Teaching Strategies SmartTeach™ Guidance

Introduction

How to Use the Guidance Document

To best utilize this document and find specific areas of information, use "CTRL F" to search for keywords in the document. The headings in the table of contents are also hyperlinked to easily navigate the document. After reading the guidance document, if support is still needed, please follow the flow of contact below.

Who do I Contact for SmartTeach™ Support

I'm an educator/coach…	1. Utilize the MyTeachingStrategies® Support Portal 2. Contact the site administrator for support
I'm a SmartTeach™ Administrator…	1. Utilize MyTeachingStrategies® Support Portal 2. Contact the network SmartTeach™ Administrator 3. For further assistance, contact ECAssessment@la.gov
I'm the network SmartTeach™ Administrator…	1. Utilize MyTeachingStrategies® Support Portal 2. Contact ECAssessment@la.gov

SmartTeach™ Overview

SmartTeach™ is an authentic observational assessment system that provides educators with the information they need to draw conclusions about children's development and learning, and then leverage those conclusions to plan with intention. This intentional planning is the core of building positive relationships with children and individualizing instruction, as educators purposefully scaffold each child's next steps in every area of development and learning.

Why Ongoing Assessment?
Developmentally appropriate, ongoing, observation-based assessment occurs when educators are observing children during regular, everyday activities on a continuous basis throughout the year. Unlike formal or standardized assessments, which offer a narrow picture of a child's ability at a given moment, ongoing assessments offer a broad, more meaningful picture of development.

Ongoing Assessment Is…	**Ongoing Assessment Is Not…**
● Happening during regular, everyday activities ● Implemented on a continuous basis throughout the year ● Helping educators meet children where they are ● Helping children meet challenging and achievable learning goals ● A broader and more meaningful picture of development	● Formal or standardized ● A narrow picture of a child's ability at a given moment ● A one-dimensional measure of ability ● Performed outside of everyday activities ● A screening tool

What Are the Teaching Strategies SmartTeach™ Objectives for Development & Learning?
The 38 objectives at the heart of Teaching Strategies SmartTeach™ guide educators through the assessment cycle,

helping them to link observable behavior to essential early learning requirements and predict likely next steps in every area of development and learning.

Required Objectives for TeachingStrategies SmartTeach™ Assessment
● All 38 objectives are required by the LDOE for every child SmartTeach™ Objectives for Development and Learning

The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide educators' thinking about various aspects of a given objective and help clarify the behavior it addresses.

The LDOE expects full implementation of SmartTeach™. MyTeachingStrategies™ Assessment System supports the daily collection of information about a child's knowledge, skills, and abilities in all areas of development. Each high-quality curriculum offers guidance and tools for assessing children's growth and learning. Educators and service providers can use curriculum assessment information to add valuable evidence to children's SmartTeach™ portfolios, monitor progress and finalize checkpoints. Additional information can be found in the Linking Tier I Curriculum to SmartTeach™ guidance.

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.

Getting Started

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 SmartTeach™. All children, ages 3-5, with an Individual Education Program (IEP), including children who receive speech services only, must be assessed with SmartTeach™ for every year that they receive early childhood special education (ECSE) services.

Educators	Administrators
● Getting Started Checklist: New SmartTeach™ Educators ● Getting Started Checklist: Returning SmartTeach™ Educators ● MyTeachingStrategies Guide for Educators ● MyTeachingStrategies Dashboard - Educators ● Interrater Reliability Certification ● Five SmartTeach™ Features To Try	● Getting Started Checklist: New SmartTeach™Administrators ● Getting Started Checklist: Returning SmartTeach™Administrators ● MyTeachingStrategies - Getting Started Video Collection for Administrators ● End-of-Year/Back-to-School Checklist for SmartTeach™ Administrators ● Interrater Reliability Certification

Administrative Responsibilities

The Network Administrator is the point of contact who assumes responsibility for overseeing all data entry, reporting, and information updates related to the management of SmartTeach™.

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

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

Timeline:

Beginning-of-Year (August-October)	Action Items
	☐ Complete SmartTeach™ Administrative Assurances and required training
	☐ Review users within network sites (disable, transfer, input new users, etc.)
	☐ Manage classes (rename using mandated naming conventions)
	☐ Ensure users are assigned correctly as: Primary Educator, Co-Educator, or Asst. Educator
	☐ Update child records:
	    ☐ archive any children in classes prior to the current program year
	    ☐ create new portfolios for children entering the program
	    ☐ request/make transfers for children that flag as duplicates

Mid-Year (November-February)	Action Items ☐ Periodically run Assessment Status Report ☐ Make contact with sites not making progress towards checkpoint completion ☐ Offer training and support as needed
End-of-Year (March-May)	Action Items ☐ Periodically run Assessment Status Report ☐ Make contact with sites not making progress towards checkpoint completion ☐ OSEP Administrators exit children matriculating to Kindergarten by May 31 ☐ SmartTeach™ Administrators archive children matriculating to Kindergarten on/or after June 1
Summer (June-July)	Action Items ☐ Run Assessment Status Reports ☐ Download reports needed for network records ☐ Report for Spring checkpoint

Network administrators will be identified and their contact information will be shared with SmartTeach™ users in the TS SmartTeach™ Administrator Contact List. Annual identification of network and OSEP administrators will occur when users sign the 2024-2025 SmartTeach™ Administrator Assurances. If changes occur within a network, please inform the LDOE at ECAssessment@la.gov.

Levels of Access for Users

The Department is responsible for granting administrative access at the program level. All Lead Agency Administrators will be responsible for granting administrator access to users within their program. Administrators can determine the level of access for users based on the information below.

Role	Description	Level of Access
Administrator ● Standard Administrator ● view-only access (can see child level data) ● view-only access (cannot see child level data)	**Standard Administrator:** 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 **View Only (see data):** Program or site level coaches may be assigned this level of access. **View-Only (cannot see child level data):** Lead agency and program users should have View-Only access for child care centers within their network, per state privacy requirements.	**Standard Administrator:** ● see all program and child-level data ● add and edit users and classes ● run reports on class data and individual children ● emulate users **View-Only (can see child-level data):** ● view child level data ● run program, site, class and individual level reports ● make some changes to user accounts **View-Only (cannot see child level data):** ● run program or site level reports ● make some changes to user accounts
Educator	Intended for lead or co-educators in a school or child care center, and are assigned a specific class and set of children. This can include paraprofessionals or instructional aides who assist in collecting documentation.	● see all child-level data ● run reports on class data and individual children
Assistant Educator	Intended for paraprofessionals or instructional aides who assist in collecting documentation.	● add documentation and enter preliminary levels ● view (but not manage) classes, child records and checkpoints ● complete product tutorials, courses and IRR ● *cannot* edit documentation entered by other users ● *cannot* enter, edit or finalize checkpoints ● *cannot* manage classes and child records
Team Member Access	Team members are typically specialists and service providers (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.	● can associate with multiple sites, with limited capabilities ● can add documentation and share with families ● complete product tutorials, courses and IRR ● *cannot* complete and finalize checkpoints or generate reports ● *cannot* be added to a class as a primary educator, co-educator or assistant educator

Additional information regarding account access levels for educators and administrators is available.

License Setup (Administrator)

Adding Sites in MyTeachingStrategies (Network Administrators)

Administrators with program-level access can add sites on the MyTeachingStrategies platform. Sites are the online equivalent of your schools or centers. Site names should follow the naming convention below. If the site code is unknown during setup, the network administrator can edit the site to add the site code once one has been assigned.

Sites	Site Name (Site Code)
	ex. Branch Elementary School (001002)

Adding Educators in MyTeachingStrategies (Network Administrators or Site Administrators)
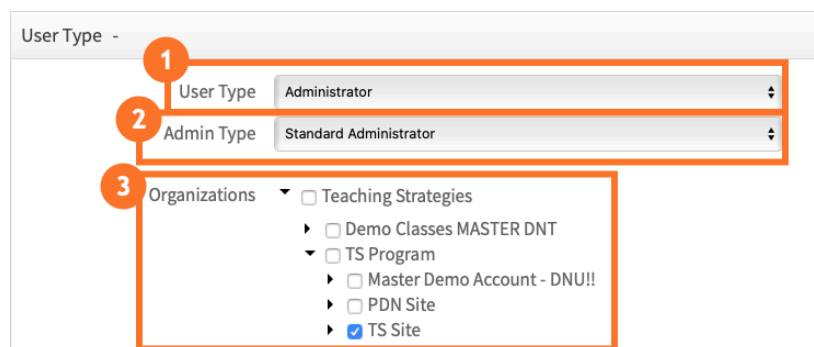
Administrators with site-level access can add users on the MyTeachingStrategies platform. If a user account needs to be transferred to another site within the network, the network administrator will conduct the transfer. If a user account needs to be transferred to another site outside of the network, contact ECAssessment@la.gov to make the transfer.

Common Issues When Adding an Educator
- Username is already being used: Usernames must be unique across all users on the MyTeachingStrategies platform, not just within your account. If you receive a prompt to select a different username to continue, please enter a different username.
- Users sharing email addresses: For security purposes, all users must use their own email address for their MyTeachingStrategies user accounts.
- Extra space after email: An "Email address is not valid" message may occur if there is an extra space included at the end of the entered email address. This can be caused by copying and pasting the address into the Email field.

Adding Administrators to MyTeachingStrategies (Network Administrators or Site Administrators)
- Choose "Administrator" as the User Type. This ensures the user you are adding has administrator access.
- Choose an administrator type from the Admin Type drop-down.
- Select the organization, program, and/or site the user requires administrative access to.
- Note: If assigning administration at the site level, make sure that the program is NOT selected.

Adding Classes in MyTeachingStrategies - Administrators
Adding Children in MyTeachingStrategies - Administrators

Programs (locked)	LEA (LEA Code) *ex. Acadia Parish (001)*
Sites	Site Name (Site Code) *ex. Branch Elementary School (001002)*
Classes (accessible at the admin level)	To create a class, the SmartTeach™ login information for the user will be required along with the year school starts. **firstname.lastname.ldoe.school year** *ex. amy.smith.ldoe.2025 or amy.smith.ldoe.1.2025 (for more than one user with the same name)* Not correct: *Miss Amy's Beautiful Butterflies Class*
Users (accessible at the admin level)	To create a user, the following naming convention must be followed. **firstname.lastname.ldoe** *ex. amy.smith.ldoe* If the user id is already taken, add a numerical holder at the end, starting at 1 and proceeding with the next available number in sequential, numerical order. *ex. amy.smith.ldoe.1 or amy.smith.ldoe.2 (for more than one user with the same name)*
Children (accessible at the admin level)	**Identifier:** LASID (if applicable) **Student ID:** Child SmartTeach™ ID

Administrative Functions

The following administrative functions are performed by a person within the network program who has administrative access. Information on how to perform these functions is available in the MyTeachingStrategies® Support Portal.

Archiving
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 educator will complete the final checkpoint and run final reports before children's records are mass archived.

*Note: All administrative reports can include archived files.

Reactivating Archived Child Records
All child records will be mass-archived at the end of the year. Therefore, 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
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.

7

FERPA and Disabling Administrators and Educators
It is the Program Administrator's responsibility to ensure that the correct administrators and educators 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, educator, or other individual who has access to a child's SmartTeach™ portfolio becomes no longer employed by the program, it is the program administrator or their designee's responsibility to disable the administrator, educator, or other individual from the SmartTeach™ system.

Transfer Requests (Out of Network)
Transfer requests must be completed and submitted through the **SmartTeach™ Transfer Request Form**. When completing a transfer request, please include a LASID (if available) and Child ID. The individual making the transfer request must be recognized as a network or OSEP administrator and authorized by the superintendent of the school system to request a transfer of student data. The person submitting the transfer request should also notify ECAssessment@la.gov that a transfer request has been submitted. This email should not contain any identifying student information.

Transfer Requests

Transfer Type	Responsible Party	Steps
Within a site	Site Administrator	Standard site administrators can transfer child records to another class in MyTeachingStrategies®.
Within a network	Network administrator	If you receive a child in your program and receive the "Duplicate Child" prompt when adding, you will need to reach out to request a transfer. ● Contact your network's SmartTeach™ administrator and provide the Child ID# given in the duplicate child message. ● The Network administrator will search for the child within their network, and transfer the child to the correct classroom.
Outside of network	LDOE	If you need to transfer a child from another network, ● Contact your network's SmartTeach™ administrator and provide the Child ID# given in the duplicate child message. ● The Network administrator will submit a transfer request to the LDOE. ● The individual making the transfer request must be recognized as a Network or OSEP administrator and be authorized by the superintendent of the school system to request a transfer of student data.

More Administrative Functions
- Editing Sites in MyTeachingStrategies
- Editing Users in MyTeachingStrategies
- Transferring Users in MyTeachingStrategies
- Editing Classes in MyTeachingStrategies - Administrators
- Editing Children in MyTeachingStrategies - Administrators
- Transferring Multiple Children in MyTeachingStrategies

- [Archiving Multiple Children in MyTeachingStrategies](#)

Annual Checkpoint Dates
Checkpoint dates and completion expectations for the school year are as follows:

Fall Checkpoint	October 31	80% Completion
Winter Checkpoint	February 28	85% Completion
Spring Checkpoint	May 31	90% Completion

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.

Training Overview and Information

The Department supports programs and educators in using assessments to strengthen the learning and development of young children. This includes classroom educators, paraprofessionals, and 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.

Support for Administrator and Educators

User Type	Support Guidance	General Topics Included
Administrators	Administrator Support	Creating Programs/Sites/ Classes/Users, Creating Reports, Report Monitoring, etc.
Educators	Educator Support	Logging in, Setting up classes, Creating Child Reports, Exploring the Teach Area, Adding Documentation, etc.

Suggested Trainings for Administrators
For 2024-2025, the Department is requesting that all users requesting administrative access complete the Back-to-School Support for New Administrators course. More intensive training and professional development is recommended for new administrators. Administrators must sign SmartTeach™ Administrator Assurances to confirm completion of training and verify the correct administrators within their network.

Suggested Trainings for Educators and Service Providers
While the Department does not require SmartTeach™ users to complete any online courses at this time, we highly recommend completing the following tutorials and courses to learn more about the SmartTeach™ assessment tool and MyTeachingStrategies®

Below are suggested trainings for all early childhood educators that assess children using SmartTeach™. The following training sessions are free of charge and available to anyone with a MyTeachingStrategies account. These trainings are located in Quorum under the "develop" tab.

- SmartTeach™ Introduction **(2 hrs)**
- Introducing MyTeachingStrategies® **(2 hrs)**

- Objectives for Development and Learning (10 hrs)

Teaching Strategies SmartTeach™ Interrater Reliability (IRR)
Reliability, accuracy, and fidelity of SmartTeach™ data reporting is essential. Therefore, it is best practice that every educator and/or administrator who is responsible for completing SmartTeach™ checkpoints gain IRR certification.

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 SmartTeach™ data.

Webinars to Support Professional Development

Users can register to attend any of the free webinars below which offer continued support for implementation of SmartTeach™. Webinars to support professional development can be found here.

Types of Reports

Educators and administrators have access to a variety of interactive reports that help to bring data to life, telling a story about each child's progress and providing actionable information that helps educators understand and report on what children in their program are likely to do next.

Recommended Reports for Administrators
- Snapshot by Dimension - Administrators can generate the Snapshot by Dimension Report in MyTeachingStrategies® from checkpoint ratings associated with the objectives for development and learning for either birth through kindergarten or birth through third grade.
- Documentation Status Report - The Documentation Status report helps educators quickly see where they may need additional documentation to support their observations of individual children. The information this report produces aids educators in gathering the data necessary for determining children's SmartTeach™ checkpoint levels.
- Assessment Status Report - The Assessment Status report shows an educator's progress toward completing their SmartTeach™ assessment for a checkpoint. It outlines which children are missing a rating by objective and dimension.
- OSEP Federally Mandated Year-End Report - The OSEP Federally Mandated Year-End Report will include child records on an IEP that have been exited or transitioned, have sufficient finalized checkpoint ratings for both their entry and exit checkpoints, and have or had been on their IEP for 183 or more days.
- Snapshot Report - The Snapshot report captures information about a group of children at a particular point in time. Educators and Administrators use this report to get an overarching look at their program's performance levels for a single checkpoint season. SmartTeach™ data can be filtered on the basis of important demographic data, such as disabilities, language, ages, and birthdates. It includes the alignment reports, and is the preferred location for users to generate these reports.
- Alignment Report - The Alignment report is used to show how the knowledge, skills, and behaviors of a child or groups of children meet important state early learning standards and/or align to the Common Core State Standards or to the domains of The Head Start Child Development and Early Learning Framework.

Recommended Reports for Educators
- [Snapshot by Dimension](#) - Educators can generate the Snapshot By Dimension Report in MyTeachingStrategies® from checkpoint ratings associated with the objectives for development and learning for either birth through kindergarten or birth through third grade.
- [Class Profile Report](#) - The Class Profile report helps educators compare information about the knowledge, skills, and behaviors of the children in one or more classes with the widely held expectations for their age or class/grade.
- [Individual Child Report](#) - The Individual Child report allows educators and administrators to see how individual children are performing during one SmartTeach™ checkpoint period or progressing over multiple checkpoint periods.
- [Development and Learning Report](#) - The Development and Learning report provides narratives that explain the child's knowledge, skills, and behaviors in relation to each objective or dimension, helping educators share important information with family members.
- [Report Card](#) - The Report Card provides up-to-date information for families about their child's current skills, knowledge, and abilities, as well as what steps can be expected next.

Updated OSEP Specific Information

The reauthorized Individuals with Disabilities Education Act (IDEA) requires each state to have a performance plan evaluating the state's implementation of Part B and describing how the state will improve such implementation.

This plan is called the Part B State Performance Plan (SPP). In addition, each state reports annually on the performance of each of its local educational agencies according to targets in its SPP. This report is called the Part B Annual Performance Report (APR). The Office of Special Education Programs (OSEP) has identified 20 indicators used to track progress toward meeting state targets. Indicator 7 measures the percent of preschool children ages 3 through 5 with IEPs (including children who receive speech services only) who demonstrate improved outcomes in three areas:
1. Positive interpersonal skills;
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
3. Use of appropriate behaviors to meet their needs.

OSEP Preschool Child Outcome	SmartTeach™ Objective/Dimension
Outcome 1	1a, 1b, 2a, 2b, 2c, 2d, 3a, 3b, 8a, 10a, 10b
Outcome 2	7b, 8a, 8b, 9a, 9b, 9c, 9d, 11a, 11b, 11c, 11d, 11e, 12a, 12b, 13, 14a, 14b, 15a, 15b, 15c, 16a, 16b, 17a, 17b, 18a, 18b, 18c, 19a, 19b, 20a, 20b, 20c, 21a, 21b 22a, 23
Outcome 3	1c1, 1c2, 1c3, 1c4, 4, 7a

Entry Window for Children with IEPs
As soon as a child receives an IEP, this should be noted on the child's profile in SmartTeach™. Information that will need to be input includes the date that the child began receiving Special Education services. OSEP *Administrators are encouraged to cross-check SER on the first of every month for children with new IEPs.*
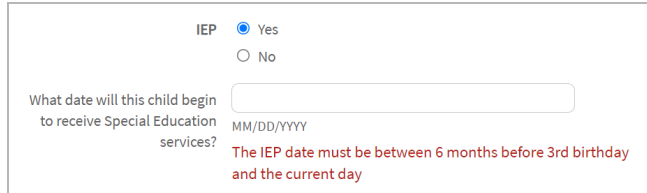
What populates when IEP gets checked off?
- ○ Service start date
- ○ Additional objectives 1c1-1c4
- ○ The Exceptionality category will be a default custom question in the entire license and should be completed only for those children who have IEPs.
  *IEP should only be selected for children that have had their 3rd birthday.
  *IFSP should only be selected for children that are Birth-2 years old.

IEP	● Yes
	○ No
What date will this child begin to receive Special Education services?	MM/DD/YYYY
	The IEP date must be between 6 months before 3rd birthday and the current day

Exit Expectations
- The LDOE will be requiring all OSEP administrators to complete and sign an accuracy assurance letter to confirm the total number of children that should be reflected on the OSEP Federally Mandated Report.
- The LDOE will run reports for verification and provide networks with a window of correction for any children with missing or incomplete entry or exit data.
- OSEP Administrators should archive all children once verification and reports are final and complete per LDOE.

Links for Completing an Exit Request:
- How do I request an OSEP exit or transition in MyTeachingStrategies®?
- Exiting / Transitioning Children From an IEP / IFSP

Running Child Level Status Report
In order to check for accuracy, OSEP Administrators should run the Child Level OSEP Status Report to determine how many children are eligible for exit and should be represented on the Federally Mandated Report. The OSEP Status Report will include both child records currently on an IEP or IFSP and child records on an IEP or IFSP who have been exited or transitioned.

The entry date range will automatically default to the current year. It is recommended to set the entry date year to three years prior in order to see all children who may be eligible for exit completion.

Running OSEP Federally Mandated Report
The OSEP Federally Mandated Year-End Report will include child records on an IEP that have been exited or transitioned, have sufficient finalized checkpoint ratings for both their entry and exit checkpoints, and have or had been on their IEP for 183 or more days.

When generated at the child level, the OSEP Federally Mandated Year-End Report will display entry scores, exit scores, and overall progress scores for each of the three OSEP outcomes as well as the child's category on the ECO Center Child Outcomes Summary Form for each outcome.

Comparing Data in the OSEP Status Report and OSEP Year-End Federally Mandated Report

It's important to verify that the correct number of children are represented in the OSEP Federally Mandated Year-End

Number of Months Receiving Special Education Services	Exited?	Entry Date Finalized	Exit Date Finalized
6	Y	12/5/2020	6/1/2021
29	Y		
6	Y	12/5/2020	6/1/2021
34	Y	9/23/2018	6/1/2021
20	Y	10/6/2019	6/1/2021

Report. If the correct number of children is not populating, OSEP Administrators should use the OSEP Status Report to compare data and see where information may be missing.

Below is an example of an OSEP Status Report which demonstrates a child that is showing as being exited but missing complete data for entry and exit date finalized. Comparing these reports will help identify where missing data may exist and verify that the correct number of children are represented in the correct reports. Troubleshooting examples are listed below.

Exit Troubleshooting

- **I just exited a group of children but my data is not showing up.** Sometimes the system takes more than 24 hours to populate the children who have been exited or when an exit assessment is completed. Wait 24-48 hours and

13

re-run the report to see if the correct data is populating.

- **What happens if services are refused and picked back up?** A child must be exited and reactivated; The Part B entry date will still populate after a child is exited and reactivated. Administrators should make sure that the "Has IEP'' box should not be checked after the child is exited in order to remove the additional objectives in the item set (1c1 - 1c4).

- **Why is the child showing as exited with no data on the OSEP Status Report?** This could be an indication that an assessment was not properly finalized. Additionally, it may be a result of "Not Observed" being entered for one or more of the objectives. This will require OSEP Administrators to go back into the entry or exit assessment and find the objectives that were rated as "Not Observed" and complete a final rating in order to successfully exit the child with complete data.

- **I am running the OSEP Federally Mandated Report and the report is showing 'no data'.** This could indicate that the default dates are incorrect. It's important to verify the entry and exit date range before running the report.

- **Why is the entry date finalized showing the exit date rather than the entry date when I run the OSEP Status Report?** This could indicate that the entry data is not complete and therefore the system is recognizing the exit assessment as the entry. OSEP Administrators should go back and verify that the entry date is finalized with complete data.

SmartTeach™ Support

[TeachingStrategies Support Portal](#)
Louisiana Technical Support Line: 866-248-2575
Teaching Strategies SmartTeach™ Support Email: techsupport@teachingstrategies.com
LDOE Early Childhood Support Email: ECAssessment@la.gov
[SmartTeach™ Administrator Contact List](#)