pennsylvania
DEPARTMENT OF EDUCATION

SAS

Standards Aligned System

Instructor 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	**SAS Registered Users**
The SAS portal includes important educational resources and information needed by educators to enhance daily practice.	Registered SAS users can access SAS tools to communicate, create and store curricular content, and assess student performance.

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

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

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

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

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

ePortfolio
- Organize and store digital resources

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

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

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

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

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

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		

SAS 101 Materials Checklist

SAS 101 Instructor

- o SAS 101 PowerPoint
- o SAS 101 Instructor Guide
- o SAS 101 Parking Lot posters
- o SAS 101 Expectations posters
- o Laptop or computer with hardwired Internet connection
- o Course Registration code for the training workshop

Participants

- o Name Tents
- o SAS 101 Participant Guide
- 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

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: (SAS 101 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 module) 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
  - Connect to the Internet
  - Navigate to: http://www.pdesas.org
    - If a registered user, sign-in
    - If not a registered user, join now
  - Place your name and school district/organization on your name tent

Logging into the SAS Portal:

- **Registered Users**
  - 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**.
  - Complete the form with **Email Address** and **Password**, and then click the **Submit** button.

  > **SAS 101 Tip: Registered Users** who have forgotten their **Password** can click the **Forgot Password** button under the **Login** fields to have their **Password** sent to them via email.

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

  > **SAS 101 Tip:** Please direct participants to use their professional (organization/district) **Email Address** when registering for a SAS account.

Welcome and Introductions (35 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 their knowledge of the Standards Aligned System and the SAS Portal. They will also reflect on their expectations for training.

Agenda

	Introduction of Trainers 　　• 　Introductions 　　• 　Training Basics	5 minutes
	Activity: SAS 101 Formative Assessment	5 minutes
	Activity: Expectations	20 minutes
	Workshop Objectives	5 minutes

Icon Legend

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

Introduction of Trainers:

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

Training Basics: (SAS 101 PowerPoint – Slides #3-8)

1. Review the agenda (Instructor and Participant Guide, pp. 6-7) with participants.

> **SAS 101 Tip:** Stress to participants that they should feel free to annotate their manual as needed throughout training. Blank copies of all trainer activities can be found in the manual's Appendix, and a digital copy of the manual can also be found online.

2. 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 *SAS 101 Participant Guide* 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.

3. 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**, click **OK**, 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: SAS 101 Formative Assessment (5 minutes)

Review **SAS 101 PowerPoint - Slides #5-8** with participants. Ask them to hold up the appropriate number of fingers in response to the questions on the slides. This formative assessment can be used as a general guideline for pacing the SAS 101 session.

Activity: Expectations (5 minutes)

Have the participants complete the ***Expectations*** activity sheet (IG p. 13, PG p. 8) on their own.

- Ask the participants to share out with their table (or small groups of 3-4) until they reach a consensus on 2-3 expectations for the group. Record consensus items on Post-its.
- Hang three (3) posters labeled with the titles *Challenges*, *Usage*, and *Theoretical*. Groups place the Post-its on the most relevant poster.
- Each group will be asked to share their expectations with the larger group
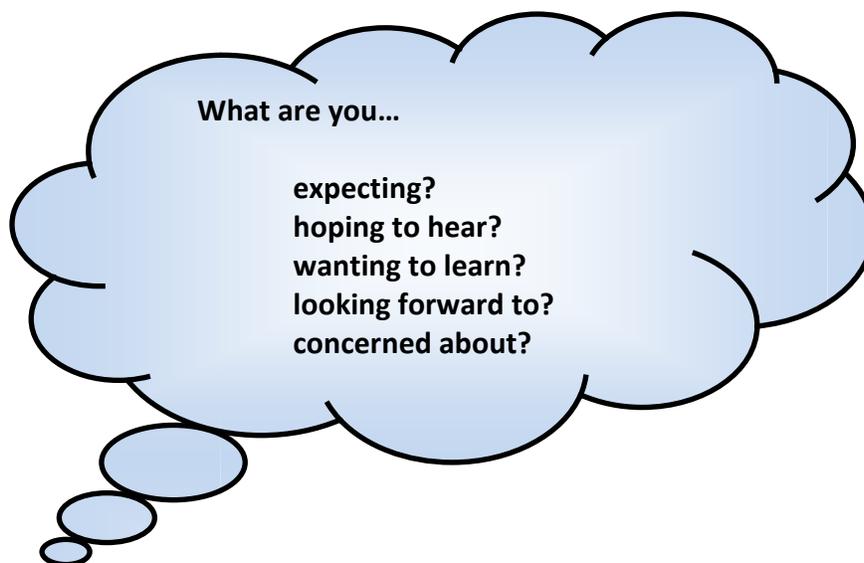
Objectives: (SAS 101 PowerPoint – Slides #9-13)

6. Review the SAS 101 objectives (IG + PG pp. 2-3) with participants, pointing out instances where the expectations from the previous activity will be addressed.

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.

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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:

- 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.

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		

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

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.

   > **SAS 101 Tip:** If the SAS elements do not change from blue to yellow when the mouse is hovered over them, the participant's computer is not properly equipped to access the 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 Featured Content:** As Pennsylvania commemorates the 150th anniversaries of the Civil War and of the Battle of Gettysburg, the **Featured Content** page will provide access to a select group of educational resources in the Standards Aligned System.

5. **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.

   > **SAS 101 Tip: RSS** stands for *Really Simple Syndication*. Users can subscribe to the **RSS feed** that will automatically send them an email notification as new information is posted on the SAS Portal. The **Subscribe to RSS** link, which is located to the bottom left below the **SAS Portal Site Updates**, allows users to subscribe.

6. **Site Statistics:** Underneath the rotating image, point out the **informational items** that are displayed. The left bar indicates the number of registered users currently logged in to SAS. The right bar provides many more statistics.

   > **SAS 101 Tip:** Participants can view additional statistics by selecting the **View more stats** button. Here, a window will pop up that will give you detailed statistics about the site.

7. **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.

8. **Teachscape:** The **Pennsylvania Department of Education** in partnership with **Teachscape** is offering online professional development related to **Charlotte Danielson's Framework for Teaching**. In order to access the system to take this online training and to receive Act 48 credit, users must have a verified **PPID** in their SAS user profile.

9. **Algebra 1 Resource Page:** This links to a page that contains **Algebra 1** materials that align with the **Keystone Exam**, providing instructional content for educators and subject-specific activities that students can use to prepare for the assessment. All of the resources are aligned to specific **Eligible Content** statements.

  The types of resources are divided into three columns:

  ▪ **Educator Resources** – instructional resources for Algebra I teachers.
  ▪ **Student Resources** – subject-specific activities for Algebra I students
  ▪ **Sample Assessments** – standards-based sample assessments.

10. **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.

11. **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**, **My Communities**, **Curriculum Mapping**, **Professional Development (PD) Center** and **Publish Your Best**.

  ▪ Clicking on the link to Teacher Tools will prompt users to enter a PPID number; if the user either has not entered a PPID, or does not possess one, they simply click OK to access the tools.
  ▪ The specific tools will be reviewed in detail later in the training.

11. **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.

12. **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:

> **SAS 101 Tip:** This is simply a brief overview. Each of the elements will be visited in depth during the training.

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

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

> **SAS 101 Tip:** Anytime a participant is lost, clicking on the **SAS logo** will take them back to the home screen. To go back, the participant can use the back arrow at the top left of the computer screen, if the arrow is blue. If the arrow is blue, do not click on the "X" in the upper-right corner of your screen to go back a screen. Doing so will take you totally out of the system. To leave a screen, use the "X" only when the back arrow is not lit.

3. **Assessment:** Click on the **Assessment** tab. This element focuses on various aspects and tools related to Pennsylvania assessment: About Assessment, 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 Library Model Curriculum.

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 the vision for effective instruction and effective leadership via the Teaching Frameworks and Principal Effectiveness. It also provides the ability to Search Videos, and access information regarding the Teacher of the Year and Keystones to Opportunities programs. In addition, this element focuses on ensuring that all students are provided with interventions and supports they need to meet and exceed grade-level standards.

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), Learning Progressions, and Keystone Content.

7. **Safe & Supportive Schools:** Click on the **Safe & Supportive Schools** tab. This element focuses on addressing the non-academic barriers to learning, and supplies resources and exemplars to promote active student engagement in a safe and positive learning environment.

Activity: Identifying Challenges and Setting Goals (5 minutes)

After seeing the overview of the SAS Portal, participants will have begun to recognize ways that they can use SAS. Have participants identify at least one challenge they are facing within their classroom or role in their district/organization (IG p. 19, PG p. 10). Participants should write a brief goal statement that addresses their challenge. Explain that participants will be using this information later on in the workshop.

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 Module 1 Parking Lot.
- The question will be incorporated into the appropriate in-depth element segment.

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:

Challenge: *I am looking for engaging resources for teaching difficult topics.*
Goal: *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 Academic and Common Core 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		

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

Standards

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:

> **SAS 101 Tip: View Standards** allows users to locate specific **Standards**, **Anchors**, and **Eligible Content** based on **Subject Area**, **Grade Level**, or **Course**.

1. The default view in **Standards** is **View Standards:** Select the **Grade Level** *7ᵗʰ Grade* and the **Subject Area** *Reading, Writing, Speaking, and Listening*. Click the **Search** button.

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

> **SAS 101 Tip:** For disciplines that do not have statewide assessments (e.g., Health, Safety and Physical Education, Career Education and Work, Family and Consumer Sciences, Arts and Humanities, World Languages, and Student Interpersonal Skills) the **Standard** is the lowest level of alignment.

3. Locate and read aloud *Standard 1.3.7.B: Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.*

> **SAS 101 Tip:** Use the find feature in your web browser if you are looking for a specific **Standard**, **Anchor**, or **Eligible Content** statement. Instead of scrolling down to search for the one you want to select, hold down the *control* key and the letter "F" key on your keyboard for PC users. For Mac users, hold the *command* key and the letter "F" key. This will allow a search field to appear on your screen that will highlight the information entered into that screen on your page.

- Demonstrate how to print the **Standards** by clicking on the **Printer icon** at any level of alignment. While viewing *Standard 1.3.7.B*, click the **Printer icon**. Close the new window/tab in the browser to return to the **Standards**.

- Demonstrate how to save the Standards as a PDF file by clicking on the **PDF icon** at any level of alignment. While viewing *Standard 1.3.7.B,* 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**.

Browse Standards:

> **SAS 101 Tip:** In **Browse Standards** statements are arranged within **Standard Areas** from the **Standard** statements to the **Anchors** down to the **Eligible Content** (when applicable).

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

2. Select **Subject Area** *1: Reading, Writing, Speaking, and Listening*.

3. Select **Standard Area** *1.3: Reading, Analyzing, and Interpreting Literature – Fiction and Non-Fiction*.

4. Select *1.3.7: Grade 7*.

5. Select **Standard** *1.3.7.B Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.*

6. Select **Assessment Anchor** *R7.A.1 Understand fiction appropriate to grade level*.

7. Select **Anchor Descriptor** *R7.A.1.6 Identify, describe and analyze genre of text*.

8. Locate **Eligible Content** *R7.A.1.6.1 Identify and/or describe the author's intended purpose of text*.

9. 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.

10. Select *Focus on Figurative Language in Prose and Poetry* by clicking on its title. This is a Lesson Plan targeted to 7th grade students that supports the selected **Eligible Content** statement. Briefly review the lesson, pointing out that it is fully aligned to the Academic Standards and all of information necessary to teach the lesson (materials, procedure, instructional strategies, etc.) is available.

- 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.

> **SAS 101 Tip:** Because all SAS **Materials & Resources** are available on the public side of the portal, the user's friend does not need to have a SAS account to view or use the resource.

- 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**.

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

SAS 101 PowerPoint – Slides #14-15

12. Refer participants to the *Standards Coding* sheet (IG pp. 30-31, PG pp. 14-15) for a brief review of the coding for **Standards** and **Eligible Content** statements.

Vertical Viewer:

> **SAS 101 Tip:** The **Vertical Viewer** can be used to examine the **Pennsylvania Academic Standards** as the complexity and sophistication of the statements increase throughout the grades.

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

2. Select the **Subject Area** *Reading, Writing, Speaking, and Listening*.

3. Select **Standard Area** *1.3 Reading, Analyzing and Interpreting Literature – Fiction and Non-Fiction*.

4. A matrix spanning **Grades 3-8** will appear, allowing users to view the progression of **Standards** across **Grade Levels**. Point out Standard *1.3.7.B Identify and analyze the characteristics...* (in the second row under the 7th Grade column). You can see what is expected at each grade level.

5. Clicking on any **Standard** (use *1.3.7.B* 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.

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

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

8. Click See **Grades PK-3** to view the **Standards** across **Grades Pre-Kindergarten - 3**.

> **SAS 101 Tip:** Remind audience that they may also elect to **Print** the matrix or **Save** it as a **PDF** file by using the icons in the upper-right hand corner of the table. Click the **Back button** in the browser to return to the **Vertical Viewer**.

9. Click on **Reset Vertical Viewer** to clear your selections.

Keyword Search:

> **SAS 101 Tip:** In **Keyword Search**, use a keyword to restrict a search to specific **Subject Areas**, **Grade Levels**, **Courses**, and levels of alignment.

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

2. Type in the **Keyword** *purpose*.

3. Select the **Grade Level *7th* Grade**.

4. Select the **Subject Area *Reading, Writing, Speaking, and Listening***.

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

6. 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**.

7. Clicking on any **Eligible Content** (use *R7.A.1.6.1* as the example) in the results will take you to the **Browse View** of the **Standards**. Click the **Back button** in your browser to return to the search results.

Download Standards and Anchors:

> **SAS 101 Tip:** In **Download PDFs**, users are able to access the PDF versions of all **Academic Standard** documents and the **Assessment Anchor** documents.

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

   - Open the *Academic Standards for Reading, Writing, Speaking, and Listening (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 Page 10 of the document, pointing out **Standard** *1.3.7.B* (in the *1.3.7 Grade 7* column).

   - Close **Adobe Reader**.

2. Return to the portal and click the **Download Anchors** tab.

   - Locate the Standard Area *Reading*, and click the title of *Grade 7 Reading Assessment Anchors*.

   - You will 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 6 of the document, pointing out Eligible Content statement *R7.A.1.6.1*.

   - 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.

Unpacking the Anchors:

> **SAS 101 Tip: Unpacking the Anchors** provides users with the ability to review the skills and content associated with each of the anchors for *Mathematics*, *Reading, Writing, Speaking, and Listening*, and *Science*.

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

2. 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**.

   ▪ Enter the keywords '*author's purpose'.*

   ▪ Select the **Subject Area** *Reading, Writing, Speaking, and Listening*.

   ▪ Select the **Grade Level** *7ᵗʰ Grade*.

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

   ▪ Click on **Assessment Anchor** *R7.B.2 Understand literary devices in fictional and nonfictional text*.

   ▪ Click on **Anchor Descriptor** *R7.B.2.1 Identify, interpret, describe, and analyze figurative language in fiction and nonfiction*.

   ▪ A list of **Skills** and **Content** related to the **Anchor Descriptor** will appear. Point out the **Skills** related to the **Content** of *figurative language*, highlighting *author's purpose.*

3. Click on Anchor Descriptor *R7.B.2.1* once again to collapse the information.

Common Core:

> **SAS 101 Tip:** This section provides information regarding the adoption and implementation of **Common Core Standards** in Pennsylvania.

1. **Common Core:** This page includes links to draft copies of the **PA Common Core Standards** and **Assessment Anchors/Eligible Content**, as well as resource documents regarding the implementation and adoption of **Common Core**. Use the sub-topic folders to the left of the page to locate the various resources related to the **Common Core**.

   ▪ Click on the **Common Core** tab in Standards. Click on the **PA Common Core Resources** section, and locate the PDFs on the page titled: *PA Common Core Crosswalks – English Language Arts* and *PA Common Core Crosswalks - Mathematics*. These documents will show linkages between the **PA Academic Standards**, national **Common Core Standards**, and **PA Common Core Standards**.

SAS 101 Tip: When you train participants, please advise them that there are multiple ways to get to the same location in **Standards**. Users will gravitate towards the way that is most comfortable for them. However, please reinforce that wherever the **Materials & Resources** and/or **Assessment button** is visible next to a **Standard** or **Eligible Content** statement, there are additional content items available for teaching that skill.

SAS 101 Tip: Distribute the handout titled *Pennsylvania Standards by Grade Level/Stage/Course* to the participants. This chart provides information on which **Grade Levels**, **Courses**, and **Stages** contain **Standards** in each **Content Area**.

Activity: Standards Case Studies (15 minutes)

Have the participants complete the *Standards Case Studies* activity (IG pp. 28-29, PG pp. 12-13) with a partner. Ask the participants to share out with their table until they reach a consensus. Each group will be asked to share/justify their choice with the larger group.

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
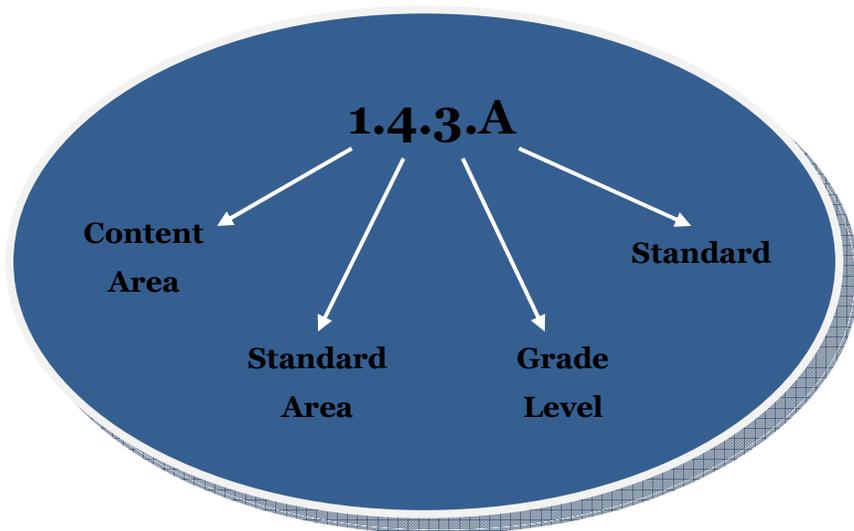
Standard

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
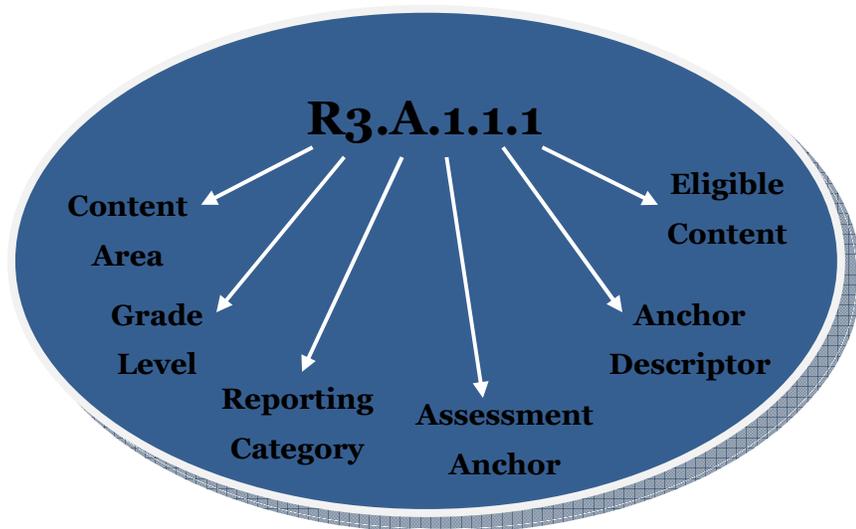
Anchor Coding:

- 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
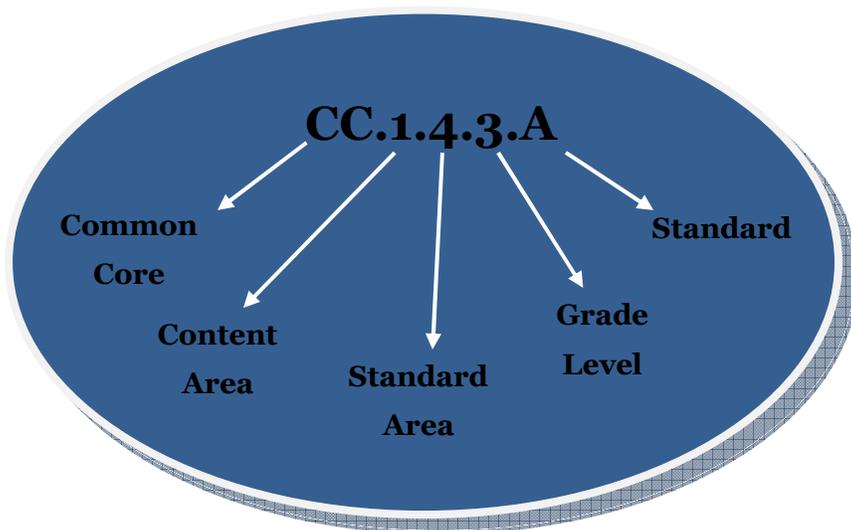
Standard

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
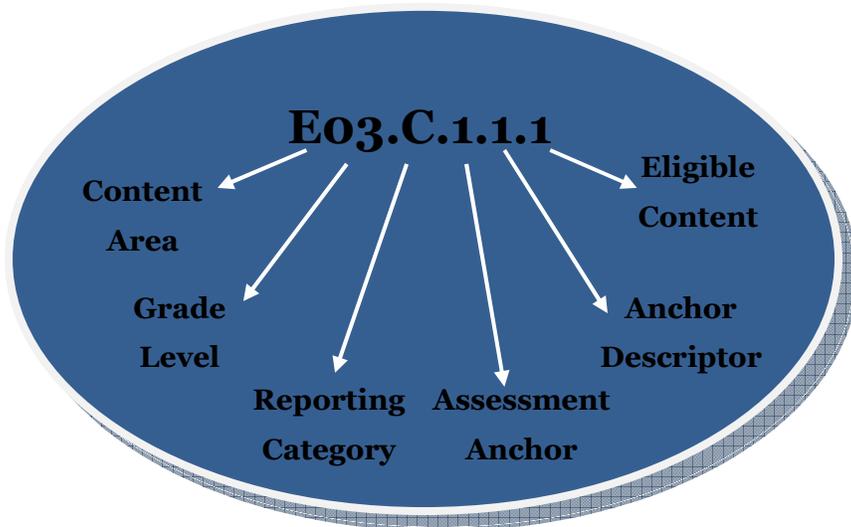
Assessment Anchor

Eligible Content

Anchor Descriptor

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

Materials & Resources provides users with a way to locate standards-aligned content through a targeted search.

Quick Search/Basic Search:

> **SAS 101 Tip:** There is a **QuickSearch** tool built into the navigation bar at the top of every page in the SAS Portal. Users can search the database of **Materials & Resources** with one click.

1. Enter the **Keyword *documents*** into the search box in the upper-right hand corner of the site. Click **Search**, and ask participants to follow your steps.

2. The search results will include an overwhelming number of search results. Scroll to the top of the page and select a **Grade Level** to narrow the results. Select the **Grade Level *7th Grade***, and then click **Search**.

3. 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

- **Safe Schools Resources**   Resources to promote a safe and positive learning environment

- **Professional Development** Training modules that cover a variety of professional development topics.

3. Click on the title ***Gettysburg Address (1863)***. Show the alignment to **Standards**.

4. Click on the link to **Page 1** under the heading **Interactive Document**. The *Gettysburg Address* will open in a window.

5. This resource is the original draft of the *Gettysburg Address*, written on White House stationery in Abraham Lincoln's handwriting. Click and hold on the dark blue triangle and drag it across the surface of the page to translate the document to a modern manuscript, and then close the window.

6. Demonstrate how to save content to the **ePortfolio.** Click on **Add to My ePortfolio.** Type a **Description**, and then click **Save** to add the resource to the ePortfolio. The window will disappear.

7. Demonstrate how to **Send to a Friend.** Fill in the information with a fake name and email address – click **Cancel** (or the **x**) so that the email does not send.

8. Show that users 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)**.**

9. Click the **Back button** at the bottom of the page to return to the search results.

Advanced Search:

1. Click on the **Advanced Search** tab to use more options to narrow search results. Enter the **Keyword** *documents***.** Select the **Grade Level *7th Grade***, and select the **Subject Area** *History***.** Click **Search.**

2. After receiving the search results scroll up and select **Educational Resources**. Clicking Search will filter the results so that only **Educational Resources** appear.

3. Click on the **Title *A Civil War Soldier in the Wild Cat Regiment***. This resource documents the war experience of a soldier in the 105th Regiment of the Pennsylvania Volunteers, and provides descriptions of the daily life of soldiers and their views of the war.

4. Click on the link under the heading **Document**. The document will open in its own window; explore the resource.

5. Close the window containing the **Document**.

6. Remind participants that they can **Print** this resource, **Send** it **to a Friend**, or **Add** it **to My ePortfolio**.

SAS 101 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:

> **SAS 101 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 *Figurative Language in Fiction (L-7-2)*. 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. Close the **tab/window** 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 *Figurative Language in Fiction (L-7-2)* to view **Lesson Plans** available within that **Unit**:

    ▪ **Focus on Figurative Language (L-7-2-1)**
    ▪ **Focus on Figurative Language in Prose (L-7-2-2)**
    ▪ **Focus on Figurative Language in Prose and Poetry (L-7-2-3)**

    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 *Focus on Figurative Language (L-7-2-1)*** 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**. Point out the reference to an **Instructional Support** [*IS.3 Language Function]* (highlighted in yellow). These references provide educators with suggestions that they can use to support struggling, advanced, and ELL learners in the classroom.

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 (IG p. 46, PG p. 20).

19. Click on the **plus sign (+)** next to the **Suggested Instructional Supports** field. Point out where to locate the explanation of all of the references to **Instructional Supports** (highlighted in yellow) scattered throughout the plan.

20. Close the **tab/window** in your browser to return to the **Voluntary Model Curriculum** tab.

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

22. 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**.

Learning Progressions:

> **SAS 101 Tip:** Communicate to participants that the **Learning Progressions** identify foundational content standards (**Eligible Content**) that need to be mastered within a **Subject**. These pathways will provide teachers with the opportunity to determine whether students have successfully mastered skills and are able to move forward along the road to career and college readiness.

1. Click the **Learning Progressions** tab.

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

3. Select the ***Science Learning Progression with ECs*** (Excel file). Open and display the file.

4. Locate **Eligible Content** statement ***S4.A.3.1.4*** on **The Nature of Science** page.

5. Scan across to the columns for **Grades 3** and **4**. Explain that the pink coding in the **Grade 3** column indicates that this skill should be introduced in this grade level. The green coding in the **Grade 4** 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.

6. Click on the **Eligible Content** statement ***S4.A.3.1.4*** to be taken to the **Voluntary Model Curriculum (VMC)** resources that address the skill.

7. Click on the **Unit Plan *Digestion and Food***.

8. Click on the **plus sign (+)** to the left of **Eligible Content** to expand the field. Point out that **Eligible Content** statement ***S4.A.3.1.4*** is listed there.

Featured Content:

> **SAS 101 Tip:** As Pennsylvania commemorates the 150th anniversaries of the Civil War and of the Battle of Gettysburg, the **Featured Content** page will provide access to a select group of educational resources in the Standards Aligned System.

1. Click the **Featured Content** tab.

2. Read through the **Introduction** at the top of the tab.

3. Review the topics that the **Featured Content** resources are aligned to.

4. Click the **Materials & Resources** button to the right of the *Impact of Continuity and Change* to see a list of resources.

5. Click on the **Title** *The Gettysburg Campaign – Is Seeing Believing?*

6. Click on the link under the heading **Web-Based Resource**. The resource will open in a window.

7. The first extensive, realistic images of American warfare came during the Civil War using photography. Americans were shocked by the graphic images of death provided by photographers like Matthew Brady, Alexander Gardner, and Timothy O'Sullivan. This lesson plan has students look at the use of photography in war.

8. Review the lesson plan, and then close the window.

9. You can save content to the **ePortfolio.** Click on **Add to My ePortfolio.** Type a **Description**, and then click **Save** to add the resource to the ePortfolio. The window will disappear.

10. You can **Send to a Friend.** This allows you to send a link to the plan via email to anyone with a valid email address. Your friend DOES NOT have to have a SAS password, since this content is available on the public side of the SAS portal.

11. You 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 explore this feature)**.**

12. Click the **Back button** at the bottom of the page to return to the search results.

Keystone Content:

> **SAS 101 Tip:** The **Keystone Content** pages contain materials that align with the Keystone Exam, providing instructional content for educators and subject-specific activities that students can use to prepare for the assessment.

1. Hover your mouse over the **Keystone Content** tab, and select **Algebra I**.

2. **Keystone Exams** are built using a module format, wherein the **Assessment Anchors** and **Eligible Content** are organized into two thematic modules. Select *Module 1: Operations and Linear Equations & Equalities* to begin exploring the resources.

3. Review the various resources on the page, all of which are aligned to **Eligible Content** statements from the **Algebra I** course.

   - **Educator Resources** – instructional resources for Algebra I teachers.
   - **Student Resources** – subject-specific activities for Algebra I students
   - **Sample Assessments** – standards-based sample assessments.

4. Locate **Eligible Content** statement *A1.1.1.1*.

5. There are currently three (3) resources listed under **Educator Resources**. Click **Additional Resources**.

6. You will see a list of **Additional Resources** for educators that are also aligned to *A1.1.1.1*. Click on the **Title** *Extensions and Applications: Number Sets*. This resource is a video that provides an explanation of the different number sets, including counting/natural numbers, whole numbers, integers, rational numbers, and irrational numbers.

7. Click on the link under the heading **URL or Resource**. The video will open in a new window. Wait a moment for the video to load on the right side of the window. Click the play button to view the video.

8. Close the window.

9. Hit the back button in your browser to return to the search results, and then once again to return to the **Algebra 1 Resources** tab.

10. There are currently three (3) resources listed under **Student Resources**. Click *Circle 3*. This resource is a puzzle that's objective is to put three numbers inside of each circle so that they add up to 3.

11. Click on the link under the heading **Virtual Manipulative**. The puzzle will open in a new window. Wait a moment for the manipulative to load (this resource requires that Java be installed as a plug-in in your web browser). Try the puzzle.

12. Close the window.

13. Hit the back button in your browser to return to their search results, and then once again to return to the **Algebra 1 Resources** tab.

14. There is currently one resource listed under the heading **Sample Assessments**.

15. Click the link to the **Sample Assessment** to view it.

Publish Your Best:

> **SAS 101 Tip:** With the **Publish Your Best** tool, educators can create classroom-ready lesson plans and resources aligned to the **Pennsylvania Academic Standards** and submit them to **Quality Review** for consideration to be published in the **SAS Portal** collection of **Materials & Resources**.

1. Click **Teacher Tools** in the upper-right hand corner of any page in **SAS**, and then click **Ok.**

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.

> **SAS 101 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.

> **SAS 101 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.

> **SAS 101 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 **Save** button, and then click the **Vocabulary** attribute.

SAS 101 Tip: To remove an aligned **Standard/Eligible Content** statement, click the **Delete icon (x)** to the left of the statement.

9. **Vocabulary:** 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.

SAS 101 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.

SAS 101 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.

> **SAS 101 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 review by a **Content Advisor,** a **Committee** of content specialists, and then a final review by the **Content Advisor**.

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.

> **SAS 101 Tip:** In order to submit a resource to **Quality Review**, the resource must adhere to the following:
>
> • Alignment to **Standards/Eligible Content**
> • Alignment to at least one **Grade Level**
> • All attributes and properties must be filled out completely

14. Definitions of the fields within the **Lesson Plan** template, and an overview of the **Quality Review** process can be found in the **Participant Guide** on pp. 21-22 (IG pp. 47-48).

Activity: Materials & Resources Search (15 minutes)

Have the participants complete the *Materials & Resources Search* activity (IG p. 42, PG p. 16), selecting and saving resources to their **ePortfolio**.

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?

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

```
┌─────────────────────────┐
│  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    │
│  sent to Content Advisor  │         │  Content Advisor**        │
└───────────────────────────┘         └───────────────────────────┘
                                            │                │
                                            ▼                ▼
                              ┌───────────────────────┐  ┌───────────────────────┐
                              │  Sent back to creator │  │  Content published    │
                              │  for revisions        │  │  live in the SAS      │
                              │                       │  │  Portal               │
                              └───────────────────────┘  └───────────────────────┘
```
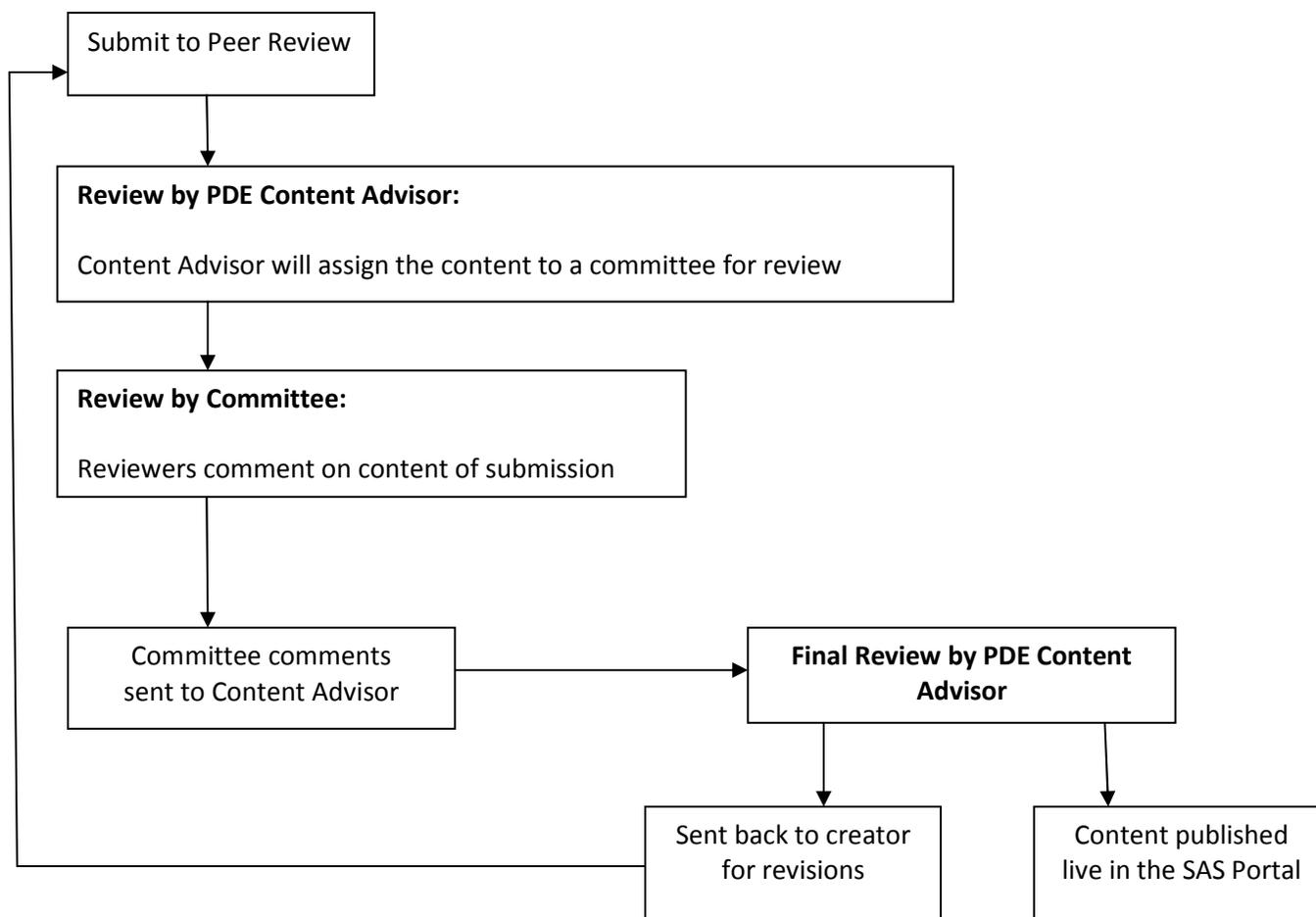
Page left intentionally blank

Assessment

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

Keystone Exams:

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

> **SAS 101 Tip:** The **Keystone Exams** are end-of-course assessments designed to assess proficiency in various subjects. During the 2012-2013 school year the following **Keystone Exams** will be available: Algebra I, Literature and Biology. In future years, pending funding, additional **Keystone Exams** will be administered.
>
> The **Keystone Exams** are one component of Pennsylvania's proposed system of high school graduation requirements. **Keystone Exams** will help school districts guide students toward meeting state standards.

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

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

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

   - <u>**Performance Level Descriptors (PLDs)**</u> – 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.

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

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

Voluntary Model Curriculum Maps (VMCM):

1. Click on **Teacher Tools** in the upper-right corner of the window, and then click **Ok**.

> **SAS 101 Tip:** The **Voluntary Model Curriculum Maps (VMCM)** for the Keystone End-of-Course Exams reflect the concepts and competencies identified in the ***Keystone Assessment Anchors and Eligible Content*** documents for assessed content areas. These maps should be used as a foundation and guide for districts to review, revise or create curriculum in specific content areas.

2. Click on **Curriculum Mapping**.

3. Use the **Keyword Search** to locate *Literature – VMCM – Literary Devices* 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.

   - Share talking points regarding the **VMCM** maps. For example:

     - That they can be used as a starting point for a district that has not developed curriculum maps.
     - In the maps educators can hover over standard to then view the standard wording, as well as connect with resources in SAS.
     - Sample assessments are under construction.
     - 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 *Literature – VMCM – Literary Devices* map.

6. Locate *Literature – VMCM – Literary Devices* on the **VMCMs** 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.

   > **SAS 101 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 *Literature – VMCM – Literary Devices – IM* 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**.

> **SAS 101 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.

> **SAS 101 Tip:** If participants do not wish to save the **Instructional** and/or **Curriculum Map** to their account, they may:
>
> - Click the **Delete** icon in the **Options** column under **My Instructional Maps** – to delete the **Instructional Map**.
> - Click the **Delete from My CMs** icon in the **Options** column at the top of the tab – the remove the **Curriculum Map** from their saved list.

Graduation Requirements:

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

- ▪ Discuss the scheduled trainings for the **Keystone Exams**.
- ▪ Review documents under **Graduation Requirements**.
- ▪ Gather questions from this area to be forwarded to PDE.

2. Click on *PA HS Graduation Requirements LEA Guide to Proposed Changes*.

SAS 101 Tip: The new high school graduation requirements, if approved by the State Board of Education, will apply ONLY to students graduating from high school in (or after) 2017.

- • The student WILL NOT be required to complete a culminating project (a current commonwealth requirement), unless one will be required by your Local Education Agency (LEA).
- • The student WILL be required to demonstrate proficiency in each of the content areas (Algebra 1, Biology, and Literature) by passing a Keystone Exam, an Advanced Placement (AP) Exam, an International Baccalaureate (IB) Exam, or a local exam1 in the related content area.

3. Close the document.

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.

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.

- Review the **CDT Newsletter 2011-2012** 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 additional resources for more information.

Assessment Creator:

> **SAS 101 Tip:**   When training, be sure to relay to your audience that the **Assessment Creator** allows educators to create standards-based student assessments. Within the tool, users can search for and select a specific type of assessment question for a particular **Subject Area**, **Grade Level**, or **Course**. Educators have the ability to print the student assessment along with the corresponding answer and scoring guide. In addition, they can save the assessment as a PDF or Microsoft Word document.

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

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

3. Select the **Subject Area *Reading, Writing, Speaking, and Listening***.

4. Select the **Grade Level *7th Grade***.

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

6. Click the **Search** button. A list of approximately 73* 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** that were assessed in ***7th Grade*** will appear.

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

10. Select the following **Standards** related to the topic of *author's purpose*:

- *1.1.7.A: Apply appropriate strategies to describe and interpret author's purpose, using grade level text.*

- *1.2.7.A: Evaluate text organization and content to determine author's purpose, point of view, and effectiveness according to the author's position, accuracy, thoroughness, and use of logic.*

11. Click **Search** to filter your search results – which will narrow the results to approximately 29* items.

12. Scroll to the bottom of the first reading passage in the search results. Click the **plus sign (+)** to the left of **View Questions** to see the questions related to the reading passage. Note that selecting the passage will select all of the related questions; you may also elect to select the questions individually.

13. Select approximately **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**.

> **SAS 101 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.

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

> **SAS 101 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

15. Demonstrate reordering the items on the assessment 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.

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

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

- You will need to conduct another search for *Reading, Writing, Speaking, and Listening* at the *7th 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.

18. 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.

> **SAS 101 Tip:** When training, be sure to communicate to participants that in addition to the **Student Version** of the assessment document, users can also preview the **Teacher Version** and the **Answer Key**.
>
> - • The **Student Version** contains test items only.
> - • The **Teacher Version** contains the test items, along with the answer key and scoring rubrics.
> - • The **Answer Key** does not contain test items, only the answer key and scoring rubrics.

19. Select the **Student Version** of the Assessment and select the ePortfolio option for saving the Assessment by clicking on the **ePortfolio 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 site.

> **SAS 101 Tip:** Advise the audience that they have other options to retain the assessment document.
>
> These include:
> - • **Print**-print the assessment document without saving it.
> - • **Word**-save the assessment document as a Microsoft Word document. Point out that if this option is selected, they can add additional questions of their own design to the document.
> - • **PDF**-save the assessment document as a PDF file.
>
> Users who save using any of these options will probably have to save twice - once for the **Student Version**, and once for the **Teacher Version** or **Answer Key**.

20. Click **OK** on the confirmation message that appears. We will visit the **My ePortfolio** section of the site at a later point in training, and they will be able to see their saved assessment.

Activity: Assessment Quick Check (10 minutes)

Have the participants complete the *Assessment Quick Check* activity (IG p. 57, PG p. 23). Have participants share their answers to Question 2 with the entire group.

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

Definitions:

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

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

   - **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.

   - **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.

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

   - **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?

SAS 101 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.

3. To begin, select **the Subject Area *Reading Comprehension*** and **Grade Level *7th Grade***, and then click **Search**.

4. The **Big Idea *Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text*** will appear.

5. Select the **Big Idea** – the related **Essential Questions**, **Concepts**, **Competencies**, and **Standards/Eligible Content** will populate.

> **SAS 101 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/Concepts** and once again to **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 ***R7.B.1.1.1***. It will be in the last column, in the 1st row next to the **Competency *Identify and evaluate essential content between and among various text types***.

9. Hover your mouse over the Eligible Content code ***R7.B.1.1.1*** to view the text of the statement.

> **SAS 101 Tip:** Clicking on any **Standard** or **Eligible Content** code in the **Curriculum Framework** will take you to the **Browse View** of the **Standards**.

10. Clicking on any standard (use ***R7.B.1.1.1*** as the example) in the **Curriculum Framework** will take you to the **Browse View** of the **Standards**.

> **SAS 101 Tip:** Appearance of the **Materials & Resources** button to the right of the **Eligible Content** statement indicates that there is content aligned to that **Standard** or **Eligible Content**.

11. Click on the button to show **Materials & Resources** that are aligned to the statement ***R7.B.1.1.1***.

12. Point out to audience that ***A Story of Epic Proportions: What Makes a Poem an Epic?*** (on p. 2 of search results) is aligned to the **Eligible Content *R7.B.1.1.1.*** This lesson introduces students to the epic poem form and to its roots in oral tradition. Click on the link under ***Web-based Resource*** to view this material.

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

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 the ***Language Arts Overlay Grade 6-8 Listening and Reading***.

   ▪ The **ELL Overlay** will open in a new window. At the top of the second column on page 2, point out the **Competency** *Identify and analyze the characteristics of various genre (e.g., poetry, drama, fiction) to determine the appropriateness of chosen form for author's purpose.*

   SAS 101 Tip: When training, be sure to point out the instructional features that will assist the teacher in helping the ELL student to achieve in their classroom.

   - **Students Level of Proficiency**
   - **Instructional Supports**
   - **Language Use**

   Use the suggested **Instructional Supports** to modify lessons so they are comprehensible to **English Language Learners** based on their proficiency levels.

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

Library Model Curriculum:

1. Click on the **Library Model Curriculum** tab.

2. Click on the ***Library Model Curriculum***.

   ▪ The ***Library Model Curriculum*** will open in a new window. The curriculum is based on the PA Common Core Standards for English Language Arts, Reading and Writing in Science & Technology/Technical Subjects, Reading and Writing in Social Studies and History, and the Pennsylvania Academic Standards in Business, Computer, and Information Technology.

3. Locate the **Library Information Concepts** column, and show how **Competencies** related to specific **Grade Levels** are listed. To the far right, related **PA Common Core Standards** and **Business, Computer, and Information Technology Standards** are listed.

    ▪ Close the window (or tab) in the browser to return to the **Library Model Curriculum** tab.

PD Center:

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

> **SAS 101 Tip: PD Center** courses are free online courses that can be used to fulfill Act 48 requirements. Each course is moderated and is self-paced. Courses are either 90 or 180 days in duration, and there are alternate assessments available in many courses for educators who are not currently in a classroom teaching position.

2. Click on the **Class Registration** tab, and locate the **General PD Courses**.

3. Locate the course *Developing Aligned Curriculum (SASPD_04)*, and click on the **Title**.

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

5. Click on the tab labeled **Assessments**.

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

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

8. Close the **Course Preview** window by closing the window (or tab) in the browser to return to the **Class Registration** page.

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

> **SAS 101 Tip: PD Center** course participants' registration in the course begins immediately when the **Register** button is clicked. Participants can withdraw from a course at any time, but will only be allowed to register for the same course on one more occasion.

**Activity: Curriculum Framework and Cross Curriculum Alignment (15 minutes)**

Allow participants to find a partner with a different subject area than their own. Ask each pair to examine the curriculum frameworks from their respective subject areas and to complete the activity (IG p. 63, PG p. 24).

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
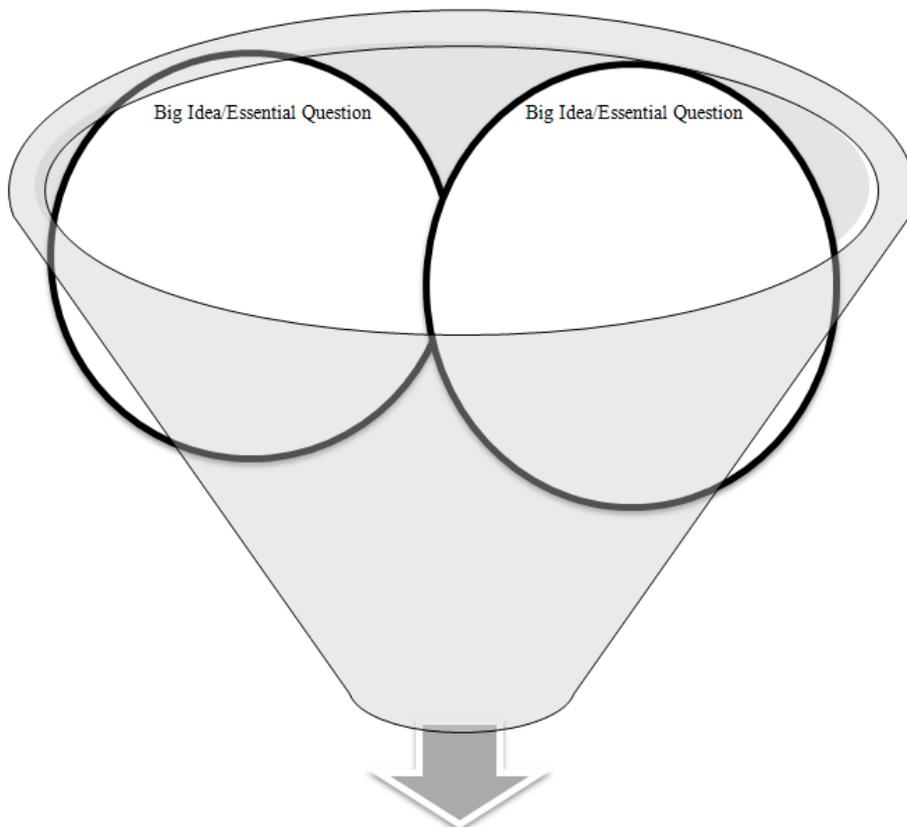
Cross-Curricular Connections/Alignments

Instruction

Teachscape:

1. Select the **Teaching Frameworks** tab.

2. Locate the **Teachscape** area in the center of the tab.

3. Participation in the **Teachscape** course requires that users have a validated **PPID** number stored in the **My Profile** section of their SAS account.

   - Follow the links provided to determine and/or enter a **PPID** number in **My Profile**:

> **SAS 101 Tip:** The **PPID** is a 7-digit number that all certified educators in Pennsylvania are assigned. If users are unsure of their **PPID**, please have them visit the PERMS site at
> https://www.perms.ed.state.pa.us/Screens/wfProfessionalPersonnelID.aspx

   - When a validated **PPID** number is stored in **My Profile**, the link to the **Teachscape** series will appear in the **Teachscap**e section of the **Teaching Frameworks** tab:

   - Click on the **Teachscape Professional Learning Suite** link to access the online professional development courses. Users should be sure to agree to the **End User License Agreement** ONLY IF they are interested in taking the full course.

Teaching Frameworks:

> **SAS 101 Tip:** Pennsylvania has adopted *Charlotte Danielson's Framework for Teaching* as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility; planning and preparation, classroom environment, instruction, and professional

1. Select the **Teaching Frameworks** tab.

2. Click the **plus sign (+)** to the left of *Charlotte Danielson: The Framework for Teaching*.

3. Click the **plus sign (+)** to the left of the **Domain** *Planning and Preparation*.

4. Click on **Component Rubric** icon to the right of the **Component** *Demonstrating Knowledge of Students*

5. The **Component Rubric** will open in its own tab (or window). It will provide a description of the **Domain**, and will show the four (4) levels of quality for the **Component.**

> **SAS 101 Tip:** Note that a rubric with all **Components** is available at the **Domain** level. Also, a **Complete Rubric** with all **Domains** and **Components** is available at the top of **The Framework for Teaching**.

6. Click on the **PD Modules** icon to the right of the **Component** *Demonstrating Knowledge of Students*.

7. The **Professional Development (PD) Center** will open in its own tab (or window). Here users can preview and register for selected **Self-Paced Courses** that address skills related to that **Component** of the **Teaching Framework**.

8. At present, the icon for **Videos** is not active. In the near future, this icon will point to videos that show teachers modeling that **Component** in the classroom.

9. Click the **plus sign (+)** to the left of the **Component** *Demonstrating Knowledge of Students*.

10. Notice that the **Elements** that the **Component** is comprised of appear:

    - *Knowledge of child and adolescent development*
    - *Knowledge of the learning process*
    - *Knowledge of students' skills, knowledge, and language proficiency*
    - *Knowledge of students' interests and cultural heritage*
    - *Knowledge of students' special needs*

11. Click the **minus sign (-)** to the left of *Charlotte Danielson: The Framework for Teaching* to close the **Framework**.

Principal Effectiveness:

> **SAS 101 Tip:** Beginning in the 2014-2015 school year, **Principal Effectiveness** will be measured using an instrument that establishes a set of four leadership domains: Strategic Cultural Leadership, Systems Leadership, Leadership for Learning, and Professional and Community Leadership.

1. Select the **Principal Effectiveness** tab.

2. Click the **plus sign (+)** to the left of *Principal Evaluation Rubric*.

3. Click the **plus sign (+)** to the left of the **Domain** *Strategic/Cultural Leadership*.

4. Each of the **Components** within the selected **Domain** will appear.

5. Scroll to a **Component** – for example, *Component 1a: Creates an Organizational Vision, Mission, and Strategic Goals*. Preview the **Rubric** for the selected **Component**.

6. The PDF version of the **Rubric** is also available as a download.

Instruction:

1. Select the **Instruction** tab.

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

> **SAS 101 Tip:** Each subject area contains four videos for each academic level; **Elementary School**, **Middle School**, and **High School**. Videos for each subject area can be shown or hidden by clicking on the **plus sign (+)** to the left of each subject.

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.

> **SAS 101 Tip:** Clicking the **View Details** button provides users with a summary **Description** of the video content, as well as the **Length** of each **Video**.

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.

Search Videos:

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

    > **SAS 101 Tip:** The **Search Videos** tab allows users to search by **Keyword**, **Grade Level** and **Subject Area**, or by **Course**. Users can also use the checkboxes to filter the search by specific **Instructional Practices**.

2. Place a checkmark next to **Modeling**, 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.

Activity: Instruction Quick Check (15 minutes)

Instructor: Direct participants to the **Instructional Practices** handout in the *Participant Guide* on pages 25-26 (IG pp. 68-69).

- 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 review the definition of their assigned strategy, and complete the graphic organizer (IG p. 70, PG p. 27) 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 **Instructional Practices** handout and discuss/record other strategies that were not noted for the activity.

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	

Interventions:

1. Select the **Interventions** tab.

2. Currently, 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.

   > **SAS 101 Tip:** The current **Interventions** tab provides a link to resources that were previously posted on this tab. These resources include links to websites that contain a variety of intervention resources.

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.

Teacher of the Year:

   > **SAS 101 Tip:** The **Teacher of the Year** program began in 1952 and recognizes one outstanding teacher in Pennsylvania annually. It celebrates excellence in teaching, and honors individuals who have made outstanding contributions to the young people of Pennsylvania

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

2. Notice the section on the right entitled ***Teacher of the Year Information***. The documents 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.

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

Keystones to Opportunity:

> **SAS 101 Tip:** The Pennsylvania Department of Education (PDE) has been awarded $38.6 million through the United States Department of Education's Striving Readers Comprehensive Literacy Program. The Keystones to Opportunity (Striving Readers) Grant was awarded to support Pennsylvania's comprehensive approach to improving literacy outcomes for all children, including disadvantaged students, limited English proficient students and students with disabilities.
>
> Local Education Agencies (LEAs) and early childhood education (ECE) programs with the greatest academic need and the greatest capacity for improving student literacy scores are welcome to apply for grant monies via a two-step application process.

1. Select the **Keystones to Opportunities** tab.

2. This tab contains various reference materials related to the grant including the **PA Comprehensive Literacy Plan**. Click on the link under the **Literacy Plan** heading.

3. The document will open in a new tab (or window).

   - The Pennsylvania Comprehensive Literacy Plan (PaCLP) was written to provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for children (Birth-grade 12). Educators will find specific information about developing, implementing, and evaluating an evidence-based school literacy program.

4. Close the tab to return to the **Keystones to Opportunity** tab.

My Communities:

> **SAS 101 Tip: SAS Professional Learning Communities (PLCs)** were developed for educators to communicate and collaborate across the Commonwealth via communities, threaded discussion forums, and blogs. **PLCs** provide an excellent place to discuss approaches to **Instruction** and **Interventions**.

1. Click **Teacher Tools** in the upper-right hand corner of any page in **SAS**, and then click **Ok.**

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

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

- **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** *mathematics*, and click the **Search icon** (magnifying glass).

> **SAS 101 Tip:** Users can also view a list of <u>all</u> **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 *Mathematics 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**.

> **SAS 101 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 Discussion* **Forum**. Click on the **Topic Name** *Website Resources*. Show how the postings within a **Forum** can be **Replied** to, and discuss how to flag a posting as **Inappropriate**.

> **SAS 101 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**.

> **SAS 101 Tip:** Members may only delete their own files from the **Digital Content Repository**.

- Briefly review the ***SAS Professional Learning Communities: Guidelines*** documents on pp. 28 – 30 (IG pp. 75-77). 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.

Safe & Supportive Schools

Safe & Supportive Schools is an easily accessible evidence-based repository of school safety and climate resources for use by Pennsylvania school districts and other stakeholders. The resources in this element are divided into three sections; **Engagement**, **Safety**, and **Environment**.

Overview:

1. Direct participants to the **Safe & Supportive Schools** tab in the SAS Portal.

2. Review the definitions for each of the three sections of the element; **Engagement**, **Safety**, and **Environment**.

Engagement:

> **SAS 101 Tip:** School **Engagement** is essential towards building academic success and a positive school climate. It is a process of events and opportunities that lead to students gaining the skills and confidence to cope and feel safe in the school environment.

1. Select the **Engagement** tab, or click the word **Engagement** on the **Overview** tab.

2. This tab lists the three (3) **Facets** of **Engagement**; **Relationships**, **Respect for Diversity**, and **School Participation**. Briefly review the description of each **Facet**.

3. Click on the **Materials & Resources** button to the right of **School Participation**. A list of all of the **Safe Schools Resources** available in the database of **Materials & Resources** will appear.

4. Locate the resource *The Ready Freddy Program,* and click on the **Title** of the resource.

5. This resource addresses the needs of students in *Grades PreK-2*. Scroll down to see the alignment to **Student Interpersonal Skills (SIS) Standards**, as well as any relevant academic **Standards**.

6. Review the **Description** of the resource.

7. Click the hyperlink listed in the **Resource(s)** section to open the resource.

8. Click on **Resources**, and briefly review the *Freddy Materials*.

9. Close the pop-up window to return to the content detail page.

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

- **Add to My ePortfolio** – saves the resource as a bookmark in your ePortfolio

- **Send to a Friend** – allows you to send a link to the resource via email to anyone with a valid email address. Your 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 resource page to the printer.

11. Select the **Safe & Supportive Schools** tab.

Safety:

> **SAS 101 Tip:** School **Safety** refers to the security of the school setting and school-related activities as perceived and experienced by all stakeholders, including families, caregivers, students, school staff, and the community. School **Safety** encompasses both emotional and physical safety, and is influenced by positive and negative behaviors of students and staff as well as the presence of substance use in the school setting and during school-related activities.

1. Select the **Safety** tab, or click the word **Safety** on the **Overview** tab.

2. This tab lists the three (3) **Facets** of **Safety**; **Emotional Safety**, **Physical Safety**, and **Substance Abuse**. Briefly review the description of each **Facet**.

3. Click on the **Materials & Resources** button to the right of **Physical Safety**. A list of all of the **Safe Schools Resources** available in the database of **Materials & Resources** will appear.

4. Locate the resource *Ensuring Quality School Facilities and Security Technologies,* and click on the **Title** of the resource.

5. This resource addresses the needs of students in *Grades K-12*. Scroll down to see the alignment to **Student Interpersonal Skills (SIS) Standards**, as well as any relevant academic **Standards**.

6. Review the **Description** of the resource.

7. Click the hyperlink listed in the **Resource(s)** section to open the resource. 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.

8. **Open** the **PDF**, and scroll to of page 11 of the document, and briefly review the *Introduction*.

9. Close **Adobe Reader**, and close any remaining pop-up windows.

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

    - **Add to My ePortfolio** – saves the resource as a bookmark in your ePortfolio

    - **Send to a Friend** – allows you to send a link to the resource via email to anyone with a valid email address. Your 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 resource page to the printer.

11. Select the **Safe & Supportive Schools** tab.

Environment:

> **SAS 101 Tip:** School **Environment** refers to the extent to which school settings promote student safety and student health. **Environment** is inclusive of all aspects of a school – its academic components, its physical and mental health supports and services, its physical building and location within a community, and its disciplinary procedures.

1. Select the **Environment** tab, or click the word **Environment** on the **Overview** tab.

2. This tab lists the four (4) **Facets** of **Environment**; **Physical Environment**, **Academic Environment**, **Wellness**, and **Disciplinary Environment**. Briefly review the description of each **Facet**.

3. Notice that at the bottom of the **Environment** tab, as well as the preceding two tabs, a **Facet** labeled **Comprehensive Resources** appears.

> **SAS 101 Tip:** The resources available in **Comprehensive Resources** span two or more of the **Safe & Supportive Schools** element's major tabs and are robust in nature.

4. Click on the **Materials & Resources** button to the right of **Comprehensive Resources**. A list of all of the **Safe Schools Resources** available in the database of **Materials & Resources** will appear.

5. Locate the resource *PA Positive Behavior Support Network (PAPBS Network),* and click on the **Title** of the resource.

6. This resource addresses the needs of students in *Grades K-12*. Scroll down to see the alignment to **Student Interpersonal Skills (SIS) Standards**, as well as any relevant academic **Standards**.

7. Review the **Description** of the resource.

8. Click the hyperlink listed in the **Resource(s)** section to open the resource.

9. Click **School-Wide PBIS**, and select **PA Schools with SWPBIS**.

10. Briefly explore what grant opportunities and resources are available for Pennsylvania Schools.

Activity: Module Two Wrap Up (10 minutes)

Direct participants to the *6 Elements of SAS* graphic (IG p. 82, PG p. 31). Allow participants approximately 10 minutes to complete the activity and then debrief and report out as a whole group.


Lingering Questions (10 minutes)

As part of the *Module Two Wrap Up* 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 Module Two Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

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.

Student Achievement
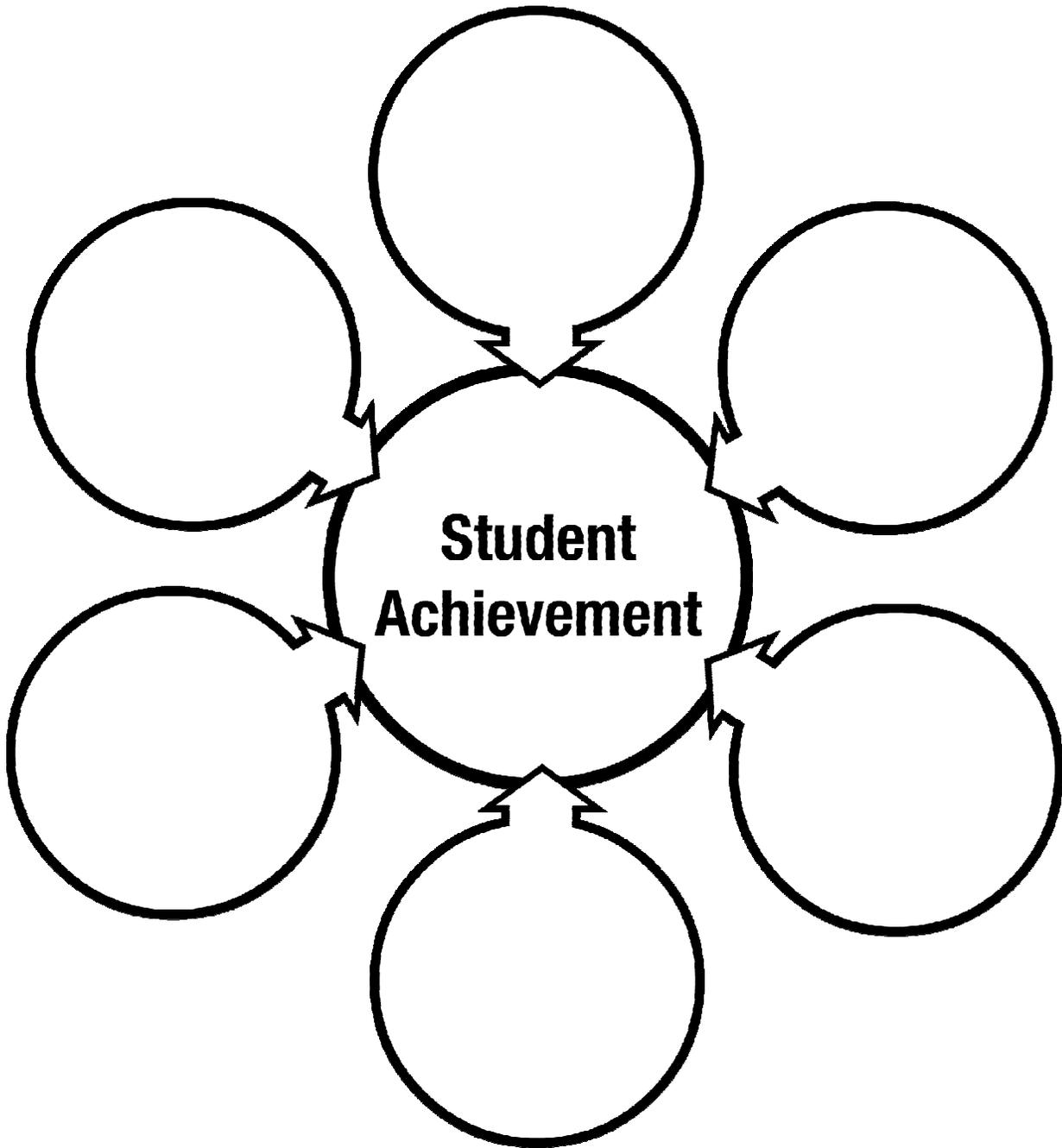
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Module 3: Teacher Tools (65 minutes)

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

	Standards Aligned System and Portal Overview • 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		

Module 3: Teacher Tools (65 minutes)

My Profile

1. Click **Teacher Tools** in the upper-right hand corner of any page in **SAS**, and then click **Ok.**

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

> **SAS 101 Tip:** Be sure to convey to your audience that the purpose of the profile is to store relevant professional information. The **Profile Picture** that is also uploaded will be the image used as an avatar in the **SAS Professional Learning Community**.

.

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. If you are a certified Pennsylvania teacher, enter your **Professional Personal ID (PPID)** and **Birth Date**.

> **SAS 101 Tip:** The **PPID** is a 7-digit number that all certified educators in Pennsylvania are assigned. If you are unsure of your **PPID**, please visit the PERMS site at https://www.perms.ed.state.pa.us/Screens/wfProfessionalPersonnelID.aspx. The **PPID** number is used in the SAS **PD Center** so that we may award Act 48 credit upon successful completion of an online course.

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

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

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

> **SAS 101 Tip:** To select multiple items in a list – PC users hold down the **Control (Ctrl)** key and Mac users hold down the **Apple (Command)** key when making selections.

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

9. A **Position** and **Organization** were already selected during the **Account Verification** process. Have participants ensure that they are accurate.

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

11. 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.

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

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

SAS 101 Tip: When training, be sure to relay that when users request that their password be reset, it is always reset to *standards*. A user must then go into **My Profile** to create a more secure password.

---

14. 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**.

My ePortfolio

SAS 101 Tip: My ePortfolio is an electronic (web-based), portable filing cabinet. Participants can store virtually any file they want – word processing, presentations, spreadsheets, images – as long as it is already saved to their computer or another storage device. They can also organize their **ePortfolio** by creating specific folders.

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 ***My ePortfolio Categorizing Activity*** (IG p. 90, PG p. 33), creating categories for the resources they have saved in **My ePortfolio** during Module Two.

Adding/Deleting Folders:

1. Click **Teacher Tools** in the upper-right hand corner of any page in **SAS**, and then click **Ok.**

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

SAS 101 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.

> **SAS 101 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.

> **SAS 101 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:

> **SAS 101 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** *Discovery School*.

4. Type a **Description** for the file – *Free resources and clip art for educators*.

> **SAS 101 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.discoveryeducation.com/teachers

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

> **SAS 101 Tip:**
>
> To Copy and Paste a URL:
> - Open two windows/tabs with the web browser.
> - In one window/tab, login to **SAS**.
> - In the other window/tab, find the desired web site.
> - Highlight the **URL** in the address/location bar, and copy it.
> - Return to **SAS** and paste the **URL** into the correct field. Be sure the pasted **URL** completely replaces any other text.

7. Click on the **My Bookmarks** folder and the bookmark will appear on the right side of the ePortfolio. Click on the title *Discovery School* to test the bookmark. Close the window (or tab) to return to the **ePortfolio**.

8. Hover your mouse over the title *Discovery School* to show the hover effect for the **Description**.

Activity: My ePortfolio Categorizing Activity – Step Two

Direct participants to complete Step Two of the *My ePortfolio Categorizing Activity* (IG p. 91, PG p. 34), creating folders and reorganizing the resources they have saved in **My ePortfolio** during Module Two.

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.

My Website and Blog

> **SAS 101 Tip:** All registered users of SAS can create a **Website** to use as a communication tool. The pages are formatted; educators just need to supply the content.
>
> During this demonstration participants can follow along with the trainer, making changes to their site as necessary.

1. Click **Teacher Tools** in the upper-right hand corner of any page in **SAS**, and then click **Ok.**

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

> **SAS 101 Tip:** Explain that when a user begins to create their **Website**, it is visible only to them, when they log in to the SAS portal. Visitors to the **Website** will see the following message *'This webpage has been taken offline and is not viewable by visitors'*. To share the **Website** with colleagues, parents, and students, they will need to enable their site.

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**.

> **SAS 101 Tip:** The **Custom Page Header** will appear in at least 2 places – in the heading of the site itself, and also in the **Title Bar** of the window. If they are working in a tabbed web browser, such as Firefox or Internet Explorer 8, the header text may also appear on the **Tab**. The **Copyright Statement** will appear to the bottom-right of every page within the site, appended with the current year.

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.

> **SAS 101 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**.

> **SAS 101 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 101 Training*.

14. Click in the rich-text editor, and type the beginning of a blog post (e.g, *I can use my SAS website and/or blog in the following ways…)*

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**.

> **SAS 101 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 *Discovery School* 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*** (IG p. 97, PG p. 35), creating a posting in their own blog, and commenting on the posting of another participant.

Lingering Questions (5 minutes)

Have participants write down any questions that they have regarding Module 3, 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 Module Three Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

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 (IG p. 98, PG p. 36) 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?

_____

_____

Concluding Remarks and Evaluation (15 minutes)

Activity: SAS 101 Evaluation Survey (15 minutes)

Participants should complete the SAS 101 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 SAS users (**SAS 101 PowerPoint – Slide #16**).
- Most importantly - thank participants for attending SAS Training!