| Job Target | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *(Any new staff)* Complete Basic Course orientation modules – before interrater reliability certification, by middle of teacher’s first checkpoint at the latest. | x | x | x |  |  |  |  |  |  |  |  |  |
| *(New teachers)* Complete interrater reliability certification – after completing Basic Courses, by the time teacher begins finalizing any checkpoint at the latest. | x | x | x |  |  |  |  |  |  |  |  |  |
| Archive children who are not returning to the new program year. | x |  |  |  |  |  |  |  |  |  | x |  |
| Add new children and complete the home language survey. (Home language survey to be completed for 3-5 year-old children. Not meant to be done for 0-3.) | x |  |  |  |  |  |  |  |  |  |  |  |
| Update the home language survey. *For* *preschool classrooms:* Update returning children’s colored bands. If a child is going to kindergarten next year, they should be in the blue colored band. If a child is two years out from kindergarten, they should be in the green colored band. | x | x |  |  |  |  |  |  |  |  |  |  |
| Observation: collect evidence of learning through documentation. Create a schedule of who you will observe and when. | x | x | x | x | x | x | x | x | x | x | x | x |
| Upload documentation, tag children/objectives, and select preliminary levels. | x | x | x | x | x | x | x | x | x | x | x | x |
| Use the Documentation by Objective/Dimension report (Documentation tab). This report will help you see at a glance where you may need to plan experiences and focus observations. | x | x | x | x | x | x | x | x | x | x | x | x |
| Use the Class Profile Report (Reports tab) to inform and support your planning for small and large group activities as well as activities for individual children. | x | x | x | x | x | x | x | x | x | x | x | x |
| Finalize assessment data (Checkpoint tab). You have several options although Checkpoint by Multiple Children is often the fastest. |  |  | x |  |  |  | x |  |  | x |  |  |
| Generate a Snapshot or Class Profile report (Reports tab). Use the information to inform planning, needed changes in the environment or schedule. |  |  |  | x |  |  | x |  |  | x |  |  |
| Generate a Development and Learning Report (Reports tab), Family Communication Form (Communication tab), and/or Individual Learning Plan (Communication tab) to use for parent teacher conferences and other family communication. |  |  |  | x |  |  | x |  |  | x |  |  |
| Generate an Individual Child Report (Reports tab) for individualization. Also useful for informing an IEP as well as a cumulative file for transition to kindergarten.  |  |  |  | x |  |  | x |  |  | x |  |  |
| *For teachers who serve preschoolers with disabilities:*Request OSEP Exits for children exiting preschool special education. |  |  |  | x |  |  | x |  |  | x |  |  |