



pennsylvania
DEPARTMENT OF EDUCATION

SAS



**Standards
Aligned
System**

SAS Help Desk:

Email: helpdesk@pdesas.org

Toll Free: 1.877.973.3727

<http://www.pdesas.org/helpdesk>

Full Training Manual

Version 3.4, January 2014

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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 Core Standards and provide educators with integrated classroom tools to enhance their teaching effectiveness. The SAS portal also provides Pennsylvania educators with leading edge networking technologies that create opportunities to communicate and collaborate with peers across the Commonwealth.

SAS Features

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

Standards

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

Assessments

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

Curriculum Framework

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

Instruction

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

Materials and Resources

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

Safe and Supportive Schools

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

SAS Registered Users

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

Classroom Diagnostic Tools

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

Curriculum Mapping

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

ePortfolio

- Organize and store digital resources

Professional Development Center

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

Professional Learning Communities

- Communicate and collaborate with peers through threaded discussions and forums

Publish Your Best

- Create lesson plans to submit for publication on SAS portal

Website Builder

- Create websites to enhance communication between home and school

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Table of Contents

NAVIGATING SAS	7
CREATING A SAS ACCOUNT:	7
LOGGING IN TO SAS	8
FORGOT PASSWORD.....	9
ACCOUNT VERIFICATION	10
MY PROFILE	12
SAS ENVIRONMENTS.....	15
Non-registered Environment	15
Registered Environment	16
THE FOOTER MENU	17
SAS FEATURED CONTENT.....	19
SAS PORTAL SITE UPDATES	20
SITE STATISTICS	21
UPCOMING TRAININGS & EVENTS.....	22
TEACHSCAPE.....	23
STUDENT LEARNING OBJECTIVES.....	24
STANDARDS	25
VIEW STANDARDS.....	25
Standards-Aligned Content	26
Saving SAS Resources	27
Sharing SAS Resources	28
VERTICAL VIEWER.....	31
KEYWORD SEARCH	33
BROWSE STANDARDS	34
Printing the Standards.....	36
DOWNLOAD PDFs.....	37
UNPACKING THE ANCHORS.....	38
PA CORE STANDARDS.....	39
ASSESSMENT	41
PROJECT BASED ASSESSMENT	41
KEYSTONE EXAMS.....	42
ASSESSMENT CREATOR	43
About Assessment	43
Creating an Assessment:	44
Selecting Test Items.....	45
Search by Standard/Eligible Content.....	46
Reordering or Removing Items in an Assessment Document.....	48
Saving an Assessment Document.....	49
REFERENCE MATERIALS	50
CLASSROOM DIAGNOSTIC TOOLS	51
CURRICULUM FRAMEWORK	53
CURRICULUM FRAMEWORK	54
PA CORE CURRICULUM FRAMEWORK.....	56
ELL OVERLAY	58
LIBRARY MODEL CURRICULUM.....	59
INSTRUCTION	61
TEACHER EFFECTIVENESS.....	61
Teachscape.....	61
Teacher Effectiveness.....	63
Instructionally Certified Personnel with Unique Roles and Functions	67

<i>PRINCIPAL EFFECTIVENESS</i>	68
<i>INSTRUCTION</i>	69
<i>Search Videos</i>	70
<i>STUDENT LEARNING OBJECTIVES (SLOs)</i>	72
<i>RIA Homeroom Site</i>	72
<i>Downloading Resources</i>	72
<i>TEACHER OF THE YEAR</i>	73
MATERIALS & RESOURCES	75
<i>SEARCH</i>	75
<i>Search Tips</i>	77
<i>QUICKSEARCH</i>	78
<i>VOLUNTARY MODEL CURRICULUM</i>	79
<i>Instructional Supports</i>	80
<i>Rating Voluntary Model Curriculum</i>	81
<i>Commenting on Voluntary Model Curriculum</i>	82
<i>LEARNING PROGRESSIONS</i>	82
<i>KEYSTONE CONTENT</i>	84
<i>KEYSTONES TO OPPORTUNITY</i>	85
SAFE & SUPPORTIVE SCHOOLS	87
<i>LOCATING SAFE SCHOOLS RESOURCES</i>	88
<i>ACT 126 TRAINING INFORMATION</i>	90
TEACHER TOOLS	91
MY EPORTFOLIO	91
<i>ADD FOLDER</i>	92
<i>Create Subfolders</i>	92
<i>Delete Folders</i>	93
<i>UPLOAD FILES</i>	93
<i>ADD BOOKMARK</i>	95
<i>ORGANIZING THE EPORTFOLIO</i>	96
MY WEBSITE	97
<i>ENABLING YOUR WEBSITE</i>	98
<i>EDITING A WEBPAGE</i>	99
<i>CREATING A NEW WEBPAGE</i>	100
<i>DELETING A WEBPAGE</i>	102
<i>FORMATTING TEXT WITH THE SAS RICH-TEXT EDITOR</i>	102
<i>FORMATTING HTML CODE WITH THE SAS RICH-TEXT EDITOR</i>	104
<i>INSERTING EPORTFOLIO ITEMS ON A PAGE</i>	104
<i>REORDERING THE NAVIGATION MENU</i>	106
<i>DISPLAYING PAGES ONLINE</i>	107
<i>VIEWING THE WEBSITE</i>	107
<i>CONTACT ME</i>	108
<i>NEWS & ANNOUNCEMENTS</i>	109
<i>Adding an Announcement</i>	111
<i>Editing an Announcement:</i>	113
<i>Deleting an Announcement:</i>	113
<i>MY BLOG</i>	114
<i>Creating a Blog Entry</i>	115
<i>Editing a Blog Entry:</i>	117
<i>Deleting a Blog Entry:</i>	118
<i>Searching for a Blog</i>	118
<i>Commenting on a Blog Entry</i>	120
<i>Editing Comments</i>	120

<i>Replying to Comments</i>	121
<i>Deleting Comments</i>	123
<i>Blog Archive</i>	123
<i>Subscribing to a Blog</i>	124
<i>Website Settings</i>	125
<i>Viewing Reports</i>	127
PUBLISH YOUR BEST	129
<i>ENTERING DATA</i>	130
<i>ADDING SUBJECTS/COURSES</i>	131
<i>STANDARDS ALIGNMENT</i>	132
<i>INSERTING ITEMS FROM MY EPORTFOLIO</i>	133
<i>ADDING KEYWORDS</i>	135
<i>EDITING AN EXISTING RESOURCE</i>	135
<i>LESSON PLAN DEFINITIONS AND TEMPLATE</i>	136
<i>WHERE TO</i>	137
<i>SUBMIT TO QUALITY REVIEW</i>	138
<i>PROOFING CONTENT</i>	139
<i>QUALITY REVIEW PROCESS</i>	142
MY COMMUNITIES	143
<i>MY NAVIGATOR</i>	143
<i>Locating a Community</i>	144
<i>DASHBOARD TAB</i>	145
<i>Joining a Community</i>	145
<i>Remove My Membership</i>	146
<i>MEMBERS</i>	147
<i>Community Invitations</i>	148
<i>Peer-to-Peer Email</i>	149
<i>EVENTS</i>	150
<i>Moderator's Message</i>	151
<i>FORUMS</i>	151
<i>Replying to a Posting</i>	152
<i>To Delete a Posting:</i>	153
<i>To Edit a Posting:</i>	153
<i>Inappropriate Postings</i>	153
<i>Add New Topic</i>	154
<i>Digital Content Repository</i>	155
<i>Adding a Content Divider</i>	156
<i>Adding a Web Address</i>	157
<i>Inserting items from My ePortfolio</i>	158
<i>Adding Items to My ePortfolio from Digital Content Repository</i>	159
<i>My Rating</i>	160
<i>My Notes</i>	161
<i>Request New Forum</i>	161
CURRICULUM MAPPING	163
<i>ACCESSING THE MAPS</i>	164
<i>Creating an Instructional Map (IM)</i>	165
<i>Adding Notes for Teaching</i>	166
<i>Managing the Instructional Maps</i>	167
<i>PA CORE STANDARDS INSTRUCTIONAL FRAMEWORKS</i>	169
<i>Creating an Instructional Map (IM)</i>	170
<i>Adding Notes for Teaching</i>	171
<i>Managing the Instructional Maps</i>	171
<i>Copy to My District</i>	173

PD CENTER177

TO PREVIEW A COURSE..... 177

REGISTERING FOR A COURSE 179

WITHDRAWING FROM A COURSE 180

MY CLASSES 181

The Content Menu..... 182

Completing Assessments (Activities)..... 183

Saving Notes..... 185

Viewing the Gradebook..... 186

Messages..... 187



Navigating SAS

The Standards Aligned Systems (SAS) is the Pennsylvania Department of Education's model for achieving consistent, standards-based, sustainable educational improvement across the Commonwealth's public education system.

Teachers can participate in a virtual community that allows them to access important information while encouraging the sharing of educational resources that are fully aligned to the Pennsylvania Academic and Core Standards.

Creating a SAS Account:

1. Navigate to the web address: <http://www.pdesas.org/>
2. Click the **Join Now** button.



3. Enter your **First Name**, **Last Name**, and professional **Email** address.

First Name
Betty

Last Name
Teacher

Email
bteacher@pa.gov

Password
●●●●●●

Confirm Password
●●●●●●

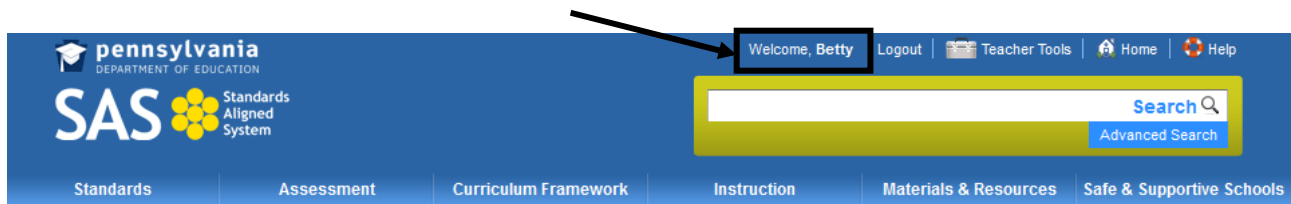
Submit

4. Enter a **Password**, and then **Confirm** the new **Password** by typing it again.

NOTE: Passwords must contain at least 6 characters (numbers or letters).



- Click the **Submit** button.
- Once registered, your **Name** should appear in the upper-right hand corner of the page.

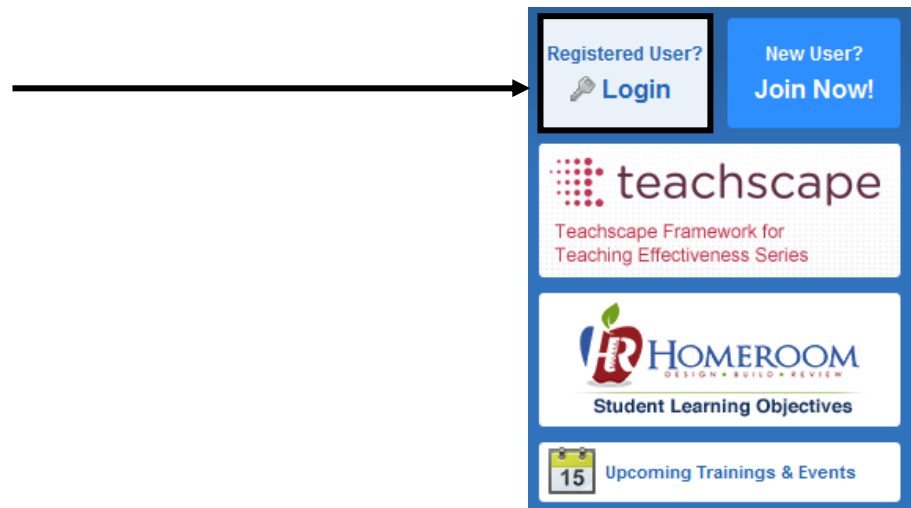


Logging in to SAS

- First, click the **Login** link



OR click the **Login** button.



- Type your **Email Address** and **Password** and click **Submit**.

NOTE: You may check the box to the left of **Remember Me?** if you wish to have the computer remember your login information.

Remember Me?

Please exercise caution on public/shared computers.

Email Address
bteacher@pa.gov

Password
●●●●●●●●

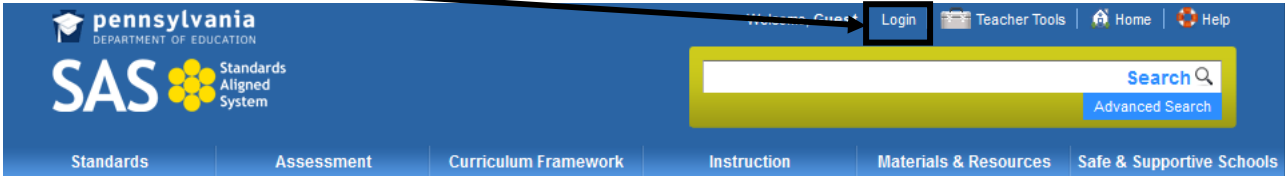
Remember Me?

[Join Now](#) [Forgot Password](#)

[Submit](#)

Forgot Password

1. First, click the **Login** link



OR click the **Login** button.



2. Click **Forgot Password**.

3. Enter your **Email Address** and then click **Submit**.

✓ A link to reset your password has been sent to your email address.

4. Follow the instructions contained within the email to reset your password. For immediate concerns, please call the **SAS Help Desk** toll free at 1-877-9PDESAS (1-877-973-3727) or via email at helpdesk@pdesas.org.

Account Verification

The **Account Verification** process verifies your email address, and updates your profile to include information about your organization and current position.

1. When you log in to the SAS Portal, you will be presented with the **Account Verification** screen. Select one of the **Organization Types**, and then click **Continue**.

Thank you for using the SAS portal. Please take a moment to update your profile. Upon submission of your profile information, an email will be sent to your registered email account. This email will contain a link to our account activation page which will verify your email address and complete the update process.

Please choose one of the following organization types and click the 'Continue' button to make your selection or begin searching for your location.



NOTE: You may elect to postpone the process by clicking the **Remind Me Later** button. After postponing the process three times, the **Remind Me Later** button will disappear.

Remind Me Later

2. Enter part or all of the **Organization Name**, or enter a **Zip Code**. Then click the **Search** button.

3. Select an **Organization** from the list that appears.

Please choose one of the organizations listed below.

4. Select a **Position** from the list that appears, and then click the **Submit** button. As all positions may not be represented, please choose one from the list that best describes you.

<input type="radio"/> Academic Intervention Services	<input type="radio"/> Dean	<input type="radio"/> Library Media Specialist	<input type="radio"/> School Psychologist
<input type="radio"/> Adjunct Faculty	<input type="radio"/> District Administrator	<input type="radio"/> Parent/Guardian	<input type="radio"/> Special Education Teacher
<input type="radio"/> Assistant Principal	<input type="radio"/> ESL Teacher	<input type="radio"/> PaTTAN Consultant	<input type="radio"/> Speech Therapist
<input type="radio"/> Assistant Superintendent	<input type="radio"/> Graduate Student	<input type="radio"/> PaTTAN Director	<input type="radio"/> Staff Developer
<input type="radio"/> Community Member	<input type="radio"/> Health, Safety, and Physical Education Teacher	<input type="radio"/> PDE Staff	<input type="radio"/> Superintendent
<input type="radio"/> Consultant	<input type="radio"/> Higher Education Faculty	<input type="radio"/> Principal	<input type="radio"/> Teacher
<input type="radio"/> Counselor (Other)	<input type="radio"/> Interpreter	<input type="radio"/> Reading Specialist	<input checked="" type="radio"/> Technology Coordinator
<input type="radio"/> CTE Instructional Coach	<input type="radio"/> IU Coordinator	<input type="radio"/> Resource Specialist	<input type="radio"/> Technology Integration Specialist/Coach
<input type="radio"/> CTE Instructor	<input type="radio"/> IU Executive Director	<input type="radio"/> School Counselor	<input type="radio"/> Undergraduate Student
<input type="radio"/> Curriculum Coordinator	<input type="radio"/> IU Supervisor		

- An email message will be sent to the email address you used to register for your SAS account. The email contains a link to our **Account Activation** page, which will verify your email address and activate your SAS account. You may continue working within the SAS portal while waiting for the email message to arrive.

If you do not receive the email within a reasonable amount of time (approximately 15 minutes), please check your “*Junk Email*” folder. The email may have been diverted to that folder within your email account, or blocked by the spam filter on your email server. For immediate assistance, please contact the Help Desk toll free at 1-877-973-3727 or via email at helpdesk@pdesas.org.

An email has been sent to the email address you have used to sign up for your SAS account. This email contains a link to our account activation page, which will verify your email and activate your SAS account.

Please note that occasionally the email is delivered to your “Junk Email” or “Bulk Email” folder. If you requested an email, and have not received that email within 15 minutes, please check your junk email folder in case it was delivered there.

- The email will read:

Hello,

We have received a request to activate an account associated with this email address. If you have NOT initiated this request, please ignore this message, or contact the SAS Help Desk to report this incident.

In order to complete your registration, you need to activate your account by clicking the following link:

<http://www.pdesas.org/module/edfx/profile/6/EmailVerification.ashx>

Accounts that are not confirmed within 72 hours will be removed from the system.


If you have any questions or need assistance, please [Contact Us](#), or call our toll free Help Desk at 1-877-973-3727.


- Click on the hyperlink within the email. You will be taken back to the SAS portal, where you will receive the following message:

Account Activation □ ✕

Email Verification

Your email address has been verified. Please click the 'Continue' button to continue using SAS. Thank you!

Continue 

NOTE: You need to be logged in to your SAS account to receive this message. 

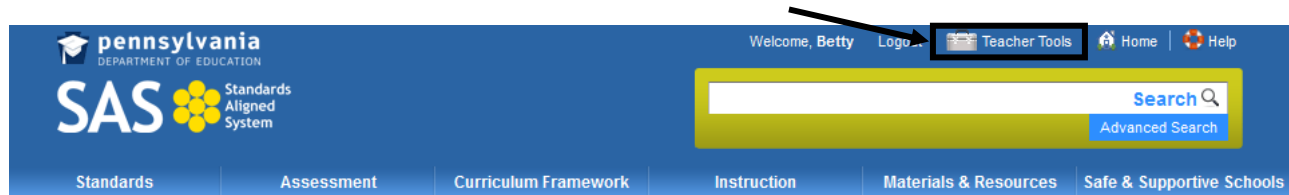
- Click the **Continue** button to close the window and continue using SAS.

My Profile

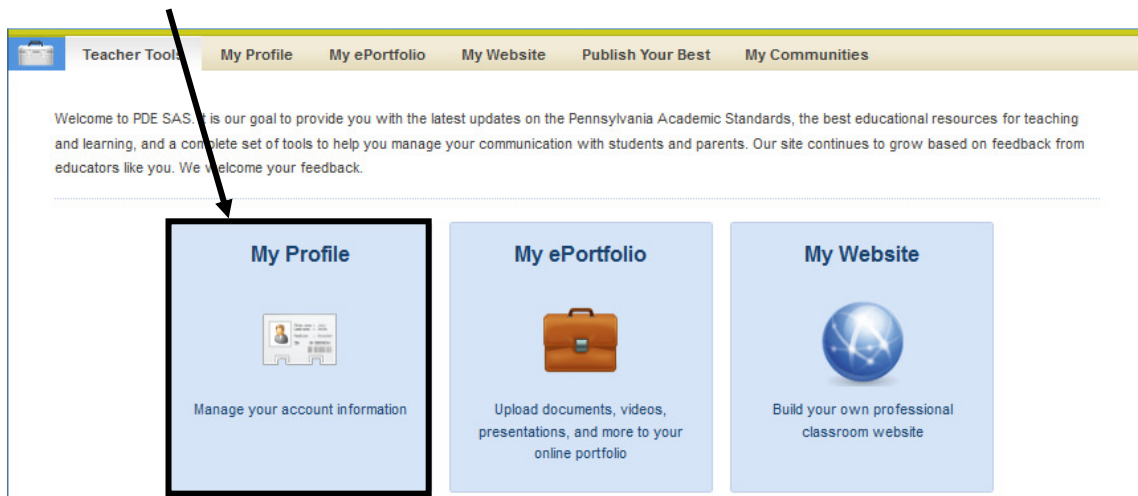
Once you are registered with **SAS**, you can update your **Profile** at any time. Please double-check the spelling of your name, and make sure that your email address was entered correctly.

To access your **Profile**:

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



- Choose **My Profile** from the **Teacher Tools** menu



Personal Information

- Check to ensure your personal information is correct, especially the spelling of your **First** and **Last Name** and your **Email Address**.
- Enter a **Salutation** and **Middle Name** if desired.
- Enter your **Professional Personal ID (PPID)**.
- Enter your **Birth Date**.

Salutation:	<input type="text" value="Mrs."/>
First Name:	<input type="text" value="Betty"/>
Middle Name:	<input type="text" value="J."/>
Last Name:	<input type="text" value="Teacher"/>
E-Mail:	<input type="text" value="bteacher@pa.gov"/>
PPID	<input type="text" value="1234567"/>
Birth Date	<input type="text" value="11/02/2011"/>

NOTE: 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>

- Select **Grade Level(s)**, **Subject Area(s)** and/or **Course(s)** that best represent your current position.



NOTE: To select multiple items in a list –

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

- Choose from a selection of **Professional Interests**.
- Your **Position** was already selected during the **Account Verification** process. Please ensure that it is accurate.

The screenshot shows a form with five sections, each with a dropdown menu and a 'Select all that apply' prompt:

- Grade Levels:** 1st Grade, 2nd Grade, 3-5 Band, 3rd Grade (selected), 4th Grade, 5th Grade, 6-8 Band.
- Subject Areas:** Music, PA Common Core: English Language Arts (selected), PA Common Core: History and Social Studies, PA Common Core: Mathematics, PA Common Core: Science and Technical Subjects, Reading Comprehension, Reading, Writing, Speaking, and Listening.
- Courses:** Algebra I, Algebra II, Biology, Chemistry, Civics & Government, Earth and Space Science.
- Professional Interests:** Similar Learning Communities, Special Education, Teaching with Multi-Media (selected), Team Teaching, Technology Integration (selected), Understanding by Design, Writing Across the Curriculum.
- Position:** Speech Therapist, Staff Developer, Superintendent, Teacher, Technology Coordinator (selected), Technology Integration Specialist/Coach, Undergraduate Student.

Organization:

Edit

- Your **Organization** was also selected during the **Account Verification** process. If you need to make any changes, click the **Edit** button.

- Select a new **Organization Type** from the list that appears, and then click the **Continue** button.

The screenshot shows a list of radio button options for Organization Type:

- IU / PaTTAN
- School District
- School Building
- PDE
- Other
- Higher Education
- Charter School
- International Baccalaureate
- Nonpublic Non-Licensed (Out-of-State)
- Career and Technology Center

Continue

10. Enter part or all of the **Organization Name**, or enter a **Zip Code**. Then click the **Search** button.

11. Select an **Organization** from the list that appears, and click the **Submit** button.

12. Upload a **Profile Picture**.

- Click the **Change Picture** icon.
- Click **Browse** to locate your file.
- Locate the item, select it, and click **Open** (or double click the file name).
- Click the **Upload** button. The window will close, and your picture will appear within your profile.

13. Click **Save** (near the bottom of the page) to update your information.

Personal Information - Change Password

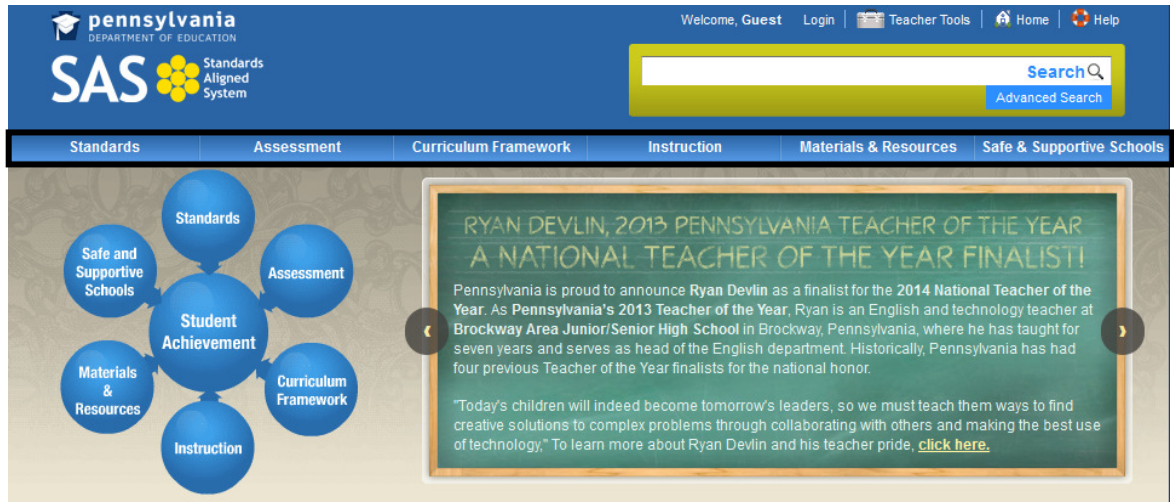
1. Click the **Change Password** icon.
2. Enter your **Current Password**.
3. Type a **New Password**.
 - The **New Password** must contain a minimum of 6 characters and must include both alphabetic and numeric characters.
4. **Confirm** the new **Password** by typing it again.
5. Click the **Save** button.
6. The window will close automatically. The next time you login to **SAS**, use your **New Password**.

SAS Environments

There are two environments in the **Standards Aligned System**, non-registered and registered:

Non-registered Environment

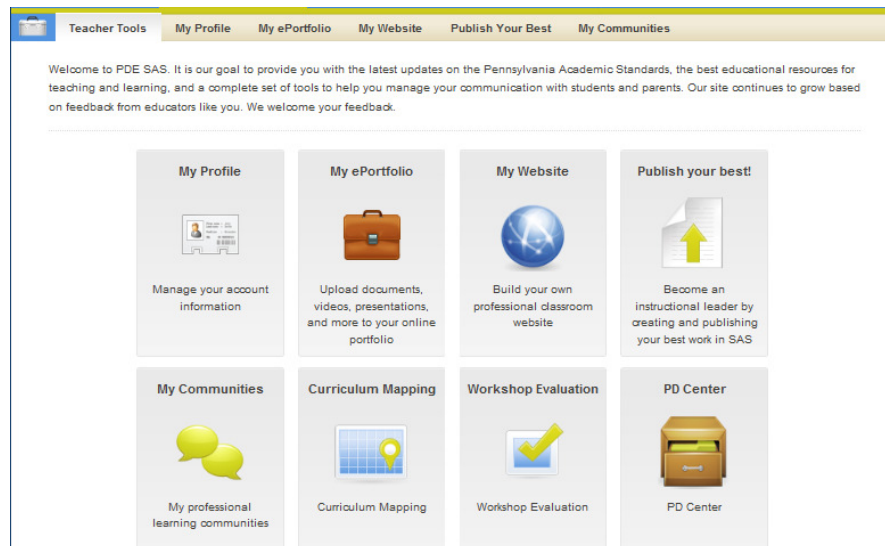
In the non-registered environment, available to the public, users can access resources that support six distinct elements; **Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources** and **Safe & Supportive Schools**.



Standards	Pennsylvania's Academic Standards and Core Standards are statements that define what students should know and be able to do as a result of instruction.
Assessments	Assessments are a collection of evaluation tools used to measure student performance.
Curriculum Framework	Drawn from the Standards, the Curriculum Framework is a set of teaching topics by subject and grade level, further defined via Big Ideas, Concepts, Competencies, Essential Questions, and Vocabulary.
Instruction	Instruction provides resources and interventions to facilitate achievement of the standards for all students.
Materials & Resources	Materials & Resources are a collection of curricular assets to assist educators in delivering standards aligned instruction.
Safe & Supportive Schools	Safe & Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment.

Registered Environment

Registered users, who are issued a username and password, have access to a full range of **Teacher Tools**. **Teacher Tools** are accessible through the **Teacher Tools** link in the upper-right corner of the site. A username and password is required.



My Profile

The information provided in this section will be used to manage your SAS account. Registered users can manage their account information, identify their interests, and change their password.

My ePortfolio

My ePortfolio is a web-based, portable filing cabinet. You can store virtually any file you want – word processing, presentations, spreadsheets, images – and retrieve it from any computer with Internet access.

My Website

Educators can develop a classroom website to enhance communication between students, parents, and colleagues.

Modify the site to reflect:

- the specific classes you teach
- the events relevant to your class or school
- the resources you want available for yourself, colleagues, students, and/or parents

Publish Your Best

Allows educators to become instructional leaders by creating and publishing their best work in the Standards Aligned System, and sharing it with other educators across the Commonwealth.

My Communities

Communicate and collaborate with educators from across the Commonwealth via communities, threaded discussion forums, and blogs.

Curriculum Mapping

Allows access to district curriculum maps as well as allowing educators to create personalized instructional maps based on those district curriculum maps by including their own resources and to share those maps with others.

PD Center

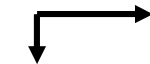
Provides a platform to allow educators across Pennsylvania to take online courses to meet Act 48 requirements for certification, and will track and record Act 48 credits for teachers as they complete their online coursework.

The Footer Menu

The **Footer Menu** rests at the bottom of every page in the site. It provides quick access to a number of areas within the site. The **Footer Menu** also provides users with a way to contact us with your questions and concerns.

The screenshot shows the SAS Standards Aligned System homepage. The footer menu is located at the bottom of the page and includes the following items:

- Copyright © 2014 Commonwealth of Pennsylvania
- About SAS
- Contact Us
- Terms of Use
- FAQ



Copyright © 2014 Commonwealth of Pennsylvania About SAS Contact Us Terms of Use FAQ

Contact Us –a simple way to address questions/comments to the staff at **SAS**

1. Click on **Contact Us** in the footer menu.
2. Read through the contact options, and select the one most appropriate to your question/concern.

The screenshot shows the 'Contact Us' page with the following content:

- Address:** Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333
- Email:** helpdesk@pdesas.org
- Help Desk Line:** 1.877.973.3727
- Need Assistance/Information:** If you have any questions about Standards Aligned System or need assistance with any part of the site, please click [here](#) to request information.
- Comments and Suggestions:** Your feedback is important to us. Click [here](#) to send us your comments and suggestions about the Standards Aligned System.
- Reporting an Error:** If you find an error or experience difficulty with Standards Aligned System, please click [here](#) to submit the details about the issue you are experiencing.

3. Selecting one of the three options will open a window will open. The **Your Name**, **Position**, **Organization**, and **Email Address** fields will populate with information from your **SAS Profile** (see p. 12).
4. If you wish to be contacted via telephone, enter your **Phone Number (with Area Code)**, and specify the **Best Time to Call**.
5. Select a **Subject**, and enter your **Description/Comments**. Please include as many details as possible to allow us to address the issue.
6. Click **Send**.
7. We will respond (via email) to your submission in a timely fashion. For immediate concerns, please call the **SAS Help Desk** toll free at 1-877-9PDESAS (1-877-973-3727) or via email at helpdesk@pdesas.org.
8. Click the **Back button** in your browser to return to SAS.

Contact Us

Completely fill out the form below with your feedback and click Send.

Your Name
Betty Teacher

Position
Teacher

Organization
Sample District

Email Address
bteacher@pa.gov

Phone Number (with Area Code)
(123) 465-7890

Best Time to Call
evenings after 5

Subject
Need Assistance/Information
Need Assistance/Information
Comments and Suggestions
Reporting an Error

Send **Cancel**

FAQ – get answers to Frequently Asked Questions

1. Click on **FAQ** in the footer menu.
2. A window will open. Select the area of the site that you need assistance with. If you are unsure, try **General Questions** first.
3. Select the question/concern that best describes your issue.
4. For immediate concerns, please call the **SAS Help Desk** toll free at 1-877-9PDESAS (1-877-973-3727) or via email at helpdesk@pdesas.org.

Frequently Asked Questions (FAQs)

We have designed this section of the Help Desk web page to provide you with quick answers to some common questions we receive from our users.

Please select the topic or area of your concern using the left hand navigation to locate the section of FAQs most appropriate for your visit.

You can select from:

- General Questions
- Standards FAQs
- Assessments FAQs
- Assessment Creator FAQs
- Curriculum Framework FAQs
- Instruction FAQs
- Materials & Resources FAQs
- My ePortfolio FAQs
- My Website FAQs
- Learning Communities FAQs
- Curriculum Mapping FAQs
- PD Center FAQs

If you aren't sure what topic your question may fall under, visit General Questions to help you get started.

[Click here](#) to return to the Standards Aligned System

SAS Featured Content

The **Pennsylvania Teacher of the Year Program** recognizes excellence in teaching by honoring K-12 teachers in public education who have made outstanding academic contributions to Pennsylvania's school-aged children.

1. Locate the **SAS Featured Content** area at the center of the **Home Page**.



2. Click the embedded link to the **Featured Content** page to access application forms and information regarding the 2015 **Teacher of the Year** program.



3. Review the page that the **Featured Content** banner is linked to. The application materials are listed on the right side of the tab.



About Teacher of the Year

The National Teacher of the Year program began in 1952 and continues as the oldest, most prestigious national honors program that focuses public attention on excellence in teaching.

The Pennsylvania Chapter of the National Teacher of the Year (NSTOY-PA) program began in 1995. NSTOY-PA works with PDE to support the program by providing services and materials to select and honor the Pennsylvania Teacher of the Year. To learn more about NSTOY-PA, please visit: <http://www.nstov.org/chapters/pa/>.

The Pennsylvania Department of Education is a non-voting member of the NSTOY-PA, and along with the **Executive Committee**, provides direction for the program selection process, funding and guidance for the annual teachers' forum, and technical assistance to the Pennsylvania Teacher of the Year once selected. To read more, please see: **History and Officers**.

Teacher of the Year Information

[2015 Pennsylvania Teacher of the Year Nomination Information](#)

[TOY Application](#)

[TOY Nomination Form](#)

SAS Portal Site Updates

Stay informed about the latest updates to the SAS Portal by viewing the **Site Updates** and/or subscribing to our **RSS Feed**.

1. Locate the **SAS Portal Site Updates** area at the bottom-left corner of the **Home Page**.

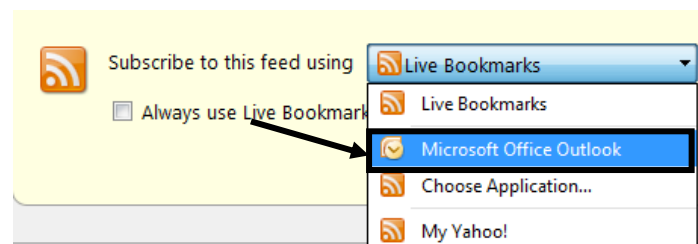


2. Click on any of the **Updates** to read them, or click **Subscribe to RSS** to subscribe to our **RSS Feed**.

RSS stands for Really Simple Syndication. It allows you to easily stay informed by retrieving the latest content from the web sites you are interested in. You save time by not needing to visit each site individually.

RSS feeds can be read using software called a **Feed Reader**, or aggregator, which can be web-based, desktop-based, or mobile-device-based. Some common Feed Readers include Google Reader, My Yahoo, and Microsoft Office Outlook.

3. Select a **Feed Reader** from the drop-down list.



4. Click the **Subscribe Now** button.

You may be prompted to sign in to your **Feed Reader** account.

If you do not currently have an account for a selected **Feed Reader**, you may be prompted to sign up for a free account.

5. Any time a new **Update** is posted, it will be delivered to you via your **Feed Reader**.

Site Statistics

1. Locate the **Total Page Views** area at the bottom of the **Home Page**.

SAS PORTAL SITE UPDATES

12/12/2013 PA Core Aligned Writing Rubrics
The PA Core aligned writing rubrics for grades 3-5 and 6-8 are now posted o...

12/6/2013 Hominat an Outstanding Teacher
PDE asks your help in recognizing excellence in education through the Penns...

10/30/2013 Project-Based Assessment Development
The Pennsylvania Department of Education is seeking educators interested in...

Registered Users To Date
169,232

Total Page Views To Date
35,217,751
[View more stats](#)

Registered User? Login

New User? Join Now!

teachscape
Teachscape Framework for Teaching Effectiveness Series

HOMEROOM
Student Learning Objectives

15 Upcoming Trainings & Events

Subscribe to RSS

2. Click the **View more stats** button.

Total Page Views To Date
35,217,751
[View more stats](#)

3. Read through the **Google Analytics** for the SAS Portal. Information includes:

- Number of enrolled users
- Total number of visitors to the site, as well as total number of visits
- Average time spent on the portal
- Top 10 pages viewed
- Pennsylvania cities with the highest number of visits

Google Analytics

Analytics through Monday, January 06, 2014

Enrolled users	169,246	
Visitors to the site	3,451,206	(absolute unique visitors; non-duplicated count of total visitors to the site)
Total visits to SAS Portal	7,634,921	Visits originated from 223 countries/territories including: US, Canada, UK, India, Brazil, Germany, Spain, France, Japan, Mexico, Australia, Thailand, Bosnia & Herzegovina, Egypt, Qatar, Austria, etc.
Page views	35,217,751	
Average Time Spent on Site	04 minutes 53 seconds	
Average Page Views/Visit	4.61	

Top 10 pages viewed

1. SAS - Pennsylvania Department of Education Standards Aligned System

PA cities with highest number of visits to SAS portal

4. **Close** the window to return to the **Home Page**.

Upcoming Trainings & Events

1. Locate the **Upcoming Trainings & Events** area at the bottom-right corner of the **Home Page**.

SAS PORTAL SITE UPDATES

12/12/2013 PA Core Aligned Writing Rubrics
The PA Core aligned writing rubrics for grades 3-5 and 6-8 are now posted o...

12/6/2013 Nominate an Outstanding Teacher
PDE asks your help in recognizing excellence in education through the Penns...

10/30/2013 Project-Based Assessment Development
The Pennsylvania Department of Education is seeking educators interested in...

Registered User? Login | New User? Join Now!

teachscope
Teachscope Framework for Teaching Effectiveness Series

HOMEROOM
Student Learning Objectives

Registered Users To Date: 169,232 | Total Page Views To Date: 35,217,751 | View more stats

15 Upcoming Trainings & Events

Subscribe to RSS

2. Click **Upcoming Trainings & Events**.

15 Upcoming Trainings & Events

3. Click a highlighted date on the calendar to display the **Events** on that date.

Nov December 2011 Jan

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

+ Add an Event

12/13/2011 at 8:30 AM to 3:30 PM

Classroom Diagnostic Tools: Next Steps Region 4: IUs 9, 16, 17

BY INVITATION ONLY For Intermediate Unit Staff, Pennsylvania League of Urban Schools (PLUS) staff and Pennsylvania Institute for Instructional Coaching (PIIC) Mentors

Prerequisite: Teacher Utilization of the Classroom Diagnostic Tools workshop

This session is designed for those that have attended Teacher Utilization of the Classroom Diagnostic Tools. The Prerequisite

4. Click **Home** to return to the **Home Page**.

Welcome, Betty Logout | Teacher Tools Home Help

Search Advanced Search

Teachscope

1. Locate the **Teachscope** area at the bottom-right of the **Home Page**.

The screenshot shows the SAS Portal Home Page. On the right side, there is a navigation area with several buttons and links. The **teachscope** button, which includes the text "Teachscope Framework for Teaching Effectiveness Series", is highlighted with a black rectangular box. A black arrow points from the right edge of the page towards this button. Other visible elements include "Registered User? Login", "New User? Join Now!", "HOMEROOM Student Learning Objectives", and "Upcoming Trainings & Events".

2. Click the **Teachscope** button.



3. The Pennsylvania Department of Education in partnership with **Teachscope** 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, you must have a verified PPID in your SAS user profile.**

The Pennsylvania Department of Education has partnered with Teachscope to provide online professional development for all teachers in the Commonwealth. In order to access the Teachscope system to take this online training and to receive Act 48 credit, you must have a verified PPID in your SAS user profile.

- you know your PPID, click **here** to update your profile with your PPID and return to this page.
- If you do not know or do not yet have a PPID but you are a PA educator, click **here** to go to the PERMS system to obtain your PPID.
- If you cannot obtain a PPID but believe that you should have access to the Teachscope training, please contact the **SAS Help Desk**.

4. To enter your **PPID** in **My Profile**, click the link on the page (see p. 12).
5. Once your **PPID** has been verified, return to the **Instruction** tab and click the **Teachscope Framework for Teaching Effectiveness Series** link to access the online professional development.

This screenshot shows a banner for the Teachscope program. On the left is the Teachscope logo. To the right, text reads: "Pennsylvania Department of Education has partnered with Teachscope to provide online professional development for all teachers in the Commonwealth. In order to access the Teachscope system to take this online training and to receive Act 48 credit, click on the link below. You will be transferred to Teachscope along with your SAS user information and PPID." Below this text, a button labeled "Teachscope Framework for Teaching Effectiveness Series" is highlighted with a black rectangular box. A black arrow points from the text area down to the button.

NOTE:

If you do not know or do not yet have a **PPID** but you are a Pennsylvania educator, go to the **PERMS** system at <https://www.perms.ed.state.pa.us/Screens/wfPublicAccess.aspx> to obtain your **PPID**.

If you cannot obtain a **PPID** but believe that you should have access to the **Teachscope** training, please contact the **SAS Help Desk** at helpdesk@pdesas.org.

Student Learning Objectives

1. Locate the **Student Learning Objectives** area at the bottom-right of the **Home Page**.

The screenshot shows the SAS Portal Home Page. On the left, there is a 'SAS PORTAL SITE UPDATES' section with three news items: '12/12/2013 PA Core Aligned Writing Rubrics', '12/6/2013 Nominate an Outstanding Teacher', and '10/30/2013 Project-Based Assessment Development'. In the center, there is a photo of a teacher and two students looking at a laptop. On the right, there are navigation links for 'Registered User? Login' and 'New User? Join Now!'. Below these are logos for 'teachscape' and 'HOMEROOM Student Learning Objectives', with the latter highlighted by a black box and an arrow. At the bottom, there are statistics: 'Registered Users To Date 169,232' and 'Total Page Views To Date 35,217,751', along with a 'View more stats' link and a '15 Upcoming Trainings & Events' notification.

2. Click the **Student Learning Objectives** button.



3. The Pennsylvania Department of Education has partnered with **Research In Action (RIA)** to provide the process, materials, and training for the creation and management of **Student Learning Objectives**.

From the **Student Learning Objectives** tab, users will be able to log in to their **RIA Homeroom account**, or will be able to register for an account. Users will also be able to access important resources to get started with developing **Student Learning Objectives**.

The screenshot shows the 'Student Learning Objectives For Teachers' page. At the top, there is a navigation bar with tabs for 'Teacher Effectiveness', 'Principal Effectiveness', 'Instruction', 'Student Learning Objectives', and 'Teacher of the Year'. The main heading is 'Student Learning Objectives For Teachers'. Below this, there is a section with the 'HOMEROOM' logo and a paragraph of text: 'The Pennsylvania Department of Education has partnered with Research In Action (RIA) to provide the process, materials, and training for the creation and management of student learning objectives. Click on the icon to the left to jump to the RIA Homeroom site . There, you will be able to register and get access to the resources and tools for student learning objectives.' Below this, there is a section with a box icon and a green arrow pointing down, followed by the text: 'By clicking on the icon to the left, you will be able to download a Zip file containing important resources to help you get started with student learning objectives.'

Standards

In **Standards**, users will find the Pennsylvania Academic and Core Standards for all standard areas across all grade levels Pre K – 12.

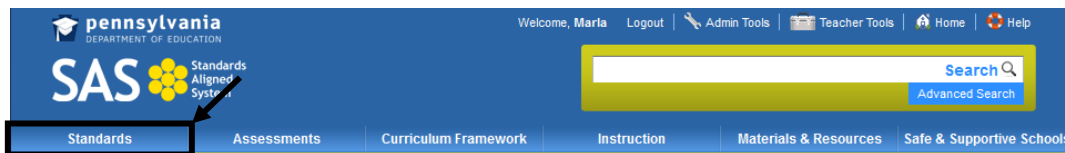
View Standards

Using this tool, you can locate specific standards, anchors, and eligible content based on subject area and grade level or course.

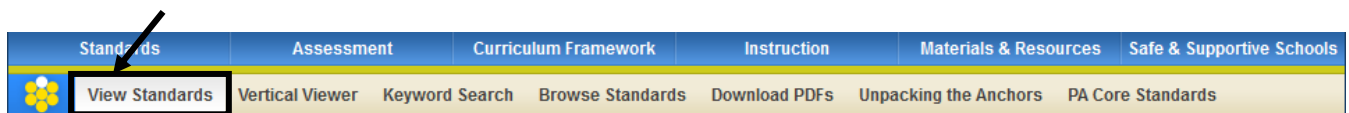
Currently, these search tools allow users to view the standards by:

- **Subject Area** - All Subject Areas, including PA Core Standards
- **Level** – Pre-Kindergarten to 12th grade, plus grade level Bands for K-2, 3-5, 6-8 and 9-12.
- **Course** – Academic courses offered at the secondary level.
- **School-Wide Area of Focus** – Standards for English Language Proficiency (ELP)

1. To begin, choose **Standards** from the **Navigation Bar**.



2. The **View Standards** tab will open.



3. Select a **Grade Level** (or **Band**) and **Subject Area**.

Select a Grade Level/Subject Area
Select a Course
Select a School-Wide Area of Focus



For secondary level classes, select a **Course**, OR select a **School-Wide Area of Focus** (ELP).

4. Click **Search**.

5. Search results will display, including **Subject Area**, **Standard Area**, **Grade Level** and **Standards**.

PA Core Standards - CC.2: PA Core: Mathematics

Standard Area - CC.2.1: Numbers and Operations

Grade Level - CC.2.1.3: GRADE 3

Standard - CC.2.1.3.A.1: Intentionally Blank

Standard - CC.2.1.3.A.2: Intentionally Blank

Standard - CC.2.1.3.A.3: Intentionally Blank

Standard - CC.2.1.3.B.1: Apply place value understanding and properties of operations to perform multi-digit arithmetic.

Assessment Anchor - M03.A-T.1: Use place-value understanding and properties of operations to perform multi-digit arithmetic.

Anchor Descriptor - M03.A-T.1.1: Apply place-value strategies to solve problems.

Eligible Content

M03.A-T.1.1.1: Round two- and three-digit whole numbers to the nearest ten or hundred, respectively. [Materials & Resources](#)

M03.A-T.1.1.2: Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers. [Materials & Resources](#)

M03.A-T.1.1.3: Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90). [Materials & Resources](#)

M03.A-T.1.1.4: Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers). [Materials & Resources](#)

NOTE: Assessment Anchors, Anchor Descriptors, and Eligible Content will display for the following subject areas:

- ELA
- Math
- Science

Standards-Aligned Content

On any page listing **Standards**, a **Materials & Resources** and/or **Assessment** button may appear to the right of a **Standard/Eligible Content** statement. Click on a button to view either **Materials & Resources** or **Assessment** items related to that particular statement.

M3.A.1.1.2: Differentiate between and/or give examples of even and odd number (limit to 3 digits).



For example, for Third Grade Mathematics Eligible Content statement [M3.A.1.1.2](#):

Materials & Resources - Results

[Odd and Even](#)

[Introduction to Even Numbers](#)

[Odd and Even Numbers by teachkids.com](#)

[Odd and Even Idea Bank from Wendy Petti at mathcats.com](#)

Mathematics - 3rd Grade

David has an odd number of comic books. Which number could be the number of comic books David has?

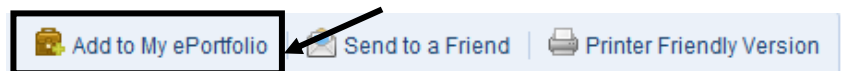
- A 16
- B 23
- C 38
- D 40

Saving SAS Resources

Users can elect to save a SAS resource in **My ePortfolio**.

1. Find an activity, resource, lesson, etc. within **SAS**.

2. Click **Add to My ePortfolio** in the upper-right hand corner of the resource window.



3. In the pop-up window:

- The item will be added by default to the **My Portfolio** folder. Choose a different **Folder** by clicking the dropdown icon (optional).
- Notice the **Title** of the content has been pre-populated. You may change it if you desire.
- Add an optional **Description** of the content.
- Notice the **Location (URL)** of the page you are on has been pre-populated.
- Click **Save**.
- The window will close, and the content will be added to your **ePortfolio**.



NOTE: Detailed instructions for **My ePortfolio** are available on p. 91.

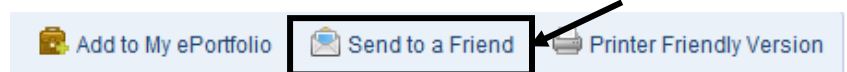
Sharing SAS Resources

Users can elect to **Send** the resource to a **Friend** via email.

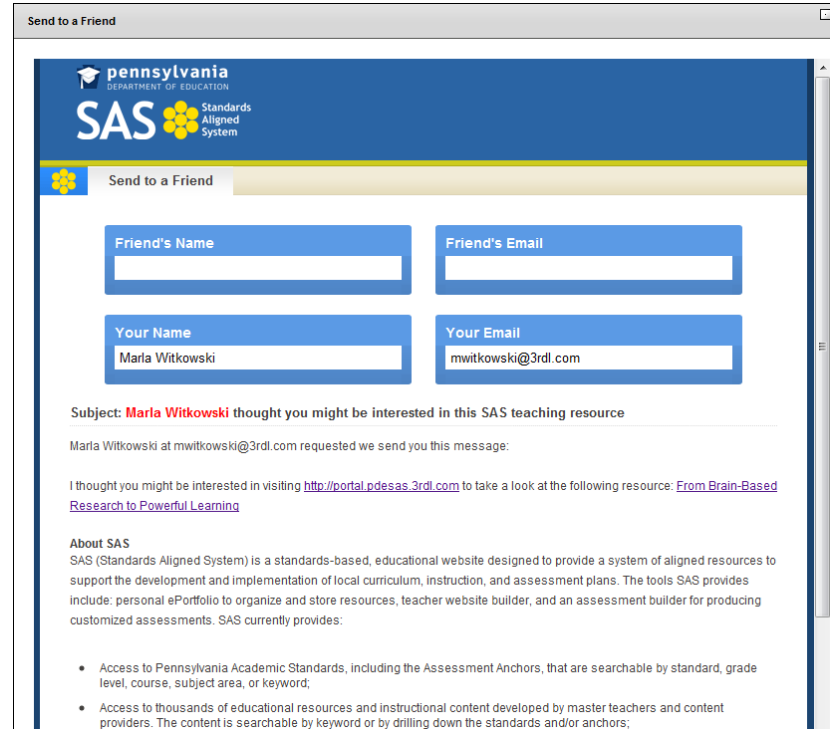
1. Find an activity, resource, lesson, etc. within **SAS**.



2. Click **Send to a Friend** in the upper-right hand corner of the resource window.



3. A window will open. The **Your Name** and **Your Email** fields will populate with information from your **SAS Profile** (see p. 12).
4. Complete the **Friend's Name** and **Friend's Email** fields.
5. Click **Send Email**.
6. An email will be sent to your friend, highlighting a piece of **SAS** content.



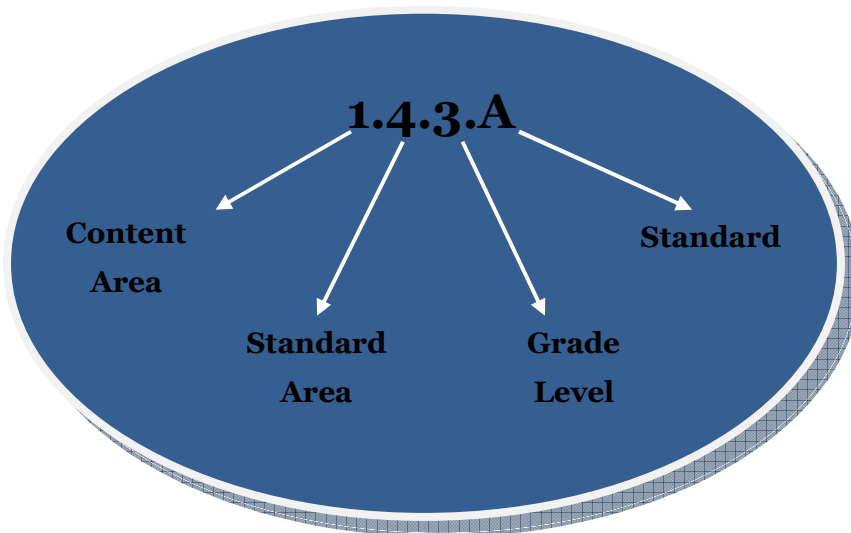

NOTE: Your friend does not need to have a **SAS Username** and **Password** in order to view the content.

PA Academic Standards

Standards Coding

Standard Coding:

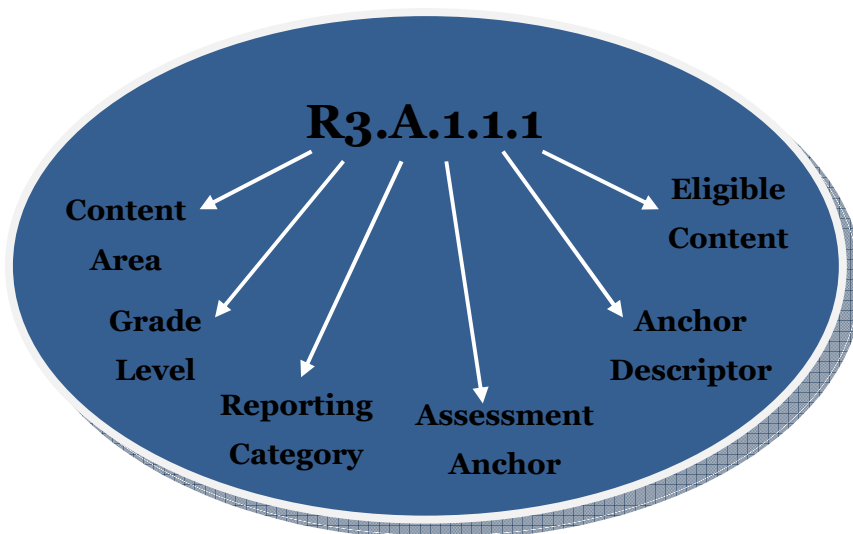
- 1 indicates the Content Area - *Reading, Writing, Speaking and Listening*.
- 4 is the Standard Area - *Types of Writing* (RWSL has 9 Standard Areas).
- 3 is the Grade Level of the standard
- A is the ordinal descriptor that identifies the specific Standard statement - *Write poems and stories; include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



Assessment Anchor Coding

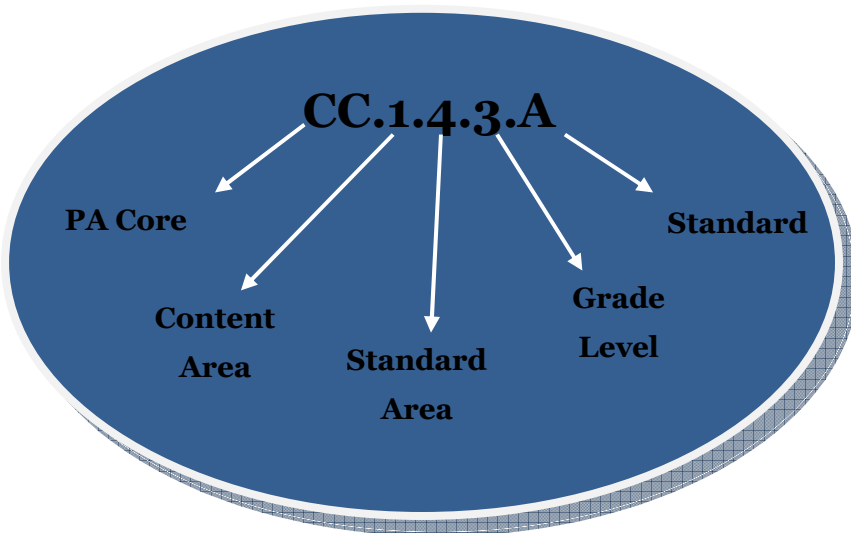
Anchor Coding:

- 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 Core Standards

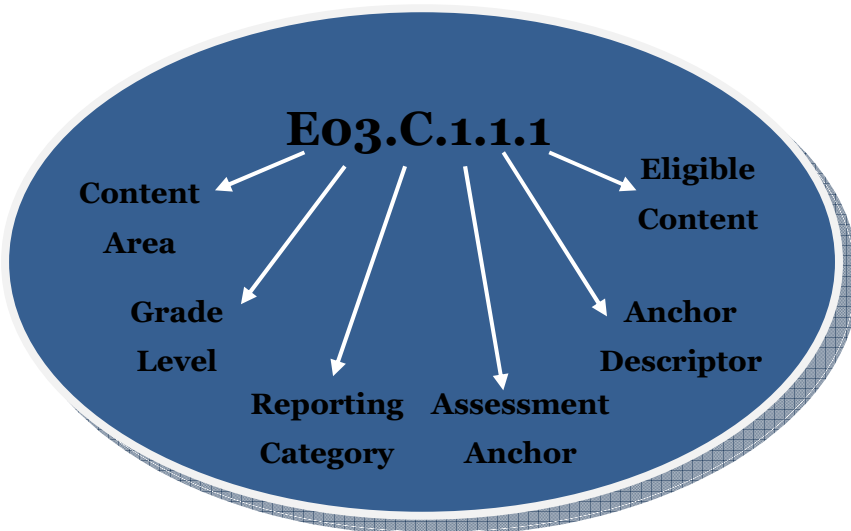
Standards Coding



Standard Coding:

- CC indicates that this is a PA 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



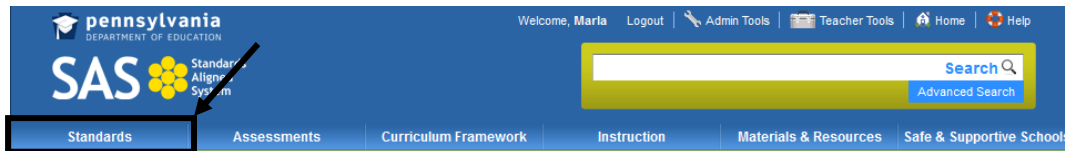
Anchor Coding:

- 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.*

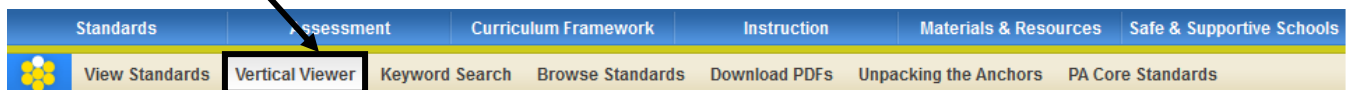
Vertical Viewer

Use the **Vertical Viewer** to take a closer look at the Pennsylvania Academic and Core Standards as the complexity and sophistication of the statements increase throughout the grades.

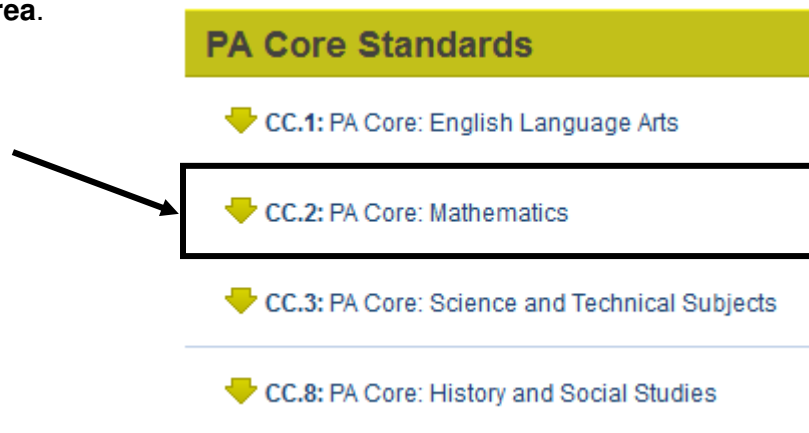
1. To begin, choose **Standards** from the **Navigation Bar**.



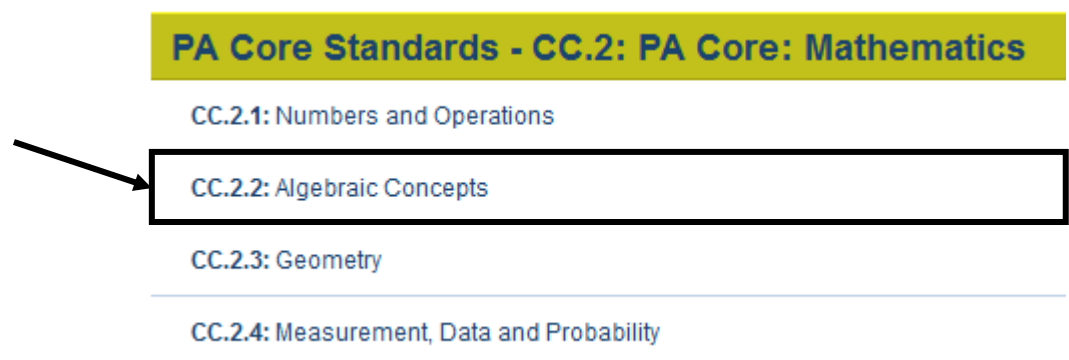
2. Click the **Vertical Viewer** tab.



3. Select a **Subject Area**.



4. Select a **Standard Area**.



NOTE: In the **Subject Area** of **Science**, it is necessary to select an **Organizing Category**.

- A matrix spanning **Grades 3-8** will appear, allowing users to view the progression of **Standards** across **Grade Levels**.

PA Core Standards - CC.2: PA Core: Mathematics						
Standard Area - CC.2.2: Algebraic Concepts						
See Grades PK - 3	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
See Grades 8 - 12	CC.2.2.3.A.1: Represent and solve problems involving multiplication and division.	CC.2.2.4.A.1: Represent and solve problems involving the four operations.	CC.2.2.5.A.1: Interpret and evaluate numerical expressions using order of operations.	CC.2.2.6.A.1: Intentionally Blank	CC.2.2.7.A.1: Intentionally Blank	CC.2.2.8.A.1: Intentionally Blank
	CC.2.2.3.A.2: Understand properties of multiplication and the relationship between multiplication and division.	CC.2.2.4.A.2: Develop and/or apply number theory concepts to find factors and multiples.	CC.2.2.5.A.2: Intentionally Blank	CC.2.2.6.A.2: Intentionally Blank	CC.2.2.7.A.2: Intentionally Blank	CC.2.2.8.A.2: Intentionally Blank
	CC.2.2.3.A.3: Demonstrate multiplication and division fluency.	CC.2.2.4.A.3: Intentionally Blank	CC.2.2.5.A.3: Intentionally Blank	CC.2.2.6.A.3: Intentionally Blank	CC.2.2.7.A.3: Intentionally Blank	CC.2.2.8.A.3: Intentionally Blank

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

PA Core Standards - CC.2: PA Core: Mathematics	
Standard Area - CC.2.2: Algebraic Concepts	
See Grades PK - 3	GRADE 3
See Grades 8 - 12	CC.2.2.3.A.1: Represent and solve problems involving multiplication and division.
	CC.2.2.3.A.2: Understand properties of multiplication and the relationship between multiplication and division.

NOTE: A **See Grades PK-3** button will appear in the following Standard areas:

- Reading, Writing, Speaking, and Listening
- Mathematics
- Science, Technology and Engineering Education
- Civics and Government
- Economics
- Geography
- History
- Business, Computer and Information Technology
- PA Common Core: English Language Arts
- PA Common Core: Mathematics

[Reset Vertical Viewer](#)

- Click on **Reset Vertical Viewer** to clear your selections. You may also elect to **Print** the matrix or **Save** it as a **PDF** file.

- Click on a specific **Standard** to view its relationship to additional levels of alignment, such as **Assessment Anchors** and **Eligible Content**.

PA Core Standards - CC.2: PA Core: Mathematics

Standard Area - CC.2.2: Algebraic Concepts

Grade Level - CC.2.2.4: GRADE 4

Standard - CC.2.2.4.A.1: Represent and solve problems involving the four operations.

Assessment Anchor

M04.B-O.1: Use the four operations with whole numbers to solve problems.

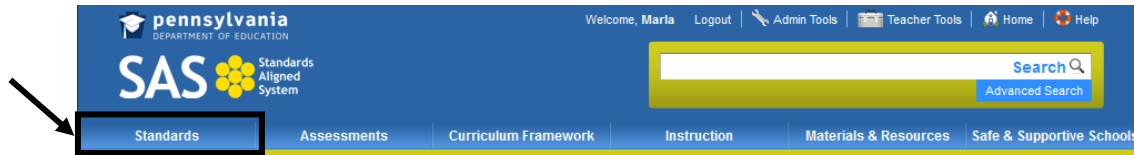
CC.2.2.4.A.1:
Represent and solve problems involving the four operations.

Materials & Resources

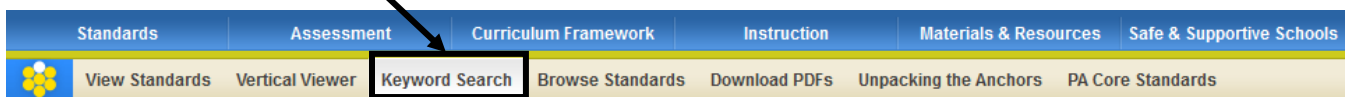
Keyword Search

Use a **Keyword** to restrict a search to specific content areas, grade levels, courses, and levels of alignment.

- To begin, choose **Standards** from the **Navigation Bar**.



- Click the **Keyword Search** tab.

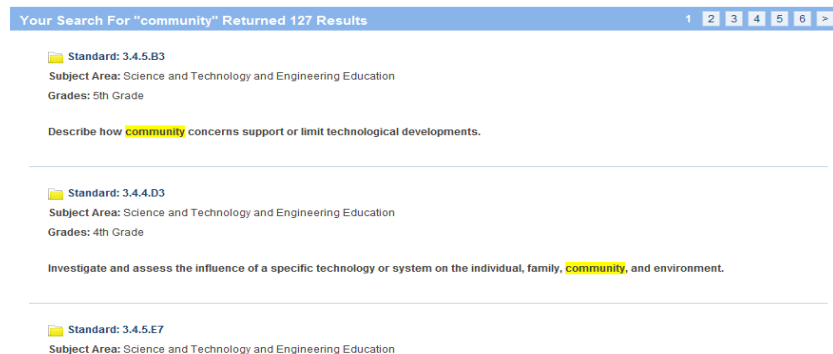


- Type in the **Keyword** you wish to locate within the **Standards**.
- Choose:
 - A **Grade Level/Subject Area**.
 - A **Course** at the secondary level.
 - A **School-Wide Area of Focus**.
- Click **Search**.

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



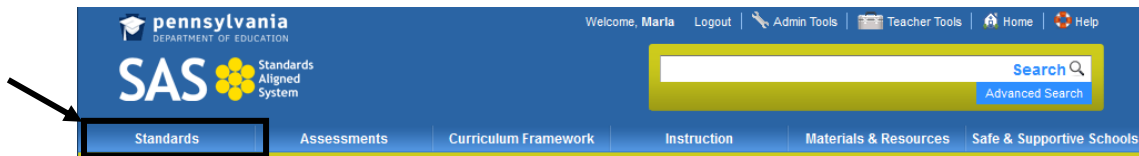
- A list is generated highlighting where that word or phrase appears in the Pennsylvania Academic and/or Core Standards.



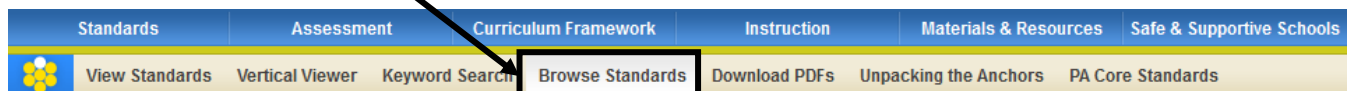
Browse Standards

In **Browse Standards**, statements are arranged within standard areas from the standard statements to the anchors down to the eligible content.

- To begin, choose **Standards** from the **Navigation Bar**.



- Select the **Browse Standards** tab.



- Select a **Subject Area**.

Subject Area
1: Reading, Writing, Speaking, and Listening
2: Mathematics
3: Science and Technology and Engineering Education
4: Environment and Ecology
5: Civics and Government
6: Economics
7: Geography
8: History
9: Arts and Humanities
10: Health, Safety, and Physical Education
11: Family and Consumer Sciences
12: World Languages
13: Career Education and Work

- Select a **Standard Area**.

Subject Area - 5: Civics and Government
Standard Area
5.1: Principles and Documents of Government
5.2: Rights and Responsibilities of Citizenship
5.3: How Government Works
5.4: How International Relationships Function

Grade Level

5.1.3: GRADE 3

5.1.4: GRADE 4

5.1.5: GRADE 5

5.1.6: GRADE 6

5.1.7: GRADE 7

5.1.8: GRADE 8

5.1.9: GRADE 9

5.1.12: GRADE 12

Course




5.1.C: CIVICS & GOVERNMENT

5.1.U: US HISTORY 1850-PRESENT

5.1.W: WORLD HISTORY 1450-PRESENT

5. Select a **Grade Level/Course**.

6. The standards will populate. Appearance of a **Materials & Resources** and/or **Assessment** button indicates that there is related content. You may select a button to view either **Materials & Resources** or **Assessment** items related to a particular statement.


Standard	
5.1.5.A: Understand the rule of law in protecting property rights, individual rights and the common good.	
5.1.5.B: Describe the basic purposes of government in the classroom, school, community, state , and nation.	
5.1.5.C: Describe the principles and ideals shaping local state , and national government . <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality 	

NOTE: Assessment Anchors, Anchor Descriptors, and Eligible Content will display for the following subject areas:

- ELA
- Math
- Science

These content buttons will appear at the Eligible Content level of alignment for these subjects.

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



Printing the Standards

At each level of alignment, it is possible to **Print** a copy of the **Standards** or to **Save** them as a **PDF** file.

Anchor Descriptor - M3.A.1.1: Apply place-value concepts and numeration to counting, ordering, grouping and equivalency.



- To **Print**, click the **Printer** icon to the right of the level you wish to print. The printer-friendly version of the **Standards** will open in a new window. To print, go to the **File menu** and select **Print**.

Subject Area - 2: Mathematics

Standard Area - 2.11: Concepts of Calculus

Grade Level - 2.11.3: GRADE 3

Standard - 2.11.3.A: Identify whole number quantities and measurements from least to most and greatest value.

Assessment Anchor - M3.A.1: Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

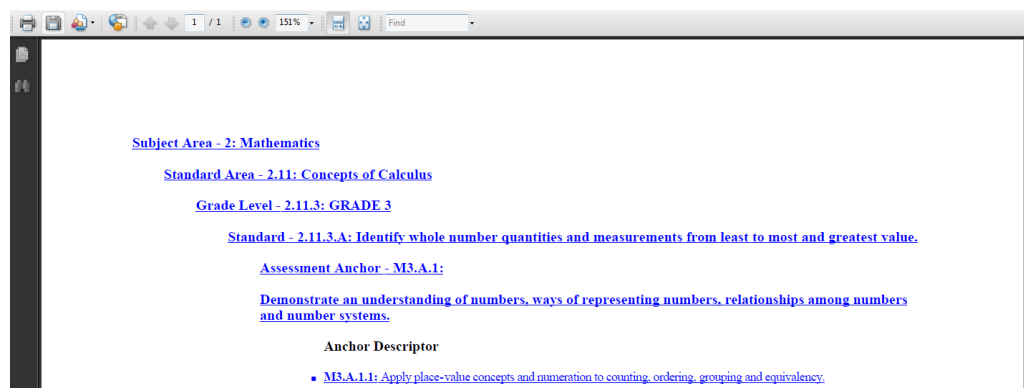
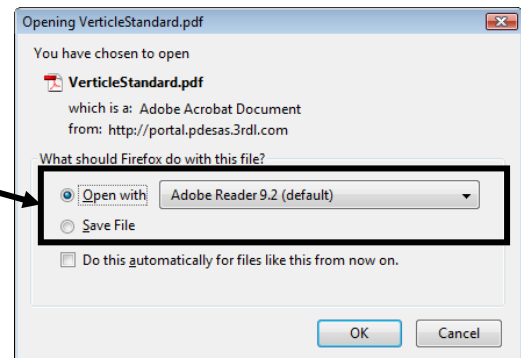
Anchor Descriptor

M3.A.1.1: Apply place-value concepts and numeration to counting, ordering, grouping and equivalency.

Eligible Content

- M3.A.1.1.1: Match the word name with the appropriate whole number (up through 9,999).
- M3.A.1.1.2: Differentiate between and/or give examples of even and odd number (limit to 3 digits).
- M3.A.1.1.3: Compare two whole numbers using greater than (>), less than (<) or equal to (=) (up through 9,999).
- M3.A.1.1.4: Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, limit sets to no more than four numbers).
- M3.A.1.1.5: Match a symbolic representation of numbers to appropriate whole numbers (e.g., base ten blocks, 7 hundreds, 4 tens and 8 ones, etc).

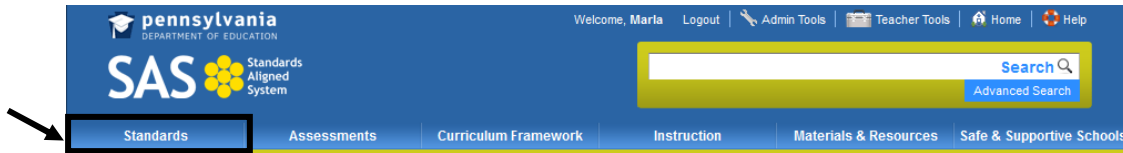
- To **Save as PDF**, click the **PDF** icon to the right of the level you wish to print. You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.



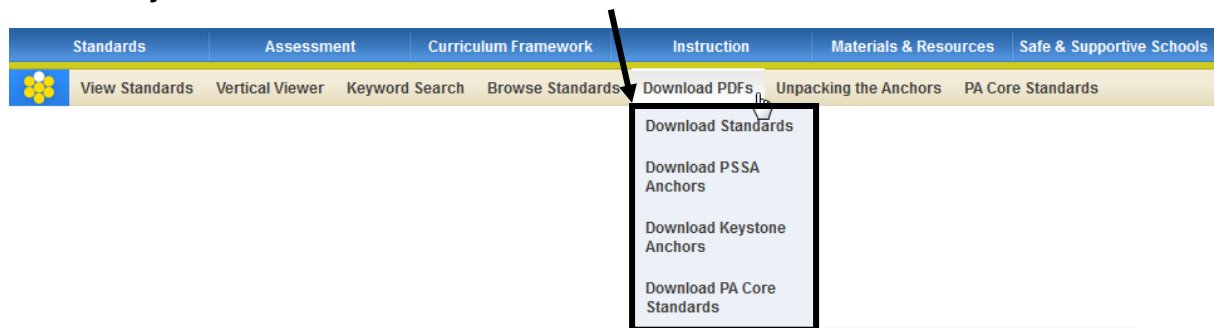
Download PDFs

Access the **PDF** versions of all **Pennsylvania Academic Standards**, **PA Core Standards**, and **Assessment Anchor** documents. The **Assessment Anchors**, like the **Standards**, are dynamic documents and will be amended periodically.

- To begin, choose **Standards** from the **Navigation Bar**.



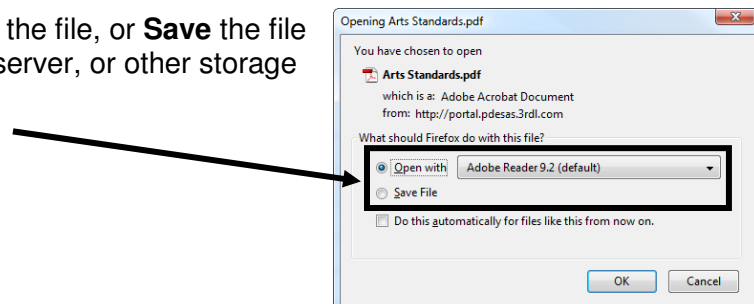
- Click the **Download PDFs** tab, and select the **Download Standards**, **Download PSSA Anchors**, **Download Keystone Anchors** or **Download PA Core Standards** tab.



- Locate the appropriate **Standard Area**, and click the title.



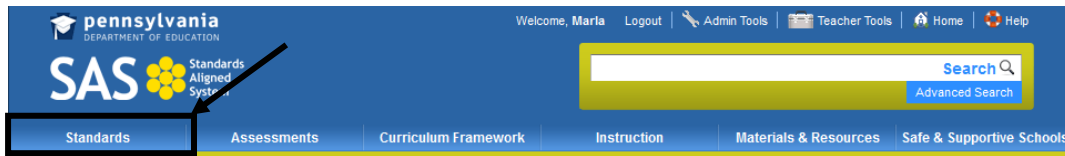
- You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.



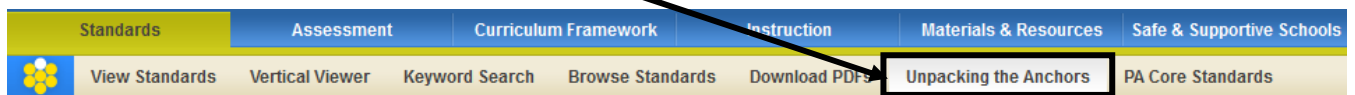
Unpacking the Anchors

View **Skills** and **Content** related to specific **Anchor Descriptors**.

- To begin, choose **Standards** from the **Navigation Bar**.



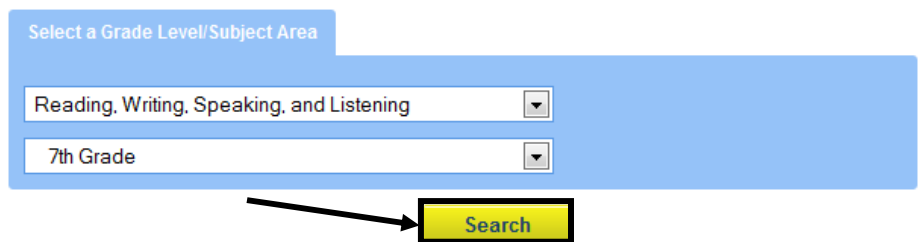
- Select the **Unpacking the Anchors** tab.



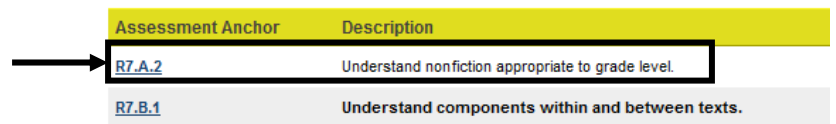
- Enter a **Keyword or phrase** (optional).



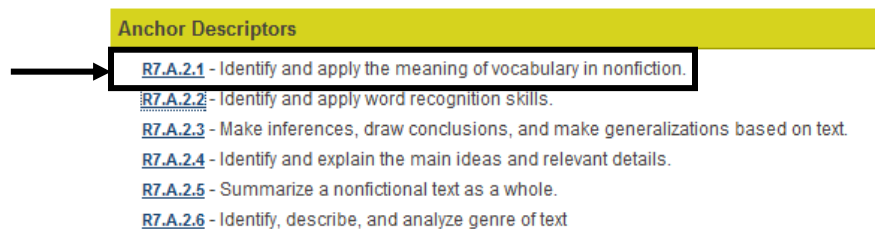
- Select a **Subject Area** and **Grade Level**, and then click **Search**.



- Select an **Assessment Anchor**.



- Select an **Anchor Descriptor**.



- A list of related **Skills** and **Content** will appear. Click the **Anchor Descriptor** to collapse the information.

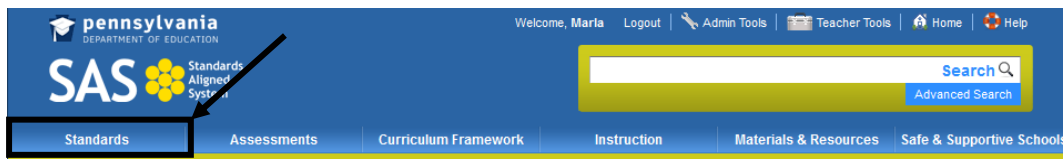
Skills	Content
Apply meaning of content-specific words used in text Identify meaning of content-specific words used in text	Content-specific words
Apply meaning of multiple-meaning words used in text Identify meaning of multiple-meaning words used in text	Multiple-meaning words

PA Core Standards

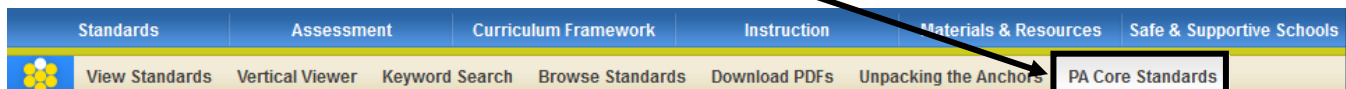
The State Board adopted **Common Core Standards** in July 2010. Since that time, the decision was made to craft a set of **PA Core Standards** in English Language Arts and Mathematics. A group of Pennsylvania educators created a draft set of **PA Core Standards**. These new standards mirror the content and rigor of Common Core, but reflect the organization and design of the **PA Academic Standards**.

Additionally, the **Common Core Standards for English Language Arts and Literacy in History/Social Studies and Science/Technical Subjects** will be appended to their respective **PA Academic Standards**.

1. To begin, choose **Standards** from the **Navigation Bar**.



2. Select the **PA Core Standards** tab.



3. Click on the appropriate sub-topic, and then click the title of the document you wish to view:

PA Core Standards (Draft Versions)	PA Core Standards (Draft Versions)
<ul style="list-style-type: none"> > PA Core Appendices > PA Core Curriculum Frameworks (Draft Versions) > PA Core Crosswalks > PA Core Resources > PA Core ELA Training Modules > PA Core Mathematics Training Modules ELA Assessment Anchors and Eligible Content (Draft Versions) Mathematics Assessment Anchors and Eligible Content (Draft Versions) > ELA Emphasis Guides Mathematics Emphasis Guides and Cluster Matrices 	<ul style="list-style-type: none"> PA Core - English Language Arts, Grades PreK-5 (Draft) PA Core - English Language Arts, Grades 6-12 (Draft) PA Core - Mathematics, Grades PreK-12 (Draft) PA Core - Reading for Science and Technical Subjects 6-12 (Draft) PA Core - Writing for Science and Technical Subjects 6-12 (Draft) PA Core - Reading for History and Social Studies 6-12 (Draft) PA Core - Writing for History and Social Studies 6-12 (Draft)

4. 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.

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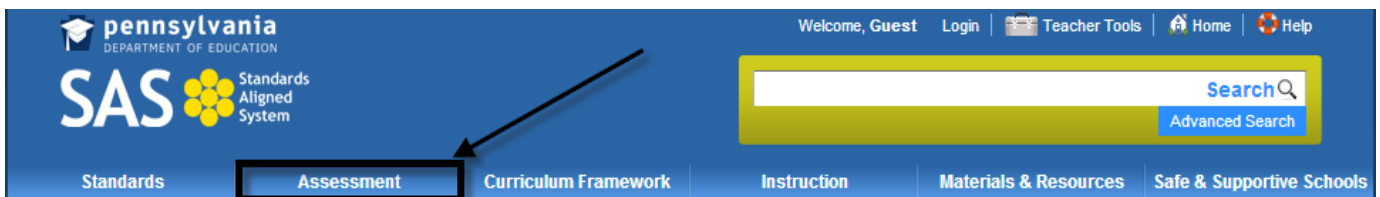
Assessment

Assessment is a process used by teachers and students before, during, and after instruction to provide feedback and adjust ongoing teaching and learning to improve student achievement and to provide appropriate challenge for all students at their instructional levels.

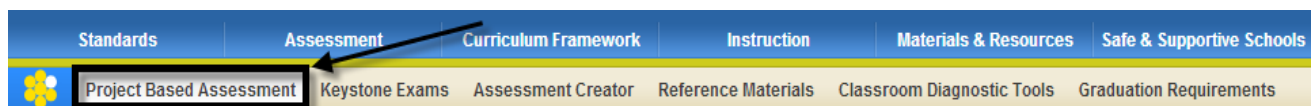
Project Based Assessment

View information about **Project Based Assessment**. Students who are unable to meet Chapter 4 requirements relating to high school graduation requirements through the Keystone Exam may qualify to complete a **Project Based Assessment**.

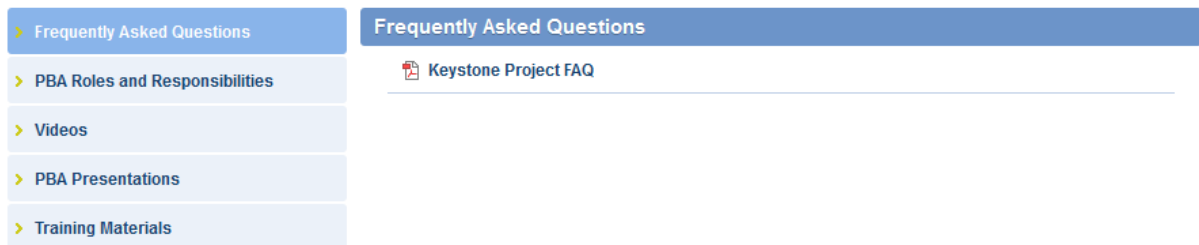
1. Click the **Assessment** tab on the **Navigation Bar**.



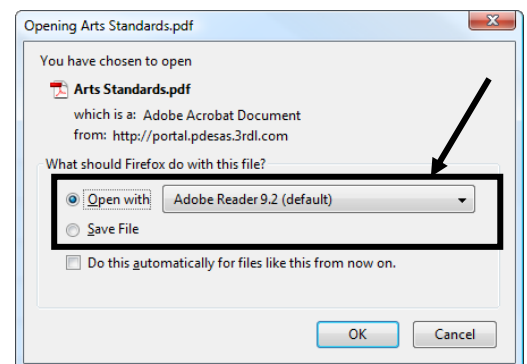
2. Click on the **Project Based Assessment** tab.



3. Click on the appropriate sub-topic, and then click the title of the document you wish to view:



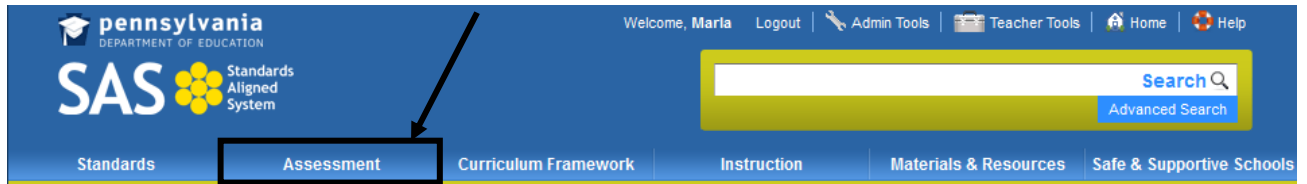
4. You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.



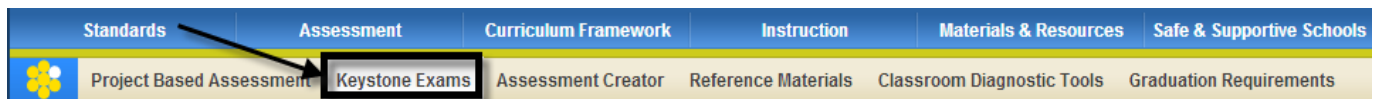
Keystone Exams

The **Keystone Exams** are end-of-course assessments designed to assess proficiency in various subjects.

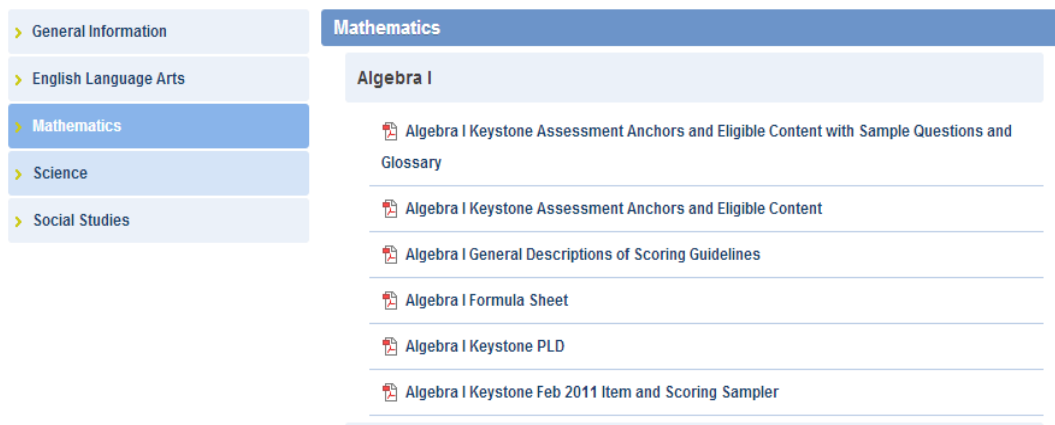
1. Click the **Assessment** tab on the **Navigation Bar**.



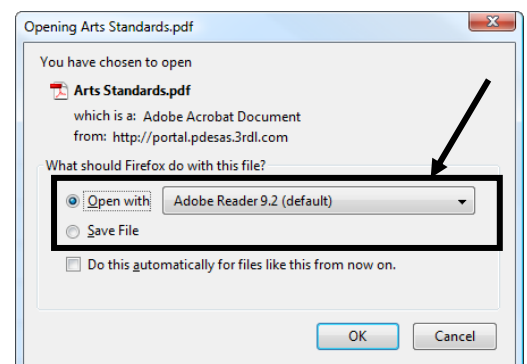
2. Click the **Keystone Exams** tab.



3. Locate the appropriate **Subject Area**, and click the title of the document you wish to view.



4. 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.

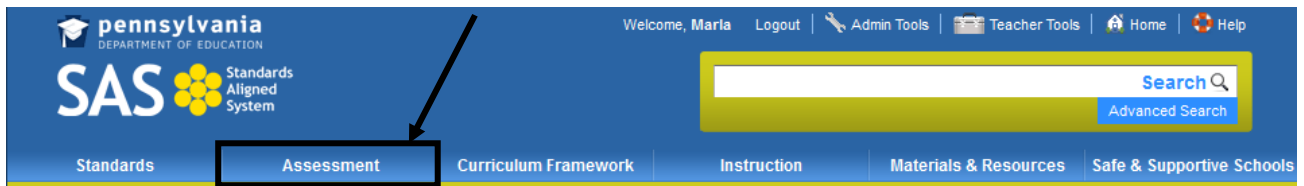


Assessment Creator

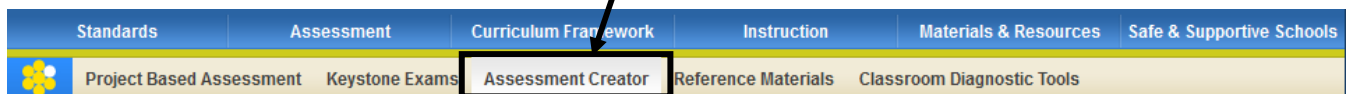
The **Assessment Creator** allows educators to create standards-based student assessments. Using the creator, users can search for and select a specific type of assessment question for a particular grade or course. Educators have the ability to print the student assessment along with the corresponding answer and scoring guide, as well as to save the assessment as a PDF or Microsoft Word document.

To Access the Assessment Creator:

1. Click the **Assessment** tab on the **Navigation Bar**.



2. Click the **Assessment Creator** tab.



About Assessment

For more information on the four different types of assessment, visit the **About Assessment** tab.

1. Click on the plus sign next to an **Assessment** type to read the full definition.

Summative Assessment

Seeks to make an overall judgment of progress made at the end of a defined period of instruction. They occur at the end of a school level, grade, or course, or are administered at certain grades for purposes of state or local accountability. These are considered high-stakes assessments and the results are often used in conjunction with No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP). They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Scores on these assessments usually become part of the student's permanent record and are statements as to whether or not the student has fallen short of, met, or exceeded the expected standards. Whereas the results of formative assessments are primarily of interest to students and the teachers, the results of summative assessments are also of great interest to parents, the faculty as a whole, the central administration, the press and the public at large. It is the data from summative assessments on which public accountability systems are based. If the results of these assessments are reported with reference to standards and individual students, they can be used as diagnostic tools by teachers to plan instruction and guide the leadership team in developing strategies that help improve student achievement. Examples of summative assessment are PSSA and Terra Nova.

Formative Assessment

Benchmark Assessment

Diagnostic Assessment

Creating an Assessment:

1. Enter a **Keyword**.

2. Select a **Subject Area** from the drop-down list.

Select a Grade Level/Subject Area
Select a Course

-- Select a Subject Area --

-- Select a Subject Area --

Reading, Writing, Speaking, and Listening (324)

Mathematics (2308)

Science and Technology and Engineering Education (1960)

Science (1654)

Environment and Ecology (1029)

Civics and Government (1)

Economics (787)

Geography (214)

History (1025)

World Languages (167)

3. Select a **Grade Level** or **Band** from the drop-down list.

-- Select a Grade Level --

3rd Grade (496)

4th Grade (741)

5th Grade (702)

6th Grade (685)

7th Grade (800)

8th Grade (1304)

Commencement (1230)

9th Grade (101)

10th Grade (329)

11th Grade (75)

12th Grade (174)

-- Select a Grade Level --

For the purpose of this example, we will design an assessment for **Grade 4 Mathematics**.

4. Select a **Question Type** – **Multiple Choice**, **Constructed Response**, **Short Response** or **Extended Response** items. Choose **All** to search for every type of question.

Question Type(s):

-- All --

-- All --

Constructed Response (101)

Extended Response (21)

Multiple Choice (318)

Short Response (69)

5. Click the **Search** button. A list of test items that match your search criteria will be returned.

Search

Your search returned 142 results for number. 1 2 3 4 5 6 7 »

Select All

Mathematics - 4th Grade

Standard(s): M4.D.1.1.1

What numbers should be next in the pattern shown below?
 14, 14, 15, 15, 16, ,

F 15, 16
 G 16, 16
 H 16, 17
 J 17, 17

Mathematics - 4th Grade

Standard(s): M4.A.1.2.1

What fraction on the number line below is in the wrong place?

Selecting Test Items

- To include an item on your assessment, place a checkmark in the square to the left of the item.

Mathematics - 4th Grade

Standard(s): M4.D.1.1.1

What numbers should be next in the pattern shown below?
 14, 14, 15, 15, 16, ,

F 15, 16
 G 16, 16
 H 16, 17
 J 17, 17

As you do so, the item will be added to your **Assessment Items**:

Mathematics - 4th Grade You currently have 1 item(s) [View Assessment](#)



NOTE: To view your **Saved Items** list, click **View Assessment**.

- Place a checkmark next to **Select All** to add all of the items on the current page to your **Assessment Items**.

Your search returned 142 results for number.

Select All

Build Assessment

- When you have selected all of the items you feel are necessary, click **Build Assessment** at the bottom of the page
- The **Assessment Items** you chose will appear with capabilities to **Move** or **Delete** the questions. Tabs will be present to select various views of the assessment, **Student Version**, **Teacher Version**, and **Answer Key**.

Current Assessment Questions Selected

[Find More Items](#)



Student Version

Teacher Version

Answer Key

Mathematics - 4th Grade

[Delete](#)

[Move Up](#)

[Move Down](#)

What numbers should be next in the pattern shown below?

14, 14, 15, 15, 16, ,

F 15, 16

G 16, 16

H 16, 17

J 17, 17

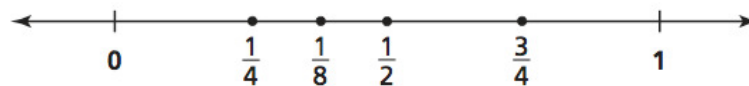
Mathematics - 4th Grade

[Delete](#)

[Move Up](#)

[Move Down](#)

What fraction on the number line below is in the wrong place?



Search by Standard/Eligible Content

Sometimes a search for test items will produce an overwhelming amount of search results. To narrow your results, you can perform a **Search by Standard/Eligible Content**, which will allow you to filter your search results by **Standard** or **Eligible Content** statements.

- 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**.

[+ Search by Standard / Eligible Content:](#)

2. A list of all **Standards** and **Eligible Content** statements that were assessed will appear. You can select **Standard(s)** or **Eligible Content** statements by placing a checkmark in the square to the left of them, allowing you to assess specific skills.

<input checked="" type="checkbox"/>	M4.B.2.1.1	Use or read a ruler (provided) to measure to the nearest 1/4 inch or centimeter.
<input checked="" type="checkbox"/>	M4.B.2.2.1	Make reasonable estimates of weights, lengths and capacities of familiar objects (measurements in the same system).
<input checked="" type="checkbox"/>	M4.C.1.1.2	Identify or classify three-dimensional figures (cube, sphere, rectangular prism and pyramid).
<input checked="" type="checkbox"/>	M4.C.1.2.1	Identify points, lines, line segments or rays.
<input checked="" type="checkbox"/>	M4.C.1.2.2	Identify parallel and perpendicular lines.
<input checked="" type="checkbox"/>	M4.D.1.1.1	Extend or find a missing element in a numerical or geometric pattern (+, - or x may be used – numerical patterns must be whole numbers).

3. Click **Search** to filter your search results. You can then select questions to add to your **Cart**.



Mathematics - 4th Grade

Heather used straws of equal length and pieces of clay to make a model shaped like a cube. A diagram of her unfinished model is shown below.

Part A
Draw the remaining edges and vertex in the diagram to complete her model.

Part B
How many straws, in all, will she use to make the finished model?

Answer _____ straws

4. When you have selected all of the items you feel are necessary, click **Build Assessment**.

Reordering or Removing Items in an Assessment Document

Clicking on **View Assessment** or **Build Assessment** will generate a list of the test items that are in your list of **Assessment Items**. The test items will appear in whatever order they were selected in the steps above.

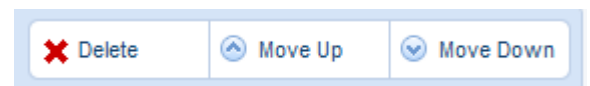
The screenshot shows the 'Current Assessment Questions Selected' interface. At the top, there are tabs for 'Student Version', 'Teacher Version', and 'Answer Key'. Below the tabs, there are two question cards. Each card has a 'Delete' icon (a red X) and 'Move Up' and 'Move Down' icons (up and down arrows). The first question is titled 'Mathematics - 4th Grade' and asks 'What numbers should be next in the pattern shown below?' with the sequence '14, 14, 15, 15, 16, [], []'. Below the question are four multiple-choice options: F 15, 16; G 16, 16; H 16, 17; J 17, 17. The second question is also titled 'Mathematics - 4th Grade' and asks 'What fraction on the number line below is in the wrong place?'. Below the question is a number line from 0 to 1 with tick marks at 0, 1/4, 1/8, 1/2, 3/4, and 1. There are dots on the number line at 1/4, 1/8, 1/2, and 3/4.

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

Users may wish to change the order of the items to better suit their needs:

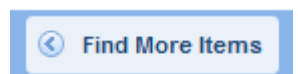
- To re-order manually the items on the assessment, click on the **Move Up/Move Down** icons next to the test items you wish to move. The items will move up or down the list one space with each click.



- To delete a test item from your assessment, and from the **Assessment**, click the **Delete** icon next to the item. To clear them all, click **Clear Assessment Items** on the **Assessment Creator** tab.

You currently have 20 item(s) [View Assessment](#) [Clear Assessment Items](#)

- To locate additional assessment items, click **Find More Items**. Place a checkmark next to any additional items to include them in your **Cart**.

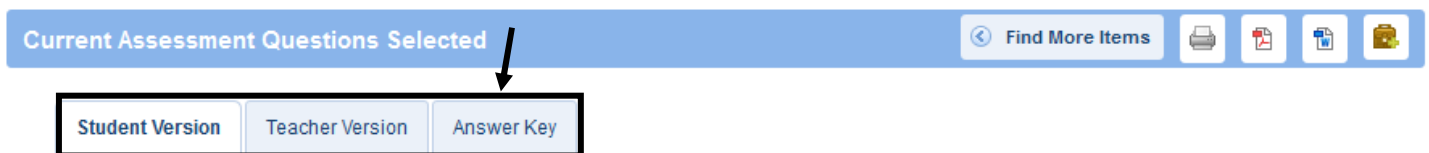


Saving an Assessment Document

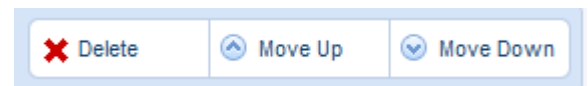
In addition to the **Student Version** of the assessment document, users can also preview the **Teacher version** and the **Answer Key**.

- 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

1. Select the appropriate **Version** of the **Assessment**.



2. Use the **Move Up/ Move Down** icons to order the test items.



3. **Delete** any questions you no longer wish to include.

4. Select an option for how you wish to save the **Assessment**:

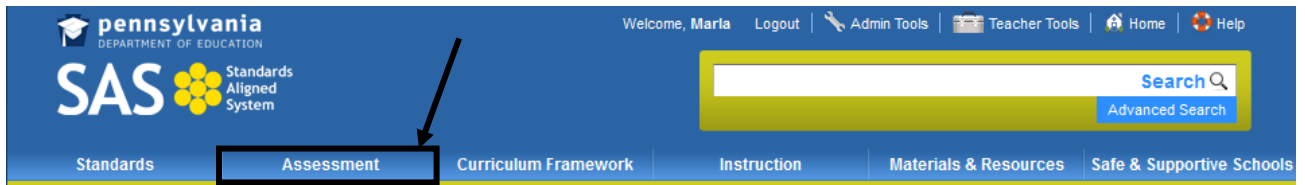


- **Print** – print the assessment without saving it.
- **PDF** – save the assessment as a PDF file.
- **Word** – save the assessment as a Microsoft Word document.
- **ePortfolio** – save the assessment to My ePortfolio as a PDF file (All 3 versions of the Assessment will be saved in the ePortfolio)

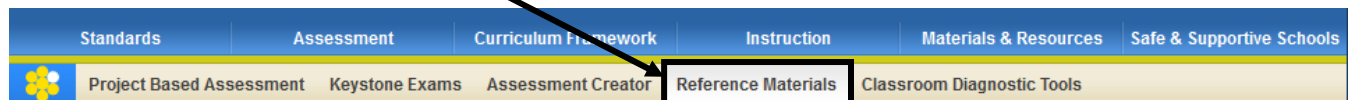
Reference Materials

The **Reference Materials** tab provides access to resources related to assessment. These resources include links to online resources, PDF files and Microsoft PowerPoint presentations.

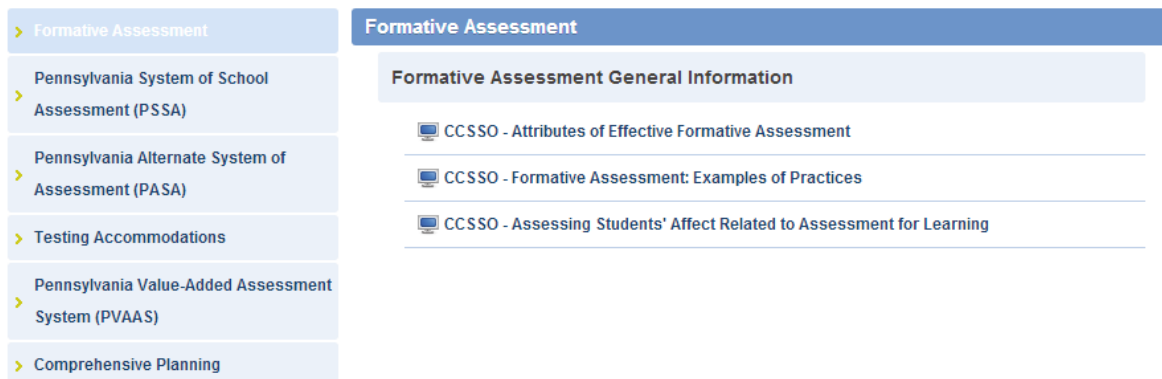
1. Click **Assessment** on the **Navigation Bar**.



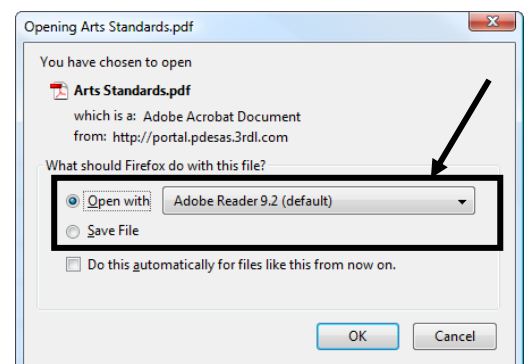
2. Click the **Reference Materials** tab.



3. Click on the appropriate sub-topic, and then click the title of the document you wish to view:



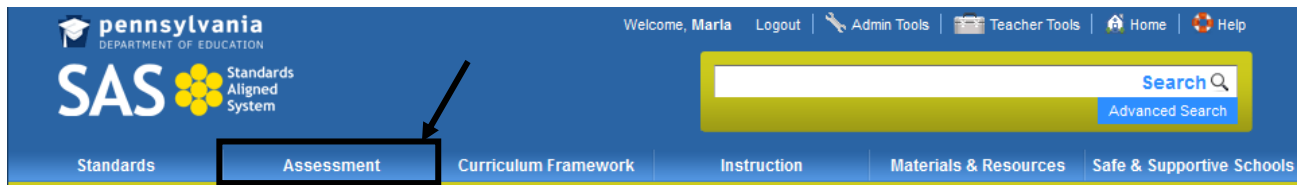
4. You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.



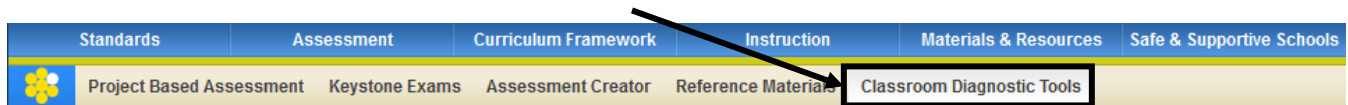
Classroom Diagnostic Tools

The **Pennsylvania Department of Education** has developed on-line classroom diagnostic assessments for Reading/Literature, Mathematics, and Science. The diagnostic assessments are currently available for students in grade 6 through high school, and will be available for students in grade 3 through high school shortly.

1. Click **Assessment** on the **Navigation Bar**.



2. Click the **Classroom Diagnostic Tools** tab.



- Click the **link** to access the DRC eDirect system for the **Classroom Diagnostic Tools**.
- Review any documentation regarding the **Classroom Diagnostic Tools**.

Classroom Diagnostic Tools (CDT)

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.

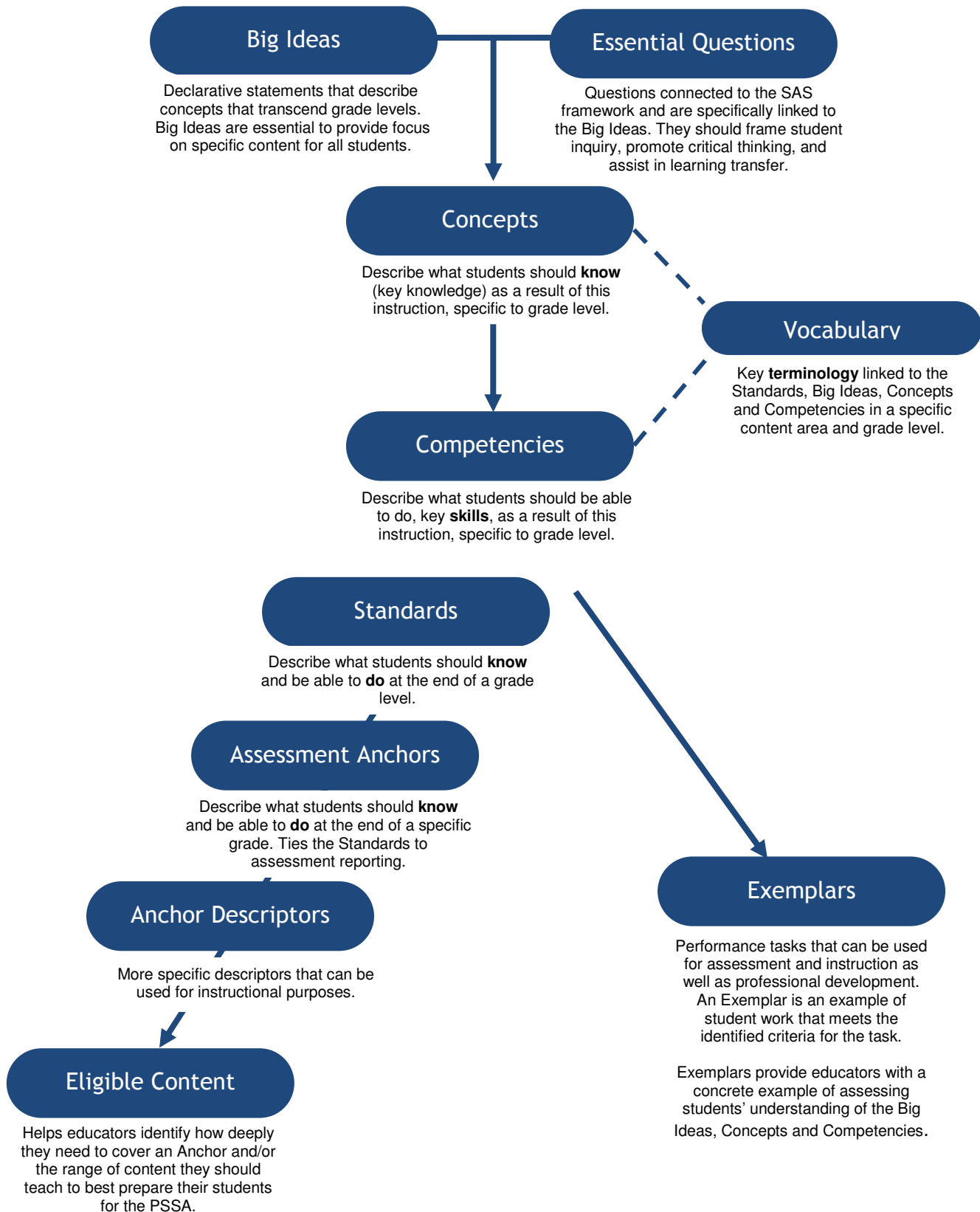
To access enrollment information and other documents for the Classroom Diagnostic Tools, please visit <https://pa.drccdirect.com>.

General Information	General Information
Parent Resources	General CDT Information
	August 2013 Assessment Update
	Classroom Diagnostic Tools (CDT) Overview
	CDT Frequently Asked Questions
	Online Calculator Manual for CDT and Keystone Exams

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Curriculum Framework

Drawn from the **Academic Standards**, the **Curriculum Framework** is a set of teaching topics by subject and grade level, further defined via **Big Ideas**, **Concepts**, **Competencies**, **Essential Questions**, and **Vocabulary**.



Curriculum Framework

- To begin, choose **Curriculum Framework** from the **Navigation Bar**.



- Select a **Subject Area** and **Grade Level, Band, or Stage**.

Select a Subject Area/Grade Level or Stage Select a Course

-- Select a Subject --

-- Select the Grade Level(s) or Stage --

Search

For secondary level classes select a **Course**.

Currently, these search tools allow searching by:

- **Subject Area** - All Subject areas.
- **Level** –Kindergarten to 8th grade, as well as Stages for World Languages.
- **Course** – Academic courses offered at the secondary level.

- Click **Search**.

Select a Subject Area/Grade Level or Stage Select a Course

Mathematics

8th Grade

Search

- The **Big Idea(s)** for the selected **Subject Area** and **Grade Level, Course, or School-Wide Area of Focus** will appear.

Big Idea

[Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.](#)

[The likelihood of an event occurring can be described numerically and used to make predictions.](#)

[The set of real numbers has infinite subsets including the sets of whole numbers, integers, rational, and irrational numbers.](#)

[Patterns exhibit relationships that can be extended, described, and generalized.](#)

[Two variable quantities are proportional if their values are in a constant ratio. The relationship between proportional quantities can be represented as a linear function.](#)

[Relations and functions are mathematical relationships that can be represented and analyzed using words, tables, graphs, and equations.](#)

[There are some mathematical relationships that are always true and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities.](#)

[Mathematical functions are relationships that assign each member of one set \(domain\) to a unique member of another set \(range\), and the relationship is recognizable across representations.](#)

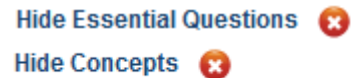
[Some questions can be answered by collecting, representing, and analyzing data, and the question to be answered determines the data to be collected, how best to collect it, and how best to represent it.](#)

[Numerical measures describe the center and spread of numerical data.](#)

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

Big Idea	Essential Questions	Concepts	Competencies	Standards / Eligible Content
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent	How and when can the Pythagorean Theorem help us to calculate the length of a segment without directly measuring it?	Polygons and Polyhedra	Understand and apply the Pythagorean Theorem to find distances between points in a coordinate plane and to analyze polygons and polyhedra.	2.3.8.C , 2.5.8.A , 2.5.8.B , 2.9.8.C , 2.10.8.A , M8.B.2.1.1 , M8.B.2.1.2 , M8.B.2.1.3 , M8.B.2.2.1 , M8.B.2.2.2 , M8.B.2.2.3 , M8.C.1.1.1 , M8.C.1.1.2 , M8.C.1.1.3

- You may 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.











- Use the **Export/Print** icon in the upper-right corner to save the Curriculum Framework as a Microsoft Word document.



- Hover your mouse over the **Standards/Eligible Content** code to view the standard statement.

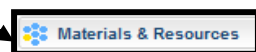
Big Idea	Essential Questions	Concepts	Competencies	Standards / Eligible Content
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent	How and when can the Pythagorean Theorem help us to calculate the length of a segment without directly measuring it?	Polygons and Polyhedra	Understand and apply the	2.3.8.C , 2.5.8.A , 2.5.8.B , 2.9.8.C , 2.10.8.A , M8.B.2.1.1 , M8.B.2.1.2 , M8.B.2.1.3 , M8.B.2.2.1 , M8.B.2.2.2 , M8.B.2.2.3 , M8.C.1.1.1 , M8.C.1.1.2 , M8.C.1.1.3

- Click on the **Standards/Eligible Content** code to view its relationship to additional levels of alignment.

Subject Area - 2: Mathematics	 
Standard Area - 2.3: Measurement and Estimation	 
Grade Level - 2.3.8: GRADE 8	 
Standard - 2.3.8.C: Calculate volume, surface area, and degrees of angles; calculate circumference and area of circles, and use a measurement formula to solve for a missing quantity.	 
Assessment Anchor	
<ul style="list-style-type: none"> M8.B.2: Apply appropriate techniques, tools and formulas to determine measurements. M8.C.1: Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships. 	

- On any page listing **Standards**, a **Materials & Resources** and/or **Assessment** button will appear to the right of a Standard/Eligible content statement. Click on a button to view either **Materials & Resources** or **Assessment** items related to that particular statement.

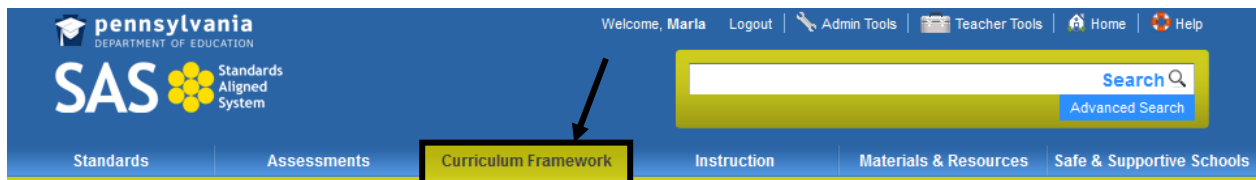
M8.B.2.1.3: Determine the number of sides of a polygon given the total number of degrees in the interior angles (3-8 sided polygons, formula provided on the reference sheet).



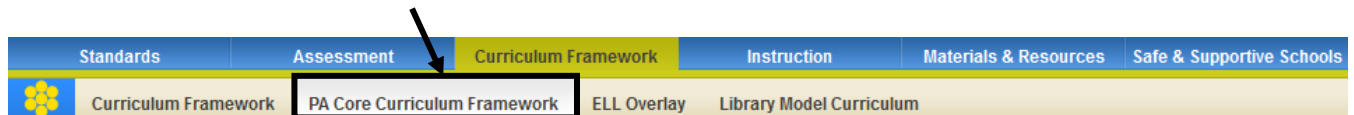
PA Core Curriculum Framework

Drawn from the **PA Core Standards**, the **Curriculum Framework** is a set of teaching topics by subject and grade level, further defined via **Long Term Transfer Goals**, **Big Ideas**, **Concepts**, **Competencies**, and **Essential Questions**.

1. To begin, choose **Curriculum Framework** from the **Navigation Bar**.



2. Click on the **PA Core Curriculum Framework** tab.



3. Select a **Subject**, **Standard Area**, and **Grade Level**, and then click **Search**.

Select a Subject Area/Grade Level or Stage

PA Core: English Language Arts

Reading Informational Text/Craft and Structure

8th Grade

[Reset Search](#)

4. This will populate the **Long Term Transfer Goals** and a list of **Big Ideas**.

Long Term Transfer Goals [Export to Word](#)

Students will be able to independently use their learning to:

- Comprehend and evaluate complex texts across a range of types and disciplines.
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
- Communicate effectively for varied purposes and audiences.
- Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Big Idea

- ❏ Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- ❏ Effective readers use appropriate strategies to construct meaning.
- ❏ An expanded vocabulary enhances one's ability to express ideas and information.

5. Click the plus icon to the left of a **Big Idea** to view the related **Essential Question(s)**.

The screenshot shows a 'Big Idea' card with a blue header. Below the header is a plus icon in a square, which is highlighted by a black arrow. To the right of the plus icon is the text: 'Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.' Below this text is an 'Essential Question' section with a blue header. Underneath is a plus icon in a square, also highlighted by a black arrow, followed by the text: 'How do readers know what to believe in what they read, hear, and view?'. Below the Essential Question section are two more plus icons in squares, each followed by a line of text: 'Effective readers use appropriate strategies to construct meaning.' and 'An expanded vocabulary enhances one's ability to express ideas and information.'

6. Click the plus icon to the left of an **Essential Question** to view related **Concepts, Competencies, Vocabulary, Standards, and Eligible Content**. To export the information into Word format click the **Export to Word** button.

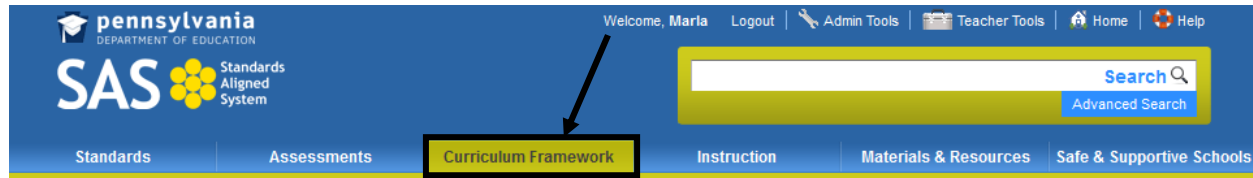
The screenshot shows a 'Long Term Transfer Goals' card with a blue header. In the top right corner, there is a button labeled 'Export to Word' with a document icon, highlighted by a black arrow. Below the header is the text: 'Students will be able to independently use their learning to:'. This is followed by five bullet points: 'Comprehend and evaluate complex texts across a range of types and disciplines.', 'Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.', 'Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.', 'Communicate effectively for varied purposes and audiences.', and 'Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.' Below this is a 'Big Idea' section with a blue header and a plus icon in a square, highlighted by a black arrow. To the right of the plus icon is the text: 'Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.' Below this is an 'Essential Question' section with a blue header and a plus icon in a square, highlighted by a black arrow. To the right of the plus icon is the text: 'How do readers know what to believe in what they read, hear, and view?'. Below the Essential Question section is a table with five columns: 'Concepts', 'Competencies', 'Vocabulary', 'Standards', and 'Eligible Content'. The first row of the table has the following content: 'Point of View', 'Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.', 'Intentionally Blank', 'CC.1.2.8.D', and 'E08.B-C.2.1.1'. A tooltip is visible over the 'Standards' and 'Eligible Content' cells, containing the text: 'Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.'

- Hover your mouse over a **Standard** or **Eligible Content** code to view the standard statement.
- Click on a **Standard** or **Eligible Content** code to view its relationship to additional levels of alignment.

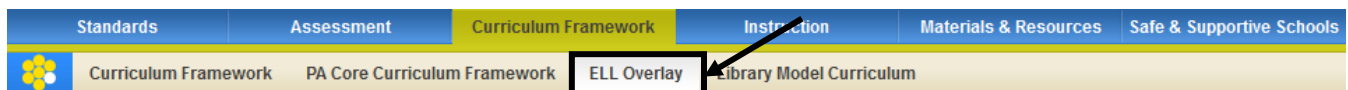
ELL Overlay

You may view an **ELL Overlay** to see related standards for English Language Learners.

- To begin, choose **Curriculum Framework** from the **Navigation Bar**.



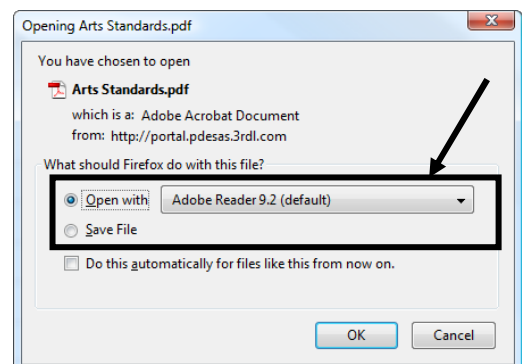
- Click the **ELL Overlay** tab.



- Click on the appropriate sub-topic, and then click the title of the document you wish to view:



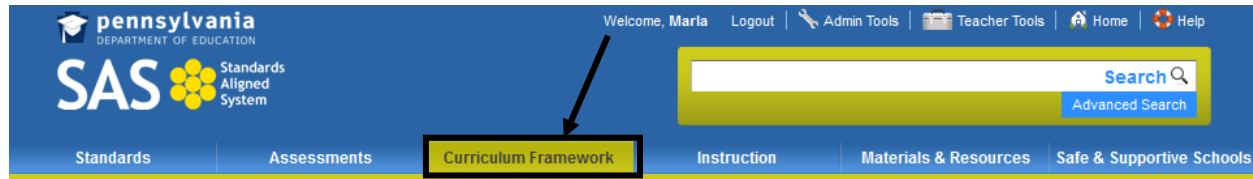
- You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.



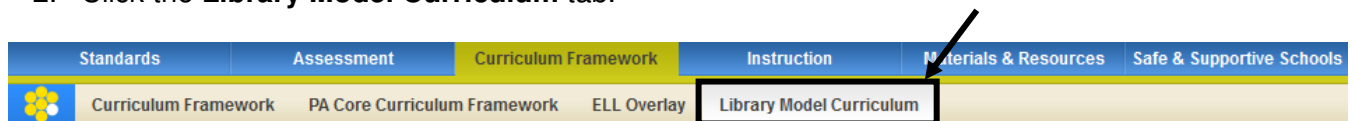
Library Model Curriculum

The **Library Model Curriculum** is based on the Pennsylvania 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.

1. To begin, choose **Curriculum Framework** from the **Navigation Bar**.



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



3. Locate the appropriate document, and click the title.

Model Curriculum (Draft)

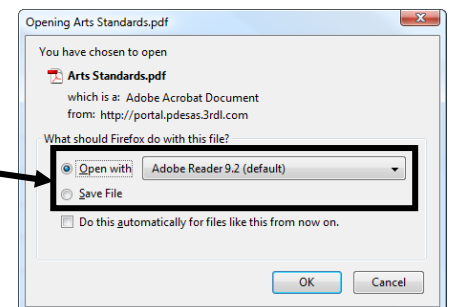
 [Library Model Curriculum](#)

 [PA Standards Alignment Chart](#)

 [Library Model Curriculum - Long Term Transfer Goals](#)

 [Library Information Concepts Arranged by Big Ideas](#)

4. 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.



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Instruction

Teacher Effectiveness

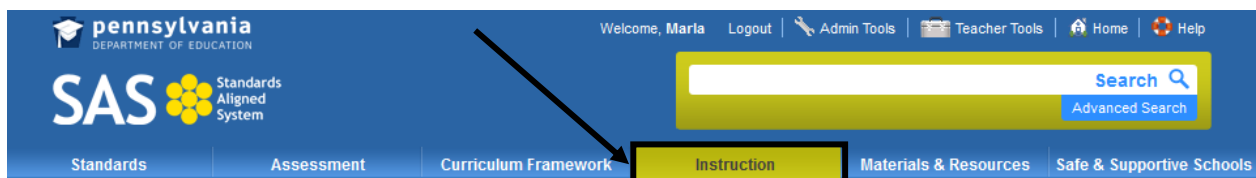
Pennsylvania has adopted **Charlotte Danielson's Framework for Teaching** as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility:

- Planning and preparation
- Classroom environment
- Instruction
- Professional responsibilities

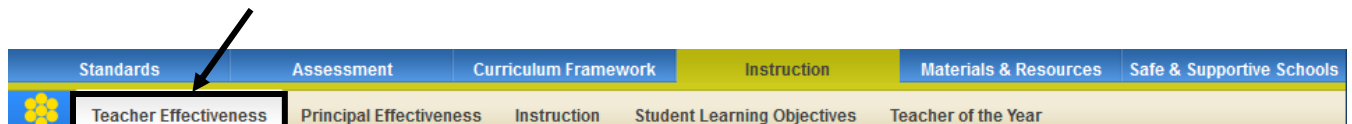
Teachscape

The Pennsylvania Department of Education has partnered with **Teachscape** to provide online professional development for the Danielson Framework for teaching. Participants in this training will receive 2 hours of Act 48 credit.

1. Click the **Instruction** tab on the **Navigation Bar**.



2. Select the **Teacher Effectiveness** tab.



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

Teacher Effectiveness

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:

1 Planning and preparation

2 Classroom environment

3 Instruction

4 Professional responsibilities

Domains 1 and 4 cover aspects of the teaching profession that occur outside the classroom, while Domains 2 and 3 address aspects that are directly observable in classroom teaching. To further explore the relationship between the domains [click here](#).

Pennsylvania Department of Education has partnered with **Teachscape** to provide online professional development for the Danielson Framework for teaching. This training will receive Act 48 credit. In order to access the Teachscape system, please log into your SAS account and return to the Instruction circle.

(Danielson, 2011)

Teaching Frameworks

- + Charlotte Danielson: The Framework for Teaching
 Complete Rubric

4. Participation in the **Teachscape** course requires that you have a validated **PPID** number stored in the **My Profile** section of your SAS account.

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

The Pennsylvania Department of Education has partnered with Teachscape to provide online professional development for all teachers in the Commonwealth. In order to access the Teachscape system to take this online training and to receive Act 48 credit, you must have a verified PPID in your SAS user profile.

- you know your PPID, click **here** to update your profile with your PPID and return to this page.
- If you do not know or do not yet have a PPID but you are a PA educator, click **here** to go to the PERMS system to obtain your PPID.
- If you cannot obtain a PPID but believe that you should have access to the Teachscape training, please contact the **SAS Help Desk**.



NOTE: 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>

- When a validated **PPID** number is stored in **My Profile**, the following will appear in the **Teachscape** section of the **Teacher Effectiveness** tab:

Teacher Effectiveness

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:

1 Planning and preparation

2 Classroom environment

3 Instruction

4 Professional responsibilities

Domains 1 and 4 cover aspects of the teaching profession that occur outside the classroom, while Domains 2 and 3 address aspects that are directly observable in classroom teaching. To further explore the relationship between the domains [click here](#).



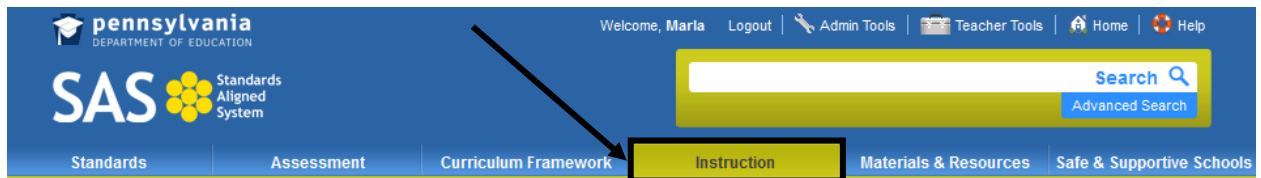
Pennsylvania Department of Education has partnered with Teachscape to provide online professional development for all teachers in the Commonwealth. In order to access the Teachscape system to take this online training and to receive Act 48 credit, click on the link below. You will be transferred to Teachscape along with your SAS user information and PPID.

Teachscape Framework for Teaching Effectiveness Series

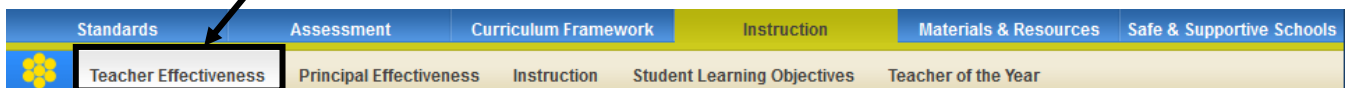
- Click on the **Teachscape Framework for Teaching Effectiveness Series** link to access the online professional development courses. Be sure to agree to the **End User License Agreement**.

Teacher Effectiveness

1. Click the **Instruction** tab on the **Navigation Bar**.



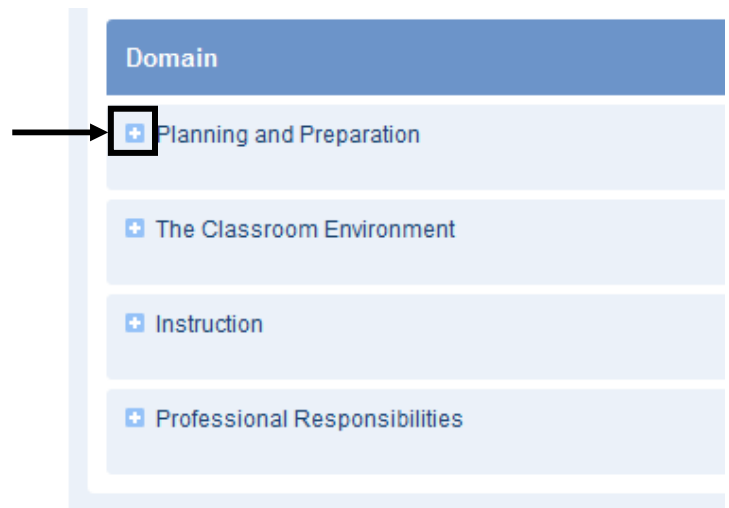
2. Select the **Teacher Effectiveness** tab.



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



4. Click the **plus sign (+)** to the left of a **Domain**.



- Click on the **Component Rubric** icon to the right of a **Component**.

The screenshot shows a list of components in a software interface. Each component row includes a plus sign, the component name, and three icons: a grid icon for 'Component Rubric', a book icon for 'PD Modules', and a video icon for 'Videos'. An arrow points to the 'Component Rubric' icon for the component 'Demonstrating Knowledge of Students'.

- 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**.

1b DEMONSTRATING KNOWLEDGE OF STUDENTS

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes			
Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities.	Teacher cites developmental theory but does not seek to integrate it into lesson planning. Teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues learning disabilities with some students does not seek to understand the implications of that knowledge.	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class.	In addition to the characteristics of "proficient": The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.



Note: 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**.

7. Click on the **PD Modules** icon to the right of the **Component**.

Component		
+ Demonstrating Knowledge of Content and Pedagogy	Component Rubric	PD Modules Videos
+ Demonstrating Knowledge of Students	Component Rubric	PD Modules Videos
+ Setting Instructional Outcomes	Component Rubric	PD Modules Videos
+ Demonstrating Knowledge of Resources	Component Rubric	PD Modules Videos
+ Designing Coherent Instruction	Component Rubric	PD Modules Videos
+ Designing Student Assessments	Component Rubric	PD Modules Videos

8. The **Professional Development (PD) Center** will open in its own tab (or window). Here you can preview and register for selected self-paced **Courses** that address skills related to the selected **Component** of the **Teaching Framework**. Click the **plus sign (+)** to the left of the **Course Title** to view the **Course Description**.

Self-paced Courses 1

+ Demonstrating Knowledge of Students: 10 Hours 105

Preview Register

In this module, participants will explore student cognitive, social, and emotional developmental stages. The module also explores how to address gaps and avoid misconceptions about student development and capability. With a solid foundation in developmental patterns, participants will apply and evaluate strategies designed to engage their students with content.

Schedule: TBD Duration: 90 Days

9. At present, the icon for **Videos** is not active. In the near future, that icon will point to videos that show teachers modeling a **Component** or an **Element** in the classroom.

+ Demonstrating Knowledge of Students	Component Rubric	PD Modules	Videos
---------------------------------------	------------------	------------	--------

10. Click the **plus sign (+)** to the left of the **Component**.

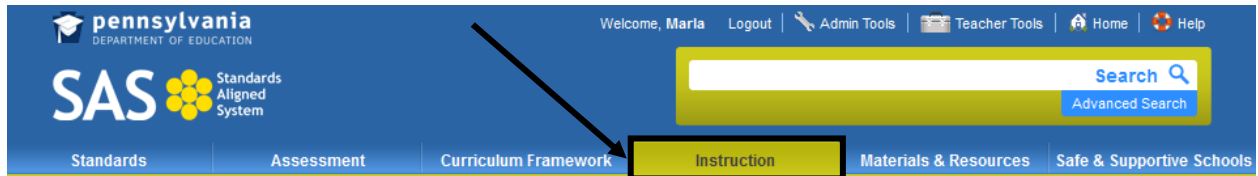
11. Notice that the **Elements** that the **Component** is comprised of appear:

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

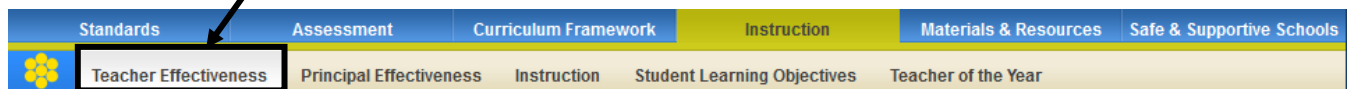
Instructionally Certified Personnel with Unique Roles and Functions

Committees of educators worked to develop general and specific examples as an optional and potentially useful supplement to the Danielson Rubric for use with instructionally certified personnel.

1. Click the **Instruction** tab on the **Navigation Bar**.



2. Select the **Teacher Effectiveness** tab.



3. Scroll to the **Instructionally Certified Personnel with Unique Roles and Functions** section of the tab.

Teaching Professionals with Unique Roles and Functions

Teaching Professionals with Unique Roles and Functions serve in many different capacities across the Commonwealth given their varied roles, function and contexts. As shown, committees of educators worked to develop general and specific examples as an optional and potentially useful supplement to the existing and already validated **Danielson Rubric** for use with instructionally certified personnel.

Please note that these are examples only and are not meant to represent the full range of training, experience or unique roles and functions that a given educator may provide. Discussion of examples may help the evaluator and person being evaluated facilitate meaningful conversation and were not developed to be used as evidence or lack thereof within practice and the evaluation process.

Autistic, MDS and Life Skills

[Examples for Autistic, MDS and Life Skills](#)

[Guiding Questions For Autistic, MDS and Life Skills](#)

Career and Technical Education Teachers

[Examples for Career and Technical Education Teachers](#)

Examples for Early Childhood Teachers

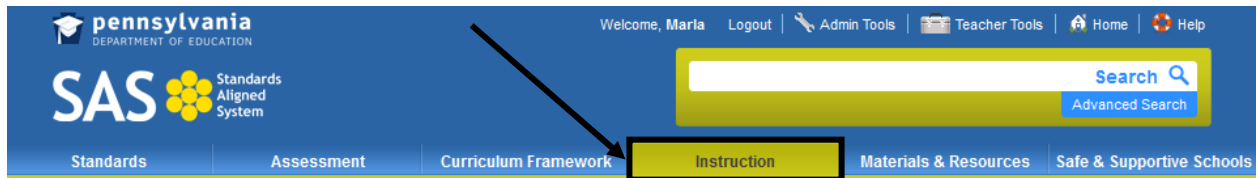
[Examples for Early Childhood Teachers](#)

[Guiding Questions For Early Childhood Teachers](#)

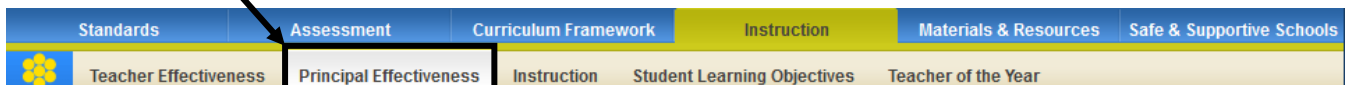
4. Locate the appropriate document, and click the title. You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.

Principal Effectiveness

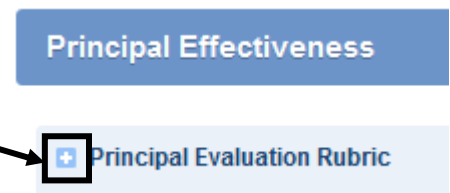
1. Click the **Instruction** tab on the **Navigation Bar**.



2. Select the **Principal Effectiveness** tab.



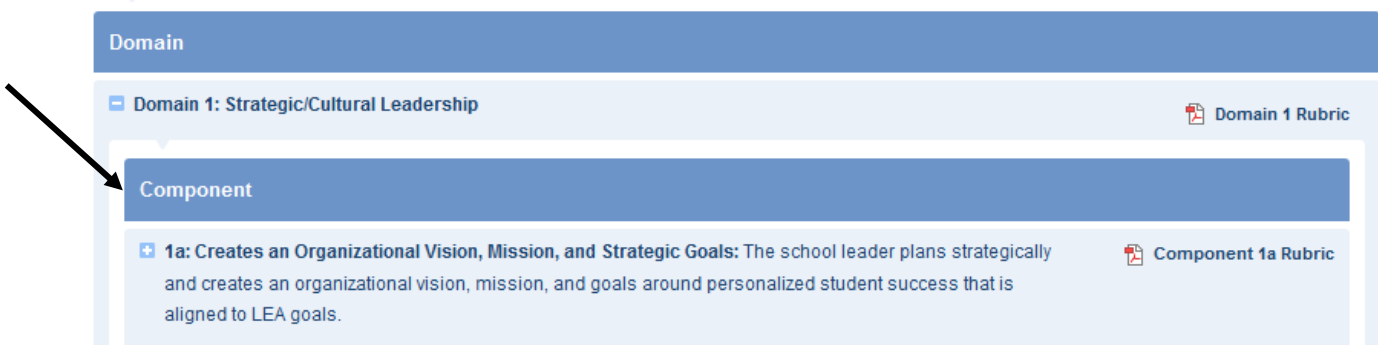
3. Click the **plus sign (+)** to the left of **Principal Evaluation Rubric**.



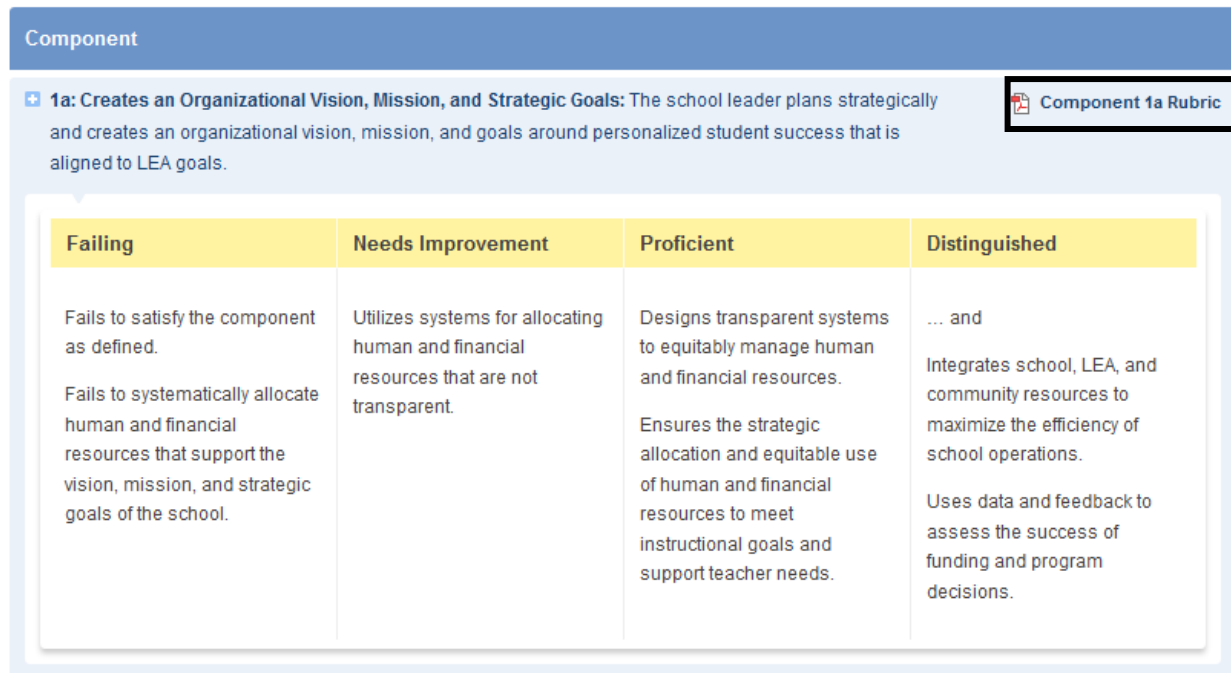
4. Click the **plus sign (+)** to the left of a **Domain**.



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



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



Failing	Needs Improvement	Proficient	Distinguished
<p>Fails to satisfy the component as defined.</p> <p>Fails to systematically allocate human and financial resources that support the vision, mission, and strategic goals of the school.</p>	<p>Utilizes systems for allocating human and financial resources that are not transparent.</p>	<p>Designs transparent systems to equitably manage human and financial resources.</p> <p>Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.</p>	<p>... and</p> <p>Integrates school, LEA, and community resources to maximize the efficiency of school operations.</p> <p>Uses data and feedback to assess the success of funding and program decisions.</p>

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

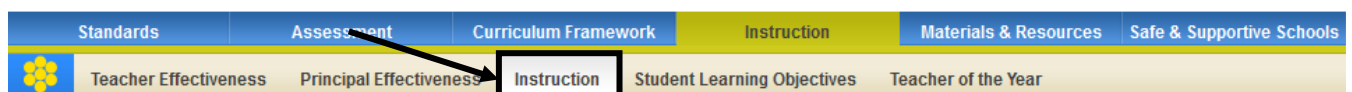
Instruction

Aligned instruction comprises the following activities: Teaching topics that are aligned with the standards, ensuring the right level of challenge, focusing teaching based on the learning needs of each student, and implementing instructional strategies to increase student achievement.

1. Click the **Instruction** tab on the **Navigation Bar**.



2. Click the **Instruction** tab.



- Click on the appropriate sub-topic, and then click the title of the document you wish to view:

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.

Search Videos

- Click the **Instruction** tab on the **Navigation Bar**.

- Click the **Instruction** tab.

- Scroll to the **Search Videos** section of the tab.

Search Videos

Use the search below to locate instructional videos based on keyword, subject and grade level or course, and instructional strategies.

You can also use the Advanced Search button to locate a video based on the Standards and Eligible Content addressed in the video. Once you select a subject and grade level or course, click the Advanced Search button to select the Standards and/or Eligible Content you would like to use to search for related videos.

Select a Grade Level/Subject Area
Select a Course

-- Select a Grade Level --

-- Select Subject Area --

4. Enter a **Keyword**, or phrase (optional).

5. Select a **Grade Level** (or **Band**) and **Subject Area**, or for secondary level subjects, select a **Course**.

Select a Grade Level/Subject Area
Select a Course

8th Grade

Reading, Writing, Speaking, and Listening

6. You may narrow your search results to include specific types of pedagogy by placing a checkmark next to your desired types. Then click **Search**.

Use the check boxes below to limit your search based on instructional strategies and practices. For example, if you only want to see video results that include project based learning, check the box in front of Project Based Learning.

<input type="checkbox"/> Scaffolding	<input type="checkbox"/> Active Engagement
<input type="checkbox"/> Metacognition	<input type="checkbox"/> Modeling
<input type="checkbox"/> Explicit Instruction	<input type="checkbox"/> Simulation
<input type="checkbox"/> Project Based Learning	<input type="checkbox"/> Inquiry Based
<input type="checkbox"/> Nonlinguistic Representation	<input type="checkbox"/> Differentiated Learning
<input type="checkbox"/> Kinesthetic/Tactile	<input type="checkbox"/> Auditory
<input type="checkbox"/> Visual/Spatial	<input type="checkbox"/> Verbal/Linguistic
<input type="checkbox"/> Musical/Rhythmic	
<input checked="" type="checkbox"/> Webb's Depth of Knowledge: Recall	<input checked="" type="checkbox"/> Webb's Depth of Knowledge: Skill/Concept
<input type="checkbox"/> Webb's Depth of Knowledge: Strategic Thinking	<input type="checkbox"/> Webb's Depth of Knowledge: Extended Thinking
<input type="checkbox"/> Formative Assessment	
<input type="checkbox"/> Knowledge	<input type="checkbox"/> Comprehension
<input type="checkbox"/> Application	<input type="checkbox"/> Analyze
<input type="checkbox"/> Evaluation	<input type="checkbox"/> Creation/Synthesis

Search

 Language Arts 1 - Middle School: Figurative Language Vocabulary Review

View Details

Grade(s): 7th Grade, 8th Grade

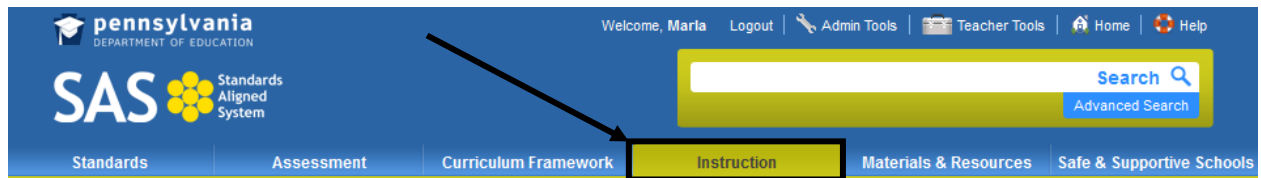
Standard(s):

1.3.7.D 1.3.8.D R7.B.2.1.1 R7.B.2.1.2 R8.B.2.1.1
R8.B.2.1.2

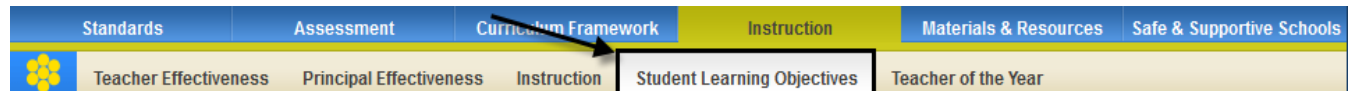
- Click **View Details** to read a brief **Description** of a video from the results, and to see the **Length** of the video.
- Select a video by clicking on its **Title**, and use controls to play and pause the video, to play the video full-screen, to adjust the volume, as well as to show or hide closed-captioning.

Student Learning Objectives (SLOs)

1. Click the **Instruction** tab on the **Navigation Bar**.



2. Click on the **Student Learning Objectives** tab.



RIA Homeroom Site

The Pennsylvania Department of Education has partnered with Research In Action (RI) to provide the process, materials, and training for the creation and management of student learning objectives.

1. Click on the **Homeroom** icon.
2. You will be redirected to the **Research in Action (RIA)** site to register/log in.
3. Click on **Register** to create your **RIA Homeroom account**, or enter a username and password to access your existing **RIA Homeroom account**.



User

Password

Remember me on this computer

[Forgot password?](#)

Downloading Resources

You will be able to download a **.zip file** containing important resources to help you get started with student learning objectives.

1. Click on the **.zip file** icon.

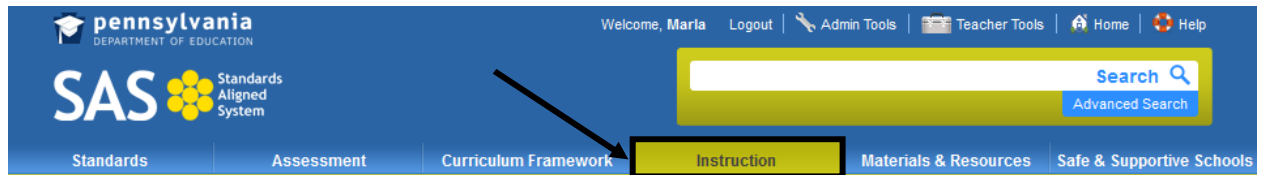


2. You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.

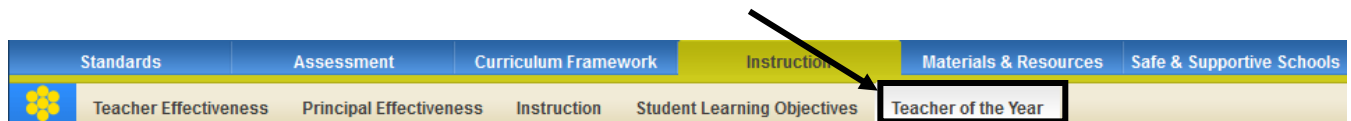
Teacher of the Year

The **Pennsylvania Teacher of the Year Program** recognizes excellence in teaching by honoring K-12 teachers in public education who have made outstanding academic contributions to Pennsylvania's school-aged children.

1. Click **Instruction** on the **Navigation Bar**.




2. Click the **Teacher of the Year** tab.



- To download an informational document, click on its **Title**.
- 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.

Teacher of the Year Information

 [2015 Pennsylvania Teacher of the Year Nomination Information](#)

 [TOY Application](#)

 [TOY Nomination Form](#)

- To view a list of past recipients, scroll to the bottom of the page.

Pennsylvania is proud of the past recipients of its Teacher of the Year:

2013 Ryan Devlin - Brockway Area High School

2012 Tricia Miller - Penns Valley School District

2011 Jeffrey Chou - Abington School District

2010 Michelle Switala - Pine Richland High School

2009 Rebecca Snyder - Greater Latrobe Senior High School

2008 David Woten - Carson Middle School

2000 Faith G. Kline - Philadelphia SD

1999 Barbara Brathwaite - Pocono Mountain Intermediate

1998 Susan Van Zile - Cumberland Valley SD

1997 Robert Werner - Derry Area SD

1996 Susan Rodriguez - Philadelphia SD










1995 Ranjini Weerasooriya & Deborah Spencer - Philadelphia SD

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Materials & Resources

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

The icons next to each piece of content identify its type:

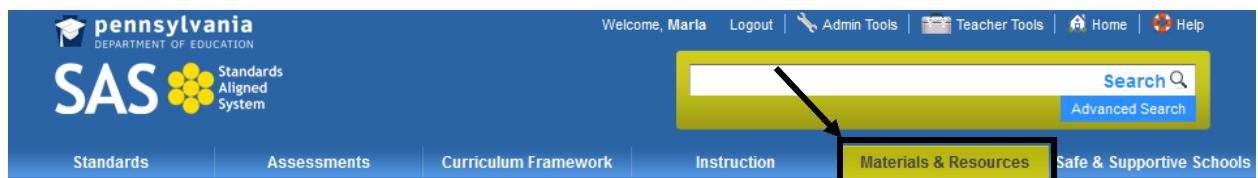
 Lesson/Unit Plan	Voluntary Model Curriculum Unit and Lesson Plans from PDE
 Instructional Content	Lesson Plans, Unit Plans, and Activities for classrooms, Training Modules
 Educational Resources	Literature Connections, Tutorials, Teacher Resources, Homework Help, etc.
 Assessment	Document Based Questions, Constructed Response Questions, Rubrics, etc.
 Videos	Multimedia Video content
 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 Resource	Resources and exemplars for promoting active student engagement in a safe and positive learning environment.
 Professional Development	Training modules that cover a variety of professional development topics.

Search

Using the **Search** tab, you can refine your search to look for content:

- Using a **Keyword** or **Phrase**
- By **Subject Area** and **Grade Level** (or **Band**)
- By a **Course**
- By one or more specific **Content Types**

1. To begin, choose **Materials & Resources** from the **Navigation Bar**.



- On the Search tab, enter a **Keyword**, and then select a **Grade Level/Subject Area** or **Course**.

Keyword Search (Optional)

Select a Grade Level/Subject Area Select a Course

-- Select a Grade Level --

-- Select a Subject Area --

Narrow your search results to include specific types of materials and resources by clicking on the check box in front of the content type.

Lesson/Unit Plan Instructional Content

Educational Resources Assessment

Videos Web-Based Content

PA Educator Created Content Safe Schools Resources

Professional Development

Search

- You may narrow your search results to include specific types of **Materials & Resources** by placing a checkmark next to your desired content types. Then click **Search**.
- Click a **Title** to view the content. You may have several pages of search results; use the **Page Numbers** to view additional pages of search results.

Your search for "systems" returned 2570 results.

1 2 3 4 5 6 7 >

How the Nervous System Interacts with Other Body Systems	Web-based Content Grade(s): 9th Grade, 10th Grade, 11th Grade, 12th Grade
Your Body's Systems	Web-based Content Grade(s): 9th Grade, 10th Grade, 11th Grade, 12th Grade
Invention of the Calendar	Lesson Plan Grade(s): 3rd Grade
Body Systems	Web-based Content Grade(s): 9th Grade, 10th Grade, 11th Grade, 12th Grade



Note: The presence of a **Caution** icon within your search results indicates content that contains hyperlinks that will take you outside of the **Standards Aligned System** to the Internet. This content has been peer reviewed, but may contain content or advertising that is not under PDE control.

5. Preview the content.

Lesson Plan

[Add to My ePortfolio](#) | [Send to a Friend](#) | [Printer Friendly Version](#)

Invention of the Calendar

Alignments:

- Grade Levels
- Related Academic Standards
- Assessment Anchors
- Eligible Content
- Big Ideas
- Concepts
- Competencies

Objectives

In this lesson, students will understand how patterns of celestial movement help people document time. Students will:

- identify natural systems and human-made systems.
- classify natural systems and human-made systems.
- recognize the relationship between the invention of our current calendars and the solar system.

Essential Questions

Essential questions haven't been entered into the lesson plan.

Vocabulary

- Calendar:** A chart of the days, weeks, and months of one or more years.

6. Click **Back** (at the bottom of the page) to return to your search results.



Search Tips

The Standards Aligned System portal includes content from several outstanding community, cultural, and educational institutions.

1. To begin, choose **Materials & Resources** from the **Navigation Bar**.

2. Click on the **Click here** link that is embedded in the text at the top of the **Search** tab.

Search

Materials & Resources provides a way to locate standards-aligned content through a targeted search. Locate educational resources by Keyword, Subject Area/Grade Level, Course, or by one or more specific Content Types. Please select from the appropriate filters.

The Standards Aligned System includes content from several outstanding community, cultural, and educational institutions. [Click here](#) to view our content collections.



3. The **Search Tips** tab will open. Click on a **Keyword** to view content from the collection.




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.

- Click a **Title** to view the content. You may have several pages of search results; use the **Page Numbers** to view additional pages of search results.

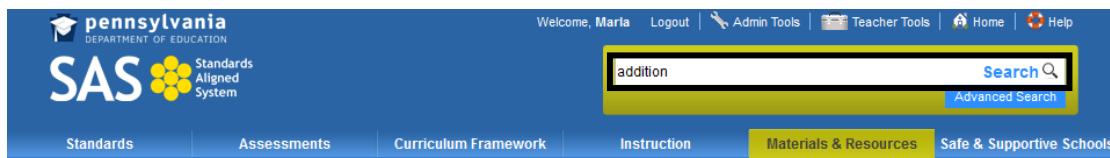
Your search for "BL" returned 30 results. 1 2 >

 The Leonardo Notebook	E-Book Grade(s):
 The Golf Book	E-Book Grade(s):
 The Mercator Atlas of Europe	E-Book Grade(s):
 The Diamond Sutra: The Oldest Printed 'Book'	E-Book Grade(s):
 Jane Austen's History of England	E-Book Grade(s): 9th Grade, 10th Grade, 11th Grade, 12th Grade

QuickSearch






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

- Type a **Keyword** or **Phrase** into the **QuickSearch** tool.
- Click **Search**.



- A list of search results will be returned. Click on the **Title(s)** to preview the content.

Your search for "addition" returned 1045 results. 1 2 3 4 5 6 7 >

 Arithmetic Properties	Homework Help (Curricular Content) Grade(s): 2nd Grade, 3rd Grade, 4th Grade, 6th Grade
 Math Tables for Kids	Web-based Resource Grade(s): 1st Grade, 2nd Grade, 3rd Grade, 4th Grade
 Addition with Base Blocks 	Web-based Practice Grade(s): 3rd Grade, 4th Grade, 5th Grade
 Properties of Addition	Homework Help (Curricular Content) Grade(s): 2nd Grade, 3rd Grade

- Then, based on the results, refine the search by selecting a **Grade Level/Subject Area** or **Course**. You can also refine your search by clicking the checkboxes next to the types of resources. Click **Search**.

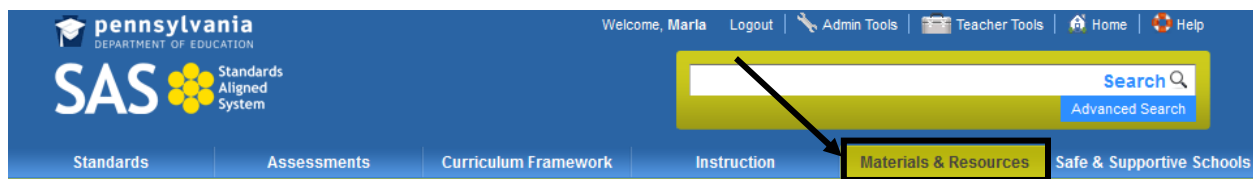
The screenshot shows a search interface with the following elements:

- A search input field containing the text "addition" and a magnifying glass icon.
- Two tabs: "Select a Grade Level/Subject Area" (active) and "Select a Course".
- Two dropdown menus: "-- Select a Grade Level --" and "-- Select a Subject Area --".
- A section titled "Narrow your search results to include specific types of materials and resources by clicking on the check box in front of the content type." containing several checkboxes:
 - Lesson/Unit Plan
 - Instructional Content
 - Educational Resources
 - Assessment
 - Videos
 - Web-Based Content
 - PA Educator Created Content
 - Safe & Supportive Schools Content
- A yellow "Search" button.

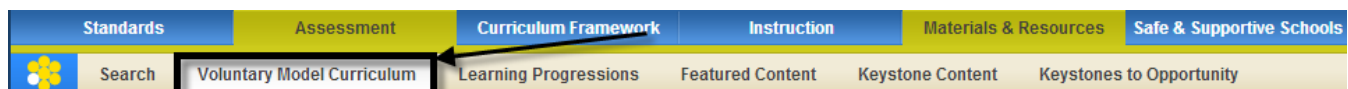
Voluntary Model Curriculum

Materials & Resources include **Voluntary Model Curriculum**, incorporating learning progressions, units, lesson plans, and content resources aligned to the **Pennsylvania Academic** and **PA Core Standards**.

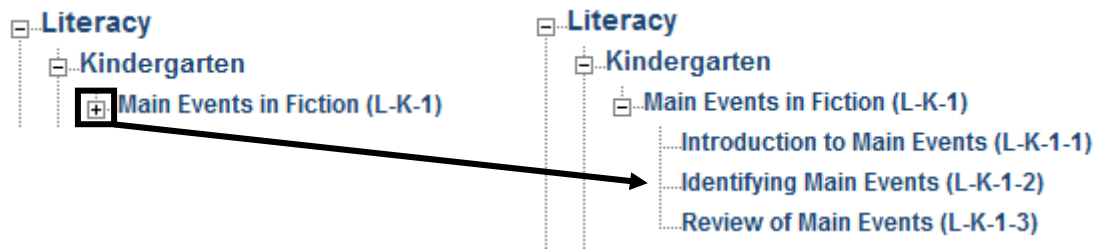
- Choose **Materials & Resources** from the **Navigation Bar**.



- Click the **Voluntary Model Curriculum** tab.



3. Locate a **Subject** and **Grade Level**. Click the **Plus sign (+)** to view **Lessons** available within a **Unit**.



4. Click on a **Title** to view the **Unit** or **Lesson**.

Lesson Plan

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Introduction to Main Events

Alignments:

Grade Levels

Related Academic Standards

Assessment Anchors

Eligible Content

Big Ideas

Concepts

Competencies

Objectives

[IS.3 - ELL Students]

[IS.4 - Language Function]

This lesson introduces students to story structure by focusing on main events. Students will:

- review examples of fiction elements, with a focus on main events.
- retell information found in text.
- identify the main characters in stories and discuss the characters' experiences.
- talk about their own feelings and the events that cause these feelings.

Essential Questions

- How do we think while reading in order to understand and respond?

Instructional Supports

1. **Voluntary Model Curriculum (VMC)** lessons plans contain **Instructional Support** references that provide educators with suggestions that they can use to support struggling, advanced, and ELL learners in the classroom.

Objectives

[IS.3 - ELL Students]

[IS.4 - Language Function]

This lesson introduces students to story structure by focusing on main events. Students will:

- review examples of fiction elements, with a focus on main events.
- retell information found in text.
- identify the main characters in stories and discuss the characters' experiences.
- talk about their own feelings and the events that cause these feelings.

- Click on the **plus sign (+)** next to the **Suggested Instructional Supports** field. The explanation of all of the references to **Instructional Supports** (highlighted in yellow) scattered throughout the plan can be located here.

Suggested Instructional Supports

[+ View](#)

Match the number contained in the **Instructional Support** reference in the lesson with the numbers found in the **Suggested Instructional Supports** field for information on how to support struggling, advanced, and ELL learners during instruction.

Suggested Instructional Supports

[View](#)

Modeling , Active Engagement , Scaffolding , Explicit Instruction

- W:** Guide students to restate main events in a story and to identify characters.
- H:** Give students opportunities to relate their own experiences about starting kindergarten and identifying events.
- E:** Have students listen to *The Kissing Hand*, a story about starting kindergarten, and make connections with their own experiences. Guide students to retell the events in the story in sequence.
- R:** Provide opportunities for students to demonstrate their ability to retell main events.
- E:** Observe students as they apply what they have learned to determine whether students understand the concept of main events in a story.
- T:** Ask guided questions to help students who have difficulty verbalizing ideas.
- O:** The learning activities in this lesson provide for large-group instruction and discussion, small-group exploration, and individual application of concepts.

IS.1 - Preparation

Preparation: List ELLs and ELP composite scores.

IS.2 - ELP Standards

For ELLs: List the ELP Standards to be addressed in this lesson.

IS.3 - ELL Students

For ELLs: Pre-teach key vocabulary, using visuals.

IS.4 - Language Function

For ELLs: Include a language function objective

IS.5 - Struggling Learners and ELL Students

For struggling learners/readers consider pre-teaching, re-teaching, and/or sending materials home for additional practice. Increase flexibility and responsiveness by planning lesson adjustments such as increasing or decreasing the pace.

For English Language Learners consider consulting with the ESL teacher to develop and deepen lesson objectives.

Rating Voluntary Model Curriculum

- Hover your mouse over the **Stars** under the heading **Community** (at the bottom of the page).

Community

Current Rating



Rate This Unit



- Highlight the number of **Stars** (1-5) you wish to award the resource.



- Your rating will be averaged in with the ratings of others under the heading **Current Rating**.

Current Rating



Rate This Unit



- To remove your rating, click the red **X** icon to the left.



Commenting on Voluntary Model Curriculum

Users can **Comment** on resources in the **Voluntary Model Curriculum**.

- Enter **Comments** into the **Post a Comment** field, and then click **Post Comment**.

Comments

Comments haven't been posted about the unit plan.

Post a Comment

I have used this unit for first grade students and it has worked well. Does anyone have any suggestions for literature for first graders?

Post Comment

- Your **Comment** will be added to the list above.

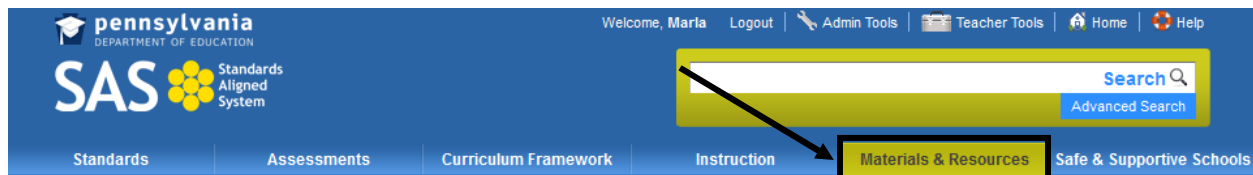
Comments

I have used this unit for first grade students and it has worked well. Does anyone have any suggestions for literature for first graders?
Posted less than a second ago

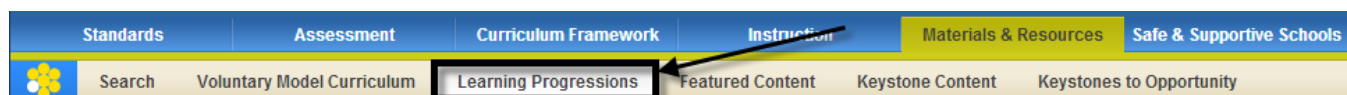
Learning Progressions

A **Learning Progression** is a road or pathway that students travel as they progress toward mastery of the skills needed for career and college readiness. Each road follows a route composed of a collection of building blocks that are defined by the content standards for a subject.

- Choose **Materials & Resources** from the **Navigation Bar**.



- Click the **Learning Progressions** tab.



3. Select a resource from the list:

Learning Progression Documents

-  [Reading - Literature Learning Progressions August 2013](#)

-  [Reading - Literature Learning Progressions August 2013](#)

-  [Writing - English Composition Learning Progressions August 2013](#)

-  [Writing - English Composition Learning Progressions August 2013](#)

-  [Mathematics Learning Progressions August 2013](#)

-  [Mathematics Learning Progressions August 2013](#)


-  [Science Learning Progressions August 2010](#)

-  [Science Learning Progressions August 2010](#)

4. The **Learning Progressions** are available as either PDF or Microsoft Excel files. 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.
5. The **Learning Progression** is coded. The dots on the matrix indicate when grade-level appropriate resources pertaining to an **Eligible Content** statement are available.

Content Code	Eligible Content	Grades								Algebra I		Algebra II		Geometry			
		K	1	2	3	4	5	6	7	8	Module 1 Operations and Linear Functions & Inequalities	Module 2 Linear Functions and Data Organizations	Module 1 Numbers Systems and Data Analysis	Module 2 Non-Linear Expressions and Equations	Module 1 Geometric Properties and Relations	Module 2 Geometrical Reasoning	
Algebraic Concepts:																	
Functional Representations																	
M03.B-O.3.1.5	Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations.																
M04.B-O.3.1.1	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.									•							
M04.B-O.3.1.2	Determine the missing elements in a function table (limit to +, -, or × and to whole numbers or money).									•							
M04.B-O.3.1.3	Determine the rule for a function given a table (limit to +, -, or × and to whole numbers).									•							

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

 [M04.B-O.3.1.1](#) Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

					•
--	--	--	--	--	---

Materials & Resources - Results

 [Using Patterns in Algebraic Thinking](#)

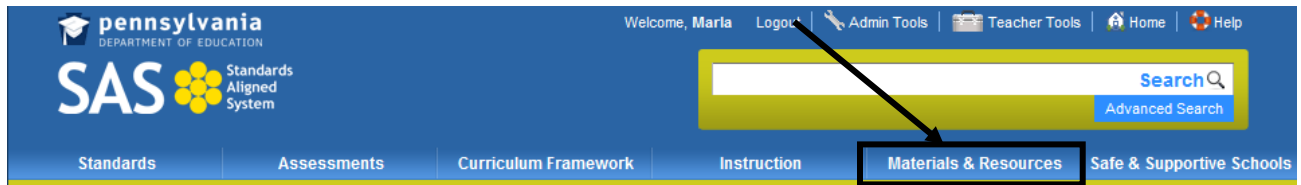
Unit Plan

Grade(s): 4th Grade

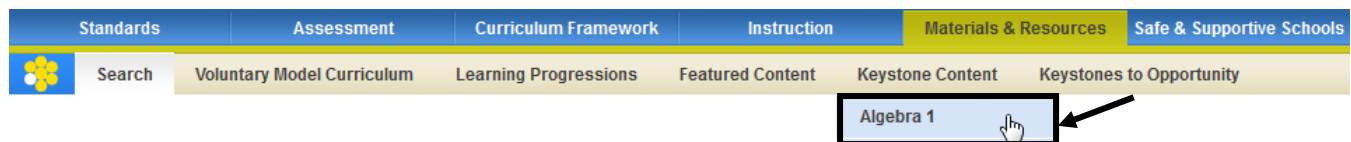
Keystone Content

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. The first **Keystone Content** page to be developed is for **Algebra I Resources**.

1. Click the **Materials & Resources** tab on the **Navigation Bar**.



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



3. **Keystone Exams** are developed using a module format, wherein the **Assessment Anchors** and **Eligible Content** are organized into two thematic modules. Select a **Module** to begin exploring the resources.

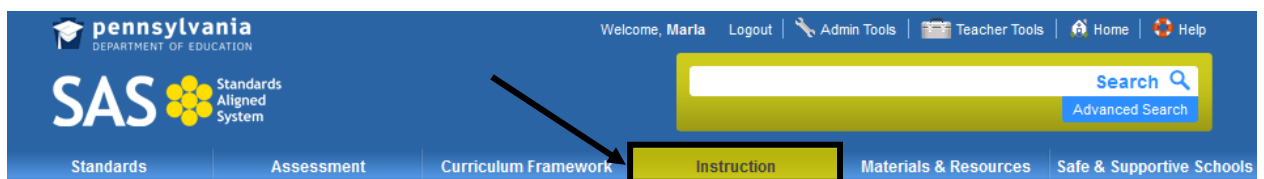
4. Select from the various resources on the page, all of which are aligned to **Eligible Content** statements from the **Algebra I** course.
 - **Educator Resources** – instructional resources for Algebra I teachers.
 - **Student Resources** – subject-specific activities for Algebra I students
 - **Sample Assessments** – standards-based sample assessments.

Keystones to Opportunity

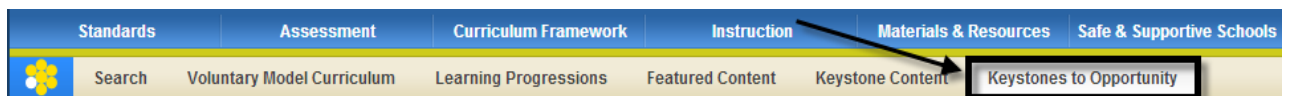
The **Pennsylvania Department of Education** has been awarded \$38.6 million through the **United States Department of Education's Striving Readers Comprehensive Literacy Program**. The **Keystones to Opportunity (Striving Readers) Grant** was awarded to support Pennsylvania's comprehensive approach 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. Click **Instruction** on the **Navigation Bar**.



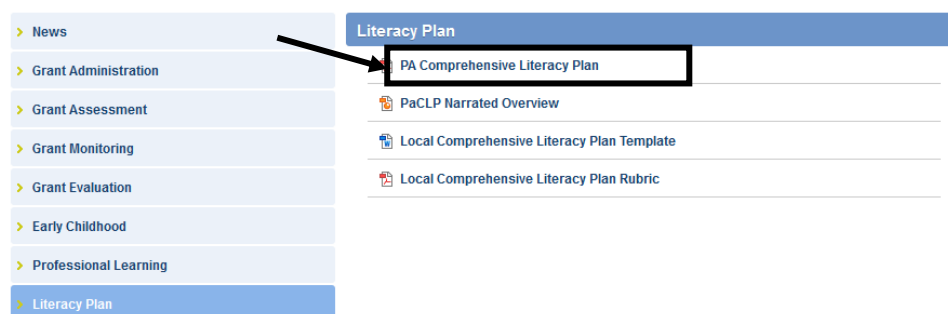
2. Click the **Keystones to Opportunity** tab.



- 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.

PA Keystones to Opportunity Gateway

The Pennsylvania Department of Education (PDE) has been awarded \$38 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.



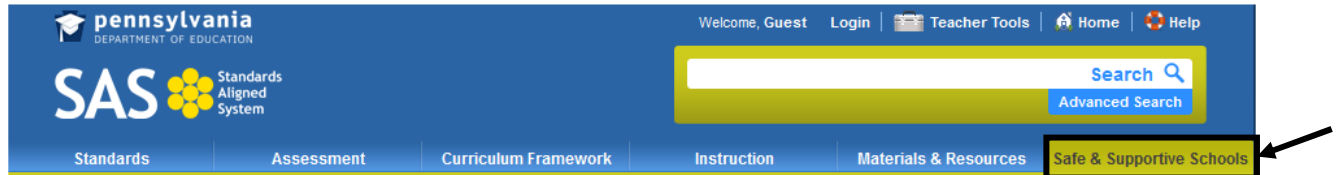
This page is intentionally blank.

Safe & Supportive Schools

Safe & Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following:

- **Engagement:** School engagement is essential towards building academic success and a positive school climate. Engagement in school 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. These events and opportunities include relationships, respect for diversity and school participation.
- **Safety:** 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.
- **Environment:** 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. Choose **Safe & Supportive Schools** from the **Navigation Bar**.



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

Safe & Supportive Schools

The Safe and Supportive Schools element is now active, and the Student Interpersonal Skills may be accessed from this element. While still a work in progress, materials and resources are available but are not yet aligned to these new standards

Click here to access the Student Interpersonal Skills Standards:

- [Student Interpersonal Skills Standards \(PDF\)](#)
- [Student Interpersonal Skills Standards](#)

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Locating Safe Schools Resources

1. Select from the **Engagement, Safety, Environment, or Comprehensive Resources** tabs, or click the linked words on the **Overview** tab.

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NOTE: The resources available in **Comprehensive Resources** span two or more of the **Safe and Supportive Schools** element's major tabs, and are robust in nature.

2. This tab lists the three (3) **Facets** of the **Engagement** area, plus the **Comprehensive Resources**. Briefly review the description of each **Facet**.

Engagement

School engagement is essential towards building academic success and a positive school climate. Engagement in school 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. These events and opportunities include relationships, respect for diversity and school participation.

Relationships	The connection between two or more people or groups and their involvement with and behavior toward one another.	Materials & Resources
Respect for Diversity	Understanding, appreciating, and responding to differences in individuals or groups.	Materials & Resources
School Participation	One's sharing in and involvement with daily classroom and other school events.	Materials & Resources
Comprehensive Resources	The resources available in Comprehensive Resources span two or more of the Safe and Supportive Schools element's major tabs and are robust in nature.	Materials & Resources

- Click on the **Materials & Resources** button to the right of a **Facet**. A list of all of the **Safe Schools Resources** available in the database of **Materials & Resources** will appear.
- Locate a resource and click on its **Title**.

The screenshot shows the 'Materials & Resources' section with a search bar and filters. Below the filters, there are two search results for 'Safe Schools Resource'. The first result is 'Legal Issues for School Districts Related to the Education of Undocumented Children'. The second result, highlighted with a black box and an arrow, is 'Community Outreach for Involvement and Support: A Self-study Survey'. To the right of each result is a box listing the applicable grade levels: Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, and 12th Grade.

- Scroll down to see the alignment to **Student Interpersonal Skills (SIS) Standards**, as well as any relevant **Standards**.
- Review the **Description** of the resource.

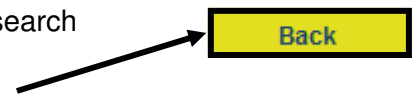
The screenshot shows the detailed view of the resource 'Community Outreach for Involvement and Support: A Self-study Survey'. At the top, there are buttons for 'Add to My ePortfolio', 'Send to a Friend', and 'Printer Friendly Version'. Below the title, the 'Grade Levels' are listed as Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, and 12th Grade. Under 'Related Academic Standards', there are five standards listed: 11.1.3.G, 11.1.6.G, 16.1.K.B, 16.1.5.B, and 16.1.8.B. A 'View All' link is provided. The 'Description' section states: 'Schools can do their job better when they are an integral and positive part of the community. For schools to be seen as an integral part of the community, outreach steps must be taken to create and maintain linkages and collaborations.' The 'Resource(s)' section includes the URL: <http://websites.pdesas.org/ocreator/2011/11/23/382553/file.aspx>. A 'Back' button is at the bottom.

7. 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.

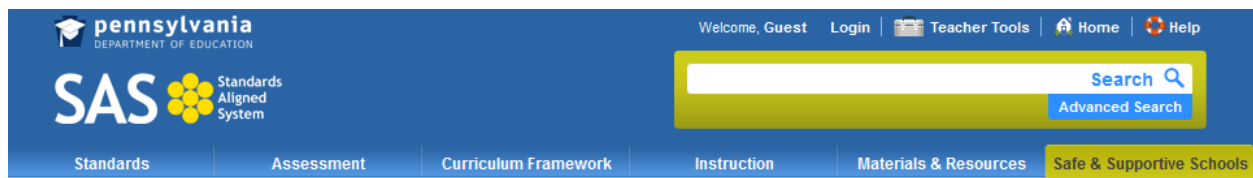
8. Click the **Back** button at the bottom of the page to return to the search results.



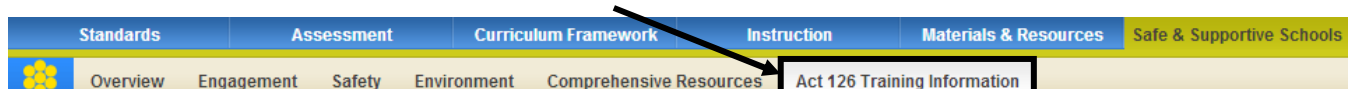
Act 126 Training Information

Act 126 requires professional development for all school entities in four specific areas: the recognition and reporting of child abuse, the Pennsylvania Educator Misconduct Act and the maintenance of professional relationships with students.

1. Choose **Safe & Supportive Schools** from the **Navigation Bar**.



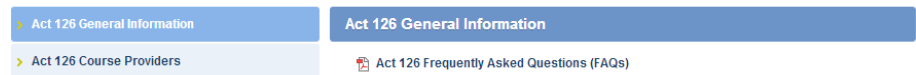
2. Select the **Act 126 Training Information** tab.



3. Click on the appropriate sub-topic, and then click the title of the document you wish to view:

Act 126 Training Information

Act 126 requires professional development for all school entities in four specific areas: the recognition and reporting of child abuse, the Pennsylvania Educator Misconduct Act and the maintenance of professional relationships with students. Information about the Act and its provisions as well as a list of PDE approved Act 126 providers are included in the documents housed on SAS.



4. 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.

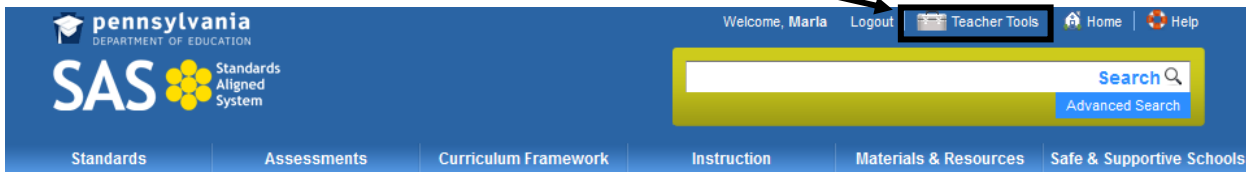
Teacher Tools

Teacher Tools provide teachers with easy-to-use integrated classroom tools that enhance their teaching effectiveness.

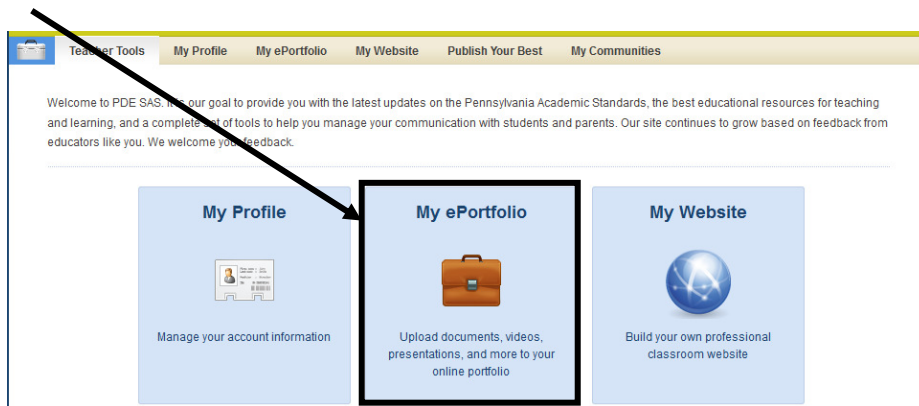
My ePortfolio

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

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

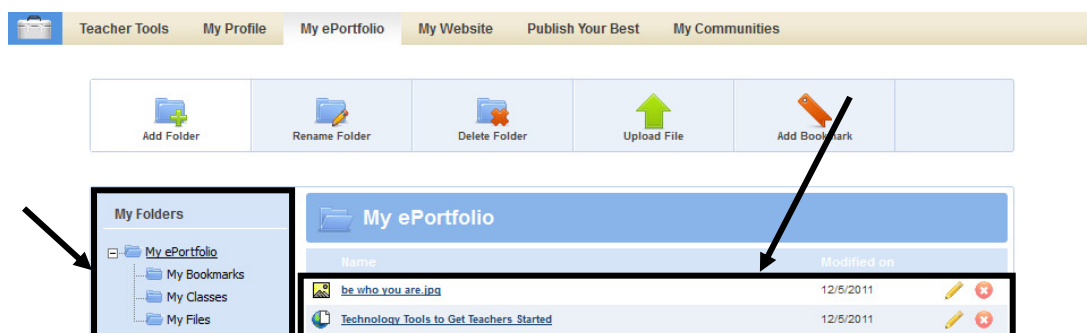


2. Choose **My ePortfolio** from the **Teacher Tools** menu:



The first time you enter your **ePortfolio**, you 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.

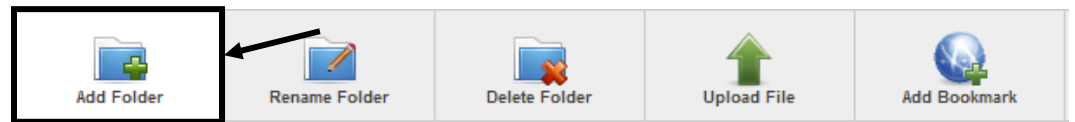
You may also see any items that you have saved listed on the right side of the screen – as of now, all of these items are stored within the **My ePortfolio** folder.



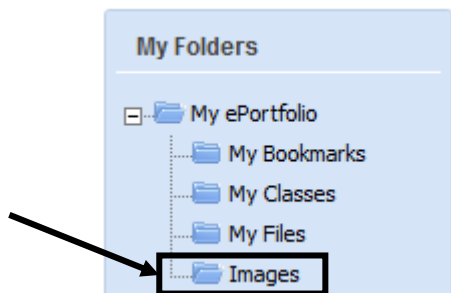
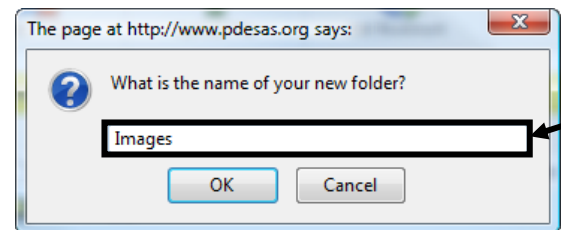
Add Folder

You can create as many folders as you like to get yourself organized. You also have the ability to create subfolders within a folder.

1. Click **Add Folder**.



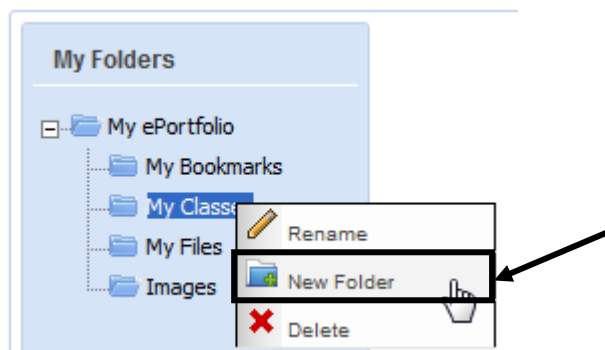
2. Type a name for the **New Folder**, and click **OK**.



3. A **New Folder** will be added under the **My ePortfolio** folder.

4. Repeat Steps 1-3 to add as many folders as necessary.

Create Subfolders

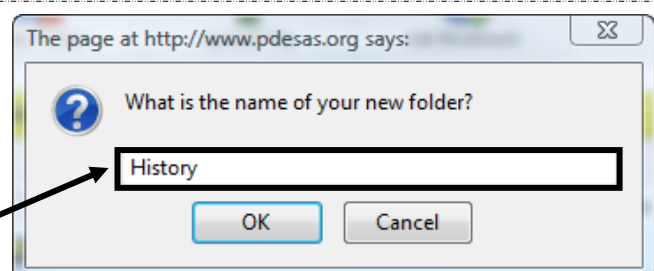


1. Click on the folder to which you'd wish to add a subfolder to open it.
2. Right-click your mouse on the folder again. Select **New Folder**.



NOTE: Macintosh users, click the **Folder** you wish to add a **Subfolder** to, and then click your mouse on the **Add Folder** icon above the folder list.

3. Type a name for the **New Folder**, and click **OK**.

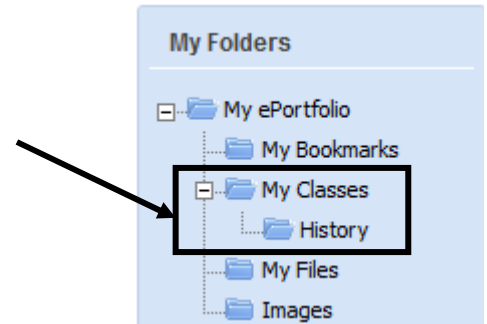


4. A **Subfolder** will be added to the folder.

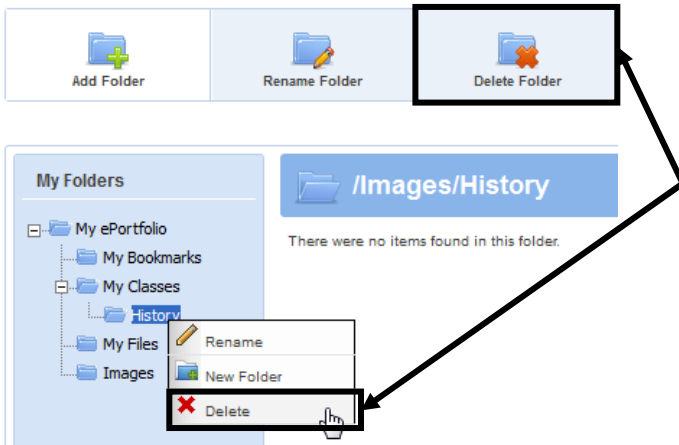


Drag and Drop:

Users may also elect to use the **Drag and Drop** feature. Click on a **Folder**, and while holding your mouse button down, drag the **Folder** on top of the folder of which you want it to become a **Subfolder**.

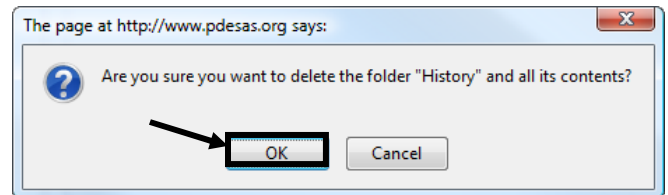


Delete Folders



1. Right-click your mouse on the folder you wish to delete and select **Delete** OR click on the folder then click the **Delete Folder** icon above the folder list.

2. Click **OK**. The folder will be deleted.



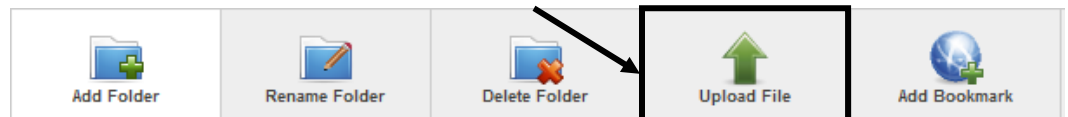
WARNING:

Be aware that if you delete a folder, you also delete all of its contents. If there are any subfolders attached to that folder, you will also delete them and all of their contents.

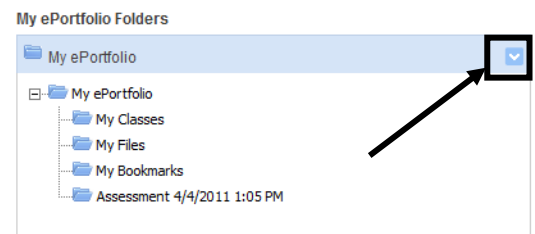
Upload Files

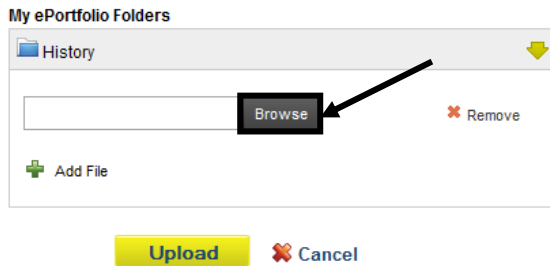
As long as a file is saved somewhere first, you can upload it to your **ePortfolio**.

1. Click **Upload File**.



2. Select a **Folder** into which to save the file. Click the arrow key to the right of the folder name to view a dropdown menu of your folders. Select the folder you want. By default, the folder that is currently open will be selected.





3. Click **Browse** to find the file on your computer.

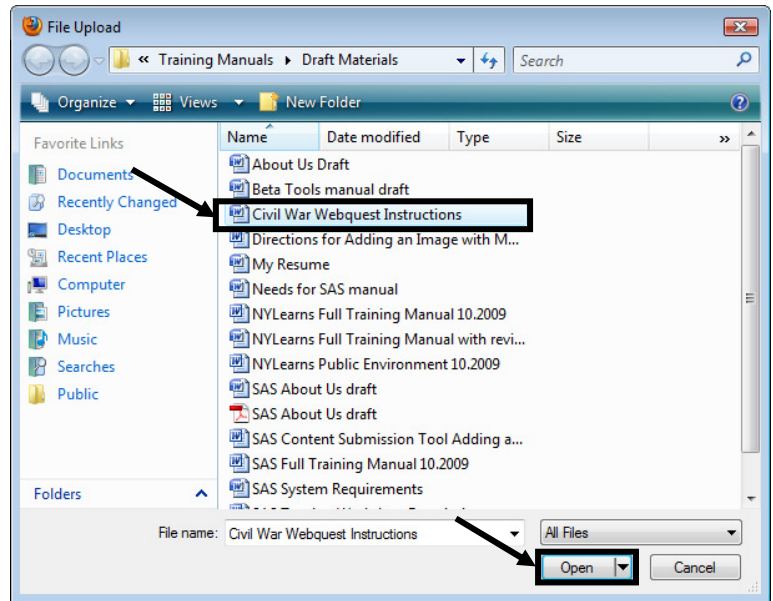
4. Once you locate the file, highlight it and click **Open** (or double-click the file).

NOTE:

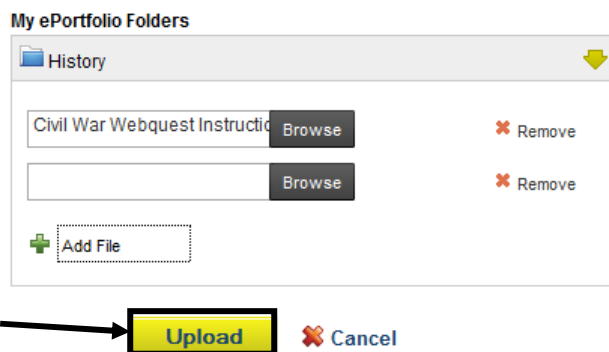
To ensure success when moving files between platforms (Mac to PC), include the proper file extension* when you first save the file.

Word – .doc, .docx
 PowerPoint – .ppt, .pptx
 Excel – .xls, .xlsx
 Access - .mdb, .accdb
 Inspiration - .isf, .ins, .ist
 Sound files - .wav, .mp3, .wma
 Videos - .mov, .wmv, .mp4
 Images - .jpeg, .gif, .tif

Also, avoid special characters such as /, \, #, ?, -.



WARNING: SAS may automatically resize your **picture files** during upload. To ensure that the picture is not distorted in any manner, it is best to adjust the image size prior to upload. The **suggested width** for picture files is **528 pixels**.

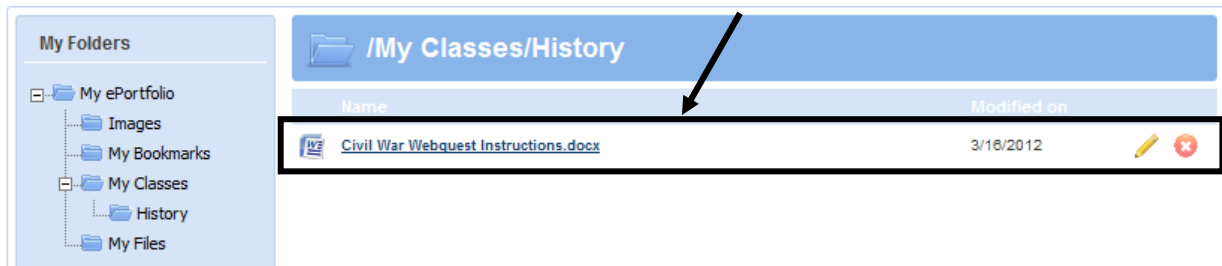


5. To save time, users can elect to upload multiple files to a folder at one time. Click the **Add** button (optional).

To delete a file prior to upload, click **Remove**.

6. Repeat steps 3-5 to add additional files to the **ePortfolio** if necessary.

- Click the **Upload** button. The window will close, and the file(s) will be added to the appropriate folder within the **ePortfolio**.

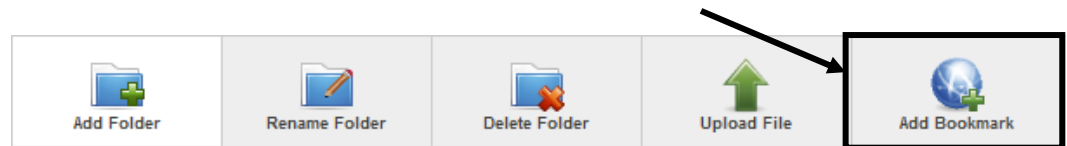


NOTE: The **ePortfolio** is an electronic, portable filing cabinet. It is a holding area, not a workspace. You MUST download (save to your computer) documents/files in order to open/modify/print them.

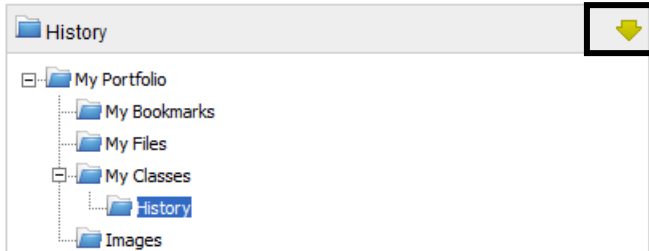
Add Bookmark

You can **Bookmark** your favorite Internet websites.

- Click **Add Bookmark**.



My ePortfolio Folders



- Select a **Folder** into which to save the file. Click the arrow key to the right of the folder name to view a dropdown menu of your folders. Select the folder you want. By default, the folder that is currently open will be selected.

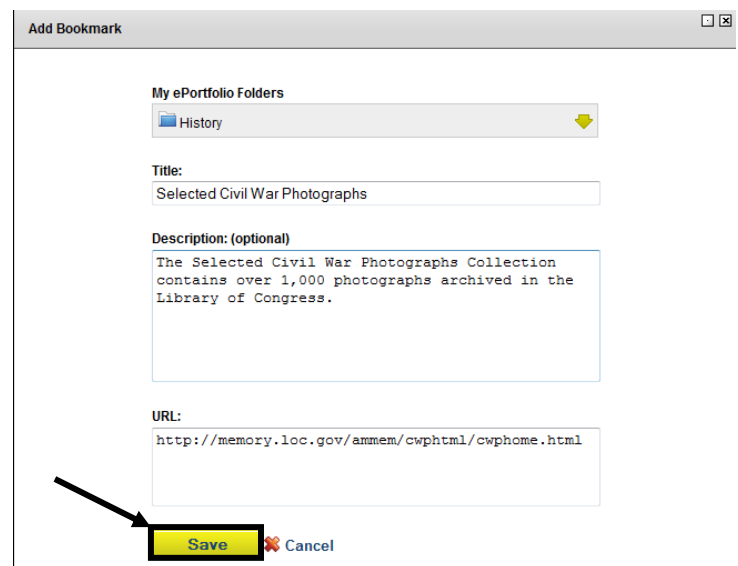
- Provide a **Title** for the file.

- Type a **Description** for the file.

The **Description** is wording describing a file that appears when the mouse is rolled over the item in the **ePortfolio**.

- Type the **URL** (web address).

- Click the **Save** button. The window will close, and the bookmark will be added to the appropriate folder within the **ePortfolio**.



To Copy and Paste a URL:

- Open two windows/tabs with your web browser.
- In one window/tab, log in 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.

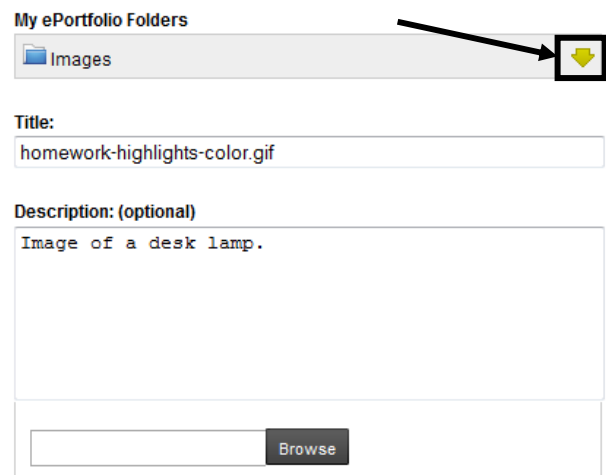
**Organizing the ePortfolio**

Once an item is uploaded to your **ePortfolio**, you can move it to another folder, rename it, edit the description, or delete it. In the case of an **Uploaded File**, you will also be able to browse for a different file.

Click the **Edit** icon (pencil) to the right of the item you wish to make changes to:

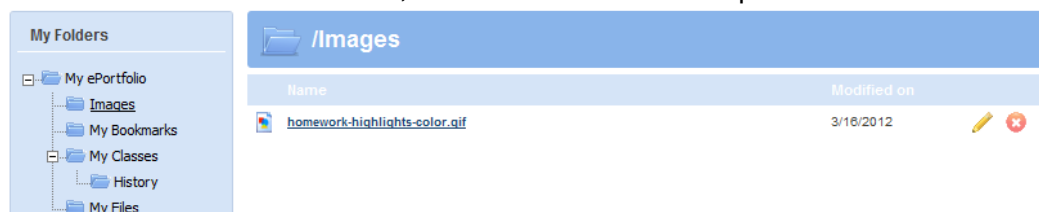


- To move an item into another folder, select the new folder from the **Folder** drop-down list.
- To rename an item, edit the **Title**.
- To add a description, enter the text in the **Description** field.
- To select a different file, click **Browse** and navigate to the location where the new file is saved. Highlight the new file, and click **Open**.



- To save your changes, click **Save**.
- To cancel any changes, click **Cancel**.

If you moved the item to a new **Folder**, click the **Folder** icon to open the folder and see the item:

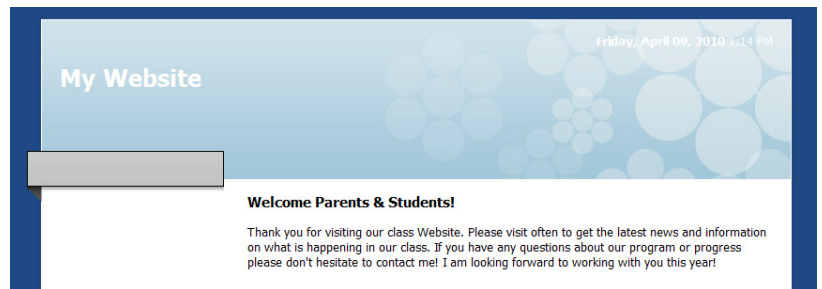


My Website

All registered users of **SAS** can create a **Website** to use as a communication tool. The **Pages** are formatted; you just need to supply the content.

You can modify your **Website** to reflect:

- the specific classes you teach
- the events relevant to your class or school
- the resources you want available for yourself, colleagues, students, and/or parents

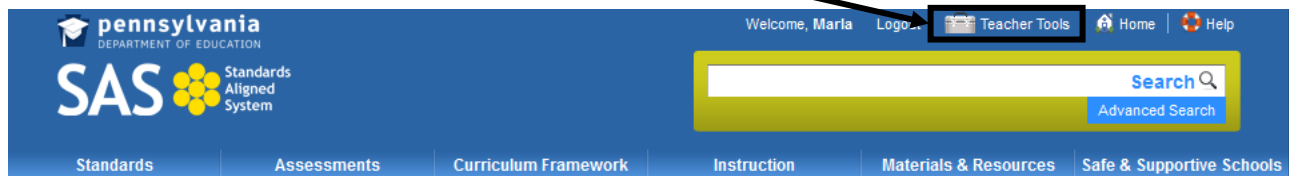


Your website address is: <http://websites.pdesas.org/your SAS username>

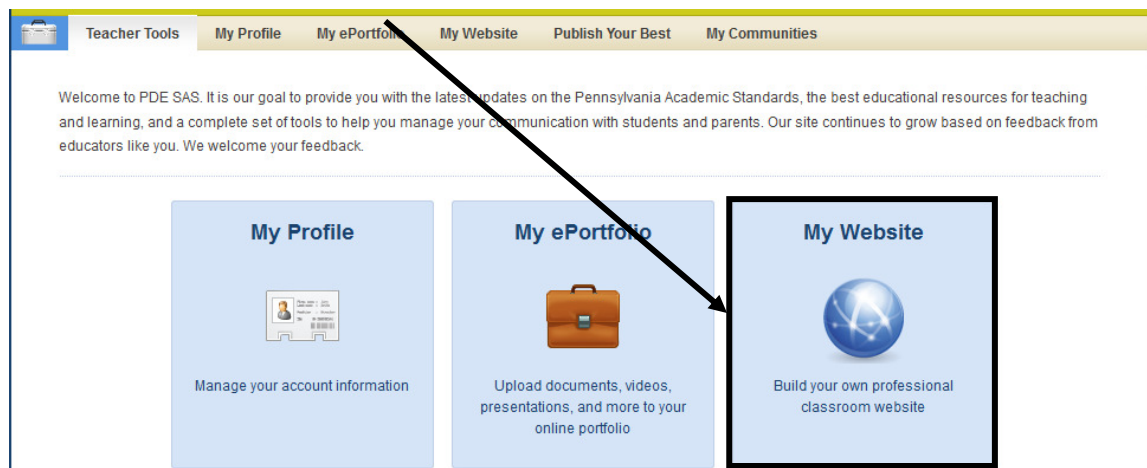
<http://websites.pdesas.org/mwitkowski/>

To open the **Website Builder**:

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



- Choose **My Website** from the **Teacher Tools** menu:



Enabling Your Website

When you begin creating your **Website**, it is visible only to you, when you log in to the **SAS** site. Visitors to your **Website** will see the following message:

If you are a visitor to this website, please note that the website creator currently has not enabled the website. Thus, it is unavailable for public access.

If you are the website creator and would like make this website available for public access, you will need to enable your website. To enable the website, you must first navigate to this page, <http://www.pdesas.org/module/edfx/website/>, and verify the check box next to Enable my Website. Then, click on the Save button at the bottom of the screen. Your website is now enabled and publically accessible.

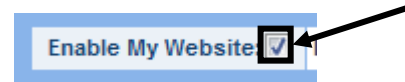
To share your **Website** with colleagues, parents, and students, you will need to enable your site.

1. Place a **checkmark** next to the **Terms of Use** statement for the SAS website. For further information on policy, please refer to the **Terms of Use** link, as well as any documentation set forth by your district.

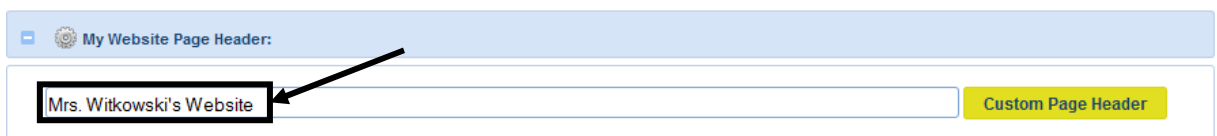
Terms of Use

Educators who create webpages should use this service in compliance with our **Terms of Use** policy. All content published on personal webpages should be appropriate for viewing by children and families and should relate to school activities. Please refer to the appropriate documents for additional details.

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

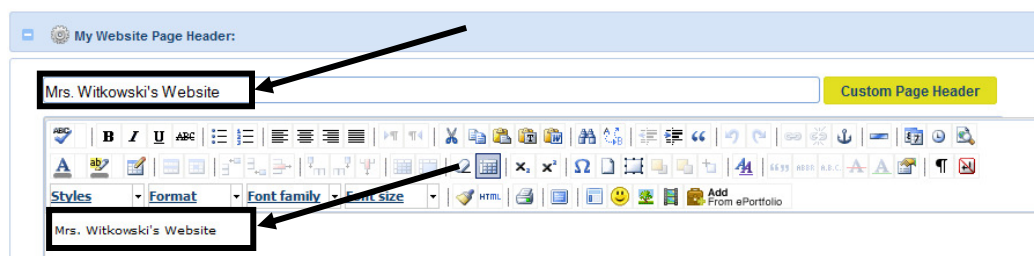


3. Type a **Name** for your site to the left of the **Custom Page Header** button.



4. Click the **Custom Page Header** button.

The SAS rich-text editor will open. You can use the editor, which functions very similar to a word processor, to type the name again. The **Name** will appear in the heading on your site, as well as in the title bar of your browser.



NOTE: See p. 102 for more information on using the rich-text editor.

5. Include a **Copyright Statement** that will appear at the bottom of each page in your website, appended with the current year.



6. Click **Save** at the bottom of the **Website Builder** tab. You will receive a confirmation message. Click **Ok**.

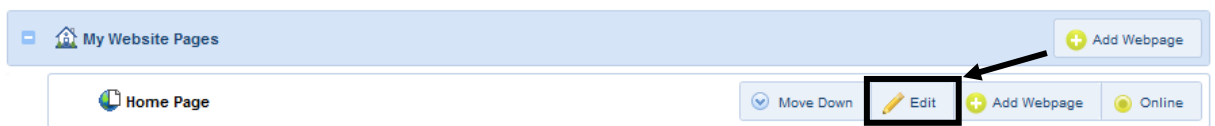


7. Click on **View My Website** to preview the changes.



Editing a Webpage

1. Locate the **Home Page**, and then click **Edit**.

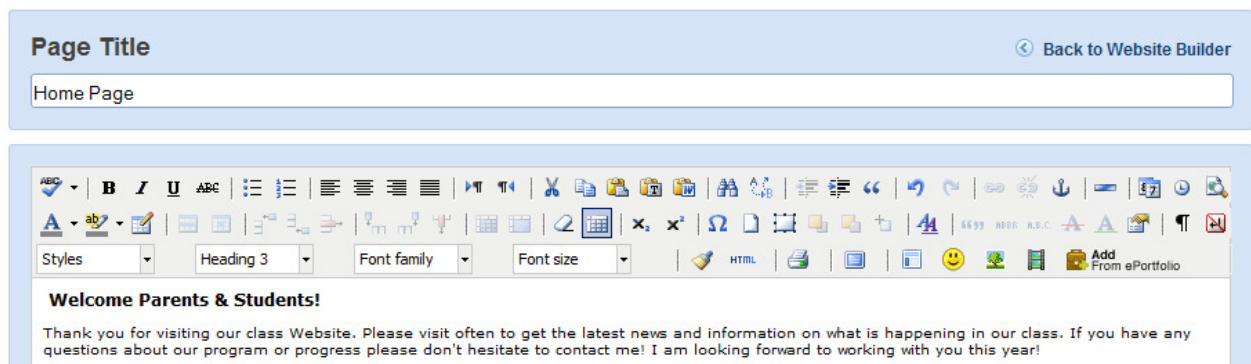


2. The SAS rich-text editor will open. You can use the editor, which functions very similar to a word processor, to enter text, hyperlinks, and graphics that will appear on a **Page**. Advanced users who know HTML code can also enter and edit code using the rich-text editor.

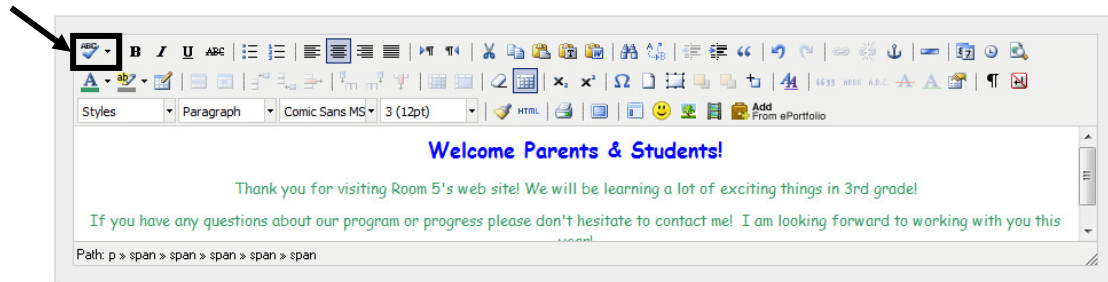


NOTE: The acronym **HTML** stands for **Hypertext Markup Language**, the computer code that is used to create web pages. You can use simple **HTML** code to enhance your **SAS Website**.

The **Home Page** is the main page of the **Website**, which initially contains a *default welcome message* for parents and students.



3. Once you have edited the message and/or added additional content to the **Home Page**, **Spell Check** your work.



4. Check **Show this page on your website menu?** To have this webpage display on your site's menu on the **Website Builder** tab. Show this page on your website menu?

Make this webpage available online?

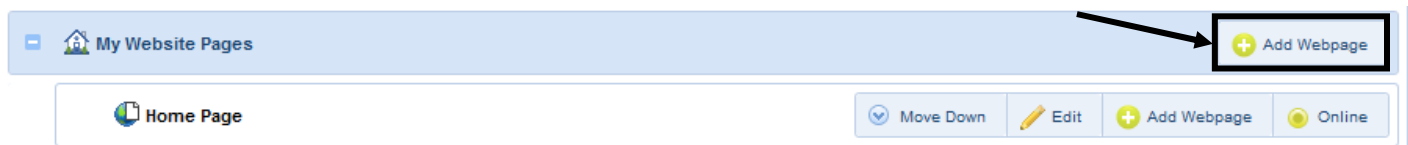
5. Check **Make this page available online?** to have this webpage visible to people who visit your **Website**.

6. Click **Save**. You will receive a confirmation message. Click **Ok**.

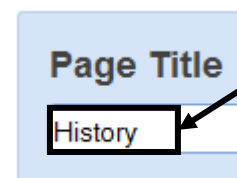


Creating a New Webpage

1. Under **My Website Pages**, click **Add Webpage**.



2. Under **Page Title**, type a name for the **New Webpage**.

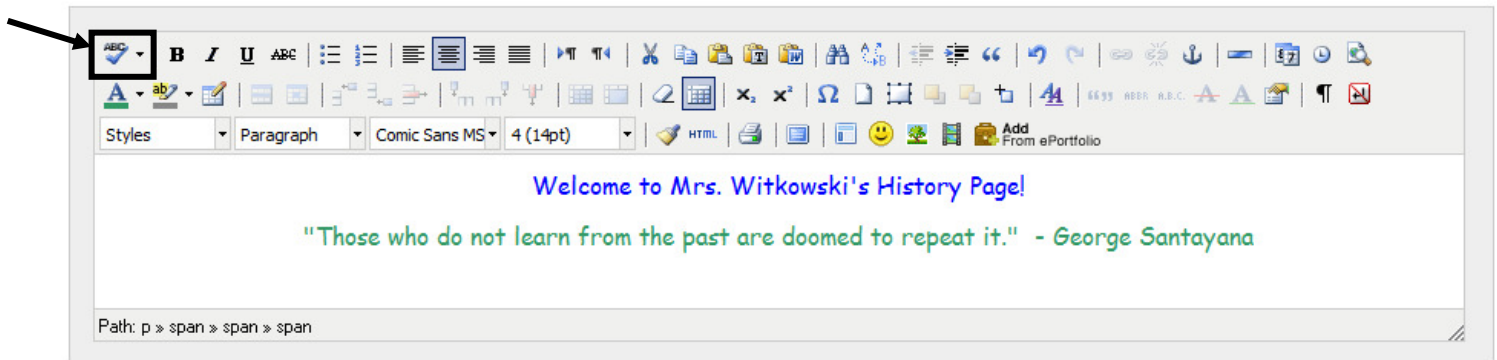


NOTE - To create a **Sub-Page** for an existing **Webpage**:

- Locate a **Webpage** that you wish to create a **Sub-Page** for.
- Scroll over to the right, and click **Add Webpage**.

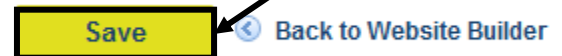
- Use the SAS rich-text editor to add content to the page. You can use the editor, which functions very similar to a word processor, to enter text, hyperlinks, and graphics that will appear on the **New Webpage**.

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

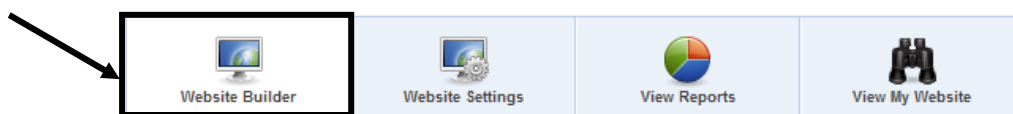


- Once you have added content to the **New Webpage**, **Spell Check** your work.
- Be sure that **Show this page on your website menu?** is checked so that this course will display on your site's menu on the **Website Builder** tab.
 Show this page on your website menu?
- Check **Make this page available online?** if you are ready to have this webpage visible to people who visit your **Website**.
 Make this webpage available online?

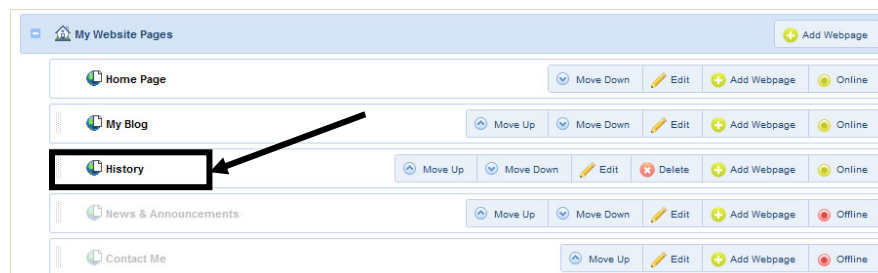
- Click **Save**. You will receive a confirmation message. Click **Ok**.



- You will be returned to the main **Website Builder** tab.



- The **New Webpage** will be added to the list under **My Website Pages**.



- Repeat Steps 1-7 to add as many additional **Pages** as necessary.

To highlight text on a **PC**:

- **Mouse:** - Move the mouse pointer before the text you wish to select. Holding down the left mouse button, drag the mouse until all text is selected. Release left mouse button.
- **Keyboard:** - Move the cursor with your arrow keys before the text you wish to select. While holding down the shift key, use the right arrow key to move the cursor over your text. When done selecting the word or phrase, release the shift key.

To highlight text on a **Mac**:

- **Mouse:** - Move the mouse pointer before the text you wish to select. Holding down the mouse button, drag the mouse until all text is selected. Release the mouse button.
- **Keyboard:** - Move the cursor with your arrow keys before the text you wish to select holding down the shift key, use the right arrow key to move the cursor over your text. When done selecting the word or phrase, release the shift key.

4. Click an icon on the toolbar to apply the formatting. Using the toolbar, you have many of the same formatting options as a word processor, including:
1. Bold, italics, and underline
 2. Bullets and numbers
 3. Text alignment
 4. Undo and redo
 5. Spell check



NOTE: For bulleting and numbering, if you want multiple list items, put a hard return after each item, so they each appear on their own line.

A screenshot of a rich text editor interface. The toolbar at the top contains various icons for text formatting (bold, italic, underline, text color, background color), alignment, indentation, and other editing functions. Below the toolbar, the content area shows the text "Welcome to Mrs. Witkowski's History Page!" in blue, followed by a quote "Those who do not learn from the past are doomed to repeat it." - George Santayana in green. The status bar at the bottom left shows the path: Path: p » span » span » span.

Formatting HTML Code with the SAS Rich-Text Editor

Users who wish to enter and edit HTML code will need to click on the HTML icon in the bottom toolbar of the rich-text editor.



That will reveal all HTML coding:



To return to the screen with the rich-text toolbar:

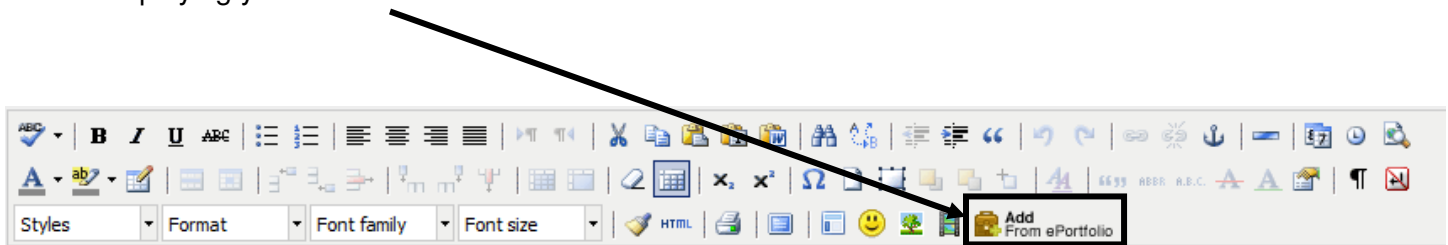
- Click the **Update** button to save any changes made to HTML coding
- Click the **Cancel** button to return without saving changes



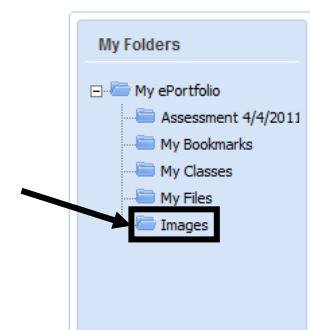
Inserting ePortfolio Items on a Page

Users have the ability to take items saved in their **ePortfolio** and add them to any **Page** on their **Website**.

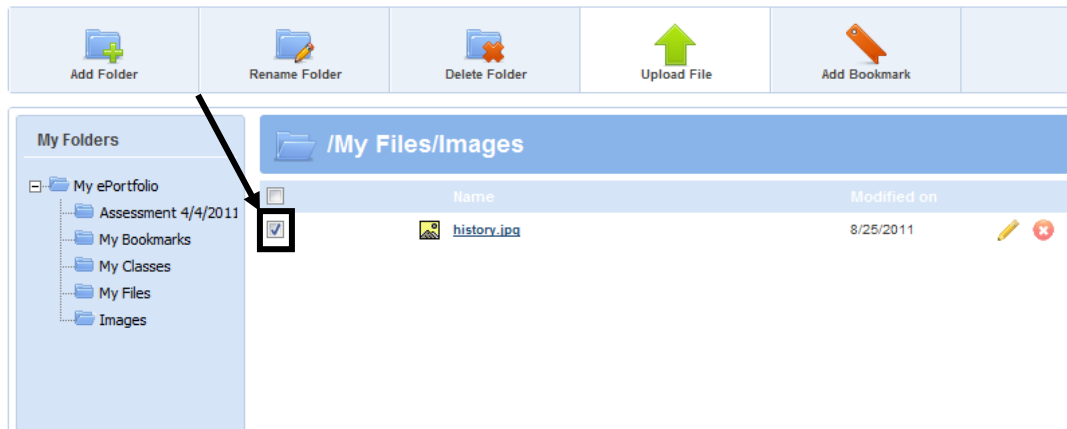
1. Click the **Add from ePortfolio** icon on the toolbar in the rich-text editor. A window will open displaying your **ePortfolio**.



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



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

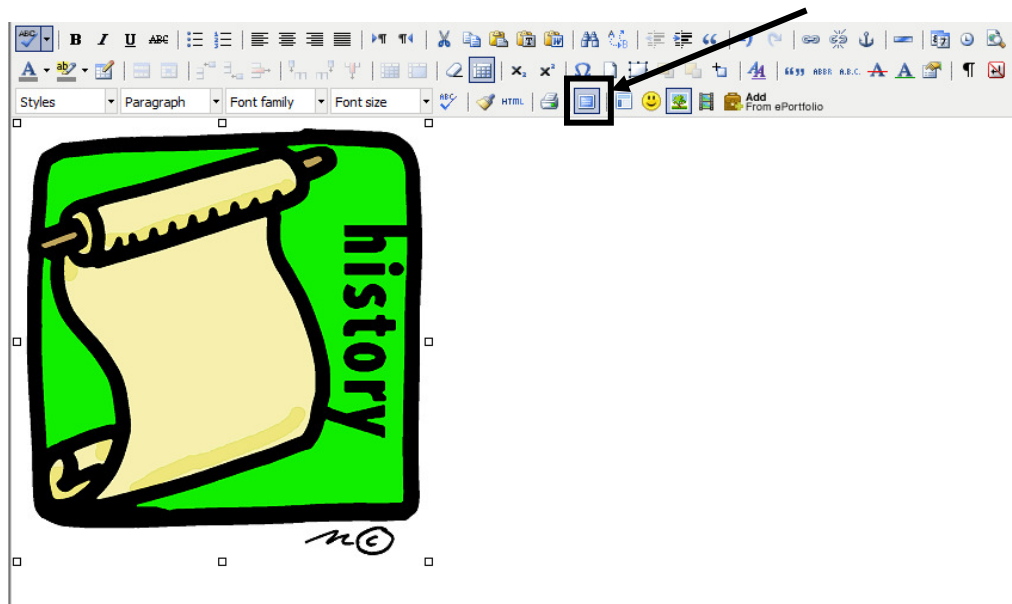


NOTE: Users can also **Upload File(s)** directly to the **ePortfolio** within the **Portfolio Manager**. Click on the **Upload File** button to add files to the **ePortfolio**. See p. 91 for further **ePortfolio** instructions.

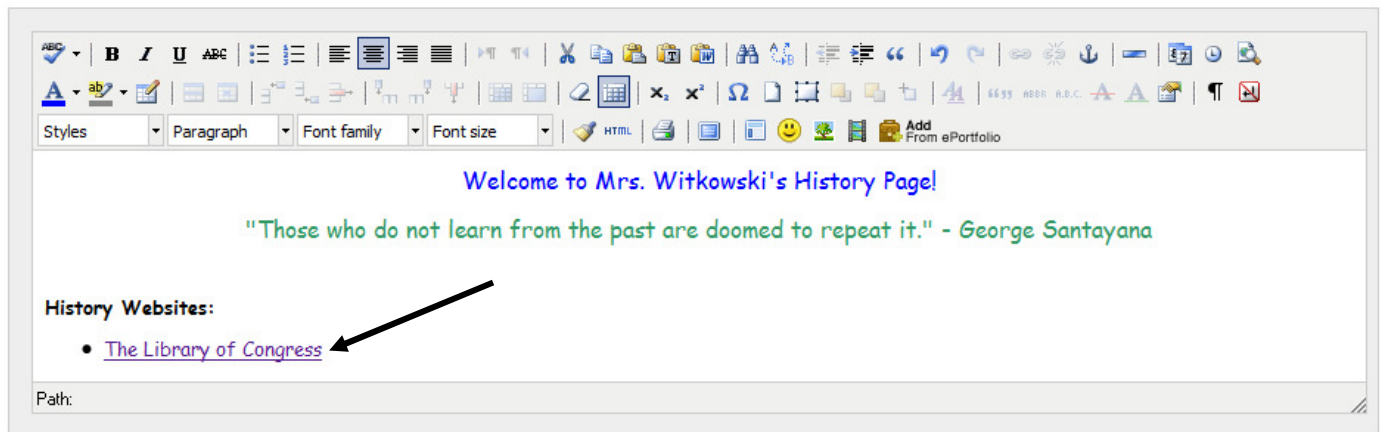
4. The item you selected will be inserted on your **Webpage**.

In this case, the image can be resized by clicking on it, and dragging the handles.

If the rich-text editor window is too small to view the entire image, click the **Toggle Fullscreen** icon to have the rich-text editor cover the full screen. Click the icon again to return the rich-text editor to its normal size.



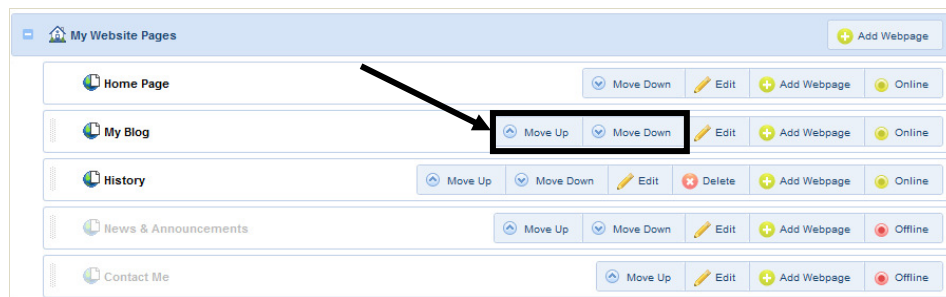
Inserted files, bookmarks to web sites, or bookmarks to items within **SAS** will appear as hyperlinks.



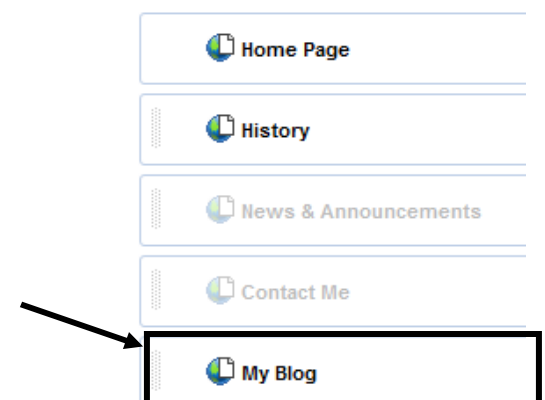
Reordering the Navigation Menu

Users can elect to reorder the **Webpage** navigation menu.

- Click on the **Move Up/Move Down** arrows next to the **Webpage(s)** you wish to move. The **Webpage(s)** will move up or down the list one space with each click.



Changes to the order will be reflected on the live **Webpage**. In this case, **My Blog** was moved to the bottom of the navigation menu, underneath **Contact Me**. If a page is moved any **Sub-Pages** of that page will be moved as well.

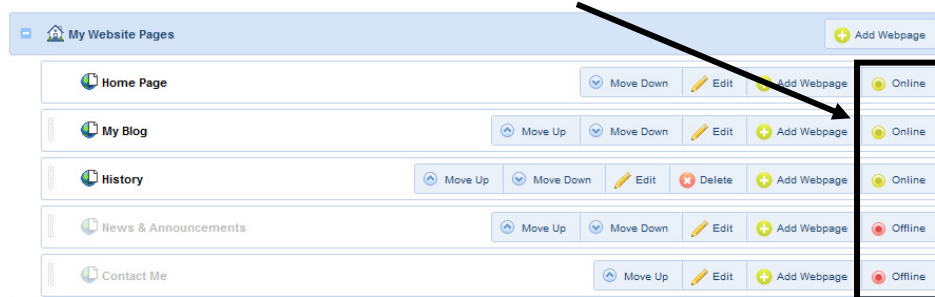


Displaying Pages Online

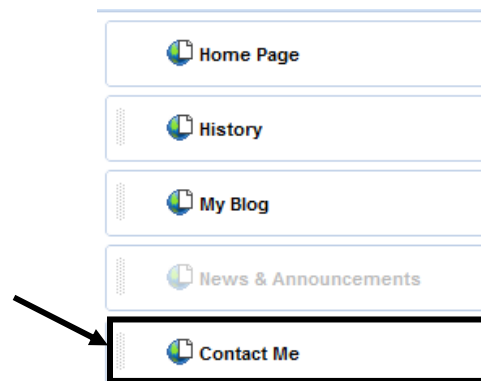
The question “*Make this webpage available online?*” controls whether or not a page is displayed **Online**. Users can control this option from the SAS rich-text editor.

Make this webpage available online?

Users can also click **Online/ Offline** buttons to display or remove pages on the live **Webpage**.



Changes to display will be reflected on the live **Webpage**. In this case, **Contact Me** was added to the live site.

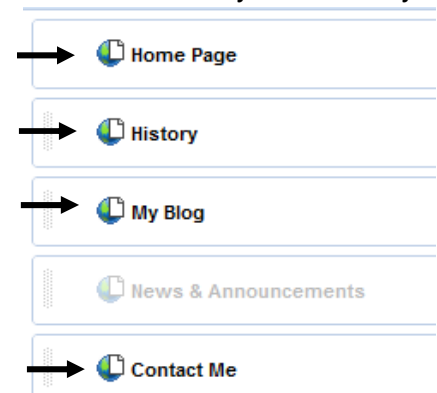


Viewing the Website

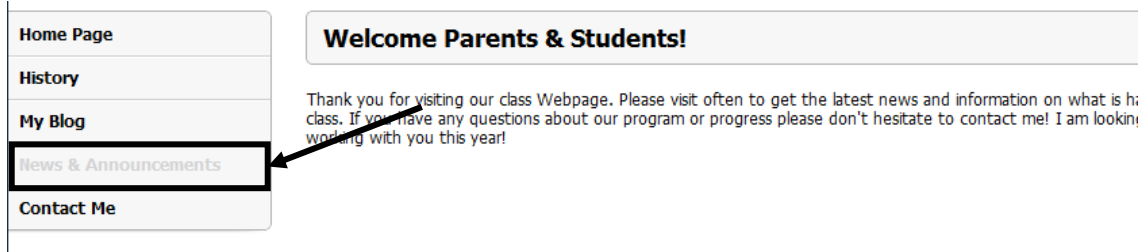
To see what appears to visitors to your **Website**, click **View My Website**.



Any **Webpages** that appear in full color on the **Website Builder** menu will be visible by a visitor to your website.

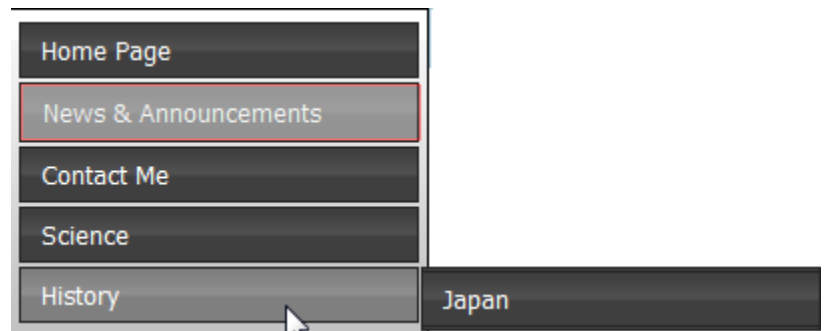


Any **Webpage(s)** that are grayed out will not be visible to your website visitors. However, they will be visible to you when you click on them in **View My Website**.



Sub-Page(s) will only appear when visitors hover their mouse over the **Webpage** the **Sub-Page** is connected to.

NOTE: If you have applied a change to your site and do not see it immediately, please refresh your browser.



Contact Me

Determine whether or not to include a way for visitors to contact you. This option will include a **Contact Me** page on your **Website** that will allow visitors to fill out a contact form directed to your email address.

Please fill out the form below to contact me.

Your name

Email

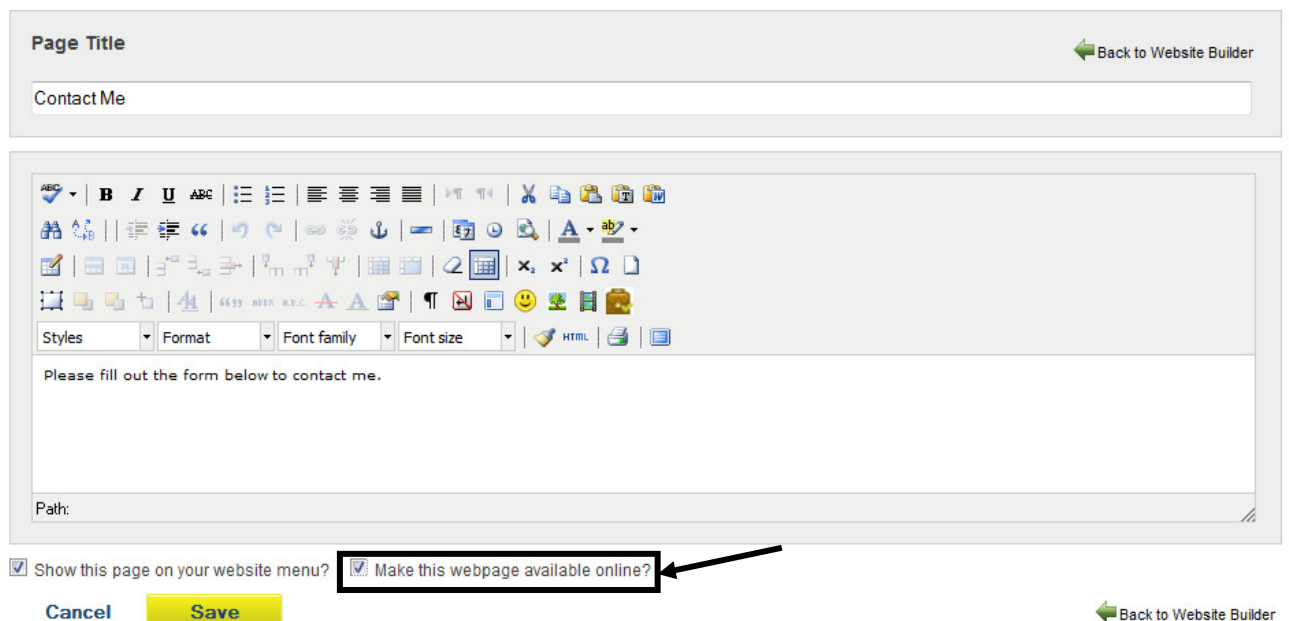
Subject

Type a message to be sent

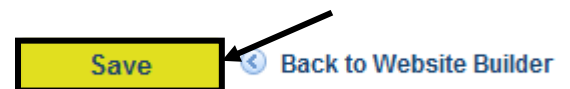
1. Locate **Contact Me** and click **Edit**.



2. The rich-text editor will open. Make any changes necessary (e.g., font family, size, or color) to the default text *“Please fill out the form below to contact me”*.



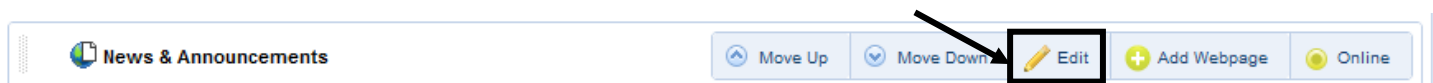
3. Check **Make this page available online?** to have this webpage visible to people who visit your **Website**.
4. **Save** your changes. You will be returned to the main **Website Builder** tab.



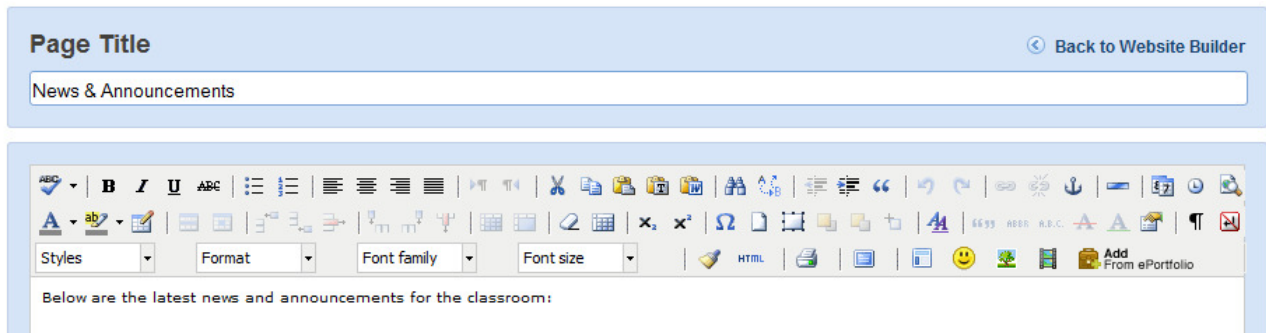
News & Announcements

You can post important **Announcements** for visitors to your **Website**.

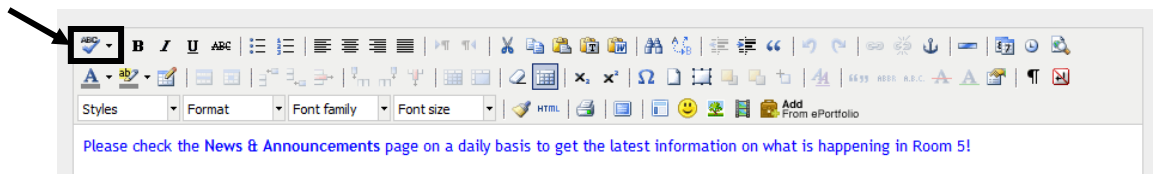
1. Locate **News & Announcements** under the **My Website Pages** header and click **Edit**.



- The rich-text editor will open. Make any changes necessary (e.g., font family, size, or color) to the default text “*Below are the latest news and announcements for the classroom.*”



- Once you have edited the message and/or added additional content to the **News & Announcements** page, **Spell Check** your work.



- Be sure that **Show this page on your website menu?** is checked so that this page will display on your site’s menu on the **Website Builder** tab. Show this page on your website menu?

Make this webpage available online?

- Check **Make this page available online?** to have this webpage visible to people who visit your **Website**.

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



- You will be returned to the main **Website Builder** tab.



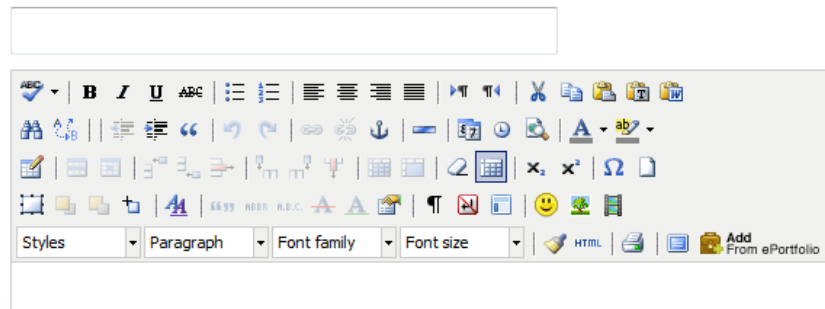
Adding an Announcement

1. Select **Add Announcement** from the **News & Announcements** toolbar.



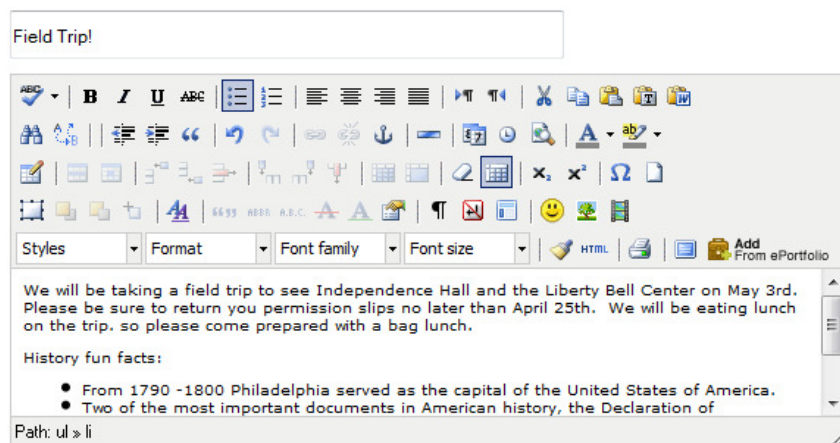
Note: This tool bar is not the same as the **News & Announcements** page under the **My Website Pages** section. It appears lower on your screen and is blue like the **My Website Pages** header.

2. The SAS rich-text editor will open in a window.



NOTE: **Announcements** are text only, and cannot include images

3. Enter a **Title** for the **Announcement**.



4. Once you have entered the message text, **Spell Check** your work.

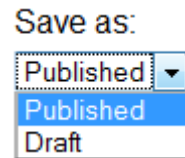
5. Select a **Post Date** and **Expiration Date** for the **Announcement**. Click on the **Calendar** icon to select dates.



- The **Post Date** is the date the message will appear on your **Website**.
- The **Expiration Date** is the date the message will be removed from your **Website**.

6. Select an option from the **Save As** drop-down menu.

- **Published** – will publish the **Announcement** to your **Website** on the selected **Post Date**.
- **Draft** – will save the **Announcement** as a **Draft** so that you can continue making changes to it.

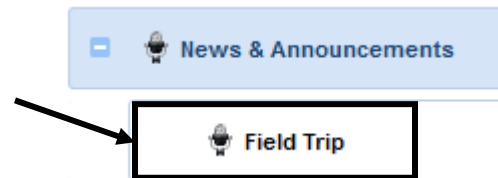


The **Announcement** will not be posted on the **Website** until you select the **Published** option.

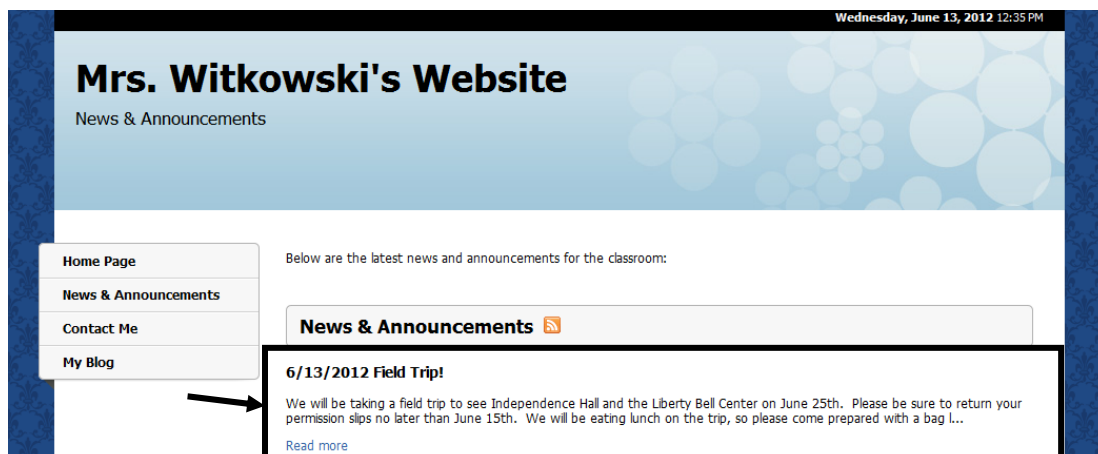
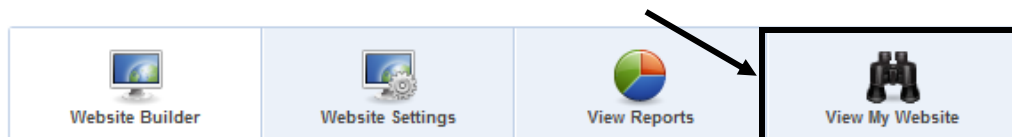
7. Click **Save**.



8. The **Announcement** will be added to the **My Announcements** list.



9. Click **View My Website**, and navigate to the **News & Announcements** page to view the **Announcement**. The **Announcement** will appear live beginning on the **Post Date**.



- If the **Announcement** is longer than a few lines, click on **Read more** to view the full text.

Field Trip!

6/13/2012 By Maria Witkowski

We will be taking a field trip to see Independence Hall and the Liberty Bell Center on June 25th. Please be sure to return your permission slips no later than June 15th. We will be eating lunch on the trip, so please come prepared with a bag lunch.

History fun facts:

- From 1790 - 1800 Philadelphia served as the Capital of the United States of America.
- Two of the most important documents in American History, the Declaration of Independence and the Constitution, were written in Independence Hall.

Editing an Announcement:

- Click **Edit** to the right side of the **Announcement** name.

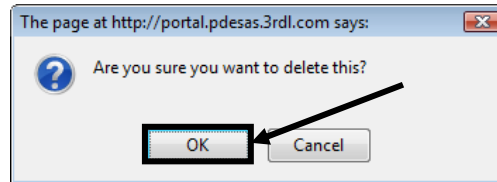
- The editor will open in a new window. Make the necessary changes within the rich-text editor.

- Save** your changes.

Deleting an Announcement:

- Click **Delete** to the right side of the **Announcement** name.

- Click **OK**.



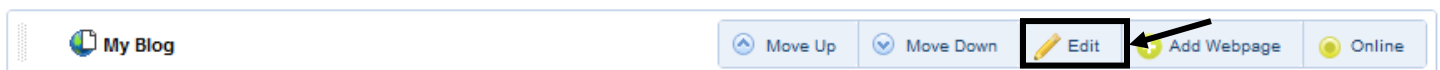
- The **Announcement** will be removed from the **My Announcements** list.



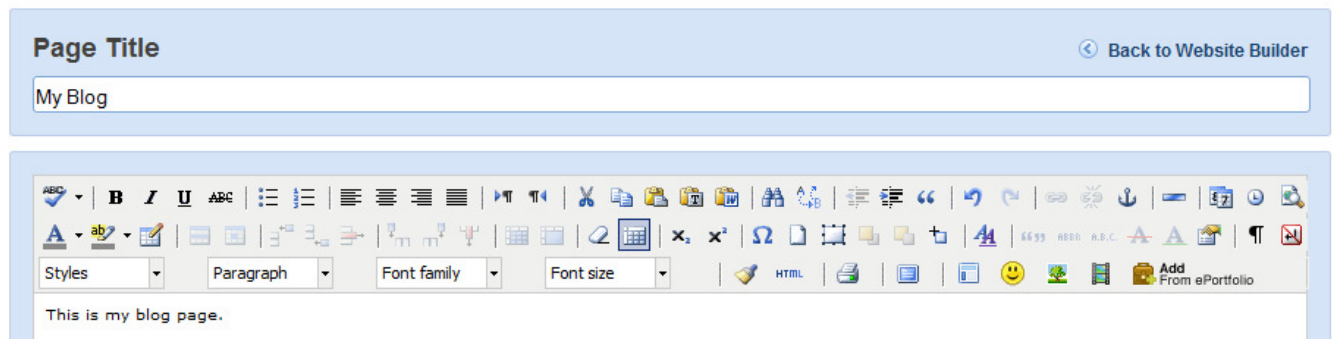
My Blog

You may elect to maintain a **Blog** in order to share opinions and discuss various topics in the form of an online journal, in which readers may comment on **Entries**.

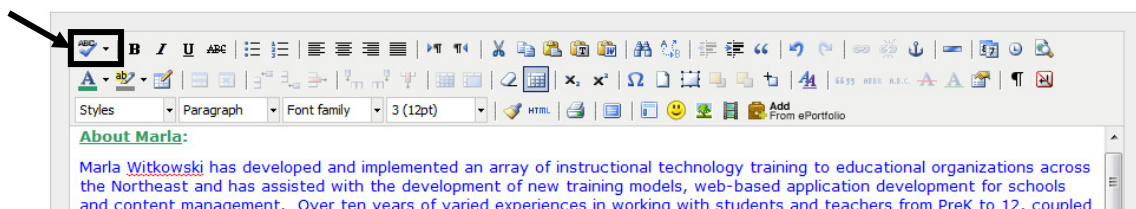
- Locate **My Blog** under the **My Website Pages** header and click **Edit**.



- The rich-text editor will open. Make any changes necessary (e.g., font family, size or color) to the **Page Title** and/or the default text "*This is my blog page*".



- Once you have edited the message and/or added additional content to the **My Blog** page, **Spell Check** your work.



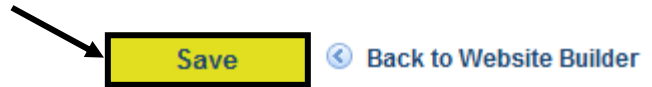
- Be sure that **Show this page on your website menu?** is checked so that this page will display on your site's menu on the **Website Builder** tab.

Show this page on your website menu?

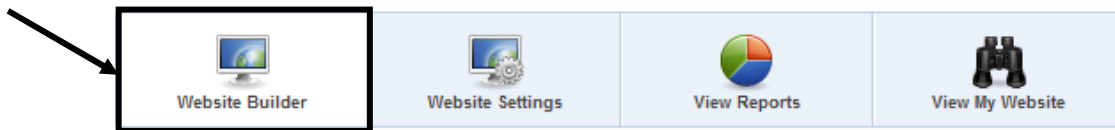
Make this webpage available online?

5. Check **Make this page available online?** to have this webpage visible to people who visit your **Website**.

6. Click **Save**. You will receive a confirmation message. Click **Ok**.

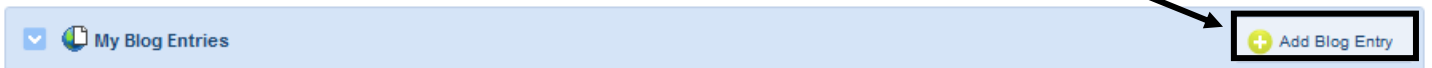


7. You will be returned to the main **Website Builder** tab.



Creating a Blog Entry

1. Locate **My Blog Entries** and click **Add Blog Entry**.



Note: This tool bar is not the same as the **My Blog** page under the **My Website Pages** section. It appears lower on your screen and is blue like the **My Website Pages** header.

2. Enter a **Title**.

3. Enter the text of your **Blog Entry**.

Title

Twitter Twins

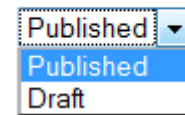
Twitter has been very useful to me and I'd like to thank the colleague that got me hooked (Thanks Mike!). It's allowed me to follow and even talk to people that I have only read about. I saved my first response from my personal idol, Kathy Schrock like I was a giddy little schoolgirl! Technology and the web are always changing and growing. It is virtually impossible for any one person to have a firm grasp on everything that is out there and available for educators. Twitter has allowed me to develop a personal learning network and I have found amazing resources.

Path:

4. Select an option from the **Save As** drop-down menu.

- **Published** – will publish the **Blog Entry** to your **Blog**.
- **Draft** – will save the **Blog Entry** as a **Draft** so that you can continue making changes to it.

Save as:

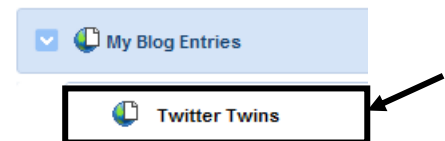


The **Blog Entry** will not be posted on the **Website** until you select the **Published** option.

5. Click **Save**.



6. The **Entry** will be added to the **My Blog Entries** list.



7. Click **View My Website**, and navigate to the **My Blog** page to view the **Blog Entry**.



Mrs. Witkowski's Website

My Blog

Home Page

News & Announcements

Contact Me

My Blog

This is my blog page.

My Blog Entries

Twitter Twins

Twitter has been very useful to me and I'd like to thank the colleague that got me hooked (Thanks Mike!). It's allowed me to follow and even talk to people that I have only read about. I saved my first response from my personal idol, Kathy Sch...

8/25/2011 1:35:00 PM By Marla Witkowski | Comments:0 Read more


- If the **Blog Entry** is longer than a few lines, click on **Read more** to view the full text.

Twitter Twins

8/25/2011 By Maria Witkowski

Twitter has been very useful to me and I'd like to thank the colleague that got me hooked (Thanks Mike!). It's allowed me to follow and even talk to people that I have only read about. I saved my first response from my personal idol, Kathy Schrock like I was a giddy little schoolgirl! Technology and the web are always changing and growing. It is virtually impossible for any one person to have a firm grasp on everything that is out there and available for educators. Twitter has allowed me to develop a personal learning network and I have found amazing resources.

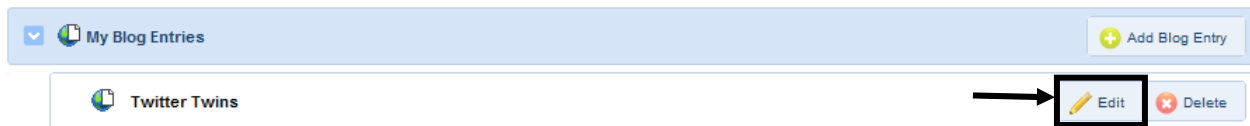
- Once your **Blog Entry** has been published, it is also possible for visitors to your **Website** to **Comment** on your **Entry**.

 Comments

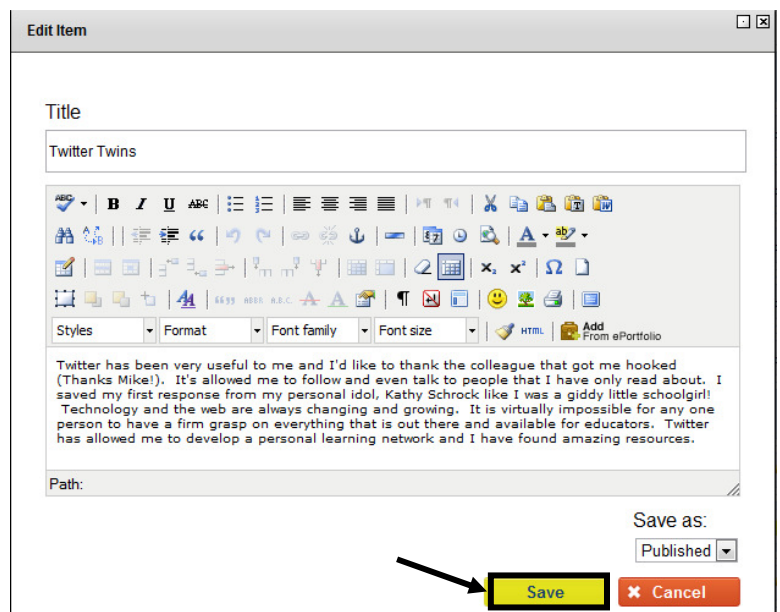


Editing a Blog Entry:

- Click **Edit** to the right side of the **Blog Entry** name.



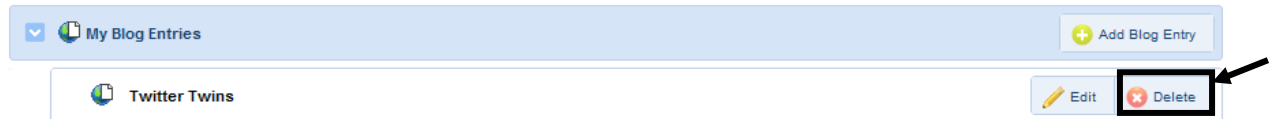
- Make the necessary changes to the text.



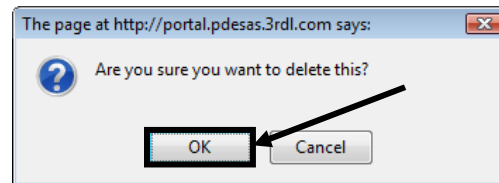
- Save** your changes.

Deleting a Blog Entry:

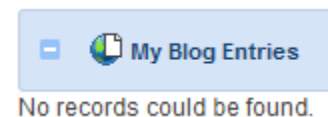
1. Click **Delete** to the right side of the **Blog Entry** name.



2. Click **OK**.



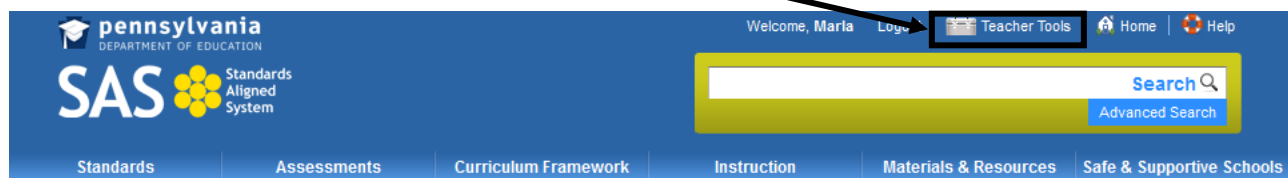
3. The **Blog Entry** will be removed from the **My Blog Entries** list.



Searching for a Blog

Once you have established a **Blog**, other users will be able to search for it within the **SAS Learning Communities**.

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




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



3. Enter a **Keyword**, and click the **Search** icon (magnifying glass).

To join additional communities, or to suggest that another user join, please refer to the search area below:

twitter 

4. Click the **Blog** tab. A list of all related **Blogs** will appear.

Community	Forum	Blog						
		<table border="1"> <thead> <tr> <th>Blog Name</th> <th>Owner</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Twitter Twins</td> <td>Marla Witkowski</td> <td>Twitter has been very useful for me, and I'd like to thank the colleague that got me hooked (Thanks, Mike!). It's allowed me to follow and even talk to people that I have only read about. I saved my first response from my personal idol Kathy...</td> </tr> </tbody> </table>	Blog Name	Owner	Description	Twitter Twins	Marla Witkowski	Twitter has been very useful for me, and I'd like to thank the colleague that got me hooked (Thanks, Mike!). It's allowed me to follow and even talk to people that I have only read about. I saved my first response from my personal idol Kathy...
Blog Name	Owner	Description						
Twitter Twins	Marla Witkowski	Twitter has been very useful for me, and I'd like to thank the colleague that got me hooked (Thanks, Mike!). It's allowed me to follow and even talk to people that I have only read about. I saved my first response from my personal idol Kathy...						

Users can also view any related **Communities** or **Forums** related to the **Keyword** by clicking on the tabs.

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

[Browse Communities, Forums, and Blogs](#)

5. To view a **Blog**, click on the **Blog Name**.

Twitter Twins 

6. You will be taken to the appropriate **Blog**:

Mrs. Witkowski's Website

Twitter Twins

[Home Page](#)

[News & Announcements](#)

[Contact Me](#)

[My Blog](#)

Twitter Twins

8/25/2011 By Marla Witkowski

Twitter has been very useful to me and I'd like to thank the colleague that got me hooked (Thanks Mike!). It's allowed me to follow and even talk to people that I have only read about. I saved my first response from my personal idol, Kathy Schrock like I was a giddy little schoolgirl! Technology and the web are always changing and growing. It is virtually impossible for any one person to have a firm grasp on everything that is out there and available for educators. Twitter has allowed me to develop a personal learning network and I have found amazing resources.

 Comments
[Add Comment](#)

Commenting on a Blog Entry

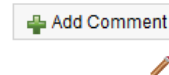
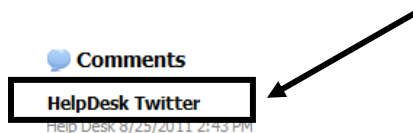
Once you have located a **Blog**, you may choose to leave **Comments** about an **Entry**.

1. Scroll beneath the **Blog Entry**, and click on **Add Comment**.



2. A window will open. If you are currently logged into the portal, your **Name** and **Email Address** will appear. If not, please enter them.
3. Enter a **Subject**, and your **Comments**.
4. Scroll underneath the **Comments** and click **Submit**.

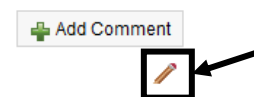
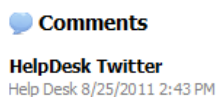
5. Your **Comments** will appear underneath the **Blog Entry**.



6. Click the **Title** to view the **Comments**.

Editing Comments

1. To **Edit** your **Comments**, click on the **Edit** icon (pencil).



2. Make the necessary changes to the text.

Add Comment

Help Desk

helpdesk@3rdl.com

HelpDesk Twitter

Twitter is a wonderful tool! We have created a Twitter account for the SAS Help Desk. Please follow us @ <http://www.twitter.com/sashelpdesk>

3. Click **Submit**.

4. The changes will appear in your **Comments**.

HelpDesk Twitter


Marla Witkowski 6/13/2012 12:54 PM


Twitter is a wonderful tool! We have created a Twitter account for the SAS Help Desk. Please follow us @ <http://www.twitter.com/sashelpdesk>

 Reply

Replying to Comments

1. **Comments** will appear underneath the **Blog Entry**. Click the **Title** to view the **Comments**.

 Comments

 Add Comment

HelpDesk Twitter

Help Desk 8/25/2011 2:48 PM

2. Click the **Reply** button to respond to the **Comments**.

HelpDesk Twitter

Marla Witkowski 6/13/2012 12:54 PM

Twitter is a wonderful tool! We have created a Twitter account for the SAS Help Desk. Please follow us @ <http://www.twitter.com/sashelpdesk>

 Reply

- A window will open. If you are currently logged into the portal, your **Name** and **Email Address** will appear. If not, please enter them.

Add Comment □ ✕

There are not a lot of tweets yet for the HelpDesk. What types of things will you be tweeting about?

- Enter your **Reply**.
- Scroll underneath the **Reply** and click **Submit**.

- Your **Reply** will appear underneath the **Comments**.

HelpDesk Twitter
Help Desk 6/23/2010 12:35 PM


Re: HelpDesk Twitter
John Jones 6/23/2010 12:52 PM

- Click the **Title** to view the text of the **Reply**.

↳ **Re:: HelpDesk Twitter**

Marla Witkowski 6/13/2012 1:00 PM

There are not a lot of tweets yet for the Help Desk. What types of things will you be tweeting about?

 Reply

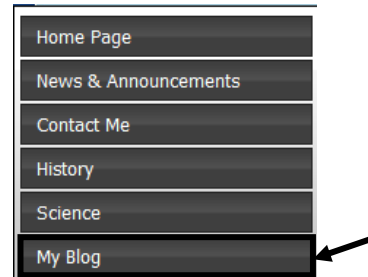
Deleting Comments

Occasionally a user may post **Comments** that you or another user may find objectionable. If so, you may wish to remove them from your **Blog**.

1. Click on **View My Website**.



2. Click on **My Blog** in the **Navigation Menu**.



3. Locate the appropriate **Blog Entry**, and click on **Read more**.



4. Locate the **Comments** underneath the **Blog Entry**.
5. Click the **Delete** icon (X) to remove the **Comment(s)**.



Blog Archive

As **Blog Entries** and **Comments** are added to the **Blog**, a **Blog Archive** will automatically be created, and will appear underneath your **Navigation Menu**. It will list the **Month(s)**, **Year(s)**, and **Number of Blog Entries**.



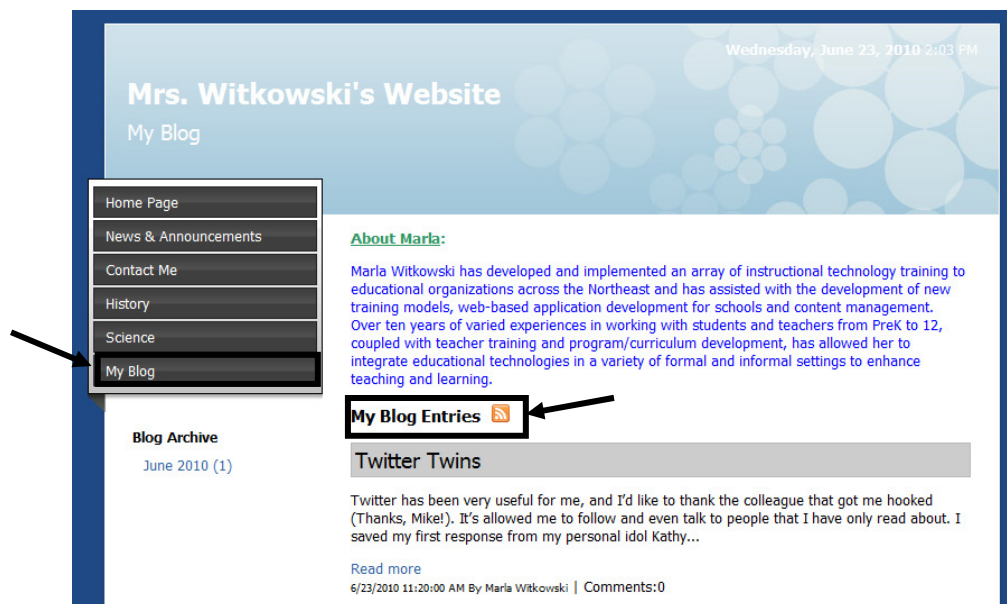
Subscribing to a Blog

Stay informed about the latest updates to a **Blog** by subscribing to an **RSS Feed**.

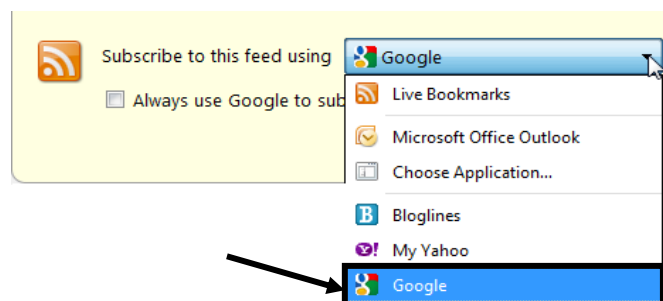
RSS stands for Really Simple Syndication. It allows you to easily stay informed by retrieving the latest content from the blogs you are interested in. You save time by not needing to visit each site individually.

RSS feeds can be read using software called a **Feed Reader**, or aggregator, which can be web-based, desktop-based, or mobile-device-based. Some common Feed Readers include Google Reader, My Yahoo, and Bloglines.

1. Navigate to the **Blog** you are interested in subscribing to.
2. From the **My Blog Page**, click on the **RSS** icon next to **My Blog Entries**.



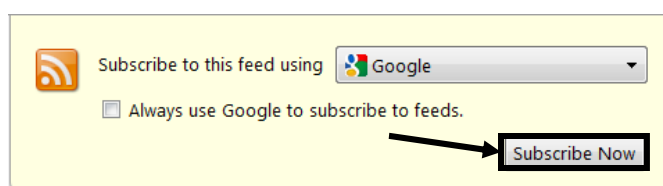
3. Select a **Feed Reader** from the drop-down list.



4. Click the **Subscribe Now** button.

You may be prompted to sign in to your **Feed Reader** account.

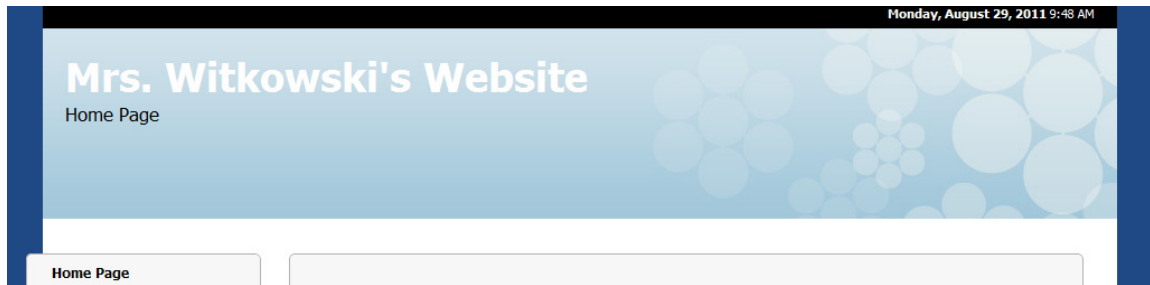
If you do not currently have an account for a selected **Feed Reader**, you may be prompted to sign up for a free account.



- Any time a new **Update** is posted, it will be delivered to you via your **Feed Reader**.

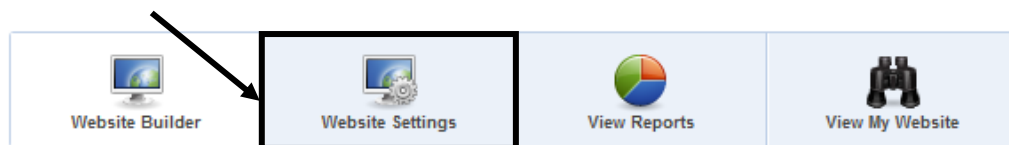
Website Settings

By default, this is how your **Website** will appear:

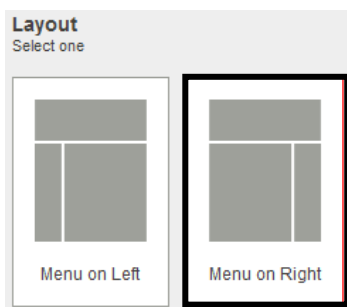
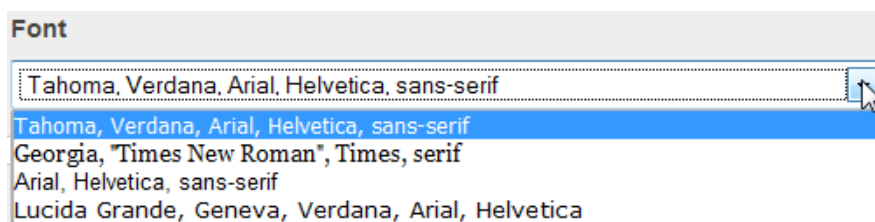


A **Website** can be customized to suit your personal taste. You can choose from a collection of themes, layouts, and patterns and color schemes to enhance the look of your page.

- Click on **Website Settings**.



- Select the **Font** grouping for your Website.



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

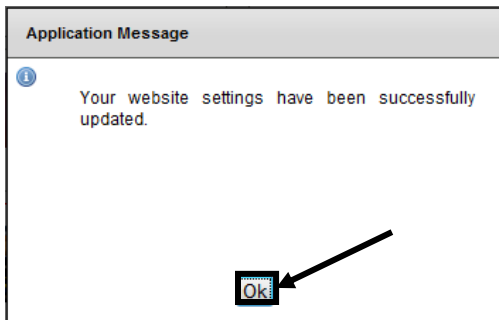
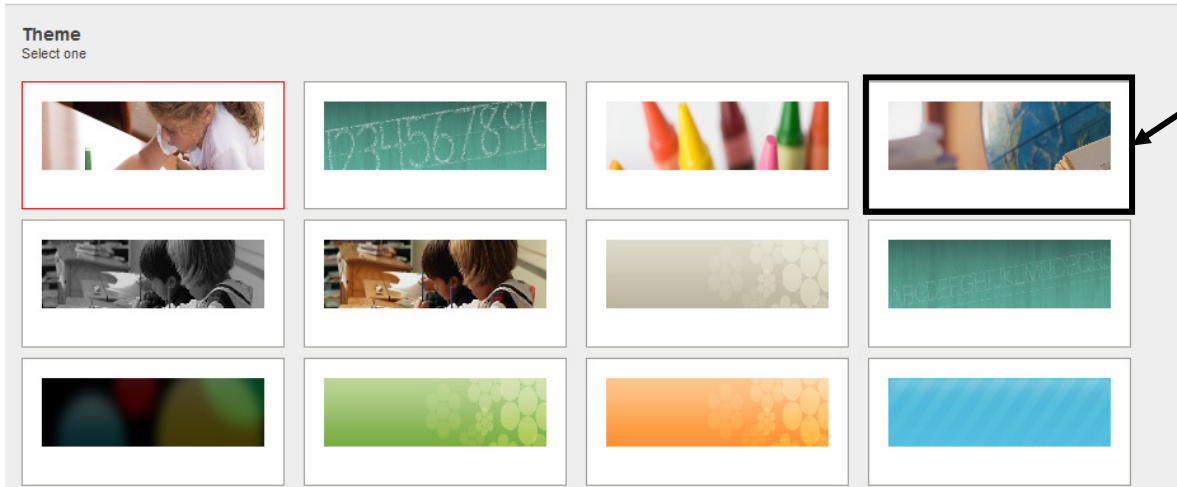
- Select a **Background Color**.





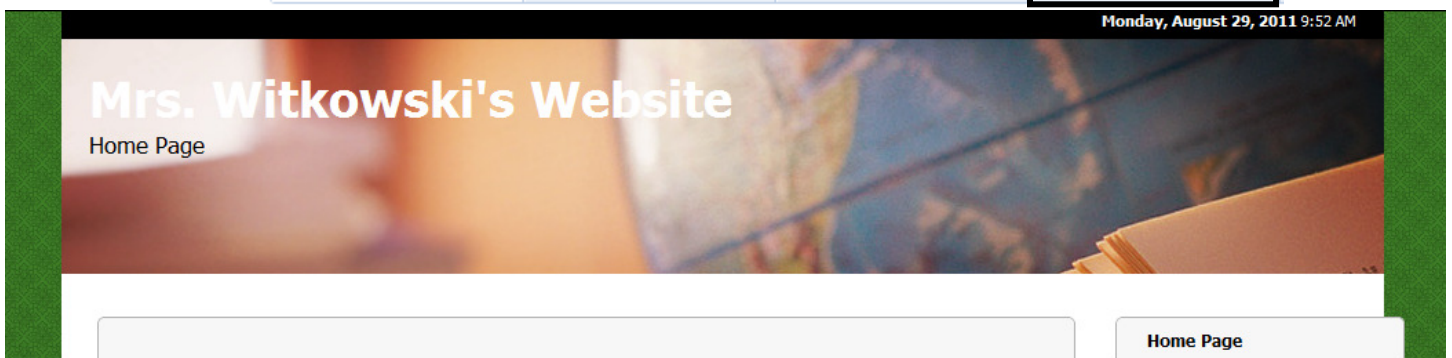
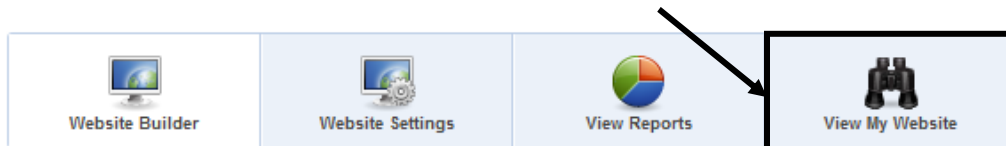
5. Select a **Background Pattern**.

6. Select a **Theme**.



7. **Save** your changes, and then click **Ok**.

8. Click on **View My Website** to preview the changes.



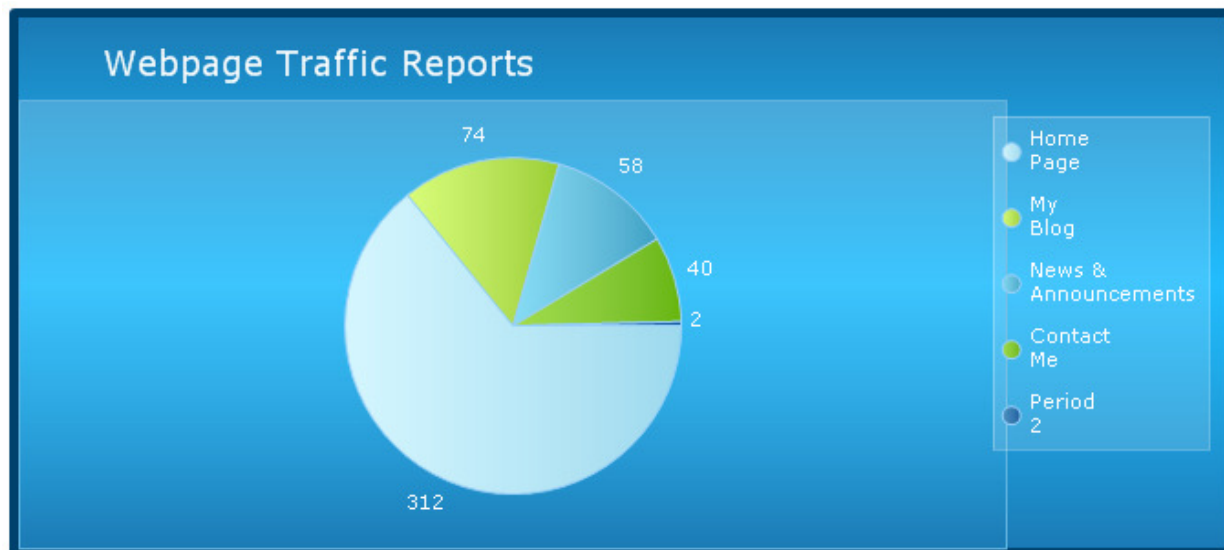
Viewing Reports

See how many people have visited each page in your **Website**.

1. Click on **View Reports**.



2. View a chart that shows the **Page Title**, **Number of Page Views**, and the date and time **Last Visited On**.



Page Title	# of Page Views	Last Visited on
Home Page	312	8/29/2011 9:52:00 AM
My Blog	74	8/25/2011 3:13:00 PM
News & Announcements	58	8/25/2011 1:49:00 PM
Contact Me	40	3/31/2011 2:08:00 PM
Period 2	2	8/25/2011 12:24:00 PM

3. This information can also be used to see how navigable the website is, and to determine which areas of the site are most popular or useful for visitors. Those pages that are not receiving much traffic may not contain enough information to garner multiple visits.

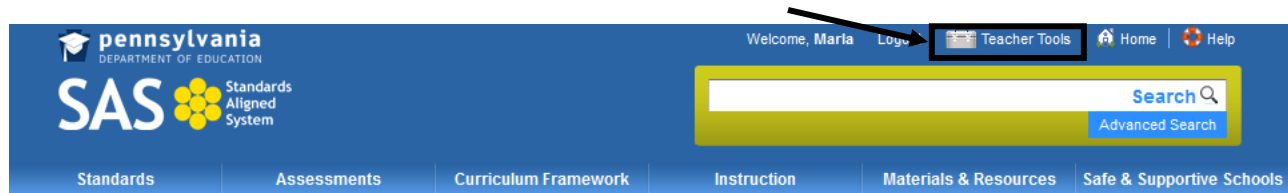
This page is intentionally blank.

Publish Your Best

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

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

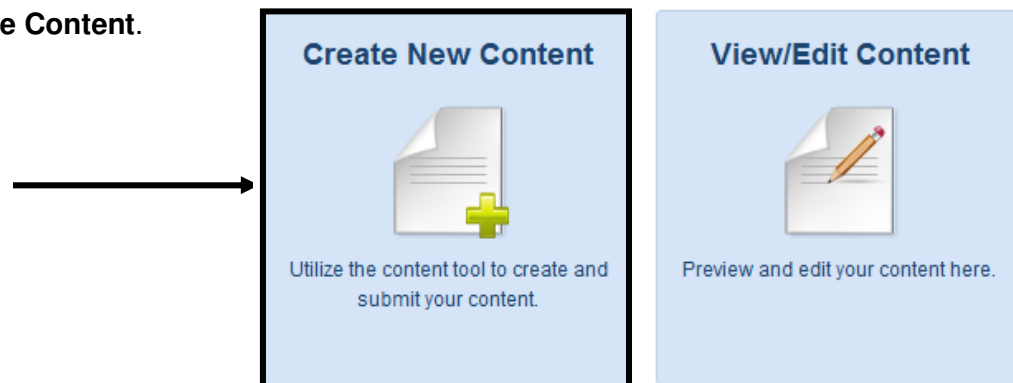
1. Click **Teacher Tools** in the upper-right hand corner of any page in **SAS**.



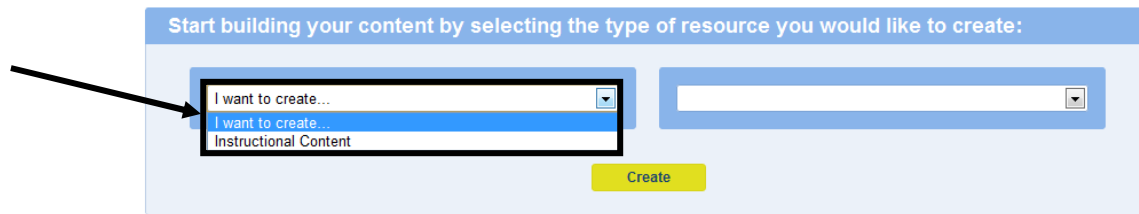
2. Choose **Publish your best!** from the **Teacher Tools** menu:



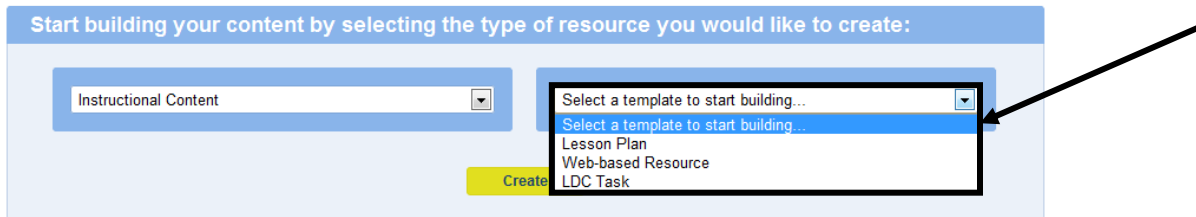
3. Click **Create Content**.



- Select the type of resource you wish to create.



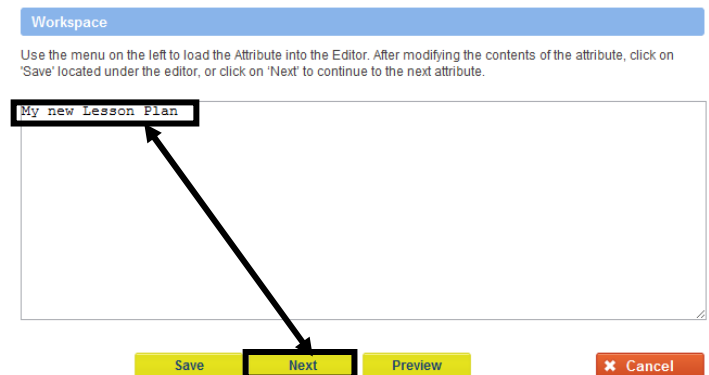
- Select the appropriate template.



- Click **Create**.

Entering Data

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



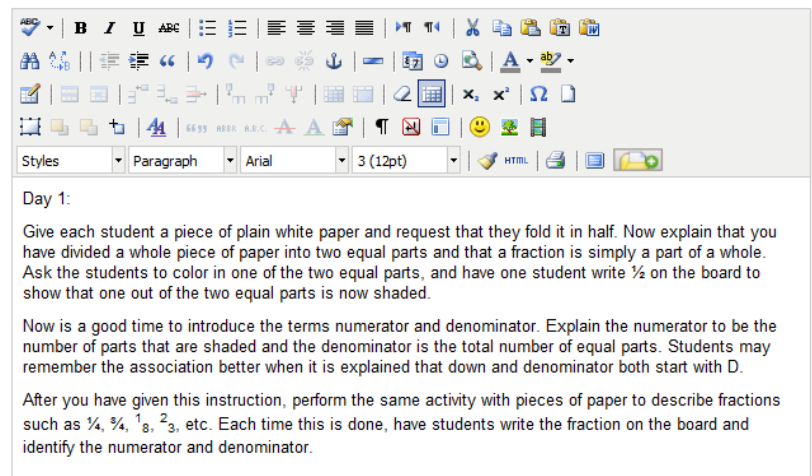
Next

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

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

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

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



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

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

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



Instructional Procedures

Day 1:

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

Adding Subjects/Courses

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

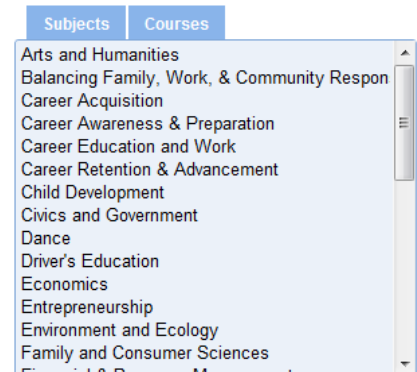
Subjects/Courses

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



NOTE: To select multiple items in a list –

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



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



Standards Alignment

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



2. Select a **Search** method.

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

fraction

Select a Grade Level/Subject Area Select a Course Select a School-Wide Area of Focus

-- Select a Grade Level --

-- Select a Subject Area --

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

Subject Area Standard Area Standard Anchor Anchor Descriptor Eligible Content

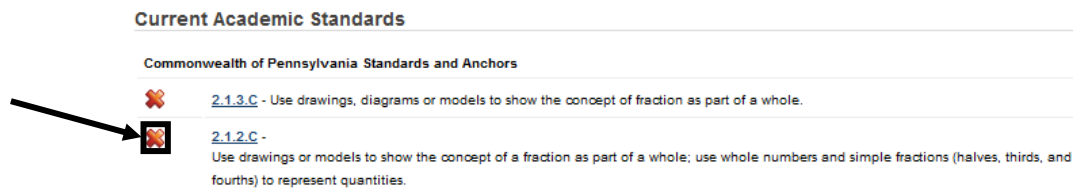
3. The **Standards** and **Eligible Content** statements for your selections will appear at the bottom of the page. Scroll down to find the appropriate statement(s), and click the **Add** icon (+) to add them to your content. When you click the **Add** icon for a standard that standard will appear above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

Standards to align

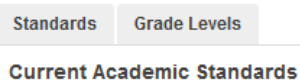
2.1.1.C -
Use concrete objects, drawings, diagrams or models to show the concept of a fraction as part of a whole; use whole numbers and fractions (halves and fourths) to represent quantities.

2.1.2.C -
Use drawings or models to show the concept of a fraction as part of a whole; use whole numbers and simple fractions (halves, thirds, and fourths) to represent quantities.

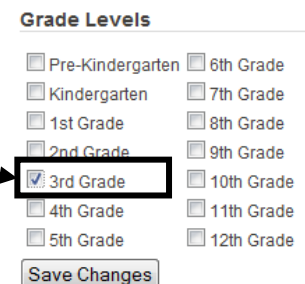
4. To remove a selected **Standards** and **Eligible Content** statement from **Current Academic Standards**, click the **Delete** icon (x).



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



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



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



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



Related Academic Standards

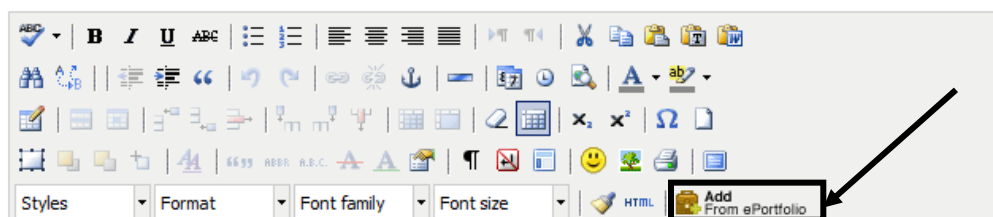
Commonwealth of Pennsylvania Standards and Anchors

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

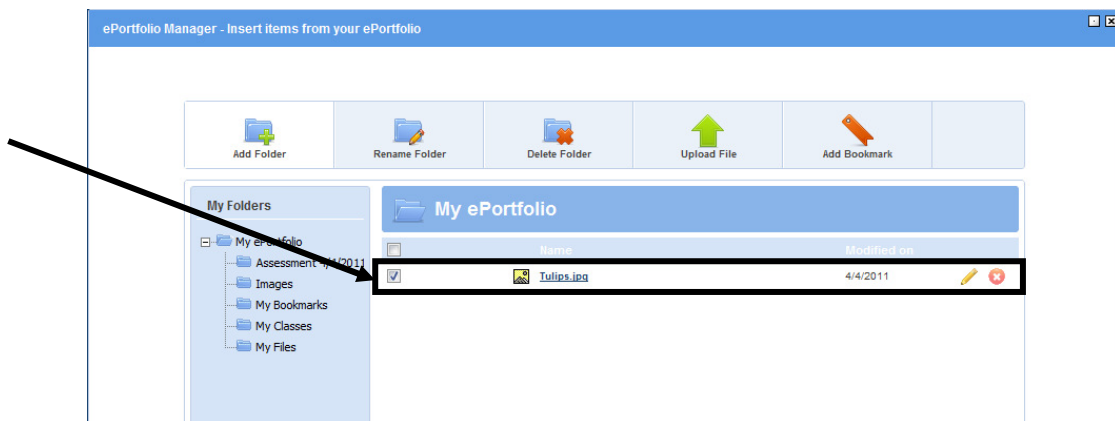
2.1.2.C Use concrete objects, drawings, diagrams or models to show the concept of fraction as part of a whole.

Inserting Items from My ePortfolio

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



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

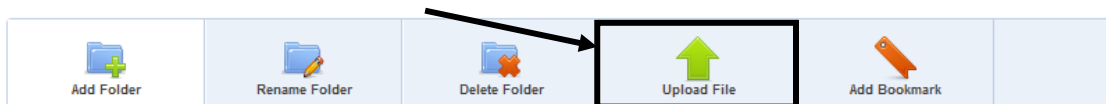


2. Click the **Insert Selected** button. The window will close, and the file(s) will appear under the appropriate attribute/field.

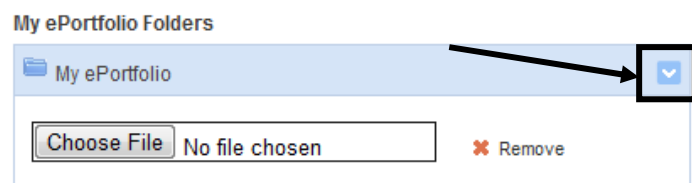


If it is necessary to upload items into your **ePortfolio** follow these instructions:

1. Click **Upload File**.



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



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



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

Adding Keywords

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

Keywords

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

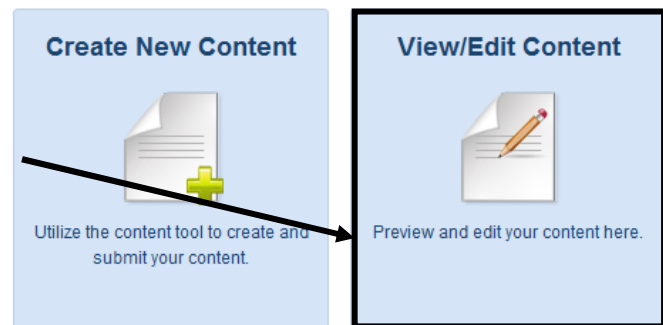
Keywords will not appear in the published content – they are only to aid the keyword searches in the **Materials & Resources** section of the portal.

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

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

Editing an Existing Resource

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



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




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

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



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

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

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

Lesson Plan Definitions and Template

1. **Subjects/Courses:** a course or area of study composed of units
2. **Grade Level:** a level of student academic development
3. **Title:** identifies the lesson topic
4. **Alignments:** shows the connection between standard, anchor, anchor descriptor, and/or eligible content and the curriculum framework
 - PA Academic Standards
 - PA Core Standards
 - Eligible Content
 - Big Idea(s)*
 - Concept(s)*
 - Competencies*
5. **Vocabulary:** Tier 3 words; words and language specific to that content area
6. **Objective(s):** the goal(s) of the unit; a subsequent measure of the student's performance
7. **Lesson Essential Question(s):** Question(s) specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking
8. **Duration:** expected length of the lesson plan
9. **Materials :** various items which are used to support the lesson
10. **Suggested Instructional Strategies:** strategies embedded within instructional procedures including "WHERE TO" (Wiggins and McTighe).
11. **Instructional Procedure(s):** various ways in which the lesson can occur including learning activities and extensions as a sub-heading. Extensions are examples of how the content and/or the instructional procedures described in lesson plans may be modified to address the specific needs of other student populations, such as ELLs, students with IEPs, or students who are gifted.
12. **Formative Assessment:** a *process* used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes
13. **Related Materials & Resources:** other materials, links, etc. which support the lesson

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

WHERE TO

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

WHERE TO

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

Wiggins, G. and McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

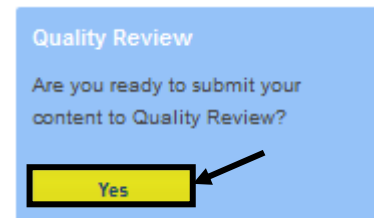
Submit to Quality Review

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

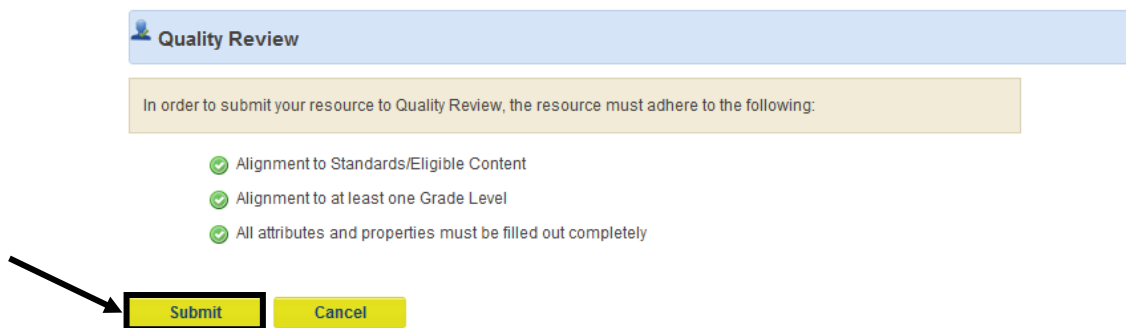
Clicking the **Yes** button sends your content along to the **Quality Review Process** for evaluation. Prior to submitting your content, it is advisable to proof the piece carefully.

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

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



2. Click the **Submit** button.



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

Thank You for Submitting Content to the Standards Aligned System!

Educational research indicates that participation in standards-based educational practices

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

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

Proofing Content

Edit your submission for:

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

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

Check your formatting for:

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

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

Include all necessary Support Materials:

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

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

Review Alignment:

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

For example, Standard CC.1.3.9-10.A

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

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

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

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

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

Appropriateness:

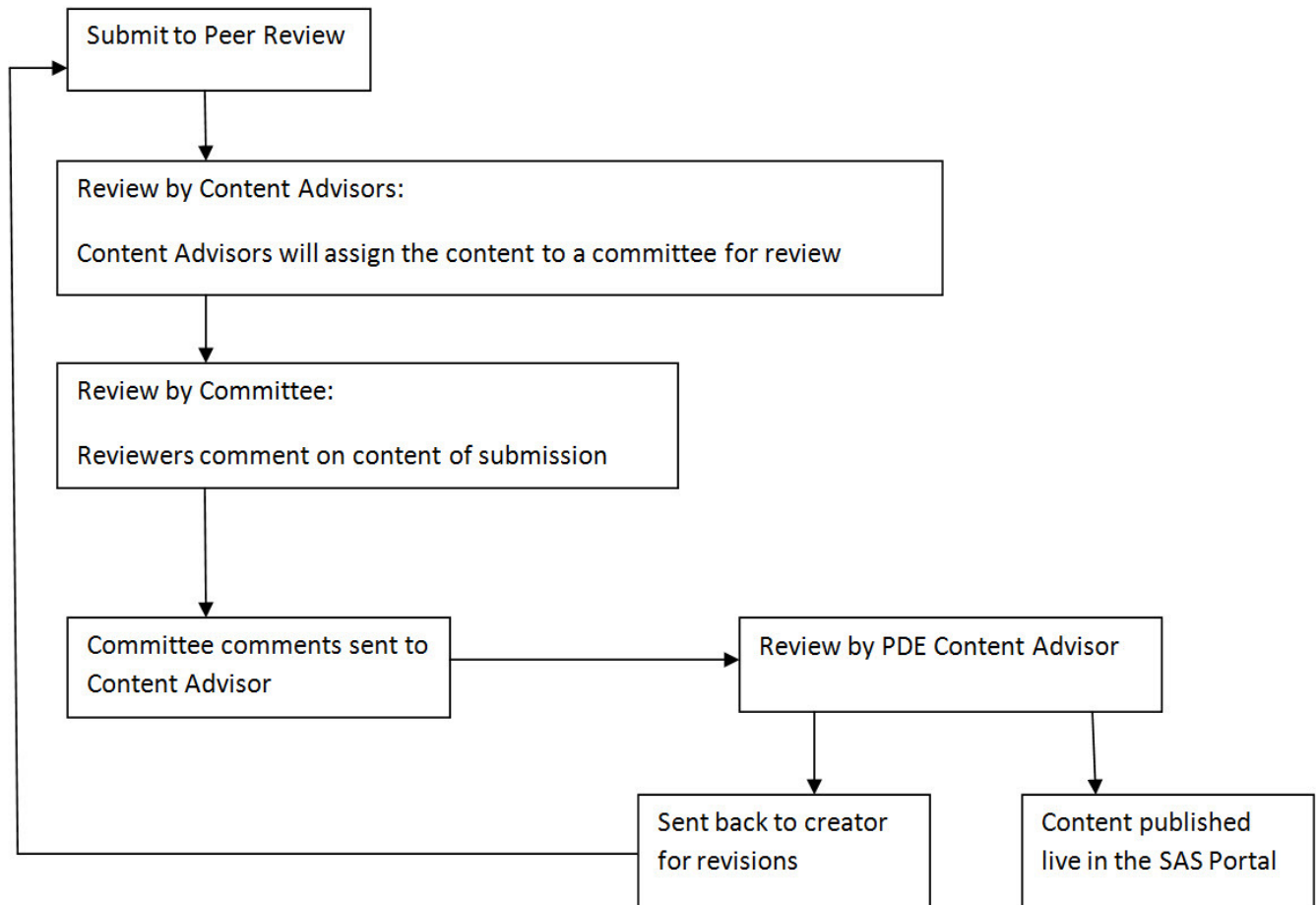
1. Content is respectful of all genders, ethnic groups, and ability levels.

- Did I avoid statements of bias or stereotyping?

Quality Review Checklist – Lesson Plans

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

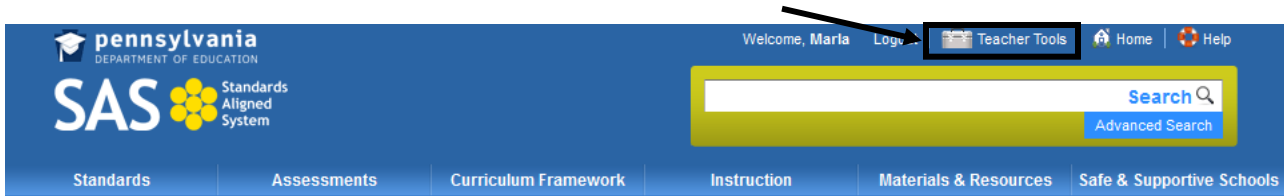
Quality Review Process



My Communities

Communicate and collaborate with educators from across the Commonwealth via **Communities**, threaded discussion **Forums**, and **Blogs**.

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



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

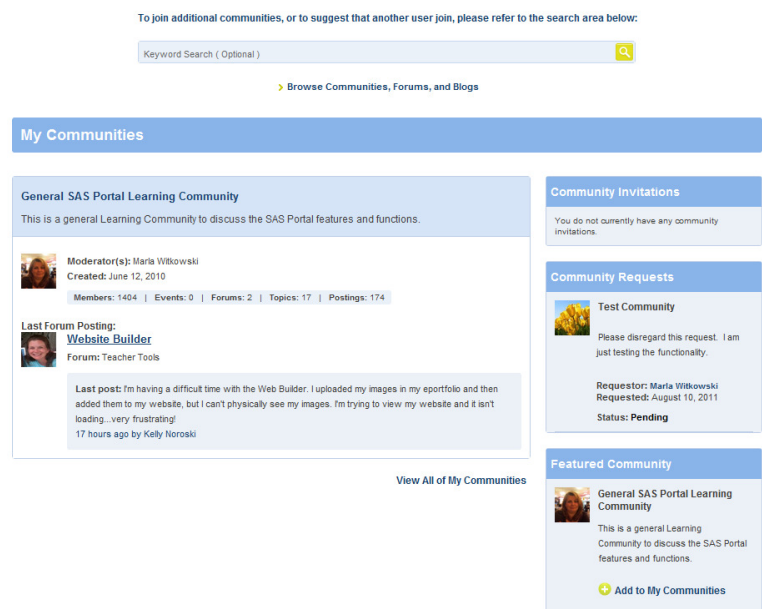


My Navigator

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

This page contains:

- **Keyword Search** and **Browse** features that allow users to locate communities.
- A list of the **Learning Communities** a user is a member of.
- Invitations to **Learning Communities** from other users.
- The status of any **Learning Communities** a user may have requested.
- A highlighted community, referred to as a **Featured Community**.



Locating a Community

1. Enter a **Keyword**, and click the **Search** icon (magnifying glass).

To join additional communities, or to suggest that another user join, please refer to the search area below:

2. A list of all related **Communities** will appear. Users can also view any related **Forums** or **Blogs** related to the **Keyword** by clicking on the tabs.

Community Name	Description	Join	Suggest
Montgomery County IU 23: Classroom Diagnostic Tools Training Community	This site is intended for building a learning community around the use of the Classroom Diagnostic Tools.	Join	Suggest
SAS Trainer Community	This is a general Learning Community to discuss ideas for the training and implementation of SAS.	Join	Suggest

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

[Browse Communities, Forums, and Blogs](#)

3. To view a **Community**, click on the **Community Name**.

Community Name	Description	Join	Suggest
Montgomery County IU 23: Classroom Diagnostic Tools Training Community	This site is intended for building a learning community around the use of the Classroom Diagnostic Tools.	Join	Suggest
SAS Trainer Community	This is a general Learning Community to discuss ideas for the training and implementation of SAS.	Join	Suggest

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

SAS Trainer Community [Join](#) [Suggest](#)

The purpose of a Professional Learning Community is to share educational ideas, concepts, and strategies. It does not reflect Pennsylvania Department of Education policies or interpretations of legislative action.

Members (533)
[View All](#)

Upcoming Events (0)
[Add an Event](#) [View All](#)

Moderator's Message
 Welcome to the SAS Trainer Community! This is a place to discuss ideas for successful training and implementation of the Standards Aligned System.

Latest Activity:

SAS Training Materials
 Forum: Training Tips and Techniques
 Posts in last 3 days: 2

Last post: Hi Jamie! I believe you are taking the same course as I am. How are you doing with everything from the course? I think it's so beneficial and I loved making the website.
 20 hours ago by Tara Russo

Dashboard Tab

The **Dashboard** provides an overview of a **Community**.

Here users can:

- **Join a Community.**
- View **Members**, and send an **Invitation** to join a **Community**.
- View and add any **Upcoming Events**.
- View the **Moderator's Message**.
- Enter **Forums** related to the **Community**.
- View the **Latest Activity**, or most recent posts to **Forums**.
- Add **Digital Content** to the **Repository**, and rate it.



NOTE: Since the user is not yet a **Member** of the **Community**, they are only able to read postings and cannot post any information.

Joining a Community

If you determine that you wish to be a **Member** of a specific **Community**, you may elect to **Join**.

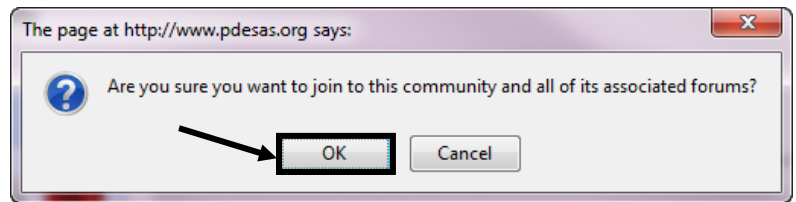
1. Locate, and then click on the **Join** button in the upper-right hand corner of the **Dashboard**.



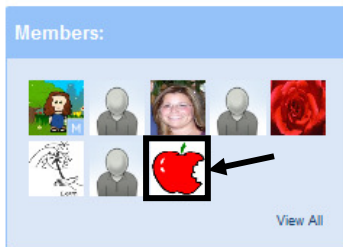
NOTE: This button is also available on the **Navigator** tab when performing a **Keyword Search**.



- Click **OK**. Joining a **Community** includes membership to all **Forums** within the **Community**.

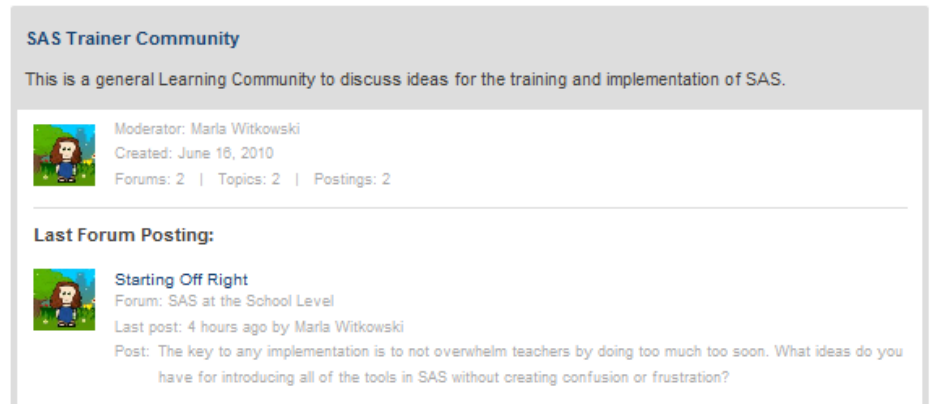


- You will be added to the list of **Members**, and the **Community** will now also appear on the **My Navigator** tab when you enter the **My Communities** tool.



You may upload an image to use as your avatar in the **My Profile** section of **Teacher Tools** (see p. 12).

My Communities



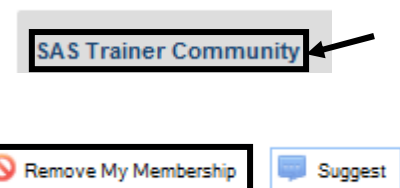
- You will now be able to respond to postings within the **Community**.

Remove My Membership

If you determine that you no longer wish to be a **Member** of a specific **Community**, you may elect to revoke your membership.

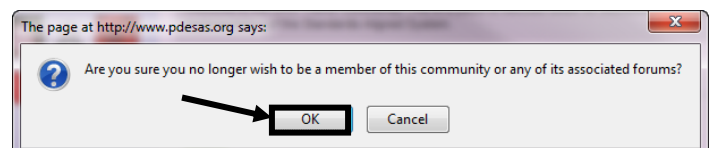
- Click on the **Community Name** on the **My Navigator** tab.

My Communities



- Locate, and then click on the **Remove My Membership** button in the upper-right hand corner of the **Dashboard**.

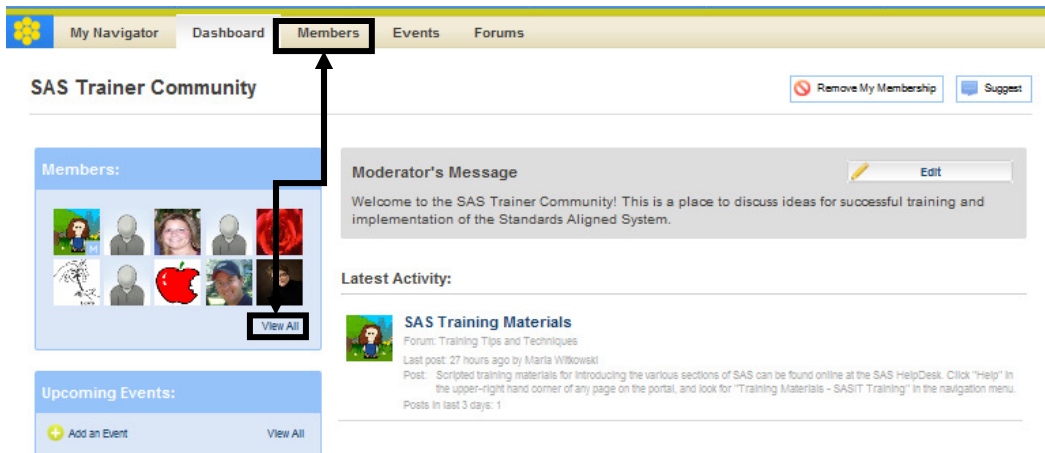
- Click **OK**. Once you leave a **Community**, you will also lose membership to all **Forums** within the **Community**.



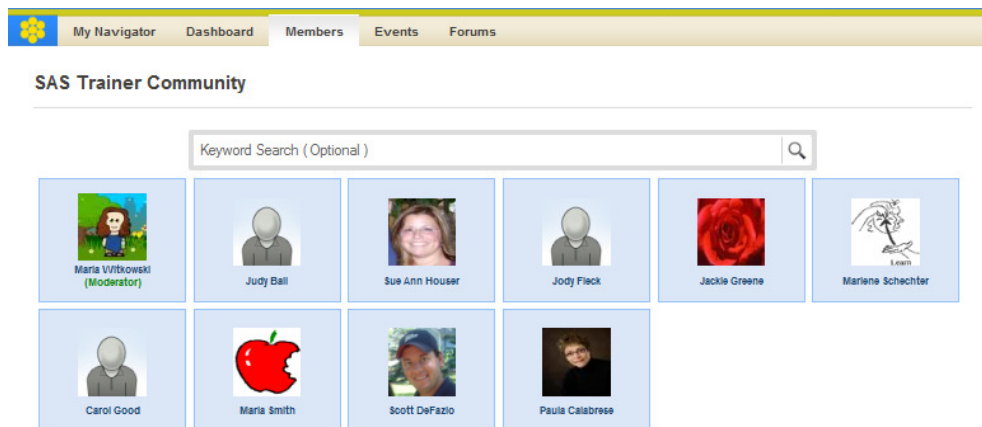
- You will still be able to read information and postings within the **Community**, but will no longer be able to respond to any postings.

Members

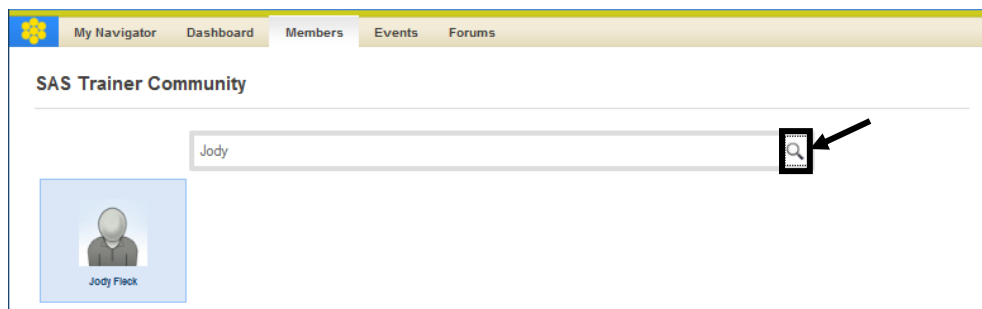
- To see all of the **Members** of a **Community**, click **View All** on the **Dashboard** tab, OR click on the **Members** tab.



- You will be taken to the **Members** tab, where you will see everyone who is currently a **Member** of the **Community**.



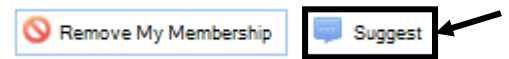
- Once a **Community's** membership has grown, you may elect to use the **Keyword Search** tool to search for a **Member**. Enter the **Member's** first and/or last name, and click the **Search** icon (magnifying glass) to search.



Community Invitations

To increase the amount of **Members** a **Community** has, you may wish to **Suggest** it to other SAS users.

1. Locate, and then click on the **Suggest** button in the upper-right hand corner of the **Dashboard** tab.



NOTE: This button is also available on the **My Navigator** tab when performing a **Keyword Search** or **Browse**.



2. A window will open. Enter a person's first, last, or full name, or email address. Click **Search** to locate them with the SAS user database.



3. A list of results will be returned. Click the **Select** button to the right of the appropriate user.

Name	Email Address	
Scott DeFazio	sdefazio@3rdl.com	<input checked="" type="checkbox"/> Select
Scott Deisley	deisleys@sgasd.org	<input checked="" type="checkbox"/> Select
Jay Scott	jscott@pattan.net	<input checked="" type="checkbox"/> Select

4. The user will be added to the list of **Chosen Users**. You may remove them at any time by clicking the **Remove** button.

Chosen Users:

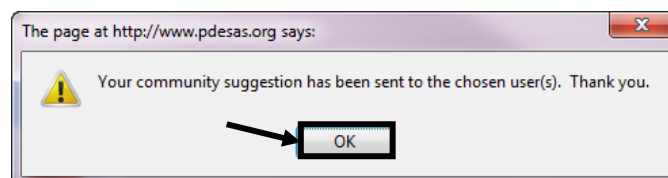
Name	Email Address	
Scott DeFazio	sdefazio@3rdl.com	<input type="checkbox"/> Remove

5. Repeat Steps 2-4 until you have selected all of the users you wish to **Suggest** the **Community** to.

6. Click **Submit**.



7. Click **OK**.



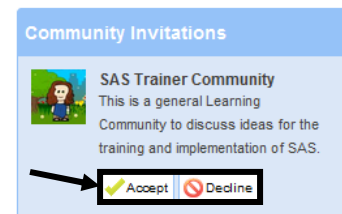
- An email message will be sent to the user:

Your name at yourname@email.com requested we send you this message:

I thought you might be interested in visiting the SAS Learning Communities and joining the <INSERT PLC NAME>. The SAS Learning Communities are intended to extend and enhance the discussion of important issues, challenges, and ideas that promote success in the Pennsylvania educational community.

To view this Learning Community, [click here](#). Please explore the Community and join in on the conversation as we collaborate on educational topics that impact learning and instruction throughout the Commonwealth.

- The **Suggestion** will appear on the chosen user's **My Navigator** tab, under **Community Invitations**. They can choose to **Accept** or **Decline** the **Community Invitation**.



Peer-to-Peer Email

There may be times where you wish to discuss information one-on-one, privately, instead of within a **Community**.

- Each **Member** in a **Community** has an avatar that appears on the **Members** tab, as well as next to any posting they make in a **Forum**.
- Click on the **Member's Name** to send them an email.



- A window will open. The **To:** and **From:** lines will be populated with the appropriate email addresses.
- Enter a **Subject**, and type the **Body** of your **Email**.

To:

From:

Subject:

Body:

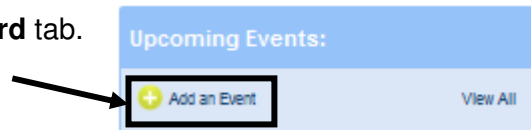
- Click the **Send** button.



Events

Members of a **Community** may choose to post information about events that are relevant to the **Forum(s)** and/or **Topic(s)**.

1. Click **Add an Event** on the **Dashboard** tab.



2. A window will open. Enter an **Event Name** and **Location**.

Update Community Event ✖

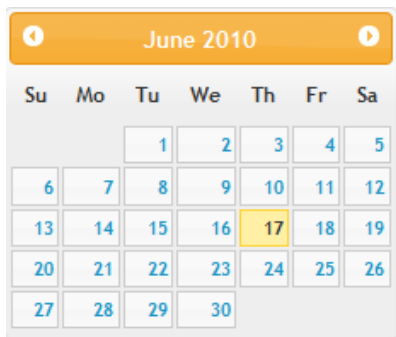
Community Information

Community: SAS Trainer Community
This is a general Learning Community to discuss ideas for the training and implementation of SAS.

Event Name
Standards Aligned System Institute

Location
The Westin Conference Center, Pittsburgh, PA

3. Click in the **Start On** field, and use the pop-up calendar to select a starting date for the event. Repeat the process to select an **Ends On** date.



Start On Ends On (if more than 1 day event)

4. Click in the **Start At** field, and use the sliders to select a starting time for the event, and then click **Done**. Repeat the process to select an **Ends At** time.

Start At: End At:

Choose Time

Time 08:30 am

Hour

Minute

Done

5. Click **Save**. The **Upcoming Event** will appear on the **Dashboard** tab.

Save

Cancel

6. Click on **View All** to see all of the **Upcoming Events** related to a **Community**, if needed.

Upcoming Events (1)

Jun

17

Standards Aligned System Institute

Thursday June 17, 2010

8:30 AM to 4:30 PM

The Westin Conference Center.

Pittsburgh, PA

Save

Cancel

View All

Moderator's Message

The **Moderator's Message** is a greeting that welcomes **Members** to a **Community**. It appears on the **Dashboard** tab.

The screenshot shows the SAS Trainer Community dashboard. At the top, there are navigation tabs: My Navigator, Dashboard, Members, Events, and Forums. Below the navigation is the community name "SAS Trainer Community" and buttons for "Join" and "Suggest". On the left, there is a "Members" section with a grid of member avatars and a "View All" link. A black arrow points from the "Members" section to a highlighted box containing the "Moderator's Message". The message reads: "Welcome to the SAS Trainer Community! This is a place to discuss ideas for successful training and implementation of the Standards Aligned System." Below the message is a "Latest Activity" section with a post titled "Starting Off Right" by Marla Witkowski.

Forums

Forums provide a venue for threaded discussions within a **Community**. A single **Community** may contain multiple **Forums** dealing with a variety of topics.

1. From the **Dashboard** tab, click on the **Name** of the **Forum** you wish to enter. **Forums** can be found on the dashboard tab below the **Latest Activity** tab.

The screenshot shows a list of forums under the heading "Forum:". There is a "+ Request New Forum" button. Two forums are listed: "Effective Training Practices" and "Sharing Best Practice". The "Sharing Best Practice" forum is highlighted with a black box and a black arrow pointing to it from the left. The "Sharing Best Practice" forum description reads: "Use this forum to share effective methods for delivering training, share impactful training resources, materials and activities." It has 381 members, 1 topic, and 2 posts.

2. You will see a list of all discussion **Topic(s)** within the **Forum**.

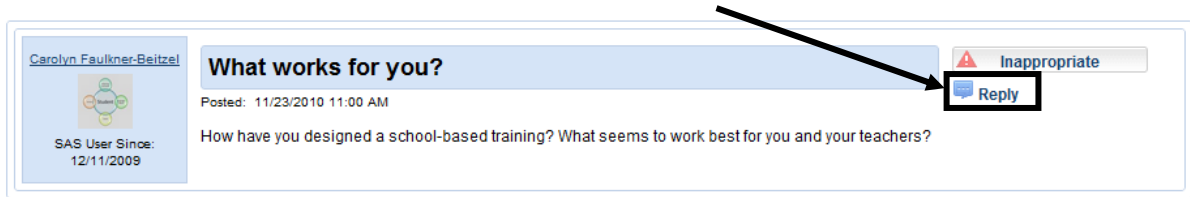
SAS Trainer Community

The screenshot shows a detailed view of the "Sharing Best Practice" forum. The forum description is: "Use this forum to share effective methods for delivering training, share impactful training resources, materials and activities." Below the description is a post titled "What works for you?". The post is by Carolyn Faulkner-Beitzel, the topic originator, and was created on 11/23/2010. It has 2 posts. The last post is dated 2/24/2011 1:23 PM and reads: "As a member of a cyber charter school, I am looking forward to gathering our teachers together to assist with SAS training at our next face-to-face professional development in June. As trainers we will collaborate on the training to provide our staff with the benefit of our individual personalities and teaching styles for optimal presentation of the training modules."

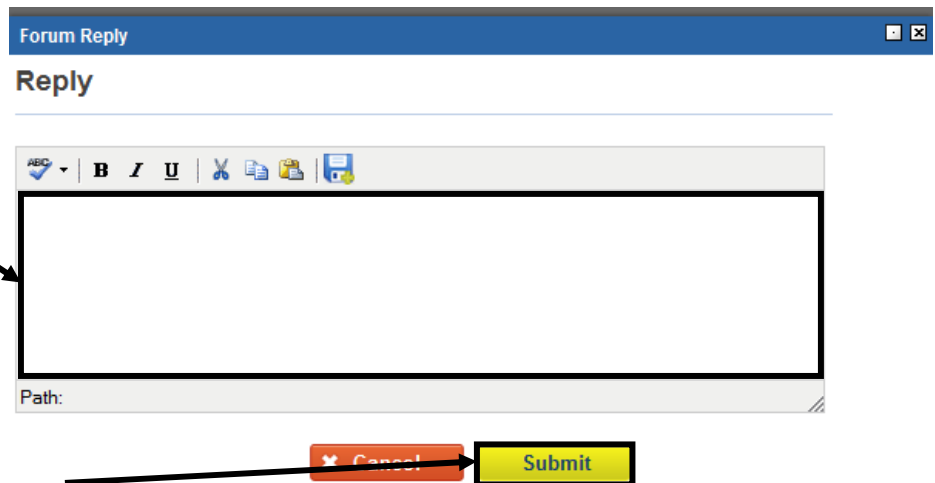
3. Click on the **Name** of a **Topic** to view all postings to a **Topic**.

Replying to a Posting

1. Click **Reply** to post a response.

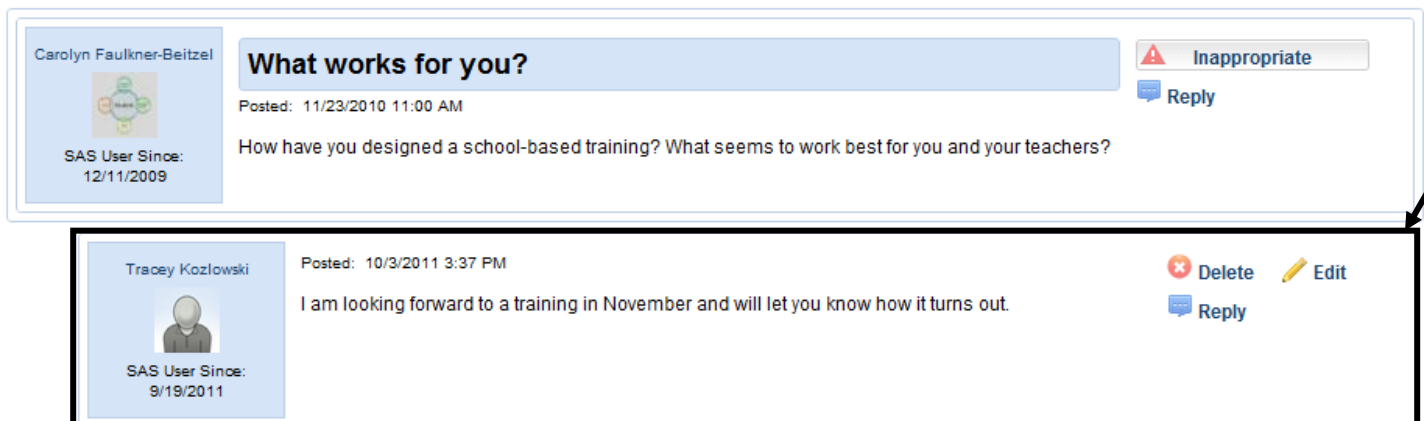


2. A window will open.
Enter your **Reply**.



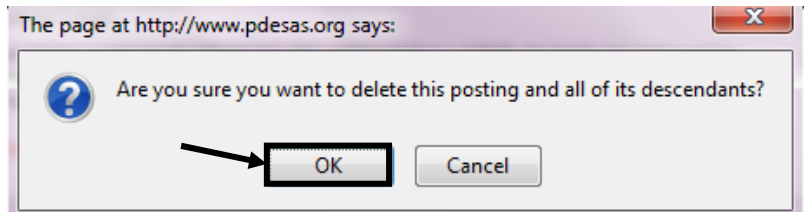
3. Click the **Submit** button.

4. The window will close, and your **Reply** will be added to the **Forum**.



To Delete a Posting:

1. Click the **Delete** button.
2. Click **OK**. When you **Delete** a posting, you also remove all of the postings that are connected to the posting.



To Edit a Posting:

1. Click the **Edit** button.
2. Make any **Edits** necessary, and then click **Submit**.

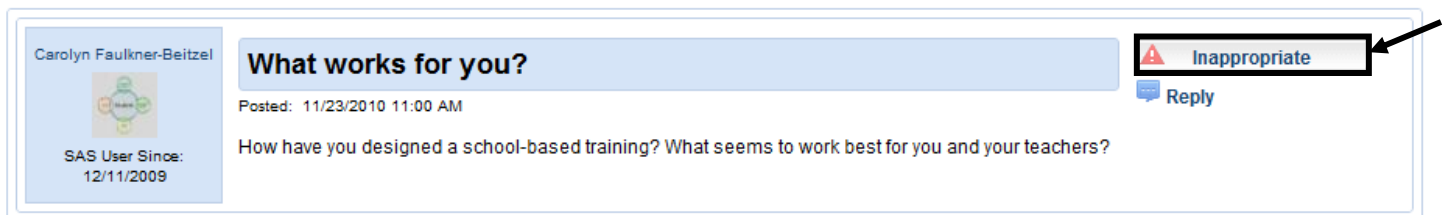
Edit Posting

I am providing training for my faculty and I need to know how to set up a session for training. Can you please post any documentation you have on how to do that? I'm also not sure how to see the evaluation data, so any help would be greatly appreciated!

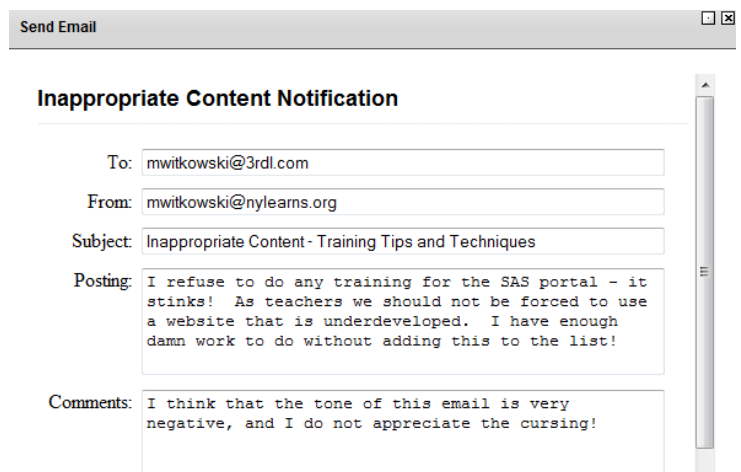
Inappropriate Postings

Occasionally a user may post something that you or another user may find objectionable.

1. Click the **Inappropriate** button to report the posting.



2. A window will open. Enter any **Comments** regarding the posting.
3. Click the **Send** button.



- When this occurs, an email will be sent to the **Moderator**, highlighting the **Inappropriate** posting, and offering the user's reasons why the posting was marked as such.
- Until a decision can be made by the **Moderator**, the posting, as well as any **Replies** to it, is temporarily removed from the **Forum**.



The **Moderator** may choose to:

- **Edit** or **Delete** the posting
- Contact the **Member** via **Peer-to-Peer** email
- Remove the **Inappropriate** status. The posting, and any related **Replies**, will again appear in the **Forum**.

Add New Topic

Within a **Forum**, it is a good idea to create **New Topic(s)** to get additional conversations started.

- From the **Dashboard** tab, click on the **Forum Name**.
- Click the **New Topic** button.



Training Tips and Techniques

In this forum you can share effective training strategies and materials.



- Enter a **Topic Name** and an **Initial Posting**.

Add Topic [X] [Close]

Add Topic

Topic Name:

Initial Posting:

ABC | **B** | *I* | U | ✂ | 📄 | 📁

I am a new trainer. I took a 2 day workshop, and it was a lot of information - I felt overwhelmed, and I am really computer literate. I have no idea of how to best present SAS to my faculty without overwhelming them!

- Scroll underneath the **Initial Posting**, and click the **Submit** button.



5. The **Initial Posting** will appear on the **Topics** tab within a **Forum** as well as under **Latest Activity** on the **Dashboard** and **My Navigator** tabs.

The screenshot shows a forum post by Maria Smith titled "Overwhelmed!". The post content is: "I am a new trainer. I took a 2 day workshop, and it was a lot of information - I felt overwhelmed, and I am really computer literate. I have no idea of how to best present SAS to my faculty without overwhelming them!". The post is dated 6/22/2010 2:44 PM. To the right of the post are buttons for Delete, Edit, and Reply. Below the post is a "Moderator's Message" and a "Latest Activity" section. The "Latest Activity" section shows the post "Overwhelmed!" with a red apple icon, indicating it is the user's last post. An arrow points to this activity entry.

Digital Content Repository

Once you have set up an **Initial Posting**, you may wish to include some **Digital Content** that will relate to the **Forum(s)** and/or **Topic(s)** that you have created.

Content Dividers

Dividers are used to help organize the content. Clicking on the **Folder** icon to the left of the **Divider** name will populate the contents of that **Divider** beneath the title.

Digital Content Repository

Share files, websites, and other digital media with everyone in your community.

[+ Manage Content](#)

The screenshot shows the Digital Content Repository interface. It features a table with columns for Resource, Type, Community Rating, My Rating, Community Comments, My Notes, and Add to My ePortfolio. The first row shows a folder icon for "Default". Below it, a resource named "Handbook for Life.doc" is listed with a "My ePortfolio" type, a community rating of 4 stars, and a "My Rating" of 1 star (indicated by a red X). An arrow points to the folder icon for "Default". Below the table, there is a section for "Sample images".

Resource	Type	Community Rating	My Rating	Community Comments	My Notes	Add to My ePortfolio
Handbook for Life.doc	My ePortfolio	★★★★☆	★☆☆☆☆			

Adding a Content Divider

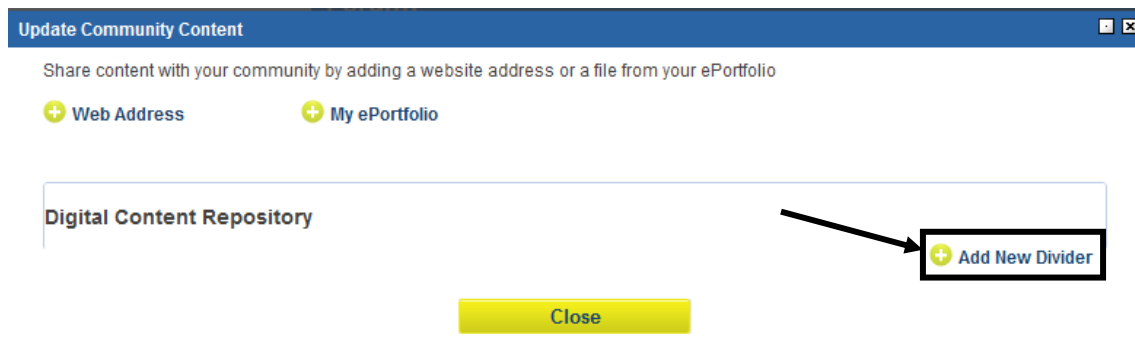
1. From the bottom of the **Dashboard** screen, click on **Manage Content**.

Digital Content Repository

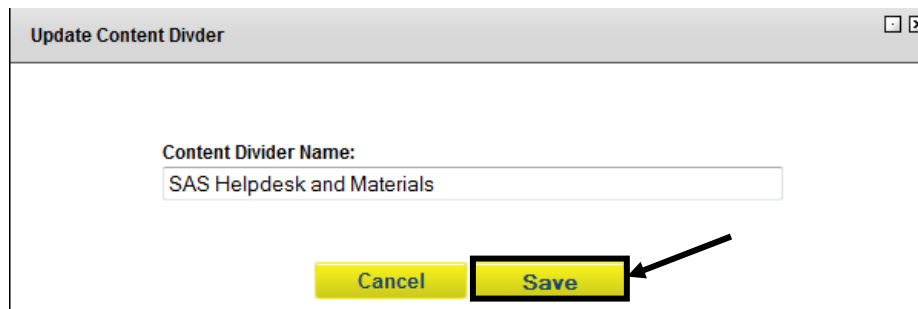
Share files, websites, and other digital media with everyone in your community.



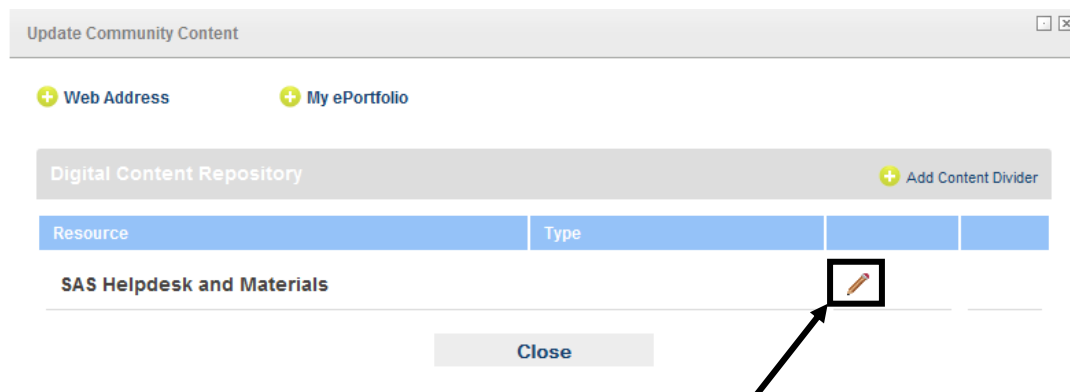
2. A window will open. Click on **Add New Divider**.



3. Enter a **Name** for the **Content Divider**, and then click **Save**.



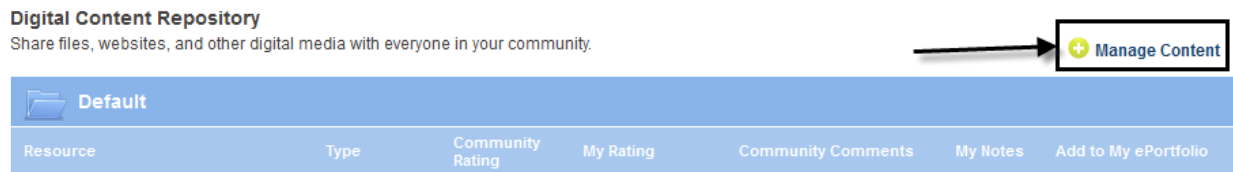
4. Click **Close**, and the **Content Divider** will be added to the **Digital Content Repository**.



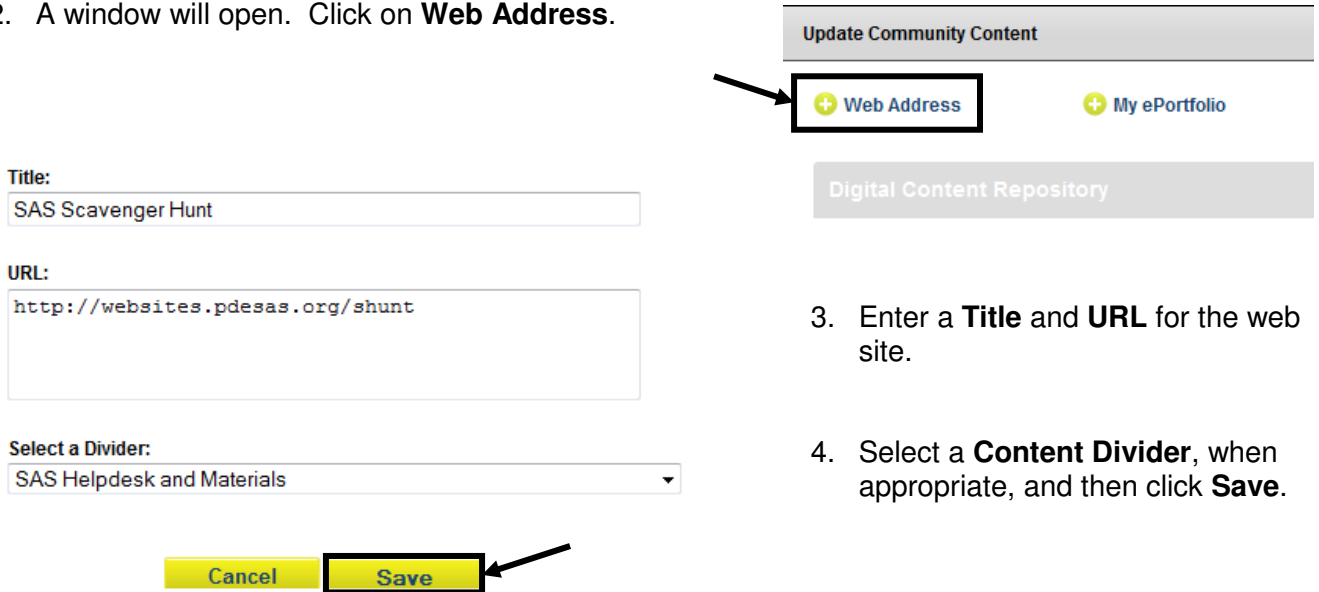
To **Edit** the **Content Divider**, click the **Edit** icon (pencil).

Adding a Web Address

- From the bottom of the **Dashboard** screen, click on **Manage Content**.



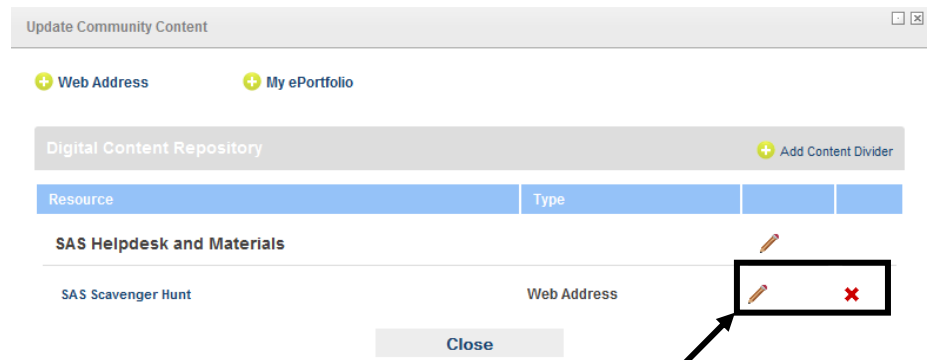
- A window will open. Click on **Web Address**.



- Enter a **Title** and **URL** for the web site.
- Select a **Content Divider**, when appropriate, and then click **Save**.

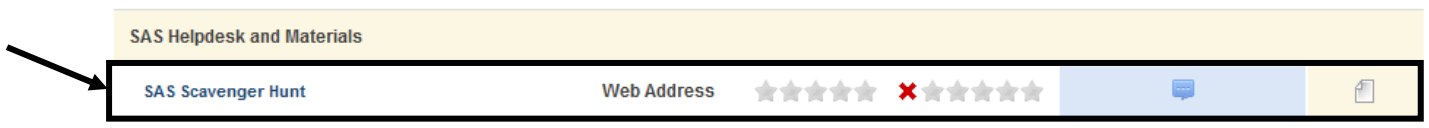
- Click the **Close** button.

NOTE: Users may only delete their own **Digital Content**.



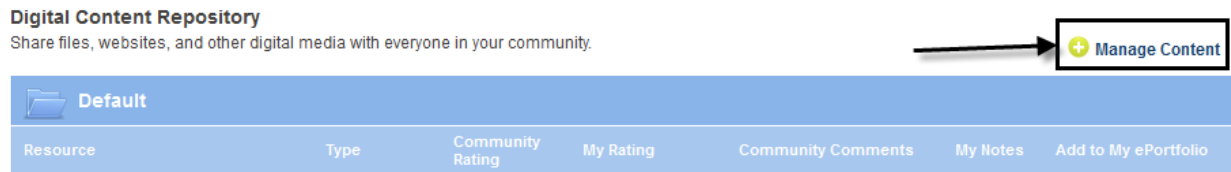
- To edit the **Web Address**, click the **Edit** icon (pencil).
- To delete the **Web Address**, click the **Delete** icon (x).

- The **Web Address** will be added to the **Digital Content Repository**.

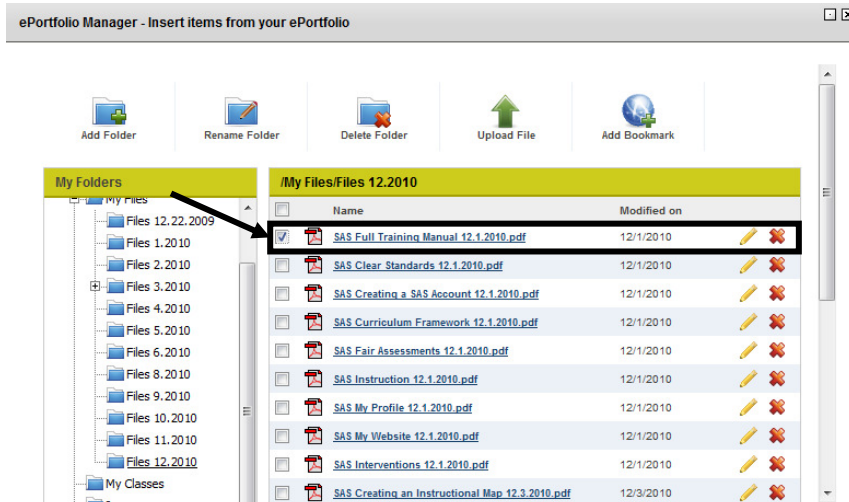
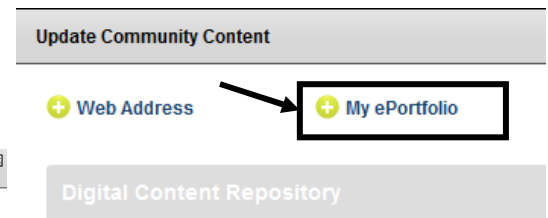


Inserting items from My ePortfolio

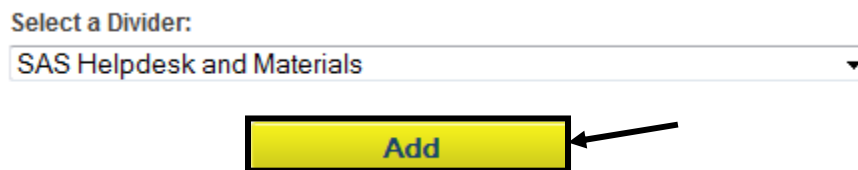
1. From the **Dashboard** tab, click on **Manage Content**.



2. A window will open. Click on **My ePortfolio**.



3. The **Portfolio Manager** will open. Navigate to the appropriate **Folder**, and place a **checkmark** next to the item you wish to add to the **Repository**.
4. Select a **Content Divider**, when appropriate.
5. Click the **Add** button.

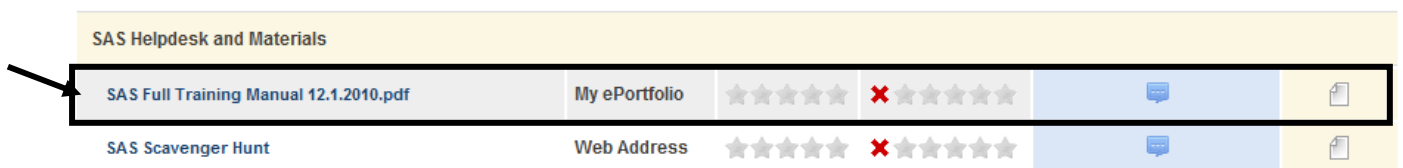


NOTE: Users can also **Upload File(s)** directly to the **ePortfolio** within the **Portfolio Manager**. Click on the **Upload File** button to add files to the **ePortfolio**.

6. Click the **Close** button.



7. The item will be added to the **Digital Content Repository**.

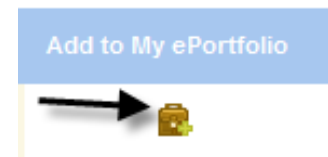


Adding Items to My ePortfolio from Digital Content Repository

1. Locate the item that you wish to add to your **My ePortfolio**.

Resource	Type	Community Rating	My Rating	Community Comments	My Notes	Add to My ePortfolio
Handbook for Life.doc	My ePortfolio	★★★★☆	★☆☆☆☆			

2. Click on the **Add to My ePortfolio** icon for that item.



3. A pop up window will appear. Select a **Folder** within your **My ePortfolio** to place the item in.

Add Bookmark

My ePortfolio Folders

My ePortfolio

Title:
Handbook for Life.doc

Description: (optional)

URL:
http://websites.pdesas.org/mhorning/2010/2/22/17001/file.aspx

Save

4. Enter a **Description** (optional).

5. Click the **Save** button.

6. The item will appear as a resource in your **My ePortfolio**.

My ePortfolio	
Name	Modified on
Handbook for Life.doc	9/16/2013

My Rating

Once there are resources in the **Digital Content Repository**, you may add a rating to the content.

1. Hover your mouse over the **Stars** under the heading **My Rating**.

Resource	Type	Community Rating	My Rating	Community Comments	My Notes
SAS HelpDesk	Web Address	★★★★★	✖ ★★★★★		
SAS Full Training Manual 6.11.2010.pdf	My ePortfolio	★★★★★	✖ ★★★★★		

2. Highlight the number of **Stars** (1-5) you wish to award the resource.



3. Your rating will be averaged in with the ratings of other **Members** under the heading **Community Rating**.



4. To remove your rating, click the red **X** icon to the left.

Community Comments

Members of the **Community** can **Comment** on resources in the **Digital Content Repository**.

1. To add a comment click on the icon under the heading **Community Comments**.

Digital Content Repository

Resource	Type	Community Rating	My Rating	Community Comments	My Notes
SAS HelpDesk	Web Address		✖		
SAS Full Training Manual 6.11.2010.pdf	My ePortfolio		✖		

2. Enter **Comments**, and then click **Save**.

Add Comments ✖

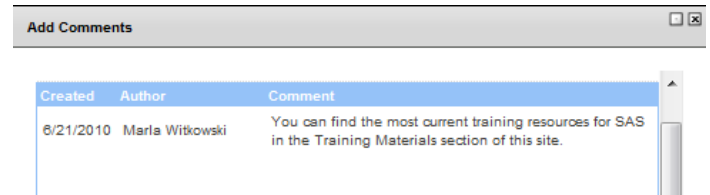
There are currently no comments for this resource.

Add Comment

You can find the most current training resources for SAS in the Training Materials section of this site.

Cancel
Save

- Your **Comments** will be added to the list at the top of the window.
- Close the window.



My Notes

Add personal **Notes** to a resource within the **Digital Content Repository**.

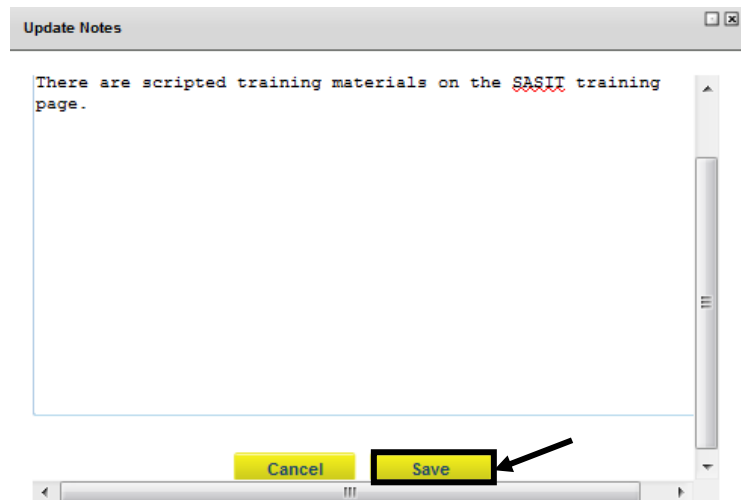
- Click the icon underneath the heading **My Notes**.

Digital Content Repository

[+ Add Content](#)

Resource	Type	Community Rating	My Rating	Community Comments	My Notes
SAS HelpDesk	Web Address		✗		
SAS Full Training Manual 6.11.2010.pdf	My ePortfolio		✗		

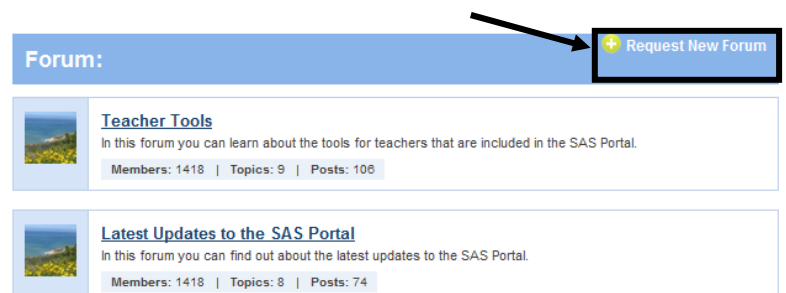
- Enter **Notes** and then click **Save**.
- The window will close. To see your **Notes**, click on the icon again.



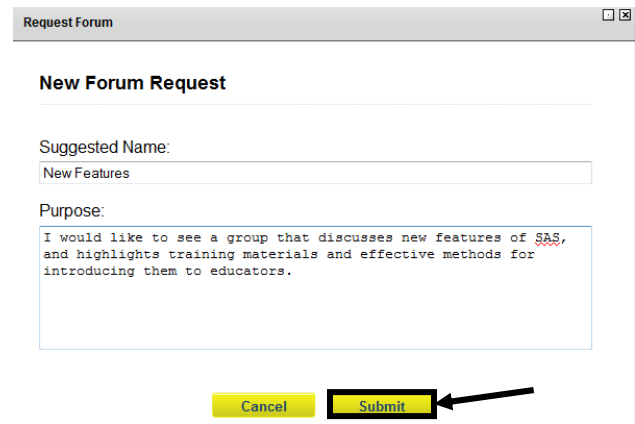
Request New Forum

If you have an idea for a new **Forum** within a **Community**, please use the **Request New Forum** button.

- From the **Dashboard** or **Forum** tab, click **Request New Forum**.



2. Enter a **Suggested Name** for the **Forum**.
3. Enter the **Purpose** of the **Forum**.
4. Click the **Submit** button.

A screenshot of a "Request Forum" dialog box. The title bar says "Request Forum". The main heading is "New Forum Request". Below it is a text input field for "Suggested Name:" containing the text "New Features". Below that is a text area for "Purpose:" containing the text "I would like to see a group that discusses new features of SAS, and highlights training materials and effective methods for introducing them to educators." At the bottom, there are two buttons: "Cancel" and "Submit". A black arrow points to the "Submit" button.

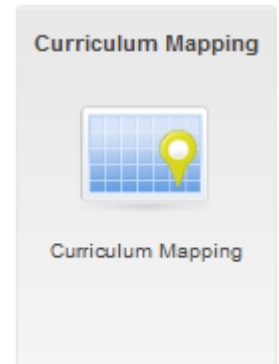
5. Click **OK**. The **Request** will be sent for consideration.

Curriculum Mapping

Curriculum Mapping is a tool that allows educational organizations to outline the scope and sequence of their curriculum, align curriculum to the Pennsylvania Academic and Core Standards, and to make the maps available to district personnel online.

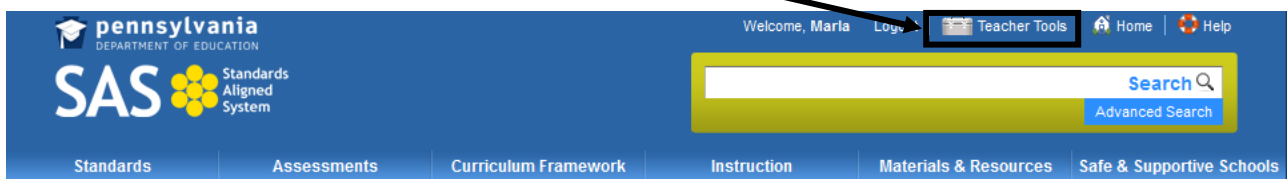
A curriculum map:

- Captures the content, skills, and assessments taught or administered at each grade level within a school building or district.
- Organizes this information into an easily accessed visual that presents a timeline of instruction by grade level or course.
- Ensures that there is consistency from one grade level to the next, and there is little redundancy in what is being taught at each grade level.

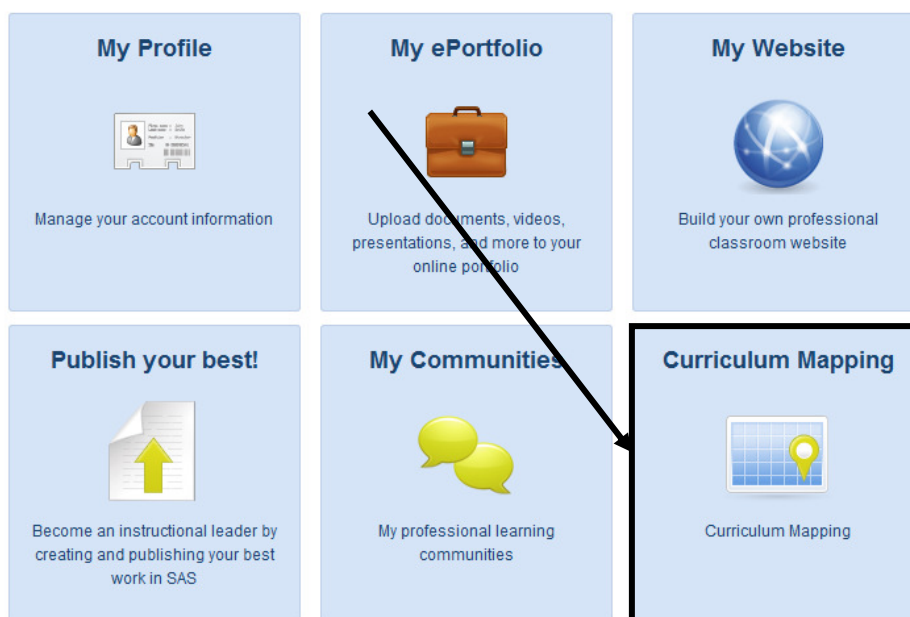


Although the examples shown within this manual may differ from your organization's maps, the steps will be very similar.

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



2. Choose **Curriculum Mapping** from the **Teacher Tools** menu:



Accessing the Maps

Once **Curriculum Maps** have been created, users may save them to their account, and create personalized **Instructional Maps** to guide their teaching.

1. The **District CMs** tab will list all of the matrices that have been created for your organization. To view a **Curriculum Map** click on its title.

Keyword Search (Optional)

1 2 3 4 5 6 7 »

Title	Template Name	Modified Date	Options
Math Grade K - Module 1	PDE Curriculum Template - Mathematics	12/18/2013 4:16:00 AM	+ 🔍
Math Grade K - Module 2	PDE Curriculum Template - Mathematics	12/5/2013 1:19:00 PM	+ 🔍

2. To sort by specific **Titles**, **Grade Levels**, or **Subject Areas**, enter a term in the **Keyword** field and click the **Search** icon (magnifying glass).

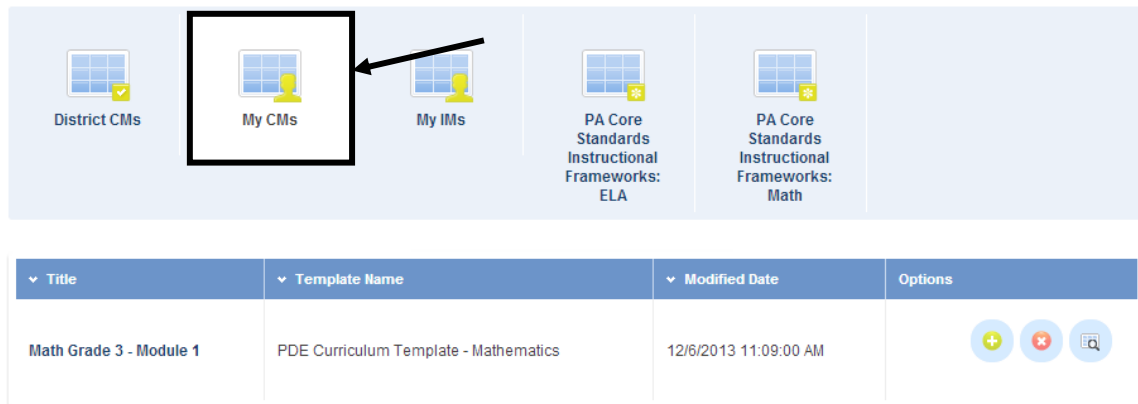
math grade 3 🔍




Title	Template Name	Modified Date	Options
Math Grade 3 - Module 1	PDE Curriculum Template - Mathematics	12/6/2013 11:09:00 AM	+ 🔍
Math Grade 3 - Module 2	PDE Curriculum Template - Mathematics	12/6/2013 8:26:00 AM	+ 🔍

3. To include a **Map** in your **My CMs**, click the **Add to My CMs** icon (green +) in the **Options** column, and then click **Ok**.

Title	Template Name	Modified Date	Options
Math Grade 3 - Module 1	PDE Curriculum Template - Mathematics	12/6/2013 11:09:00 AM	+ 🔍

- The **My CMs** tab will open showing that the selected **Map** added to your personal curriculum map list on the **My CMs** tab.

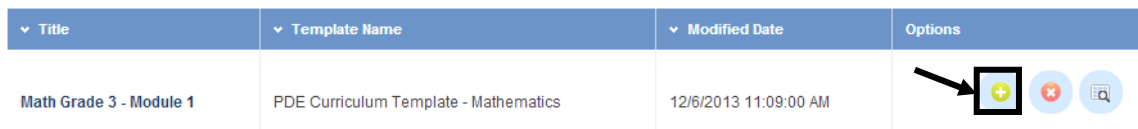





Title	Template Name	Modified Date	Options
Math Grade 3 - Module 1	PDE Curriculum Template - Mathematics	12/6/2013 11:09:00 AM	  

Creating an Instructional Map (IM)

Creating an **Instructional Map** allows you to customize an organization's **Curriculum Map** for your use by editing the title and adding **Notes for Teaching**.

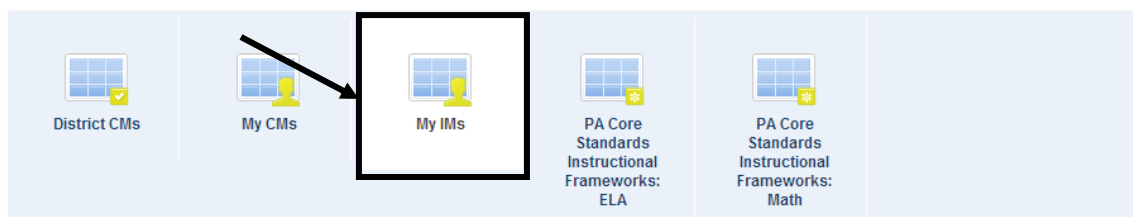
- To create an **Instructional Map**, open the **My CMs** tab and click the **Create a New Instructional Map** icon (green +) in the **Options** column, and then click **Ok**.



Title	Template Name	Modified Date	Options
Math Grade 3 - Module 1	PDE Curriculum Template - Mathematics	12/6/2013 11:09:00 AM	  

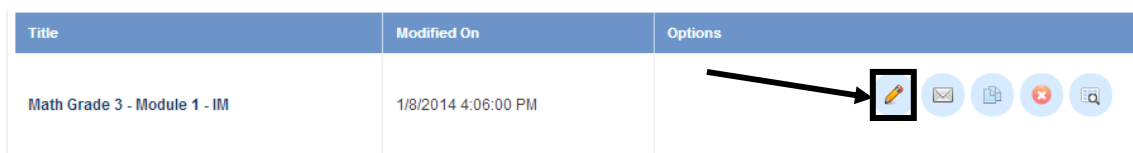
- The map will be added to your list of **Instructional Maps** on the **My IMs** tab. You can customize the map for your own use by editing the title, and adding notes for teaching.






- Select the **My IMs** tab.
- Click the **Edit** icon (pencil) to begin personalizing the **IM**.



My Instructional Maps

My IMs lists your personalized Instructional Maps (IM). You can customize the curriculum matrix for your use by editing the title and adding notes for teaching.



Title	Modified On	Options
Math Grade 3 - Module 1 - IM	1/8/2014 4:06:00 PM	    

- On the **Instructional Map Title** tab, edit the **Title** for the **IM**, and the **Teacher Notes Column Header** (if necessary).

Title: (Subject - Grade - Timeframe e.g. Social Studies - Grade 2 - 10 Weeks)

Witkowski Math Grade 3 Module 1 - IM

Teacher Notes Column Header: (Teacher Notes, My Notes)

Instructional Notes

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



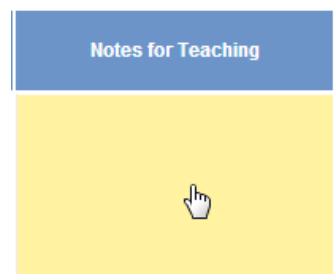
Adding Notes for Teaching

Add personal notes, resources, etc. to enhance the **Instructional Map**.

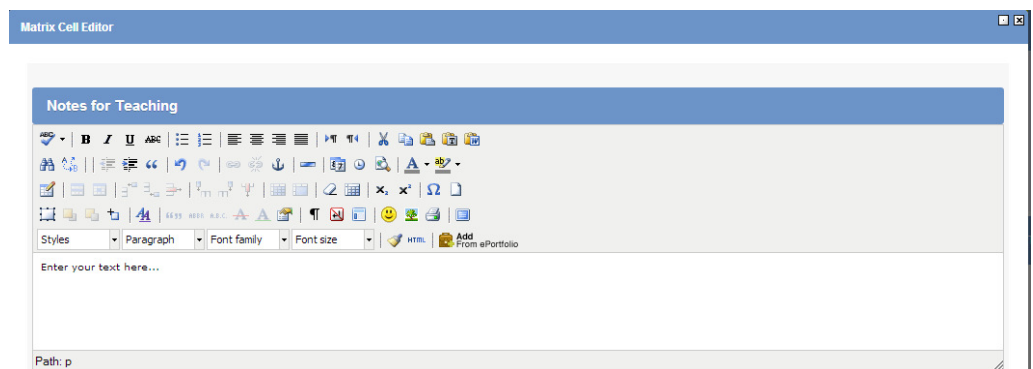
- To add notes to any **Row** on the **IM**, click within the **Notes for Teaching** column.



NOTE: Your column may be titled differently, if you elected to rename it.



- Enter information in the cell using the **SAS Rich Text Editor**. Use the word processing tool to enter and format text (see p. 102). Items saved to your **ePortfolio** can also be included in the cell.



- Click **Save** to enter the text into the **Notes for Teaching** cell within the map.




- Click the **Close** button (at the top right of the window) to return to the **My IMs** tab.

Managing the Instructional Maps

Once an **Instructional Map** has been created, there are several options available to you. These **Options** will allow you to **Edit, Share, Copy, or Print** the **IM**, as well as to be able to **Delete** the **IM**.

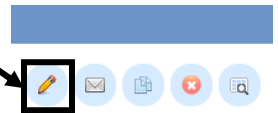
My Instructional Maps

My IMs lists your personalized Instructional Maps (IM). You can customize the curriculum matrix for your use by editing the title and adding notes for teaching.

Title	Modified On	Options
Math Grade 3 - Module 1 - IM	1/8/2014 4:06:00 PM	

To Edit an IM

- Click the **Edit** icon (pencil) in the **Options** column. This will open the **IM** for revision.
- Be sure to click the **Save** button to save any changes.



To Share an IM

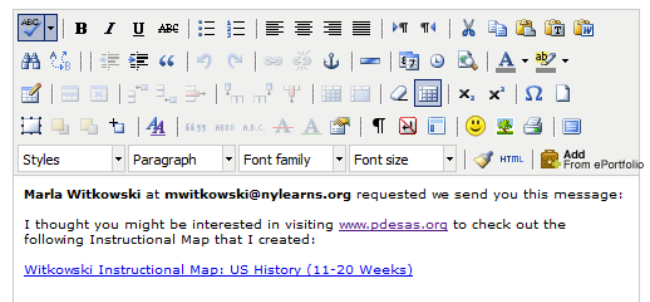
- Click the **Share** icon (envelope) in the **Options** column.
- Enter email addresses for individuals you wish to share your **IM** with. Separate addresses with a comma.



Sending To:

joe@email.com, sue@email.com, mary@email.com

- An email will be sent to each individual listed in the **Sending To:** box. The text of the email will appear in the **Rich Text Editor** at the bottom of the tab. You can make changes to the text by typing within the **Editor**.

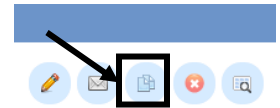


- When the message is complete, click **Share**. People will receive the invitation via email, including a link to your **IM**.
- Click **Ok** to return to the **My IMs** tab.



To Copy an IM

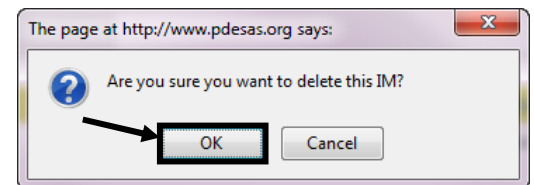
- Copying an **IM** can save time if you are creating several **IMs** with the same **Map**. Click the **Copy** icon in the **Options** column, and then click **OK**.
- A copy of the **IM** will be added to the list. Edit the **IM** as necessary, and then **Save** your changes.
- Do not forget to change the **IM Title** when you are editing, to avoid confusion.



Title: (Subject - Grade - Timeframe e.g. Social Studies - Grade 2 - 10 Weeks)
 Witkowski Instructional Map: US History (11-20 Weeks) Copy

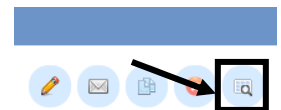
To Delete an IM

- Click the **Delete** icon (X) in the **Options** column.
- Click **OK**, and the **IM** will be permanently deleted.



To View an IM

- Click the **View** icon (magnifying glass) in the **Options** column.
- This will open a print preview version of the **IM**.
 - Click the **Hide Columns** icon in the upper-right corner of the **IM** to hide individual columns.
 - Click **Print Friendly Version** icon (printer) in the upper-right corner of the **IM** to open the print dialog box.
 - Click the **Add to ePortfolio** icon (briefcase) to add the **IM** to your **ePortfolio**.
 - Click the **Export Excel** icon (Excel symbol) to export the **IM** to Microsoft Excel.
- Close the window/tab in your browser to return to the **Options** column.

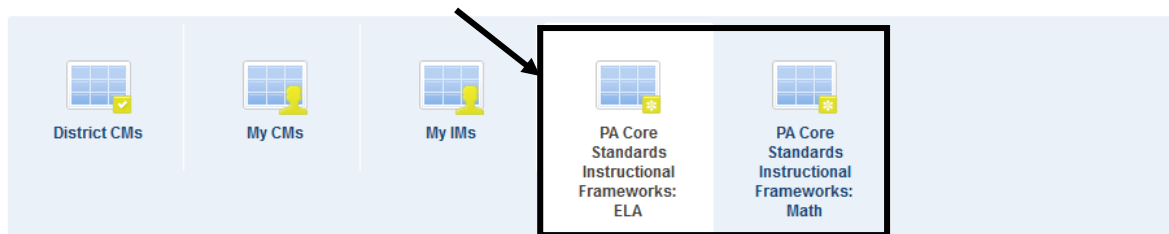


PA Core Standards Instructional Frameworks

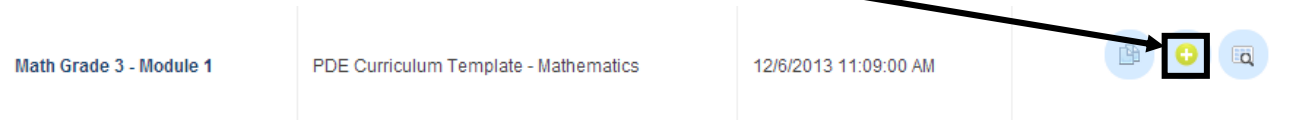
Pennsylvania has developed curriculum maps based on the PA Core Standards in the subject areas of Math and English Language Arts. These maps were developed by Pennsylvania teachers and curriculum specialists with support from the Pennsylvania Department of Education Bureau of Teaching and Learning Curriculum Advisors.

The maps are not intended to be all-inclusive but are designed to be used as examples of content and topics that are aligned to the PA Core Standards. The maps should be used as guides for schools and districts to review, revise, and create their curricula using these as a foundation or reference.

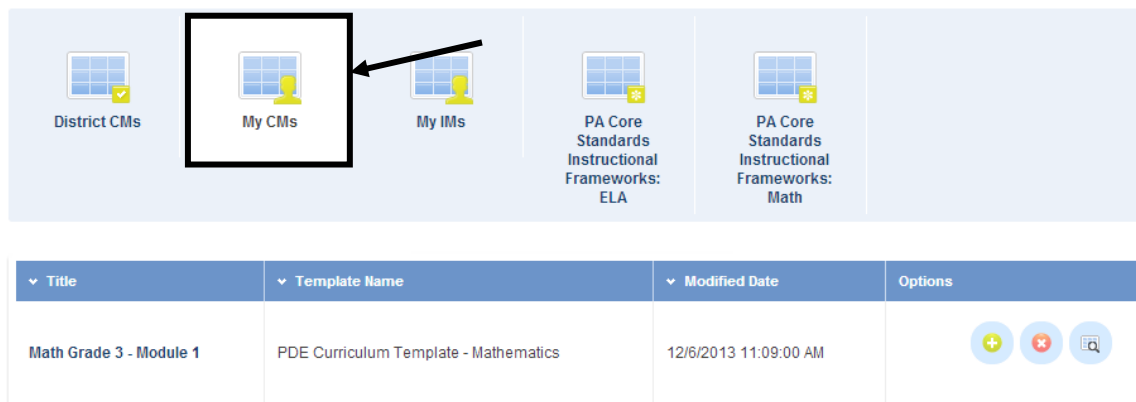
1. The **PA Core Standards Instructional Frameworks** tabs will list all of the maps that have been created. To view an **Instructional Framework** click on its title.



2. To include an **Instructional Framework** in your **My CMs**, click the **Add to My CMs** icon (green +) in the **Options** column, and then click **Ok**.






3. The **My CMs** tab will open showing that the selected **Instructional Framework** added to your personal curriculum map list on the **My CMs** tab.



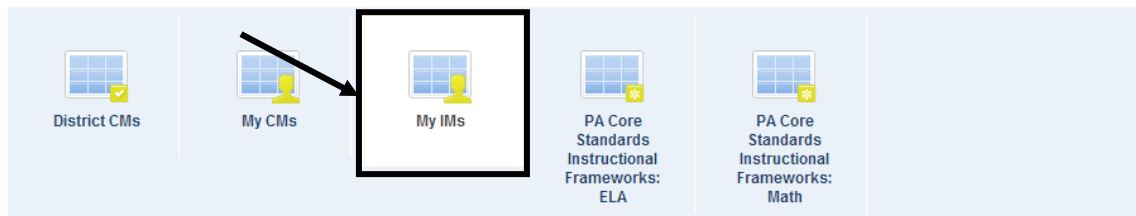
Creating an Instructional Map (IM)

Creating an **Instructional Map** allows you to customize a **PA Core Standards Instructional Framework** for your use by editing the title and adding **Notes for Teaching**.

1. To create an **Instructional Map**, open the **My CMs** tab and click the **Create a New Instructional Map** icon (green +) in the **Options** column, and then click **Ok**.






Title	Template Name	Modified Date	Options
Math Grade 3 - Module 1	PDE Curriculum Template - Mathematics	12/6/2013 11:09:00 AM	  

2. The **Instructional Framework** will be added to your list of **Instructional Maps** on the **My IMs** tab. You can customize the map for your own use by editing the title, and adding notes for teaching.
 - Select the **My IMs** tab.
 - Click the **Edit** icon (pencil) to begin personalizing the **IM**.

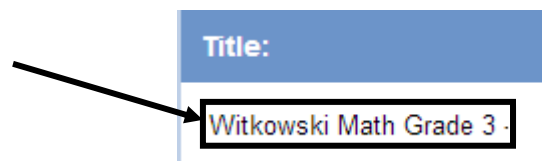


My Instructional Maps

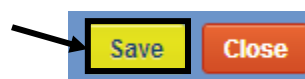
My IMs lists your personalized Instructional Maps (IM). You can customize the curriculum matrix for your use by editing the title and adding notes for teaching.

Title	Modified On	Options
Math Grade 3 - Module 1 - IM	1/8/2014 4:06:00 PM	    

3. Locate the Title within the Instructional Framework, and edit the **Title** for the **IM** (if necessary).



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



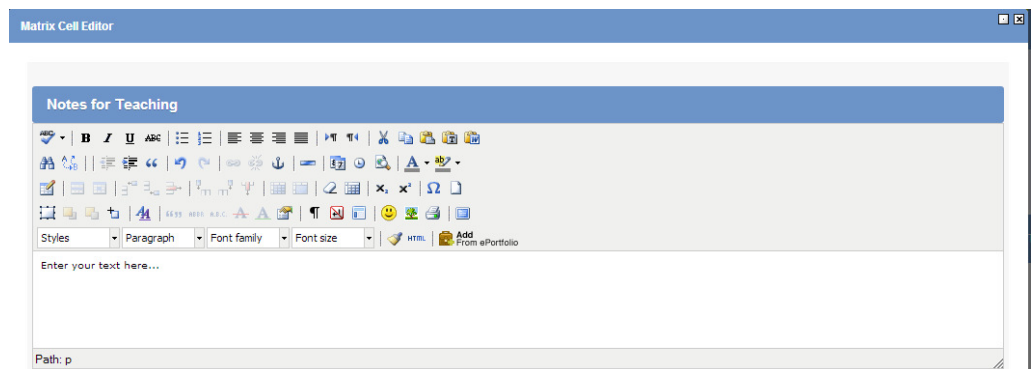
Adding Notes for Teaching

Add personal notes, resources, etc. to enhance the **Instructional Map**.

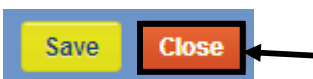
1. Click **Edit Notes for Teaching** in the upper-right corner of the **IM**.



2. Enter information in the cell using the **SAS Rich Text Editor**. Use the word processing tool to enter and format text (see p. 102). Items saved to your **ePortfolio** can also be included in the cell.



3. Click **Save** to enter the text into the **Notes for Teaching** cell within the map. The window will close, and the text will be added to the **Notes for Teaching** field at the bottom of the **IM**.



4. Click the **Close** button (at the top right of the window) to return to the **My IMs** tab.

Managing the Instructional Maps

Once an **Instructional Map** has been created, there are several options available to you. These **Options** will allow you to **Edit, Share, Copy, or Print** the **IM**, as well as to be able to **Delete** the **IM**.

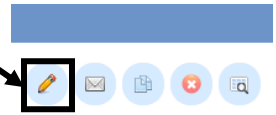
My Instructional Maps

My IMs lists your personalized Instructional Maps (IM). You can customize the curriculum matrix for your use by editing the title and adding notes for teaching.

Title	Modified On	Options
Math Grade 3 - Module 1 - IM	1/8/2014 4:06:00 PM	

To Edit an IM

- Click the **Edit** icon (pencil) in the **Options** column. This will open the **IM** for revision.
- Be sure to click the **Save** button to save any changes.



To Share an IM

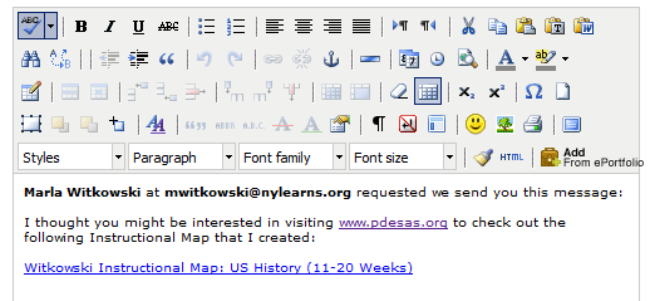
- Click the **Share** icon (envelope) in the **Options** column.
- Enter email addresses for individuals you wish to share your **IM** with. Separate addresses with a comma.



Sending To:

joe@email.com, sue@email.com, mary@email.com

- An email will be sent to each individual listed in the **Sending To:** box. The text of the email will appear in the **Rich Text Editor** at the bottom of the tab. You can make changes to the text by typing within the **Editor**.

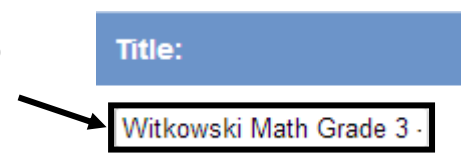
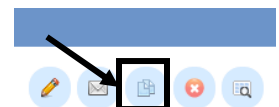


- When the message is complete, click **Share**. People will receive the invitation via email, including a link to your **IM**.
- Click **Ok** to return to the **My IMs** tab.



To Copy an IM

- Copying an **IM** can save time if you are creating several **IMs** with the same **Map**. Click the **Copy** icon in the **Options** column, and then click **OK**.
- A copy of the **IM** will be added to the list. Edit the **IM** as necessary, and then **Save** your changes.
- Do not forget to change the **IM Title** when you are editing, to avoid confusion.

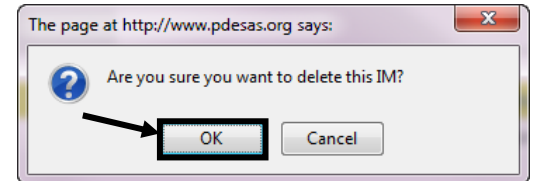


To Delete an IM

- Click the **Delete** icon (X) in the **Options** column.



- Click **OK**, and the **IM** will be permanently deleted.



To View an IM

- Click the **View** icon (magnifying glass) in the **Options** column.
- This will open a print preview version of the **IM**.



- Click **Print Friendly Version** icon (printer) in the upper-right corner of the **IM** to open the print dialog box.
 - Click the **Export Excel** icon (Excel symbol) to export the **IM** to Microsoft Excel.
 - Click the **Add to ePortfolio** icon (briefcase) to add the **IM** to your **ePortfolio**.
- Close the window/tab in your browser to return to the **Options** column.

Copy to My District

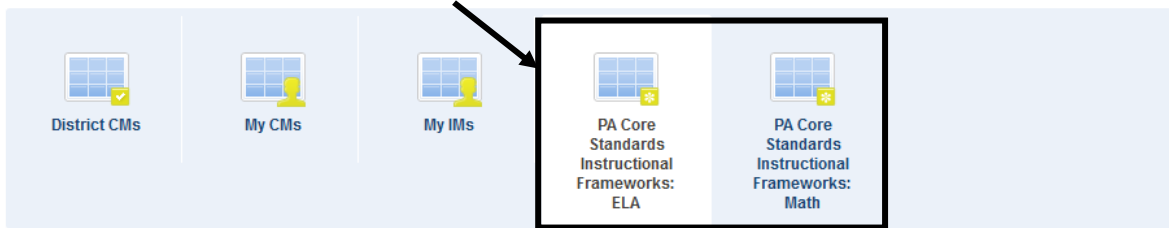
The **PA Core Standards Instructional Frameworks** are designed to be used as guides for schools and districts to review, revise, and create their curricula using these as a foundation or reference.

Users who possess rights to the **Curriculum Administration** portion of the **Curriculum Mapping** tool may elect to copy the maps for use by their organization; this will provide users with the ability to edit all fields within the **Instructional Framework**.

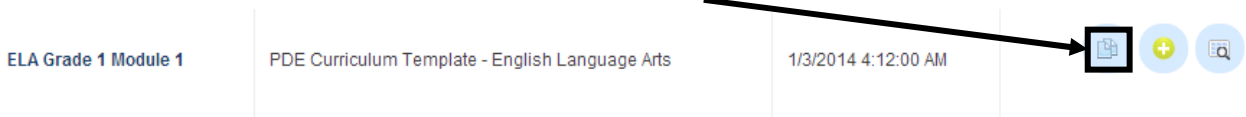


NOTE: If you are a LEA administrator who desires access to Curriculum Administration, please contact the SAS Help Desk for more information.

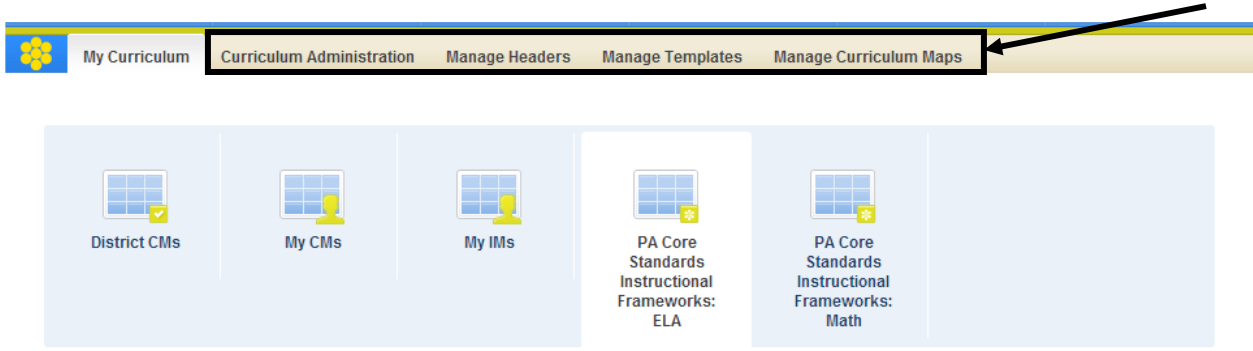
1. The **PA Core Standards Instructional Frameworks** tabs will list all of the maps that have been created. To view an **Instructional Framework** click on its title.



2. To copy an **Instructional Framework** to the Curriculum Administration tool for your organization, click the **Copy to My District** icon (paper) in the **Options** column, and then click **Ok**.



3. Navigate to the **Curriculum Administration** section of the **Curriculum Mapping** tool to access the copy of the **Instructional Framework** and accompanying **Template**.



4. Click the **Manage Templates** tab to see the **Templates** available for your organization.

If there are an overwhelming number of **Templates**, use the **Keyword Search** to narrow your results. All of the **PA Core Standards Instructional Frameworks Templates** begin with **PDE**.

Manage Templates

[Add Template](#)

To edit an existing template that you have created, please click the pencil icon to the right of the template.

In order to create a curriculum map, your template must be marked "online." To make your template available online, click on the computer icon with the prohibit symbol. You will not be able to create a curriculum map unless the template is marked "online."

Keyword Search (Optional)

Template Name	Date Modified	Assigned Curriculum Maps	Options
Elementary	11/5/2012 5:58:00 AM	5	
IJ 29 EW	6/30/2010 5:25:00 AM	1	
Maple Avenue Campus	9/16/2013 7:42:00 AM	0	
Master Tamaqua Area School District	4/5/2013 4:47:00 AM	1	
Michaels Grade 3 Mathematics Unit 1 September	6/30/2010 7:08:00 AM	0	
PDE Curriculum Template - English Language Arts	1/9/2014 1:39:00 PM	1	

5. Click the **Manage Curriculum Maps** tab to see the **Map(s)** available for your organization.

Manage Curriculum Maps





















[+ Add Curriculum Map](#)

Below is a list of maps that either you have created or have been given access to. The options for a map are located to the right of the map information. Clicking the 'Add Curriculum Map' button will allow you to add a new map.

You can edit any map listed by clicking on the pencil icon. If you click the copy icon, a copy of the map will be created and appear in the list with 'Copy' appended to the title. You can set the map to be online or offline by clicking the online/offline icon. Offline maps won't appear in the listing for the District Tab in My Curriculum.

To find a map you don't see in the list below, you can enter a search term matching the map title or the template title the map uses to locate a map in the system. You can also click the page numbers to navigate to different pages if there are more results than will fit one page.

If there are an overwhelming number of **Maps**, use the **Keyword Search** to narrow your results. All of the copied **PA Core Standards Instructional Frameworks Maps** begin with **Copy**

Title	Template Name	Modified Date	Options
American Cultures 7	american cultures 7	1/17/2011 4:32:00 AM	    
bentz practice	Minersville Grade 4 LA		    
College Prep Algebra 1	MASD Business Ed template	1/17/2011 4:33:00 AM	    
Copy of ELA Grade 1 Module 1	PDE Curriculum Template - English Language Arts	1/9/2014 8:39:00 AM	    



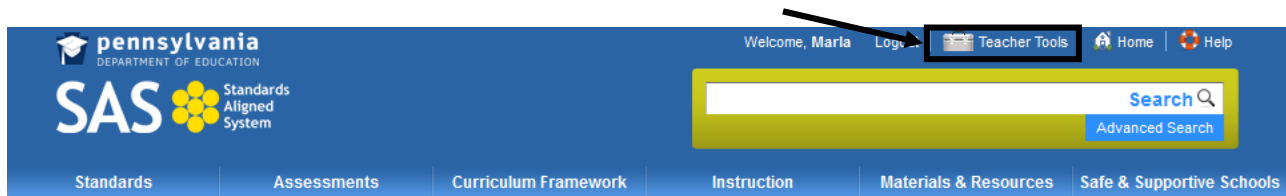
NOTE: For more information regarding editing the **PA Core Standards Instructional Frameworks**, please refer to the **SAS Curriculum Map Creator** manual, available on the **SAS Help Desk** web site.

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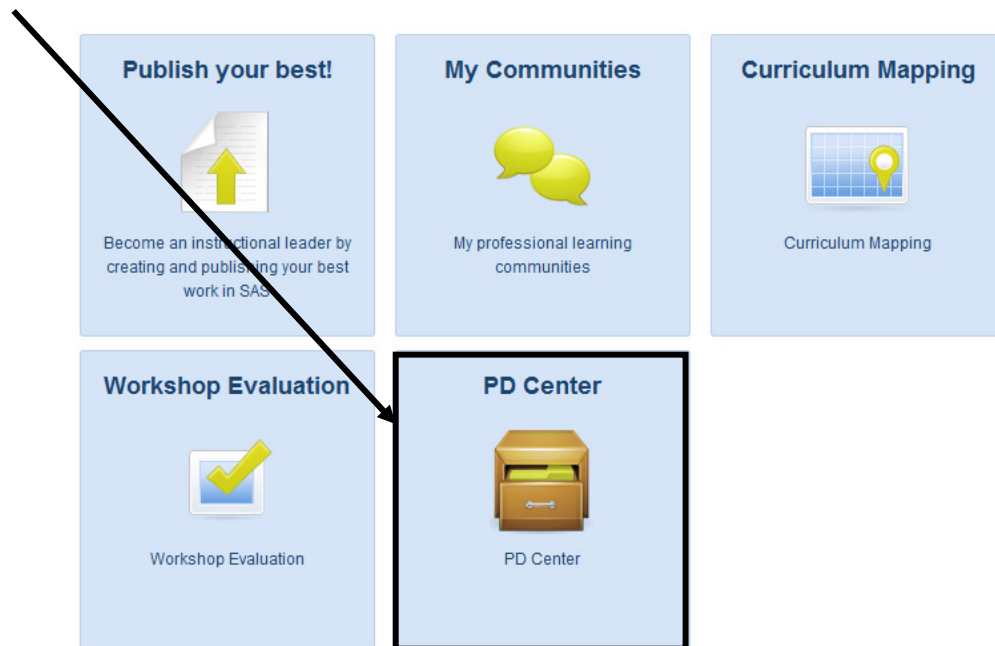
PD Center

The SAS **Professional Development (PD) Center** is designed to serve the ongoing professional development needs of Pennsylvania educators. The **PD Center** provides a platform to allow teachers across Pennsylvania to take online courses to meet Act 48 requirements for certification. The **PD Center**, fully integrated with the SAS Portal, will award Act 48 credits for teachers as they complete their online coursework.

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



2. Select **PD Center** from the **Teacher Tools** menu:



3. The Pennsylvania Department of Education offers a number of Act 48 approved courses which are available for teachers to complete at their own pace, within a 90-day or 180-day window.
4. The **PD Center** will open in the **My Classes** tab. If you are registered for any courses they will appear here.

To Preview a Course

1. Click the **Class Registration** tab





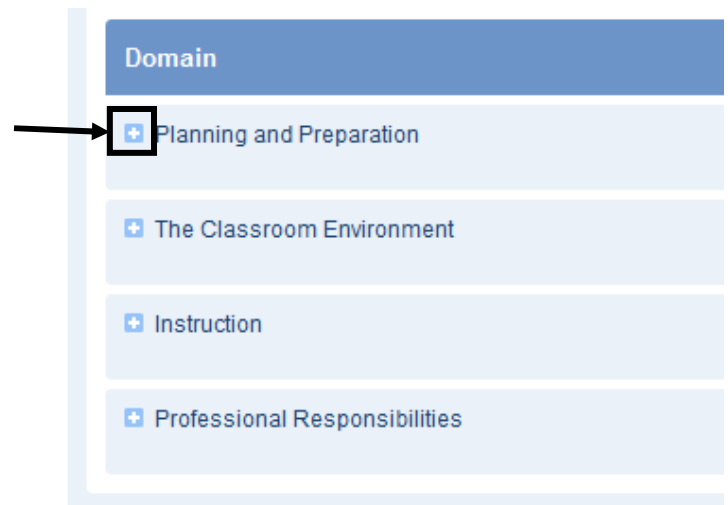
NOTE: There are two types of courses currently available in the **PD Center**.

- **Teaching Frameworks** courses are aligned to the components of Charlotte Danielson's Framework for Teaching, and support the Teacher Effectiveness System in Pennsylvania.
- **General PD Courses** are a selection of online courses that support a wide-ranging set of curriculum, instruction, and assessment topics – supporting the elements within the SAS Portal.

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



3. Click the **plus sign (+)** to the left of a **Domain**.



4. Click the **plus sign (+)** to the left of a **Component**.



- Any courses available for the selected **Component** will appear. Click the **Title** of the course to view the **Course Description**.

Assessing Student Knowledge: 5 Hours D1C1BE2-02

Preview Register

In *Enhancing Professional Practice: A Framework for Teaching*, Charlotte Danielson relays that in a culture of learning, assessment has two purposes: to determine if students have achieved established instructional outcomes and to provide students and teachers with valuable information that can be used to inform future learning (59). Danielson (2007) refers to these, respectively, as assessment of learning and assessment for learning. In order for either of these assessment strategies to work teachers must pay attention to the results and adjust their instruction methods accordingly. Participants in this course, *Assessing Student Knowledge*, will analyze strategies to understand individual student knowledge and how they can build on student strengths and interests while developing areas of competence. Participants will develop methods for maintaining this data. This course aligns to Component 1B: Demonstrating Knowledge of Students. Please click this link to review the performance descriptors of a distinguished teacher. (This course provides 5 Act 48 hours).

Schedule: TBD Duration: 90 Days

2.

- Review the description of the **Course**. Click the **Preview** button to see the **Course Description**, **Course Content**, and **Assessments** in more detail. Click the **Course Registration** tab to return to the listing of available **Courses**.

Registering for a Course

- Click the **Register** button in the upper-right corner of the **Course Description**.

Assessing Student Knowledge: 5 Hours D1C1BE2-02

Preview Register

- Enter your **PPID** (see p. 12), and then **Confirm** it by re-typing it.

Course Registration Details:

Name: Maria Witkowski	PPID 1234567	Start On: 2/9/2011
Email: mwickowski@nylearns.org	Confirm PPID 1234567	Ends On: 5/10/2011
Email Confirmation? <input checked="" type="radio"/> Yes <input type="radio"/> No		

Maybe Later Register

NOTE: Users without a **PPID** number will be able to take **Courses**, but will not be able to receive Act 48 credit unless a valid **PPID** number is entered into the **Course Registration** form.



- If you would not like to receive a confirmation via email, select **No** to the left of the **Email Confirmation?** question.

Email Confirmation? Yes No

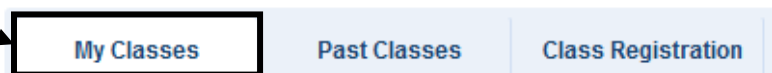
- Click the **Register** button to submit your registration, and then click **Ok**.





This **Course** will now appear within your **My Classes** tab

Withdrawing from a Course

- Click the **My Classes** tab.



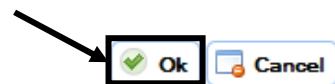
- Locate the appropriate **Course**, and click the **Withdraw from this Class** icon, under the **Options** column.

Number	Course	Instructor	Messages	Schedule	Options
SASPD_03	Creating Meaningful Assessments	Jennifer Meka Ratka	0	Start: 2/3/2011 End: 5/4/2011	
SASPD_01	Developing Life-Long Learners	Megan Scherer	0	Start: 2/9/2011 End: 5/10/2011	

- A window will open. Click **Ok**.


Course Withdrawal ☐ ☒

Thank you for your interest in a PD course! Your feedback is highly valued. To successfully withdraw from this course, please click 'OK' to complete a survey about your experiences in the PD Center.



- You will be taken to a survey window. Please complete the survey to successfully withdraw from the class.

Course Withdrawal ☐ ☒

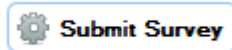


Have you ever been enrolled in a course in the SAS Professional Development Center before?

Yes

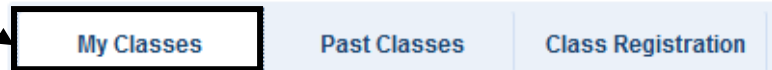
No

- Click **Submit Survey**



My Classes

- Click the **My Classes** tab.



- Any courses for which you are registered will be listed. Locate the appropriate **Course**, and click the **Go to Class** icon, under the **Options** column.

Number	Course	Instructor	Messages	Schedule	Options
SASPD_03	Creating Meaningful Assessments	Jennifer Meka Ratka	0	Start: 2/3/2011 End: 5/4/2011	
SASPD_01	Developing Life-Long Learners	Megan Scherer	0	Start: 2/9/2011 End: 5/10/2011	

- You will see a navigation menu on the left of the screen that you will use to navigate through your course.

Content

- [Course Description](#)
- [Course Content](#)

Tools

- [Gradebook](#)
- [Evaluation](#) 1
- [Messages](#)

Class Info

Class Id: 4983
 Number: D3C3DE1-01
 Credit Hours: 5
 Students: 0
 Class Progress:



Note: The **Class Info** section contains details about your registration including **Class Id** and **Course Number**. Please use these when communicating with your Instructor or the SAS Help Desk.

The Content Menu

1. Click on **Course Content** to review **Modules** of the **Course**.



2. Use the **Overview** and **Topic** buttons to navigate to the different areas of the **Course**. Be aware that each button has a drop-down menu, containing links to **Topic** resources that will appear as you hover your mouse over it.

A screenshot of the 'Developing Life Long Learners' course interface. At the top, there are navigation tabs: 'Course Materials', 'Assessments 4', and 'My Notes 0'. Below this is a header with a logo of blue spheres and the text 'Developing Life Long Learners' next to a photo of a diverse group of children sitting on the floor. Below the header is a navigation bar with buttons for 'Overview', 'Topic A', 'Topic B', and 'Topic C'. An arrow points from the 'Topic A' button to a dropdown menu that is open, showing options: 'Topic A Introduction', 'The Education Gap', 'Filling the Knowledge Gap', 'Activity A-1', and 'Activity A-2'.

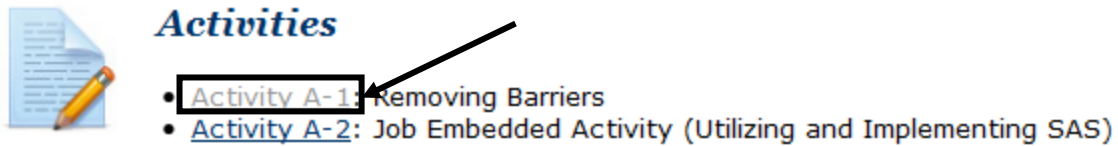
3. Complete all necessary readings, and use the embedded resources (videos, hyperlinks, etc.) to complete the **Activities**.



Reading and Resources

- [State Report: Status of Pennsylvania's Public Schools](#)
- [Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis](#) (Orfield, 2004)
- Shift Happens Video: Educational (Technology) Reform

- At the end of each **Topic**, you will find links to the **Activities**. Click a link to preview an **Activity**.



Activities

- Activity A-1: Removing Barriers**
- [Activity A-2: Job Embedded Activity \(Utilizing and Implementing SAS\)](#)

- Read the overview of the **Activity**, and use the embedded links to preview **Rubrics** and other resources. Click the **Back** link to return to the **Topic** page.

Learning Activity A-1

Removing Barriers

Assignment Objective:

- Analyze the gap that exists between what many current graduating seniors know and the qualities that higher educational institutions and employers look for in candidates.

Writing Assignment - 20 points [\[Rubric\]](#) (15 points required for passing grade)

In the assessment for this activity, discuss the grade level and subjects that you typically teach.

- Explain how your teaching helps to prepare students to develop the knowledge and skills that they will need in the future.
- Identify some of the critical thinking skills that are required to create lifelong learners.
- In your response, identify examples of how the SAS Portal can be utilized to improve student achievement.

To complete this assignment, please visit the assessment tab and click on assessment A-1. You may upload or directly type your response.

[Back](#) [Back to Top of Page](#)

Completing Assessments (Activities)

- Click the **Assessments** tab.

Developing Life-Long Learners

[Open in Window](#)

Course Materials **Assessments 4** My Notes 0

- Click the **Plus sign** to the left of the appropriate **Activity**.

Name	Earned/Percent	Modified
 Assessment A-1	0/20.00 0%	Never
 Assessment A-2	0/10.00 0%	Never
 Assessment B-1	0/20.00 0%	Never
 Assessment C-1	0/50.00 0%	Never

3. Read through the **Question**, and when you are ready to submit your response, click the **Answer Question** button.

Question	Earned / Possible
<p>In the assessment for this activity, discuss the grade level and subjects that you typically teach.</p> <ol style="list-style-type: none"> 1. Explain how your teaching helps to prepare students to develop the knowledge and skills that they will need in the future. 2. Identify some of the critical thinking skills that are required to create lifelong learners. 3. In your response, identify examples of how the SAS Portal can be utilized to improve student achievement. 	0/20.00
<input type="button" value="Answer Question"/>	

4. Use the rich-text editor, which functions like a word processor, to enter your **Answer**. Click **Save** to save your work.

Answer:

Enter your answer here...

Path: p

5. You can also submit an assessment by uploading an externally created document. After clicking **Answer Question**, click on the **Upload File** button.

Answer Assessment

Answer **Question**

Include your answer in one of the options provided below.

File upload - allows you to upload your response from a document created on your computer. Click on 'Select File' to browse your computer and select the file and click 'Open'.

6. Click on **Browse** to choose a file. Click **Select File** to upload the file that you have chosen.

Upload File

File upload Test file.docx

7. At any point after saving, but prior to submitting for grading, you may add to your response or upload a new file by clicking the **Edit Answer** button.

8. To submit your work for evaluation, click the **Submit for grading** button.

Name	Earned/Possible	Grade	Last Modified	Status
Assessment A-1	0/20.00	0%	2/8/2011	Work in progress

The 'Submit for grading' button (with a checkmark icon) is highlighted with a black box and an arrow pointing to it.

9. Click **Submit for Grade** to complete the submission process.

Saving Notes

1. Click the **My Notes** tab.

2. Click **Add Note**.

3. Enter a **Title** for the **Note** and type (or copy and paste) text into the rich-text editor.

Add Note □ ×

Title

Text

ABC ▾ | **B** *I* U A ▾ | ab ▾ |

According to the Organization for Economic Co-operation and Development ([OECD, 2007](#)), the high school graduation rate of U.S. students—compared with other countries—ranks only eighteenth out of twenty-three. The United States ranks fifteenth among the OECD nations in college completion.

Path: p

Save Cancel

4. Click the **Save** button, and then click **Ok**. The **Note** will be added to the **My Notes** tab.

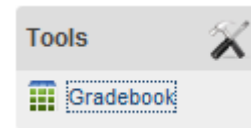
High School Graduation Rate

According to the Organization for Economic Co-operation and Development (OECD, 2007), the high school graduation rate of U.S. students—compared with other countries—ranks only eighteenth out of twenty-three. The United States ranks fifteenth among the OECD nations in college completion.

2/8/2011 2:51:00 PM

Viewing the Gradebook

1. Click **Gradebook** to preview your **Assessment** scores.



2. The **Grading Summary**, which highlights your total score for the **Course**, will appear at the top of the page.

Developing Life-Long Learners

Marla Witkowski

mwitkowski@nylearns.org

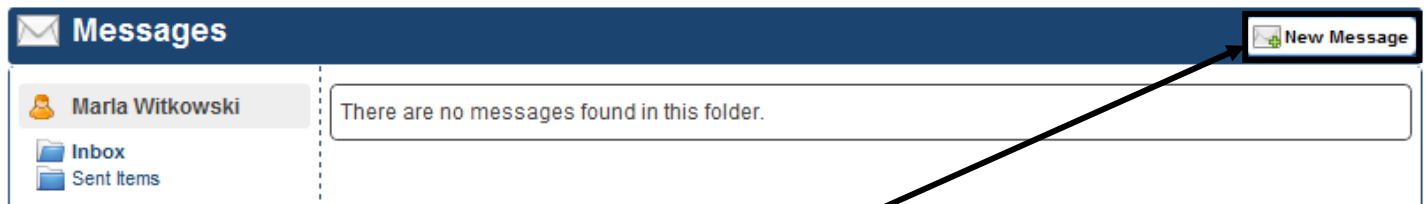
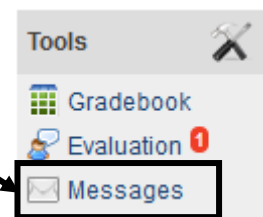
Grading Summary	
Points in Course	110.00
Points Earned/Completed	0.00/40.00
Percentage	0%
Grade	NA

3. You may also view **Grades** for individual **Activities**, and may submit coursework directly from this area.

Name	Earned/Possible	Grade	Last Modified	Status
Assessment A-1	0/20.00	0%	2/8/2011	Work in progress
Assessment A-2	0/20.00	0%	2/8/2011	Work in progress
Assessment B-1	0/20.00	0%	Never	Not started
Assessment C-1	0/50.00	0%	Never	Not started

Messages

1. Click **Messages** to view any messages sent from your Instructor.



2. To compose a **Message** to your Instructor, click **New Message**.
3. Click in the **To:** field on the **Message**, and select your Instructor's name from the **Address Book**. Then click **Finished**.
4. Compose your **Message**, and then click **Send**.

