pennsylvania
DEPARTMENT OF EDUCATION

SAS

Standards Aligned System

SAS Integration Trainer (SASIT)
September 2011

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SASIT OBJECTIVES:

Upon completion of the workshop, SASITs will be able to:

- Demonstrate an in-depth understanding of the intent of the Standards Aligned System (SAS).
- Demonstrate an in-depth understanding of the six elements of the Pennsylvania SAS and how they align to promote improved student achievement.
- Demonstrate an in-depth understanding of the features and navigation of the SAS Portal Home Page.
- Practice using the different functions of the six elements for varied purposes in preparation for future trainings.
- Articulate the differences of the search methods within the Standards element.
- Create examples of scenarios for each of the different functions in the Standards section to use when providing trainings.
- Explain how the Curriculum Framework guides and reinforces instruction and student learning.
- Demonstrate an in-depth understanding of the Curriculum Framework components.
- Identify ways to use the Curriculum Framework to create cross-curricular and grade level connections.
- Develop a deeper understanding of formative, summative, diagnostic, and benchmark assessments.
- Practice training others on creating customized student assessments using released test items aligned to PA Standards and Eligible Content.
- Review assessment materials to share with future audiences in SAS trainings.
- Examine the resources in the Instruction section and identify ways they can be integrated into SAS trainings.
- Examine the various instructional strategies, multiple intelligences, and levels of learning.
- View a video from the Instruction section of the SAS Portal and identify the best practices modeled in the video.
- Identify the different content types within the SAS Portal Materials & Resources section.
- Identify and select Materials & Resources aligned to Pennsylvania Standards and Eligible Content to share with audiences in future trainings.
- Utilize all Teacher Tools.
- Join the SAS Professional Learning Community for SASITs and participate in the Communities, Blogs, and Forums.
- Identify ways to address the needs of all learners.
- Develop deeper understanding of instructional techniques for working with adult learners.
- Articulate the dynamic quality of SAS and its ongoing enhancements.
- Develop and discuss action plans for providing professional development to colleagues on SAS and the SAS Portal.
- Practice using the Workshop Evaluation tool for creating training sessions and administering surveys/ evaluations to their participants.

STANDARDS ALIGNED SYSTEM (SAS) IN PENNSYLVANIA

www.pdesas.org

The Pennsylvania Standards Aligned System (SAS) is a collaborative product of research and good practice that identifies six distinct elements which, if utilized together, will provide schools and districts a common framework for continuous school and district enhancement and improvement.

Much research has been conducted as to what makes a great school. There are many intangible components; however, research supports the notion that great schools and school systems tend to have six common elements that ensure student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools.

Standards

Pennsylvania's Academic Standards define what students should know and be able to do as a result of instruction.

Curriculum Framework

The Curriculum Framework identifies the Big Ideas, Concepts, Competencies, Essential Questions, Key Vocabulary and Exemplars in each subject area.

- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- **Competencies:** Describe what students should be able to do, key skills, as a result of this instruction, specific to grade level.
- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.
- **Vocabulary:** Key terminology linked to the Standards, Big Ideas, Concepts and Competencies in a specific content area and grade level.
- **Exemplars:** Performance tasks that can be used for assessment and instruction as well as professional development. An Exemplar is an example of student work that meets the identified criteria for the task. Exemplars provide educators with a concrete example of assessing students' understanding of the Big Ideas, Concepts and Competencies.

Materials & Resources

Materials and Resources support standards aligned instruction and include Voluntary Model Curriculum, learning progressions, units, lesson plans and multi-media content examples for use in planning and delivering instruction.

- Materials & Resources includes the Voluntary Model Curriculum (VMC) incorporating learning progressions, units, lesson plans, and content resources aligned to the Pennsylvania Standards in curriculum frameworks for the four major content areas (mathematics, science, social studies, reading-writing-speaking-listening).
- Learning progressions span grades K-12 and include what all students should know and be able to do as a result of successfully moving through grades K-8 and by taking specific courses in grades 9-12.

Assessment

Assessment offers tools and resources to support the process of assessing, evaluating and documenting student learning in order to improve professional practice and increase student achievement. Four types of assessments are defined in PA:

- S**ummative Assessment:** Seeks to make an overall judgment of progress made at the end of a defined period of instruction.
- **Formative Assessment:** Defined as classroom-based assessments that allow teachers to monitor and adjust their instructional practices in order to meet the individual needs of their students.
- **Diagnostic Assessment**: Ascertains, prior to instruction, each student's strengths, weaknesses, knowledge, and skills.
- **Benchmark Assessment:** Measures achievement of important grade level content periodically during the year in order to provide feedback about how students.

Instruction

Instruction provides resources and interventions to facilitate achievement of the standards for all students.

Safe and Supportive Schools

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following:
- **Engagement:** Interpersonal relationships, respect for diversity and participation in school
- **Safety:** Emotional safety, physical safety, and substance use
- **Environment:** Physical environment, academic environment, wellness, and disciplinary environment

Standards Aligned System Contact Information:

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More information on the Standards Aligned System can be found on the Education Hub on the PDE website at:
http://www.education.state.pa.us

Agenda: Day One

	Preparing for Training
	Welcome and Introductions • Introduction of Trainers • Activity: Welcoming Activity/Meet the Participants • Activity: What Makes a Facilitator Effective? • Activity: Train-the-Trainer Formative Assessment
Module 1: Laying the Foundation	
	Laying the Foundation: • Activity: What SAS Is, and Is Not • Intent of the Standards Aligned System • Activity: SAS In Context • SAS Home Page Overview • SAS Portal Overview
	Lingering Questions
Module 2: Standards	
	Standards: • View Demonstration • Teacher Tools: My ePortfolio
	Module 2 Action Planning
	Lingering Questions
Module 3: Curriculum Framework	
	Curriculum Framework: • Activity: Curriculum Framework Definitions – Part I • View Demonstration • Activity: Curriculum Framework Definitions – Part II • Teacher Tools: PD Center
Lunch (12:00-1:00)	

	Module 3 Action Planning
	Lingering Questions
Module 4: Assessment	
	Assessment: • Activity: Anticipation Guide • View Demonstration • Teacher Tools: Curriculum Mapping
	Module 4 Action Planning
	Lingering Questions
Module 5: Instruction	
	Instruction: • View Demonstration • Activity: Targeting Instructional Practices • Teacher Tools: My Communities
	Module 5 Action Planning
	Lingering Questions

Icon Legend:

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Agenda: Day Two

👥	Welcome Back
Module 6: Materials & Resources	
🖥️👥 💼	Materials & Resources: • View Demonstration • Activity: Materials & Resources Exploration Activity • Teacher Tools: Publish Your Best
✏️	Module 6 Action Planning
👥	Lingering Questions
Module 7: Safe & Supportive Schools	
🖥️	Safe & Supportive Schools:
✏️	Module 7 Action Planning
👥	Lingering Questions
Module 8: Teacher Tools	
🖥️👥 💼	Teacher Tools: • My Profile - View Demonstration • My ePortfolio – View Demonstration • Activity: My ePortfolio Categorizing Activity • My Website and Blog – View Demonstration • Activity: Creating and Commenting on a Blog
✏️	Module 7 Action Planning
👥	Lingering Questions
Lunch (12:00-1:00)	

Safe & Supportive

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...011- 2012.

Module 9: Training Techniques

	Training Techniques: • Activity: Addressing the Needs of Adult Learners
	Lingering Questions

Module 10: Trainers – Using What You've Learned

	Trainers - Using What You've Learned:
	
	    • Activity: What SAS In Context – Part II
	    • Activity: Teach Back Evaluation
	    • Activity: SASIT Website Exploration
	    • Action Planning for SAS Training
	    • Training Registration

	Concluding Remarks and Evaluation

Icon Legend:

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Preparing for Training (30 minutes)

Section at a Glance

The section focuses on what the trainer should do prior to the start of training in order that the training runs smoothly and efficiently.

Prior to Start of Training: (SASIT PowerPoint - Slide #2)

- Make sure the trainer's computer is hard-wired
- Make sure there are sufficient outlets for participants' computers
- Place Post-it Notes and markers on the tables
- Place chart paper (one for each element) on the wall; these will be used as "Parking Lots" throughout the modules
- Place the following tasks on the screen and have participants complete them prior to start of training. Have technical staff assist any participant who is not able to access the Internet
    - o Connect to the Internet
    - o Navigate to: http://www.pdesas.org
        - If a registered user, sign-in
        - If not a registered user, join now
    - o Place your name and school district/organization on your name tent

Logging into the SAS Portal:

- **Registered Users**
    - o Login by clicking the **Login** link near the lower-right hand side of the page, or by clicking the **Login** link in the upper-right corner of the **Home Page**.
    - o Complete the form with **Email Address** and **Password**, and then click the **Submit** button.

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    > ⁊m via email.

- **New Users**
    - o Participants who do not have accounts need to click the **Join Now** link in the lower right hand corner of the **Home Page**.
    - o Complete the form with **First Name**, **Last Name**, **Email Address**, and then create and confirm your own **Password**. Click the **Submit** button.

    > /district)

Welcome and Introductions (45 minutes)

Section at a Glance

In this section, participants will establish a collegial relationship with their instructors and fellow participants. They will self-assess their comfort level with becoming a trainer, and with their knowledge of the Standards Aligned System and the SAS Portal. They will also reflect on techniques for working with adult learners.

Train-the-Trainer Agenda

	Introduction of Trainers • Introductions • Training Basics	5 minutes
	Activity: Welcoming Activity/Meet the Participants	5 minutes
	Activity: What Makes a Facilitator Effective?	15 minutes
	Activity: Train-the-Trainer Formative Assessment	20 minutes

Icon Legend

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Welcome and Introductions Materials Checklist

SASIT Instructor

- o SASIT PowerPoint
- o SASIT Training Manual
- o SASIT Parking Lot posters
- o *Effective Facilitator of Adult Learning* poster
- o Laptop or computer with hardwired Internet connection
- o Course Registration code for the training workshop

Participants

- o Name Tents
- o SASIT Training Manual
- o Laptop or computer with hardwired Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes
- o Colored dot stickers (1 red, 1 yellow, and 1 green dot per participant)

Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

Introduction of Trainers:

Trainers introduce themselves to the group by providing their name, place of employment and their role in the organization.

Training Basics: (SASIT PowerPoint – Slides #3-8)

1. Review the SASIT objectives (p. 2) with participants.

2. Review the agendas for Day One and Day Two (pp. 5-8) with participants.

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3. Point out necessary housekeeping basics:

    - Lunch will not be provided; training will pause for one hour to allow for a lunch break
    - Location of restrooms
    - Remind participants to sign in on the attendance sheet
    - Check to ensure that all participants have copies of the SASIT Manual and a name tent, as well as Post-its, markers, etc.
    - Check to ensure that all participants have successfully signed in to the portal, or have registered for a SAS account.
    - Remind participants to turn off the pop-up blocker in their web browser.

4. Review the basic rules of participation:

    - Cell phones should be switched off or placed in silent mode
    - Don't be afraid to ask questions
    - If you think of a question that may be off topic, write the question on a Post-it to be addressed at the appropriate time
    - Respect the opinions of others
    - If you need assistance please raise your hand or place your name tent in the vertical position

5. Have participants click on **Teacher Tools**, and then select **Workshop Evaluation**. Provide participants with a **Course Registration** code for training. Once the code has been entered, participants can click on the **Register** button. This will allow them to complete the evaluation survey at the conclusion of training.

Activity: Welcoming Activity/Meet the Participants (5 minutes)

Direct each participant to write down three things they know about the Standards Aligned System. Participants introduce themselves to their tablemates by providing their name, place of employment, their role in the organization and what they know about SAS.

What Makes a Facilitator Effective:

An Effective Facilitator of Adult Learning has…. (p. 14) is a list of techniques that effective facilitators possess. The list of facilitation techniques should be written on a flipchart in the front of the room.

Activity: What Makes a Facilitator Effective? (15 minutes)

While participants are reviewing the list of techniques, distribute three dots (stickers) to each person. One dot is red, the next yellow, and the remaining dot is green.

For this activity, each person will pick three of the techniques they feel resonate for them as being important. Once three have been chosen, each person should rank them as follows: Most important (red), second (yellow), and third (green). Participants will place their dots on the flipchart in the front of the room based on their rankings.

Debrief: Using the trends uncovered, the facilitator should lead whole group discussions as to why particular items seem more important than others.

Some questions to consider include:

- Why are some trends occurring?
- Were any particular groupings uncovered?
- How do some of the techniques relate to one another?

What Makes a Facilitator Effective?

Instructions: Review the list of techniques that effective facilitators possess. As you read, select three techniques that you feel are most important. Circle them, and then rank them in terms of importance.

An Effective Facilitator of Adult Learning has…

- The **ability to use questioning** as an essential technique to guide instruction.

- A **capacity for observation, analysis and summarizing**.

- A **capacity for careful listening** (some refer to this as active listening).

- An **ability to engender trust** among the participants. Trust allows the creation of an environment where it is "safe" to explore new ideas and concepts without fear of ridicule.

- An **ability to generate enthusiasm** about the topic and the participants' perspectives on the topic. This also includes a **genuine interest in learning from participants**.

- A **capacity for communicating with simplicity**. Be sure to limit the use of technical terms and complicated vocabulary. If you do use technical terminology or acronyms, for example RTII, make sure everyone has a common baseline of definitions.

- The **ability to refrain from dominating the discussion**. This also includes a capacity for involving all the participants in the discussion and limiting the participation of the participants whom tend to dominate the discussion.

- **Skills to redirect discussion** in order to avoid repeating previously discussed topics.

- **Formative assessment skills** to assure that the participants understand the questions.

- An **understanding that they do not have all the answers**, but they will do their best to find the answers. This includes a means to document any questions/points of discussions that may not be able to be addressed during the session. Some refer to this as a parking lot.

- An **appreciation for the experiences** the participants bring to the session and the ability to **incorporate such experiences within the discussions.**

- An understanding that **adults need immediate relevance** of the material being presented.

- A realization that adults have a direct **responsibility for their learning**.

Activity: Train-the-Trainer Formative Assessment (20 minutes)

How comfortable is the participant as a SAS trainer? Using the comfort level scale that is provided below, have each person self-select the level in which they think they fall.

Aligned System

6
Very
Comfortable

How knowledgeable is the participant in the Standards Aligned System and the SAS Portal? Using the knowledge level scale that is provided below, have each person self-select the level in which they think they fall.

al? Use the scale

6
Very
Knowledgeable
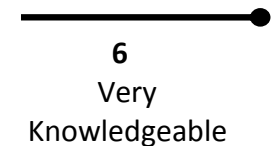
Activity: (SASIT PowerPoint – Slide #9)

Form groups based upon each participant's self-selection. The numbers and types of groups are based upon the participants that are in the room. Within their groups, have participants discuss the questions that are provided within their comfort/knowledge level. Be sure that each group assigns a recorder and a person to report out. Specific activities and key questions are provided below based upon the level each participant self-selects.

Debrief: Have each group's representative to report out. As a facilitator, be sure to guide the discussions using the principles of adult learning theory. Be sure to emphasize that despite the fact we may have individuals at different levels in the room, there are always opportunities to learn from one another. (10-15 minutes)

How Comfortable Are You as a SAS Trainer?

Instructions: Locate others in the room that possess a comfort level similar to your own. Identify one person in the group who will act as a recorder, and another who will act as the reporter. Discuss the questions for your comfort level, and record your answers on chart paper.

- **Not Comfortable with providing training in the SAS and the Portal (1 and 2 – Beginner) :** Individuals at this level have limited comfort with providing SAS and portal training. The goal is to establish a baseline upon which all participants will be working from.

    1. What makes you designate yourself as having limited comfort as a trainer?

    2. What would you need to become comfortable as a trainer?

- **Comfortable with providing training in the SAS and the Portal (Levels 3 and 4 – Intermediate) :** Individuals at this level have a certain amount of comfort providing SAS and portal training and are ready to "take it to the next level." For this group it will be important to tap into their knowledge, while obtaining an assessment as to how best to build upon this knowledge.

    1. Suppose your group was working on developing a training session for individuals being introduced to SAS for the first time. How would you best describe SAS to a person not familiar with the SAS framework?

    2. Within your group, share examples of the great conversations you have been having at the district/school level regarding SAS. As a group, pick your top example to share with the whole group.

- **Very Comfortable with providing training in the SAS and the Portal (Levels 5 and 6 – Advanced):**

    Individuals at this level are extremely comfortable in providing SAS and portal training. More than likely they have conducted SAS training and/or are serving as a catalyst in the implementation of SAS principles within their school, district, IU and/or higher education institution. Thus the focus for this group will be to share ideas on "what worked."

    1. What techniques have you implemented to help lead the effort in implementing SAS within your school/district/IU/higher education institution?

    2. What coalitions/partnerships/key conversations have you engaged in to help integrate the SAS framework in such a way that impacts student achievement?

    3. What advice would you provide to others moving forward?

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Module One: Laying the Foundation (50 minutes)

Module at a Glance

This module focuses on the Pennsylvania Standards Aligned System (SAS) intent, conceptual framework and overview of the homepage, the six elements and a basic understanding of how to navigate the SAS portal.

Objectives:

SASITs will:

- Demonstrate an in-depth understanding of the intent of the Standards Aligned System (SAS).
- Demonstrate an in-depth understanding of the features and navigation of the SAS Portal Home Page.
- Demonstrate an in-depth understanding of the six elements of the Pennsylvania SAS and how they align to promote improved student achievement.

Train-the-Trainer Agenda

	Standards Aligned System (SAS) Overview: • Activity: What SAS Is, and Is Not • Intent of the Standards Aligned System • Activity: SAS In Context	25 minutes
	SAS Home Page Overview	10 minutes
	SAS Portal Overview	10 minutes
	Lingering Questions	5 minutes

Icon Legend

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Module 1 Materials Checklist

SASIT Instructor

- o SASIT PowerPoint
- o SASIT Training Manual
- o SASIT Parking Lot posters
- o Laptop or computer with hardwired Internet connection

Participants

- o Name Tents
- o SASIT Training Manual
- o Laptop or computer with hardwired Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes

Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

Laying the Foundation (50 minutes)

Activity: What SAS Is, and Is Not (15 minutes)

Ask participants to identify what the Standards Aligned System is and what it is not, using the organizer on p. 21.

1. **What the SAS is:** Ask the participants to jot down three things they believe the SAS to be, discuss and share at tables, record out on posted chart paper.

   - **Reinforce the following information and ask the follow-up questions.**
     o The SAS is the Pennsylvania Department of Education's comprehensive, systematic approach that integrates six distinct elements to support student achievement across the Commonwealth.
     o The SAS is a collaborative product of research and best practice. Extensive research has been conducted as to what makes a great school. There are many intangible components; however, research supports the notion that great schools and school systems tend to have common elements that ensure Student Achievement: Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials and Resources, Interventions.

   > d **Intervention**. In
   > **ction** element and a
   > important to address

     o Are these elements new to educators? If these are not new why develop a systematic approach to student achievement? Why do you feel this was done?

   > only by using the six

     o What is the impact to student achievement if one of the six elements is missing?

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2. **What the SAS is not:** Ask the participants to take 2 minutes and discuss at their tables what the SAS is not (e.g., a curriculum), record out on posted chart paper.

3. **Share the intent of the SAS:** Share the intent of the Standards Aligned System with participants **(SASIT PowerPoint – Slide #10)**.

   The intent of the Standards Aligned System is to ensure that every student, every teacher, every parent and every school has the quality tools and resources to ensure quality instruction and student achievement regardless of zip code, socioeconomic status or size of school.

What the Standards Aligned System Is, and What It Is Not.

Step One: *What the Standards Aligned System Is…*

Identify three things that you believe the Standards Aligned System to be. Discuss them with your table, and be prepared to share with the whole group.

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Step Two: *What the Standards Aligned System Is Not…*

Identify three things that you believe the Standards Aligned System is not. Discuss them with your table, and be prepared to share with the whole group.

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Activity: SAS in Context (5 minutes)

Ask participants to think about their last week in the classroom, school, district or organization. They will write their issue down on the SAS logo graphic organizer on p. 23.

Say to the participants:

We know that the central goal of the Standards Aligned System is Student Achievement. We are asking you to write down an issue that was encountered that is preventing a child from achieving. We will revisit this issue at a later time.

SAS In Context

Issue/Challenge:
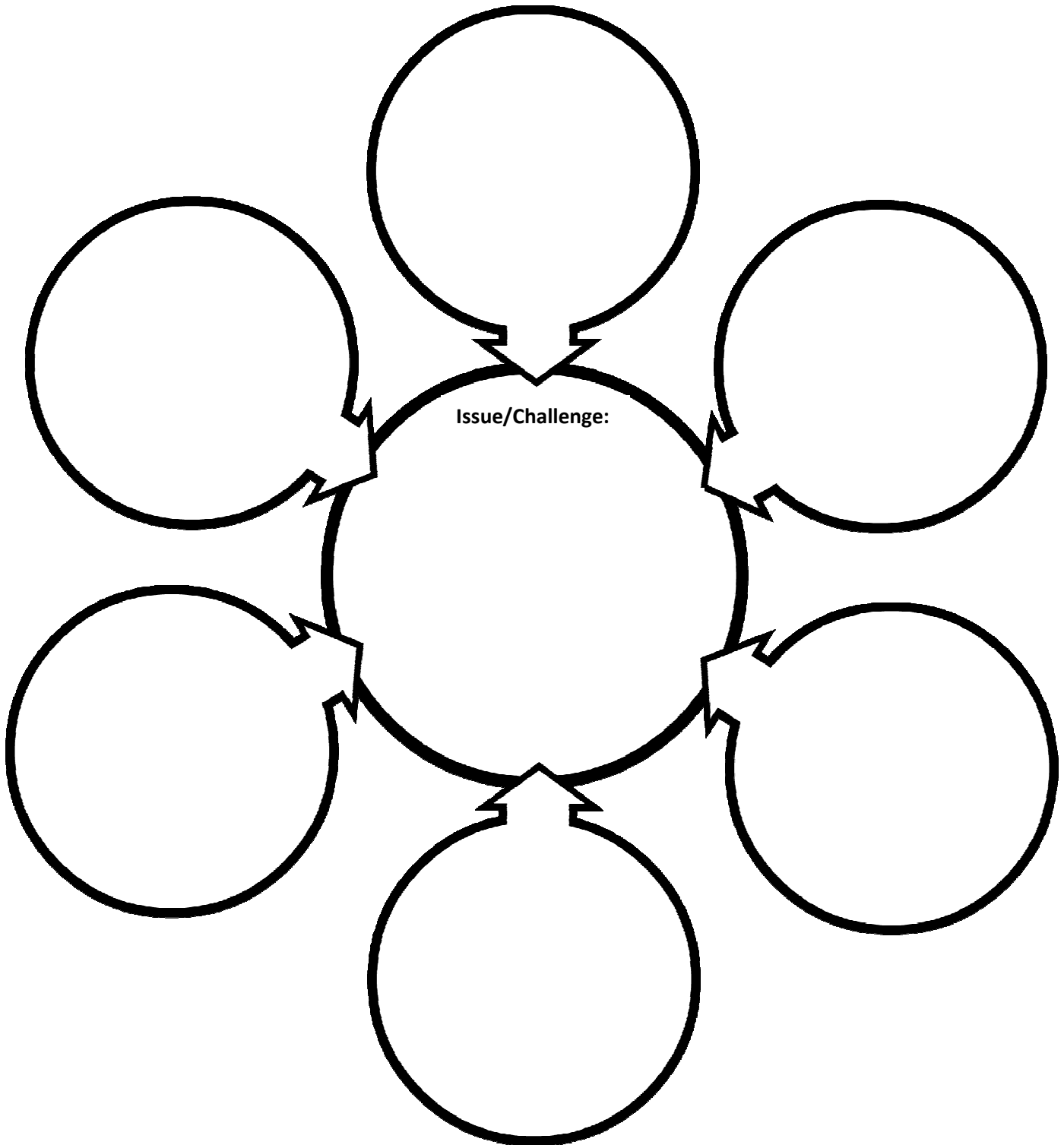
SAS Homepage Overview:

1. Have participants navigate to http://www.pdesas.org.

2. **The six elements of the Standards Aligned System:** Move your cursor over each of the circles within the large SAS logo in the center of the **Home Page**. You can click to enter that area of SAS as it changes from blue to yellow. Directly to the right, a description of each element will be displayed as your cursor hovers over each one.

> mouse is hovered
> ꝯ SAS Portal.

3. **SAS Logo:** The SAS logo, located in the upper-left hand corner of the page, will take you to the **Home Page**. Remind participants that whenever you are in a different section of SAS and want to navigate back to the **Home Page**, just click on the SAS logo in the upper-left corner.

4. **SAS Portal Site Updates:** The **SAS Portal Site Updates** is a **RSS feed** that is located in the lower left of the homepage. The **RSS feed** provides notification of any changes to the SAS, the standards, current trainings, committee work requests, upcoming events, etc.

> e RSS feed that will
> the SAS Portal. The
> **Site Updates**, allows

5. **Site Statistics:** In the lower right corner, point out the **informational items** that are displayed. The first bar indicates the number of registered users currently logged in to SAS. The second bar provides many more statistics.

> ꞓ **stats** button. Here,

6. **Login or Register:** The lowest corner of the home page is where you can log in to or register for a SAS account. Registered Users can click **Login** to access their SAS account. New Users can click **Join Now** to register for a SAS account.

    ▪ The SAS is a two-tiered system. Visitors to the site _do not_ have to be a registered user to access SAS; parents, students, and others can use the portal.
    ▪ Teachers and administrators are highly encouraged to register because there are additional **Teacher Tools** that they will have access to when they register and login.

7. **Upcoming Training and Events:** This link provides access to a calendar of trainings and special events (e.g., the SAS Institute) provided by the Pennsylvania Department of Education.

8. **Teacher Tools:** The **Teacher Tools** link is located in the upper-right corner of the page. It provides access to specialized tools that include **My ePortfolio**, **My Website**, **Professional Learning Communities**, **Curriculum Mapping**, **Professional Development (PD) Center** and **Publish Your Best**.

   ▪ These tools will require a PPID number.
   ▪ The specific tools will be reviewed later in the training.

9. **Help:** The **SAS Portal Help Desk** link (life preserver) is located in the upper-right corner of the page.

   ▪ **FAQs:** Frequently asked questions for each of the elements.
   ▪ **Training Materials:** Access to materials and information for the various SAS trainings.
   ▪ **Contact Us:** Contact the **Help Desk** via email or phone if a problem is encountered, to provide a suggestion for improvement or to report bad links.

10. **Footer Menu:** The **Footer Menu** is the black area that runs along the bottom of the page:

   ▪ **About SAS:** Information contained at this site include PreK-3 information, and related SAS materials, resources and templates
   ▪ **Contact Us:** Contact the **Help Desk** via email or phone if a problem is encountered, to provide a suggestion for improvement or to report bad links.
   ▪ **FAQs:** Frequently asked questions for each of the elements.

SAS Portal Overview:

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1. **Standards:** Click on the **Standards** tab in the navigation menu. There are seven different ways to access the **Pennsylvania Academic Standards**, related **Assessment Anchors** and **Common Core Standards**: View Standards, Vertical Viewer, Keyword Search, Browse Standards, Downloads, Unpacking the Anchors and Common Core.

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2. Click on the **SAS logo** in the upper-left hand corner to return to the **Home Page**.

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3. **Assessment:** Click on the **Assessment** tab. This element focuses on various aspects and tools related to Pennsylvania assessment: About Assessments, Keystone Exams, Assessment Creator, Reference Materials, Classroom Diagnostic Tools and Graduation Requirements.

4. **Curriculum Framework:** Click on the **Curriculum Framework** tab. This element focuses on what we teach. This element provides the specific topics to be taught for every content standard area as well as the Curriculum Framework definitions, English Language Learner Overlay and the Content Area Pages.

5. **Instruction**: Click on the **Instruction** tab. This element focuses on how we teach by utilizing instructional strategies and practices, and the levels of learning. This element addresses Instruction, provides the ability to Search Videos and Teacher of the Year information.

6. **Materials & Resources:** Click on the **Materials & Resources** tab. This element focuses on resources that can be used to teach. This element contains a Search component, an Advanced Search, Voluntary Model Curriculum (VMC) and Learning Progressions.

7. **Interventions:** Click on the **Interventions** tab. This element focuses on ensuring that all students are provided with supports they need to meet and exceed grade-level standards.

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Lingering Questions (5 minutes)

Have participants write down any questions that they have regarding Module 1, using Post-its. They should discuss the questions as a table group.

- Participants will affix any remaining questions (written on a Post-It note) to the Laying the appropriate Parking Lot.
- The question will be incorporated into the appropriate in-depth element segment.

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Module Two: Standards (75 minutes)

Module at a Glance
This module focuses on the Standards element of the SAS Portal. In order to build a better understanding of how to train and navigate others through the Standards element of the Portal, a comprehensive overview will be given. This will include a demonstration of the different search tools within Standards. Trainers will work collaboratively to complete activities and save resources in order to plan for their own audiences.

Objectives:

SASITs will:

- Articulate the differences of the search methods within the Standards element.
- Create examples of scenarios for each of the different functions in the Standards section to use when providing trainings.
- Save materials to their personal ePortfolios.

Train-the-Trainer Agenda

🖥️💼	Standards: • View Demonstration • Teacher Tools: My ePortfolio	50 minutes
📝	Action Planning on Module 2	20 minutes
👥	Lingering Questions	5 minutes

Icon Legend

👥	Group Activity	🖥️	Demonstration and Practice Using the SAS Portal
🔍	Presentation	📝	Action Planning Activity
💼	Teacher Tools	SAS 101	SAS 101 Training Materials

Module 2 Materials Checklist

SASIT Instructor

- o SASIT PowerPoint
- o SASIT Training Manual
- o SASIT Parking Lot posters
- o Laptop or computer with hardwired Internet connection

Participants

- o Name Tents
- o SASIT Training Manual
- o Laptop or computer with hardwired Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes

Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

📝 Module 2 Action Plan: (20 minutes)

Review the Train-the-Trainer information for Module 2 found below. Review the agenda and identify the activities you will be utilizing with your own audience as well as estimated time frames for each element.   This Module requires 70 minutes to provide full training.

Overview of this Module:

- Standards Overview and Exploration
    - View Standards
    - Browse Standards
    - Vertical Viewer
    - Keyword Search
    - Download PDFs
    - Unpacking the Anchors
    - Common Core
- Activity: Standards Case Studies

SAS 101 Participant Objectives:

- Articulate the differences of the search methods within the Standards element.
- Demonstrate how to locate the Pennsylvania Academic Standards using the View Standards, Browse Standards, Keyword Search, Vertical Viewer, and Download Standards sections of Standards.
- Demonstrate how to use the Unpacking the Anchors section of the Portal.
- Explore the Common Core tab in Standards and introduce the adoption and transition information as relevant to Pennsylvania.
- Save materials to their personal ePortfolios.

Suggested SAS 101 Agenda

Standards	50 minutes
Activity: Standards Case Studies	10 minutes
Lingering Questions	10 minutes
Total Duration:	**70 minutes**

Action Planning
Step One: *Identify Key Components*

Based on the information that we just viewed and knowing your target audience, identify the key components from this section you would like to include in your training.

Section:	Critical Components to Convey in Training:
▪ **View Standards**	
▪ **Browse Standards**	
▪ **Vertical Viewer**	
▪ **Keyword Search**	
▪ **Download PDFs**	
▪ **Unpacking the Anchors**	
▪ **Common Core**	

Step Two: *Sharing Your Thoughts*

Choose a table partner and share your identified key components. Update your list, as necessary.

Step Three: *Examples for Training*

Explore each tab in the Standards element. Based on the critical components you selected in step one, identify an example that is appropriate for your specific target audience. Include as much detail as you will need in order to remember how you located these examples and the process you used to access them.

Section:	Example:
▪ **View Standards**	
▪ **Browse Standards**	
▪ **Vertical Viewer**	
▪ **Keyword Search**	
▪ **Download PDFs**	
▪ **Unpacking the Anchors**	
▪ **Common Core**	

Step Four: *Lingering Questions*

On a Post-It, write down any questions that you may have. Share with your table and discuss. If after discussion with your table you are still unclear, place the Post-It on the appropriate Parking Lot.

Standards   (50 minutes)

1. Return to the **Home Page** of the SAS Portal by clicking the **SAS logo** in the upper left hand corner of the page you are currently on.

2. Remind participants that they can access the **Standards** element of the Portal by clicking the **Standards** tab or by clicking the circle labeled **Standards** on the SAS logo in the middle of the **Home Page**.

View Standards:

> **ɪors**, and
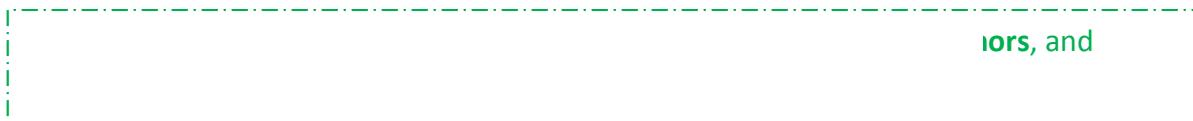
1. The default view in **Standards** is **View Standards:**   Select **Grade Level *4th Grade*** and the **Subject Area** *Science and Technology and Engineering Education.* Click the **Search** button.

2. **Scroll through the list**, mentioning to audience that it contains every **Standard Area**, **Standard**, **Assessment Anchor**, **Anchor Descriptor**, and **Eligible Content** statement for this **Subject Area/Grade Level**.

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> onsumer
> ɔnal Skills)

3. Locate and read aloud **Standard *3.1.4.A1 Classify plants and animals according to the physical characteristics that they share***.

> cific **Standard**,
> he one you want to
> ɔ users. For Mac
> d to appear on your

■   Demonstrate to participants how to print the **Standards** by clicking on the **Printer icon** at any level of alignment. While viewing **Standard *3.1.4.A1***, click the **Printer icon**. Close the new window/tab in the browser to return to the **Standards**.

- Demonstrate to participants how to save the **Standards** as a PDF file by clicking on the **PDF icon** at any level of alignment. While viewing **Standard *3.1.4.A1***, click the **PDF icon**. Close the **new window/tab** in the browser to return to the **Standards**.

- Click on the third tab in the **View Standards** search box, **Select a School-Wide Area of Focus**. Communicate to participants that **English Language Proficiency Standards** and **Student Interpersonal Skills** are found within this tab.

- Using the drop-down menu, select ***English Language Proficiency***. Click **Search**.

- Scroll down the list mentioning that every **English Language Proficiency Standard** is located here ranging from Pre-K through grade 12.

4. Click the **Back button** in your browser to return to **Standards**.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 31), identifying the key components from this section to include in their training.

Browse Standards:

> **Areas** from the
> pplicable).

1. Select the **Browse Standards** tab.

2. Select **Subject Area *3: Science and Technology and Engineering Education***.

   - Select **Standard Area *3.1 Biological Sciences***

   - Select **Organizing Category *3.1.A: Organisms and Cells***

   - Select ***3.1.4.A: Grade 4***

   - Select **Standard *3.1.4.A1 Classify plants and animals according to the physical characteristics that they share.***

   - Select **Assessment Anchor *S4.B.1: Structure and Function of Organisms***

   - Select **Anchor Descriptor *S4.B.1.1 Identify and describe similarities and differences between living things and their life processes.***

- Locate **Eligible Content** *S4.B.1.1.2: Compare similar functions of external characteristics of organisms (e.g. anatomical characteristics: appendages, type of covering, body segments).*

- Appearance of the **Materials & Resources button** indicates that there is related content. Click on the button to show **Materials & Resources** that are aligned to that statement.

- Select *The Everglades: Birds (Elementary)* by clicking on its title.

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- Point out the **Add to My ePortfolio/Send to a Friend/Printer Friendly Version** buttons in the upper-right hand corner of the page. Convey to the audience that these buttons can be used to print, share or save this resource.

- Click on **Send to a Friend**. Convey to the audience that this allows a user to send a link to this resource to a friend via email. Fill in the information with a fake name and email address – click **Cancel** (or the **x**) so that the email does not send.

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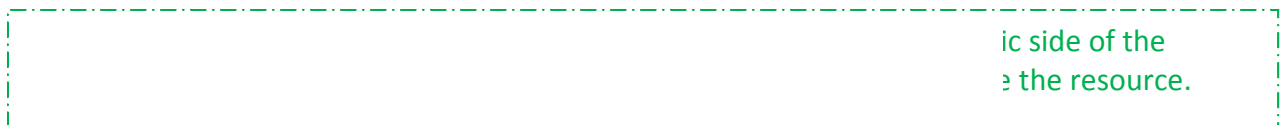
- Click on **Add to My ePortfolio**. Convey to the audience that this allows users to save a resource to an online storage area within their SAS account called the **ePortfolio**. We will practice saving this resource together and it can be deleted, if necessary, when we return to the **ePortfolio** at another point in our session.

- The **Title** and **URL** of the resource will already be populated. Users may choose to add an optional **Description** of the resource.

- Click the **Save button**.

- Use the **Back button** in the browser once to return to the search results, and then once more to return to the **Standards**.

3. Click on *Reset Browse Standards* to clear your selections.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 31), identifying the key components from this section to include in their training.

Vertical Viewer:

demic Standards
he grades.

1. Click the **Vertical Viewer** tab.

2. Select **Subject Area *3: Science and Technology and Engineering Education***

   ▪ Select **Standard Area *3.1 Biological Sciences***

   ▪ Select **Organizing Category *3.1.A Organisms and Cells***.

   ▪ A matrix spanning **Grades 3-8** will appear, allowing users to view the progression of **Standards** across grade levels. Point out **Standard *3.1.4.A1 Classify plants and animals...*** (in the first row under the 4th Grade column). You can see what is expected at each grade level.

   ▪ Clicking on any **Standard** (use ***3.1.4.A1*** as the example) in the **Vertical Viewer** will take you to the **Browse View** of the **Standards**, where you are able to drill down to related **Assessment Anchors** and **Eligible Content** statements.

   ▪ Click the **Back button** in the browser to return to the **Vertical Viewer**.

   ▪ Click **See Grades 8-12** to view the **Standards** across **Grades 8-12** and all appropriate **Courses** at the secondary level.

Save it as a **PDF**
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3. Click on **Reset Vertical Viewer** to clear your selections.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 31), identifying the key components from this section to include in their training.

Keyword Search:

ubject Areas,

1. **Keyword Search:** Click the **Keyword Search** tab.

2. Type in the **Keyword** *appendages*.

   ▪ Select the **Grade Level** *4th Grade*.

   ▪ Select the **Subject Area** *Science and Technology and Engineering Education.*

   ▪ Limit the search by placing a **checkmark** next to **Eligible Content**, and then click **Search**.

   ▪ A list is generated showing where that word or phrase appears in the **Pennsylvania Academic Standards** within **Eligible Content** statements for the selected **Subject Area/Grade Level**.

   ▪ Clicking on any **Eligible Content** (use *S4.B.1.1.2* as the example) will take you back to the **Browse Standards** view of the **Standards**. Click the **Back button** in your browser to return to the search results.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 31), identifying the key components from this section to include in their training.

Download PDFs:

Academic

1. Click the **Download PDFs** tab and click **Download Standards.**

   ▪ Open the *Academic Standards for Science and Technology and Engineering Education (Elementary).*

   ▪ You may be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.

   ▪ **Open the PDF**, and scroll to the top of page 9 of the document, pointing out **Standard** *3.1.4.A1* (in the *3.1.4.A Grade 4* column).

   ▪ Close **Adobe Reader**.

2. Return to the SAS Portal and click the **Download PDFs** tab. Select **Download PSSA Anchors** from the drop-down.

    - Locate **Science** and click on *Grade 4 Science Assessment Anchors*.

    - You may be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.

    - Open the PDF, and scroll to page 4 of the document, pointing out **Eligible Content** statement *S4.B.1.1.2*.

    - Close **Adobe Reader**.

    - Return to the SAS Portal and click the **Download PDFs** tab.

3. Select **Download Keystone Anchors** from the drop-down.

    - Point out that PDFs containing the **Assessment Anchors** and **Eligible Content** statements relevant to the **Keystone Exams** can be downloaded from this page.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 31), identifying the key components from this section to include in their training.

Unpacking the Anchors:

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iting,

1. **Unpacking the Anchors:** Click the **Unpacking the Anchors** tab.

    - Inform participants that the **Unpacking the Anchors** tab will allow you to select a **Subject Area**, **Grade**, and **Anchor** in order to view the content and the skills associated with that **Anchor Descriptor**.

    - Select the **Subject Area** *Science and Technology and Engineering Education.*

- Select the **Grade Level** *4th Grade*.

- Click **Search**. A list of **Assessment Anchors** will be returned.

- Click on **Assessment Anchor** *S4.B.1 Structure and Function of Organisms*.

- Click on **Anchor Descriptor** *S4.B.1.1 Identify and describe similarities and differences between living things and their life processes*.

- A list of **Skills** and **Content** related to the **Anchor Descriptor** will appear. Point out the **Skills** related to the **Content** of *appendages*.

2. Click the **Unpacking the Anchors** tab.

- In the **Keyword Search** field, type in *appendages* and then click **Search**.

- Click on **Assessment Anchor** *S4.B.1 Structure and Functions of Organisms*

- Click on **Assessment Descriptor** *S4.B.1.1 Identify and describe similarities and differences between living things and their life processes*.

- A list of **Skills** and **Content** related to the **Anchor Descriptor** will appear. Point out the **Skills** related to the **Content** of *appendages*.

- Click on **Anchor Descriptor S4.B.1.1** once again to collapse the information.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 31), identifying the key components from this section to include in their training.

Common Core:

plementation

1. **Common Core:** Click on the **Common Core** tab in Standards. Click on the first PDF on the page titled: *Common Core FAQ 11-5-2010*. This will open a PDF Fact Sheet with answers to Frequently Asked Questions regarding Pennsylvania's Implementation of the **Common Core Standards**.

- This page also includes links to the **Common Core Standards** and documents from the Pennsylvania State Board of Education and Pennsylvania Department of Education (PDE) about the

implementation and adoption of **Common Core**. As Pennsylvania follows the development of the K-12 **Common Core Standards** and determines the alignment of **Common Core Standards** to **Pennsylvania Academic Standards**, this page will provide educators with information and updates on the progress of that work.

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Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 31), identifying the key components from this section to include in their training.

When Step One is complete, have them move on to complete the remaining sections of the Action Plan.

Lingering Questions (5 minutes)

As part of the Action Plan activity, participants will identify Lingering Questions and will discuss them as a group.

- Participants will affix any remaining questions (written on a Post-It note) to the Standards Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

SAS 101 Participant Activity: Standards Case Studies

Below are six case studies related to the Standards section we've just reviewed. Read each scenario and list which view you think would be the most appropriate way to find the needed information. We will share out as a group, and remember, there isn't only one right way!

1. You are a district administrator about to begin a Curriculum Mapping initiative. Since you will be spearheading this project, it is important for you to have a thorough understanding of the Standards, Assessment Anchors, and Eligible Content, when applicable, for each subject area or course. Which view in the Standards section will be the most efficient way to find the information for your needs? Explain your reasoning.

    _____

    _____

    _____

2. You are a 10th grade English teacher and are looking to better address specific skills your students need to be able to do. Which view will be the most efficient method to find information to fit your needs? Explain your reasoning.

    _____

    _____

    _____

3. You are building a website for your classroom and want parents to be able to view the Standards from home. Which view will enable you to easily post a link to your relevant Standards? Explain your reasoning.

    _____

    _____

    _____

4. As a building principal you are reviewing data from the 4th grade Science assessment. You notice performance gaps in several reporting categories and wish to gain a better understanding of those areas from the standard statements down to the eligible content. Which view of the Standards will be the most efficient way to find the information? Explain your reasoning.

    _____

    _____

    _____

5. As the chairperson of the Social Studies Department, you are working to create a list of key terms or concepts that are taught multiple times from grades 3-12. For example, you are wondering how often the term "government" appears in the standards. Which view will be the most efficient way to find this information?

   _____

   _____

   _____

6. You are a 5th grade Math teacher and have been asked to be a member of your district's math curriculum team. A primary concern of the team is making sure the content and skills students are learning are increasing in sophistication and complexity as they move up in grades. Which view will give you and the team the best look at the progression of standards? Explain your reasoning.

   _____

   _____

   _____

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Module Three: Curriculum Framework (65 minutes)

Module at a Glance

The focus of this module is for trainers to become knowledgeable in training others on how to utilize Curriculum Frameworks to enhance and strengthen classroom instruction across Grade Levels and Subject Areas. Trainers will navigate the Curriculum Frameworks to identify Big Ideas, Essential Questions, Concepts, Competencies, Standards and/or Eligible Content in order to guide others to create cross-curricular connections. They will also explore the Professional Development (PD) Center and will preview a professional development course on developing an aligned curriculum.

Objectives:

SASITs will:

- Explain how the Curriculum Framework guides and reinforces instruction and student learning.
- Demonstrate an in-depth understanding of the Curriculum Framework components.
- Identify ways to use the Curriculum Framework to create cross-curricular and grade level connections.
- Locate a variety of free professional development courses that grant Act 48 credit in the PD Center.

Train-the-Trainer Agenda

	Curriculum Framework: • Activity: Curriculum Framework Definitions – Part I • View Demonstration • Activity: Curriculum Framework Definitions – Part II • Teacher Tools: PD Center	40 minutes
	Action Planning on Module 3	20 minutes
	Lingering Questions	5 minutes

Icon Legend

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Module 3 Materials Checklist

SASIT Instructor

- o SASIT PowerPoint
- o SASIT Training Manual
- o SASIT Parking Lot posters
- o Laptop or computer with hardwired Internet connection
- o Content Area Strips for Curriculum Framework Definition Activity

Participants

- o Name Tents
- o SASIT Training Manual
- o Laptop or tablet with Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes

Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

Module 3 Action Plan: (20 minutes)

Review the Train-the-Trainer information for Module 3 found below. Review the agenda and identify the activities you will be utilizing with your own audience as well as estimated time frames for each element.   This Module requires 65 minutes to provide full training.

Overview of this Module:

- Curriculum Framework Overview and Exploration
    - o Curriculum Framework
    - o English Language Learners (ELL) Overlay
    - o Content Pages

SAS 101 Participant Objectives:

- ▪ Explain how the Curriculum Framework guides and reinforces instruction and student learning.
- ▪ Demonstrate an in-depth understanding of the Curriculum Framework elements.
- ▪ Identify ways to use the Curriculum Framework to create cross-curricular and grade level connections.

Suggested SAS 101 Agenda

Curriculum Framework	40 minutes
Activity: Curriculum Framework and Cross-Curricular Alignment	15 minutes
Lingering Questions	10 minutes
Total Duration:	**65 minutes**

Action Planning
Step One: *Identify Key Components*

Based on the information that we just viewed and knowing your target audience, identify the key components from this section you would like to include in your training.

Section:	Critical Components to Convey in Training:
▪ **Curriculum Framework**	
▪ **ELL Overlay**	
▪ **Content Pages**	
▪ **PD Center**	

Step Two: *Sharing Your Thoughts*

Choose a table partner and share your identified key components. Update your list, as necessary.

Step Three: *Examples for Training*

Explore each tab in the Curriculum Framework element. Based on the critical components you selected in step one, identify an example that is appropriate for your specific target audience. Include as much detail as you will need in order to remember how you located these examples and the process you used to access them.

Section:	Example:
▪ **Curriculum Framework**	
▪ **ELL Overlay**	
▪ **Content Pages**	
▪ **PD Center**	

Step Four: *Lingering Questions*

On a Post-It, write down any questions that you may have. Share with your table and discuss. If after discussion with your table you are still unclear, place the Post-It on the appropriate Parking Lot.

Curriculum Framework   (40 minutes)

Activity: Curriculum Framework Definitions – Part I (5 minutes)

Direct participants to review the six components of the Curriculum Framework (listed below). Distribute a set Curriculum Framework strips (pp. 179-190); one Subject Area per table. Ask each table to identify which statement is the Big Idea, the Essential Question and so forth. Each table should keep their results for later use.

Definitions:

1. Review the definitions of **Big Ideas**, **Essential Questions**, **Concepts**, **Competencies**, **Standards** and **Eligible Content**.

   o **Big Ideas** - Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.

   o **Essential Questions** - Questions connected to the SAS framework, specifically linked to the Big Ideas. They should frame inquiry, promote critical thinking, and assist in learning transfer.

   o **Concepts** - Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

   o **Competencies** - Describe what students should be able to do (key skills) as a result of this instruction specific to grade level.

   o **Standards** – Statements that define what students should know and be able to do as a result of instruction.

   o **Eligible Content** - Helps educators identify how deeply they need to cover an Assessment Anchor and/or the range of content they should teach to maximize student achievement and best prepare their students for the PSSA.

Curriculum Framework:

1. Direct participants to the **Curriculum Framework** tab in the SAS Portal.

2. Have participants identify the search tools in the **Curriculum Framework**. How many search tools did you find? What did you find under each search tool?

> **SASIT Tip:** Relay to participants that the **Curriculum Framework** search tools allow users to navigate by:
>
> - **Subject Area:** All Subject Areas, plus more specific areas such as Listening, Dance, or Entrepreneurship.
>
> - **Grade Level, Band, or Stage:** Kindergarten to 12th grade, plus grade level Bands for K-2, 3-5, 6-8 and 9-12, as well as Stages for World Languages.
>
> - **Course:** Specific courses offered at the secondary level.
>
> - **School–Wide Area of Focus:** Student Interpersonal Skills

3. To begin, select the **Subject Area** *Mathematics* and **Grade Level** *8th Grade*, and then click **Search**.

4. A list of **Big Ideas** will populate the screen. Select the **Big Idea** "*Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.*"

5. Once you select the **Big Idea**, the related **Essential Questions, Concepts, Competencies,** and **Standards/Eligible Content** will populate.

> **SASIT Tip:** A faint gray background will appear behind the selected **Big Idea**, and its related **Essential Questions**, **Concepts**, **Competencies**, and **Standards/Eligible Content**. Clicking a different **Big Idea** in the list in the left column of the **Curriculum Framework** will change the **Essential Questions**, **Concepts**, **Competencies**, and **Standards/Eligible Content** shown.

6. Demonstrate how to use the **Hide Essential Question** or **Hide Concepts** buttons to hide/show those columns within the chart. Click once to **Hide Essential Questions** and once to again **Show** them.

7. Show that the **Export/Print CF** button can be used to save the **Curriculum Framework** as a Microsoft Word document.

8. Locate the **Eligible Content** code *M8.C.1.1.2.* "*Define, identify and/or use properties of angles formed by intersecting lines (complementary, supplementary, adjacent and/or vertical angles).*"

   - It will be the last code in the fourth row of **Standards/Eligible Content**.

9. Demonstrate how to hover your mouse over the **Standard** or **Eligible Content** code to view the text of the statement.

> **um Framework** will

10. Click on the **Eligible Content** code: *M8.C.1.1.2*

> he **Eligible Content**
> **Content**.

11. Click on the button to show **Materials & Resources** that are aligned to the statement *M8.C.1.1.2.*

12. Point out to audience that *Vertical Angles by Math Open Reference* is aligned to the **Eligible Content** *M8.C.1.1.2.* This is an interactive resource that demonstrates vertical angles. Click on the link under *Web-based Resource* to view this material.

13. Click the **Curriculum Framework** tab to return to the search tool.

Activity: Curriculum Framework Definitions – Part II (5 minutes)

Using the materials from the previous Curriculum Framework Activity, have participants locate that alignment in the Curriculum Framework. Once they have found the alignment in the Curriculum Framework, have them confirm their selection as appropriate or realign their Framework.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Curriculum Framework (p. 47), identifying the key components from this section to include in their training.

ELL Overlay:

1. Click on the **ELL Overlay** tab to view an **ELL Overlay** to see related standards for *English Language Learners*.

2. Click on **Math Overlay** *Algebra I Listening and Reading*.

- The **ELL Overlay** will open in a new window. At the top of the second column on page 1, point out the **Competency** *"Use algebraic properties and processes in mathematical situations and apply them to solve real world problems."*

> assist the teacher in
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> ensible to **English**

- Close the window (or tab) in the browser to return to the **ELL Overlay** tab.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 3 Action Plan for this section of Curriculum Framework (p. 47), identifying the key components from this section to include in their training.

Content Pages:

1. Within **Curriculum Framework**, click on the third tab **Content Pages.**

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> s have any
> y point of

- Click on *Mathematics*.

- Select *6-8*. You will be taken to the **Curriculum Framework** search tool, and **Mathematics** will populate the **Subject Area** drop-down menu. The **Grade Level Band** *6-8* will populate the **Grade Level/Stage** drop-down field. Click **Search**.

- The Big Ideas for **Mathematics** for grades 6-8 will appear.

> e participants that the
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🧰   **PD Center:**

1. Click on **Teacher Tools**, and then click **PD Center**.

> 48 requirements.
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> ently in a classroom

2. Click on the **Class Registration** tab.

3. Locate the course *Developing Aligned Curriculum (SASPD_04)*.

4. Read the description of the course aloud, and then click on the **Preview** button.

5. Click on the **plus sign (+)** to the left of *Learning Activity A-1* to preview the requirements for the assignment.

6. Click on the **minus sign (-)** to hide the requirements.

7. Close the **Course Preview** window by clicking the **Close Preview** button.

8. Show participants that they can register for any **PD Center** course by clicking the **Register** button at the bottom-right of the **Course Description**.

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> ut will only be

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for these sections of Curriculum Framework (p. 47), identifying the key components from this section to include in their training.

When Step One is complete, have them move on to complete the remaining sections of the Action Plan.

Lingering Questions (5 minutes)

As part of the Action Plan activity, participants will identify Lingering Questions and will discuss them as a group.

- Participants will affix any remaining questions (written on a Post-It note) to the Curriculum Framework Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

SAS 101 Participant Activity: Curriculum Framework and Cross-Curricular Alignment

Instructions:

- Locate a partner from a different subject area than your own. Examine the Curriculum Frameworks from your respective subject areas.
- Locate one Big Idea from your Curriculum Framework and record it in one of the circles in the graphic. Allow your partner to do the same.
- Discuss how cross-curricular alignments can be made using the Big Idea and the Essential Question(s) from that particular framework to reinforce understanding and promote student achievement.

Big Idea/Essential Question   Big Idea/Essential Question
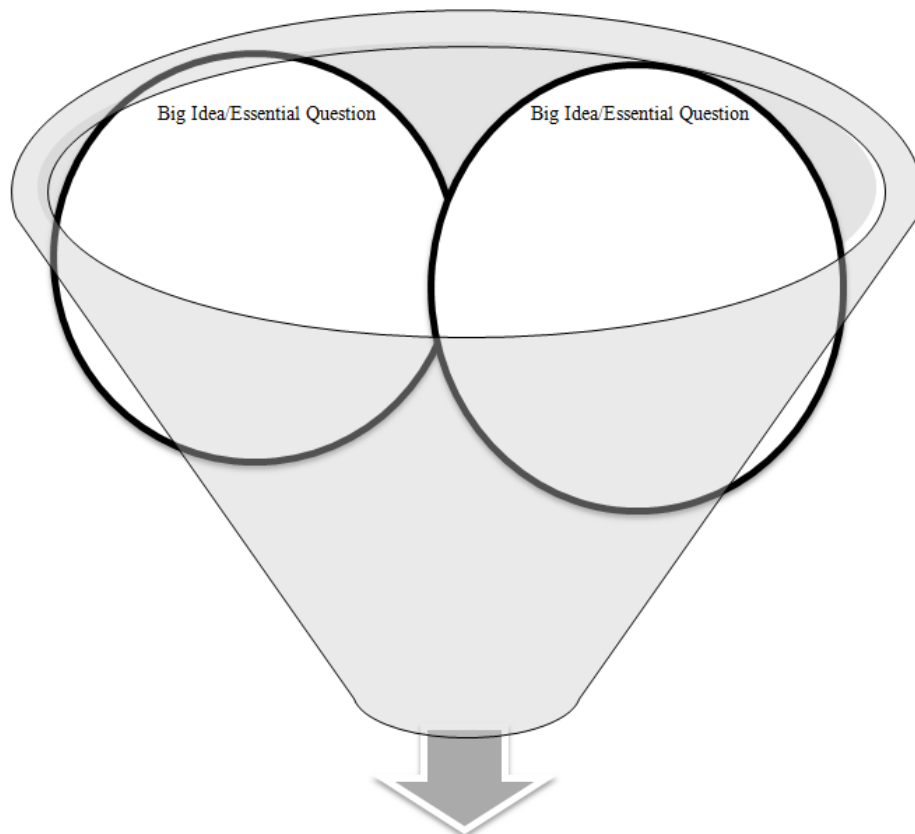
Cross-Curricular Connections/Alignments

Module Four: Assessment (70 minutes)

Module at a Glance

The focus of this module is on how to locate assessment items and create standards-aligned assessments with the Assessment Creator. Trainers will also locate resource materials associated with the various types of assessments found in the SAS Portal, including Voluntary Model Curriculum Maps (VMCM). They will be able to guide future participants through the Assessment element in the Standards Aligned System.

Objectives:

SASITs will:

- Develop a deeper understanding of formative, summative, diagnostic, and benchmark assessments.
- Practice training others on creating customized student assessments using released test items aligned to PA Standards and Eligible Content.
- Review assessment materials to share with future audiences in SAS trainings.
- Practice adding District Curriculum Maps to My Curriculum Maps and Instructional Maps.
- Create an Instructional Map with Teacher Notes and upload Materials and Resources and other documents from My ePortfolio to embed within an Instructional Map.

Train-the-Trainer Agenda

	Assessment: • Activity: Anticipation Guide • View Demonstration • Teacher Tools: Curriculum Mapping	45 minutes
	Action Planning on Module 4	20 minutes
	Lingering Questions	5 minutes

Icon Legend

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Module 4 Materials Checklist

SASIT Instructor

- o SASIT PowerPoint
- o SASIT Training Manual
- o SASIT Parking Lot posters
- o Laptop or computer with hardwired Internet connection

Participants

- o Name Tents
- o SASIT Training Manual
- o Laptop or computer with hardwired Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes

Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

Module 4 Action Plan: (20 minutes)

Review the Train-the-Trainer information for Module 4 found below. Review the agenda and identify the activities you will be utilizing with your own audience as well as estimated time frames for each element.   This Module requires 70 minutes to provide full training.

Overview of this Module:

- Assessment Overview and Exploration
    - About Assessments
    - Keystone Exams
    - Reference Materials
    - Classroom Diagnostic Tools
    - Graduation Requirements
    - Assessment Creator
- Activity: Assessment Quick Check

SAS 101 Participant Objectives:

- Develop a deeper understanding of formative, summative, diagnostic, and benchmark assessments.
- Practice training others on creating customized student assessments using released test items aligned to PA Standards and Eligible Content.
- Review assessment materials to share with future audiences in SAS trainings.

Suggested SAS 101 Agenda

Assessment	45 minutes
Activity: Assessment Quick Check	15 minutes
Lingering Questions	10 minutes
Total Duration:	**70 minutes**

Action Planning
Step One: *Identify Key Components*

Based on the information that we just viewed and knowing your target audience, identify the key components from this section you would like to include in your training.

Section:	Critical Components to Convey in Training:
▪ **About**	
▪ **Keystone Exams**	
▪ **Reference Materials**	
▪ **Classroom Diagnostic Tools**	
▪ **Graduation Requirements**	
▪ **Assessment Creator**	
▪ **Voluntary Model Curriculum Maps (VMCM)**	

Step Two: *Sharing Your Thoughts*

Choose a table partner and share your identified key components. Update your list, as necessary.

Step Three: *Examples for Training*

Explore each tab in the Assessment element. Based on the critical components you selected in step one, identify an example that is appropriate for your specific target audience. Include as much detail as you will need in order to remember how you located these examples and the process you used to access them.

Section:	Example:
▪ **About**	
▪ **Keystone Exams**	
▪ **Reference Materials**	
▪ **Classroom Diagnostic Tools**	
▪ **Graduation Requirements**	
▪ **Assessment Creator**	
▪ **Voluntary Model Curriculum Maps (VMCM)**	

Step Four: *Lingering Questions*

On a Post-It, write down any questions that you may have. Share with your table and discuss. If after discussion with your table you are still unclear, place the Post-It on the appropriate Parking Lot.

Assessment   (45 minutes)

Assessment Anticipation Guide:

1. Direct participants to complete the **Assessment Anticipation Guide**. A reproducible version of this document can be found in the **Appendix** (p. 191) as well as the **Instructor Version** (p. 192).

2. After completing the chart, ask each table to debrief their responses to each of the statements.

3. Review the correct answers with participants   **(SASIT PowerPoint – Slides #12 – 16)**.

Assessment Anticipation Guide Directions:

Read each statement. If you agree with the statement, or believe that a statement is true, place a check in the *Agree* column. If you disagree with the statement, or believe the statement is false, place a check in the *Disagree* column. In the space below the statement, identify a reason why you took that position. Be ready to explain your choices.

Agree	Disagree	Statement
		Assessment is a process used by teachers and students before and after instruction to provide feedback and adjust teaching and learning to improve student achievement.
		Formative Assessment results or information should be used to shape teaching and learning.
		PSSA and 4Sight are considered to be **Summative Assessments.**
		In Pennsylvania, **Formative Assessment** is described as being: "Designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards."
		Diagnostic Assessment ascertains, prior to instruction, each student's strengths, weaknesses, knowledge, and skills so that the teacher can meet individual student needs.

About:

1. Direct participants to the **Assessment** tab in the SAS Portal**.**

2. Point out that the assessment definitions and additional information can be found in the **About** tab.

3. Click the **minus sign (-)** to the left of **Summative Assessment**, and then click on the **plus sign (+)** to show how the definitions on the page can be hidden or shown.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 4 Action Plan for this section of Assessment (p. 59), identifying the key components from this section to include in their training.

Keystone Exams:

1. Click on the **Keystone Exams** tab**.**

2. PDE staff will provide talking points regarding the **Keystone Exams** (e.g., Keystone scale scores, report interpretation guides, test accommodations).

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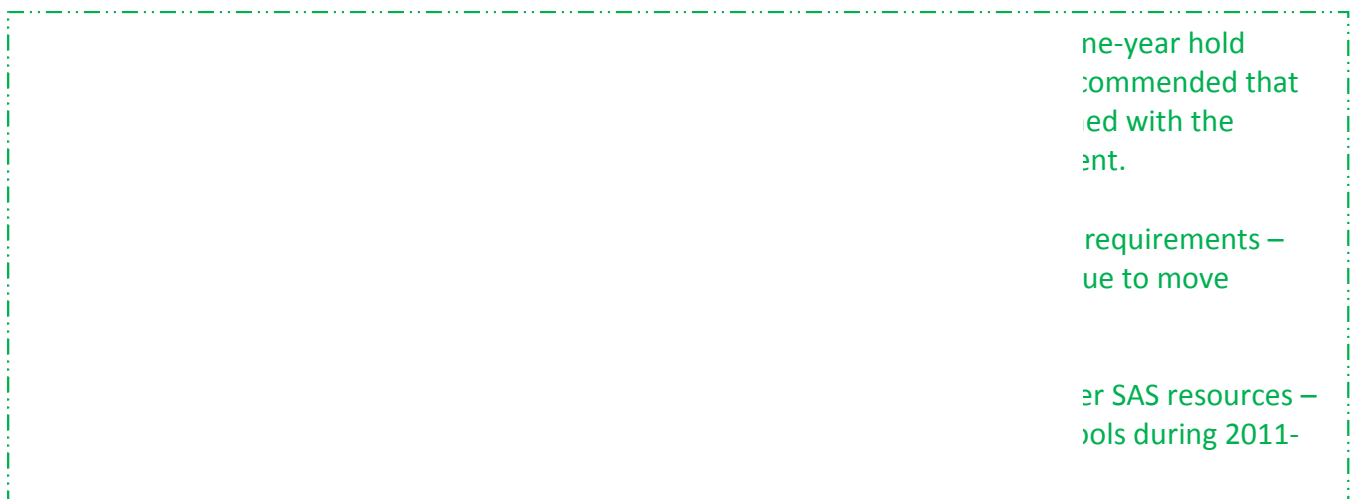
3. Point out the **Keystone Exams Program Overview** document as a resource for more information.

4. Click on each option underneath **General Information** and share what documents can be found there:

    *   **General Information** – general information regarding Keystone Exams, along with access to state reports, report interpretation guides and information on testing accommodations.

- **Performance Level Descriptors (PLDs)** – statements that describe the knowledge and skills expected of students at different performance levels with respect to Pennsylvania's academic content standards and Eligible Content for each of the Keystone Exams.

- **Item and Scoring Samplers** – sample assessment items with scoring information for Literature, Algebra I, and Biology.

- **Subject Areas (Mathematics, Literature and English Composition**, and **Science)** – documents with Assessment Anchors, Eligible Content, Sample Questions, and Glossary.

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Voluntary Model Curriculum Maps (VMCM):

1. Click on **Teacher Tools** in the upper-right corner of the window.

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2. Click on **Curriculum Mapping**.

3. Locate **Algebra 1 – VMCM – Coordinate Geometry** on the **VMCM Maps** tab. Click on its **Title**.

   - Share with participants that this is a **Voluntary Model Curriculum Map (VMCM)**, which reflects the concepts and competencies identified in the *Algebra I Keystone Assessment Anchor and Eligible Content* document.

   - PDE staff will provide talking points regarding the VMCM maps. For example:
     o   How the VMCMs were developed and why.
     o   That they can be used as a starting point for a district that has not developed curriculum maps.
     o   In the maps educators can hover over standard to then view the standard wording, as well as connect with resources in SAS.
     o   Sample assessments are under construction.
     o   Additional trainings are offered in this area.

4. Scroll down to the columns on the map to show the **Keystone Assessment Anchors & Eligible Content** column.

5. Close the window/tab to close the **Algebra 1 – VMCM – Coordinate Geometry** map.

6. Locate **Algebra 1 – VMCM – Coordinate Geometry** on the **District CMs** tab, and click the **Add to My CMs** icon (green plus sign) in the **Options** column. This will add the map to a list of saved maps on the **My CMs and IMs** tab.

> **SASIT Tip:** Creating an **Instructional Map (IM)** gives educators the opportunity to add their own notes and resources to a **Curriculum Map (CM)**. This provides educators with a way to personalize **District CMs** to better prepare their own instruction.

7. From the **Options** column, click on the **Create a new Instructional Map** icon. This will add the map to the list **My Instructional Maps** at the bottom of the tab.

8. Locate *Algebra 1 – VMCM – Coordinate Geometry* under **My Instructional Maps**. Click the **Edit** icon (pencil) in the **Options** column.

9. Scroll down to the columns on the map and locate the **Notes for Teaching** column.

10. Click within the **Notes for Teaching** column in the first row of the map to open the **Teacher Notes Editor**.

> **SASIT Tip:** The **Teacher Notes Editor** functions in a manner similar to traditional word processing software. Because it is embedded within the SAS Portal, it allows users to bring in resources from their **ePortfolio** to add to an **Instructional Map**.

11. Type the phrase *Additional Resources:* into the editor, and then click the **Enter/Return** key on your keyboard.

12. Click the **Add from ePortfolio** button in the bottom toolbar in the editor.

13. Demonstrate how to insert **ePortfolio** items within the editor:

   - Click on the **Folder** where the item is stored. The item within the **Folder** will display on the right side of the tool.

   - Check the item you wish to insert, and click **Insert Selected**.

   - The item you selected will be inserted within the editor. In this case, the image can be resized by clicking on it, and dragging the handles. Inserted files, bookmarks to web sites, or bookmarks to items within SAS will appear as hyperlinks.

14. Click the **Save** button. Show participants how the text and inserted items are now visible in the **Notes for Teaching** column on the map.

15. Click the **Save** button in the upper-right corner of the map to save the changes, click **Ok**, and then the **Close** button.

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Action Plan (2-3 minutes)

Have participants complete Step One of the Module 4 Action Plan for this section of Assessment (p. 59), identifying the key components from this section to include in their training.

Reference Materials:

1. Return to the **Assessment** tab. Click on the **Reference Materials** tab.

2. Explain that this tab contains various reference materials related to assessments, including the **PSSA Item Samplers**.

3. Click on the link under the **PSSA Item Samplers** heading.

4. This will open a new window and includes the PSSA *Getting Ready* documents. Scroll down to show that this is where educators can access the **Item Sampler** questions for the PSSAs.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 4 Action Plan for this section of Assessment (p. 59), identifying the key components from this section to include in their training.

Classroom Diagnostic Tools (CDT):

1. Click on the **Classroom Diagnostic Tools** tab.

   - The Pennsylvania Department of Education has developed on-line classroom diagnostic assessments for reading, mathematics, and science. The diagnostic assessments will be available for students in grade 6 through high school. The CDT is available for Mathematics, Science, and Reading/Literature.

   - PDE staff will review the CDT Newsletter2011-2012 with participants. Participants can visit the DRC Direct site at http://pa.drcedirect.com to view online training resources and to register for participation in the CDT.

2. Point out the **CDT Overview - 2.17.11** and **CDT FAQs for All Users** documents as a resource for more information.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 4 Action Plan for this section of Assessment (p. 56), identifying the key components from this section to include in their training.

Graduation Requirements:

- Click on the **Graduation Requirements** tab.

- PDE staff will provide talking points for **Graduation Requirements**:

  o Discuss the scheduled trainings for the **Keystone Exams**.
  o Review items in the four tabs under **Graduation Requirements**; be sure to highlight the **FAQs**.
  o Gather questions from this area to be forwarded to PDE.

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- Click on the **Communication Tools and Resources** tab.

- Click on **Podcasts**.

- Use the **Please select a category…** drop-down menu in the upper-right corner of the screen to select *PDE Podcasts*.

- Scroll to *PDE Podcast 02 – Graduation Requirements*. Show that there are also podcasts available on a variety of other topics, such as **Keystone Exams** and the **Common Core** standards.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 4 Action Plan for this section of Assessment (p. 59), identifying the key components from this section to include in their training.

Assessment Creator:

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Word document.

1. Click on the **Assessment Creator** tab.

2. Leave the **Keyword** field *blank*. We will use the **Advanced Search** to filter by **Standard** later in the process.

3. Select the **Subject Area** *Mathematics*.

4. Select the **Grade Level** *8ᵗʰ Grade*.

5. Choose the **Question Type** *All*.

6. Click the **Search** button. A list of approximately 318* test items that match your search criteria will be returned. (*This number will change as more items are added to the portal.)

   - Sometimes a search for test items will produce an overwhelming amount of search results.

   - To narrow your results, you can perform a **Search by Standards/Eligible Content**, which will allow you to filter your search results by **Standards** and/or **Eligible Content** statements.

7. Scroll to the top of the page above your search results, and click on the **plus sign (+)** to the left of **Search by Standard/Eligible Content.**

8. A list of all **Standards/Eligible Content** that are assessed in *8th Grade* will appear.

9. You can select **Standard(s)** or **Eligible Content** statements by placing a **checkmark** in the square to the left of them, allowing you to assess specific skills.

10. Select the following **Standard** related to the topic of *angles*.

   - ***M8.C.1.1.2 "Define, identify, and/or use properties of angles formed when two parallel lines are cut by a transversal (alternate interior, alternate exterior, vertical corresponding)."***

11. Click **Search** to filter your search results, which will narrow the results to approximately 8* items. Select the first **5** test items to add to your **Cart**, which is a holding area for test items. As you do so, the item will be added to your **Cart**, and then the item's text will disappear.

   > **SASIT Tip:** Make participants aware that the approximate number of assessment items quoted in the steps above may change due to the addition of new resources.

12. Scroll to the bottom of the page and click the **Build Assessment** button.

   > **SASIT Tip:** Clicking on **View Cart** or **Build Assessment** will generate a list of the test items that are in your **Cart**. The test items will appear in whatever order they were selected in the steps above.
   >
   > At times, the order of the test items may be inconvenient:
   > - Longer, more involved **Constructed Response** items may appear at the beginning of the test, while **Multiple Choice** items may appear at the end.
   > - An educator may wish to create several versions of the same assessment, reordering the questions on each to prevent plagiarism in the classroom

13. Demonstrate reordering the items on the assessment tool by clicking on the **Move Up/Move Down** icons next to the test items. The items will move up or down the list one space with each click.

14. Demonstrate deleting a test item from the assessment, and also from the **Cart**, by clicking the **Delete** icon next to an item.

15. Demonstrate locating additional assessment items, by clicking **Find More Items.**

   - You will need to conduct another search for ***Mathematics*** at the *8th grade* level.

   - Place a checkmark next to an additional item to include them in your **Cart.**

   - Click **View Cart** or **Build Assessment** to see all of the test items selected.

16. Once the items are ordered as desired, click on the **Teacher Version** and **Answer Key** tabs to show the different versions of the assessment document.

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17. Select the **Student Version** of the assessment tool and save the **Assessment** by clicking on the **Portfolio Manager** icon (small briefcase) in the upper-right hand corner of the page.

- This option will save the assessment document - all three versions - as PDF files in the **My ePortfolio** section of the Portal.

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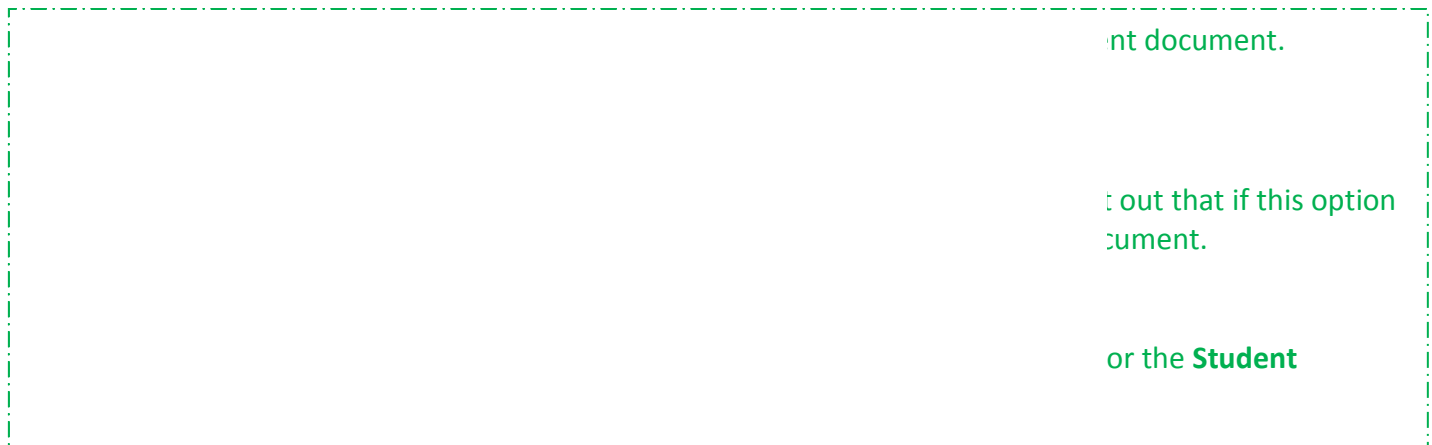
18. Click **OK** on the confirmation message that appears.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 4 Action Plan for this section of Assessment (p. 59), identifying the key components from this section to include in their training.

When Step One is complete, have them move on to complete the remaining sections of the Action Plan.

Lingering Questions (5 minutes)

As part of the Action Plan activity, participants will identify Lingering Questions and will discuss them as a group.

- Participants will affix any remaining questions (written on a Post-It note) to the Assessment Parking Lot.

The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

SAS 101 Participant Activity: Assessment Quick Check

1. Choose a subject area and grade level or course of interest to you. Using the Assessment Creator, browse assessment items in your chosen subject area/grade level/course and create an assessment with at least 5 items. Save it to your ePortfolio.

2. As a table, brainstorm how the Assessment Creator could be used as a part of data-driven instructional decisions. Discuss the value of utilizing formative assessments within your instruction and how they are beneficial within instructional planning, and how you currently use formative assessments within the classroom. Please be prepared to discuss with the rest of the audience.

What information in the Assessments section of the Portal will help you to achieve the goal you set earlier?

Module Five: Instruction (65 minutes)

Module at a Glance

This module allows trainers to explore the Instruction section of the SAS Portal in order to locate strategies and resources from this section that they feel will be most beneficial to their own audiences in their respective districts and schools. In addition, trainers will join the SAS Professional Learning Communities and discover how to communicate with other trainers and educators through the use of forums, blogs, and threaded discussions.

Objectives:

SASITs will:

- Examine the resources in the Instruction section and identify ways they can be integrated into SAS trainings.
- Examine the various instructional strategies, multiple intelligences, and levels of learning.
- View a video from the Instruction section of the SAS Portal and identify the best practices modeled in the video.
- Explore SAS Professional Learning Communities and participate in the Communities, Blogs, and Forums that are available for educators.

Train-the-Trainer Agenda

	Instruction and Interventions: • View Demonstration • Activity: Targeting Instructional Practices • Teacher Tools: My Communities	40 minutes
	Action Planning on Module 5	20 minutes
	Lingering Questions	5 minutes

Icon Legend

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Module 5 Materials Checklist

SASIT Instructor

- o SASIT PowerPoint
- o SASIT Training Manual
- o SASIT Parking Lot posters
- o Laptop or computer with hardwired Internet connection

Participants

- o Name Tents
- o SASIT Training Manual
- o Laptop or computer with hardwired Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes

Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Speakers/sound
- o Chart paper
- o Availability of loaner laptops or additional computer access

Module 5 Action Plan: (20 minutes)

Review the Train-the-Trainer information for Module 5 found below. Review the agenda and identify the activities you will be utilizing with your own audience as well as estimated time frames for each element.   This Module requires 45 minutes to provide full training.

Overview of this Module:

- Instruction Overview and Exploration
    - o Instruction
    - o Search Videos
    - o Teacher of the Year
    - o Interventions
- Activity: Instruction Quick Check

SAS 101 Participant Objectives:

- Identify and locate resources in the Instruction and Interventions sections that demonstrate effective instructional strategies as well as offering suggested interventions appropriate for their students.
- Examine the various instructional strategies, multiple intelligences, and levels of learning.
- View a video from the Instruction section of the SAS Portal and identify the best practices modeled in the video.

Suggested SAS 101 Agenda

Instruction	20 minutes
Activity: Instruction Quick Check	15 minutes
Lingering Questions	10 minutes
Total Duration:	**45 minutes**

Action Planning

Step One: *Identify Key Components*

Based on the information that we just viewed and knowing your target audience, identify the key components from this section you would like to include in your training.

Section:	Critical Components to Convey in Training:
▪ **Instruction**	
▪ **Search Videos**	
▪ **Teacher of the Year**	
▪ **Interventions**	
▪ **My Communities**	

Step Two: *Sharing Your Thoughts*

Choose a table partner and share your identified key components. Update your list, as necessary.

Step Three: *Examples for Training*

Explore each tab in the Instruction element. Based on the critical components you selected in step one, identify an example that is appropriate for your specific target audience. Include as much detail as you will need in order to remember how you located these examples and the process you used to access them.

Section:	Example:
▪ **Instruction**	
▪ **Search Videos**	
▪ **Teacher of the Year**	
▪ **Interventions**	
▪ **My Communities**	

Step Four: *Lingering Questions*

On a Post-It, write down any questions that you may have. Share with your table and discuss. If after discussion with your table you are still unclear, place the Post-It on the appropriate Parking Lot.

Instruction   (40 minutes)

Instruction:

1. Direct participants to the **Instruction** tab in the SAS Portal**.**

2. Scroll down the page, mentioning to the participants that it contains videos highlighting various instructional practices being modeled by Pennsylvania teachers.

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3. Click on the **plus sign (+)** next to **Science Videos** to demonstrate how the videos can be hidden. Click on the **plus sign (+)** once again to show the videos.

4. Locate the video *Science 3 - Middle School: Asteroid Speed Lab* and click the **View Details** button. Read the **Description** of the video aloud.

   > nmary
   > **o**.

5. Select *Science 3 - Middle School: Asteroid Speed Lab* and demonstrate how to use controls to play and pause the video, mute the sound, and turn on and off the closed-captioning.

6. Click the **Full Screen** icon to expand the video to full screen. Click the **Esc key** on your keyboard to minimize the video.

7. **Close** the video.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 5 Action Plan for this section of Instruction (p. 73), identifying the key components from this section to include in their training.

Search Videos:

1. Select the **Search Videos** tab.

2. Place a checkmark next to **Kinesthetic/Tactile**, and then click **Search**.

3. A list of videos that show this instructional strategy will appear.   Remind participants that they can use the search tools (e.g., selecting a **Subject Area** and/or **Grade Level**) at the top of the page to further filter their results.

4. Select *Science 3 - Middle School: Asteroid Speed Lab* and allow time for the video to buffer while participants complete *Step One* of the *Targeting Instructional Practices* activity.

Targeting Instructional Practices:

4. Direct participants to review the **Instructional Practices** list (pp. 79-80). A reproducible version of this document can be found in the **Appendix** (pp. 193-194).

5. After they have reviewed the chart, ask participants to count off by fours. Assign each numbered group an **Instructional Practice**:

    *   **Group 1:** Explicit Instruction
    *   **Group 2:** Kinesthetic/Tactile
    *   **Group 3:** Higher Order Thinking – Application
    *   **Group 4:** Webb's Depth of Knowledge – Strategic Thinking.

6. Each participant will watch the *Science 3 - Middle School: Asteroid Speed Lab* video, noting examples of when their assigned strategy is apparent during instruction.

7. Following the video, participants will share with their table.

Targeting Instructional Practices

Step One: Review the list of **Instructional Practices** below.

Instructional Practices		
Instructional Strategies:		
	Scaffolding	An instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.
	Active Engagement	All students are actively learning, interacting with others, and responding to instruction.
	Metacognition	Refers to an individual's awareness of his or her cognitive processes and strategies. It involves self-regulation, reflection upon an individual's performance strengths, weaknesses, learning and study strategies.
	Modeling	Involves demonstrating the specific behaviors, language, actions, and patterns of an expectation.
	Explicit Instruction	Directing student attention toward specific learning in a structured environment focused on producing specific learning outcomes. Involves modeling skills and behaviors, think-alouds, setting a purpose, and guided practice.
	Simulation	Staged replication of an event or concept through the teacher's manipulation of the classroom setting in order to enhance students' understanding of the nature of the concept or event.
	Project Based Learning	An instructional approach built upon authentic learning activities that engage student interest and motivation. They are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.
	Inquiry Based	A learning process through questions generated from the interests, curiosities, and perspectives/experiences of the learner. The learner generates questions, then follows a learning process/cycle to investigate and answer the question.
	Nonlinguistic Representation	The teacher provides ongoing instruction and explicit guidance in helping students to create nonlinguistic representations for acquiring knowledge within or across subject areas. Examples of nonlinguistic representation include: movement, images, sounds, various graphic organizers, etc.
	Differentiated Learning	Varying instructional approaches based on student readiness, interest, and/or learning style to provide multiple pathways for learning and understanding information. Content, process, or product can be differentiated based on student needs and interests.

Multiple Intelligences:		
	Kinesthetic/Tactile	Students with this learning style prefer use of body and sense of touch to learn and process information.
	Auditory	Students with this learning style prefer use of listening to learn and process information.
	Visual/Spatial	Students with this learning style prefer using images, pictures, colors, and maps to learn, organize, and process information.
	Verbal/Linguistic	Students with this learning style prefer using words, both oral and written, to learn and process information.
	Musical/Rhythmic	Students with this learning style prefer using sounds, rhythms, and patterns to learn and process information.
Higher Order Thinking Skills (HOTS):		
	Higher Order Thinking: Knowledge (Remembering):	Student recalls or remembers relevant information.
	Higher Order Thinking: Comprehension (Understanding):	Student explains information or concept; construct meaning.
	Higher Order Thinking: Application (Applying)	Student uses information in new ways (implementation).
	Higher Order Thinking: Analysis (Analyzing)	Student can distinguish between different parts, compare, etc.
	Higher Order Thinking: Evaluation (Evaluating)	Student can justify or argue for/against; make judgment based on criteria.
	Higher Order Thinking: Creation/Synthesis (Creating)	Student can create/develop something new based on information; put together a variety of elements or reorganize elements.
Webb's Depth of Knowledge (DOK):		
	Webb's Depth of Knowledge: Recall	Students can recall a fact, information, or procedure.
	Webb's Depth of Knowledge: Skill/Concept	Students can use information or conceptual knowledge, follow or select appropriate procedures, follow two or more steps with decision points along the way, solve routine problems, and/or organize/display data.
	Webb's Depth of Knowledge: Strategic Thinking	Requires students to use reasoning, develop a plan, develop a sequence of steps to approach a problem; requires some decision making and justification; abstract and complex; often having more than one possible answer.
	Webb's Depth of Knowledge: Extended Thinking	Students investigate, process multiple conditions, apply learning to real work/life situations; requires time to research, think, and process multiple conditions of the problem or task across disciplines.

Step Two: The instructor will assign an **Instructional Practice** to each participant. The whole group will watch the video *Science 3-Middle School: Asteroid Speed Lab*. You will record instances in the video where your assigned strategy was apparent.

Explicit Instruction

- Examples:

Kinesthetic/Tactile

- Examples:

HOTS: Application

- Examples:

DOK: Strategic Thinking

- Examples:

Step Three: Following the video, share your findings with your table.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 5 Action Plan for this section of Instruction (p. 75), identifying the key components from this section to include in their training.

Teacher of the Year:

4. Select the **Teacher of the Year** tab.

5. Point out the section on the right entitled *Teacher of the Year Information*. The documents that will be posted here in October will provide information on how to nominate educators for **Teacher of the Year**, as well as a timeline for important due dates for nomination/application materials.

6. Scroll down the page to view the list of past winners and the map that shows their location in Pennsylvania.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 5 Action Plan for this section of Instruction (p. 75), identifying the key components from this section to include in their training.

Interventions:

1. Select the **Interventions** tab.

2. At present, two videos entitled ***Data Informed Instructional and Intervention Practices*** and ***Data Informed Instructional and Intervention Practices – Student Data Supplement*** are available. These videos show examples of how to use data in student level planning meetings.

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> variety of

3. Click on **Interventions Resources** at the bottom of the page.

4. Click on the ***Supplementary Aids and Services Toolkit***, listed under the heading **Reading and Writing Interventions – Reading**.

5. Briefly read the description of the resource. Click **Back to Top** to return to the top of the page.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 5 Action Plan for this section of Instruction (p. 75), identifying the key components from this section to include in their training.

My Communities:

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1. Click **Teacher Tools** in the upper-right hand corner of any page in **SAS**.

2. Choose **My Communities** from the **Teacher Tools** menu.

3. When a user first enters **My Communities**, they will be taken to **My Navigator**.

   This page contains:

   - **Keyword Search** and **Browse** features that allow users to locate communities.

   - A list of the **Learning Communities** a user is a member of.

- Invitations to **Learning Communities** from other users.

- A highlighted community, referred to as a **Featured Community**.

4. Enter the **Keyword *arts***, and click the **Search icon** (magnifying glass).

> **SASIT Tip:** Users can also view a list of all **Communities**, **Forums**, and **Blogs** by clicking on ***Browse Communities, Forums, and Blogs***, located directly underneath the **Keyword Search** tool.

5. A list of all related **Communities** will appear. Select the ***Arts and Humanities Learning Community***.

6. You will be taken to the **Dashboard** tab, which provides an overview of a **Community**.

   Here users can:

- View the **Moderator's Message**.

- **Join** a **Community,** and send an **Invitation** to join a **Community**. Point out the **Join** button in the upper-right corner of the **Dashboard**. Joining a **Community** includes membership to all **Forums** within the **Community**.

> **SASIT Tip:** Participants are only able to read postings and cannot post any information until they become a **Member** of the **Community**.

- View **Members**. Point out the **Members** area in the left side, and demonstrate how to see **Member** names by hovering your mouse over the avatars.

- View and add any **Upcoming Events**. Point out the **Upcoming Events** area.

- View the **Latest Activity**, or most recent posts to **Forums**, and enter **Forums** related to the **Community**. Click on the ***General Discussions*** **Forum**. Click on the **Topic Name *For discussion: The role of the arts and arts education in the community***. Show how the postings within a **Forum** can be **Replied** to, and discuss how to flag a posting as **Inappropriate**.

> **SASIT Tip:** Postings flagged as Inappropriate will be temporarily removed from view in the **PLC** until the **Moderator** has had a chance to review the posting. The **Moderator** will either return the posting to the **PLC**, or remove it permanently following their evaluation.

- Add **Digital Content** to the **Repository**, and rate it. Return to the **Dashboard tab**, and show the resources that are currently hosted in the **Repository**. Show users how to **Rate** the items and make **Comments**.

> **SASIT Tip:** Members may only delete their own files from the **Digital Content Repository**.

- Briefly review the ***SAS Professional Learning Communities: Guidelines*** documents on pp. 86 – 88. These documents provide guidance on requesting a **Community**, moderating a **Community**, and participation as a member of a **Community**.

SAS Professional Learning Communities: Guidelines for Requesting a Community

SAS Professional Learning Communities (PLCs) are collaborative learning environments for educators in which they can reflect on practice with colleagues; share expertise and resources; and build a common understanding of instructional approaches, standards, and curriculum.

Individuals interested in establishing a community should review the [Frequently Asked Questions (FAQ)](#) prior to submitting a request. After a FAQ review, individuals may click on *Request New Community* in the *My Communities* section of the SAS Portal to submit a request.

Is there a community that already addresses the topic or theme?
Please conduct a keyword search in the *My Communities* section of the SAS portal to see if a community or forum already exists for your desired topic or theme in order to avoid duplication.

Is the PLC purpose broad enough to support a multitude of interactions and discussions?
A community that relies too heavily on a single focus can get tiring quickly. Challenge yourself to find a topic that there will be enough interest in and knowledge of to promote active participation.

Is there a strong relationship to Pennsylvania Department of Education (PDE) priorities?
The Pennsylvania Standards Aligned System (SAS) is a collaborative product of research and good practice that identifies six distinct elements which when utilized together, provide schools and districts a common framework for continuous school and district enhancement and improvement. Your community should add to discussion on furthering student achievement in the Commonwealth.

Who will moderate the community?
Professional Learning Community moderators will monitor content posted by community members and must prohibit content that can detract from the experience of other members or the purposes of the community. A request must include the name of at least one individual willing to moderate the community. If the moderator role may exceed an individual's level of commitment, co-moderators may be named.

Will the community be ongoing or does it have a finite end date?
Some communities may be short-term and may be established for the purpose of giving participants in a special project, conference, etc., a place to come together for discussion and sharing resources. Other communities may focus on topics that are enduring and may continue in the long term.

Requests must include an end date for a community if it will be short-term in nature. (Note: Ongoing communities that do not maintain a consistent level of activity will be removed from SAS once the moderator has been notified.)

Additional information?
Contact the SAS Portal Help Desk at helpdesk@pdesas.org, or toll free at 1-877-973-3727.

SAS Professional Learning Communities: Guidelines for Moderators

SAS Professional Learning Communities (PLCs) are collaborative learning environments for educators in which they can reflect on practice with colleagues, share expertise and resources, and build a common understanding of instructional approaches, standards, and curriculum. Moderators play a central role as caretaker of the community.

Moderator Role:

- Create a place where members feel safe and comfortable sharing ideas by actively monitoring comments.
- Introduce discussion topics and resources relevant to the goals of the community.
- Maintain an enthusiastic role in the community by participating in conversations and promoting the exchange of ideas.

Contributing as a moderator requires a strong commitment to furthering the aims of standards-based education in the Commonwealth. The community needs to have confidence that leaders are listening in a consistent, predictable way; this requires visiting the community on a regular basis.

A good host wants the community to be worth a return visit and dedicated participation. Here are some guiding principles:

Be welcoming: Be aware of interactions by members that are new to a discussion. Recognize their participation with a simple greeting; it can mean the difference between them feeling a part of the community or not making a return visit.

Be professional: Express thoughts in ways that encourage ongoing discussion. Shift between active participation and allowing members to carry the conversation. Empower natural leaders that emerge from discussion; acknowledge helpful or positive contributions by others and reference them when appropriate.

Be prepared: Keep a list of discussion topic ideas and resources in case the community experiences a downturn in activity. A community has to provide some sort of value or it will disappear. Communities that do not maintain a consistent level of activity will be removed from SAS once the moderator has been notified.

Be vigilant: Remove inappropriate postings quickly; specifically those that are deemed harmful, objectionable, or inaccurate. Contact the member responsible and explain that the posting does not comply with user guidelines.

Be in compliance: Do not post commercially licensed materials or anything that violates any patent, copyright, or trademark without express permission from the third party. Refrain from promoting or advertising any products or services. Please see the SAS Portal [Terms of Use](#) for further guidance.

Be informed: Review the *Guidelines for Members* and be aware of the terms of membership in a community.

SAS Professional Learning Communities: Guidelines for Members

SAS Professional Learning Communities (PLCs) are collaborative learning environments for educators in which they can reflect on practice with colleagues; share expertise and resources; and build a common understanding of instructional approaches, standards, and curriculum.

Members should be proactively engaged in communities to foster collegiality and professional practice. Members must agree to follow the guidelines listed below:

- **Search before posting:** Before posting a question, comment, or creating a new topic, search for existing discussions on the subject you are posting about.

- **Be specific and to the point:** Summarize your post in the title. Keep comments brief and make sure that the post is directly relevant to the forum and topic. Use paragraphs and bulleted lists to break up longer passages of text.

- **Maintain professionalism:** Respect people as individuals by keeping the tone positive and comments constructive. Active discussion and debate is encouraged, disrespect; harassment or other inappropriate conduct is not tolerated.

- **Respect privacy:** Do not post anyone's personal information, including name, address, phone number, email address, etc.

- **Observe copyright laws:** Do not post commercially licensed materials or anything that violates any patent, copyright, or trademark without express permission from the third party. Refrain from promoting or advertising any products or services. Please see the SAS Portal [Terms of Use](#) for further guidance.

- **Visit frequently:** The vitality of a professional learning community depends upon active participation from members. Be sure to visit the community 2-3 times per week, and post regularly.

PLC moderators will monitor content posted by community members and will prohibit content that can detract from the experience of other members or the purposes of the community. The Pennsylvania Department of Education (PDE) and moderators retain the right to remove material that does not comply with usage guidelines or is otherwise inappropriate, harmful, objectionable, or inaccurate.

If a post appears questionable, members should alert the moderator by checking the box within the posting that reads *"This is an inappropriate posting."* If you have any issues with another member of the community, please contact the moderator or the SAS Portal Help Desk at helpdesk@pdesas.org, or toll free at 1-877-973-3727.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 5 Action Plan for this section of Instruction (p. 75), identifying the key components from this section to include in their training.

When Step One is complete, have them move on to complete the remaining sections of the Action Plan.

Lingering Questions (5 minutes)

As part of the Action Plan activity, participants will identify Lingering Questions and will discuss them as a group.

- Participants will affix any remaining questions (written on a Post-It note) to the Instruction Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

Trainer Activity: Review Action Planning Template (2-3 minutes)

Review the Action Planning Template (pp. 164-166) with participants. Ask them to begin thinking about their planning for Day 2.

SAS 101 Participant Activity: Instruction Quick Check

Instructor: Direct participants to the **Alignment - Tagging Definitions** handout of the Participant Guide on pages 18-19. Convey that this is also available in an electronic version in **About SAS** in the second tab entitled, **Related SAS Materials**.

- After viewing *Science 3 - Middle School: Asteroid Speed Lab* with the audience**,** break participants into groups and assign them to one of the following instructional strategies:

  - o Active Engagement
  - o Project Based Learning
  - o Strategic thinking
  - o Modeling

- Allow each group to complete the graphic organizer and respond to how their strategy was utilized in the video. At first, the groups should only respond in the box that contains their assigned strategy.

- Once the groups have discussed their strategy, debrief as an audience. Prompt them to record thoughts in the other boxes as other groups with differing strategies report out.

- Ask them to examine the **Alignment - Tagging Definitions** handout and discuss/record other strategies that were not noted for the activity.

Instruction Quick Check Activity

Instructions: Your group will be assigned one of the instructional strategies listed below. Complete the graphic organizer and respond to how the strategy was utilized in the video. You may also record additional instructional strategies that you observe while watching the video *Science 3 - Middle School: Asteroid Speed Lab*.

Active Engagement	
Project Based Learning	
Strategic Thinking	
Modeling	

Module Six: Materials & Resources (75 minutes)

Module at a Glance

Module 6 allows trainers to locate Materials & Resources that can be demonstrated as they facilitate their own SAS trainings. Trainers will also become more knowledgeable about the various content and resource types that exist in the SAS Portal to acclimate their own future participants. They will also receive an overview of how to submit curricular content to be included in the Materials & Resources section of the portal.

Objectives:

SASITs will:

- Identify the different content types within the SAS Portal Materials & Resources section.
- Identify and select Materials & Resources aligned to Pennsylvania Standards and Eligible Content to share with audiences in future trainings.
- Understand how to produce classroom-ready curricular content using the Publish Your Best tool.

Train-the-Trainer Agenda

	Materials & Resources: • View Demonstration • Activity: Materials & Resources Exploration Activity • Teacher Tools: Publish Your Best	50 minutes
	Action Planning on Module 6	20 minutes
	Lingering Questions	5 minutes

Icon Legend

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Module 6 Materials Checklist

SASIT Instructor

- o SASIT PowerPoint
- o SASIT Training Manual
- o SASIT Parking Lot posters
- o Laptop or computer with hardwired Internet connection

Participants

- o Name Tents
- o SASIT Training Manual
- o Laptop or computer with hardwired Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes

Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

Module 6 Action Plan: (20 minutes)

Review the Train-the-Trainer information for Module 6 found below. Review the agenda and identify the activities you will be utilizing with your own audience as well as estimated time frames for each element.   This Module requires 60 minutes to provide full training.

Overview of this Module:

- Materials & Resources Overview and Exploration
  - QuickSearch
  - Search
  - Advanced Search
  - Voluntary Model Curriculum (VMC)
  - Learning Progressions
- Activity: Standards Case Studies

SAS 101 Participant Objectives:

- Identify the different content types within the SAS Materials & Resources section.
- Search and identify Materials & Resources aligned to Pennsylvania Standards and Eligible Content relevant to their assignments, and select items to store in their personal ePortfolios
- Upload materials to their personal ePortfolios as well as add and delete folders within the ePortfolio.

Suggested SAS 101 Agenda

Materials & Resources	40 minutes
Activity: Standards Case Studies	10 minutes
Lingering Questions	10 minutes
Total Duration:	**60 minutes**

Action Planning

Step One: *Identify Key Components*

Based on the information that we just viewed and knowing your target audience, identify the key components from this section you would like to include in your training.

Section:	Critical Components to Convey in Training:
▪ **QuickSearch**	
▪ **Search**	
▪ **Advanced Search**	
▪ **Voluntary Model Curriculum (VMC)**	
▪ **Learning Progressions**	
▪ **Publish Your Best**	

Step Two: *Sharing Your Thoughts*

Choose a table partner and share your identified key components. Update your list, as necessary.

Step Three: *Examples for Training*

Explore each tab in the Materials & Resources element. Based on the critical components you selected in Step One, identify an example that is appropriate for your specific target audience. Include as much detail as you will need in order to remember how you located these examples and the process you used to access them.

Section:	Example:
▪ **QuickSearch**	
▪ **Search**	
▪ **Advanced Search**	
▪ **Voluntary Model Curriculum (VMC)**	
▪ **Learning Progressions**	
▪ **Publish Your Best**	

Step Four: *Lingering Questions*

On a Post-It, write down any questions that you may have. Share with your table and discuss. If after discussion with your table you are still unclear, place the Post-It on the appropriate Parking Lot.

Materials & Resources   (50 minutes)

QuickSearch/Search/Advanced Search:

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5. Direct participants to the **QuickSearch** tool in the upper-right hand corner of the page.

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6. *"I am planning a lesson on literary devices to my 8ᵗʰ grade students. I'm going to enter the keywords* ***'literary devices'*** *into the* ***Search*** *field in the upper-right hand corner of the site."* Click **Search**, and ask participants to follow your steps. The search results will include an overwhelming number of search results, approximately 1101* resources.

7. *"I don't have time to browse through this many search results. I'm going to scroll to the top of the page and select 8ᵗʰ grade to narrow my results."* Select the **Grade Level 8ᵗʰ Grade**, and then click **Search**.

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8. This will narrow the search results to approximately 357* resources. Be sure to point out that to the left of each title is an icon that indicates the type of content, and a key at the top of the search results.

- **Lesson/Unit Plan**   Voluntary Model Curriculum Unit and Lesson Plans from PDE

- **Instructional Content**   Lesson Plans, Unit Plans, and Activities for classrooms

- **Educational Resources**   Literature Connections, Tutorials, Teacher Resources, Homework Help, etc.

- **Videos**   Multimedia video content

- **Assessment**   Document Based Questions, Constructed Response Questions, Rubrics, etc.

- 🖥 **Web-Based Content**   Digital Profiles, Web-based Resources, WebQuests, Documents and Manuscripts, Audio/Podcasts, E-books, etc.

- 🛡 **PA Educator Created Content**   Resources authored by Pennsylvania educators

9. *"To see the lesson, I need to click on the title **'Analyzing Literary Devices.'** I can see there are the **Academic Standards, Anchors, Eligible Content, Big Ideas, Concepts, Competencies,** and **Objectives** – all elements of the lesson plan. I want to pay particular attention to the **Instructional Procedures**. If I keep scrolling down there are **Instructional Strategies** with the **'WHERE TO'** acronym and formative assessment. Within the text, I found a link that will take me to a resource. When I click on the resource, I find that it's a review sheet that I can use for this lesson."*

10. *"When I am finished, I can **Close** the tab (or window) to return to my search results. I would like to see what some of the other results are like. I think I will click on the **'Fractured Fairy Tales'** to see that content."* This resource is located at the bottom of page 1 of the search results.

SASIT Tip: The *Fractured Fairy Tale* resource is a Verizon Thinkfinity digital resource. Please relay to participants that the Pennsylvania Department of Education has engaged in a partnership with Verizon Thinkfinity to enhance 21st Century teaching and learning in Pennsylvania. Currently, there are approximately 3100 Thinkfinity resources available in the SAS Portal.

11. *"Because this is **Web-based Content**, I need to pay special attention to the Website section. If I click on the link, it will take me to the **Fractured Fairy Tale tool** (which opens in a new window). If I click on **Write Your Own Fractured Fairy Tale**, I can change the elements of a familiar tale. When I am finished reading I need to click the **Back button** in my browser to return to the content detail page."*

12. *"This looks interesting, but I need to provide some background knowledge about literary devices for my students before I can use this resource. I would like to save it though. If I click on **Add to My ePortfolio**, it will allow me to save this resource in an area of the site that is like an online filing cabinet. I save a lot of bookmarks and I always forget what they are! I can enter a **Description** so that when I view the list of resources in **My ePortfolio** I will remember why I saved this one."*

13. Type a description, and then click **Save** to add the resource to the **ePortfolio**. The window will disappear.

14. *"You know, my friend who teaches in another state would love this resource! I can send it by clicking on **Send to a Friend**. All I need to do is fill in my friend's **Name** and **Email Address** and SAS will email this resource to him/her. My friend DOES NOT need to have a password to see the resource, since **Materials & Resources** are available on the public side of the **SAS portal**."* Fill in the information with a fake name and email address – click **Cancel** (or the **x**) so that the email does not send.

15. *"I can also click on **Printer Friendly Version** to print this resource out if necessary* (You will need to close the **Printer Friendly Version** window if you chose to demonstrate this feature). *I need to click the **Back button** at the bottom of the page to return to my search results."*

16. *"I still have a lot of resources to look at – I can see at the top of my search results that there are at least 7 pages full! If I click to the **fifteenth page**, I will see some content that seems more like science resources. I think that the word **'devices'** may have triggered some undesired results."*

17. *"I am also noticing **small caution signs** next to some of the resources. If I rest my mouse on a **caution sign** I see a message - **'Caution: The following link may contain advertisements. The content is free and has been peer reviewed.'"***

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18. *"If I click on the **Advanced Search tab** I can perform the same search again, but use more options to narrow my results. Once again I am going to enter the keywords **'literary devices.'** This time, I am going to select **8th Grade**, but I will also select the **Subject Area Reading, Writing, Speaking, and Listening**. If I was a teacher at the secondary level, I would have to select an appropriate course from the **Select a Course** drop-down menu instead. Now I'll click **Search**."* This will narrow the search results to approximately 296* resources.

19. *"There are still a lot of resources here. I really want to find a lesson plan or activity that I can use with my students.   I am going to scroll up and select **Instructional Content**. When I click **Search**, it will filter my results so that only **Instructional Content** such as unit plans, lesson plans and activities appear."* This will narrow the search results to approximately 162* resources.

20. *"There is an interesting title in the list, **"Prose Poetry Writing Activity"*** (This is found on page 1 of the search results). *I will click on the title and see what that activity is. It involves using Edgar Allen Poe's poem 'The Wind' to consider the use of rhythm, rhyme, use of stanzas and literary elements in comparison to the poem 'The Raven'. Then students will create a prose poem about fear or a frightening experience that came from something that is normally not scary. The blue links in the **Description** section lead to additional activities that are related to this one. If I wanted to, I could save this activity to **My ePortfolio**, and then click on the links to review the additional activities – especially the one regarding peer-editing."*

Activity: Materials & Resources Exploration (15 minutes)

Direct participants to complete the Materials & Resources Exploration Activity (p. 100), locating content from Materials & Resources to include in their training.

Materials & Resources Exploration Activity

Step One: *Keyword Search*

Explore **Materials & Resources** to gather resources for your own trainings. Keep in mind that in order to appeal to a variety of participants, as a trainer, you want to acquire resources from a variety of content areas and grade levels.   Record notes in the chart below on the materials you locate, and **Add** the resources to **My ePortfolio**.

Material/Resource	Content Area/Grade Level	Skills that are Addressed from Resource

Step Two: *Search Tips*

The SAS Portal includes content from several outstanding community, cultural, and educational institutions. Review the list of **Search Tips** keywords on pp. 101 and 102, and use the keywords to perform additional searches for content. Be sure to add some additional resources to the chart above, as well as to **Add** them to **My ePortfolio**.

Step Three: *Action Plan*

Complete Step One of the Module 6 Action Plan for this section of Materials & Resources (p. 95), identifying the key components from this section to include in your training.

Search Tips

The Standards Aligned System includes content from several outstanding community, cultural, and educational institutions. The keywords below (in italics) can be used in a **Materials & Resources** search to preview offerings from some of these organizations. Enter these terms in the **QuickSearch** tool in the upper-right corner of the screen to begin searching.

Keyword: *Karpeles*
Content Provider: Dr. David Karpeles - The Karpeles Manuscript Library, the world's largest private collection of important original documents and manuscripts.
This keyword accesses the interactive primary source documents from Dr. David Karpeles' collection.

Keyword: *NARA*
Content Provider: National Archives and Records Administration.
This keyword accesses the content from the National Archives and Records Administration. Many of these documents were equipped with an interactive tool for viewing historical documents.

Keyword: *mathopenref*
Content Provider: Math Open Reference: a free interactive math textbook.
This keyword accesses the instructional content covering high-school geometry. Using interactive tools and compelling animations, the resources provide an engaging way to learn and explore the subject.

Keyword: *NLVM*
Content Provider: The National Library of Virtual Manipulatives is a three-year National Science Foundation supported project to develop a library of uniquely interactive, web-based virtual manipulatives or concept tutorials, mostly in the form of Java applets, for mathematics instruction (K-8 emphasis). The project includes dissemination and extensive internal and external evaluation.
This keyword accesses the interactive math manipulatives from the National Library of Virtual Manipulatives for Interactive Mathematics.

Keyword: *PHET*
Content Provider: The Physics Education Technology (PhET) project at the University of Colorado.
This keyword accesses the science simulations from the PhET project which includes fun, interactive simulations of physical phenomena that make bridges to the real world.

Keyword: *Shodor*
Content Provider: The Shodor Foundation is a non-profit research and education organization dedicated to the advancement of science and math education, specifically through the use of modeling and simulation technologies.
This keyword accesses the interactive math manipulatives from the Shodor Foundation.

Keywords: *Kinetic City*
Content Provider: Kinetic City: a production of the American Association for the Advancement of Science with support from the National Science Foundation.
This keyword accesses a collection of science experiments, games, and projects for everyone to enjoy both online and away from the computer. The games are designed for students in grades 3-6.

Keyword: *BL*
Content Provider: British Library - The British Library is the national library of the United Kingdom and one of the world's greatest libraries. This keyword accesses the interactive e-books from the British Library.

Keyword: *Starfall*
Content Provider: Starfall.
These keywords access web-based games and printer friendly activities that help prepare students to read and inspire a love of reading and writing.

Keyword: *GLEF*
Content Provider: George Lucas Educational Foundation.
This keyword accesses the videos from the George Lucas Educational Foundation ranging from technology integration to teacher development.

Keyword: *SASTF*
Content Provider: Thinkfinity.
This keyword accesses the content located in Thinkfinity as well as teacher-created lessons that use Thinkfinity resources.

SASIT Tip:

When training, remind participants…

- Additional resources will be added to the portal on an ongoing basis. If they do not find resources for a specific keyword/topic today, they may in the near future.

- Just like when performing a search on the Internet, it is necessary to try multiple keywords. Searches for terms like 'Native Americans' may yield different results than a search for 'American Indians'.

- All of the resources included on the SAS portal are vetted, and have been quality reviewed by a minimum of three educators.

- Links to websites outside of SAS were checked as part of the **Quality Review** process. However, since these sites are not under the control of the Pennsylvania Department of Education we cannot be responsible for their content. Users may encounter advertising or other content, which is why caution signs appear in the search results next to these resources.

All links are checked on a regular basis. If they do come across a link that is broken they can click **Contact Us** in the footer menu on any page to report the error.

Voluntary Model Curriculum (VMC):

> **SASIT Tip: Voluntary Model Curriculum (VMC),** are sample units and lesson plans that are aligned to the Pennsylvania standards in curriculum frameworks for the four major content areas (*Mathematics*, *Science*, *Social Studies*, *Reading-Writing-Speaking-Listening*).
>
> Besides being available on this tab, all of the **Voluntary Model Curriculum Unit** and **Lesson Plans** can be located via a keyword search in **Materials & Resources**.

1. Select the **Voluntary Model Curriculum (VMC)** tab.

2. Locate the **Subject Area *Literacy,*** and the **Grade Level *7th Grade***.

3. You will see a **Unit Plan** titled ***Literary Devices in Fiction (L-7-4)***. Click on the title to view the plan.

4. The **Objectives** of the unit will appear at the right of the page – briefly read through them, as well as the **Essential Questions**. Click on the **plus sign (+)** next to each field under **Alignments** to show the alignment to the **Standards**, **Assessment Anchors** and **Eligible Content**, as well as the **Big Ideas**, **Concepts**, and **Competencies.**

5. Show the **Related Materials & Resources**. These are suggested resources for teaching the unit.

6. Show the **Formative Assessment** near the bottom of the page - to be used when all of the lessons within the unit have been taught.

7. Scroll up to the top of the page to show **Add to My ePortfolio/Send to a Friend/Printer Friendly Version**.

8. Remind participants:

    - **Add to My ePortfolio** – saves the plan as a bookmark in their ePortfolio

    - **Send to a Friend** – allows them to send a link to the plan via email to anyone with a valid email address. Their friend DOES NOT have to have a SAS password, since this content is available on the public side of the SAS portal.

    - **Printer Friendly Version** – sends the plan to the printer.

9. Click on **Add to My ePortfolio**. The **Title** and **URL** fields will already be populated. Have participants enter a **Description** (optional) and then click **Save**. The window will close, and the item will be added to the **ePortfolio**.

10. Click the **Back** button in your browser to return to the **Voluntary Model Curriculum** tab.

11. Locate the **Subject Area** *Literacy*, and the **Grade Level** *7ᵗʰ Grade*.

12. Click the **plus sign (+)** to the left of the **Unit Plan** titled *Literary Devices in Fiction (L-7-4)* to view **Lesson Plans** available within that **Unit**:

   - **The Effective Use of Literary Devices: Introduction (L-7-4-1)**
   - **The Effective Use of Literary Devices: Imagery (L-7-4-2)**
   - **The Effective Use of Literary Devices: Symbolism (L-7-4-3)**

   Point out that **VMC Lesson** and **Unit Plans** will always appear at the top of search results when searching in the **Materials & Resources** section in the portal.

13. Click on the **Title** *The Effective Use of Literary Devices: Introduction (L-7-4-1)* to view the lesson plan.

14. Click on the **plus sign (+)** next to each field under **Alignments** to show the alignment to the **Standards**, **Assessment Anchors** and **Eligible Content**, as well as the **Big Ideas**, **Concepts**, and **Competencies.**

15. The **Objectives** of the unit will appear on the right side of the page – briefly read through them, as well as the **Essential Question**.

16. Point out the **Duration** and **Materials** fields. The **Related Materials & Resources** field contains suggestions for additional materials, when available.

17. Click on the **plus sign (+)** next to the **Formative Assessment** field, which has suggestions for assessing student understanding.

18. Click on the **plus sign (+)** next to the **Instructional Procedure** field, which provides step-by-step instructions for delivering the lesson, and the **Suggested Instructional Strategies** field which highlights strategies from the **WHERETO instructional design template** (p. 105).

19. Click the **Back** button in your browser to return to the **Voluntary Model Curriculum** tab.

20. Locate the **Subject Area** *Literacy*, and the **Grade Level** *7ᵗʰ Grade*.

21. Click on the **Unit Plan** titled *Figurative Language in Fiction (L-7-2)*. Scroll down to remind participants that the **Formative Assessment** for the **Unit** is available within the **Unit Plan**.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 6 Action Plan for this section of Materials & Resources (p. 95), identifying the key components from this section to include in their training.

WHERETO

W	=	How will you help your students to know *where* they are headed, *why* they are going there, and *what ways* they will be evaluated along the way?
H	=	How will you *hook* and *hold* students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?
E	=	What *experiences* will you provide to help students make their understandings real and *equip* all learners for success throughout your course or unit?
R	=	How will you cause students to *reflect*, *revisit*, *revise*, and *rethink*?
E	=	How will students *express* their understandings and *engage* in meaningful self-evaluation?
T	=	How will you *tailor* (differentiate) your instruction to address the unique strengths and needs of every learner?
O	=	How will you *organize* learning experiences so that students move from teacher-guided and concrete activities to independent applications that emphasize growing conceptual understandings as opposed to superficial coverage?

WIGGINS AND MCTIGHE, 2005. *UNDERSTANDING BY DESIGN*

Learning Progressions:

> ...ify foundational
> ...**ct**. These
> ...tudents have
> ...areer and college

4. Click the **Learning Progressions** tab.

5. Briefly review the **legend** at the top of the page.

6. Select the *Mathematics Learning Progression with ECs* (Excel file). Open and display the file.

7. Locate **Eligible Content** statement *M5.A.3.2.1* on the **Numbers and Operations** page.

8. Scan across to the columns for **Grades 4** and **5**. Explain that the pink coding in the **Grade 4** column indicates that this skill should be introduced in this grade level. The green coding in the **Grade 5** column indicates that this skill will be assessed in this grade level, and that the white dot indicates that there are **Voluntary Model Curriculum (VMC) Unit Plans** or **Lessons** that address this skill.

9. Click on the **Eligible Content** statement *M5.A.3.2.1* to be taken to the **Voluntary Model Curriculum (VMC)** resources that address the skill.

10. Click on the **Unit Plan** *Using Models and Algorithms to Solve Division Problems*.

11. Click on the **plus sign (+)** to the left of **Eligible Content** to expand the field. Point out that **Eligible Content** statement *M5.A.3.2.1* is listed there.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 6 Action Plan for this section of Materials & Resources (p. 95), identifying the key components from this section to include in their training.

Publish Your Best:

> ...ly lesson plans and
> **Quality Review** for
> ...ces.

1. Click **Teacher Tools** in the upper-right hand corner of any page in **SAS**.

2. Choose **Publish Your Best** from the **Teacher Tools** menu.

3. Click **Create New Content**.

4. Select **Instructional Content** from the *I want to create…* drop-down menu, and then select **Lesson Plan** from the *Select a template to start building…* drop-down menu. Click the **Create** button.

> **SASIT Tip:** The **Lesson Plan** template will include all of the **Attributes** (fields) that are required for a **Lesson Plan**. Users can click on the **Attribute** on the left side of the template, and enter information in the **Workspace** area to the right of the template.

5. **Title:** Enter the title *Practice Lesson Plan*, and then click the **Next** button.

> **SASIT Tip:** The **Next** button will **Save** whatever information is entered into the **Attribute** (field) and will move the user to the next **Attribute** in the template.

6. **Rationale:** Enter the word *Test*, and then click the **Next** button.

7. **Subjects/Courses:** Use the mouse to highlight the **Subjects** *Reading, Writing, Speaking, and Listening* and *History*. Point out that users can also align the **Lesson Plan** to a specific **Course**. Click the **Next** button.

> **SASIT Tip:** Hold down the Control (PC) or Command (Mac) key to select multiple items from a list.

8. **Standards/Eligible Content:** Click the **Modify** button. Click **Search by Subject/Grade**. Select a **Grade Level** and **Subject Area** from the drop-down menus. Click **Search**.

   - Click the **plus sign (+)** to the left of a **Standard** or **Eligible Content** statement in the search results. This will add it to the list of **Current Academic Standards**.

   - Click the **Save** button in the upper-right corner of the window. The **Standard/Eligible Content** statement will now appear in the **Workspace**.

   - Click the **Next** button.

> **SASIT Tip:** To remove an aligned **Standard/Eligible Content** statement, click the **Delete icon (x)** to the left of the statement.

9. **Common Core Standards:** Enter some text into the editor. Demonstrate how to use basic features of the editor by highlighting the text of the default message and changing the **Font family** and **Font size**. Click the **Next** button.

> **SASIT Tip:** The SAS rich-text editor appears in many fields within **Publish Your Best** templates. The rich-text editor operates very much like a typical word processing program, with some specialized features:
>
> - Items from **My ePortfolio** can be inserted by clicking the **Add from ePortfolio** button in the bottom toolbar.
> - Advanced users can click on **HTML** in the bottom toolbar to edit using HTML (Hypertext Markup Language) coding.

10. **Materials:** Click on **Materials** in the list of **Attributes** on the left side of the template. Explain that users have the ability to take items saved in their **ePortfolio** and add them to template using a tool called the **ePortfolio Manager**.

   - Click **Add from ePortfolio** button on the bottom toolbar in the rich-text editor.

   - The **ePortfolio Manager** will show all of the resources saved within the folders in **My ePortfolio**. Select an item by placing a checkmark to the left of it, and then click **Insert Selected**.

   - Click the **Next** button.

> **SASIT Tip:** Remind users that three types of items can be saved in **My ePortfolio**, and can be inserted into **Publish Your Best** templates:
>
> - Items saved from the **Materials & Resources** section of the **SAS Portal**.
> - Documents (e.g., Word, PDF, etc.) that can be uploaded to the **ePortfolio**.
> - Bookmarks to websites outside of the **SAS Portal**.

11. **Keywords:** Click on **Keywords** in the list of **Attributes** on the left side of the template. Explain that **Keywords** allow users to locate the resource within the **Materials & Resources** section of the **SAS Portal**. Enter a few sample **Keywords** (separating them with a comma) and then click the **Next** button.

12. **Quality Review:** Draw the participants' attention to the **Quality Review** area at the bottom left of the template.

> **SASIT Tip:** In order to ensure that the resources found on SAS are of the highest quality, all resources must go through the **Quality Review** process. The content passes through 3 stages of review; review by a **Committee** of content specialists, review by a **Content Advisor**, and then a final review by the **Quality Review Team (QRT)**.

13. Users can review their work by clicking the **Preview** button at the bottom of the **Workspace**. Once a template has been completely filled out, it can be submitted to **Quality Review** by clicking the **Yes** button.

> st adhere to the

14. Definitions of the fields within the **Lesson Plan** template, and an overview of the **Quality Review** process can be found on pp. 110 – 111.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 6 Action Plan for this section of Materials & Resources (p. 95), identifying the key components from this section to include in their training.

When Step One is complete, have them move on to complete the remaining sections of the Action Plan.

Lingering Questions (10 minutes)

As part of the Action Plan activity, participants will identify Lingering Questions and will discuss them as a group.
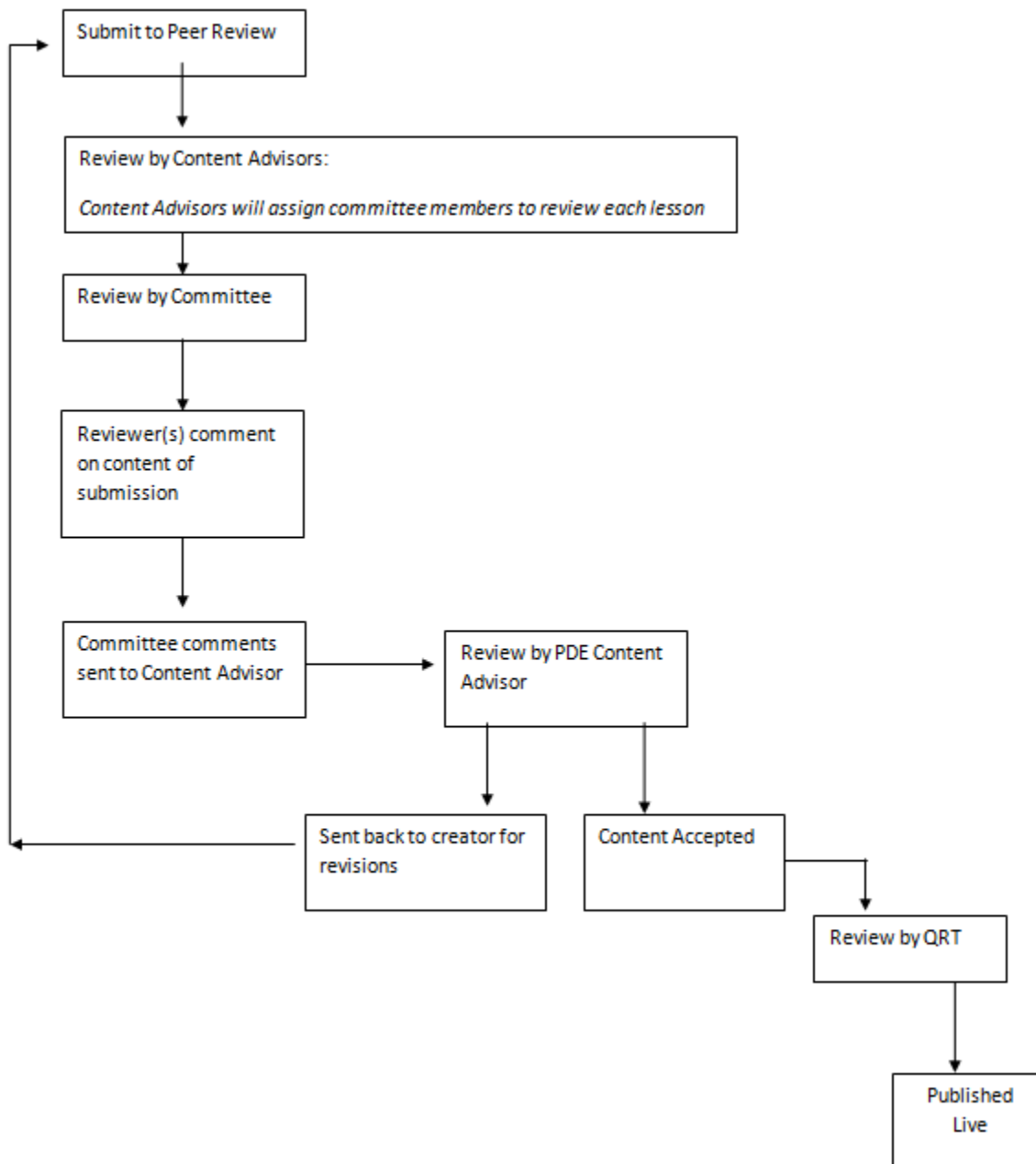
- Participants will affix any remaining questions (written on a Post-It note) to the Materials & Resources Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

Lesson Plan Definitions and Template

1. **Subject**: a course or area of study composed of units

2. **Grade Level/Course**: a level of student academic development or course of study

3. **Title:** identifies the lesson topic

4. **Alignments:** shows the connection between standard, anchor, anchor descriptor, and/or eligible content and the curriculum framework

    – Standards
    – Eligible Content
    – K-2 Performance Standards
    – Big Idea(s)*
    – Concept(s)*
    – Competencies*

5. **Vocabulary:** Tier 3 words; words and language specific to that content area

6. **Objective(s):** the goal(s) of the unit; a subsequent measure of the student's performance

7. **Essential Question(s)**: Question(s) specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

8. **Duration:** expected length of the lesson plan

9. **Materials :** various items which are used to support the lesson

10. **Suggested Instructional Strategies**: strategies embedded within instructional procedures including "WHERE TO" (Wiggins and McTighe).

11. **Instructional Procedure(s):** various ways in which the lesson can occur including learning activities and extensions as a sub-heading. Extensions are examples of how the content and/or the instructional procedures described in lesson plans may be modified to address the specific needs of other student populations, such as ELLs, students with IEPs, or students who are gifted.

12. **Formative Assessment:** a *process* used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes

13. **Related Materials & Resources:** other materials, links, etc. which support the lesson

*Big Ideas, Concepts, and Competencies will be automatically populated based on the standard and eligible content alignment.

Quality Review Process


```
┌─────────────────────┐
│ Submit to Peer Review │
└─────────────────────┘
          │
          ▼
┌───────────────────────────────────────────────────────┐
│ Review by Content Advisors:                            │
│                                                        │
│ Content Advisors will assign committee members to      │
│ review each lesson                                     │
└───────────────────────────────────────────────────────┘
          │
          ▼
┌─────────────────────┐
│ Review by Committee  │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│ Reviewer(s) comment │
│ on content of       │
│ submission          │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐        ┌─────────────────────┐
│ Committee comments  │──────▶ │ Review by PDE Content│
│ sent to Content     │        │ Advisor             │
│ Advisor             │        └─────────────────────┘
└─────────────────────┘           │            │
                                  ▼            ▼
              ┌─────────────────────┐   ┌─────────────────────┐
              │ Sent back to creator│   │ Content Accepted    │
              │ for revisions       │   └─────────────────────┘
              └─────────────────────┘            │
                                                 ▼
                                      ┌─────────────────────┐
                                      │ Review by QRT       │
                                      └─────────────────────┘
                                                 │
                                                 ▼
                                      ┌─────────────────────┐
                                      │ Published           │
                                      │ Live                │
                                      └─────────────────────┘
```

SAS 101 Participant Activity: Materials & Resources Activity

Browse the keywords from the list of content providers. Enter a keyword and click Search. Select at least one lesson or unit from the Voluntary Model Curriculum. Add each resource to your ePortfolio. In each box below, enter the resource name. In each arrow, articulate how this particular resource will support and enhance your own instruction.

Resource

How will this resource enhance instruction?

Resource

How will this resource enhance instruction?

What information in the Materials & Resources section of the Portal will help you to achieve the goal you set earlier?

Page left intentionally blank

Module Seven: Safe & Supportive Schools (minutes)

Module at a Glance

> ll be added to the
> erials, resources,
> ing environment.

Objectives:

SASITs will:

- ▪

Train-the-Trainer Agenda

🖥️👥💼	Safe & Supportive Schools: • View Demonstration • Activity: • Teacher Tools:	minutes
📝	Action Planning on Module 7	20 minutes
👥	Lingering Questions	5 minutes

Icon Legend

👥	Group Activity	🖥️	Demonstration and Practice Using the SAS Portal
🔍	Presentation	📝	Action Planning Activity
💼	Teacher Tools	SAS 101	SAS 101 Training Materials

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Module Eight: Teacher Tools (90 minutes)

Module at a Glance

Module 8 allows trainers to engage in a hands-on approach while using the SAS Portal's Teacher Tools including My Profile and My ePortfolio. These tools will allow trainers to store and organize SAS training materials and resources.

Objectives:

SASITs will:

- Create a SAS Profile to store relevant professional information.
- Build and organize the ePortfolio to store training documents and resources for turn-around SAS trainings.
- Embed pertinent Materials & Resources and documents from My ePortfolio within My Website.
- Join the SAS Professional Learning Community for SASITs and participate in the Communities, Blogs, and Forums.

Train-the-Trainer Agenda

	Teacher Tools: • My Profile - View Demonstration • My ePortfolio – View Demonstration • Activity: My ePortfolio Categorizing Activity • My Website and Blog – View Demonstration • Activity: Creating and Commenting on a Blog	65 minutes
	Action Planning on Module 2	20 minutes
	Lingering Questions	5 minutes

Icon Legend

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Module 8 Materials Checklist

SASIT Instructor

- o SASIT PowerPoint
- o SASIT Training Manual
- o SASIT Parking Lot posters
- o Laptop or computer with hardwired Internet connection

Participants

- o Name Tents
- o SASIT Training Manual
- o Laptop or computer with hardwired Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes

Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

Module 8 Action Plan: (20 minutes)

Review the Train-the-Trainer information for Module 8 found below. Review the agenda and identify the activities you will be utilizing with your own audience as well as estimated time frames for each element.   This Module requires 85 minutes to provide full training.

Overview of this Module:

- Teacher Tools Overview and Exploration
    - My Profile
    - My ePortfolio
    - My Website
    - My Communities
    - Curriculum Mapping
    - PD Center
- Activity: Teacher Tools Quick Check

SAS 101 Participant Objectives:

- Upload materials to their personal ePortfolios as well as add and delete folders within the ePortfolio.
- Build a Website to post announcements and store relevant materials/resources to enhance home-school communications.
- Join a SAS Professional Learning Community relevant to participant's grade level/subject area or educational role.
- Practice adding District Curriculum Maps to My Curriculum Maps and Instructional Maps.
- Add notes and upload Materials and Resources and other documents from My ePortfolio within an Instructional Map.
- Locate available Professional Development courses in the PD Center.

Suggested SAS 101 Agenda

Teacher Tools	65 minutes
Activity: Teacher Tools Quick Check	10 minutes
Lingering Questions	10 minutes
Total Duration:	**85 minutes**

Action Planning
Step One: *Identify Key Components*

Based on the information that we just viewed and knowing your target audience, identify the key components from this section you would like to include in your training.

Section:	Critical Components to Convey in Training:
▪ **My Profile**	
▪ **My ePortfolio**	
▪ **My Website/Blog**	

Step Two: *Sharing Your Thoughts*

Choose a table partner and share your identified key components. Update your list, as necessary.

Step Three: *Application of Teacher Tools*

You have now seen examples of each Teacher Tool in the SAS Portal. Briefly explore each tool, and identify ways that the tool can be used to enhance teaching and learning at your district/school/organization. After noting examples for each tool, visit the SAS Trainer Learning Community and post a reflection in the forum titled Effective Use of Teacher Tools.

Section:	How this tool can enhance teaching and learning:
▪ **My Profile**	
▪ **My ePortfolio**	
▪ **My Website/Blog**	
▪ **Publish Your Best**	
▪ **My Communities**	
▪ **Curriculum Mapping**	
▪ **PD Center**	

Step Four: *Lingering Questions*
On a Post-It, write down any questions that you may have. Share with your table and discuss. If after discussion with your table you are still unclear, place the Post-It on the appropriate Parking Lot.

My Profile: (5 Minutes)

1. Click **Teacher Tools** in the upper-right hand corner of any page in **SAS**.

2. Choose **My Profile** from the **Teacher Tools** menu.

> store relevant
> ~~e~~ used as an avatar in

.

3. Once a user is registered with **SAS**, they can update their profile at any time. The **My Profile** section will contain some information that was provided to SAS when they registered for an account.

4. Have participants check to ensure the existing personal information is correct, especially the spelling of the **First** and **Last Name** and the **Email Address**.

5. Have participants enter a **Salutation** and **Middle Name** (both are optional).

6. Participants should select a **Grade Level**, **Subject Area** and/or **Course** that best represent their current position.

> key and Mac users

7. Participants should choose from a selection of **Professional Interests**.

8. A **Position** was already selected during the **Account Verification** process. Have participants ensure that it is accurate.

9. Upload a **Profile Picture.** First, click the **Change Picture** icon**.**

10. Click **Browse** to locate your file. Navigate to the **My Pictures** folder on your hard drive, select an image, and click **Open** (or double click the file name). Not all participants will be prepared with a picture that they wish to use. It is not necessary for all participants to upload a picture at this time.

11. Click the **Upload** button. The window will close, and the picture will appear within your profile.

12. Click **Save** (in the lower part of the screen) to update your information.

> ;word be reset, it is
> secure password.

13. Click the **Change Password** icon.

- Enter your current password in the **Old Password** field.
- Type a **New Password.**
- **Confirm** the new **Password** by typing it again.
- Click the **Save** button.
- The window will close automatically. The next time you login to **SAS**, use your **New Password**.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 8 Action Plan for this section of Teacher Tools (p. 119), identifying the key components from this section to include in their training.

My ePortfolio   (30 minutes)

My ePortfolio:

> Participants can
> ...ts, images – as long
> ...o organize their

Activity: My ePortfolio Categorizing Activity – Part I (5 minutes)

Direct participants to click on Teacher Tools. They should then click on My ePortfolio, and complete Part I of the Categorizing Activity (p. 126), creating categories for the resources they have saved in My ePortfolio during previous sessions.

Adding/Deleting Folders:

1. Click **Teacher Tools** in the upper-right hand corner of any page in **SAS**.

2. Choose **My ePortfolio** from the **Teacher Tools** menu.

> **SASIT Tip:** The first time a user enters their **ePortfolio**, they will see one main folder, **My ePortfolio**, as well as three subfolders; **My Bookmarks**, **My Files** and **My Classes**. The subfolders are empty, and can be renamed if desired. Participants will also see items that they have saved throughout previous training sessions listed on the right side of the screen – as of now, all of these items will be stored within the **My ePortfolio** folder.

3. Click **Add Folder** above the folder list. Type the **Name** *Images* and then click **OK**.

4. A folder named **Images** will be added to the list of folders within the **ePortfolio**. Click on the **Images** folder to demonstrate that there is nothing inside of it – nothing will appear on the right half of the screen when the folder is opened.

5. Click and drag the **Images** folder on top of the **My Files** folder. When you let go of the mouse, the **Images** folder will appear as a sub-folder under **My Files**.

6. Click on the **– (minus) sign** to the left of the **My Files** folder. This will hide the **Images** folder. Clicking on the **+ (plus) sign** to the left of the **My Files** folder will show the folder(s) underneath the **My Files** folder – in this case, the **Images** folder.

> **SASIT Tip:** Users can create as many folders as necessary to get themselves organized. If users wish to create a main folder, they should click on the **My ePortfolio** folder prior to clicking on the **Add Folder** button. If users wish to create a sub-folder, they should click on the folder they wish to make a sub-folder for prior to clicking on the **Add Folder** button.

Organizing the ePortfolio:

1. Explain that once an item is in their **ePortfolio**, they can move it to another folder, rename it, edit the description, or delete it. In the case of an Uploaded File, they will also be able to browse for a different file.

> **SASIT Tip:** Warn participants that if they delete a folder, they also delete all of its contents. If there are any subfolders attached to that folder, they will also delete them and all of their contents.

2. Click the **Edit icon (pencil)** to the right of an item in the **My ePortfolio** folder.

3. Select an appropriate folder from the **Folder** drop-down list (e.g., My Files, My Bookmarks, etc.).

4. Click **Save**.

5. Click on the selected folder (from step 3) and the item will appear on the right side of the **ePortfolio**.

Uploading Files:

> **SASIT Tip:** There are two file types that cannot be saved to the ePortfolio; **HTML files (.html, .htm)** and **Bitmap image files (.bmp).**

1. The **Upload File** button allows users to upload almost any type of file to their ePortfolio.   Click **Upload File**.

2. Select the **Images** folder from the **Folder drop-down menu**.

3. Click **Browse** to locate a file. Navigate to the **My Pictures** folder on your hard drive. Choose any image file. Once you select the file, highlight it and click **Open** (or double-click the file).

4. Mention that to save time users can elect to upload multiple files to a folder at once. Click the **Add** button. Click **Browse** and choose another image file. Once you select the file, highlight it and click **Open** (or double-click the file).

5. Click **Remove** to the right of the second image file. This will delete the selection of the second image file prior to upload.

6. Click the **Upload** button. The window will close. Click the **Image** folder and the uploaded file will appear on the right side of the **ePortfolio**.

Adding Bookmarks:

1. Call the group back to attention. Users can bookmark their favorite Internet websites. Click the **Add Bookmark** button above the folder list.

2. Select the **My Bookmarks** folder from the **Folder drop-down menu** to save the file to.

3. Type the **Title** *Technology Tools to Get Teachers Started*.

4. Type a **Description** for the file – *A mini-manual to web readiness*.

> **SASIT Tip:** The **Description** is (optional) wording describing a file that appears when the mouse is rolled over the item in the **ePortfolio.**

5. Type the **URL** (web address) - http://www.edutopia.org/dg-manual

6. Click the **Save** button. The window will close, and the bookmark will be added to the **My Bookmarks** folder.

he

7. Click on the **My Bookmarks** folder and the bookmark will appear on the right side of the ePortfolio. Click on the title ***Technology Tools to Get Teachers Started*** to test the bookmark. Close the window (or tab) to return to the **ePortfolio**.

8. Hover your mouse over the title ***Technology Tools to Get Teachers Started*** to show the hover effect for the **Description**.

Activity: My ePortfolio Categorizing Activity – Steps Two and Three

Direct participants to complete Steps Two and Three of the My ePortfolio Categorizing Activity (p. 127), creating folders and reorganizing the resources they have saved in My ePortfolio during previous sessions.

My ePortfolio Categorizing Activity

Step One: *Create Categories*

Create categories for the resources you have saved in your ePortfolio (e.g., Social Studies, Seasonal, Training Materials, Lesson Plans, Assessments, etc). Assign each of the resources to a category.

You are not limited to 6 category headings. Please create more if necessary.

Step Two: *Creating Folders*

As a Registered User, you can save almost anything you want to an online storage area called **My ePortfolio**. It functions as an online filing cabinet for everything that you want to save or share: documents, pictures, links to websites, and links to items that you find on the SAS Portal. There is a tool called the **ePortfolio Manager** that will allow you to insert these items on just any page within your **Website**, insert into an **Instructional Map**, or to share with others via the **SAS Professional Learning Communities**.

1. Use the *Category Headings* you have created to add additional folders/subfolders to your ePortfolio. It is prudent to create a folder for SASIT Training Materials.

   Items you may wish to include in the SASIT Training Materials folder:

   - Digital copies of training materials/manuals (NOTE: These can be downloaded from the SAS Help Desk website).
   - Examples of Materials & Resources you want to use in your trainings.
   - Examples of Assessments from Assessment Creator that you want to use in your own trainings.

2. File your resources into the appropriate folder within your ePortfolio.

3. Upload some files you would like to include on your Website, insert into an Instructional Map, or share within a SAS Professional Learning Community. (NOTE: before an image can be included on your Website it must be uploaded into your ePortfolio).

4. Create a Bookmark to a site on the Internet you would like to include on your Website, insert into an Instructional Map, or share within a SAS Professional Learning Community.

Step Three: *Action Plan*

Complete Step One of the Module 8 Action Plan for this section of Teacher Tools (p. 119), identifying the key components from this section to include in your training.

My Website and Blog (30 minutes)

> cation tool. The pages
>
> changes to their site as

1. Click **Teacher Tools** in the upper-right hand corner of any page in SAS.

2. Choose **My Website** from the **Teacher Tools** menu.

> nly to them, when they
> ***This webpage has been***
> ues, parents, and

3. Place a **checkmark** next to the **Terms of Use** statement for the SAS **Website**. For further information on policy, refer them to the **Terms of Use** link, as well as any documentation set forth by their district.

4. Place a checkmark next to **Enable My Website.**

5. Click **Save** at the bottom of the **Website Builder** tab, and then click **Ok**.

> ding of the site itself, and
> , such as Firefox or
> **Statement** will appear to

6. Type a **Name** for the site (e.g., *Mrs. Teacher's Website*) to the left of the **Custom Page Header** button, and then click the **Custom Page Header** button.

7. The SAS rich-text editor will open. Use the editor, which functions very similar to a word processor, to type the name again.

8. Scroll down to the section titled **My Website Copyright Statement**. Type a copyright statement (e.g., your initials).

9. Click **Save** at the bottom of the **Website Builder** tab, and then click **Ok**.

10. Scroll up to the top of the page, and then click on **View My Website** to preview the changes. The **Website** will open up in a new window – users will need to make sure that the pop-up blocker within their web browser has been turned off.

> **SASIT Tip: Website Settings** can be customized to suit a user's personal taste. They can choose from a collection of themes, layouts, and patterns and color schemes to enhance the look of their site.

11. Click on the **Website Settings** button at the top of the **My Website** tab.

12. Select a **Theme**. This image will be placed in the **Page Header** at the top of every page in the Website.

13. Select a **Background Color**. This color will fill in the area surrounding the web pages, not the background of the pages themselves.

14. Select a **Background Pattern**. This pattern will fill in the area surrounding the web pages, not the background of the pages themselves. The option to the far left can be selected if the user does not want to include a pattern.

15. Select a **Layout**. The navigation menu for the site can appear on the left or right side of the page.

16. Select a **Font** grouping for the **Website**. These are the default fonts for the **Website**, but can be overridden by selecting a different font in the rich-text editor.

17. Click the **Save** button, and then click **Ok**.

18. Scroll up to the top of the page, and then click on **View My Website** to preview the changes. The Website will again open up in a new window. Users who minimized their **Website** (when they last previewed it) instead of closing it will need to refresh their browser window to see the changes.

19. Close the window to return to the **My Website** tool.

20. Provide users with @ 3-5 minutes to select and view **Website Settings** for their site.

My Blog:

1. Click on the **Website Builder** button.

2. Locate **My Blog,** under the **My Website Pages** list, and then click **Edit**.

> **SASIT Tip:** Explain that the rich-text editor operates very much like a typical word processing program. The **Title** of a **Page** appears above the editor, and can be changed at any time. Whatever information is typed into the editor below the toolbars is visible on this page in the website. Advanced users can click on **HTML** in the bottom toolbar to edit their pages using HTML coding (Hypertext Markup Language).

3. The SAS rich-text editor will open. Explain that the **My Blog** is a website that allows users to reflect, share opinions, and discuss various topics in the form of an online journal; readers may comment on blog posts.   The page initially contains a default message: ***This is my blog.***

4. Demonstrate how to use basic features of the editor by highlighting the text of the default message and changing the **Font family** and **Font size**.

5. Place your mouse over the **Select text color** icon to show that the name of each icon will appear when hovering over it. Highlight the text of the default message and change the **text color.**

6. Scroll down to directly below the editor. Explain that ***Show this page on your website menu?*** is checked by default so that this page will display on the site's menu on the **Website Builder** tab.

7. Place a checkmark next to ***"Make this webpage available online?"*** directly below the editor. This will make the **Home Page** visible to visitors to the user's **Website**.

8. Click **Save**, and then click **Ok**.

9. Scroll up to the top of the page, and then click on **View My Website** to preview the changes. The **Website** will again open up in a new window.

10. Navigate to the **My Blog** page to preview the changes.

11. Close the window to return to the **My Website** tool.

12. Locate the **My Blog Entries** area, and then click **Add Blog Entry**.

13. Enter the **Title** *SAS Train the Trainer*.

14. Click in the rich-text editor, and type the beginning of a blog post (e.g, *The most enriching experience I have had at the SASIT Training is…*)

15. Explain that users have the ability to take items saved in their **ePortfolio** and add them to any **Page** on their **Website** or **Blog** using a tool called the **ePortfolio Manager**.

> **SASIT Tip:** The **ePortfolio Manager** is located in the 4th toolbar in the rich-text editor, and looks like a briefcase.

16. Click the **ePortfolio Manager** icon on the toolbar in the rich-text editor. The **ePortfolio Manager** will show all of the resources saved within the folders in **My ePortfolio**.

17. Click on the **+ (plus) sign** to the left of the **My Files** folder to show the folder(s) underneath the **My Files** folder – locate the **Images** folder (Note – This step may not be necessary if the folder list is already expanded).

18. Click on the **Images** folder. The items within the folder will display on the right side of the tool.

19. Check the image file that was uploaded during the **My ePortfolio** demonstration, and click the **Submit** button.

20. The image you selected will be inserted on the **Page**. Click on the image, and resize it by dragging the handles. If the rich-text editor window is too small to view the entire image, click the **Toggle Fullscreen** icon in the bottom toolbar to have the rich-text editor cover the full screen.

21. Hit the **Enter** key on your keyboard to move down to another line.

22. Click the **ePortfolio Manager** icon on the toolbar in the rich-text editor. The **ePortfolio Manager** will open.

23. Click on the **My Bookmarks** folder. The items within the folder will display on the right side of the tool.

24. Check the *Technology Tools to Get Teachers Started* bookmark that was saved during the **My ePortfolio** demonstration, and click the **Submit** button.

25. The bookmark you selected will be inserted on the **Page**. Inserted files, bookmarks to web sites, or bookmarks to items within **SAS** will appear as hyperlinks.

26. Click on the **Toggle Fullscreen** icon again to return the rich-text editor to its normal size.

27. Scroll down to directly below the editor. Explain that the **Publish** option is selected by default so that this entry will be visible to visitors on the user's **Blog**. The **Draft** option is there so that users do not have to share information live on the **Blog** until the post is completed.

28. Click **Save**.

29. Scroll up to the top of the page, and then click on **View My Website** to preview the changes. The **Website** will again open up in a new window.

30. Navigate to the **My Blog** page. The entry will be listed; click on **Read More** to expand the entry so that it is completely visible.

31. Point out that visitors to the Blog can subscribe to the RSS Feed for the blog by clicking the **RSS icon** to the right of the heading **My Blog Entries**.

32. Point out that visitors can comment on the **Blog Entry** by clicking the **Add Comment** button, and completing the form that appears.

33. Close the window(s) to return to the **My Website** tool.

Activity: Creating and Commenting on Blogs

Direct participants to complete the Creating and Commenting on Blogs Activity (p. 132), creating a posting in their own blog, and commenting on the posting of another participant.

Creating and Commenting on Blogs Activity

A blog is a web publishing tool that allows authors to quickly and easily self-publish text, artwork, links to other blogs or web sites, and a whole array of other content.

Blogs are created like traditional web sites, with navigation links, images, and other standard web site features. A blog is different from a typical Web site in that the primary content is comprised of *postings.* Blog postings are text entries (similar to a diary or journal) which include a posting date. They include subsequent comments made by people other than the author. Postings are often short and frequently updated. They appear in reverse chronological order and can include archived entries.

In addition to providing teachers with an excellent tool for communicating with students, parents, and colleagues, there are numerous educational benefits of blogs.

Blogs:

- Are motivating to students, especially those who otherwise might not frequently participate in classroom discussion;
- Provide excellent opportunities for students to read and write;
- Are effective forums for collaboration and discussion;
- Are powerful tools to enable scaffolded learning and mentoring to occur.

Step One: *Blog Entry*

1. Add a Blog Entry to your SAS Blog.

2. Include the keywords "SASIT Training" within the Title of the Entry.

3. Discuss the most enriching experience that you have had thus far at SASIT Training. Be sure to include a link to at least one item from your ePortfolio.

Step Two: *Commenting*

1. Within My Communities, use the Keyword Search tool to search for Blogs using the keyword "SASIT".

2. Locate the Blog of the person sitting to your right.

3. Add a Comment to his/her Blog Entry.

Action Plan (2-3 minutes)

Have participants complete Step One of the Module 8 Action Plan for this section of Teacher Tools (p. 119), identifying the key components from this section to include in their training.

When Step One is complete, have them move on to complete the remaining sections of the Action Plan.

Lingering Questions (5 minutes)

As part of the Action Plan activity, participants will identify Lingering Questions and will discuss them as a group.

- Participants will affix any remaining questions (written on a Post-It note) to the Standards Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

SAS 101 Participant Activity: Teacher Tools Quick Check

① Where can you change your password or update personal information on the Portal?

_____

② How will the ePortfolio support your instruction and student achievement?

_____

_____

③ Thinking about your own classroom or role in the district, brainstorm some benefits to creating and using a blog?

_____

_____

④ What purpose(s) do you want to achieve through the use of a classroom blog?

_____

_____

_____

⑤ What are some of the benefits to joining a Professional Learning Community?

_____

_____

⑥ How do you see yourself using the My Communities tool to support your instruction?

_____

_____

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Module Nine: Training Techniques (30 minutes)

Module at a Glance

Module 9 provides participants with a general overview of adult learning theory. Trainers will prioritize the characteristics of effective facilitation, and will identify ways to meet the needs of adult learners during training. They will also explore the resource websites available for SASIT trainers, and will locate and save relevant resources for their own trainings.

Objectives:

SASITs will:

- Identify ways to address the needs of all learners.
- Develop deeper understanding of instructional techniques for working with adult learners.

Train-the-Trainer Agenda

	Training Techniques: • Activity: Addressing the Needs of Adult Learners	25 minutes
	Lingering Questions	5 minutes

Icon Legend

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Module 9 Materials Checklist

SASIT Instructor

- ○ SASIT PowerPoint
- ○ SASIT Training Manual
- ○ SASIT Parking Lot posters
- ○ Copies of *Drawings #1, #2,* and *#3*
- ○ Laptop or computer with hardwired Internet connection

Participants

- ○ Name Tents
- ○ SASIT Training Manual
- ○ Laptop or computer with hardwired Internet connection
- ○ Markers (variety of colors; 4-5 markers per table)
- ○ Post-it Notes

Equipment and Site Requirements

- ○ Multimedia projector
- ○ Screen
- ○ Chart paper
- ○ Availability of loaner laptops or additional computer access

Training Techniques   (40 minutes)

Overview of Adult Learning Theory:

Overview of Adult Learning Theory…. (pp. 143 - 149) provides a general overview of adult learning theory, facilitation and questioning techniques. Direct participants to read the pages, and then to begin the activity on p. 140.

Activity: Addressing the Needs of Adult Learners (25 minutes)

Instructions for Steps One and Two: Participants complete Steps One and Two of the activity on their own, or with their table group.

Instructions for Step Three:

Drawing 1: Ask for a volunteer, or select a suitable person from the group. Give Drawing 1 to the volunteer. No one else should see this drawing. Have the volunteer to stand up in a corner of the training room facing all others and describe the drawing to them.

- **RULE:** Participants are ***not allowed*** to ask questions from the volunteer.

  - Once participants have heard the description, they should attempt to draw it as closely as they can to what the volunteer has described.
  - Get everyone to compare their images with each other and also to the source drawing **(SASIT PowerPoint – Slide #17)**.

Drawing 2: Ask for a new volunteer and give him/her Drawing 2. The volunteer should describe the drawing to everyone else as before.

- ***RULE:*** This time the group can only ask ***Open Questions***. The facilitator is the referee and should indicate if any question is closed and hence not allowed.

  - The group should draw what they think is in Drawing 2 as closely as they can based on the descriptions and the open questions asked.
  - Get everyone to compare their images with each other and the source drawing **(SASIT PowerPoint – Slide #18)**.

Drawing 3: Ask for another volunteer and give him/her Drawing 3. The volunteer should describe the drawing to everyone else.

- ***RULE:*** Others can only ask ***Closed Questions***. The tutor is the referee and must make sure only closed questions are asked. Closed questions should invariably get a yes/no or facts as answers.

- o The group should draw what they think is in Drawing 3 as closely as they can based on descriptions and the closed questions asked.
- o Get everyone to compare their images with each other and the source drawing **(SASIT PowerPoint – Slide #19)**.

Debrief: (SASIT PowerPoint – Slides #17-19)

After the drawing exercise, have the participants discuss how they felt and thought of the activity. At each stage emphasize the importance of the concept explored.

- *Drawing 1*: It is important to get feedback and have a two-way communication so that misunderstandings are avoided.

- *Drawing 2*: Open questions generate a lot of information and force the person to come up with many unanticipated answers that you can use to draw new conclusions. This is a critical aspect of open questioning and it's why open questioning is more encouraged.

- *Drawing 3*: Close questions are perfect when you want specific details. They are quick and efficient and to the point. All you want is a yes/no answer. They are not particularly good if the person hesitates in giving information away which is quite likely when dealing with clients, customers and in particular competitors.

Addressing the Needs of Adult Learners

Step One: *Adult Learning Strategies*

Provide insight as to how you can address each of the adult learning strategies (listed below and on pp. 143-144) when you provide training at your district/organization.

Strategy	How I will address needs:
1. Value an adult's experience in the classroom	
2. Create an environment of respect	
3. Convey the benefits of training	
4. Actively involve participants	
5. Address different styles of learning	

Step Two: *Using Technology*

Reflection (Individual)
Think of a time when you were in a training session where achieving the key objectives relied on the facilitator demonstrating components of a website, portal or other technologies.

Upon reflecting back upon this experience, consider the following:

- What went well during the session?

- Where there any parts of the session that were difficult to follow? If so, describe the circumstance?

Aligning to Strategies (Group Discussion)
Review *Tips for Conducting Computer Demos and Walkthroughs* (p. 147).

Based on the experiences identified, discuss the following with your group:

- For those things that went well during the session, did the facilitator use any of the tips provided? If so, which ones? If not, what tips should we recommend to add?

- For those things that did not go so well, which tips could that facilitator have used to make the session go smoother?

Step Three: *Draw Me a Picture*

Whole Group Activity: You will be presented with a series of three pictures. Listen carefully as the images are described to you, and try to recreate them in the spaces provided.

Drawing #1

Drawing #2

Drawing #3

Overview of Adult Learning Theory

Many of us have years of experience in pedagogy; developing and delivering instruction to children of various ages. However when working with adults, there are a number of specific strategies that have been found to be particularly effective that differ from pedagogy. Adults bring a new set of needs and expectations when they attend training or other professional development experiences. So much so that a field of study that looks at adult learning theory has been developed and is called ***Andragogy***.

American educator **Malcolm Knowles** is considered one of the pioneers of adult learning theory and has established six key assumptions related to what motivates adults to learn:

- Adults need to know the reason for learning something (Need to Know).

- Experience (including error) provides the basis for learning activities (Foundation).

- Adults need to be responsible for their decisions on education; involvement in the planning and evaluation of their instruction (Self-concept).

- Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives (Readiness).

- Adult learning is problem-centered rather than content-oriented (Orientation).

- Adults respond better to internal versus external motivators (Motivation).

References: Wikipedia: http://en.wikipedia.org/wiki/Andragogy

Adult Learning Strategies

Using Malcolm Knowles as a foundation, provided below are general strategies that are effective for trainers when working with the adult learner:

<u>**Strategy #1**</u>:   ***Adults bring relevant experiences with them into the learning environment…***

- As a group, the trainees have more experience than the trainer does. These experiences need to be recognized because to ignore an adult's experience in the classroom is to ignore and invalidate that trainee as a person.

- It is the trainer's responsibility to create a supportive and encouraging learning environment and not one where egos are bruised. By supporting the experiences of trainees, we as trainers, are gaining the benefit of what they already know.

<u>**Strategy #2**</u>:   ***Adults are self-directing…***

- Trainers cannot come across as dominant, but rather must be co-learners.

- Trainers should create an environment of respect for the trainees. For example, trainees should be comfortable enough to ask questions.

Strategy #3: *Adults perceive time as very "now-oriented," so be sure adult learners understand the WIIFMs (what's in it for me?)…*

- Training sessions are taking participants away from their work, so explain that time invested now will pay off later.

- Show trainees how the material being presented is immediately applicable or give them a timeframe. Provide direct, concrete experiences in which the learning will be applied back to their current job.

- Frequently discuss the benefits of learning.

Strategy #4: *Adults are problem solvers…*

- Ensure that the trainees are actively, rather than passively, involved in the learning process. This includes encouraging trainees to ask questions.

- Be sure to keep explanations brief so that interest level remains high. Avoid long periods of lecture.

Strategy #5: *Adults thrive on an environment based on learning and trust…*

- Participants need to feel comfortable to participate without fear of repercussions.

- People learn in different ways or sometimes in a combination of styles. They are divided into auditory (hearing), kinesthetic (doing), and visual (seeing) types. Because of these learning preferences, we know that people retain:
    - 10% of what they HEAR
    - 30% of what they SEE
    - 50% of what they SEE and HEAR
    - 70% of what they DO
    - 90% of what they SEE, HEAR and DO

Additional Resources:

Andragogy and Technology: Integrating Adult Learning Theory As We Teach With Technology
  http://frank.mtsu.edu/~itconf/proceed00/fidishun.htm
Adult Learning Theory
  http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te10lk12.htm
How Adults Learn
  http://agelesslearner.com/intros/adultlearning.html
Principles of Adult Learning
  http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm

Characteristics of Facilitators

Within a training session, the person leading the session should assume the role of a _facilitator_. Facilitators have the responsibility of creating an environment which is conducive to learning, where everyone brings a contribution to the session. Instead of being a "sage on the stage", effective trainers are "guides on the side" that orchestrate the learning experience. A few key points regarding effective facilitation are provided below:

The Role of the Facilitator is to…

- Guide activities and conversations, while providing clear and concise directions.

- Recognize and foster the sharing of knowledge and honor the experience of all participants.

- Model 21st century teaching and learning; be explicit when using it, and articulate what you have done. For example, incorporate formative assessment strategies and instructional strategies like cooperative learning, scaffolding, meta-cognitive strategies and indirect instruction.

Facilitators Need to Effectively Utilize Course Materials…

In order to take into account learning types, preferences, and styles to train adult learners, facilitators need to "translate" the material created by the course developers such that the training experience is engaging. A few ideas are listed below:

Course Developers	_Trainers_
• Determine goals and set objectives to meet them.	• Motivate toward those goals.
• Organize training materials in a logical sequence, while reinforcing key items needed for required skills.	• "Here is what comes next." • "Here is why you should be interested" • "Here is where you can use it" • "Is there anything I can review or clarify?"
• Develop demonstrations.	• "Let me show you how"
• Design training exercises to practice new skills.	• "Try if for yourself" or "You Show Me"
• Create knowledge checks.	• Encourage participation and check for understanding.

When Working on a Facilitator Team…

- Usually one person will take the lead for a section within the session. Other team members should be circulating and checking that people understand the directions and answering questions at individual tables.

- At times, there could be two lead facilitators, one to give directions, the other to explain the technology being used.

- One of the facilitators should take the role of timekeeper and inform other facilitators and the group about time limits.

Additional Facilitation Techniques…

1. Hand out or show in the front of the room a preprinted response sheet that they can complete throughout the lesson (e.g., a flowchart, checklist, schematic diagram, list of advantages and disadvantages, etc).

2. Distribute a self-assessment: a self-scoring, quickly administered exercise that lets you and the learner know where they stand. This can be used to tap knowledge, attitude, or skills.

3. Ask for a show of hands. This is especially useful when you want to polarize the group on a dichotomous issues. An alternative to this would be to ask participants to stand on one side of the room or the other, depending upon their response. This alternate approach helps to vary the activity and to "get people moving". In either case, the facilitator leads the discussion from there.

4. Think-Pair-Share → In asking thought-provoking questions, have participants write down the answer on a piece of paper. After a few minutes of thought, have participants discuss with a neighbor. Finally facilitate a sharing out process to the whole group.

5. After every new topic (lesson, module, sequence), have participants complete an Action Plan sheet and write down what they plan to do back on the job to apply the topic just discussed.

6. Allow time for silent decisions or reflections on questions that do not require an overt response because you know that participants will answer to themselves (e.g., When did you last write a note commending one of your workers for a job well done?) Then discuss feelings or perceptions.

7. When responses are confidential or sensitive in nature (e.g., how you scored on the management style assessment), have the participants make the responses on a piece of scrap paper and fold it. Then collect these in a box, shake them up, then draw them out for posting on a flip chart or whiteboard, where you can then discuss and process data.

Tips for Conducting Computer Demos and Walkthroughs

Although demonstrations/walkthroughs are very effective techniques, they can be tricky to pull off. Trainees mentally process material at different speeds. Here are some guidelines for presenting effective computer walkthroughs and demonstrations.

- *Getting trainee attention for a demonstration:*
  If you want to get everyone's attention during a demonstration, you may ask them to make a fist and put it in front of their keyboard and lower their screens on top of their fist so the computer does not go to sleep or shut down.

- *Move slowly and break down demonstrations:*
  During a demonstration, remember that you know the system a lot better than the trainees do. This may cause a tendency to move more quickly through the screens, resulting in some trainees not keeping up with you. Also the more you can break down key functions within the system, the better. Try not to overwhelm trainees with too long of a demonstration or use demonstrations that cover all system features/capabilities which are not linked to the training objectives to be covered.

- *Clearly announce each keystroke/mouse click and point out locations on the screen:*
  An example would be "Move your cursor to the address field" or "Now press the Enter key." This helps to address both the audio and visual learner. In addition to announcing that you are going to click, describe where it is. For example, "Click on the Execute icon which is the green checkmark at the top of the screen." Also physically point out its location by walking to the screen and pointing it out, using a pointer, or by moving the mouse icon on the screen.

- *Follow the Trainer's Guide:*
  Note that many participants may be using the training materials provided to them to follow along. So it is important to remain consistent. Also try not to ad lib, attempting what you have not tested out previously. This often leads to problems and drags down the class.

- *Constantly look for student feedback and avoid too much "point and click" training:*
  If a trainee looks confused, stop and ask if there is anything you can clarify. If possible, quickly walk around the room to ensure everybody is in sync. Also, remember that immediate feedback is more constructive than withholding feedback until later.

  Also it is important to ensure that participants do not "zone out" through an excessive amount of point and click training. It is very easy for participants to miss key design principles of a portal/website when they are busy focusing solely on navigation. Be sure to ask a number of "why", "when", and "how" questions during the training to test for understanding of the underlying system framework you are demonstrating.

- *Give timely and relevant feedback:*
  When giving feedback, do NOT focus on the individual. For example if a few class participants continue to have difficulty completing a guided practice due to an uncomfortable level with their computer skills, emphasize the key is the understanding of the underlying principles. Perhaps a neighbor could assist with the navigation portion of the website?

Questioning Techniques

Your success as a facilitator is in large part dependent upon your ability to actively involve the class in the learning process through thoughtful, provocative, and stimulating questions.   Learning, to be interesting, useful, and fun must always be interactive.

Adults learn not by being told, but by experiencing the consequences of their actions.   Putting it another way, it is the learner's response and not just the instructor's stimulus that determines how successful the learning will be. Questioning plays a key role in how much participants learn (and you learn), and how rewarded everyone feels after the learning experience is over. Unless you plan on giving a speech, sermon, or lecture, the use of questions, active learning, and responding to questions are musts for a successful class. Classroom communication is nothing if not an active, unpredictable process of dialogue.

Provide below are five main reasons to use questioning:

1. Arouse interest and curiosity and keep the group engaged and involved.

2. Promote self discovery and self assessment.

3. Help learners make connections between what they know and the new/re-framed information being presented.

4. Determine how well the group understands the information that has been presented.

5. Use the group as a resource (get realistic and practical experiences and ideas).

Also the way questions are structured is key to how conducive an environment is to learning. Asking closed-ended questions that require a "yes-no" or "short, direct answer" cause the adult learner to become disengaged. Open-ended questions that promote critical thinking and exploration is where the emphasis should be.

Types of open-ended questions are provided below:

- **Probing** → "How you are using SAS with your middle school teachers?"

- **Focus Setting** → "Now that we reviewed the various tabs for Clear Standards, how do these various options help the users of SAS?"

- **Clarifying** → " To help me understand, did you mean that SAS has become a resource for all your school principals? If so, how?"

- **Redirecting** → "Tom has provided us a few ideas on how best to deliver SAS training, what do the rest of you think?

Questioning "Dos" and "Don'ts"…

Here are some techniques for eliciting relevant responses and maximizing engagement.

Questioning "Dos"	*Questioning "Don'ts"*
Ask open-ended questions • What, Why, When, Where, Who and How are the key words that will secure facts and information. • Open-ended questions enhance conceptualization, application, examples, connections, etc.	**Excessive Closed Ended Questions** • Note that questions that begin with Did, Do, Would, or Will elicit yes or no responses and are rhetorical. Such "closed end" questions should be used sparingly. • Watch out for questions that are too non-directive. Examples of these types of questions include "How do you feel?. In other words they leave the participant grasping for what you really are looking for.
Use Pauses • Be sure to pause for a few seconds before selecting a respondent. Look around the group. Restate the question. Give everyone time to formulate a response in their heads. Then select a respondent.	**Calling on others "cold"** • Some that are not comfortable with silence after asking a question feel the need to call on participants to break this silence. By doing this, it can cause uneasiness among the participants.
Follow-up Questions • Ask follow-up questions that make participants go deeper. Ask for evidence, examples, or explanations to discover reasons behind thinking. • In cases where participants provide a response that may be in a different direction than you are heading, ask then to clarify and redirect the conversations in a positive direction. To help in a redirect, throw the issue back to the group as an opportunity for discussion.	**Tell participants they are "wrong"** • Avoid creating situations where there is a "right" and a "wrong" response to a question. Such an environment can destroy trust. • Avoid using questions which require the participants to parrot back information just presented by the instructor. Participants view these as patronizing and condescending.
Ask "Suppose" Questions • Introduce a new idea, break a deadlock, or bring up an overlooked point with "Suppose we…" • From time-to-time, ask your participants to take a guess on something prior to teaching the point (e.g.., What percentage of the time does the average manager communicate?)	**Patronizing or presenting an opinion as "fact"** • Facilitators have the responsibility to remain neutral and establish an environment where all opinions are valued. • If trust is not established, participants can become argumentative.

Lingering Questions (5 minutes)

Participants will identify Lingering Questions and will discuss them with their table group.

- Participants will affix any remaining questions (written on a Post-It note) to the Training Techniques Parking Lot.

The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

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Module Ten: Trainers – Using What I've Learned (105 minutes)

Module at a Glance
This module provides participants with an opportunity to identify how the six elements of SAS align to promote student achievement. SASIT trainers will participate in a 'teach back' activity that will demonstrate their facilitation skills. They will also plan for their own trainings, and will learn how to register participants and administer training evaluation surveys.

Objectives:

SASITs will:

- Demonstrate an in-depth understanding of the six elements of the Pennsylvania SAS and how they align to promote improved student achievement.
- Develop and discuss action plans for providing professional development to colleagues on SAS and the SAS Portal.
- Practice using the Workshop Evaluation tool for creating training sessions and administering surveys/evaluations to their participants.

Train-the-Trainer Agenda

	Trainers – Using What I've Learned: • Activity: What SAS In Context – Part II • Activity: Teach Back Evaluation • Activity: SASIT Website Exploration	70 minutes
	Action Planning For SAS Training	20 minutes
	Training Registration/Evaluation Survey	15 minutes

Icon Legend

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Module 10 Materials Checklist

SASIT Instructor

- o SASIT PowerPoint
- o SASIT Training Manual
- o SASIT Parking Lot posters
- o Laptop or computer with hardwired Internet connection

Participants

- o Name Tents
- o SASIT Training Manual
- o Laptop or computer with hardwired Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes

Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

Trainers – Using What I've Learned   (70 minutes)

SAS In Context – Part II:

At this point in training, SASITs have seen how all of the elements in SAS work together to promote student achievement.

Activity: SAS In Context – Part II (15 minutes)

Participants should revisit the issue that they wrote down during the SAS In Context Activity in Module 1 (p. 23). They should revisit each of the six elements to determine if the issue that they selected can be impacted by using SAS. Once they complete the organizer, they should discuss their conclusions with their table group.

Teach Back:

SASIT trainers will practice providing a section of a training module to a partner, and will receive feedback on their facilitation skills.

Activity: Teach Back (40 minutes)

Direct participants to select a module of the SASIT training, and to prepare a 10-minute training episode. They can draw from the training manual, their Action Plan from the module, as well as by reviewing the *General Tips for a Successful Training* (pp. 156-160). In this role-play, one partner will be the Trainer and the other will be the Trainee.

After 15 minutes of preparation, they will deliver their training to a partner. They will then switch roles, and the partner will deliver their training. The pair should use the *Teach Back Evaluation* sheet (p. 155) to record feedback.

Once both partners have completed the Teach Back, they should reflect on the feedback and identify ways to build strength in areas that need improvement.

Teach Back Evaluation

Trainee Instructions: Please listen carefully to your partner's facilitation of their Teach Back module, recording at least two things that were good about their facilitation skills and two things that could be improved.

Once your partner is finished, switch roles. Have your partner record feedback in your manual.

Strengths:	Needs Improvement:
▪	▪
▪	▪
▪	▪

Trainer Instructions: Review and reflect upon the feedback above. How might you be able to build strength in areas that need improvement?

Needs Improvement	How I will build strength in this area:

General Tips for Successful Training

Provided below are a few general tips for conducting a successful training session:

A Good Opening

Effective introductions should set the stage for the entire learning experience. Remember that first impressions count! Introductions should be non-threatening, fast-paced, relevant, audience-centered, fun and humorous. A few specific are below:

- A Greeting
  - ✓ Gains attention
- A Trainer's Introduction
  - ✓ Establishes Subject Matter Expertise
- Student Introductions
  - ✓ Assess knowledge levels and background
- An Ice Breaker
  - ✓ Makes later interaction easier and builds rapport
- Housekeeping Information
  - ✓ Shows you care about comfort and safety
- Write down the transactions/business process for the day
  - ✓ Use a flip chart and use it for reference throughout the class
- Objectives
  - ✓ Gives a preview of what's to come
  - ✓ Establishes a timeframe to achieve course objectives
  - ✓ Describes what the learner will be able to do as a result of the training
- Benefits of the Class
  - ✓ Provides value-add

Overcoming Nervousness

Believe it or not nervousness is normal and good! Standing in front of a group of people -–even if it's just two people – produces anxiety. Being "jittery" shows that you have a concern for wanting to do the best job possible.

However, more than the optimal level of nervousness is unproductive and will probably lead to negative results. Therefore, you need to be able to recognize excess nervousness and learn to deal with it deliberately and positively to turn it around for your benefit.

Some tips for reducing anxiety include:
- o Take time to pause during sections of the material. Pace yourself.
- o Take deep breaths.
- o "Get to know" the participants in the class. Remember that the participants want to see you succeed.
- o Keep in mind that you do not need to have the answer to every questions that is asked.

The Basics

As a trainer, you are responsible for delivering content in an accurate, organized and timely manner. In order to accomplish this enormous feat, use your voice and body language as part of a "trainer's toolkit." Practice controlling your delivery, while varying the basics, to get your point across.   Each tool has a direct impact on the success of any training program.

Verbal Skills:

- Volume, Inflection, and Enunciation
- Delivery rate, use pauses
- Do not "read the slides"

Non-Verbal Skills:

- Eye Contact
- Facial Expressions
- Gestures, Posture, and movement

Personality:

- Confidence
- A positive attitude toward the topic and system
- Portrays self as an agent of change
- Enthusiasm/Energy
- Emotion/Humor

Time Management and Encouraging Participation

A frequently overlooked aspect of facilitating is the ability to keep on track and on schedule, while still encouraging participation. Remember that at the onset of your training, you'll be informing your trainees of what they will learn and the timeframe that you'll use.

It takes a lot of practice and a good amount of intuition to manage your instructional time. Course developers will give you a timeframe for completing your presentations. This will help you to achieve the agenda's goals. However, it's up to you to perform a quick audience analysis. Introductions, questions and answers and other forms of feedback provide you with valuable information. Pay attention to how your learners are reacting and then pace yourself appropriately.

Tips to Successfully Manage Time:

- Prepare
- Practice, Dry Run
- Get Organized
- Be on time!
- Control behaviors – yours and theirs
- Give clear directions – beforehand!

Tips To Encourage Participation:

- Smile, nod, etc.
- "I See" – "Go on..."
- Write trainee comments on flipchart
- Add-on to trainees remarks with your own experiences
- Remember your manners – say please and thank you
- Give compliments
- Don't be a stage hog!
- Don't play the blame game

Evaluating Your Behavior

There are many behaviors that can actually discourage participation and learning in a classroom. Some are used inadvertently; others are directly related to your personality and preferences. Give yourself an honest evaluation. Try to recognize any negative behavior in your own performance. Then practice eliminating them and replacing them with a more positive and encouraging demeanor.

Some Negative Behaviors to Avoid:

- Shaking your head (indicating the trainee is wrong)
- Rolling your eyes
- Showing the speaker a sarcastic smile
- Wrinkling your nose
- Squinting over your glasses
- Smiling or winking at others (in a negative manner)
- Turning away from the speaker
- Folding arms tightly and scowling
- Drumming on the table or tapping feet
- Not "seeing" trainees with questions
- Ignoring trainee comments or answers

Closing the Training Session

Closing a training session is just as important as your opening. You want to leave the trainees with a good overall impression of your delivery, the usefulness of the training materials, and the benefits of using SAS. By finishing on a "high note" you'll be encouraging your trainees to apply what they've learned from you.

A "good closing" includes 3 basic parts – summarizing, providing follow-up resources, and administering course feedback.

Summarizing

Another old training maxim says, "Tell them what you're gonna' tell them, tell them, then tell them what you told them." Summarizing provides a final opportunity to reinforce the skills and knowledge covered in the material. You should summarize frequently throughout the course as well as at the end. There are two basic ways to summarize:

- ***Trainer Review:***
  The trainer summarizes the key points in this technique. In this way all of the major points will be covered, it requires the least amount of time, and keeps the trainer in control of the class. Disadvantages are that trainees are not actively involved in the review. Therefore, they'll have more of a tendency to tune you out.

- ***Trainee Review:***
  In this method, the trainer asks the trainees questions such as, "In your opinion, what are the major points covered in this topic" to generate a discussion. In this way the active involvement of your trainees keeps retention levels higher, gives you feedback on how much the trainees actually learned, and provides a chance to address any misconceptions or answer additional questions. Drawbacks to this strategy are that trainees may miss important points and it takes much longer to complete this kind of summarizing.

Provide Follow-Up Resources
Before the trainees leave, you should give them some direction on "where to go from here." Providing them with resources addresses their apprehension at having to go it alone after the classroom time ends.

- ***Follow-Up Documentation:***
  Make sure that the trainees are aware of where they can find documentation on issues that arise after class.

- ***Additional Training:***
  Point out resources for any additional training or tutorials that may benefit the trainees. Another option would be to inform the trainees if the course that you are teaching is part of a sequence of courses. This would be a good time to present a flowchart of that sequence. This shows where this course fits in and where the trainees would go next.

- ***Phone Numbers and Email Addresses:***
  If you are available as a resource for help after the course, provide the trainees with your phone number and email address. Also provide contact information for any help desk personnel who can provide assistance.

Administering Course Feedback
The final activity is to ensure all trainees access and complete course evaluations. Here are some guidelines:

- **Give Clear Directions and Time:**
  Make sure it is clear how the feedback is to be administered. Let the trainees know how much time they have to complete the form and where to place it when they are completed.

- **Explain Use and Importance:**
  Explain that feedback not only lets us know how the trainees perceived the course, but also enables us to make improvements for future classes.

- *Welcome Comments:*
  There is usually a place on feedback forms for open-ended comments. Encourage the trainees to enter comments, both positive and negative, and to be as specific as possible.

- *Reassure Trainees of Confidentiality:*
  If the trainees are assured that their marks and comments cannot be traced back to them (unless they want them to), this will increase the level of feedback received. This allows them to honestly evaluate the course. Do not stand over the shoulders of the trainees as they complete their feedback form.

- *Providing Feedback to Others:*
  Trainers, course designers, and training managers work together to make continuous improvements to instructional materials and the classroom environment. This cooperation provides us with the opportunity to enable trainees to achieve their goals. Feedback – whether written or verbal - is an important aspect of this process.

SASIT Website Exploration:

The SASIT website and SAS Help Desk SASIT Page were created to provide SASITs with training materials and additional resources that they can utilize in their own trainings.

Activity: SASIT Website Exploration (15 minutes)

Direct participants to navigate to http://websites.pdesas.org/sasit They should then explore the website, as well as the SAS Help Desk SASIT Page, and complete the SASIT Website Exploration Activity (p. 162), identifying training materials and resources for their own trainings.

SASIT Website Exploration

The SASIT website and SAS Help Desk SASIT Page were created to provide SASITs with training materials and additional resources that they can utilize in their own trainings.

5. Create two Bookmarks in My ePortfolio.

   Bookmark these SASIT resources:

   o The SASIT Website - http://websites.pdesas.org/sasit
   o The SAS Help Desk SASIT Page – http://websites.pdesas.org/helpdesk/2009/12/22/3890/page.aspx

2. Explore both sites.

   • Locate and save any relevant training materials/resources from the sites.

   Materials are

   x

   • What elements of the sites do you feel will be useful for SAS Trainings?

Element	How Will This Be Useful to You as a Trainer?
	▪ ▪ ▪
	▪ ▪ ▪
	▪ ▪ ▪

Action Planning for SAS Training:

At this point in training, SASITs have seen how all of the elements in SAS work together to promote student achievement.

Activity: Action Planning for SAS Training (20 minutes)

Direct participants to complete the Action Planning Template (p. 164-166), to begin developing a training plan for their district/organization.

Participants may choose to work alone, or to engage in planning with colleagues. They can draw from the SASIT training manual, their Action Plan from each of the SASIT modules, as well as any resources they located during training. The Thought Questions listed below may serve as a catalyst for discussion of planning concerns.

found on pages

Thought Questions:

Will you be training alone, or co-facilitating? If the latter, how will you divide the training?

What will the venue be?

Will the computers meet the necessary system requirements? Do you need to have any technology installed or updated prior to training?

p Desk Website.

Do you have all of the necessary materials (e.g., markers, Post-its, etc.)?

When will the session(s) be held? Which of the training modules will you deliver?

Which module(s) support existing school/district/organizational initiatives?

Will the trainings be scheduled so as to provide adequate time for independent practice between sessions?

Who are the target participants? How will they be grouped?

How will you tailor content to the needs of the participants to ensure active engagement?

Action Planning Template

Use this template to begin to plan for SAS training in your organization.

Step 1: *What is the Problem?*
SAS Training: What are your goals for providing effective training on SAS and the SAS Portal in your classroom/school building/district/Intermediate Unit?

Step 2: *What will you do?*
What specific steps will you take to provide effective training on SAS and the SAS Portal?

Step 3: *How will you get there?*			
What needs to be done to implement these steps?	By whom?	By when?	What resources are required?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Step 4: *How will you know you are doing what you planned?* [Indicators of Implementation]
What specific indicators will you look for to show the training you provide on SAS and the SAS Portal is implemented?

Step 5: *What will you look for to determine if it is working?* [Indicators of Effectiveness]
What specific indicators will you look for to show you are effective in the training on SAS and the SAS Portal?

Training Registration/Evaluation Survey:

1. Direct participants back to the SAS Portal, and have them click on **Teacher Tools**.

2. Select **Workshop Evaluation**.

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> :signed to their
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> l.

3. Explain that **SAS Trainers** will have the option of creating two types of courses using the **Workshop Evaluation** tool:

   ▪ **SAS-PD** – In this workshop, participants will be introduced to and understand the interconnectedness of all elements of SAS. Participants will learn how to navigate the SAS portal, utilize the Teacher Tools, and access targeted resources that are standards-based, promote active engagement, and reflect best practice.

   ▪ **SAS Curriculum Mapping** - In this workshop, participants will build capacity for curriculum mapping and learn how to utilize the SAS Portal Curriculum Mapping tool.

> **ing** tool, it is required
> :hensive list of SAS
> he **Home Page**.

4. Click **Create Session** to the right of **SAS-PD**; a window will open.

5. Show participants where to enter a Session Name and Location.

6. Your name will pre-populate as the **Instructor**. To add **Additional Instructor(s)**, click the **green arrow** icon. Enter a name, and then click **Search**. Click the **Add icon (+)** to select an individual.

> le of **Trainer**.
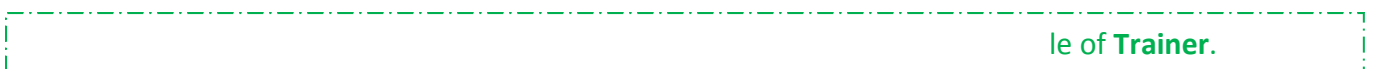
7. Click the **green arrow** again to close the **Search** tool.

8. Trainers can select the **Module(s)** that they will be addressing during the training session by using the drop-down box.

9. Enter in the duration by using the **Hours** and **Minutes** fields to the right.

10. Click the **Add** button. Once you click the **Add** button, you will see the Module information in the space below the header: **Chosen Session Modules(s)**.

> ⌐ ‑
> ⋮   ocus of their training. ⋮
> └ ‑

11. Click on the **Calendar icons** to select a **Training Date** and **End Date** for the session.

12. Click on the **Clock icons** to select a **Start** time and **End** time for the session.

13. Click **Cancel**. Explain that once you click the **Save** button, the session will be created.

14. Scroll down to the section of the tool named **My Training Sessions**. Locate an example session, and show how the **Participant Registration Code** is generated.

15. Have participants recall that at the beginning of training, each of them entered a **Participant Registration Code** as part of their registration for SASIT training. As they begin to create their own sessions, they will need to distribute a **Participant Registration Code** to their participants.

16. Direct participants to the **My Workshops** section of the tool. They should locate the SASIT session they registered for, and then click **Take Survey** to begin the **Evaluation Survey** for the SASIT training.

Activity: SASIT Evaluation Survey (15 minutes)

Participants should complete the SASIT Evaluation Survey for this training. Once they have completed the survey, they are dismissed.

Remind participants:
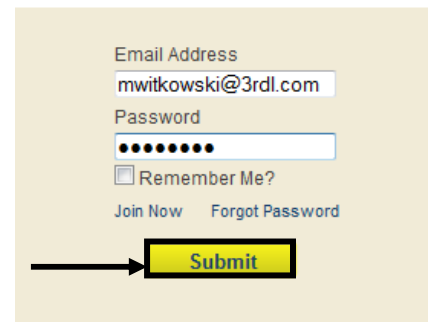
-   To clean up their area; discard any trash, push in their chair, etc.
-   Return any borrowed items (e.g., loaner laptops) to the front of the room
-   The SAS Help Desk is available to all SASIT trainers (**SASIT PowerPoint – Slide #20**).
-   Most importantly - thank participants for attending SAS Training!

Workshop Evaluation: Training Registration

Prior to holding a SAS Workshop:

1. Log in to the **SAS Portal**. Enter your **Email Address** and **Password**, and then click **Submit**.

2. Click on **Teacher Tools** in the upper-right corner of the screen.
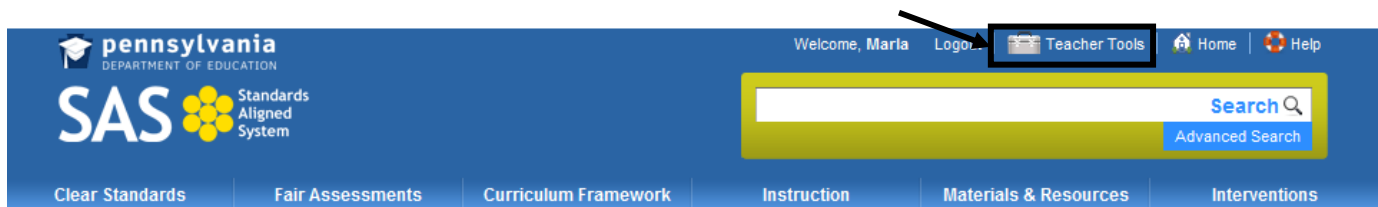
3. Click the **Workshop Evaluation** button.
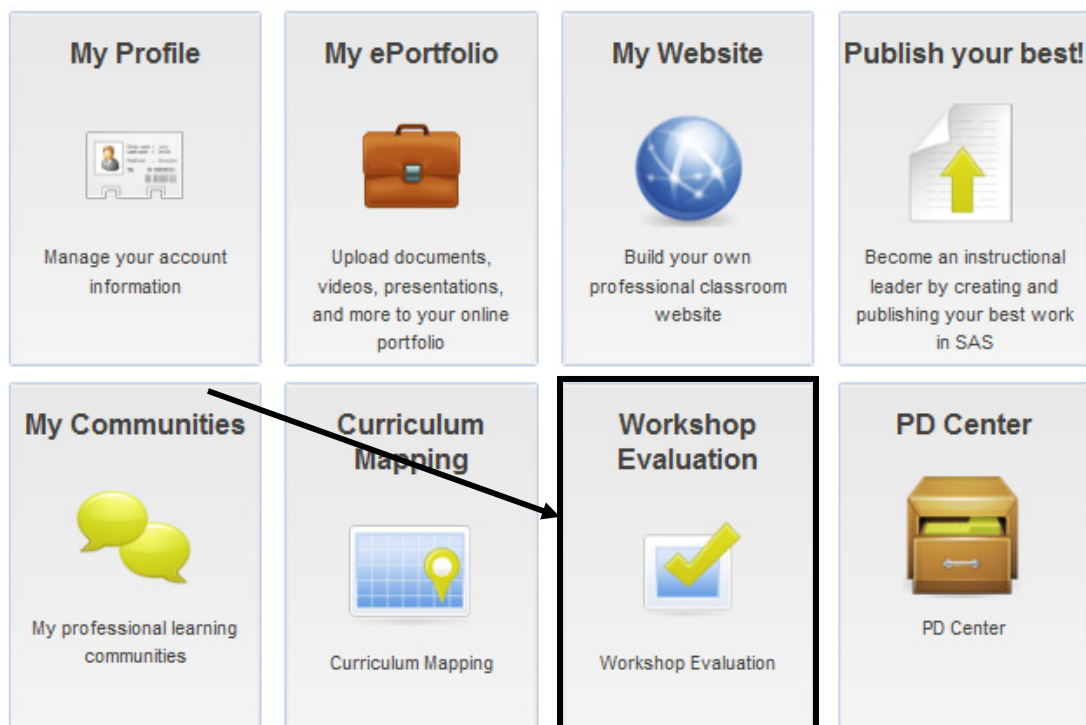
4. Under **Course Offerings**, select an appropriate type of session and then click the **Create Session** button.

Course Offerings

Id	Name	Description	
6	SAS-PD	In this workshop, participants will be introduced to and understand the interconnectedness of all elements of SAS. Participants will learn how to navigate the SAS portal, utilize the Teacher Tools, and access targeted resources that are standards-based, promote active engagement, and reflect best practice.	Create Session
10	SAS Curriculum Mapping	In this workshop, participants will build capacity for curriculum mapping and learn how to utilize the SAS Portal Curriculum Mapping Tool.	Create Session

- **SAS-PD** – a comprehensive overview of all the six elements of SAS, and the Teacher Tools.
- **SAS Curriculum Mapping** – an introduction to the Curriculum Mapping tool.

5. In the **Create Training Session** form:

- Enter a **Session Name**
- Enter a **Location**

Session Name
Introduction to SAS

Location
My District

6. Your name will appear as the **Instructor**. To add co-facilitators, click the *green arrow* next to the **Additional Instructor(s)** field.

Instructor: Marla Witkowski

Additional Instructor(s)
Sue
Search
Sue Alderfer ✚
Sue Deiter ✚
Sue Ann Houser ✚

Chosen Instructor(s)

7. Enter their first or last name into the **Additional Instructor(s)** field, and then click **Search**.

8. A list of potential instructors will be returned. Click on the *green plus sign* to the right of the instructor you wish to select; they will be added to the **Chosen Instructor(s)** field.

9. Repeat steps 6 and 7 to add **Additional Instructor(s)** as needed.

> **NOTE:** In order to be selected as an Instructor, the person must be assigned the role of *Trainer* within SAS.

10. Select the **Module** that you will be addressing during the training session by using the drop-down box.

Session Module(s)

Session Module
-- Select a Module --   Duration   Hours: 0   Mins: 0

-- Select a Module --
Module 1: Laying the Foundation
Module 2: Standards
Module 3: Curriculum Frameworks
Module 4: Assessment
Module 5: Instruction
Module 6: Materials & Resources
Module 7: Safe and Supportive Schools
Module 8: Teacher Tools
Module 9: Training Techniques
Module 10: Trainers - Using What I've Learned

(if more than 1 day of training)
010

11. Once you select the **Module**, enter in the duration by using the **Hours** and **Minutes** fields to the right.

12. Click the **Add** button. Once you click the **Add** button, you will see the Module information in the space below the header **Chosen Session Modules(s)**.

13. To **Add Additional Modules** to your training session, repeat steps 10-12.

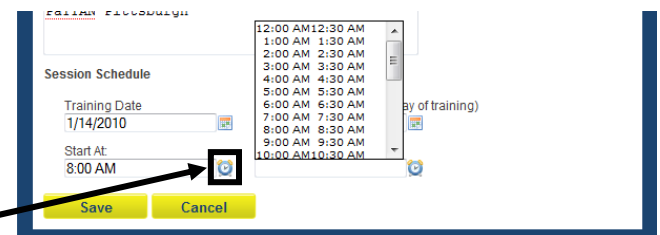14. Click on the **Calendar icons** to select a **Training Date** and **End Date** for the session.

15. Click on the **Clock icons** to select a **Start** time and **End** time for the session.

16. Click the **Save** button.

17. The session will be added to the list under **My Training Sessions**. It will include a **Participant Registration Code** that needs to be distributed to participants at your **Training Session**.

- To edit your session, click the **Modify Session** (pencil) **icon**.

- To view a list of participants, click the **View Participants** (people) **icon** (**NOTE:** You will not be able to view a list of participants until they have had an opportunity to register during your session).

During Your SAS Workshop:

1. Have session participants log in to the **SAS Portal**. They should enter their **Email Address** and **Password**, and then click **Submit**.

2. Participants should click on **Teacher Tools** in the upper-right corner of the screen.
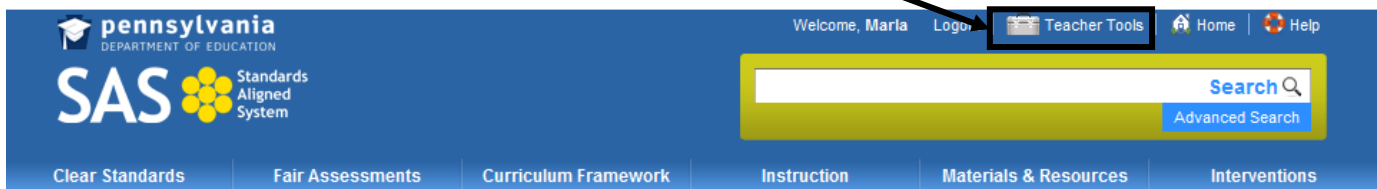
3. Participants should then click the **Workshop Evaluation** button.
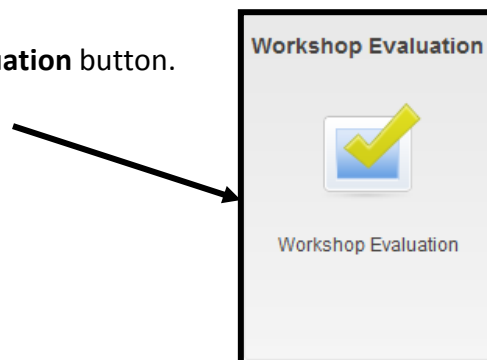
4. Participants should enter the **Participant Registration Code** for the session in the **Course Registration** field, and then click the **Register** button.

Course Registration

Enter the registration code provided by your trainer:

sas-pd-1255   **Register**

5. The session will be added to the list under **My Workshops**. Participants click on the **Take Survey** link to complete an online training evaluation at the end of the SASIT Training Workshop.

My Workshops

Session Id	Course Name	Session Name	Location	Schedule		Evaluation
505	SAS-PD	Introduction to SAS	My District	Date(s): 9/22/2011 - 9/22/2011 Time: 3:30 PM - 4:45 PM		Take Survey

Reviewing Session Data

1. Log in to the **SAS Portal**. Enter your **Email Address** and **Password**, and then click **Submit**.

Email Address
mwitkowski@3rdl.com
Password
••••••••
☐ Remember Me?
Join Now   Forgot Password
Submit

2. Click on **Teacher Tools** in the upper-right corner of the screen.

pennsylvania
DEPARTMENT OF EDUCATION

SAS Standards Aligned System

Welcome, **Marla**   Logout   Teacher Tools   Home   Help

Search
Advanced Search

Clear Standards   Fair Assessments   Curriculum Framework   Instruction   Materials & Resources   Interventions

3. Click the **Workshop Evaluation** button.

Workshop Evaluation

Workshop Evaluation
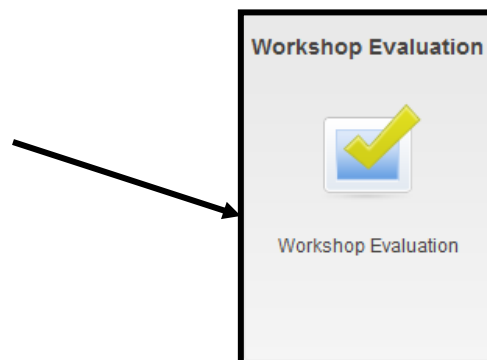
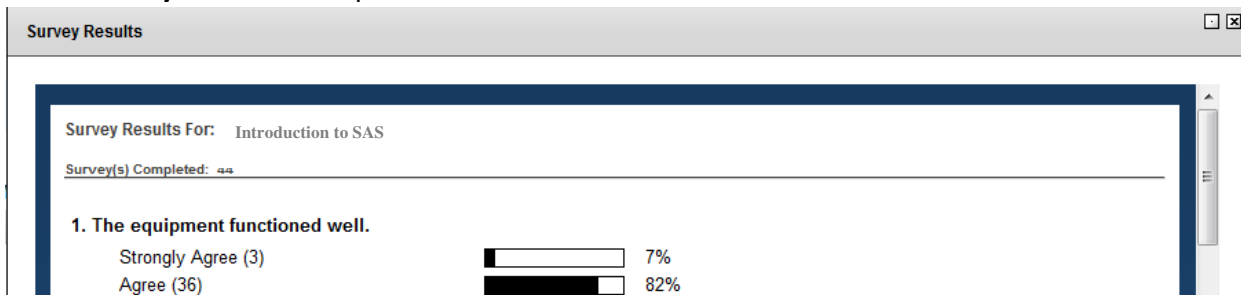4. Under **My Training Sessions**, locate the session you wish to review evaluation data for.
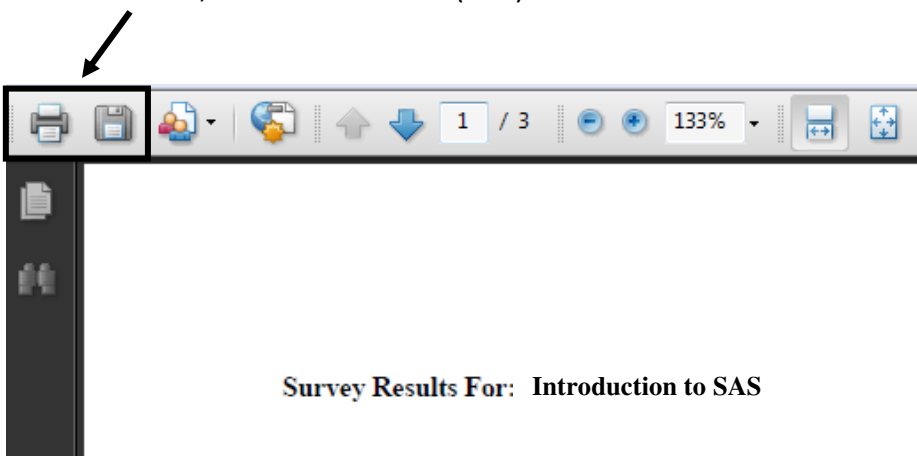

5. Click the **View Survey Results** icon.

6. The **Survey Results** will open in a new window.

7. Scroll to the bottom of the window to **Export/Print**. The **Survey** print the PDF, and click the **Save** (disk) **icon** to save them.

NOTE: Viewing a file in PDF format requires Adobe Reader, a free application distributed by Adobe Systems.
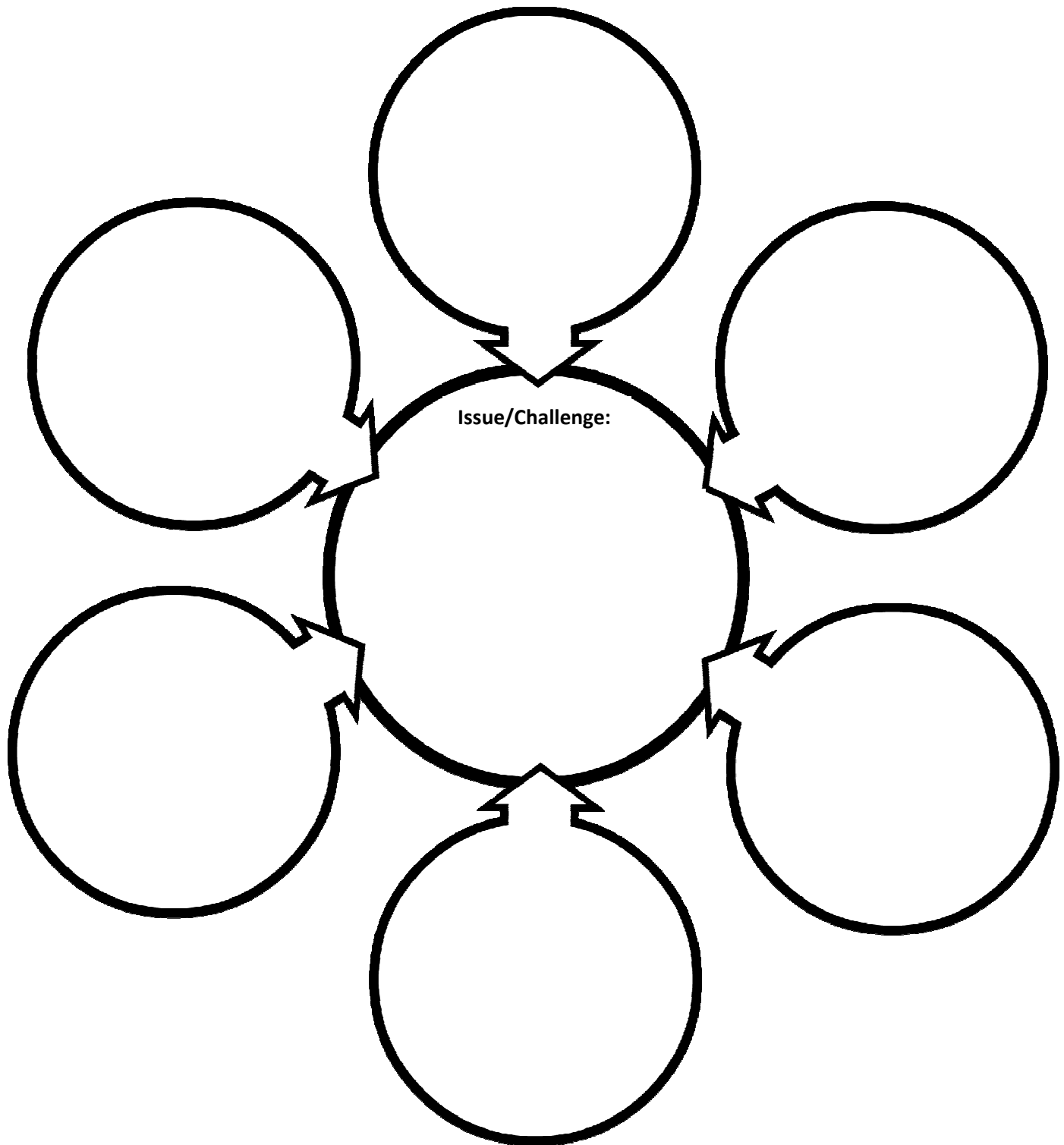
http://www.adobe.com/products/reader/

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APPENDIX A

Reproducible handouts for SAS Trainings

SAS In Context

Issue/Challenge:

What the Standards Aligned System Is, and What It is Not.

Step One: *What the Standards Aligned System Is…*

Identify three things that you believe the Standards Aligned System to be. Discuss them with your table, and be prepared to share with the whole group.

-
-
-

Step Two: *What the Standards Aligned System Is Not…*

Identify three things that you believe the Standards Aligned System is not. Discuss them with your table, and be prepared to share with the whole group.

-
-
-

Activity: Curriculum Framework Definitions – Part I

Content Area: Reading, Writing, Speaking, and Listening, 3rd Grade	*Effective speaking and listening are essential for productive communication.*	*How does productive oral communication rely on speaking and listening?*	*Purpose, context and audience influence the content and delivery in speaking situations.*	*Deliver effective oral presentations by:* • *Establishing a clear focus with a sharp distinct controlling point* • *selecting and using appropriate content, grammar and language* • *presenting relevant ideas that support the topic* • *presenting ideas in a logical order* • *utilizing appropriate technology to enhance or reinforce the message* • *employing effective delivery techniques: volume, pace eye contact, body language, enunciation* • *responding appropriately to the audience*	*1.6.3.B: Use appropriate volume and clarity in formal speaking presentations.*

Activity: Curriculum Framework Definitions – Part I

Content Area: Mathematics, 5th Grade	Some questions can be answered by collecting, representing, and analyzing data, and the question to be answered determines the data to be collected, how best to collect it, and how best to represent it.	How can we gather, record, and organize information, and how does the type of data influence the choice of display?	Equations and Inequalities: Use patterns, models, and relationships. Construct and analyze double-bar and line graphs and use ordered pairs on coordinate grids	Use basic concepts of probability to predict the likelihood of an event occurring.	1.6.3.B: Use appropriate volume and clarity in formal speaking presentations.

Activity: Curriculum Framework Definitions – Part I

Content Area: Science, 5th Grade	*Energy is neither created nor destroyed. Energy can be transformed from one form to another, but transformation between forms often results in the loss of useable energy through the production of heat.*	*How do energy transformations explain that energy is neither created nor destroyed?*	*Heat moves in predictable ways normally flowing from warmer objects to cooler ones, until the objects reach the same temperature.*	*Describe the flow of energy from the sun, throughout the earth's system, living and nonliving, from the cellular scale to the global scale, and describe the transformation of that energy as it moves through the system.*	*S8.C.2.2.1 – Describe the sun as a major source of energy that impacts the environment.*

Activity: Curriculum Framework Definitions – Part I

Content Area: Technology Education, 4th Grade	Technological literacy is the ability use, assess, and manage technology around us.	What is technology?	Throughout history technology has changed according to people's needs.	Describe how a technology in history has affected human needs.	S4.B.3.2.2: Describe and predict how changes in the environment (e.g., fire, pollution, flood, building dams) can affect systems.

Activity: Curriculum Framework Definitions – Part I

Content Area: Ecology and Environment, 4th Grade	Sustainable use of natural resources is essential to provide for the needs and wants of all living things now and in the future.	Why is the sustainable use of natural resources necessary?	Recycling and waste management have an effect on the available resources.	Identify renewable and non-renewable resources and describe their uses in providing humans with energy, food, housing and water and the waste derived from them.	S8.D.1.2 – Describe the potential impact of human made processes (e.g. manufacturing, agriculture, transportation, mining) on changes to Earth's resources both nonliving (i.e. air, water, or earth materials) and living (i.e. plants and animals).

Activity: Curriculum Framework Definitions – Part I

Content Area: Civics and Government, 12th Grade					
	Citizens understand their rights and practice their responsibilities in a vibrant society.	*How do citizens effectively communicate with legislators, officers, and the legal system?*	*Every citizen possesses means to influence government.*	*Register to vote and cast a vote..*	*5.3.12.C: Evaluate how government agencies create, amend, and enforce regulations.*

Activity: Curriculum Framework Definitions – Part I

Content Area: Arts & Humanities, 8th Grade	There are formal and informal processes used to assess the quality of works in the arts.	What is technology?	A vocabulary of critical analysis allows people to compare works in different arts disciplines and make judgments about quality even if the works are very different.	Compare and contrast their own musical performances with works in other arts disciplines using a vocabulary of critical analysis.	9.3.8.E: Interpret and use various types of critical analysis in the arts and humanities. • Contextual criticism • Formal criticism • Intuitive criticism

Activity: Curriculum Framework Definitions – Part I

Content Area: Physical Education, 12th Grade	*Participation in physical activity impacts wellness throughout a lifetime.*	*How can participation in physical activity enhance MY life?*	*Regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime.*	*Analyze the inter-relationship among emotional, social, physical and mental health, skill improvement and physical activity preferences and participation, over a lifetime.*	*10.4.12.E: Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.*

Activity: Curriculum Framework Definitions – Part I

Content Area: Health Education, 9th Grade				
Health concepts are essential for wellness and a health-enhancing lifestyle.	How can the choices you make today, influence your future health and happiness	Late adolescence and early adulthood are impacted by a variety of factors (ex: interpersonal communication, substance abuse, STD transmission, relationships, etc.) that can enhance or be harmful to our health.	Examine how personal choices (such as the decision to use/not use drugs), life skills and media will affect optimal health throughout adulthood.	10.1.9.A: Analyze factors that impact growth and development between adolescence and adulthood. • Relationships (e.g., dating, friendships, peer pressure) • Interpersonal communication risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) • abstinence • STD and HIV prevention • community

Activity: Curriculum Framework Definitions – Part I

Content Area: Family and Consumer Sciences, 6ᵗʰ Grade	Responsible consumers use effective resource management to accomplish individual, family and community goals.	How and why do resources need to be managed?	All resources are limited. Therefore, choices must be made.	Identify resources that can be used together for an individual to reach a goal.	11.1.6.A: Justify the decision to use or not use resources based on scarcity.

Activity: Curriculum Framework Definitions – Part I

Content Area: World Languages, Stage 1	*Interpretive Communication*	*What are some good strategies to help us understand a second language?*	*Listening and reading strategies to get meaning (e.g., using visual and context clues, making inferences and predictions.*	*Recognize meanings of words/phrases in context*	*12.1.1.S1.C: Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.* • *Time expressions* • *Weather expressions* • *Colors* • *Likes and dislikes*

Activity: Curriculum Framework Definitions – Part I

Content Area: Career Education and Work, 3rd Grade	Career choice and preparation are lifelong processes based on many influences and using many strategies.	When does my career journey begin?	The variety of ways people prepare for their jobs.	Identify current personal interests and compare them with others in the class.	13.1.3.A: Recognize that individuals have unique interests.

Assessment Anticipation Guide

Read each statement. If you agree with the statement, or believe that a statement is true, place a check in the *Agree* column. If you disagree with the statement, or believe the statement is false, place a check in the *Disagree* column. In the space below the statement, identify a reason why you took that position. Be ready to explain your choices.

Agree	Disagree	Statement
		Assessment is a process used by teachers and students before and after instruction to provide feedback and adjust teaching and learning to improve student achievement.
		Formative Assessment results or information should be used to shape teaching and learning.
		PSSA and 4Sight are considered to be **Summative Assessments.**
		In Pennsylvania, **Formative Assessment** is described as being: "Designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards."
		Diagnostic Assessment ascertains, prior to instruction, each student's strengths, weaknesses, knowledge, and skills so that the teacher can meet individual student needs.

Assessment Anticipation Guide – Instructor Version

Read each statement. If you agree with the statement, or believe that a statement is true, place a check in the *Agree* column. If you disagree with the statement, or believe the statement is false, place a check in the *Disagree* column. In the space below the statement, identify a reason why you took that position. Be ready to explain your choices.

Agree	Disagree	Statement
		Assessment is a process used by teachers and students before and after instruction to provide feedback and adjust teaching and learning to improve student achievement. **<Disagree: Assessments should be utilized before, *during*, and after instruction.>**
		Formative Assessment results or information should be used to shape teaching and learning. **<Agree>**
		PSSA and 4Sight are considered to be **Summative Assessments.** **<Agree>**
		In Pennsylvania, **Formative Assessment** is described as being: "Designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards." **<Disagree: Benchmark Assessment>**
		Diagnostic Assessment ascertains, prior to instruction, each student's strengths, weaknesses, knowledge, and skills so that the teacher can meet individual student needs. **<Agree>**

Targeting Instructional Practices

Step One: Review the list of **Instructional Practices** below.

Instructional Practices	
Instructional Strategies:	
Scaffolding	An instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.
Active Engagement	All students are actively learning, interacting with others, and responding to instruction.
Metacognition	Refers to an individual's awareness of his or her cognitive processes and strategies. It involves self-regulation, reflection upon an individual's performance strengths, weaknesses, learning and study strategies.
Modeling	Involves demonstrating the specific behaviors, language, actions, and patterns of an expectation.
Explicit Instruction	Directing student attention toward specific learning in a structured environment focused on producing specific learning outcomes. Involves modeling skills and behaviors, think-alouds, setting a purpose, and guided practice.
Simulation	Staged replication of an event or concept through the teacher's manipulation of the classroom setting in order to enhance students' understanding of the nature of the concept or event.
Project Based Learning	An instructional approach built upon authentic learning activities that engage student interest and motivation. They are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.
Inquiry Based	A learning process through questions generated from the interests, curiosities, and perspectives/experiences of the learner. The learner generates questions, then follows a learning process/cycle to investigate and answer the question.
Nonlinguistic Representation	The teacher provides ongoing instruction and explicit guidance in helping students to create nonlinguistic representations for acquiring knowledge within or across subject areas. Examples of nonlinguistic representation include: movement, images, sounds, various graphic organizers, etc.
Differentiated Learning	Varying instructional approaches based on student readiness, interest, and/or learning style to provide multiple pathways for learning and understanding information. Content, process, or product can be differentiated based on student needs and interests.

Multiple Intelligences:		
	Kinesthetic/Tactile	Students with this learning style prefer use of body and sense of touch to learn and process information.
	Auditory	Students with this learning style prefer use of listening to learn and process information.
	Visual/Spatial	Students with this learning style prefer using images, pictures, colors, and maps to learn, organize, and process information.
	Verbal/Linguistic	Students with this learning style prefer using words, both oral and written, to learn and process information.
	Musical/Rhythmic	Students with this learning style prefer using sounds, rhythms, and patterns to learn and process information.
Higher Order Thinking Skills (HOTS):		
	Higher Order Thinking: Knowledge (Remembering):	Student recalls or remembers relevant information.
	Higher Order Thinking: Comprehension (Understanding):	Student explains information or concept; construct meaning.
	Higher Order Thinking: Application (Applying)	Student uses information in new ways (implementation).
	Higher Order Thinking: Analysis (Analyzing)	Student can distinguish between different parts, compare, etc.
	Higher Order Thinking: Evaluation (Evaluating)	Student can justify or argue for/against; make judgment based on criteria.
	Higher Order Thinking: Creation/Synthesis (Creating)	Student can create/develop something new based on information; put together a variety of elements or reorganize elements.
Webb's Depth of Knowledge (DOK):		
	Webb's Depth of Knowledge: Recall	Students can recall a fact, information, or procedure.
	Webb's Depth of Knowledge: Skill/Concept	Students can use information or conceptual knowledge, follow or select appropriate procedures, follow two or more steps with decision points along the way, solve routine problems, and/or organize/display data.
	Webb's Depth of Knowledge: Strategic Thinking	Requires students to use reasoning, develop a plan, develop a sequence of steps to approach a problem; requires some decision making and justification; abstract and complex; often having more than one possible answer.
	Webb's Depth of Knowledge: Extended Thinking	Students investigate, process multiple conditions, apply learning to real work/life situations; requires time to research, think, and process multiple conditions of the problem or task across disciplines.

Step Two: The instructor will assign an **Instructional Practice** to each participant. The whole group will watch the video *Science 3-Middle School: Asteroid Speed Lab*. You will record instances in the video where your assigned strategy was apparent.

Explicit Instruction

• Examples:

Kinesthetic/Tactile

• Examples:

HOTS: Application

• Examples:

DOK: Strategic Thinking

• Examples:

Step Three: Following the video, share your findings with your table.

Materials & Resources Exploration Activity

Step One: *Keyword Search*

Explore **Materials & Resources** to gather resources for your own trainings. Keep in mind that in order to appeal to a variety of participants, as a trainer, you want to acquire resources from a variety of content areas and grade levels.   Record notes in the chart below on the materials you locate, and **Add** the resources to **My ePortfolio**.

Material/Resource	Content Area/Grade Level	Skills that are Addressed from Resource

Step Two: *Search Tips*

The SAS Portal includes content from several outstanding community, cultural, and educational institutions. Review the list of **Search Tips** keywords on pp. 100 and 101, and use the keywords to perform additional searches for content. Be sure to add some additional resources to the chart above, as well as to **Add** them to **My ePortfolio**.

My ePortfolio Categorizing Activity

Step One: *Create Categories*

Create categories for the resources you have saved in your ePortfolio (e.g., Social Studies, Seasonal, Training Materials, Lesson Plans, Assessments, etc). Assign each of the resources to a category.

_____	_____

_____	_____

_____	_____

You are not limited to 6 category headings. Please create more if necessary.

Step Two: *Creating Folders*

As a Registered User, you can save almost anything you want to an online storage area called **My ePortfolio**. It functions as an online filing cabinet for everything that you want to save or share: documents, pictures, links to websites, and links to items that you find on the SAS Portal. There is a tool called the **ePortfolio Manager** that will allow you to insert these items on just any page within your **Website**, insert into an **Instructional Map**, or to share with others via the **SAS Professional Learning Communities**.

6. Use the *Category Headings* you have created to add additional folders/subfolders to your ePortfolio. It is prudent to create a folder for SASIT Training Materials.

   Items you may wish to include in the SASIT Training Materials folder:

   - Digital copies of training materials/manuals (NOTE: These can be downloaded from the SAS Help Desk website).
   - Examples of Materials & Resources you want to use in your trainings.
   - Examples of Assessments from Assessment Creator that you want to use in your own trainings.

7. File your resources into the appropriate folder within your ePortfolio.

8. Upload some files you would like to include on your Website, insert into an Instructional Map, or share within a SAS Professional Learning Community. (NOTE: before an image can be included on your Website it must be uploaded into your ePortfolio).

9. Create a Bookmark to a site on the Internet you would like to include on your Website, insert into an Instructional Map, or share within a SAS Professional Learning Community.

   Bookmark these SASIT resources:

   o The SASIT Website - http://websites.pdesas.org/sasit
   o The SAS Scavenger Hunt – http://websites.pdesas.org/shunt

Creating and Commenting on Blogs Activity

A blog is a web publishing tool that allows authors to quickly and easily self-publish text, artwork, links to other blogs or web sites, and a whole array of other content.

Blogs are created like traditional web sites, with navigation links, images, and other standard web site features. A blog is different from a typical Web site in that the primary content is comprised of *postings.* Blog postings are text entries (similar to a diary or journal) which include a posting date. They include subsequent comments made by people other than the author. Postings are often short and frequently updated. They appear in reverse chronological order and can include archived entries.

In addition to providing teachers with an excellent tool for communicating with students, parents, and colleagues, there are numerous educational benefits of blogs.

Blogs:

- Are motivating to students, especially those who otherwise might not frequently participate in classroom discussion;
- Provide excellent opportunities for students to read and write;
- Are effective forums for collaboration and discussion;
- Are powerful tools to enable scaffolded learning and mentoring to occur.

Step One: *Blog Entry*

4. Add a Blog Entry to your SAS Blog.

5. Include the keywords "SASIT Training" within the Title of the Entry.

6. Discuss the most enriching experience that you have had thus far at SASIT Training. Be sure to include a link to at least one item from your ePortfolio.

Step Two: *Commenting*

4. Within My Communities, use the Keyword Search tool to search for Blogs using the keyword "SASIT".

5. Locate the Blog of the person sitting to your right.

6. Add a Comment to his/her Blog Entry.

What Makes a Facilitator Effective?

Instructions: Review the list of techniques that effective facilitators possess. As you read, select three techniques that you feel are most important. Circle them, and then rank them in terms of importance.

An Effective Facilitator of Adult Learning has…

- The **ability to use questioning** as an essential technique to guide instruction.

- A **capacity for observation, analysis and summarizing**.

- A **capacity for careful listening** (some refer to this as active listening).

- An **ability to engender trust** among the participants. Trust allows the creation of an environment where it is "safe" to explore new ideas and concepts without fear of ridicule.

- An **ability to generate enthusiasm** about the topic and the participants' perspectives on the topic. This also includes a **genuine interest in learning from participants**.

- A **capacity for communicating with simplicity**. Be sure to limit the use of technical terms and complicated vocabulary. If you do use technical terminology or acronyms, for example RTII, make sure everyone has a common baseline of definitions.

- The **ability to refrain from dominating the discussion**. This also includes a capacity for involving all the participants in the discussion and limiting the participation of the participants whom tend to dominate the discussion.

- **Skills to redirect discussion** in order to avoid repeating previously discussed topics.

- **Formative assessment skills** to assure that the participants understand the questions.

- An **understanding that they do not have all the answers**, but they will do their best to find the answers. This includes a means to document any questions/points of discussions that may not be able to be addressed during the session. Some refer to this as a parking lot.

- An **appreciation for the experiences** the participants bring to the session and the ability to **incorporate such experiences within the discussions.**

- An understanding that **adults need immediate relevance** of the material being presented.

- A realization that adults have a direct **responsibility for their learning**.

Addressing the Needs of Adult Learners

Step One: *Adult Learning Strategies*

Provide insight as to how you can address each of the adult learning strategies (listed below and on pp. 143-144) when you provide training at your district/organization.

Strategy	How I will address needs:
6. Value an adult's experience in the classroom	
7. Create an environment of respect	
8. Convey the benefits of training	
9. Actively involve participants	
10. Address different styles of learning	

Step Two: *Using Technology*

Reflection (Individual)
Think of a time when you were in a training session where achieving the key objectives relied on the facilitator demonstrating components of a website, portal or other technologies.

Upon reflecting back upon this experience, consider the following:

- What went well during the session?

- Where there any parts of the session that were difficult to follow? If so, describe the circumstance?

Aligning to Strategies (Group Discussion)
Review *Tips for Conducting Computer Demos and Walkthroughs* (p. 147).

Based on the experiences identified, discuss the following with your group:

- For those things that went well during the session, did the facilitator use any of the tips provided? If so, which ones? If not, what tips should we recommend to add?

- For those things that did not go so well, which tips could that facilitator have used to make the session go smoother?

Step Three: *Draw Me a Picture*

Whole Group Activity: You will be presented with a series of three pictures. Listen carefully as the images are described to you, and try to recreate them in the spaces provided.

Drawing #1

Drawing #2

Drawing #3

SASIT Website Exploration

The SASIT website and SAS Help Desk SASIT Page were created to provide SASITs with training materials and additional resources that they can utilize in their own trainings.

10. Create two Bookmarks in My ePortfolio.

Bookmark these SASIT resources:

- o The SASIT Website - http://websites.pdesas.org/sasit
- o The SAS Help Desk SASIT Page – http://websites.pdesas.org/helpdesk/2009/12/22/3890/page.aspx

3. Explore both sites.

- • Locate and save any relevant training materials/resources from the sites.

Materials are

x

- • What elements of the sites do you feel will be useful for SAS Trainings?

Element	How Will This Be Useful to You as a Trainer?
	▪ ▪ ▪
	▪ ▪ ▪
	▪ ▪ ▪

Teach Back Evaluation

Trainee Instructions: Please listen carefully to your partner's facilitation of their Teach Back module, recording at least two things that were good about their facilitation skills and two things that could be improved.

Once your partner is finished, switch roles. Have your partner record feedback in your manual.

Strengths:	Needs Improvement:
▪	▪
▪	▪
▪	▪

Trainer Instructions: Review and reflect upon the feedback above. How might you be able to build strength in areas that need improvement?

Needs Improvement	How I will build strength in this area:

Action Planning Template

Use this template to begin to plan for SAS training in your organization.

Step 1: *What is the Problem?*
SAS Training: What are your goals for providing effective training on SAS and the SAS Portal in your classroom/school building/district/Intermediate Unit?

Step 2: *What will you do?*
What specific steps will you take to provide effective training on SAS and the SAS Portal?

Step 3: *How will you get there?*			
What needs to be done to implement these steps?	By whom?	By when?	What resources are required?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Step 4: *How will you know you are doing what you planned?* [Indicators of Implementation]

What specific indicators will you look for to show the training you provide on SAS and the SAS Portal is implemented?

Step 5: *What will you look for to determine if it is working?* [Indicators of Effectiveness]

What specific indicators will you look for to show you are effective in the training on SAS and the SAS Portal?

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APPENDIX B

SAS 101 Training Materials