pennsylvania
DEPARTMENT OF EDUCATION

SAS

Standards Aligned System

Participant Guide

SAS 101 – Introduction to SAS
January 2013

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Introduction to SAS (SAS 101) Workshop

Target Audience: Administrators, Curriculum Coordinators, and Teachers who have not attended a SAS Workshop

Prerequisite: None

Workshop Duration: 6 hours; 8:30am – 3:30pm

Workshop Description:

The Standards Aligned System (SAS) is the Pennsylvania Department of Education's comprehensive approach to support student achievement across the Commonwealth.   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.

In this workshop, participants will learn about the six components of the SAS, how to utilize the SAS Portal, and how to use the information to develop an action plan on the use of SAS and the SAS Portal. The focus will be on maximizing instructional effectiveness and providing targeted resources for individual students that are standards-based, promote active engagement, and reflect effective instructional strategies.

Workshop Objectives:

Upon completion of this workshop, participants will be able to:

- Identify the six elements of a Standards Aligned System.
- Discuss the intent of a Standards Aligned System and explain how the elements of a Standards Aligned System can improve student achievement.
- Compare the different functions within the Standards section and practice using the functions for varied purposes.
- Identify and navigate the various components of the Curriculum Frameworks for a variety of subject areas and grade levels and identify ways to use these frameworks to inform instruction.
- Review resource materials related to Assessments.
- Create customized student assessments using released test items aligned to PA Standards and Eligible Content.
- Identify the different types of resources contained in the SAS Materials & Resources section.
- Search and identify Materials & Resources aligned to PA Standards and Eligible Content relevant to their assignments and select items to store in their personal ePortfolios.
- Identify and find resources in the Instruction section that demonstrate effective instructional strategies as well as offering suggested interventions appropriate for their students.
- Locate resources that promote a positive and safe learning environment for students in Safe & Supportive Schools.
- Upload materials to their personal ePortfolios as well as add and delete folders within the ePortfolio.

- Using the My Website tool, build a website to post announcements and store relevant materials and resources to enhance home-school communications.
- Join a SAS Professional Learning Community and participate in the Communities, Blogs, and Forums that are available in the SAS Professional Learning Communities relevant to their grade level/subject area or educational role.
- Utilize the Teacher Tools to support personal and professional growth.
- Identify ways to address the needs of all learners.
- Explain the dynamic quality of SAS and its ongoing enhancements.

Attendees should bring a wireless laptop to the training.*

* To use the advanced features found in the SAS Portal, your computer must meet the following requirements:

Windows XP or higher:
- Internet Explorer 6.0 or higher
- Mozilla Firefox 2.0 or higher
- Google Chrome 2.0 or higher
- Safari 3.0 or higher
- Opera 9.0 or higher

Mac OSX 10.4 or higher:
- Mozilla Firefox 2.0 or higher
- Safari 3.0 or higher
- Opera 9.0 or higher

Additionally, prior to attending a SAS Portal Workshop, please ensure your computer meets the following requirements:

- Internet browser must be set to allow JavaScript to run.
- Flash version 8 or higher is required.
- Pop-up blockers must be turned off or allowed for the website: www.pdesas.org.
- This site is best viewed with your monitor's resolution set to 1024 x 768 or higher.

SAS is best viewed when your default font or view is set to "Medium" in Internet Explorer, "Normal" in Mozilla Firefox, or "Normal" in Google Chrome. If your font size is set significantly larger or smaller, you may experience some difficulty viewing the website.

Standards Aligned System
2012 - 2013
21st Century Teaching Tools

The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to implement SAS by the development of a state-of-the-art portal.

Access SAS at **http://www.pdesas.org/**

The SAS portal is designed to organize and deliver educational content carefully aligned to the Pennsylvania Academic and Common Core Standards and provide educators with integrated classroom tools to enhance their teaching effectiveness. The SAS portal also provides Pennsylvania educators with leading edge networking technologies that create opportunities to communicate and collaborate with peers across the Commonwealth.

SAS Features

The SAS portal includes important educational resources and information needed by educators to enhance daily practice.

Standards
- Searchable databases of all Pennsylvania Academic and Common Core Standards and Assessment Anchors

Assessments
- An assessment creator, as well as information on state exams and graduation requirements

Curriculum Framework
- Long Term Transfer Goals, Big Ideas, Essential Questions, Concepts and Competencies for all content areas

Instruction
- Source for the Educator Effectiveness resources as well as a collection of videos and best practice strategies to meet needs of diverse learners

Materials and Resources
- Searchable, aligned classroom resources, learning progressions, lesson plans, and a Voluntary Model Curriculum

Safe and Supportive Schools
- An evidence-based framework for school and student safety, positive educational environment and engagement

SAS Registered Users

Registered SAS users can access SAS tools to communicate, create and store curricular content, and assess student performance.

Classroom Diagnostic Tools
- Assess students in core content areas (grades 6 -12)

Curriculum Mapping
- Create and share curriculum maps using the Pennsylvania Academic and Common Core Standards and Curriculum Frameworks

ePortfolio
- Organize and store digital resources

Professional Development Center
- Complete online courses for Act 48 credit at no cost to Pennsylvania educators
- Access courses related to Pennsylvania's Teacher Evaluation System

Professional Learning Communities
- Communicate and collaborate with peers through threaded discussions and forums

Publish Your Best
- Create lesson plans to submit for publication on SAS portal

Website Builder
- Create websites to enhance communications between home and school

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Full Agenda

	Preparing for Training
	Welcome and Introductions • Introduction of Trainers • Activity: SAS 101 Formative Assessment • Activity: Expectations • Workshop Objectives

Module 1: Standards Aligned System and Portal Overview

	Standards Aligned System and Portal Overview: • SAS Homepage Overview • SAS Portal Overview • Activity: Identifying Challenges and Setting Goals
	Lingering Questions

Module 2: Six Elements of a Standards Aligned System

	Six Elements of a Standards Aligned System: • Standards and My ePortfolio • Activity: Standards Case Studies • Materials & Resources and Publish Your Best • Activity: Materials & Resources Search • Assessment and My Curriculum • Activity: Assessment Quick Check • Curriculum Framework and PD Center • Activity: Curriculum Framework and Cross Curriculum Alignment • Instruction and My Communities • Activity: Instruction Quick Check • Safe & Supportive Schools
	Module 2 Wrap Up Activity
	Lingering Questions

Lunch (12:00 – 1:00)

Module 3: Teacher Tools In Depth

	Teacher Tools In Depth:
	• My Profile • My ePortfolio • Activity: My ePortfolio Categorizing Activity • My Website and Blog • Activity: Creating and Commenting on Blogs
	Lingering Questions

Concluding Remarks and Evaluation

Icon Legend:

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

Expectations…

What are you…

expecting?
hoping to hear?
wanting to learn?
looking forward to?
concerned about?
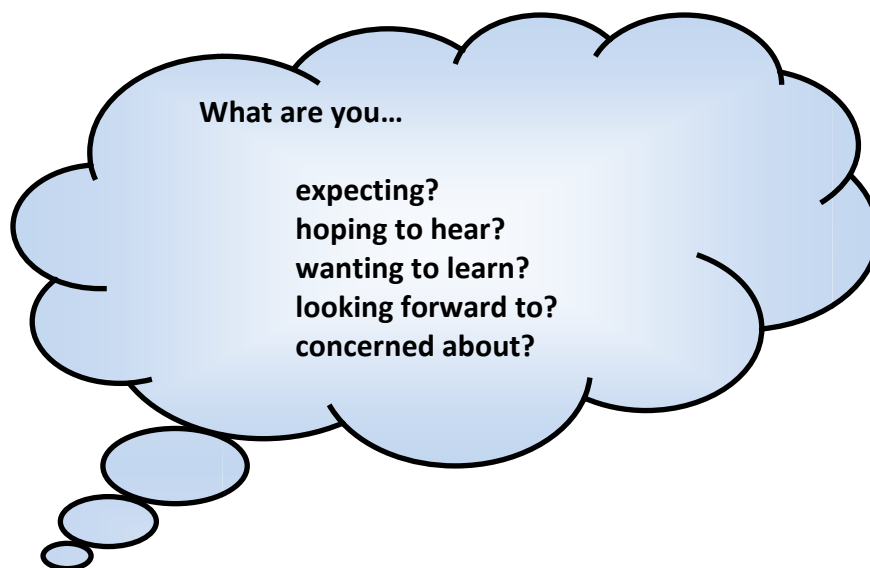
Write down a few of your expectations for the workshop today:

Discuss your thoughts with your table. Identify 2-3 major expectations for your group.

-

-

-

Module 1: Standards Aligned System and Portal Overview (30 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:

Participants will be able to:

- Explain the theoretical framework of the Standards Aligned System.
- Describe the relationship between the six elements of a Standards Aligned System and how the implementation of the elements can improve student achievement.
- Navigate the SAS Portal to locate the six elements of a Standards Aligned System

Agenda

	Standards Aligned System and Portal Overview • SAS Homepage Overview • SAS Portal Overview	20 minutes
	Activity: Identifying Challenges and Setting Goals	5 minutes
	Lingering Questions	5 minutes

Icon Legend

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

Identifying Challenges and Setting Goals

1. After seeing the overview of the SAS Portal, identify at least one challenge you are facing within your classroom or role in your district/organization.
2. Write a brief goal statement that addresses the challenge.
3. You will be using this information later on in the workshop.

For example:

    <u>Challenge</u>: *I am looking for engaging resources for teaching difficult topics.*
    <u>Goal</u>: *Use SAS to locate standards aligned resource(s) that I can integrate into an upcoming lesson.*

Identify one challenge you are facing in your classroom or role in your school/district.

**Predict how the workshop will meet your needs and assist in remedying the challenge
that you identified above by writing a goal statement for today's workshop.**

Module 2: Six Elements of a Standards Aligned System (3 ¼ hours)

Module at a Glance
This module provides participants with an extensive exploration of the Six Elements of the Standards Aligned System. A comprehensive overview of each element will be given.   Participants will reflect upon how the elements of a Standards Aligned System can improve student achievement.

Objectives:
Participants will be able to:
- Compare the different functions within the Standards section and practice using the functions for varied purposes.
- Identify and navigate the various components of the Curriculum Frameworks for a variety of subject areas and grade levels and identify ways to use these frameworks to inform instruction.
- Review resource materials related to Assessments.
- Create custom student assessments using released test items aligned to PA Standards and Eligible Content.
- Identify the different types of resources contained in the SAS Materials & Resources section.
- Search and identify Materials & Resources aligned to PA Standards and Eligible Content relevant to their assignments and select items to store in their personal ePortfolios.
- Identify and find resources in the Instruction section that demonstrate effective instructional strategies as well as offering suggested interventions appropriate for their students.
- Locate resources that promote a positive and safe learning environment for students in Safe & Supportive Schools.

Agenda

	Standards Aligned System and Portal Overview • Standards and My ePortfolio • Materials & Resources and Publish Your Best • Assessment and My Curriculum • Curriculum Framework and PD Center • Instruction and My Communities • Safe & Supportive Schools	185 minutes
	Lingering Questions	10 minutes

Icon Legend

 Group Activity   Demonstration and Practice Using the SAS Portal

 Presentation   Action Planning Activity

 Teacher Tools

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.

_____

_____

_____

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

PA Academic Standards

Standards Coding

1.4.3.A

Content Area

Standard Area

Grade Level
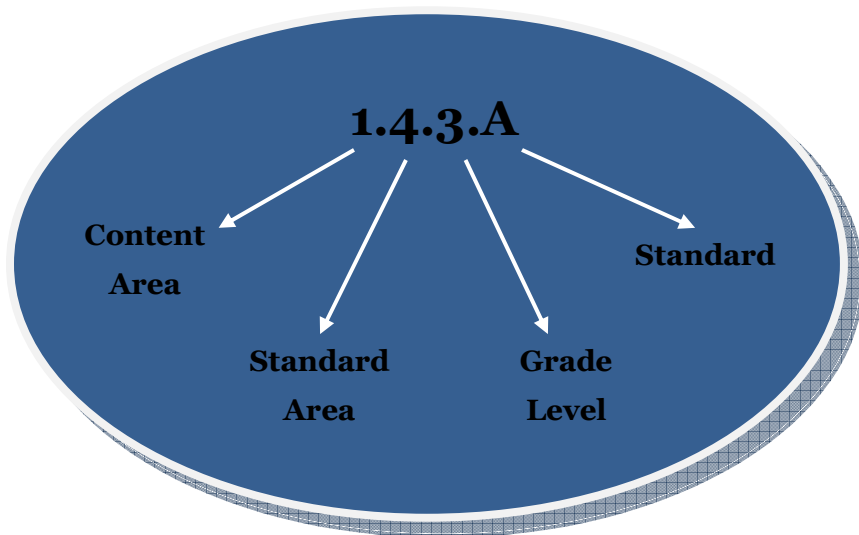
Standard

Standard Coding:
- 1 indicates the Content Area - *Reading, Writing, Speaking and Listening*.
- 4 is the Standard Area - *Types of Writing* (RWSL has 9 Standard Areas).
- 3 is the Grade Level of the standard
- A is the ordinal descriptor that identifies the specific Standard statement - *Write poems and stories; include detailed descriptions of people, places, and things, include literary elements.*

Assessment Anchor Coding

R3.A.1.1.1

Content Area

Grade Level

Reporting Category

Assessment Anchor

Anchor Descriptor

Eligible Content
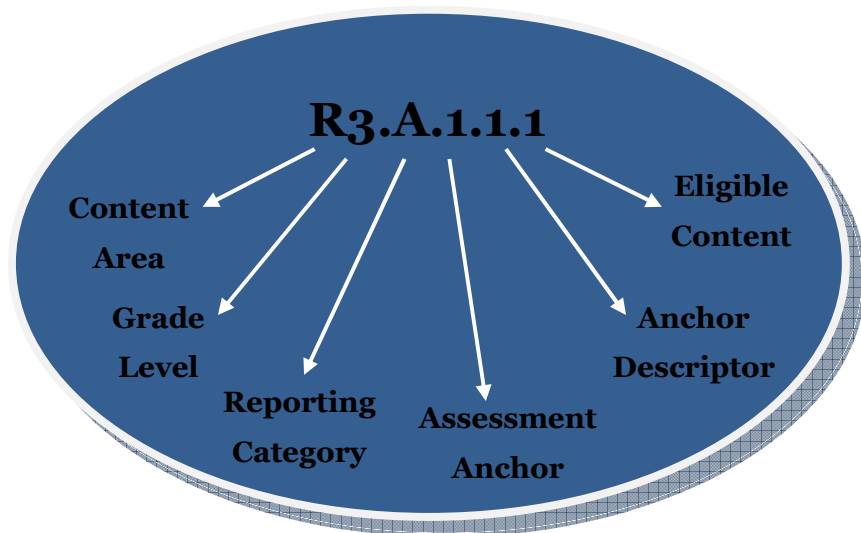
Anchor Coding:
- R indicates that this is a *Reading* anchor.
- 3 is the Grade Level of the anchor.
- A is the Reporting Category *Comprehension and Reading Skills*.
- The first number 1 is the Assessment Anchor, and defines the skill that is assessed on the PSSA - *Describe and interpret literary elements within and among texts*.
- The second number 1 is an ordinal descriptor which indicates the Anchor Descriptor – *Compare characters, settings and plots*.
- The final number 1 is an ordinal descriptor that indicates the Eligible Content statement - *Identify and/or interpret meaning of multiple-meaning words used in text.*

PA Common Core Standards

Standards Coding

CC.1.4.3.A

Common
Core

Content
Area

Standard
Area

Grade
Level
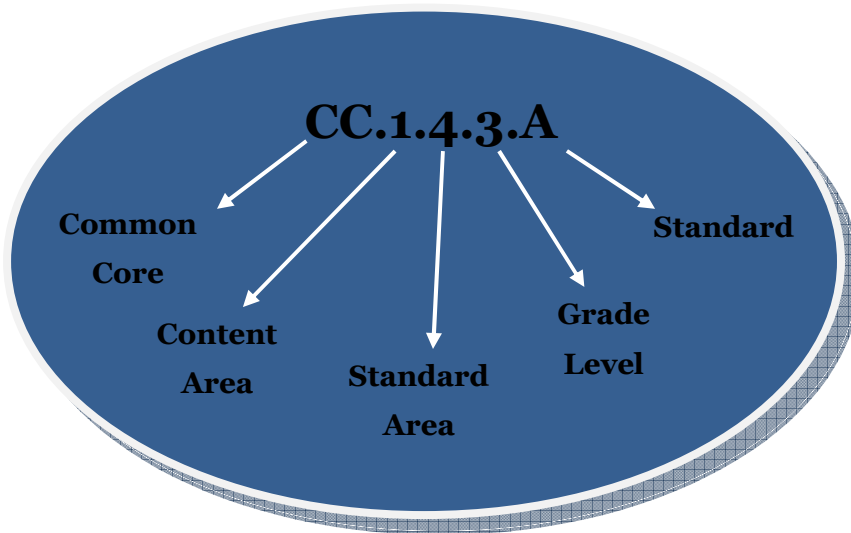
Standard

Standard Coding:
- CC indicates that this is a Common Core Standard
- 1 indicates the Content Area – *English Language Arts*.
- 4 is the Standard Area - *Writing* (ELA has 5 Standard Areas).
- 3 is the Grade Level of the Standard
- A is the ordinal descriptor that identifies the specific Standard statement - *Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*

Assessment Anchor Coding

E03.C.1.1.1

Content
Area

Grade
Level

Reporting
Category

Assessment
Anchor

Anchor
Descriptor

Eligible
Content
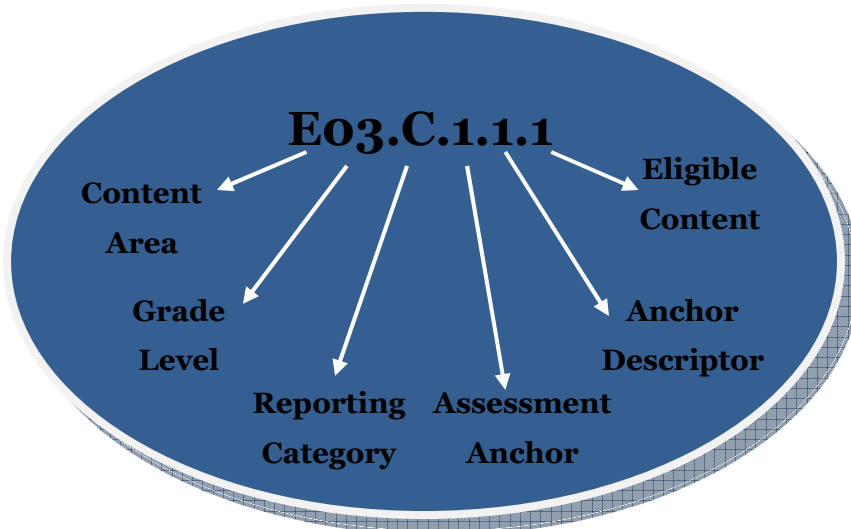
Anchor Coding:
- E indicates that this is an *English Language Arts* anchor.
- 03 is the grade level of the anchor.
- C is the reporting category *Writing*.
- The next number 1 is the Assessment Anchor, and defines the skill that is assessed on the PSSA – *Text types and purposes*.
- The second number 1 is an ordinal descriptor which indicates the Anchor Descriptor – *Write opinion pieces on topics or texts, supporting a point of view with reasons*.
- The final number 1 is an ordinal descriptor that indicates the Eligible Content statement - *Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.*

Materials & Resources Activity

Browse the keywords from the list of content providers (pp. 16-17). 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?

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: *BL*
Content Provider: *The British Library*
Description: 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: *BrainPOP*
Content Provider: *BrainPOP, BrainPOP Jr., and BrainPOP Español*
Description: This keyword accesses animated, curriculum-based video content that spans a variety of subject areas and topics across grades K-12

Keyword: *Exploratorium*
Content Provider: *Exploratorium – The museum of science, art and human perception*
Description: This keyword accesses all the content from the Exploratorium museum of science, art, and human perception. These are a series of "low-tech" and "hands-on" science activities that could be classroom-based or used in after-school programs

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

Keyword: *Hippocampus*
Content Provider: Monterey Institute for Technology and Education (MITE)
Description: The goal of HippoCampus is to provide high-quality, multimedia content on general education subjects to high school and college students free of charge.

Keyword: *ITSI*
Content Provider: *The Concord Consortium*
Description: The Innovative Technology in Science Inquiry Scale Up (ITSI-SU) project prepares students for careers in Information Technology by engaging them in exciting, inquiry-based science projects that use computational models and real-time data acquisition.

Keyword: *Karpeles*
Content Provider: *Dr. David Karpeles*
Description: 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.

Keywords: *Kinetic City*
Content Provider: *Kinetic City*
Description: Kinetic City is 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: *Lanternfish*
Content Provider: *Lanternfish ESL*
Description: Lanternfish ESL, formerly Boggles World ESL, is maintained by a group of ESL teachers in Asia and North America. This keyword accesses the instructional content, including worksheets, lesson plans, activities, and flashcards for the ESL and TEFL Teacher

Keyword: *LDC*
Content Provider: *The Literacy Design Collaborative*
Description: The Literacy Design Collaborative (LDC) develops teaching tasks that require students to read, analyze and comprehend written materials and then write cogent arguments, explanations or narratives in the subjects they are studying. The tasks integrate literacy and content standards in a rigorous, authentic classroom experience.

Keyword: *mathopenref*
Content Provider: *Math Open Reference*
Description: Math Open Reference is 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: *NARA*
Content Provider: *The National Archives and Records Administration*
Description: This keyword accesses the content from the National Archives and Records Administration (NARA). Many of these documents were equipped with an interactive tool for viewing historical documents.

Keyword: *NLVM*
Content Provider: *The National Library of Virtual Manipulatives*
Description: The National Library of Virtual Manipulatives (NLVM) 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*
Description: 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: *PHMC*
Content Provider: *The Pennsylvania Historical and Museum Commission*
Description: This keyword accesses resources from the PHMC, which is the official history agent of the Commonwealth of Pennsylvania. Created in 1945, the agency is responsible for the collection, conservation, and interpretation of Pennsylvania's historic heritage.

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

Keyword: *Shodor*
Content Provider: *The Shodor Foundation*
Description: 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.

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

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*

Lesson Plan Definitions

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 Common 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. **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

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┌──────────────────────────┐
│  Submit to Peer Review   │
└──────────────────────────┘
             │
             ▼
┌─────────────────────────────────────────────────────┐
│ **Review by PDE Content Advisor:**                  │
│                                                     │
│ Content Advisor will assign the content to a        │
│ committee for review                                │
└─────────────────────────────────────────────────────┘
             │
             ▼
┌─────────────────────────────────────────────┐
│ **Review by Committee:**                    │
│                                             │
│ Reviewers comment on content of submission  │
└─────────────────────────────────────────────┘
             │
             ▼
┌──────────────────────────┐        ┌──────────────────────────────┐
│   Committee comments     │───────▶│ **Final Review by PDE Content**│
│  sent to Content Advisor │        │        **Advisor**           │
└──────────────────────────┘        └──────────────────────────────┘
                                          │               │
                                          ▼               ▼
                              ┌──────────────────┐  ┌──────────────────┐
                              │ Sent back to     │  │ Content published│
                              │ creator          │  │ live in the SAS  │
                              │ for revisions    │  │ Portal           │
                              └──────────────────┘  └──────────────────┘
```

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, 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?

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
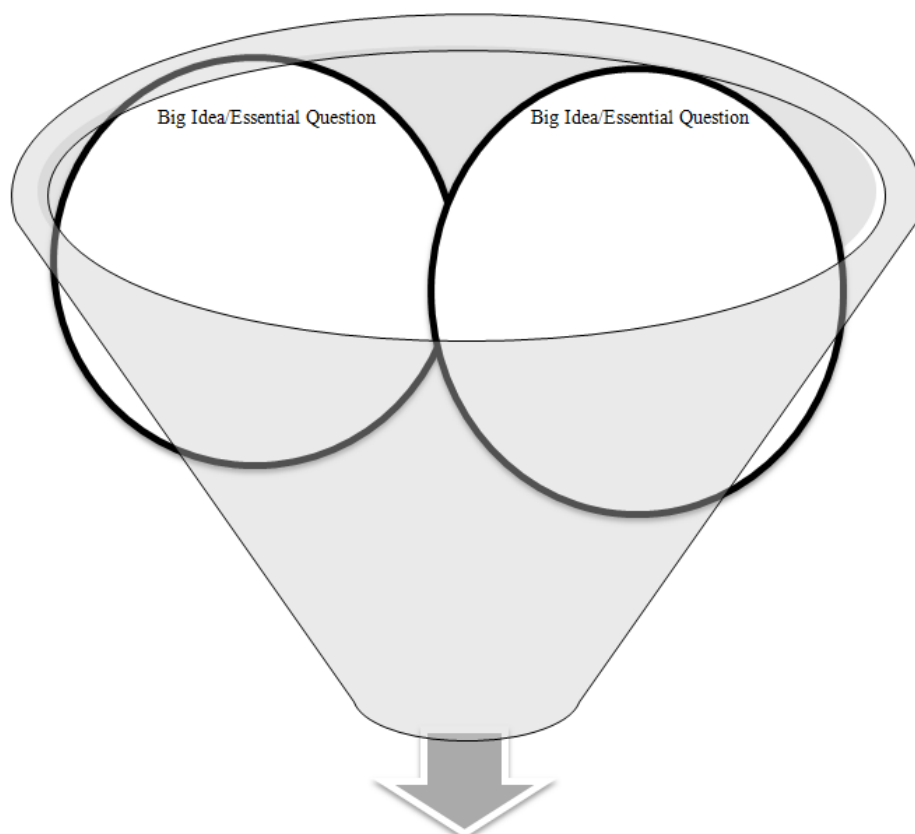
Cross-Curricular Connections/Alignments

Instructional Practices

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.

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	

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.

Module Two Wrap Up

- In the graphic below, identify each of the six elements of SAS.
- In one statement in each circle, identify your understanding of that particular element.
- Think about the challenge you identified at the beginning of the day. Identify element(s) that can help you meet your goal, and write a statement in or near the appropriate circle(s).
- On a Post-It, write down any questions that you may have regarding the six elements. Share with your table and discuss. If after discussion with your table you are still unclear, place the Post-It on the Module Two Parking Lot.
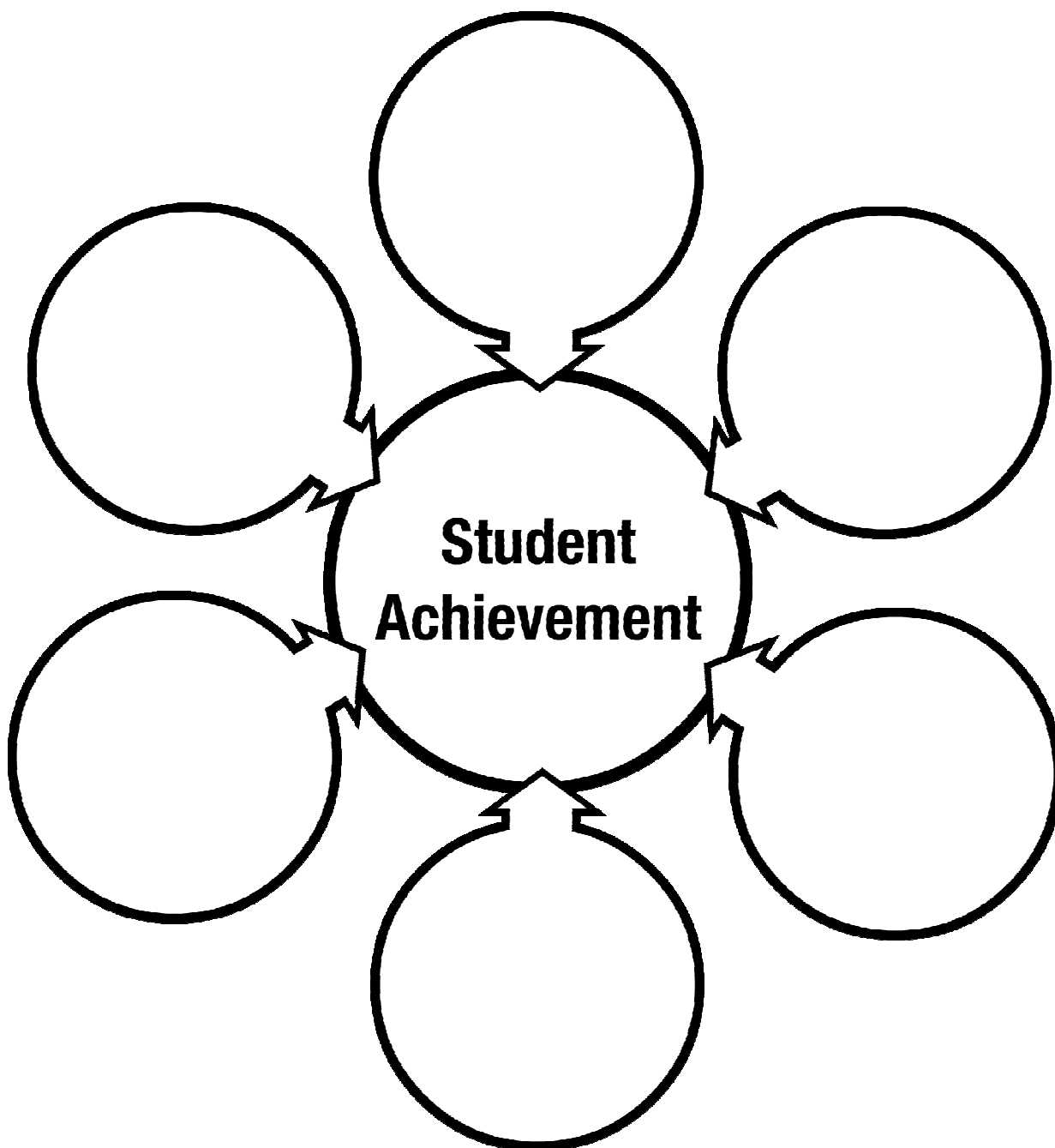
Module 3: Teacher Tools (65 minutes)

Module at a Glance
Module 3 allows participant to engage in a hands-on approach while exploring various Teacher Tools in-depth, including My Profile and My ePortfolio. These tools will allow participants to store, organize, and share SAS resources with others.

Objectives:

Participants will be able to:

- Upload materials to their personal ePortfolios as well as add and delete folders within the ePortfolio.
- Using the My Website tool, build a website to post announcements and store relevant materials and resources to enhance home-school communications.
- Join a SAS Professional Learning Community and participate in the Communities, Blogs, and Forums that are available in the SAS Professional Learning Communities relevant to their grade level/subject area or educational role.
- Utilize the Teacher Tools to support personal learning and professional growth.

Agenda

	Teacher Tools In Depth: • My Profile • My ePortfolio • Activity: My ePortfolio Categorizing Activity • My Website and Blog • Activity: Creating and Commenting on Blogs	60 minutes
	Lingering Questions	5 minutes

Icon Legend

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

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.

Heading: _____

Heading: _____

Heading: _____

Heading: _____

Heading: _____

Heading: _____

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.

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.

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 "SAS 101 Training" within the Title of the Entry.

3. Select two questions from the Teacher Tools Quick Check (p. 34) and write a response to them in your Blog Entry. 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 "SAS 101".

2. Locate the Blog of the person sitting to your right.

3. Add a Comment to his/her Blog Entry.

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?

_____

_____