

PD System Overview 2-27-2014

Dr. McManus: Good afternoon, everyone. Thank you for joining us on our call today for the Home Base Professional Development System. This will give you an overview of the system and the various components. In addition to that we will talk about the timeline.

So welcome! On your screen you should see our agenda. We'll also talk about the PD system's statewide functionality. We'll talk about the opt-in piece. We'll go through some screenshots of the system. And then we'll talk about the training plan and give you an opportunity to ask any questions that you might have. As we go through this, we do want to make sure that everyone can hear us, and so if you'll raise your hand if you can hear us. There's a little hand on your GoToMeeting. Excellent. It looks like we have about 51 participants, and most of the folks are saying that they can hear. And can you also see our screen? Okay, so you can also see the screen. Thank you very much.

In the room with me, let's go around and introduce staff to you so we know who's here in the room. I'm Sarah McManus. I'm the Director for Learning Systems and have been helping with some of the coordination of the Home Base project while it was in project mode. Now we're about to go into operational mode. A lot of those pieces will be coordinated by the different divisions here at the department.

Dr. Johnson: Lynne Johnson, Director of Educator Effectiveness.

Mr. Sox: And I'm Robert Sox. I'm a consultant in Educator Effectiveness.

Ms. Secor: Ashley Secor. I'm a content specialist with Learning Systems.

Dr. Stewart: Yvette Stewart, Assistant Director of the Educator Effectiveness Division.

Ms. Martin: Cynthia Martin, Race to the Top PD Coordinator.

Mr. Piner: Tad Piner, Functional Lead for Educator Effectiveness.

Dr. Weldon: And LaVerne Weldon with Learning Systems and Content Management.

Dr. McManus: This is being recorded, so we will have this posted on our website as soon as we can get the recording completed and then also the transcript completed as well. The first thing we want to do is go through an overview of Home Base. And as we have questions please type them into the chat box, and we will, or the questions box, and we will be answering your questions

along the way. If it's something we need to address to the entire group we will do that as well.

So just a reminder, although we're just talking about the PD component today, we wanted to make sure you knew where the PD component fit into all of Home Base. Remember all of Home Base does consist of PowerSchool, our student information system. It also consists of our Integrated Instructional Solution, which includes Schoolnet, OpenClass, and TestNav. Both Schoolnet and OpenClass are actively available today. TestNav will role out next year. And then the Educator Effectiveness component, many of you are already using the evaluation component. And the PD component is what we're speaking about today.

As a reminder, there are some free components of the system—free meaning they're free for you to use locally. It's not something you have to pay for. The General Assembly has funded this, and also there are state dollars paying for this as well. And so PowerSchool is not something you would have to pay for out of your budget. TestNav is not something you'll have to pay for. Truenorthlogic Educator Evaluation is not something you'll have to pay for. And the professional development component that will be used for the state-level professional development is not something you have to pay for either. But you'll see in a moment there is a local component, which is part of the opt-in package. Also Schoolnet and OpenClass, and the content that goes into both of those systems, is part of the opting in.

So as you can see here, the local component of the Professional Development system, Schoolnet, OpenClass, and all the content that is in the system is part of the opt-in. We did move the deadline for the opt-in to be July 15th. We originally had the deadline as March, but now it is July 15th. And the cost is \$4 per ADM for all the components combined together. So it's one package for \$4 per ADM.

I'm going to turn this over now to Dr. Lynne Johnson who's going to talk about the PD tool timeline.

Dr. Johnson: Thank you Sarah. As many of you are familiar with, the NC Education site holds and houses our DPI development online module both facilitates, both facilitator led, and independent. And currently we have migrated our 35 modules over to our professional development system. We're currently also working on eight new modules with our cross-department staff members and six face-to-face mini modules at the request of LEAs that we received feedback for. So you're going to see some new listings located in our system. A little about the timeline: currently we are piloting our MOOClet, which has 130 participants registered. That's going fairly well. We previously piloted our UDL module, which is Universal Designs for Learning. In that pilot we discovered very little modifications or edits that needed to be made, and was

really a success for us, that we agree that we have really received a lot of feedback for our teachers. When is this going to launch? We're very excited about the course and there has been a waitlist, and people have contacted myself and Sarah as well. So the good news is that the system will launch statewide on April the 1st. And as we develop and have access to modules and vet those, we will put those in there, and everyone will have access to it statewide.

Now as we move forward, we do have an opt-in district pilot process that we're conducting April through August. And we really want to pass a small number of districts. Get in, use it, use the registration, create, work in the container with their own special LMS, if you will, and learn from that. For those LEAs that decide that they want to opt in, that will occur in August of 2014 and that implementation will be kicked off. And anything we learn from our opt-in district pilot we will be working on prior to the August 2014 launch. Let's talk a little bit about our opt-in pilot district role. While we are piloting the courses again we want to also pilot the full implementation with our group. To the extent possible, we may have some face-to-face meetings with these pilots, but we will conduct frequent virtual meetings to get feedback to get status updates, so that our project team can continuously work through this. We have learned a lot through our Schoolnet rollout, and we continue to learn through our PowerSchool rollout that this is an important piece. So we really want to be diligent that, as we learn from our pilots that we communicate what we've learned, we make changes and we make sure that it's in place, ready for our larger opt-in rollout in August. So in addition we are going to put in place, fairly soon in March, our advisory team. And the same thing will occur. We want a team of colleagues, educators that can meet with us, face-to-face and virtually, to serve as our district-level voice. We want to talk about learning, we want to look at key configuration decisions, get continuous feedback on the system as a whole, find out what you all would like to see, and what you need in the system. We also want to get feedback on trainings, help with any district readiness plan, find out where our strengths are, where our gaps, how we in the field with our regional teams can help support you. And of course we want to get feedback on every step of the implementation process.

So for our statewide functionality, what's really exciting for us is that you will be able to participate again in our migrated aligned courses through Moodle. You will be able to maintain a transcript in the system. And when it says there "No History," what that means is that once you start using the system, the transcript will carry out from the time that you start in the system. So if you have taken other courses face-to-face or through another online system, you would do what you've done in the past. Just keep your transcript or your certificate to turn in and then the districts can view and create reports and that will help you with your professional development planning, from statewide.

If you opt in, you will actually become course creators and managers. You'll have integrated access to our state learning object repository, to our modules, and you will also be able to manage enrollment, waitlist, rosters, all of that, and of course target courses to specific participants, which we believe is very important. Now a word about the course participants and the opt-in district functionality: what we think is exciting is that you'll have one portal to search, enroll, and participate for state and local offerings, and you will have a combined transcript. And you'll also have what we think is going to be a robust and exciting way to create and manage your learning, and so we're all very excited about that. And as we move forward Robert Sox is going to talk about what it will look like and the course access.

Mr. Sox: So the exciting thing about this opportunity in this system is that it's fully integrated, connected to Home Base, and that it connects to the Educator Effectiveness side of the system. So all teachers who are using the evaluation system, simply will have a new tab at the top of their page for professional development. And by selecting that tab, that will move them to the professional development suite side of this, of this application. Once they're inside there's an opportunity to search for courses. Now the thing to keep in mind is once this rolls out and the state moves all of our courses over, all of the existing modules are going to be in the system. But as new modules and new learning opportunities are added to the system, the course catalog will grow and become larger and larger. So this is a great opportunity for teachers to source their courses, based on title, description, or other information to help them locate the PD that they really want to try to participate in. The other side of this, for those districts that elect to opt in, is you'll be able to utilize this system to build your local professional development. And there are a couple of pieces to this. When you build out your local professional development, you can use this online system as enrollment management. But you also can manage learning within the system itself, so the courses can be built out, and utilizing Moodle. Moodle is the platform that integrates here. You can design your online learning space in Moodle, within this system so that you can have a bunch of options for your various learning opportunities for the educators in your district. So, if you opt in, you have the opportunity to build out locally within this system. So, as I mentioned just a moment ago, this will give you the option if you opt in, for instructor-led courses as well as self-paced courses. You also could use the system to do enrollment management for any face-to-face PD that you already happen to be doing in your district. So those are some of the full features of the system.

When you build out course creation, the great thing about this system is you can designate some specific information to help people find things in the catalogue. You can have a larger course description. You can give information about the course. You can identify how long it lasts. And also indicate what

types of credits would be appropriate for teachers if they enroll. We're really excited about all of these features in this system, and we think for those districts that opt in we really serve our needs well.

We have training for those of you who are interested in learning more about the statewide process. What do I do? How does it work? What will it look like when they turn it in? We're really excited about these. The first training actually is in Region 5 on March the 20th, so that's a recent session. There will be a training introducing this system and how it works for system users, meaning those of you who would want to use it to access statewide PD. And there will be one of those sessions available in each of the regions across the state of North Carolina. And in those sessions they will go into more detail about searching and browsing. I simply showed you a screenshot of that. How you go about registering for a course, where you would find self-paced courses within the application. How you would use the application to let the instructor know that you didn't want to take that course anymore. And then to access those transcripts and where those would be located in the system so you could keep track of the PD that you had completed within this professional development. So the delivery method of training to support you moving forward, as I mentioned there's a brief Bridge based training coming up soon, one in each region, but we'll continue with support from web-based and video tutorial and additional webinars and other documentation to make sure that you have the tools you need to support the teachers in your district and the educators in your district with using this PD system.

Dr. McManus: Okay so we hope you're excited about the PD system rolling out in April and then also being able to opt in by July 15th, and then getting started in August. Do you have any questions for us?

Mr. Piner: There's one question that's asked. How do folks that are not currently in the system get into the system, like school councilors, media specialists? The process we currently use to get folks into the system is we have a nightly update process. We have a set number of ID codes from payroll that we actually allow to be moved into the system automatically. That being said, we also have the ability for district admins inside your district to add people manually into the system. For those folks that are not added automatically on a nightly basis or on a routine basis via the automatic update, we allow district admins to add those folks. There are certain stipulations that we need to use to go by. The documentation for that has been distributed to the district admins. So, if you have a question about that, see your district admin, and they will assist you in adding a person manually. Once they're added to the system they will have access to PD.

Dr. Stewart: Another question is about the evaluation system in the PD section that allows feedback for instructor or district level PD Sessions.

Dr. McManus: What is the question?

Dr. Stewart: Is there an evaluation system in the PD section that allows for feedback for instructor-led or district level PD courses?

Dr. Johnson: Absolutely and we're going to continue that process. We've had a very lengthy one during our pilot. And just as we do with any face-to-face or online training, we want feedback. And that process will continue. It will be via a survey upon completion of the course.

Mr. Piner: There's a question. "Will this replace the current CEU tracking system?" I believe is what the question says. We will track the credits that are assigned to the courses you take within this system, and they will be putting it on the transcript. Now if you have other ways of tracking CEUs outside the PD system then you need to do that.

Dr. Johnson: Correct. And if you are an opt-in district then your transcript will include what you take that's state provided as well as what you locally create and manage.

Dr. McManus: And to add to that it would be what's in the system. There will not be historical data that will be loaded at this time. So, if you have historical data in the local PD system or any other tracking system, you'll want to maintain that to combine with the data that comes into the system.

Dr. Stewart: And I want to explain, or explain again, the difference between state and local PD.

Dr. Johnson: I'll start. My colleagues can jump in. When we talk about the state PD, whatever we have loaded in, what I referred to the 35 modules, both facilitator-led and independent. Those are open to everybody, so you get that immediately. Excuse me; on April the 1st, everyone will have access. Your local professional development, should you opt in, will have what's called a container where you will be able to build, manage, or transfer what you are currently using in your learning management system, your own container, and that's what we are referring to as local professional development within the system.

Dr. McManus: Yes, and to add to what Lynne said, those current courses were NC Education, which some of you might be very familiar with going to NC Education to get your modules that are self paced, will be moved over to the PD system within Home Base, and you can still do that there. Other face-to-face training that is taken across the state, and we do plan to make sure that you can register to get that development through the system so that you know that you're registered, you know where it's located, you know whether you're on a waitlist, so that you know what piece you're registered for. And

then once you take it and attendance has been taken through the system, you can have that on your transcript.

Dr. Stewart: If we opt-in, can we collect survey data based on our own PD offer?

Dr. Johnson: Sure, you can make that part of what you build. You can use your own surveys, build your surveys, and also attach them to the completers, the completion process for your locally created professional development.

Dr. Stewart: Can this system be interfaced with HRMS?

Dr. Weldon: We have two participants asking that question.

Mr. Sox: We have not ruled out interfacing with HRMS. But we have not begun the process of doing the integration.

Dr. Johnson: That is still a conversation that we are involved in at this time. Great question. We've been talking about it.

Dr. McManus: Yes, the first step is to get the system out and start using it and then later to look at what things could be integrated in with other components.

Dr. Stewart: But the person who asked the question about the state PD module categorizing credit types to meet licensure requirements needs a little more information to answer that question.

Mr. Sox: I'll answer to that. I think I understand it. We're currently building out this system to accommodate the credit types that are required by board policy. So you'd be able to, if a system opts in, or of course stays on, we'll be able to designate whether or not a course credit type is literacy credit, whether it might be appropriate for a content area credit or a general credit. The guiding that we have to help us build out the system currently are the credit types that are required by local policy. That's my interpretation of the question.

Dr. Stewart: So then her question is how does the state categorize those?

Mr. Sox: The existing categories that we have are those that come from the board policy requirements or professional development.

Dr. Johnson: And a great example of that is the policy on literacy. A lot of people consider the literacy credit to be reading literacy only, and that is not the case. And again local HR agency staff will decide because it would be data literacy, it could be mathematics literacy, reading literacy, financial literacy, and that is also addressed in the policy.

Dr. Stewart: Will districts that do not opt in be able to integrate local PD at a later date?

Dr. McManus: If they opt in at the later date, they will be able to integrate. If they don't opt in, they will not be able to.

Dr. Stewart: Will there be reports that district level managers can use to monitor which teachers need CEUs, the kind of CEUs they need?

Mr. Sox: I think that's a great question.

Mr. Piner: That is.

Mr. Sox: It's really going to be something that we have to explore. What you're describing is that process by which the system compares particular data sets to identify the gaps in a teacher's expectations in professional development requirements. It's more likely that your district would be in a place where it would be possible if you were an opt-in district. Because remember, if you don't opt in, then that will be over in the system is the state level PD. I would expect this is really something that we'll have to explore deeply and make sure we understand the various layers of data required to do this would have to be integrated to talk to one another.

Dr. Johnson: And I would especially think that that was something that we will probably investigate during our pilot.

Mr. Piner: We will however align for state-provided PD to subjects and standards. So there is a possible recommendation from that data, that data will be there. It will be aligned.

Dr. Weldon: Either to follow up, there's a question about credits, and it may be pretty detailed or kind of particular to one thing. But it said, they're asking about when you create a course, will you be able to mark what type of academic credit you are using? And can you split the whole credit into different types of areas?

Dr. Johnson: I think that that will be, you can probably do that, and that will be at the direction of your local policy, of how that will be divided and or categorized?

Mr. Piner: You can separate credits.

Dr. Weldon: Yes.

Dr. Johnson: Okay. If you check on the screen, Tad is pointing out that it is on the screen to be pointing out that you can separate them. On the course creation slide that Robert shared with you.

Dr. Stewart: Will Moodle classes designing training be through DPI or will the district need to find that training on their own to help this course?

Dr. McManus: It will be included as part of your training, that you will get some Moodle design training.

Mr. Sox: The other thing that I want to point out, and I noticed that with Kathy that to ask that question. Kathy, if you happen to be at CTSA next week and happen to come to the session that Connor and I are doing about the protectiveness and this system. I'm hoping that, if you're there, that you'll be there because one of the things that we're going to do there is hear from the participants, what are training topics they'd love to see in the system. And it won't surprise me if that comes up from several of the participants today.

Dr. Johnson: And we will also be creating, much like we have done with other parts of Home Base, is a superusers inventory. Because what we want to do is have our LEAs across the state help us in many ways with our trainings and at conferences and in our webinars. Do we have other questions?

Dr. McManus: There was a question about why the PD side is using Moodle whereas the instructional side is using OpenClass. As you know, we had a contract that went out, and on the instructional side TNL was not the winner of that particular contract, Pearson was. And then in that particular bid we did have OpenClass for students. And then, on the PD side with TNL, they did have Moodle integrated, so as you know with Schoolnet and with PowerSchool and all of those various components. Some districts will continue to use Moodle, and they'll integrate it in. We just happen to have OpenClass as part of the PD component, or excuse me as part of the instructional component that comes with the \$4 opt-in for the student. And so it is, of course, it is a tool that we will be using.

Dr. Stewart: If a teacher receives a developing rating on their evaluation, will specific PD modules be assigned to them automatically through the state offering?

Dr. Johnson: That is a goal that we have down the line. What we are currently working on as we roll this out is we are going to have all of our PD cross-referenced with our standards. So we want to, you'll be able to search by standard. You'll be able to recommend. But as we launch this it's not going to be automatic. That's part of the conversation and work we want to do with our pilot, during our pilot implementation.

Mr. Sox: And that idea of automatic recommendation has been at the foundation of the initial ideas around this system. They were part of the very beginning of our description of what we wanted people to provide for us when we even

put out for proposals. So yes, that is ultimately our goal. That's why the educator evaluation and the PD system are connected in the same platform so that the data that's collected and educator evaluation can inform what professional development is suggested for the teacher and the user. Now bear in mind that, as we move forward and we have a more robust offering and we have more and more things available in the system, it's ability to do that gets better and better and better over time. We also will have a feature in here where an evaluator could also make recommendations of PD for members of their staff.

Dr. Stewart: One person submitted a thank you for to keep up the strong work and that they believe the platform will be value added. And a couple of people have asked, "Can districts share courses that they create in the system?"

Mr. Sox: We are going to have to explore what the course-sharing functionality looks like and how that works. One of the things that will be true, if we get to the place where we're successful at turning on that feature, is that districts will only be able to share courses with other opt-in districts. There are lots of variables involved in that and we have not yet confirmed what this would look like. But it will be true that if sharing is available at all across district lines, it would only be within districts who have opted-in.

Dr. McManus: And there's always the option to share to the state level. And then the state can actually push it down to all of the districts that have opted in. Or if the state decides to use that course at the state level, being able to do that.

Dr. Stewart: Is there a demo site that we would be able to share with staff as we are trying to get staff buy in with our Home Base decision?

Mr. Piner: The PD system is in production April 1. You will be able to go out there and explore the system without even signing up for courses as needed, which is where we are currently putting all of our courses because the system is actually ready.

Dr. McManus: And so, April 1, you won't need the training site. You can just log in, and you will be able to explore the system April 1st.

Dr. Stewart: This question is about alignment. Will the course offering be aligned down to the element level within each standard?

Dr. Johnson: And that is a great question, and it is definitely an ambitious goal that we have. And depending upon right now, we're trying to get our modules in the system and create some new offerings. And as we get feedback from you all, that is certainly our goal. It will not be down to the element level in the beginning initially. But I can assure you that's our vision. And so we're working really hard to make that happen. And that's why this, once it's

launched, it's not a final process. It's going to be a continual process, and the feedback and the questions, and your feedback in webinars like this will be very important to help inform our work moving forward.

Dr. Stewart: Some of the districts are interested in just hearing from the other districts that have already opted in and just some information about who's decided to take advantage of all the systems.

Dr. McManus: One thing that we have is we have several districts that have updated their DSW to indicate that they are going to opt in. In our weekly we've highlighted some of those districts. However, they have not officially signed the dotted line and opted in because we do not have the form available yet. We anticipate having the opt-in form available by the end of March. At that point districts will do their official opt-in, and they'll determine which dollars they're going to use, which budgets we're going to pull the money from, and we'll identify those budget codes for our budget office here at the state level. So until we have the official opt-in information, I think it would be premature for us to provide you that particular list at this time.

Dr. Johnson: I'll give you all a moment to think or type in if you have some additional questions while we check the chat bar.

Dr. Stewart: Will there be a cost to design the local PLMS once we opt in?

Dr. McManus: If you're going to design your local professional development, what you'll have to do is you'll go to system administrator and you'll be able to create your courses. You'll be able to go into Moodle and create those courses. There's not an additional cost for you to be able to create those courses yourself. We will provide some training on how to create those courses. You'll get additional support through the support center. But you may want to, if you have difficulty creating courses, say you want to hire your own staff to help with that similar to the way we have here at the DPI level. But there's not an additional cost to actually create the course on your part.

Dr. Stewart: Can we determine which state courses we want to make available to staff?

Dr. Johnson: Well, those state courses are available to all staff. So, such as, if you're a principal and you are working with a teacher, based on evaluations, you may want to make recommendations through the professional development plans and the growth plans. You may do that as an administrator or a supervisor.

Mr. Sox: So it's about thinking carefully about your local communications of how you would let those staff members know which state level courses were a priority. To echo what Lynne just said, the professional development plan probably is the primary place to do so.

Dr. McManus: Okay, so if there are no other questions, we'll go ahead and close out. Thank you so much for all of your time. If you did not get your question answered, if you want to hang on just a minute, we'll try to get those answered. But for everyone else, thank you for joining us today and have a great afternoon. A recording will be available on the website.

Dr. Johnson: There is a question about the advisory board and if the board has been formed yet. We do have a list of people that have requested and expressed that they would like to be part of that. If you would like to be part of that, please type that in the chat bar. We will add your name to the list and thank you.

Dr. McManus: Thank you very much! We're going to log off now.