

Transcript

NCDPI/Home Base Schoolnet Classrooms Component - Instructional Materials Review Process 12-4-14

Mr. Urbanski: Hi there and hello again everybody, this is Dan Urbanski, your friendly webinar guy. We will be keeping up today's Thursday December 4 webinar right now, right here in River City. We are, as usual, performing Schoolnet webinars every Thursday at 3:30 to 4:30 pm, for you, all of the great educators out there in the great state of North Carolina.

Today it's my pleasure that we have with us a rock star at NCDPI in the room with us today. We're talking. You'll see on the screen that I have in front of you, our main, there it is, our main subject that we're working on today. We're going to be talking about the instructional materials and the review process. In short, really the sub-byline would be, "How do we get my resources and share them out to other teachers in my school, maybe how to share with the district and how to share across the state." And to assist us today we do have that said rock star. And you might have heard her at the country music awards last weekend. She was one of the nominees. Please help me welcome Shannon Hickman. Shannon!

Ms. Hickman: Thank you for that lovely round of applause.

Mr. Urbanski: You're welcome. It wasn't quite a round of applause.

Ms. Hickman: ...or standing ovation on this end.

Mr. Urbanski: Okay, well stop standing and clapping for yourself. Anyway, Shannon is going to be talking today about the instructional materials review process. I am Dan Urbanski, and I will be your facilitator and you'll hear my voice throughout this every once and while, responding to some questions or helping shed some light on some material or questions that have been raised throughout the session. Yes, for those of you that are curious, we are recording this session here today so that we can go ahead and post that in a couple various different places like our Home Base NCDPI website for your enjoyment and pleasure later on. I will also make sure whoever has registered and attended this session here today, you've done so by giving us your email, and so what I'll do, my promise to you, is that once we get this recording clean and ready to be posted out to our Vimeo website, I will have the webinar and the recording as well as any materials we use, like a PowerPoint. Those will be emailed to you probably tomorrow, if not Monday at the latest. So that's our promise to you.

All right, so up on the screen you will see roughly what our agenda is today. You're going to have some fun introduction comments from myself, which I hope you're all having fun with that. Shannon will then do some talking about instructional materials, where to find them, how to possibly even create

some, and, gosh darn-it, even telling us how to share them out with our schools, districts and the rest of the state if you so choose. We're going to have a little discussion at the very end about district level materials. We're going to talk briefly about that here. Mostly the emphasis is going to be about getting materials from the teacher level all the way to the state, but we'll talk about district level materials and how you can quickly put them into the system with your vetting committee. And that is not only the groundwork for some future topics and discussions about curriculum, and managing your curriculum and your curricular documents in the system and the resources. And then we will end up with a question and answer session, with any questions or comments or burning issues that you want to discuss. We'll spend the rest of the webinar with that.

Also, note with questions, you will note that on the dashboard that you have for your go-to meeting, from the go-to meeting dashboard here, we do have a questions box. So if you do have any questions throughout this webinar, feel free to type them in there. Periodically we will be stopping the webinar to respond to those questions, and you never know. We might also just type responses to you during the session as well. But any questions that we do receive, we will share those with everybody so we can all learn, share and grow from each other.

All right, so without further ado, because I think we've already had enough do, we're going to kick into the main portion of our webinar here today. I just wanted to, just to level-set a little bit, I wanted to walk through briefly, for those of you that might be new to the Schoolnet environment, we do have this ecosystem called Home Base, and Schoolnet is one component of that. That is part of the instructional improvement system, and to access into Schoolnet you'll access through PowerSchool at the current time.

So on the screen now you'll see in front of you, this should look familiar, this is the main login area that you as teacher, leadership, or staff will log into your PowerSchool instance. So if you were to log into Schoolnet first, you'd go to PowerSchool, much like what the screen shows here in front of you. Once you have your landing page of PowerSchool, you'll notice at the bottom left hand corner, the menu might have been changed since I last did this slide. Forgive me if it hasn't been updated from PowerSchool's regular instance. But you'll see there at the very bottom left hand side will be a Schoolnet link. Clicking on that link, I wonder where it will take us. And if we click on that button, gosh darn-it isn't that interesting. It is going to take us into the Schoolnet world where now I am going to change presenters and I'm going to turn control of this meeting over to Shannon Hickman, where she is going to say yes when it says, "Would you like to have control over this presentation?" And Shannon will then take it from there regarding... well now that we are in Schoolnet, what do we do next? Shannon?

Ms. Hickman: All right, so on your screen you should see your Home Base Schoolnet page, welcome page. It says Welcome Back Teacher. So a couple of things, we're just going to briefly go over, we're going to go over what is in Schoolnet

currently. We're going to talk about briefly searching instructional resources, because there are just a couple of things that, some new functionality over the past couple of months that you may or may not know about. And then we're really going to get into creating instructional materials within Schoolnet and the big push towards submitting and things that you at your schools and your districts need to do to get ready to, and begin the process of approving materials that are submitted. So the first thing that I wanted to show you in Schoolnet is really going into the instructional materials resources and just seeing what is there. If you're not familiar with Schoolnet you should be. It's a great resource for teachers, and if you are, you've seen some of these things before.

Now we are in a training site, so the things that you see on, the numbers that you see on your screen now, are going to be different from the numbers that you may see when you log into Schoolnet. We have these four tabs. We have Schoolnet tab, OLE, science and social studies, we have a SAS tab, and we have a more tab.

The Schoolnet tab is a default that you get to when you do any search to start. You're directed there first. This is the material that is vetted at the state level. These are materials that also include materials that are in your materials or in My Materials Bank, your school bank, your district bank. So these numbers can be different across the state depending on how much activity your school, teachers or district are doing in Schoolnet. The OLE, science and social studies, they are primarily science and social studies. It is a Pearson product that we purchased from them. The SAS curriculum pathways, we have partnered with SAS to get a lot of their interactive resources for the four main core subjects. And then "more" right now is housing the North Carolina cultural resources, North Carolina Resources and Cultural Arts in that "more" tab.

So again, the numbers are going to vary according to, you know, your teachers, the school, the district, how much emphasis you are putting into Schoolnet. A couple of things I wanted to show you about the new functionality that you may or may not know about in Schoolnet is the searching functionality. Right now I'm just searching by materials. I could type in any keyword, "ecosystems," anything I want, and search from that keyword. I also have the opportunity to search by standard. So when you see 'standard' you see that my search ID changes as well. I can filter search by keyword, but I can search by standard ID as well. So I've got fourth grade and I really like teaching area and perimeter. So I would maybe put in, I can start typing MD, because I know that measurement and data is where my area and perimeter lie. And right away you see that it pops up with my standards document and it starts to kind of think for me and think, oh you want something with measurement and data, well here's what I have for measurement and data. Then I can go through, if I know the specific standard I can go ahead and type that in. But this is one of the new functionalities that, you know, as a teacher, I would really appreciate being able just to go to the standard that I'm looking for instead of having to search keywords, having to

search multiple subjects. This really is a time saver. So searching by standard is going to be something that is going to be very helpful for teachers. You can search by your content area and you can search by grade level. And this is the other type of new functionality that we're seeing. These are defaulting for me because I am in a training site. I have, in the PowerSchool side of my training site, I have been assigned, this teacher has been assigned, K through 11 sections in mathematics only. So because Schoolnet is pulling information over from PowerSchool, the sections that I am assigned to in PowerSchool are going to be the sections that my search defaults to in Schoolnet. So if I were a fourth grade teacher, maybe I would only have the fourth grade checked here, for my multiple grades. I would only have four. And maybe I would have all of my four core subjects, my ELA, my math, my science, my social studies. So it just depends on what you are being assigned in PowerSchool is what your default is going to be.

That being said, you are not restricted to that default. Like you saw I did with the grade levels, I can select all; I can choose which grade levels I want to search by. If I am a teacher, fourth grade, and I have some really high-level math students that I want to—so, you know just how much content and where they are with the standards—I can maybe look at the fifth grade standards and see where they are. So I can search. I'm not restricted by where my default is but it does default to that as a benefit to the teacher. So those are just two little parts of the searching functionality that I wanted to go over with you.

So I am going to search by my standard here. I'm just going to go ahead and choose any standard, because this is what I wanted to address next. When I put in a standard, and this just could be for my math, it could just be for my standard, my subject alone, but I come up with this new icon with lots of colors on it. This is going to be a breakdown of the materials that we have in Schoolnet by standard itself. So you can see here I have measurement and data, measure lengths indirectly. We have all of my standard information and I can see that I have two curricular units, two lesson plans, seven resources and three formative assessment items in my Schoolnet bank for this particular standard. So again, searching by standard was something that we knew that the teachers would appreciate and be able to use and this is how you're going to be able to use it. Now my teacher can go out, if I want a lesson plan using this standard, and I can find what I'm looking for and I don't have to go through thousands of different resources.

So from here we're going to move on to really creation of lesson plans. The searching of lesson plans, you know, it is very simple. There's different ways you can search. There are different filters you can use. But we know that our teachers have wonderful lessons that they have come up with and used in their classrooms, some of them for years. And we want to be able to showcase those lesson plans, those resources, those instructional units, and we're going to talk about how we're going to do that.

So to go back to how we got here, I can go back to my dashboard screen by either clicking here on the Home Base logo. I can also click on my red

schoolhouse and it will take me back to my dashboard page for my teacher. I'm going to hover over my classrooms and over to my instructional materials. And again I can land on my search page, where we were just a minute ago. But I also, now I'm going to concentrate on this area over here. We know that we can create different things within Schoolnet. Now I am a teacher so I only have four things that I can create. Districts are going to have one more extra, and that's curricular unit. And we will have other information about that in future webinars. But for today we're going to talk about what teachers can do, creating in Schoolnet.

We can create instructional units, lesson plans, assessments, or resources. So we're going to start with looking at just creating a resource. And it's just as simple as choosing my drop down for resource and clicking go. There are four things when we're creating a resource. The first is required. We have to define our properties. We have to give our resource a name. So I'm going to do American folklore because that is what I am teaching. And you'll have to excuse my typing. I did not take typing in High School. So say we're going to do American folklore and art education in my favorite, 3rd grade. And then we have to write a description. And when we're looking at this at the state level and talking about creating things we want let you know that the more that you put in here for a teacher to understand just by looking at, you know, the description or the standards or the identifiers, the more likely they will go to this and utilize this in the classroom.

Okay, so my required areas are title, subject, grade range, and description. Now I do have some other things here. I have duration. That's always important to know. Is this going to take multiple days? Am I going to have to use up that instructional time for multiple days? Is it going to be something I can do in a half hour? Is it something that I can do in the center? So I can choose. This is going to take about 30 minutes. I'm going to do a reading activity. Here we have Format. There are different things that you can do, to choose. If you have an article that you're going to have your students use, if there's a document that is important for your particular lesson that you're, that you need for your students to have. Is this for a student? Yes. This resource is going to be used for students use. The author of this is me. This is the author. And the publisher, it could be your school. It could be your district. And once it gets to the state, it will become the North Carolina Departments of Public Instruction.

We have additional properties. And this is more just about the cost. We do not have costs for things that we vet here at the state level right now. Are there any restrictions on this? No. Who has the rights to this? And any keyword and this is actually a very important area, again helping teacher find your awesome material faster. The Keyword search, if these keywords are in your resource or in your lesson plan. They're going to be able to find those. These are not required areas, but it is something to think about as you're creating. I'm going to save and continue. Although I can also toggle between my tabs, the best practice would be to save and continue just in case we were to have an Internet glitch. We don't want to lose any of our precious

materials.

Moving onto the aligning of our standards. We know that when we are teaching we have this set of standards that we need to teach to. When you are in your defining properties, you choose, or I choose, the subject of arts education. You could, you would chose whatever you chose to write your resource to. But it will automatically populate my standard to the subject that you chose. Again you are not restricted to the subject. You can use the drop-down menu and say you have an arts education lesson plan that also has really informative social studies content in it. So you could come to your social studies and choose any of the standards that apply here as well. Save and continue.

Now we have our creating content, three different ways to create content. We can use our district template, which is, that's kind of a misnomer. It does say District Template but it is a district, or excuse me, a template that was defined at the state level. So just keep that in mind, it is not something that was given to you by your district. It is something that was developed here at the state. You can also upload a file. As teachers go through their materials I know I had several files, it's not even a file folder, a file cabinet full of materials that I, and paperwork, and lessons that I had created. And I have them also all on a zip drive. So I can put those files right here into Schoolnet and not have to recreate them. If I have a URL that I have created I can also link my lesson plan or unit to the URL by using this particular create content. So let me go back up.

We're going to save and continue from here. Remember this is just a recap really of how we can create a resource. I have some identifiers that we can use again, anything that's going to help teachers find your materials and be able to utilize them in the classroom. You want to make sure that it's in your resource or lesson plan or instructional unit. You can filter this by instructional resource type. Is this something that is really project based learning? Is there a focus area? Is this for exceptional children? And we also have the ability to identify using the revised Bloom's taxonomy. So once all four of those fields are filled out you can save. And then at the bottom you will see the blue hyperlink that says "view material." If you choose "view material" it will take you back so you can see and you can edit and revise the entire lesson or resource, in this case that you've just created. So I see my description, my title, subject, grade, created by. I can open this and see those additional properties that I talked about.

One thing I want to point out here is the status bar. It says private right now. That's going to be very important for when we talk about submitting to the school bank and submitting to the district bank. But for right now we see that the status is private and that means that it is only available to me in My Materials. We also see the standards that are aligned to this resource.

Okay, so we have this awesome resource that we want to use within a lesson plan, but I don't really have a lesson plan to use it in. So I am going to go back out to my red schoolhouse. I'm going to go to my classrooms. I'm going to go to my instructional materials. And this time I'm going to create quickly a

lesson plan.

My lesson plan is going to be my American folklore for this. And you may notice already that we have one extra tab in the lesson plan. We have a link related materials. Everything else is exactly the same as when we created our resource. But now we can link materials. So there's different ways to link the materials. We could search in the bank that we have in Schoolnet. We could search in My Materials.

Now we talked about that private status. If I look here in my materials I am going to find, what did I call it, American folklore. And I am going to see that my resource right here is right next to a nice blue arrow. When I click this blue arrow, this is going to link that resource to my lesson plan. I don't have to do anything else to it. I don't have to recreate it. I'm going to view my materials. So there is the lesson plan that I created and the linked materials are right there on the bottom. So now I can go directly to this resource when I am using this particular lesson plan. So now that we have created these things what can we do with them?

If you look over here on the right side of your screen there are several things that we can do with our lesson plan. We can recommend this. Somebody once told me this is very likened to a Facebook like. When we recommend something to somebody it's saying that, "Hey this is really good. You should try it out." We can submit this to the state bank, which we will go into, school bank, excuse me, school bank. We can edit this if we want to add things to our lesson plan or add things to our resource. We can copy this. If I wanted to have an exact copy and maybe edit one and keep one original, I could do that as well. View Related it is going to take you out to a search that is searching for the keywords and the standards that you have put into your lesson plan or resource.

Create PDF—this is something that I use all the time in my classroom. I was the teacher that had to have the paper walking around and making sure that I was hitting everything. If not, I would tell stories for the entire day and my students wouldn't learn anything. So this "Create a PDF" is going to give you something you can hold onto as you are following your lesson plan. And lastly, we can schedule this to our lesson planner. When we schedule we choose which section we want to schedule to and the date, and then that takes us out to our lesson planner then.

So before we move off of this page, we're going to really take a look at this "submit to school bank." This is where a lot of the conversation is going to go from here on out for this webinar... is using or submitting our resources to the various banks and the submission process. So the first step is to submit to the school bank. Now when you submit to the school bank, you're going to be asked this question, right. There's a certain wording I want to talk about here. We have materials reviewer. You're sending it to be reviewed by a materials reviewer, someone at your school, someone at the district, someone at the state is going to look at this and make sure it is high quality material that they want other people in the school, other teachers in the district to see. They will decide whether they are going to approve this or

return it for revision. Okay, so, just because it gets returned to you does not mean that it is the “be all end all.” It is returned to you possibly with feedback about how to make it a better lesson or to kind of change it to fit the needs of wherever it is going. Then you can resubmit it to the school bank. When it is approved the status would change from pending to public, and that goes back to the additional properties. Right now it is private.

Once I submit this and hit okay, we’re going to see that in the additional properties it’s gone from private to pending. When the school has accepted this and approved this particular lesson plan or resource, it will move from pending to public. Once it is submitted or approved at the school level, you will lose the ability to edit your particular resource, unless you make a copy of it first. So once it moves to approval from the school level, it does belong to the school and you will not be able to edit your copy anymore. You can make a copy of it and edit that all you want.

Now at this point we’re going to go over to a district leader, or a school leader, excuse me, and we’re going to see what happens to this particular lesson plan after it has been submitted to the school bank. So all I did here was go to my classrooms, my instructional materials, the same way that a teacher went in to create and search. But now I see a different hyperlink; this one says pending materials. So if I’m going to my pending materials, there is the lesson plan that my teacher has sent to me. I can open this lesson plan. I can review it. I can look at everything that comes along with it including the resource that is linked to it. I can approve this for the state bank, school bank. When I approve this for the school bank I’m automatically taken to a comment section. I can make comments on this. I can submit it to the email that is in PowerSchool for that particular Schoolnet user. I can return from here or I can approve.

The one thing you need to remember here is that in order to return something to the teacher you have to approve it. Just by clicking “approve for school bank” does not say it is great and it’s going to be put into the school bank, but it does take you to the page where you can return it. And you can also approve it from here. Now just for our purposes I am going to go ahead and approve it at the school level. And I’m going, it’s going, to come back and show me that this lesson plan has been approved to this high school’s material bank.

And now I see a different submission. I see submit to district bank. Okay, so I’m going to choose submit to district bank if I think this is a wonderful material, and it’s going to give me the same message as my teacher. It’s going to a materials reviewer. It can be approved. It can be returned. It’s going to go from pending to public. All of these things are exactly the same at the school level as they are at the teacher level. And they are exactly the same at the district level when a district decides they are going to submit this to the state bank for acceptance. So when I do submit this to the state bank, or district bank, again you can see that that does go away.

Now I want to talk to you about this instructional materials vetting and submissions process. This process is something that you need to have

conversations about at the school level. It's something you need to have conversations about at the district level. The content team here at NCDPI does have a process for vetting the submissions and the materials that we have in Schoolnet.

So a couple of the guiding principles that we have here at the state is to make sure that resources are meaningful to users, the resource must be aligned with standards. We're going to talk about the rubric that we use, the NC Summary Rubric that we use to make sure that we are aligning our resources to standards. The resource must provide ample coverage of the standards. We don't want to have multiple lesson plans and unit plans and resources for only a small number of standards. We want to have full coverage of those standards, both common core and North Carolina essential. Resources must be vetted using the NC summary or a quick rubric. And we want to make sure that we emphasize, especially here at the state, quality over quantity. It's great if your teacher can create all of these lesson plans, but if they are not quality resources or lesson plans, then that is something that you need to take in mind through this process.

So the vetting process for Home Base, again this is something that you need, a conversation that you need to have at your school and your district in place and document it to make sure that every time a submission comes in, this is something that the materials reviewer is using, establishing that local process. Assign staff to review and vet materials submitted by teachers. One of the things that we talked about, you know, you want to make sure that the people that you have reviewing materials are experts in that field. I think I would be very uncomfortable as a third grade teacher trying to go out and vet materials that a music teacher had been submitting. I don't have any background in that. I don't think I would be comfortable in that. So you want to make sure when you're choosing people to be this material reviewer, that they are experts or qualified in the field that you have them vetting material for. You want to provide clear roles and responsibilities as well as work flow paths.

The two main things that we're going to talk about with the NC Summary Rubric are that they are aligned to North Carolina standard course of study. And using the NC Summary Rubric and the ELA math EQuIP rubric, this is going to; these two documents are going to be very helpful in that.

So before it was documents that we used here at the state for items that we find or that we are reviewing by our content team is this NC Summary Rubric. Rubrics in general give us a consistent system to identify quality materials, and this is the one that North Carolina has chosen. We worked with the Achieve Open Education Resource Group to come up with this rubric. It is very similar to the rubric that they, that that the Achieve OER that is out there.

You can see at the bottom that we do have a link to the rubric document and we will be posting this, so you will be able to get to that from here. The Achieve rubric helps teachers identify, evaluate, and sort instructional resources based on essential elements or criteria. The NC Summary Rubric

was derived from the achieve rubric and shares a similar structure for a systematic purposeful way to decide whether the material is of high quality or not.

So the North Carolina Summary Rubric really has seven parts to it. Two are require rubrics. Five of them are resource dependent rubrics, so it depends on if you are submitting a technology resource or a website or an interactive. They have different criteria then if you were submitting text or an article. This is going to help us provide consistency again and structure when we are evaluating. English language arts and math also have been provided the EQulP Rubric for their resources. So the two required rubrics we are using are the Degree of Alignment to Standards and Opportunities for Deeper Learning. If we go back the required fields in here, you must provide a two or a three rating on these two particular rubrics in order to have this be a quality aligned rubric, or excuse me, resource.

Again, this is what the state has chosen. This is what the state content reviewers are using. And you know, just as a best practice we want to make sure that you are given the documents that we use in case you want to use them for your own purposes. But it is important for teachers to have alignment to the standards that is what we are teaching our students. We have this set of standards for them. We want to make sure that we are covering what information they need. So for the two required rubrics, the degree of alignment to standards and the opportunities for deeper learning, our material reviewers have to see that they have a two or three on the rubric to be considered as high quality.

As I mentioned before, resource dependent rubrics, they also must have a two or a three, but it depends on what you are looking for. If you're looking for articles, text, if you're going to be using subject matter, if you're looking at technological interactivity, you know, you would have different criteria. And again, here ncpublicschools.org under our Home Base, we do have a link to the summary rubric for your information.

This is just a screen shot of what I showed you from the school level. It's the same process at the district level. You have to choose the "approve for the school bank." You can then return or approve this to be put into the school bank or to be put into the district bank. The processes are the same at both levels.

One thing, that whomever you choose to have in this role, it's not just an administrator that can approve. This is definitely something that you can delegate out to maybe department chairs, to lead teachers. But again, those reviews should be qualified to do so. Multiple people can have this role. So it is important again to have something in place, to have a process, a clear process to show them exactly how you want this done. They are going to have to filter by subject area if you're going to delegate out that way. And you can filter by subject area. You can filter by grade if you want to do it that way. But anybody that you choose to have this particular role does need an extra role in Schoolnet. And remember these roles are given through PowerSchool, so you do need to speak with your data manager in order to get these roles

changed. It does not change the default role as teacher, staff, or leadership that they have, but it just adds on an extra role and this role is Access to Approve Instructional Materials. And that is what this role allows this person to do, is to have that pending materials, and have the right to say “this is a quality resource that I would like to see available for everyone in my school. This is a quality resource I want to see everyone in my district have.” At the bottom of this slide you’ll see that you can get more information about user roles and permissions.

This is just to give you a visual to let you see the progression of materials through each step of our system. The teachers submit from their materials, or from the My Materials bank. And when the school approves they belong to the My School bank. So everybody in the school can see those materials that they have approved. The next progression is that the school submits to the district bank. When the district approves that material, resource, or instructional unit, then it goes across the district. Every teacher in the district will have this in their district bank. And then the district submits to the state for state approval. And when the state approves, it is approved for the entire state and every teacher or staff and leader in the state of North Carolina will be able to access this material.

We’ve talked a lot about approving submissions by teachers and schools, but creating district level instructional resources, we know this is (ongoing) and it could be for schools as well. This is something that you already are doing. Districts already have pacing guides. Certain schools have specific curriculum that they follow. You have calendars that you use within your districts or schools. These things don’t need to be submitted to the state bank. They can remain in your school bank. They can remain in your district bank. You just would not have that extra step of asking for or submitting to the next bank of materials.

That is the material that I have for you, so I’m going to give it back to Dan. He’s going to wrap things up.

Mr. Urbanski: Thank you Shannon. As I’m doing that, I’m going to start showing my screen in a moment here and I’d like to then take this opportunity, I’d like to thank Shannon for that in-depth discussion on materials promotion of such and the vetting process. I’d also like to remind folks on the line here, if you have any questions, comments, concerns you would like to discuss related to the vetting of instructional materials, please type that into the questions box at this time. You’ll also notice that throughout this session I’ve used the chat box just to put in a couple side comments, kind of like MTV. Well I don’t know if there’s such a thing as MTV anymore, that has little pop ups. I was putting in little quick “do you knows” and “did you knows.” And not talking about your nose or my nose, but did you know a couple of fun features that I heard Shannon discuss, I felt like putting in a couple of those in the chat box. So check out the chat box. Check out the questions area, and post some questions if you have them.

So what I’m going to do is I’m going to wave my magic hand here. I love when

I work on radio and not television. I am waving my magic wand even though nobody can see it and I'm slowly trying to get my screen to, there we go, put up our PowerPoint slide. So you should be seeing a slide now that says updates and steps. Is that right Shannon?

Ms. Hickman: Mmhmm.

Mr. Urbanski: All right, cool. Technology, I love it when it works! I love it when it works. All right so, really the important part today was understanding that materials can be created and they can be shared. Now going back just a little bit here, I'm going to talk numbers in the cloud, so I don't want to bog people down with a lot of different slides, but there are thousands, tens of thousands of resource materials available in Schoolnet today. Shannon discussed that in the very beginning. Realize that when we first started here, not even two years ago, a year and a half ago, there were zero resource materials available for teacher use. Some we have purchased the rights to use from Pearson, as Shannon mentioned. Some have been actually obtained or found from a team of content specialists that we have here.

And Shannon, I'd really like to switch, have Shannon switch hats a little bit and talk about some of the experiences that she had in another role here in her recent past at NCDPI. Because not only does Shannon present very well on a webinar, she has been one of those content specialists that was part of a team that has sought out and searched for items to share at the state level. So we're going to kind of change a little bit and take on the kind of roll play here of radio host and invited guest, if you will. But Shannon, tell us a little bit about what the, very briefly, what was your job or mission as a content specialist. What did you do on a regular basis?

Ms. Hickman: I Googled all day long. And really, that's what I did. I went out to websites and open education resources, which means resources that are not blocked by a login, that are free to the users. And I would find those materials and I would vet them against the NC Summary Rubric that we talked about for alignment to standards and opportunities for deeper learning. Now at the beginning of my position here in our content team, I was strictly looking at English language arts and social studies content for elementary grades. So I would go in and find a standard that needed coverage within Schoolnet. Like I said, we want to make sure that there are standards covered across the board, not just larger chunks of materials or standards that have materials, but we want to have a good representation.

So basically I would go out and I would search for American Folklore, because that is something in the elementary school. They do look at folklore from different countries. So I would look for something that had to do with that and it didn't have to be a lesson plan that was already written. It could be an article that described various cultures and various folktales. It could be an interactive that the student had to go in, almost like a webquest. And I did find multiple webquests in my mission to find good materials. And I would

take that material and I would look at it against the alignment to the standards.

Is this really going to show the teacher that the students are understanding this particular standard? If it did rate a two or three on the NC Summary Rubric I would move onto the Opportunities for Deeper Learning. We all know that buzzword of rigor. We all know that that's what we're trying to get our students, you know, higher level thinking, that Bloom's taxonomy. So I would make sure that it wasn't just a question and answer. I would make sure it wasn't just a teacher lecture. I would make sure it was something where the kids were moving or the kids were interacting, it was where they were doing the teaching. And that's how I would rate for the opportunities for deeper learning. And if it rated a two or three on the opportunities for deeper learning, then I would approve this as a quality resource and I would put it into our system which we have here, which goes into Schoolnet, or which becomes Schoolnet resources.

Mr. Urbanski: Wow, okay. So, what was your primary area that you were searching materials for? What subject areas were you searching for?

Ms. Hickman: I began looking at elementary, both ELA and social studies, but then we noticed after several people from the state had made comments that middle school social studies, and I don't know why middle school always gets overlooked, but middle school social studies was lacking. So I have spent probably four or five months really trying to find materials that are going to adhere to the middle school social studies standards.

Mr. Urbanski: So you still work within this area?

Ms. Hickman: I do.

Mr. Urbanski: Interesting. Good for you. Now you said the word "we."

Ms. Hickman: Ah yes.

Mr. Urbanski: So you're not the only person in the entire state. How many people?

Ms. Hickman: I am not. There are, along with the full time team that we have here at NCDPI, we contract with people over at the Center for Urban Affairs over at NC State. We also have contractors throughout the state in North Carolina whose job is, part-time or full-time, is to go out and find these resources. Like I said, there are full time people here at NCDPI, whose entire job, like mine, is to go out and find materials.

Mr. Urbanski: Wow, so more than just you. That's impressive to hear.

Ms. Hickman: Well, I also only taught elementary school. I would not be an expert in high school anything. So they do need those experts for that too.

Mr. Urbanski: So there was another group that I remember hearing at one time, and it sounded like there was a bunch of merry men like in Robin Hood. But then I was corrected. They weren't merry men. They were fellows, Keenan Fellows. Who are those people?

Ms. Hickman: It is a program, I do believe it's through Chapel Hill, or UNC, that is part of their student teaching program. That they create materials and we utilize those fellows for different conferences that we have and different showcases that we have for teachers throughout the state of North Carolina. So we do get materials from NC Keenan Fellows. We have a consortium of people across the state, districts across the state that also provides materials for us.

Mr. Urbanski: Excellent. So really there's an on going effort by the state to provide content for our teachers and educators throughout.

Ms. Hickman: High quality aligned content.

Mr. Urbanski: Now that's just some of where all this comes from. We buy some. We find some. We make some. Ladies and gentlemen, for those of you on the call here today, I mentioned that when we started this a few years ago there were zero. Now there's tens of thousands, just right over 25,000 items across all the different subject areas.

Ms. Hickman: All of the subject areas. And that's only in the state vetted bank. The Schoolnet bank. There's close to thirty-five and an extra 10,000 if we included the SAS Curriculum Pathways, if we include the NC Cultural Resources, so yeah.

Mr. Urbanski: So what's coming up new? I always hear that there are updates to some of this. Are you familiar with anything that's been going on over at PBS?

Ms. Hickman: Yes, there is talk, and actually very close to finalization of materials from PBS. They will span the core curriculum. They will be put into Schoolnet in the same process, and hopefully have they're own specific tab so that, you know, we can go directly to the PBS link or PBS tab.

Mr. Urbanski: So folks, you heard it. You heard it right here first. Yes we are working and we're very close to having this available for you in the near future. So stay tuned for that exciting news. Well, Shannon, this has been great. And you covered a lot of information, and I'm sure our listeners out there are very appreciative and thankful for that. Folks if you do have any other questions, I do see one that came from Mary. Thank you. I'll be addressing that in a

moment. But just a reminder, if there are any questions, comments or concerns, please go ahead and type those into the chat box because we're about ready to wrap it up.

I do want to do a little closing, (some) housekeeping of items, tell you a little bit about what's coming up in the near future webinar related wise, and so forth and whatnot. But type your questions, or whatever you may have into the box and we'll go from there. That's where we'll spend our last five plus-or-minus minutes of the webinar, answering questions.

You'll see on my magic screen right now again, flipping the screen a little bit, where do we come up with our communications? How do we set the communications out to the masses and the audiences? Audiences or audienci? Audiences, darn-it. So if we have our audience that we send information out to, you're going to find that information that goes out through our Home Base biweekly newsletter. And you'll see on the screen right now, you can access the biweekly newsletter if you're not signed up for the list, email list distribution list, you can pull any of the archived newsletters. And the website is on the screen right now if you want to go ahead and write it down.

Again remember I am going to be emailing a copy of this PowerPoint out to all y'all a little bit later on, probably tomorrow or Monday at the latest. And I'll have that link live for you, but it's based on our Home Base NCDPI, Home Base website under "Updates" is the tab that you can look for that on. You'll also see beside the archives of all of the previous biweekly newsletters, you'll see that there's a link there if you would like to be signed up to receive the notices every two weeks. You can then be part of that, opt into that email list serve and get those newsletters. That's where this information is immediately sent out. Most of you probably sign up for that because that's also how we communicate the future of the webinars and the schedules and things of that nature for you to register. So check that out. My fingers got a little click happy here.

Also if you do have any comments, questions or concerns, because there have been a couple hiccoughs in the last short while related to Schoolnet with some of the access issues. If you do find that there's something going a little bit astray or interesting with Schoolnet and you do need some technical assistance, you do have a main point person that is usually the school's data manager, PowerSchool coordinator is usually the typical people that are assigned the role of front line support. And contact that person to see if anybody's reported an issue or comment related to Schoolnet and see if there has been any update that they are dealing with. After all, you never know. You might be one person in one room and there's already fifty other people in the district that have already contacted the person. And those people are typically instructed that they can contact the Home Base support center to report any problems. And that information of how to contact them is on the screen in front of you at this time, Home Base support center.

A reminder, coming forward every Thursday at this same time and on the same webinar channel, more or less, we do have OpenClass and Schoolnet

webinars every Thursday, the first three Thursdays of the month. You might notice that Schoolnet has three main components. And on that blue ribbon, I'll just kind of do a little visual here, so I don't have to click back and forth too much. You'll notice that there's school and district data. There's the classrooms tab, and then there's the assessment admin tab. Well what we try to do is every single week of the month, have (like) a pattern so you'll notice that the first week of the month, or the first Thursday of the month are Classrooms, then Assessment Admin, and the School and District Data. And we just kind of rotate that for the first three weeks of each month. And then, provided there is a fourth Thursday of the month, unlike last week when we had a holiday, we will cover topics like OpenClass, or if there's any new and exciting roles and permissions information that we want to share, those are typically held on the fourth Thursday of each month.

And also, right in front of you on your screen you'll see there's a link that goes to the webinars that have been archived. We do record these. Once we get a clean recording, we put them up on our Vimeo, our state little instance of a Vimeo website, and then we post those for everyone to see, so you can go ahead and if you want, say for instance you work in a PLC, or you want to show some of the teachers or other staff at your schools and districts, you'll want to have them. You can just direct them to the archive of webinars. You'll notice that in the past year we have pretty much broken apart the entirety of Schoolnet and have put them into one hour webinars and have uploaded those so you can go back and enjoy all the fun that we've been working on together in these hourly sessions.

Okay. I do have one question that has popped up. And so I'm going to address that and if anybody has any other questions, well go ahead and type those in right now. If you do not have questions, before I get to the question here, I want to leave this screen up here for a second, and then Mary, I will be talking to you regarding the question you had.

We are always interested in finding out what you think, what you are interested in, and what feedback you might have for the webinars that we produce for you on a regular basis. So if you could take a moment. I am going to email this out to everybody, and I'm going to make sure it is put in the chat box for you so you can click on this. But take a few moments, it's only a couple questions, and we're asking what did you like and what can we improve on more or less for these webinars. What would you like to see? So if you could take a moment to do that I'm going to make sure I put that in the chat box at the present time. So you can go ahead and take that survey. So bear with me, I had it a second ago and my computer just wanted to hiccup. So now you will see in the chat box is the link for the webinar feedback.

All right, so one of the questions that came up by Mary over at, Mary is in Durham I believe. I just don't have it in front of me here, but I know that's where you're from. And she's written here, "Dear Dan." I love it when they start off this way. "Where do you get that fabulous hair?" Oh wait, that's not the question box... almost... "Last summer the approval process was not

working in Schoolnet and lesson plans that were entered by teachers at a workshop were visible to everyone across the district without any approval being issued. We were told that this glitch had been fixed. But in the meantime those un-vetted lesson plans are still out there for anyone else to see. Is there a fix for that?"

So Mary, I'm interested, maybe I need to get a little bit more information. It sounds like somebody has approved them and they're shared. Maybe you could type in, give a little bit more of background, but my thoughts are, there's always a fix. Whoever owns the resource can delete it. Whoever owns the resource can edit it. Whoever owns the resource can remove it from whatever shared bank it might be in so, say for instance that a teacher has submitted it for approval at the school bank and the school has approved it or the district, it's out there in la-la land somewhere, proof from everybody. If you know which resources they are as a district person, you should be able to go in and remove or, I believe the word is, revoke approval. If you recall, back on that option tab, we had edit, copy, submit to school bank, and submit to district bank. Whenever it has been approved by whatever approving authority, whether it's the school or the district leadership person, they do have the authority to give it and then take it away. So you should be able to go in, navigate to those resources and revoke from, what's the word Shannon?

Ms. Hickman: Revoke.

Mr. Urbanski: Revoke approval, and hopefully that does take care of that.

So Mary, do you happen to have speakers? Because maybe I could un-mute you and we could just talk about this for a moment. Otherwise we can handle this off line and then we can discuss it together.

Okay, thank you Mary. So if you want to just go ahead and email me, or just post a phone number for me I can give you a call and we can discuss this and work on that. Because more than likely it might involve something going through the Home Base support center, but maybe we can get some contact information and we can work on this. I'd really like to make sure that we resolve this for you. And if there's a grander issue out there, we can address that and communicate that out to other folks in the state. Notice how I used the word "grander," that's proper.

Ms. Hickman: He never get's this proper. You are in for a treat.

Mr. Urbanski: That's right. All the money and those degrees. All right. I don't see that there are any other comments or questions. So ladies and gentlemen, once again, up on the screen you should see now. I just got a little click happy. You should see that feedback area link. Go ahead and take that survey if you could for us. And otherwise, until next time, next Thursday we will be having another webinar. This time we're talking about assessments, and we will be creating, again the basics on creating assessments whether it's a manual test

or an express test, we'll be covering the basics for those that are new to Schoolnet, and it will be a good refresher for those that haven't maybe explored the assessment side of Schoolnet in some time. So until then we're going to go ahead and end this call. I'm going to hang out here just for a few minutes, just to see if there are any other questions posted. But thank you for your attention and for your participation. We do appreciate it.