education Plan), including children who receive speech services only must be assessed with TS GOLD*

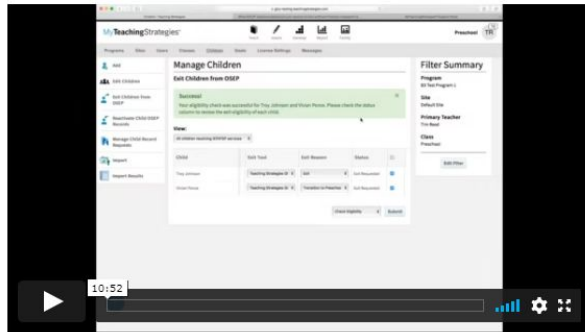
## Video: Using the GOLD® OSEP Features and Reports in MyTeachingStrategies®

Watch this video to learn how teachers and administrators use the OSEP features and reports in MyTeachingStrategies®.

🕒 Apr 2, 2019 · FAQs

### Article Body

Teacher and Administrator Article



The Individuals with Disabilities Education Act (IDEA) requires all U.S. states and territories to report annually to the Office of Special Education Programs (OSEP) on outcomes for preschoolers with disabilities as part of their Annual Performance Report (Indicator B7).

Preschool Outcomes (Indicator B7) are tied to child progress made between their entry into preschool special education services and their exit from preschool special education services.



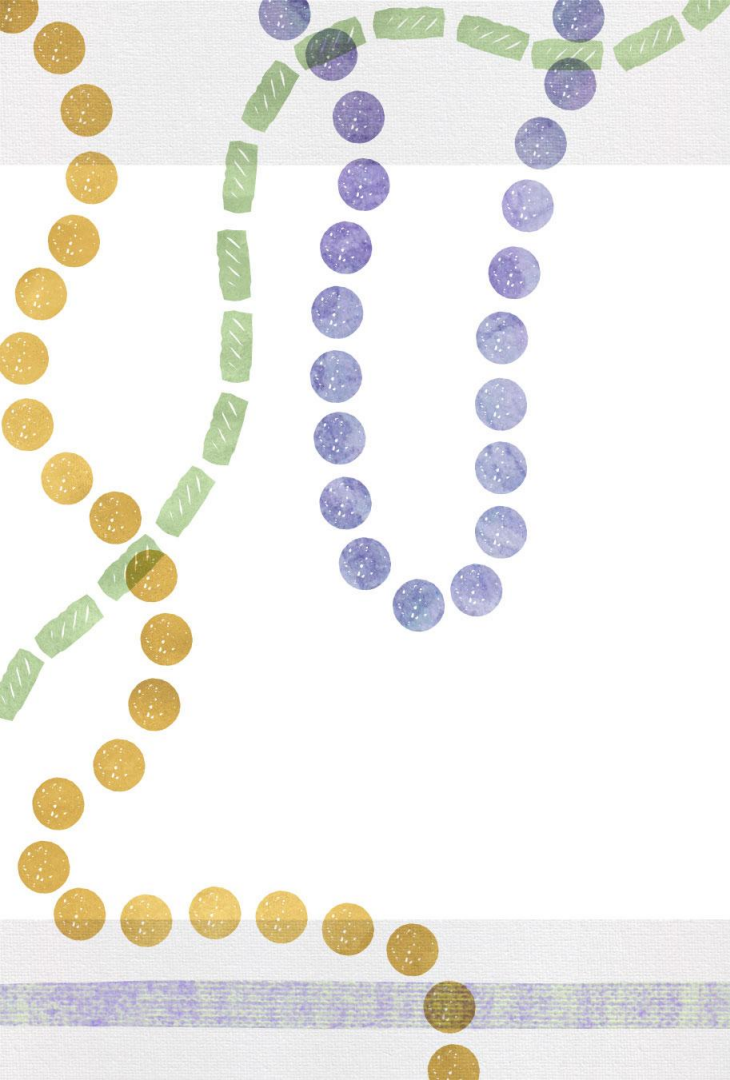
# MyTeachingStrategies® OSEP Training Resources

*The following articles provide tips for using OSEP features and reports. All children with IEPs must be exited from TS GOLD OSEP when they exit early childhood special education services or matriculate to kindergarten.*

For more information, please review these articles:

- [Tips for Using OSEP Features and Reports in MyTeachingStrategies®](#)
- [How do I add an IEP or IFSP entry date and the entry and exit tools for a child record as a teacher in MyTeachingStrategies®?](#)
- [How do I add an IEP or IFSP entry date and the entry and exit tools for a child record as an administrator in MyTeachingStrategies®?](#)
- [How do I assign administrators as OSEP contacts in MyTeachingStrategies®?](#)
- [How do I request an OSEP exit or transition in MyTeachingStrategies®?](#)
- [How do I exit or transition child records from their IEP/IFSP in MyTeachingStrategies®?](#)
- [How do I reactivate an IEP or IFSP for exited child records in MyTeachingStrategies®?](#)
- [Which GOLD® objectives/dimensions are required to have sufficient finalized checkpoint ratings to exit a child record from an IEP or IFSP in MyTeachingStrategies®?](#)
- [Why am I receiving a "This child has an IFSP without an exit date. Exit the child from the IFSP before moving to a new class." message when attempting to transfer a child record in MyTeachingStrategies®?](#)





**Closing**



## Next Steps

- All administrators must complete the [Webinar: MyTeachingStrategies® Back-to-School Support for Administrators](#).
- Administrators must confirm completion of training and verify the correct administrators within their network through the [TS GOLD Administrator Assurances](#) form.
- Review updated guidance sections specific to levels of access and naming protocols in anticipation of adding new users.
- Support teacher training in creating classes and child profiles.



# GOLD Support

[TeachingStrategies Support Portal](#)

**Louisiana Technical Support Line:** 866-248-2575

**Teaching Strategies GOLD Support Email:** [techsupport@teachingstrategies.com](mailto:techsupport@teachingstrategies.com)

**LDOE Early Childhood Support Email:** [ECAssessment@la.gov](mailto:ECAssessment@la.gov)

[TS GOLD Technical Assistance](#) When submitting a request for technical assistance, a contact email address will be required to submit the request so that LDOE staff members can follow-up when necessary.

**GOLD Monthly Webinar:** *Coming Soon*





***How do I check to see which users have completed trainings?***



# Online Professional Development Report

Administrators can generate the Online Professional Development Report in MyTeachingStrategies® to check the status of any assigned online professional development for the users in your program.

To generate the Online Professional Development Report:

- While in the Report area (1) select Go on the Online Professional Development Report tile (2).
- More detailed directions can be found [online](#).

The screenshot shows the MyTeachingStrategies® interface. The top navigation bar includes icons for Teach, Assess, Develop, Report (highlighted with a red box and a circled '1'), and Family. Below the navigation bar, the 'Reports' section is active, showing a grid of report tiles. The 'Professional Development' tile in the bottom row is highlighted with a red box and a circled '2'. Other tiles include 'Snapshot', 'Snapshot (Birth Through Third Grade)', 'Snapshot By Dimension', 'Alignment', 'Comparative', 'Goals', 'Interrater Reliability', and 'Data Export'. Each tile has a 'Go' button. A 'Reports Queue' tab is also visible at the top left of the main area.





# Online Professional Development Report

Your generated report will contain the following information:

- Course Name
- Credits
- MyTeachingStrategies® user ID
- MyTeachingStrategies® username
- MyTeachingStrategies® site ID
- MyTeachingStrategies® program ID
- MyTeachingStrategies® organization ID
- User completion percentage for assigned course
- Start Date
- Completion Date

	A	B	C	D	E	F	G	H	I	J	K
1	Course Name	Credits	User ID	User Name	Site ID	Prog ID	Org ID	Percent Completed	Start Date	Completion Date	
2	The Creative Curriculum® for Preschool: Daily Resources	1	1179885	Laura Hooks	92583	16573	848	15%	7/6/17		
3	The Creative Curriculum® for Infants, Toddlers & Twos: Foundation	1	1193980	Ilina Wallac	92583	16573	848	6%	7/6/17		
4	GOLD® Introduction	0	1161040	Sandra Faria	92549	16573	848	100%	7/7/17	7/7/17	
5	Objectives for Development and Learning	0	1240187	Anna Hutchir	92549	16573	848	24%	7/10/17		
6	Getting to Know The Creative Curriculum® for Infants, Toddlers & Twos	0	1195270	Maria Ortiz	92549	16573	848	100%	7/11/17	7/11/17	
7	The Creative Curriculum® for Preschool: Foundation	1	1165322	Mark Prince	92579	16567	848	1%	7/11/17		
8	Introducing MyTeachingStrategies™	0	1195270	Maria Ortiz	92549	16573	848	100%	7/11/17	7/11/17	
9	GOLDplus® Introduction	0	1179896	Marissa Cern	92583	16573	848	100%	7/12/17	7/12/17	
10	The Creative Curriculum® for Preschool: Foundation	1	1179896	Marissa Cern	92583	16573	848	3%	7/12/17		
11	GOLD® Introduction	0	1161943	Bella Woo	92531	16566	848	50%	7/12/17		
12	Introducing MyTeachingStrategies™	0	1161928	Kelly Cochran	92531	16566	848	100%	7/12/17	7/12/17	
13	Getting to Know The Creative Curriculum® for Preschool	0	1161928	Kelly Cochran	92531	16566	848	100%	7/14/17	7/14/17	
14	Implementing GOLD®: Exploring MyTeachingStrategies™	1	1179419	Tawla Kerlee	92579	16567	848	3%	7/19/17		
15	Introducing MyTeachingStrategies™	0	1173861	Becky Honig	92583	16573	848	50%	7/19/17		
16	Introducing MyTeachingStrategies™	0	1173887	Cody Summe	92583	16573	848	50%	7/20/17		
17	The Creative Curriculum® for Preschool: Foundation	1	1225578	Levie Howe	92580	16579	848	5%	7/20/17		
18	Implementing GOLD®: Exploring MyTeachingStrategies™	1	1173934	Holly Ford	92583	16573	848	13%	7/21/17		
19	Implementing GOLD®: Exploring MyTeachingStrategies™	1	1173856	Angela Searc	92583	16573	848	3%	7/23/17		
20	The Creative Curriculum® for Preschool: Daily Resources	1	1168082	Clarissa Mar	92580	16579	848	3%	8/3/17		
21	Implementing GOLD®: Exploring MyTeachingStrategies™	1	1168079	Tracy Perini	92580	16579	848	7%	7/20/17		
22	Implementing GOLD®: Exploring MyTeachingStrategies™	1	1173866	Brenda Nobil	92583	16573	848	3%	7/21/17		
23	Introducing MyTeachingStrategies™	0	1173934	Holly Ford	92583	16573	848	25%	7/21/17		
24	Implementing GOLD®: Exploring MyTeachingStrategies™	1	1174926	Guillermo Nj	92583	16573	848	11%	7/27/17		
25	Objectives for Development and Learning	0	1167662	Donna Fowle	92580	16579	848	2%	7/28/17		
26	Implementing GOLD®: Exploring MyTeachingStrategies™	1	1256915	Paolo Risco	92579	16567	848	8%	7/28/17		
27	The Creative Curriculum® for Preschool: Daily Resources	1	1179899	Charlotte Ric	92583	16573	848	10%	7/27/17		
28	Implementing GOLD®: Exploring MyTeachingStrategies™	1	1173909	Charlotte Ric	92583	16573	848	2%	7/25/17		
29	Implementing GOLD®: Exploring MyTeachingStrategies™	1	1161667	Carly Roszko	92551	16565	848	5%	8/2/17		
30	Getting to Know The Creative Curriculum® for Preschool	0	1261593	Erica Swann	92795	16661	848	100%	8/2/17	8/2/17	

1





## Common Admin Errors