

Teaching Staff To-Do List

(Also review [Health, Nutrition, and Safety To-Do List](#) and [COVID-19 Guidance](#))

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★ = Look for this icon throughout the program year. This indicates a new or updated item.

Ongoing

When	Deliverable
Frequently	Visit the Early Learning Program Manual (ELPM) to review procedures and download required forms.
Monthly	Review this <i>Teaching Staff To-Do List</i> document and all current month due dates to make sure your tasks are completed accurately and within established timelines.
Monthly	Visit Staff Professional Learning and register for trainings and meetings as applicable.
Annually, before the first day of class	Complete the “First Five” online courses in Moodle .
Annually	Returning staff have 1 month after class begins to complete their online learning path in Moodle.
As new staff are hired	New staff have 2 months from their start date to complete their online learning path in Moodle. Course completion is tracked regularly.
★ At enrollment or before child’s 1 st day of class	Complete Child Enrollment Information and Home Language Survey - Preschool or Child Enrollment Information – Infant/Toddler . Review completed enrollment forms with your Family Support/Family Advocate. See ERSEA: Enrollment or Education: Individualizing for Children for additional information. For children entering the program with an IFSP/IEP, acquire a copy using the Release of Exchange of Confidential Information - Non-Health to individualize classroom supports and instruction.
After child’s 1 st day of class	Add family emails to <i>MyTeachingStrategies</i> so teachers and families can use the new two-way communication feature.
Frequently	Conduct child observations and assessments. Document observations in <i>MyTeachingStrategies</i> . Visit Education for more information.
★ Daily	Take attendance and meal count at the table during each meal and snack on your attendance and meal count report. See the Attendance and Meal Count Procedure and the ERSEA Procedure: Attendance for more information.

Teaching Staff Deliverables (Also review [Health, Nutrition, and Safety To-Do List](#) and [COVID-19 Guidance](#))

When	Deliverable
Weekly	Make sure your daily classroom schedule and weekly lesson plan are posted. Visit Education: Curriculum and Instruction and Inclusion of Children with Disabilities and Developmental Delays Guidance for more information.
★ Weekly/Monthly	Complete at least four pieces of documentation per child in <i>MyTeachingStrategies</i> for GOLD Checkpoints. For preschool children, there must be at least four pieces of documentation/work samples every month for each child. For infants and toddlers, there must be at least one piece of documentation entered each week for each child.
Quarterly and as needed	Complete parent-teacher conferences/home visits with families to discuss the child's progress and to set individual goals incorporating IFSP and IEP goals. See Education: Individualizing for Children for more information. Document all conferences in ELMS (ECEAP) or in the Family Contact Log (HS).
Quarterly	Complete Interdisciplinary Staffings with your Family Support/Family Advocate using the Preschool Interdisciplinary Staffing Checklist and Notes and EHS Interdisciplinary Staffing Checklist and Notes . Visit Documentation and Monitoring: Interdisciplinary Staffings for more information.
Within the first 2 weeks of child's first day of attendance	Complete the Home Language Survey (if not completed at enrollment) in <i>MyTeachingStrategies GOLD</i> . No answers should be marked as "N/A". Reach out to your DLL Coach with any questions. See the Ongoing Child Assessment Procedure for more information.
Within 45 days of child's 1 st day of class	Complete screenings. See the Required 45-Day Developmental Screenings Procedure , Screening Dual Language Learners with ASQ , and Inclusion of Children with Disabilities and Developmental Delays Guidance for more information. ★ Complete the <i>Developmental Concerns Checklist</i> (EHS/HS , ECEAP) and required follow up for children who score Rescreen/Monitor, Referral Indicated, or family has developmental concerns.
Within 6-8 weeks after the initial screening is completed	Complete rescreens for children whose screening results were rescreen/monitor. See the Required 45-Day Developmental Screenings Procedure and Inclusion of Children with Disabilities and Developmental Delays Guidance for more information. Update the <i>Developmental Concerns Checklist</i> (EHS/HS , ECEAP) and complete follow up steps as advised.
As changes occur	ECEAP only: Enter/update IEP/IFSP information, developmental screening dates, results, referrals, and follow-up in ELMS . See IEP Data Entry in ELMS Guidance . EHS/HS only: Enter/update developmental screening dates in ASQ Online (Ed Coach enter info). Upload <i>Developmental Concerns Checklist</i> (EHS/HS). Work with Family Support to ensure a copy of the IEP/IFSP and details are entered in ChildPlus. Also see IFSP and IEP Data Entry in ChildPlus Guidance .
As services are needed	Partner with families in initiating and navigating the referral process for early intervention or special education services. Update the <i>Developmental Concerns Checklist</i> (EHS/HS , ECEAP) with any follow up and decisions. Ask the family for center staff to be a part of eligibility and IFSP/IEP meetings.

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When	Deliverable
	Contact your primary Disabilities Consultant and Mental Health Consultant for consultation, observation, and ongoing support. Visit the Disabilities and Mental Health ELPM for more information.
As TCA support is requested	Visit Education: Child Guidance and Support and Requesting Funding for a Temporary Classroom Assistant for Temporary Classroom Assistant support.
As BIA support is needed	Visit Multilingual Services for Bilingual Instructional Assistant support.
As Interpreters or translations are needed	Visit Multilingual Services for interpreter/translation support. An up to date “Interpreter Contact List” is included in the Connector Monthly Newsletter email each month.
As parent contact is made	Log any family support visits, formal meetings, or substantive conversations with families in ELMS / Family Contact Log . Review the Documentation Protocols and Family Engagement Procedure as needed.
★ Beginning in January and ongoing	Discuss and complete transition activities with families. See the Family Engagement Procedure and the ERSEA Procedure: Transitions for more information.
Upon renewal	Maintain current MyTS GOLD Interrater Reliability Certificate. Contact Cheryl Habgood for questions.

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September

Due By	Deliverable
Before the 1 st day of class	Set up the classroom to reflect the diversity of enrolled children and families. Visit Education: Curriculum and Instruction and review your <i>Creative Curriculum</i> books for more information.
Before the 1 st day of class	Complete the “First Five” online courses in Moodle .
Before the 1 st day of class	Complete the Child Enrollment Information and Home Language Survey - Preschool or Child Enrollment Information – Infant/Toddler with the family. Use the completed form to guide classroom planning and individualizing, as well as to plan DLL and BIA supports.
Before the 1 st day of class	For children entering the program with an IFSP/IEP, acquire a copy using the Release of Exchange of Confidential Information - Non-Health to individualize classroom supports and instruction.
After child’s 1 st day of class	Add family emails to My Teaching Strategies so teachers and families can use the new two-way communication feature.
Within 1 month after class begins	Returning staff have 1 month after class begins to complete their online learning path in Moodle .
Within 30 days of the 1 st day of class	Preschool only: Document Pedestrian and Transportation Safety activities in your lesson plan. Visit Education: Curriculum and Instruction for more information.
September 15	Complete a Class Profile for each classroom and update as needed. See instructions .

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October

Due By	Deliverable
As soon as possible	For classrooms starting at the end of September/beginning of October: Review the September To-Do List and complete deliverables. Contact your Team Manager for support.
Within 1 month after class begins	Returning staff have 1 month after class begins to complete their online learning path in Moodle .

November

Due By	Deliverable
November 15	Finalize <i>MyTeachingStrategies</i> GOLD Checkpoints.
November 30	Run the “Development and Learning Report” or “Family Conference Form” from <i>MyTeachingStrategies</i> GOLD to set quarterly goals for each child.
★ Quarterly	Complete parent-teacher conferences/home visits with families to discuss the child’s progress and to set individual goals incorporating IFSP and IEP goals. See Education: Individualizing for Children for more information. Document all conferences in ELMS (ECEAP) or in the Family Contact Log .

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December/January

Due By	Deliverable
	See Ongoing/As Needed Deliverables.

February

Due By	Deliverable
February 15	Finalize MyTS GOLD Checkpoints.
February 28	Review and revise the Individual School Readiness Goals or Individual Development Support Strategies – Infant/Toddler with the family. At least one ISRG or IDSS goal should be based on an IFSP/IEP for children receiving early intervention or special education services.
★ Quarterly	Complete parent-teacher conferences/home visits with families to discuss the child's progress and to set individual goals incorporating IFSP and IEP goals. See Education: Individualizing for Children for more information. Document all conferences in ELMS (ECEAP) or in the Family Contact Log .

March

Due By	Deliverable
	See Ongoing/As Needed Deliverables.

April

Due By	Deliverable
	See Ongoing/As Needed Deliverables.

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May

Due By	Deliverable
★ May 15	Finalize <i>MyTeachingStrategies</i> GOLD Checkpoints.
May 30	<p>Programs on school year schedule: Complete the Individual School Readiness Goals or Individual Development Support Strategies – Infant/Toddler with the family.</p> <p>Programs on year-round schedule: Review and revise the Individual School Readiness Goals or Individual Development Support Strategies – Infant/Toddler with the family.</p>
★ Quarterly	Complete parent-teacher conferences/home visits with families to discuss the child’s progress and to set individual goals incorporating IFSP and IEP goals. See Education: Individualizing for Children for more information. Document all conferences in ELMS (ECEAP) or in the Family Contact Log .

Summer

Due By	Deliverable
August 15	Programs on year-round schedule: Finalize <i>MyTeachingStrategies</i> GOLD Checkpoints.
August 31	Programs on year-round schedule: Complete the Individual School Readiness Goals or Individual Development Support Strategies – Infant/Toddler with the family.
★ Quarterly	Programs on year-round schedule: Complete parent-teacher conferences/home visits with families to discuss the child’s progress and to set individual goals incorporating IFSP and IEP goals. See Education: Individualizing for Children for more information. Document all conferences in ELMS (ECEAP) or in the Family Contact Log .