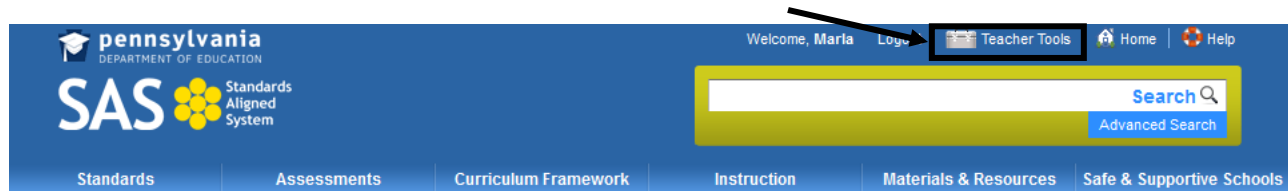


Publish Your Best

With this tool, you create classroom-ready lesson plans and align them to the Pennsylvania Academic and PA Core Standards.

After you have refined and revised a piece of content, you can submit it to the **Quality Review Team** to have it included in the **Materials & Resources** database of standards-related content.

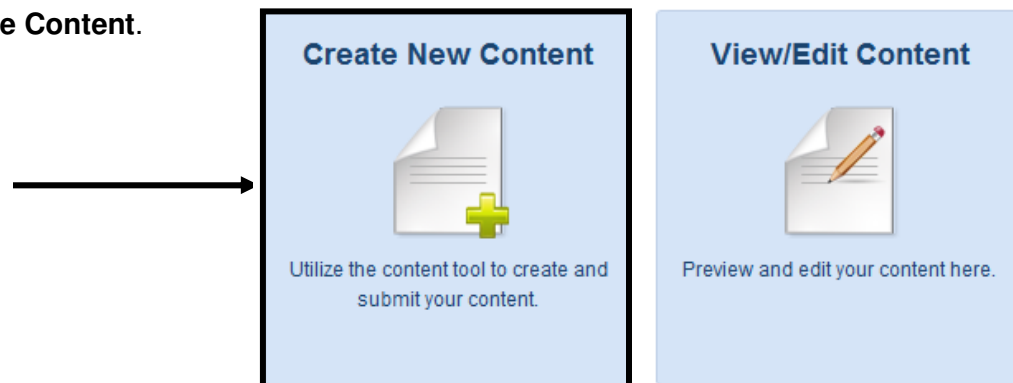
1. Click **Teacher Tools** in the upper-right hand corner of any page in **SAS**.



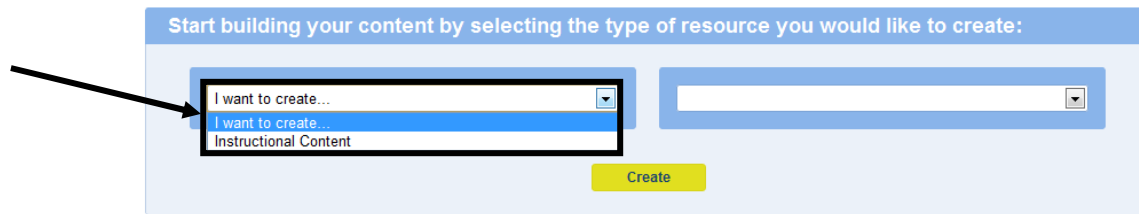
2. Choose **Publish your best!** from the **Teacher Tools** menu:



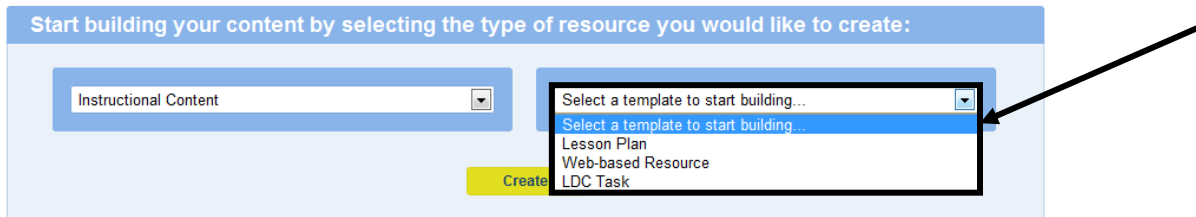
3. Click **Create Content**.



- Select the type of resource you wish to create.



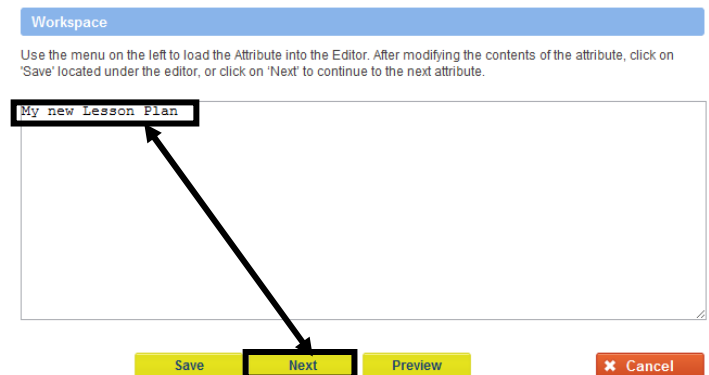
- Select the appropriate template.



- Click **Create**.

Entering Data

- Enter a **Title** in the **Workspace**, and click **Save**.
- You will receive a confirmation message. Click **Ok**.



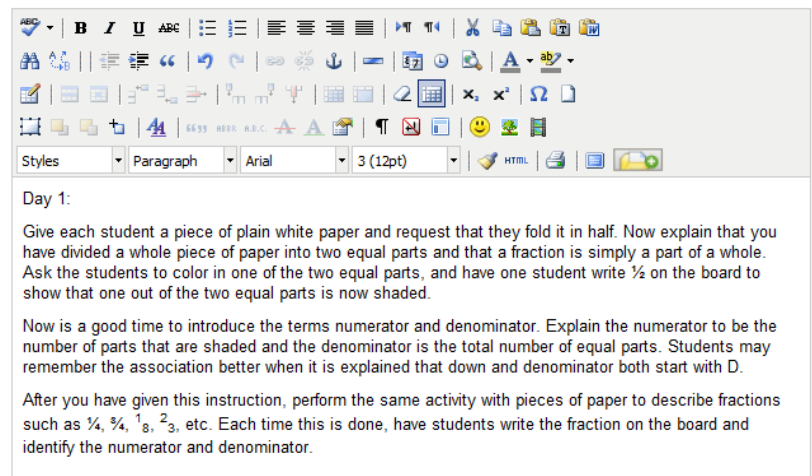
Next

- Click the **Next** button to move to the next **Attribute**.

- Use the **Workspace** area to enter information for the next **Attribute**. Click the **Next** button to move to the next **Attribute**; this will also **Save** your work.

Clicking the **Save** button will **Save** your work, but will not move you to the next **Attribute**.

You can also click on an **Attribute** name within the menu on the left side of the screen to go directly to that **Attribute**.



For fields where there is an expectation that text will be entered, the **Workspace** area contains the rich-text editor. You can use the editor, which functions very similar to a word processor, to enter text, hyperlinks, and graphics that will appear in an **Attribute**.

Advanced users who know HTML code can also enter and edit code using the rich-text editor.

- Click the **Preview** button to see how your content will appear.



Instructional Procedures

Day 1:

Give each student a piece of plain white paper and request that they fold it in half. Now explain that you have divided a whole piece of paper into two equal parts and that a fraction is simply a part of a whole. Ask the students to color in one of the two equal parts, and have one student write $\frac{1}{2}$ on the board to show that one out of the two equal parts is now shaded.

Adding Subjects/Courses

- Click **Subjects/Courses** in the list of **Attributes**.

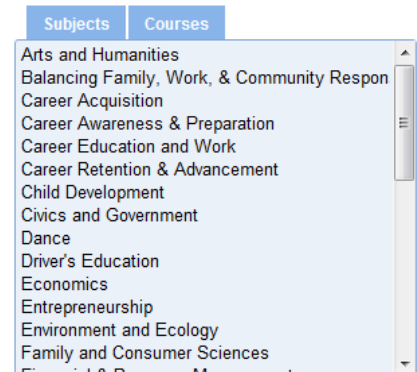
Subjects/Courses

- Select a **Subject** or **Course** from the drop-down menu. Use the **Subjects** and **Courses** tabs to switch between the two.



NOTE: To select multiple items in a list –

PC users hold down the **Control (Ctrl)** key
Mac users hold down the **Apple (Command)** key



- Click the **Save** button. You will receive a confirmation message. Click **Ok**.



Standards Alignment

1. Click **Standards/Eligible Content** in the list of **Attributes**, and then click the **Modify** button.



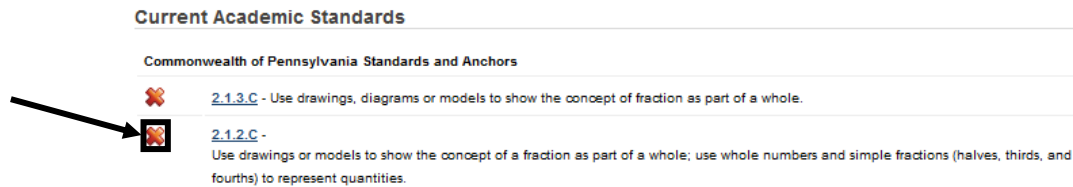
2. Select a **Search** method.

- Type in the **Keyword** you want to find.
- Choose:
 - A **Grade Level/Subject Area**.
 - A **Course** at the secondary level.
 - A **School-Wide Area of Focus**.
- Click **Search**.

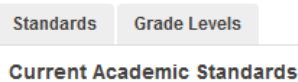
Users may limit the search by placing a **checkmark** next to specific level(s) of alignment.

3. The **Standards** and **Eligible Content** statements for your selections will appear at the bottom of the page. Scroll down to find the appropriate statement(s), and click the **Add** icon (+) to add them to your content. When you click the **Add** icon for a standard that standard will appear above your search results under the heading **Current Academic Standards**.

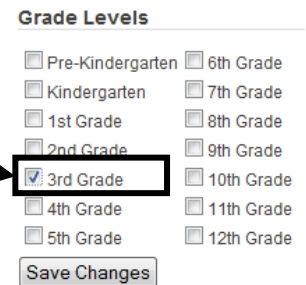
4. To remove a selected **Standards** and **Eligible Content** statement from **Current Academic Standards**, click the **Delete** icon (x).



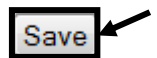
5. Click the **Grade Levels** tab.



6. Place a checkmark next to a grade to identify appropriate **Grade Levels** for the **Resource** and click **Save Changes**. You will receive a confirmation message. Click **Ok**.



7. To save your changes and close the **Alignment Management** window, click the **Save** button in the upper-right hand corner of the window.



8. You will be returned to the resource template. Click the **Save** button. You will receive a confirmation message. Click **Ok**. Then click **Preview** to see how the content will appear.



Related Academic Standards

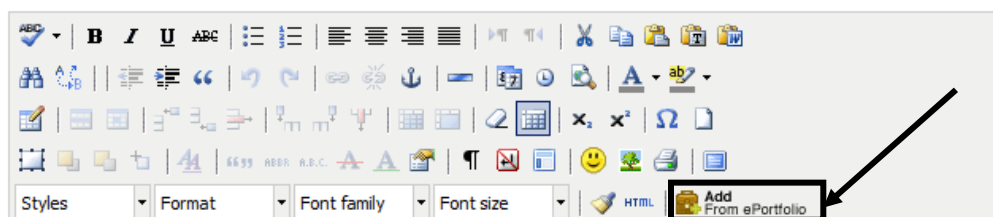
Commonwealth of Pennsylvania Standards and Anchors

2.1.3.C Use drawings, diagrams or models to show the concept of fraction as part of a whole.

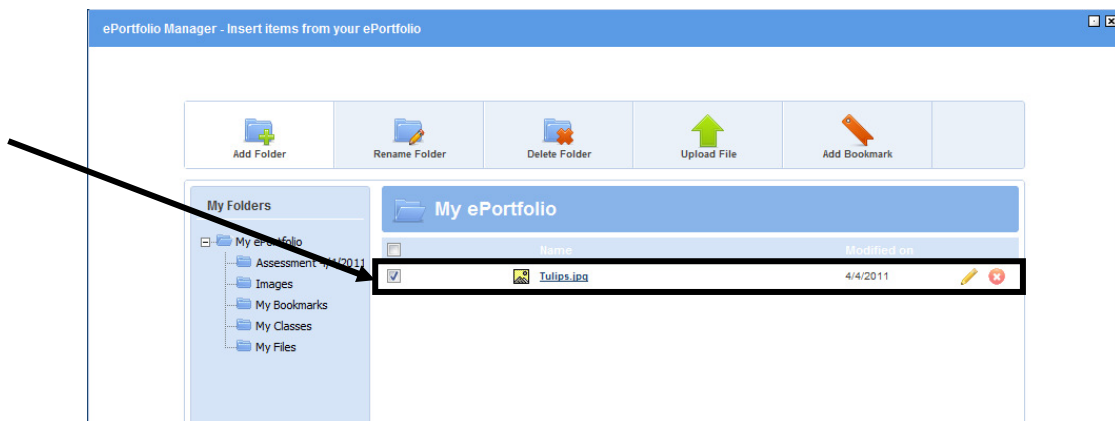
2.1.2.C Use concrete objects, drawings, diagrams or models to show the concept of fraction as part of a whole.

Inserting Items from My ePortfolio

Items from **My ePortfolio** (images, files, bookmarks) can be added to enhance content. Click the **ePortfolio Manager** icon on the bottom toolbar in the rich-text editor. A window to your **ePortfolio** will open.



1. Select **ePortfolio** item(s) by placing a check mark next to them.

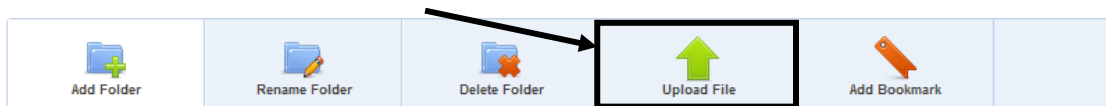


2. Click the **Insert Selected** button. The window will close, and the file(s) will appear under the appropriate attribute/field.

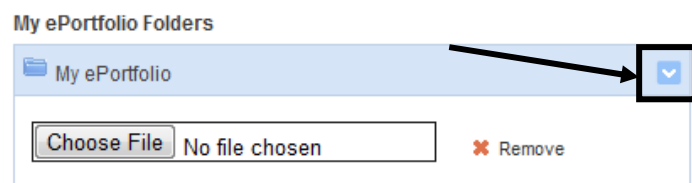


If it is necessary to upload items into your **ePortfolio** follow these instructions:

1. Click **Upload File**.



2. Select a **Folder** to save the file in. This will default to the file which is currently open in you **ePortfolio**. To select a different file use the drop-down arrow.



3. Click **Choose File** to find the file on your computer.
4. Once you locate the file, click **Open** (or double-click the file).
5. To save time, users can elect to upload multiple files to a folder at one time. Click the **Add File** button.



6. Repeat steps 3-5 to add additional files to the **ePortfolio** if necessary. When you have finished selecting items, click the **Upload** button.

Adding Keywords

1. Click **Keywords** in the list of **Attributes**.

Keywords

2. Enter words or phrases that will help users search for your content. Be sure to separate **Keywords** with a **comma**. Click the **Save** button.

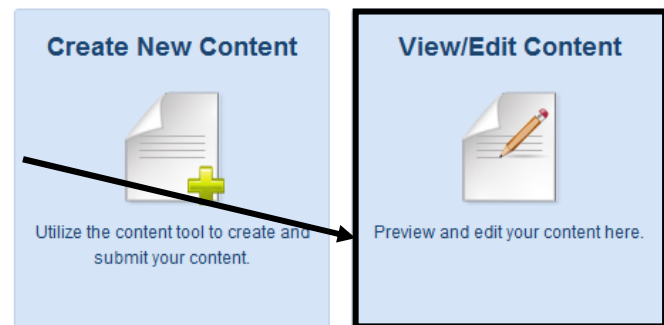
Keywords will not appear in the published content – they are only to aid the keyword searches in the **Materials & Resources** section of the portal.

```
fractions, part, whole, numerator, denominator, equal, equivalent
```

3. You will receive a confirmation message. Click **Ok**.

Editing an Existing Resource

1. Click **View/Edit Content**. All content that you have created will populate at the bottom of the screen.



2. Locate the **Resource** you wish to revise.




Id	Type	Name	Status	Options
4679	Lesson Plan	Sample Lesson Plan	Published	  
4684	Lesson Plan	Sample Lesson Plan Two	Draft	   

3. Click the **Edit** icon (pencil) to the far right.



The **Template** will open, and will allow you to add information to, and revise, **Attributes**.

The **Options** allow you to do the following with your content.

-  **Preview** the Lesson Plan/Resource
-  **Delete** the Lesson Plan/Resource
-  **Submit** the Lesson Plan/Resource to Quality Review

Lesson Plan Definitions and Template

1. **Subjects/Courses:** a course or area of study composed of units
2. **Grade Level:** a level of student academic development
3. **Title:** identifies the lesson topic
4. **Alignments:** shows the connection between standard, anchor, anchor descriptor, and/or eligible content and the curriculum framework
 - PA Academic Standards
 - PA Core Standards
 - Eligible Content
 - 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. **Lesson 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.

WHERE TO

The acronym WHERE TO summarizes the key elements that should be found in a learning plan, given the desired objectives and results. WHERE TO serves as a checklist for building and evaluating lesson and unit design.

WHERE TO

W	=	How will you help your students to know <i>where</i> they are headed, <i>why</i> they are going there, and <i>what ways</i> they will be evaluated along the way?
H	=	How will you <i>hook</i> and <i>hold</i> students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?
E	=	What <i>experiences</i> will you provide to help students make their understandings real and <i>equip</i> all learners for success throughout your course or unit?
R	=	How will you cause students to <i>reflect, revisit, revise, and rethink</i> ?
E	=	How will students <i>express</i> their understandings and <i>engage</i> in meaningful self-evaluation?
T	=	How will you <i>tailor</i> (differentiate) your instruction to address the unique strengths and needs of every learner?
O	=	How will you <i>organize</i> 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, G. and McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

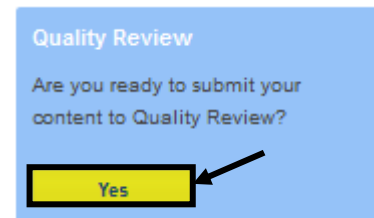
Submit to Quality Review

All content submitted to the **Standards Aligned System** undergoes a review process. This process is necessary before any piece of content is made “live” or viewable by others.

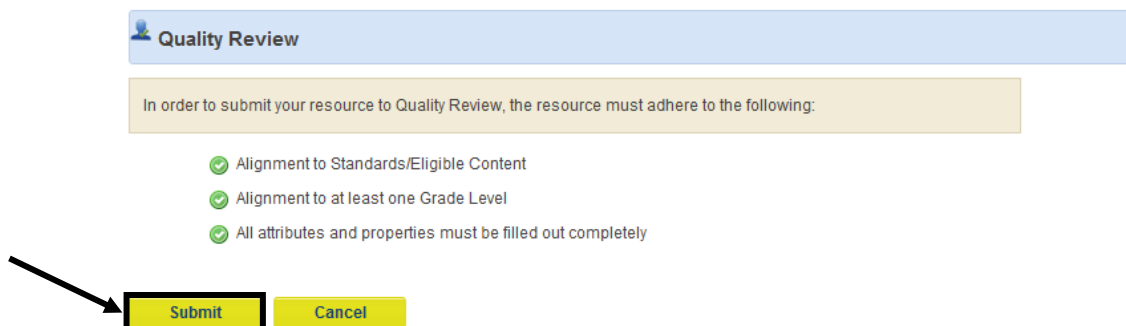
Clicking the **Yes** button sends your content along to the **Quality Review Process** for evaluation. Prior to submitting your content, it is advisable to proof the piece carefully.

Use the suggestions on the following pages as a guideline for proofing your content. Once you are ready to submit your content for evaluation, follow the steps listed below:

1. Click on the **Yes** button (in the lower left-hand corner of the **Template**) to send your content to the **Quality Review Process**.



2. Click the **Submit** button.



3. Your content will be submitted for evaluation. You will receive an email from SAS, confirming that your content has been received for review.

Thank You for Submitting Content to the Standards Aligned System!

Educational research indicates that participation in standards-based educational practices

“...leads to a living bank of proven, standards-referenced instructional materials—lessons, units, and assessments perfected through action research. Both new and veteran teachers can peruse these targeted materials, learning from and adding to the richness of the faculty’s repertoire. Because of these rich resources, new and struggling teachers achieve confidence and competence much more rapidly, and experienced teachers have a sense of making a meaningful, ongoing contribution to their craft while being renewed by instructional ideas that are engaging for students. Proven methods, practices, and lessons aligned with established standards become the center of the professional dialogue.”

Excerpted from Schmoker, Mike, & Marzano, Robert J. (1999). Realizing the Promise of Standards-Based Education. *Educational Leadership*. 56:6, 17-21.

Proofing Content

Edit your submission for:

- Grammar, punctuation, capitalization, spelling, sentence structure/variety

- Did I express my thoughts clearly, using correct grammatical constructions, appropriate vocabulary, and a variety of sentence structures?
- Did I observe the rules of punctuation and capitalization?
- Did I spell-check my work?

Check your formatting for:

- Font type – bold/italic, bullets, numbering, spacing, and paragraphing

- Did I use different font types, such as bold or italics, to draw attention to important information?
- Was I consistent in my use of bullets, numbered sequences, etc.?
- Is my spacing and paragraphing consistent throughout?

Include all necessary Support Materials:

- Teacher and student materials
- Original works or works with copyright permission (to include files, pictures, etc.)
- Files/hyperlinks that open when clicked

- Did I upload the Word or PDF documents needed for this lesson?
- Did I upload the multimedia files, such as PowerPoint presentations, digital images, audio files, video clips, needed for this lesson?
- Do the uploaded files have names that clearly describe what they are?
- Are the files I am uploading original works, or do I have permission to use and disseminate them?
- Do all the uploaded files open when I click on them?
- Do all of the hyperlinks work, opening web pages in another window?

Review Alignment:

- Standards or eligible content statements clearly relate to the content/skills being addressed.
- The standards match the intended grade/course the content is written for.
- Included standards in multiple content areas, when applicable.

For example, Standard CC.1.3.9-10.A

- CC indicates that this is a PA Core standard
- 1 indicates the content area. In this case, it's English Language Arts
- 3 is the standard area *'Reading Literature'*
- 9-10 are the grade levels of the standard
- A is the standard statement *'Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.'*

Secondary courses are indicated by letters instead of numbers. 'C' is Composition, 'L' is Literature, 'A1' is Algebra I, 'A2' is Algebra II, and 'G' is Geometry.

Eligible Content statements are available for the subject areas of English Language Arts, Mathematics, and Science. They begin with a letter/number combination which indicates the subject area and grade level.

For example, Eligible Content statement M04.C-G.1.1.1

- M indicates the subject area, Mathematics
- 04 indicates the grade level, 4th grade
- C-G represents the Reporting Category *'Geometry'*
- The first number 1 represents the Assessment Anchor *'Draw and identify lines and angles and identify these in two-dimensional figures.'*
- The second number 1 represents the Anchor Descriptor *'List properties, classify, draw and identify geometric figures in two dimensions.'*
- The third number 1 represents the Eligible Content statement *'Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in two dimensional figures.'*

Appropriateness:

1. Content is respectful of all genders, ethnic groups, and ability levels.

- Did I avoid statements of bias or stereotyping?

Quality Review Checklist – Lesson Plans

LESSON CHECKLIST			
	YES	NO	INDICATORS
SAS ELEMENTS	<input type="checkbox"/>	<input type="checkbox"/>	Is the lesson plan aligned to the <i>Standards</i> ?
	<input type="checkbox"/>	<input type="checkbox"/>	Are elements of the <i>Curriculum Framework</i> evident in the lesson?
	<input type="checkbox"/>	<input type="checkbox"/>	Are <i>Assessment Strategies</i> integrated to provide feedback to inform teacher and student?
	<input type="checkbox"/>	<input type="checkbox"/>	Is the <i>Instruction</i> focused, challenging, and standards aligned?
	<input type="checkbox"/>	<input type="checkbox"/>	Are <i>Materials and Resources</i> aligned with the lesson, and where applicable, drawn from SAS resources?
	<input type="checkbox"/>	<input type="checkbox"/>	Does the lesson employ <i>Interventions</i> to provide supports for students of all abilities to learn?
INSTRUCTION	<input type="checkbox"/>	<input type="checkbox"/>	Are there high and clear expectations for student achievement evident? (PDE-427/Danielson)
	<input type="checkbox"/>	<input type="checkbox"/>	Are the actual lesson topics aligned to the standards? (SAS)
	<input type="checkbox"/>	<input type="checkbox"/>	Is there an appropriate level of rigor or challenge? (SAS)
	<input type="checkbox"/>	<input type="checkbox"/>	Is the WHERETO design effectively incorporated?
H.E.A.T.	<input type="checkbox"/>	<input type="checkbox"/>	Is there evidence of higher order thinking skills in the lesson?
	<input type="checkbox"/>	<input type="checkbox"/>	Is there opportunity for students to be engaged in the lesson?
	<input type="checkbox"/>	<input type="checkbox"/>	Is the learning experience directly relevant to students?
	<input type="checkbox"/>	<input type="checkbox"/>	Is there an opportunity for task completion that utilizes technology in a meaningful manner?
RATIONALE	<input type="checkbox"/>	<input type="checkbox"/>	Are the materials listed in the lesson plan free?
	<input type="checkbox"/>	<input type="checkbox"/>	Does the lesson plan align to a gap in the learning progression/eligible content, or if no eligible content, then to the standard?
	<input type="checkbox"/>	<input type="checkbox"/>	If not due to a gap, is there an instructional reason for including the lesson plan? (i.e. addresses a learning need not addressed in other materials such as hard of hearing learners.)

Quality Review Process

