

Module Two: Standards (75 minutes)

Module at a Glance




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

Objectives:

SASITs will:

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

Train-the-Trainer Agenda

	Standards: <ul style="list-style-type: none"> • View Demonstration • Teacher Tools: My ePortfolio 	50 minutes
	Action Planning on Module 2	20 minutes
	Lingering Questions	5 minutes

Icon Legend



Group Activity



Presentation



Teacher Tools



Demonstration and Practice Using the SAS Portal



Action Planning Activity



SAS 101 Training Materials

Module 2 Materials Checklist

SASIT Instructor

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

Participants

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

Equipment and Site Requirements

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

SASIT Tip: Briefly review the **Action Plan** with participants prior to beginning the demonstration for this module.



Module 2 Action Plan:

(20 minutes)

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

Overview of this Module:

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

SAS 101 Participant Objectives:

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

Suggested SAS 101 Agenda

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

Action Planning

Step One: *Identify Key Components*

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

Section:	Critical Components to Convey in Training:
<ul style="list-style-type: none"> ▪ View Standards 	
<ul style="list-style-type: none"> ▪ Browse Standards 	
<ul style="list-style-type: none"> ▪ Vertical Viewer 	
<ul style="list-style-type: none"> ▪ Keyword Search 	
<ul style="list-style-type: none"> ▪ Download PDFs 	
<ul style="list-style-type: none"> ▪ Unpacking the Anchors 	
<ul style="list-style-type: none"> ▪ Common Core 	

Step Two: *Sharing Your Thoughts*

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

Step Three: *Examples for Training*

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

Section:	Example:
<ul style="list-style-type: none"> ▪ View Standards 	
<ul style="list-style-type: none"> ▪ Browse Standards 	
<ul style="list-style-type: none"> ▪ Vertical Viewer 	
<ul style="list-style-type: none"> ▪ Keyword Search 	
<ul style="list-style-type: none"> ▪ Download PDFs 	
<ul style="list-style-type: none"> ▪ Unpacking the Anchors 	
<ul style="list-style-type: none"> ▪ Common Core 	

Step Four: *Lingering Questions*

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



Standards

(50 minutes)

1. Return to the **Home Page** of the SAS Portal by clicking the **SAS logo** in the upper left hand corner of the page you are currently on.
2. Remind participants that they can access the **Standards** element of the Portal by clicking the **Standards** tab or by clicking the circle labeled **Standards** on the SAS logo in the middle of the **Home Page**.

View Standards:

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

1. The default view in **Standards** is **View Standards**: Select **Grade Level 4th Grade** and the **Subject Area Science and Technology and Engineering Education**. Click the **Search** button.
2. **Scroll through the list**, mentioning to audience that it contains every **Standard Area, Standard, Assessment Anchor, Anchor Descriptor, and Eligible Content** statement for this **Subject Area/Grade Level**.

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

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

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

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

- Demonstrate to participants how to save the **Standards** as a PDF file by clicking on the **PDF icon** at any level of alignment. While viewing **Standard 3.1.4.A1**, click the **PDF icon**. Close the **new window/tab** in the browser to return to the **Standards**.
 - Click on the third tab in the **View Standards** search box, **Select a School-Wide Area of Focus**. Communicate to participants that the **English Language Proficiency Standards** are found within this tab.
 - Using the drop-down menu, select **English Language Proficiency**. Click **Search**.
 - Scroll down the list mentioning that every **English Language Proficiency Standard** is located here ranging from Pre-K through grade 12.
4. Click the **Back button** in your browser to return to **Standards**.



Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 29), identifying the key components from this section to include in their training.

Browse Standards:

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

1. Select the **Browse Standards** tab.
2. Select **Subject Area 3: Science and Technology and Engineering Education**.
 - Select **Standard Area 3.1 Biological Sciences**
 - Select **Organizing Category 3.1.A: Organisms and Cells**
 - Select **3.1.4.A: Grade 4**
 - Select **Standard 3.1.4.A1 Classify plants and animals according to the physical characteristics that they share**.
 - Select **Assessment Anchor S4.B.1: Structure and Function of Organisms**
 - Select **Anchor Descriptor S4.B.1.1 Identify and describe similarities and differences between living things and their life processes**.

- Locate **Eligible Content S4.B.1.1.2: Compare similar functions of external characteristics of organisms (e.g. anatomical characteristics: appendages, type of covering, body segments)**.
- Appearance of the **Materials & Resources button** indicates that there is related content. Click on the button to show **Materials & Resources** that are aligned to that statement.
- Select ***The Everglades: Birds (Elementary)*** by clicking on its title.

SASIT Tip: When training, point out to your audience that this is an interactive E-Book and can be translated from English to Spanish. There are many more E-Books available in SAS for various subject areas.

- Point out the **Add to My ePortfolio/Send to a Friend/Printer Friendly Version** buttons in the upper-right hand corner of the page. Convey to the audience that these buttons can be used to print, share or save this resource.
- Click on **Send to a Friend**. Convey to the audience that this allows a user to send a link to this resource to a friend via email. Fill in the information with a fake name and email address – click **Cancel** (or the **x**) so that the email does not send.

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

- Click on **Add to My ePortfolio**. Convey to the audience that this allows users to save a resource to an online storage area within their SAS account called the **ePortfolio**. We will practice saving this resource together and it can be deleted, if necessary, when we return to the **ePortfolio** at another point in our session.
- The **Title** and **URL** of the resource will already be populated. Users may choose to add an optional **Description** of the resource.
- Click the **Save button**.
- Use the **Back button** in the browser once to return to the search results, and then once more to return to the **Standards**.

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



Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 29), identifying the key components from this section to include in their training.

Vertical Viewer:

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

1. Click the **Vertical Viewer** tab.
2. Select **Subject Area 3: Science and Technology and Engineering Education**
 - Select **Standard Area 3.1 Biological Sciences**
 - Select **Organizing Category 3.1.A Organisms and Cells.**
 - A matrix spanning **Grades 3-8** will appear, allowing users to view the progression of **Standards** across grade levels. Point out **Standard 3.1.4.A1 Classify plants and animals...** (in the first row under the 4th Grade column). You can see what is expected at each grade level.
 - Clicking on any **Standard** (use **3.1.4.A1** as the example) in the **Vertical Viewer** will take you to the **Browse View** of the **Standards**, where you are able to drill down to related **Assessment Anchors** and **Eligible Content** statements.
 - Click the **Back button** in the browser to return to the **Vertical Viewer**.
 - Click **See Grades PreK - 3** to view the **Standards** across **Grades PreK-3**.
 - Click **See Grades 8-12** to view the **Standards** across **Grades 8-12** and all appropriate **Courses** at the secondary level.

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

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



Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 29), identifying the key components from this section to include in their training.

Keyword Search:

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

1. **Keyword Search:** Click the **Keyword Search** tab.
2. Type in the **Keyword *appendages***.
 - Select the **Grade Level 4th Grade**.
 - Select the **Subject Area *Science and Technology and Engineering Education***.
 - Limit the search by placing a **checkmark** next to **Eligible Content**, and then click **Search**.
 - A list is generated showing where that word or phrase appears in the **Pennsylvania Academic Standards** within **Eligible Content** statements for the selected **Subject Area/Grade Level**.
 - Clicking on any **Eligible Content** (use **S4.B.1.1.2** as the example) will take you back to the **Browse Standards** view of the **Standards**. Click the **Back button** in your browser to return to the search results.



Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 29), identifying the key components from this section to include in their training.

Download PDFs:

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

1. Click the **Download PDFs** tab and click **Download Standards**.
 - Open the **Academic Standards for Science and Technology and Engineering Education (Elementary)**.
 - You may be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.

- **Open the PDF**, and scroll to the top of page 9 of the document, pointing out **Standard 3.1.4.A1** (in the **3.1.4.A Grade 4** column).
 - Close **Adobe Reader**.
2. Return to the SAS Portal and click the **Download PDFs** tab. Select **Download PSSA Anchors** from the drop-down.
- Locate **Science** and click on **Grade 4 Science Assessment Anchors**.
 - You may be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.
 - Open the PDF, and scroll to page 4 of the document, pointing out **Eligible Content** statement **S4.B.1.1.2**.
 - Close **Adobe Reader**.
 - Return to the SAS Portal and click the **Download PDFs** tab.
3. Select **Download Keystone Anchors** from the drop-down.
- Point out that PDFs containing the **Assessment Anchors** and **Eligible Content** statements relevant to the **Keystone Exams** can be downloaded from this page.



Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 29), identifying the key components from this section to include in their training.

Unpacking the Anchors:

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

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

- Select the **Subject Area *Science and Technology and Engineering Education***.
 - Select the **Grade Level *4th Grade***.
 - Click **Search**. A list of **Assessment Anchors** will be returned.
 - Click on **Assessment Anchor *S4.B.1 Structure and Function of Organisms***.
 - Click on **Anchor Descriptor *S4.B.1.1 Identify and describe similarities and differences between living things and their life processes***.
 - A list of **Skills** and **Content** related to the **Anchor Descriptor** will appear. Point out the **Skills** related to the **Content** of *appendages*.
2. Click the **Unpacking the Anchors** tab.
- In the **Keyword Search** field, type in *appendages* and then click **Search**.
 - Click on **Assessment Anchor *S4.B.1 Structure and Functions of Organisms***
 - Click on **Assessment Descriptor *S4.B.1.1 Identify and describe similarities and differences between living things and their life processes***.
 - A list of **Skills** and **Content** related to the **Anchor Descriptor** will appear. Point out the **Skills** related to the **Content** of *appendages*.
 - Click on **Anchor Descriptor *S4.B.1.1*** once again to collapse the information.



Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 29), identifying the key components from this section to include in their training.

Common Core:

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

1. **Common Core:** Click on the **Common Core** tab in **Standards**.

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

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

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



Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Standards (p. 29), identifying the key components from this section to include in their training.

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



Lingering Questions (5 minutes)

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

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



SAS 101 Participant Activity: Standards Case Studies

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

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

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

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

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

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

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

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