

**NCDPI**  
**Schoolnet - Designate All Districts**  
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**Hickman: Shannon Hickman**  
**Lowe: John Lowe**

Urbanski: Today is Thursday, and if I checked the calendar correctly, it's still winter. And we've had a whole whopping heat wave here in the last few hours. I think we're actually in the teens again, soon to drop down below. But I hope things are fairing a little bit well and better where you are.

Today, on February 19, we have a special webinar. We're going to be discussing the instructional material review process. It's a topic that we've shared before, and more or less discussed just how teachers, schools and districts can share their instructional resources with each other within the use of the Schoolnet tool. But we have a new twist this week that we'd like to introduce. It's a new feature that we've helped configure here in the Schoolnet environment, so we're going to talk a little bit about that.

On my screen we'll see that it's not just Dan talking on this webinar today, but I am joined with one of my trusted colleagues, Mrs. Shannon Hickman also with the NCDPI. Shannon, welcome.

Hickman: Hey. Thank you. Glad to be here [ph].

Urbanski: And you are one of the content folks here.

Hickman: I am. I am responsible for finding [ph] open-education or OER resources and making them available to you in [ph] Schoolnet.

Urbanski: Awesome. So we're going to love hearing your story to tell. And we also have John Lowe on the line from Clinton City. John, are you there?

Lowe: Still here, Dan.

Urbanski: Great. And, John, what's your actual formal title with your district that you work in?

Lowe: I am the Home Base Coordinator for Clinton City Schools. So I encompass anything and everything in the Home Base suite of applications.

Urbanski: Excellent. I knew we called the right person to join our all-star panel this week. John, ladies and gentleman, is going to be here to give feedback from a user in the system. For those of you that might be new to the system John is going to be sharing out some of the best cases—best uses and practices that he's been experiencing for the last while in Schoolnet to kind of share out with you in relation to some of the topics we're talking here today.

All right. A couple of housekeeping items. Yes, we are recording this webinar, so if you have to leave early or if you know of a colleague that is not able to attend, anybody who has registered for this webinar gave me their email, and I will return the favor by you giving us your email, I will email you, probably tomorrow, with a link to the recording where it is housed as well as this PowerPoint slide deck that we've created and any other related materials. So you'll probably get that tomorrow once we post this up to the web. Questions throughout the day, if you have any questions, go ahead and type them into the question box that are listed—that are shown in the GoToMeeting dashboard. And we'll do our best throughout the session and definitely before we wrap up to

address any questions you might have related specifically to, but not limited to, the sharing feature and the material banks within the Schoolnet environment.

On the screen we have a rough agenda of what we're going to discuss here today. I had mentioned that we're going to discuss the instructional materials review process. We're going to have—Shannon is going to talk to us about the ability to define designate all district options. And that's what we're calling that new feature that I had alluded to earlier. And then we're going to end up the session with a review about the criteria for submitting materials and some of the best practices and things you want to keep in mind when you're thinking about sharing your instructional resources with others, whether it's in the school, district or across the state.

We heard from him a few moments ago. John Lowe is going to be passing notes in class. The good kind of notes. We're going to share some of the best practices and then at the very end we'll wrap it up with our panel here and myself answering any questions you might have.

For those of you new to the Schoolnet environment, I'm going to walk you through it briefly. With our single-sign-in capability right now, this is how you would log into Schoolnet. You login just like you log in to the regular Home Base program's PowerSchool today [ph]. You log in with your username, whether it's a teacher or an admin or a staff. You'll see at the bottom on the left hand, bottom left-hand navigation menu, there is a Schoolnet link. You click on that bad boy and it takes you into our landing page for Schoolnet. And so with that—that might sound familiar. I am now going to transition to my fellow colleague sitting

across the table from me here today, Shannon, who's going to lead you a little bit in the next steps. Shannon, I'm not sure if you have—let me give you control of the session. Are you going to talk to me [ph], so I'll click the slides? What's best for you?

Hickman: You can hand it over.

Urbanski: That means I have to push a button. Here it is. Change presenter. Shannon Hickman. And away you go.

Hickman: All right. So, like Dan said, you know, this may be a refresher to a lot of you or you might have—might have heard this information before about the instructional material submissions process. But it begs to discuss some more since we do have that new option, designate to all district.

So here we have submitting to the school bank. When teachers create instructional materials for in Schoolnet they can submit to their school bank. So it leaves my materials and moves on to the school. Now, these materials, once they are in the school bank are shared across the entire school. All teachers in the school have access to these. We're going to talk a little later about a process that schools and districts needs to put in place when reviewing and vetting materials. But the reviewer has the ability to approve materials that teachers submit or they have the ability to return to the teacher to make revisions.

So a teacher will see this button once they have created their instructional materials, "Submit to School Bank." They will then get this message saying that, you know, it's being sent to someone else to review, and they can approve it; they can return it for revisions, just as I said. Now, when it is approved the status,

which is private so far, is going to change to pending because somebody else—they have sent it out into the world for someone to look at and to approve. Now, once it is approved it will become public, and the teacher will no longer have rights to edit this.

And this is important. You know, I think this is something that teachers need to be aware of, because it still is their material; their name is on it as the author; they are getting credit for this material, but it's not going to be private to them anymore; they cannot make changes to these materials once it becomes public. However, if they make a copy of their material they can edit those to—to meet the needs of whatever they are using it for.

Okay, I think we are having some issues. Dan isn't caught up to me where we are in the presentation. So we're going to give it a few seconds. I know after the transfer to my computer it might take a minute to catch up to everybody.

Now, they have—a lot of different options when creating resources. You can—or instructional materials. You can create unit plans that encompass many lesson plans within them. You can create those lesson plans, link them together to create an instructional unit. Or you can create a resource that should go along with the lesson plan and thus the instructional unit.

One of the reasons why we are doing all of this is because we want teachers across the state of North Carolina to share their materials. We want to see the great work that the teachers across the state are providing to their students. And we want that ability to peer—to peer-share with them, really, all of the great work, you know, whether we are in Elizabeth City or we are out in Boone. We

want to make sure that everyone across the state has these high quality resources. And this is just one of the ways that we can showcase the teachers in North Carolina.

All right. So once the teacher has submitted to the school bank—so once they have submitted to the school bank and someone at the school bank has reviewed their materials and found that they are of high quality they can approve for the school bank. And like I said earlier, once they approve for the school bank everyone in the entire school will be able to see their materials. At the school level we do have the same process again. So if you—on this screen we see “Submit to District Bank.” At the top in green it says, “This resource has been approved to,” you know, “high school 2219.” That means that everyone in that school can see this particular resource, “Math Fractions.” Once it is determined high quality the school can now submit this to the district bank to follow the same process for reviewing and vetting. So they would submit to the district bank, which would kick it to whomever is in charge of reviewing and vetting items that come from the schools. Teachers cannot submit directly to the district bank. They do have to work their way through the school. They have to have that first vetting at the school level before it moves on to that district level.

Now, this is the new and exciting aspect that we wanted to really talk about today, is designate all districts. So if a district determines that the resource, which has been shared at the school level and has been submitted at the school level, should be shared with all districts in the state, the district user—and I say that because the district user—because they have to have certain roles when they

are vetting and reviewing instructional materials. Okay? You can't—you have to have a certain permission in order to do that. And that permission is access to approve instructional materials.

So only these people with this right is—can designate all districts. And they will see and on their materials page, once they have approved for the district bank—okay, and it's the same process as it was at the school bank. They can approve, and they would see, "This resource is approved for this school." Well, now they're going to see, "This resource is approved for this district." And they would have the district name.

Once it is approved at the district every user in the district is able to see and use this instructional material. The change is going to be the, "Designate All Districts." And you can see that I have circled in red here. And it does have a check in the Schoolnet. That's what it does show in Schoolnet, "Designate as All District."

Dan had mentioned this before, but this is really taking the NC DPI out of the reviewing and vetting process. We feel that the work that you're doing in the schools and in the districts, using your peers as sounding boards for your materials is the best way to get high quality materials. And the workforce here at DPI, we basically would get into kind of like a bottleneck where, you know, it might take more time to review and vet materials that are submitted from the district bank. And going forward with the "designate all districts" we wanted to make sure that the materials you submitted are, in fact, being shared across the

state. And, you know, taking ourselves out of that to vet and review those materials is really going to give you access to those faster.

Now, we're not taking away the option all together. Okay? The "designate all districts" is going to be about sharing with your peers. But you can see that it still says, "Submit to state bank." So if a district feels that this is something they still want to do, submitting to the state bank for review and approval, they can go ahead and do that. But we really do feel that sharing with the peers, with our peers, is going to be the best way to get those high quality materials out there. So you do not need to send or submit to the state bank anymore. You can simply designate as all districts.

Now, since it is at the district level and it has been approved at the district level there is not going to be another warning, I guess you would call it, saying, "Are you sure you want to do this?" Once you hit the button, "Designate to all districts" it is out there for everyone to see. But, if you click on the next slide, you are able to remove that if you decide in the future that this particular material needs some revisions or some work. You do have that choice. So the lesson plans been designated as all district material, but now you see "remove from all district." It's a simple click of the button if you want to get that material back from all districts.

So, yes, it is possible that if you do change your mind or in the future with our rating system that we find that certain materials do not have a high rating we can pull those, districts can pull those materials, make them—correct them, revise

them, make them better, and then designate to all districts again. Okay? But this is an option that we have.

I want to go back quickly to talk about the submitting to state bank again, because, like I said, it is not going away. There are certain reasons why we're keeping it. One of them is a GTM project [ph]. We want to make sure that these materials that are GTM have to be two teachers that are providing us our in the state bank along with the global badging [ph] process that many of you may have heard about. Those materials that you will create for the global badge will also be submitted to the state bank. So, again, there's—it's not going away. You still have the ability to do it. We just are going to encourage you if you have materials from your schools and your teachers to share them with the peers as a designate all district instead of a submitting to the state bank.

Urbanski: You know, at this point, Shannon, there's a couple of questions that have come in. I think it'd be a good time to stop and address. Pam. Hey, Pam. Thank you so much for the question. Pam writes to us, "Dear Dan, I just want to clarify a scenario here. So if I have a coach that serves two or more schools within my district and that coach wants to share information with multiple schools they must submit it through a school and then approve it at the district level?"

Hickman: Yeah, well, the—the district coaches, they might have a little different roles and permissions. So, yes, they—if they want it for specific schools they would have to submit it within those particular schools, Schoolnet instances, and get approval at the school level. When you get approval for district level it's across the district.

We cannot right—as of right now, pick and choose who we want to see the

content. If it is a—if it is in the school’s bank, all teachers in that school will see it. If it is in the district bank, all schools in the district will have access to that. So we can’t pick and choose who we see it—who is going to see that material. So if you want it only at a certain number of schools or a certain type of school or—you will have to submit that to individual schools. And you have access to those schools because of your roles and permissions as an instructional coach.

Urbanski: Okay. Now, you brought up something that another person had written just a moment ago. Terry had mentioned, “Well, what if we wanted to share regionally, like say with region I and II? I’m just going to use this as an example. Region I and II are working collaboratively together on some recourses. And is there a way that we can just share with each other and not with everybody throughout the state?”

Hickman: No, again, it’s not going to be a pick and choose. As our system is working right now if you do choose to share with the just—if you choose to designate all districts it will be provided for all districts in the state of North Carolina and not just individual districts.

Urbanski: Okay. Excellent. I think that covers the questions we have now. And, folks, just as a reminder in—anytime that something comes up you’d like us to address related to what we’re talking to here today on the sharing of resources, please type it into our questions box and we’ll do our best to answer them for you. All right, Shannon, where next?

Hickman: All right. So what happens to these things when they are designated all district, and we have our searching option in—or a searching tool within Schoolnet. When

teachers are searching for instructional materials to use in their classroom they can, you know, search by material, they can search by key word, they can search by standard. But if you look down—if you were in Schoolnet and you were to look down on the left-hand side of the page, they will be able to filter by all districts. They are able to filter by “my materials,” “my school,” “district,” “all districts,” and “state” at this time. So if you only want to see the things that the state has provided and they have reviewed, vetted, and created at the state level you can filter by that. You can filter by the materials that you have created in “my materials,” and all the way up the chain. So when teachers are searching they will know that this material has gone through a vetting process at the school and district level and is a high quality resource to use. And they can filter strictly by “all district” if they choose to.

Now, let me move that [ph]. Now, I just want to talk a little bit about the instructional materials vetting and submissions process. We’ve been talking about how to submit and where it goes, but now we’re going to focus now on the vetting and submission—submissions process. I did state earlier that there does need to be a local process in place for vetting and submitting materials. You want to make sure that people in your school or in your district—designated people in your school or district are providing these reviews on a—on a timely basis and using the same format every time they’re doing it.

Just one caution. Well, I might hit it in the next slide. But, you know, you don’t want a music teacher necessarily reviewing materials for healthful living. I taught third grade. I don’t think I would be very comfortable reviewing items for

the art teacher. It's not my level of expertise. So you really need to be careful when asking and providing your teachers and staff this level of access, because it does require a new level added to their Schoolnet roles [ph]. Okay, go ahead.

So these are just some things that we use here at the state. We want to make sure that, you know, we tell you that you need to include things that are going to work for your school, work for your district. So these are just things, you know, kind of best practices that we have been using here at the state level when we review and vet materials. We really want to encourage teachers to submit these lesson plans, instructional units, and resources that they have created or developed. Like I said, we know that our teachers are creating things daily. And we want to be able to share those high quality resources across the state.

As we are looking for materials, as people are creating materials, we want to make sure that they are readily available for the users statewide. So that means that users accessing Home Base may not have access to specific textbooks, to specific, maybe, science kits or math manipulative or software programs that would limit the usability of the resource. So as we're creating and finding resources we want to make sure that the things that—the resources that you're using can—are readily available statewide. We want to make sure that the resources that are—that require commonly available items, such as household items, novels, picture books, primary resources, and teacher-made [ph] materials are acceptable and maybe assessed by all—accessed, excuse me, by all users of Home Base. So, again, we just need to keep in mind that some districts, some LEAs [ph] are going to have certain programs that they use in their schools that

other LEAs don't have. So we don't want to be writing materials specific to those things if we want to share them across the state.

Now, if it is something that you have written for a specific program you have at your school and you're going to leave it at the school level then, you know, that is something that you need to—that process needs to be in place, again, as you are reviewing or whomever is reviewing and vetting materials.

So just a few things, to make resources in Home Base meaningful and useful to the teachers' resources must be aligned with the standards. They must provide ample coverage to all standards. We don't want to have, you know our science standards have multiple materials for teachers to use, but our social studies standards not have a lot of content in them. Now, here at the state, we use the NC Summary Rubric or the Equip Rubric for ELA and math when we are vetting our resources. And we know that as educators that rubrics are important to level the playing field, to make it consistent, to make it fair when you are, you know, really looking at an item or anything that, you know, as teachers are grading. So we don't—we want to encourage that, you know, if you want to use the NC Summary Rubric, which we'll talk about briefly in a moment, to do that. And if not, we suggest that you do have something in place to use with all of your materials to make sure that they are consistent.

And we also emphasize quality over quantity. We've been putting resources into Schoolnet for almost two years now. And, you know, we do increase the numbers, but we also just had a large revamp of the system where we went in and relooked at the resources that—that we had put in there. And we kind

of did a check back on ourselves. And we wanted to make sure that the resources that were in or the materials that were in Schoolnet were of high quality for our teachers. So these are just things that individuals need to be cognizant of when reviewing the actual materials that teachers submit.

So just a couple of things that, for when you are reviewing and vetting for Home Base and to put into Schoolnet, some things to think about for your school and your district. Again, I cannot emphasize enough that you want to establish a local process for assigned staff to review and vet materials submitted by teachers for promotion at the school and district level.

Because the process is the same with, you know, approve for school bank, submit to district bank, approve for district bank, all of those things need to be done before you can even designate to the district bank. So making sure there's a local process in place is going to be very important. You want to make sure there are clear roles and responsibilities as well as a workflow path, who is going to do what when you are—when you are looking at pending materials you can filter by grade; you can filter by subject area. So those are some things to think about when you're developing your process.

Make sure that the materials are aligned to the North Carolina standard course of study. As teachers are creating materials within Schoolnet they will have the opportunity to align them to the standards so that when another teacher or another user across the state opens up that instructional material they see the standard that—that the material is being taught for, I guess. And evaluate resources using the NC Summary Rubric and/or the LEA/Math Equip rubric. We

are providing you with a link to the NC Summary Rubric. And many people have already the knowledge of the LEA—ELA and Math Equip rubric. But, again, you know, this is just the best practice that we can provide to you. If you have something in your school or in your district that you feel is going to really help you distinguish the high quality resources when reviewing we encourage you to use that as well.

So here, as I said, is the North Carolina Summary Rubric. There are two required rubrics that we use when we are using this. We use, is this material aligned to the North Carolina Standard Course of Study? Number one, it's required. If it is not aligned to the North Carolina Standard Course of Study we do not place it into Schoolnet. And the second thing is the quality of the rubric. Is it just a lecture lesson? We want to make sure that we have a broad array of lessons for all types of learners. So we're looking is, you know, are our students working collaboratively; is it rigorous; do we have group discussions? Those kinds of things do go into or are a part of the NC Summary Rubric that go into our vetting of content here at the state level.

Now, I've been talking a lot about the roles and permissions needed for your reviewers. It's not just school administration or district administration that can or, I guess, should approve materials. You may want to delegate this to a department chair, to a lead teacher, for example. Remember that those people that you have approving materials should be qualified to do so. Again, you know, I do not feel I'm qualified as a third-grade teacher to approve art materials or vice versa. Multiple people may have this role as well. It does not and should not be

just one person reviewing and vetting these materials. So that's another area where your process needs to be very clear. And, again, you can filter and search by grade in your pending materials and content in your pending materials. So that's something that you need to decide at those levels.

And along with the process in place for approving, the staff or teacher positions that you choose to approve would also need to an additional role added to their default school role. So you—default—the default school roles are leadership, staff, and teacher. Now, teacher has everything that they need natively [ph] in their classrooms. However, if you choose a teacher to do this review and vetting process they would need an extra role added. The same goes for staff. Access to approve instructional materials. I mean, you can see that on the screen here, and I've also added the link to where you can find this. This role is intended for a user who might be designated by the school or district to approve materials created by teachers. Operations aligned with this role will allow these users to review instructional materials. Not only review but approve these materials as well as submit to the next level. So if they are school reviewers and they're reviewing only at the school level this would also give them access to submit to the district bank if they choose to. Okay?

And this is just a graphic that, you know, for those visual learners out there, that can help you see the progress or the progression of where the materials are at any given time. So we start with teacher submits to school bank. These are going to be in the "My Materials" bank for the teacher. So once they submit those "My Materials" it goes to the school for approval. Now, once the school approves,

this particular item is now able to be viewed and used at the single school. All teachers in this school can use this. If they—if it is something that they want to promote to the district bank the school then submits to the district bank of materials. As the district approves those it becomes \_\_\_ a material that everyone in the entire district or LEA can use, so all schools in the district. That would be your district bank. And then the new addition, we have districts designate all districts. And this would prompt that particular material to be shared across the state. Again, you still have the ability to submit to the state bank. However, we are encouraging districts to designate to all districts as a way to get those materials that our teachers have created out to their peers to use. Okay.

So one of the next steps that I do have before I hand it back over to Dan is that, you know, we are in the process of having or allowing a rating system to allow users a chance to peer review materials that have been submitted by the teachers and educators across the state. It is not there currently. You do have the option to recommend a resource, lesson plan, instructional unit. But we are hoping to really develop out a rating system where peers can rate the quality of the material. So we are—that is forthcoming, and we're hoping to announce that in the future.

Urbanski: All right. Excellent. Excellent. Thank you so much, Shannon. That's wonderful news. And that's kind of two birds for one stone here. Just we thought the neat new feature was going to be on sharing with all districts and thereby bypassing the—another addition to the state level. But also we're talking about rating some of the resources coming soon. That's something exciting to look forward to.

Now, we did have a question that came up, and I want to be able to pull that back real quick in my screen here. Connie, you had mentioned that you wanted to confirm on the hierarchy, were we able to in this last little section, were we able to talk a little bit about your question on the materials banks and which applies where? If you could just type that back into your question box if we need to readdress that or if, hopefully, that last slide with the various material banks did help for you.

And while we're doing that I would like to show something here to give everybody a visual. On the screen—well, let me go back here. This is a—this is a screen from our training website. And I wanted to show for some of the folks that are new to the Schoolnet environment we've used this one word or term. "Hey, I have something that needs to be approved in my pending area." Where would that be? So if I have the permission or the role with the additional rights that have been elevated to approve materials, where would a—instructional materials—where would I see that? And so on my magic screen right now I'm hovering over classrooms, and I'm going into the instructional materials area. You'll see that I am logged in as a district leader, so I might have some features or some buttons that you do not see on your screen. Again, it is all role based. But in the training environment as a district leader, I would click on the instructional materials button, and then right when I land you'll see off on to the right-hand side of the screen there is a link that says, "Pending materials." And clicking on that link this is the area that these are resources that have been submitted to the district bank, because I'm logged in as a district leadership person. These are the resources that

have been submitted to the bank. And you can see that as a district person I am not affiliated or aligned; there is no filter that says, “Only show me the math,” because maybe I’m a math department chair person. I see all. As would any person with this role. They would see all the different subject been submitted. And so that speaks to what Shannon was referring to earlier, that while a person might have world-languages expertise, that person may not be the best person suited to review some of the high school math resources that are being submitted. Again, these are just training examples here. So, but it does hopefully demonstrate various resources from various subjects, can be submitted all into the same bank. So that’s roughly where you would find this. Anybody that has this permission enabled in their roles bank they should be able to find a pending materials link, and that’ll lead you to right here.

You can see right on the same topics, the same area that I’ve got to the click path that I go to with materials, I also have the ability to look at any items that are submitted—been submitted for assessment purposes, any passages that have been submitted for review as well as any rubrics. So those are all items that you can promote throughout your schools, districts, and across the state. So hopefully that visual helped a little bit.

And, Connie, thank you so much for chiming it in. I’m glad. Because what I wanted to now go back to, if I could—sometimes it’s good just to have this visual up on the screen as we’re talking. These are the material banks that we had been speaking to. And before I transition to our next phase of the meeting here I do have one more question that has popped in. “How can we get access to the

training portals that we can use for training?” That’s an excellent question.

Leslie, if you want to—I can email you the training environment that we’ve set up. We have now user names and passwords specifically for each district will have their own bank of teacher login IDs, and everybody across the state will share district and school leadership logins. There’s not as many of those. But we do have teachers that are unique to each district. We have sent out logins for every person—every, excuse me, district and charter school, throughout the state, about a month ago now. They were sent out to whoever is the superintendent designated IIS Schoolnet main [ph] contact person. That was sent out about a month ago. So if you are the main person in charge of Home Base/Schoolnet at your district you would have received an email by me that says, “Here you go. Here’s your list of logins.” And if you are not that person I would encourage you to seek out that person and find out, “Hey, I would love to get the information for the training logins,” and that person would be your go-to. And as you can imagine there are hundreds of thousands of—well, 100,000 educators throughout the state. I do not have everybody’s email or coaches, trainers, ITFs, things of that nature. That’s why we had sent them out to the main contact person. So hopefully that helps. And if you are the person and you did not receive a copy of that post that in the chat box, and I’ll research and make sure you get another duplicate for that.

All right. And one last question before we transition over to our all-star panel. Terry writes, “When pending materials are submitted to the district does the district leader receive notification or does the leader just have to check every once in a while into this pending materials item bank or material bank?”

Hickman: At this time that is how we have been telling people that they need to be going about their pending materials. However, we have—it's just actually this week, I found a way or I found an alert, a web part [ph] alert that we can and that we are considering adding to certain roles, especially the access to review material— instructional materials. That will show up on your Schoolnet homepage as an alert to you to let you know that, “Hey, you do have something pending.”

So that is—I guess I should have put that in my next steps or coming soon because it has—we know that is something that would make your lives a lot easier when it comes to reviewing your materials. So it is coming. Those alerts are going to be there.

Urbanski: All right. Thank you. Now, at this time I'd like to transition over. And, again, if you do have questions put them in that chat box or, excuse me, the questions box. We'll do our best to respond to you. I'd like to reindo—reintroduce one of our special guests here today, Mr. John Lowe, from Clinton City is here to share some of his experiences, thoughts, ideas related to this. John, are you back on the line with us?

Lowe: Yes, Dan, I'm here.

Urbanski: Excellent. Now, you had mentioned before, you described yourself as you are the—the Home Base contact for your LEA.

Lowe: That's correct.

Urbanski: So what's your experience with sharing resources throughout Clinton City? Tell us a little bit about what you've been doing in that regard for like the last, oh, whatever it's been, a year or two now.

Lowe: Right. We started with kind of an open sharing policy because the principles wanted teachers to be able to populate to their schools. And we continued that for a little while. It becomes increasingly important that you do get your workflow and your vetting rubric in place very soon if you did not have it before doing something like we did. Because you will get a lot of junk things in your school database. Now, we did not do this kind of open sharing to the district level. All of those things had to be vetted. That responsibility fell to our curriculum coaches. But you do also have to, as was stated earlier, you have to designate that workflow because there may be other people with leadership roles who happen to have the permission to approve things. And so you have to really have a clear definition of who is going to be improve—approving and what rubric they're using.

Urbanski: Okay. Now, did you start off—how did you actually come up with your process then? Was this something you might have mimicked from something you had seen before? For how did you come up with your process?

Lowe: That initial process was really principle driven so they could populate more things in the school banks. Our rubric is—was designed by our curriculum coaches, since they had the responsibility to do those approvals. And they did seek out other rubrics that have been created and sort of modified them to create one that they felt comfortable using, that they felt met our needs, and allowed us to propagate resources and lesson plans that fully address standards and were well designed and covered various learning styles and addressed the needs of students.

Urbanski: Now, I'm not going to ask delicate questions here, because they're—this could be taken two ways. And I just want to kind of talk more to experiences. How have things evolved when things were submitted? I can imagine early on when the process was out there, you mentioned principles wanted to get as much as they could. Speak to how it first maybe started to how it is now as far as the vetting process that you've taken from A to B, if you will?

Lowe: Well, of course, that initial period where everything was open and we were approving everything made it much simpler because a curriculum coach could log in and just approve an entire list. Now our new curriculum and instruction supervisor, our new superintendent, has the curriculum coaches meet every Friday in a designated place. He confers with them and then they have some allotted time where they spend time viewing their pending materials banks, applying the rubric, making submissions, or saying, "No, this is being sent back to that teacher for some additional revamping to make it suitable for submission to the school and/or district level."

Urbanski: So how is it being taken by the teachers? What's the feedback they're sharing with you on this then?

Lowe: So far they've been fairly receptive, particularly grades eight through twelve. We're still working on managing how our elementary teachers can modify their lessons to fit in the Schoolnet format there. They're still of the mindset that Schoolnet was built for a high school teacher who teaches a class on a certain day, and they tend to teach in chunks, and our curriculum coaches are working to make

that more accessible for the elementary teachers. They're very receptive of the vetting process. And they like receiving feedback on the plans they do submit.

Urbanski: That's excellent. That's great feedback. What—so Shannon did mention now and—the ability to share just across the state and thereby either choosing do we want to submit the item for state and have it go through that vetting process or just share out through all the districts across North Carolina. Give me your thoughts on this. How is it—how's it sitting with you?

Lowe: I like the new option to share with all districts. Of course, that means all of our LEAs need to have an appropriate vetting process in place. But I think it's going to help us not reinvent the wheel in every LEA. And we can have some regional collaboration and share some resources as opposed to rebuilding them within our districts. And like was referenced earlier, there's probably less of a bottleneck with this option as opposed to the submit to state where it was going to be a limited number of personnel having to review, hopefully, lots of resources and lesson plans. So I really like this new option, and I think it will lend itself to collaboration across districts. At least that's my hope.

Urbanski: Yeah. And us as well. That's why this is being explored and taken to this level. Great. What else—what else can you share us—from your perspective on what we've just talked about over this last little while, what else do we need to know or folks listening on the line need to know?

Lowe: I—trying to think of anything we haven't covered already. I think it's been fairly well covered throughout. Can't think of anything extra, Dan.

Urbanski: Okay. You know, oftentimes I have some priming [ph] questions, and I—there might be some things that are burning on your end that you might want to share. I just wanted to make sure.

All right. And if anybody out there that's listening has comments, questions. If you want to go ahead and post those into our questions box we'll make sure that we can address that. We do have a note that was posted in here, just a reminder that at the state level when the state is approving—or excuse me, when they're vetting the materials that have been submitted for approval we do use the NC Summary Rubric. And that is on one of the slides here, I believe. I can go back relatively quickly and post that right there. Is that correct, Shannon? Have I got the right link up on the screen?

Hickman: Mm-hmm.

Urbanski: And that's for the state, that we—what we currently use. As you're developing—  
Now, I'm going to switch screens. I hope I don't make people get too dizzy here as I start to go through it. But I wanted to point out another resource for everybody. As you are looking—and this is just jumping to the Home Base—the DPI Home Base website. And I have to remember my clickpath [ph]. There is a section on the website that I'm showing right now. And this is at the [NCPublicSchools.org/Home Base](http://NCPublicSchools.org/HomeBase). We have a section called teaching and learning content, and this whole area speaks to the vetting process as set up by the state. And it actually has the link for the NC Summary Rubric here as well as information about the resource consortium that we have collaborated the NC DPI and several of our pilot LEAs and charter schools to get together to share

resources and ultimately have those available throughout the state. So I would encourage you to check through this part of the website for that information. Again, it does have the rubric and it does have a little bit of information about the vetting process that the state has—is using. So you can read more about that.

Excellent. Okay, and, John, just to kind of wrap it up I want to thank you first of all for all of your insight and your ability to share here today. Thank you so much for being a willing participant in this webinar.

Lowe: You're certainly welcome.

Urbanski: Are you, by any chance, going to the Home Base symposium next week?

Lowe: Yes, I will be at the symposium. I'm participating at a—as a panelist in the Monday best practices session as well.

Urbanski: Awesome. That's going to be great to hear from you at that session. Is that first thing in the morning on Monday, I believe?

Lowe: There is an 8:30 version and also a 3:30 version, if I'm not mistaken.

Urbanski: I think I miss you at the 3:30. I'm going to be presenting in a different room. But, folks, if you'd like to—if you are attending the symposium, if you'd like to pick John's brain we do have several—a couple sessions that are going to be on best practices from folks that have been piloting, using, adopting Schoolnet, and other areas of Home Base. John and others like him will be there to share some of their experiences. I think it's going to be a great opportunity for folks that are going to be coming to that symposium next week.

All right. Well, John, I will definitely see you. I'll be on the lookout and see you next week. And if you're available come by the data and reporting session because that I hear is just going to be a hoot.

Lowe: Awesome.

Urbanski: [LAUGHS] That's a good term, I've been told. All right. So with me now on the magic screen I'm trying to find the PowerPoint that I just left. All right. And put that back on our screen. Ladies and gentlemen, we're about wrapping up with our time here today. And I wanted to see if there's any last questions. Go ahead and post that into the questions box right now. But as we wind down there's a couple things I'm going to ask you to do. One of them, for those of you that have been on this website—webinar before is to take a real brief survey at the end of the session. So I'm going to post that link in a moment. Before I do, I wanted to remind that there is the link right there to the website for the Home Base DPI website as well as the link if you would like to have any information or get the updates on anything that happens within Home Base, be it PowerSchool [ph], the educator effectiveness tool, or the Schoolnet and OpenClass online tools. You can log in at that second link.

And, again, I'm going to send this PowerPoint out to everybody that's on the call here today. You can click on that link and you can self subscribe to the Home Base biweekly newsletter. If you have any questions or comments or challenges or maybe issues that you need to address we've set up a system to—for support. One of them would be you're—the main point person at your district or charter school that represents the Schoolnet environment. That could be a

PowerSchool coordinator or a data manager. Check with that person because the question you have might just be a—have just been answered thought just recently by that person. And if there's something that's seems to be escalated that we have the information there on how you can report a problem or an issue or a question to the support center. The email and the phone number.

Just a little plug for these Thursday sessions on the screen right now.

Every Thursday between now and the end of the school year we do have Schoolnet and OpenClass webinars from 3:30 to 4:30. This link will take you to the schedule that you can sign up and register for the next series. You can also get information on how to sign up for registering the—for webinars in the Home Base biweekly newsletters. We—regularly publish—publicize the upcoming webinars. And here's another fun one. We have literally taken Schoolnet, chunked it apart into small little bite-sized pieces over the last two years, and we've turned them into webinar training sessions. And on the screen, the bottom link is the link to the webinar archive. Once these things—it does take a little bit of time. But once they are transcribed we then put the transcription and the recording link up on the webpage so you can refer back to them for your training purposes.

All right, so I'm going to do a last call for questions. And while I do that on the screen this is the one thing that I really ask of everybody, is if you can take a moment and share with us some feedback that you have today on the webinar. Because this is how we learn, grow, and share, much like what we like to instill with our students. How can we be better at our jobs? I'm going to go ahead and post this into the chat box, this link right here. And hopefully it's allowing me to

do so. I've just posted on the—the little chat box. And I will go ahead and put it back up on the screen. If you could [ph] take a moment and share a little bit of feedback on what you thought about today's session, and how we could make some improvements going forward please share that with us. We're always interested how we can learn and grow.

All right. So with that, I believe we are coming down to the—near the end of the show here. We will be hanging out for the next few minutes. I don't see any questions in the questions box at the present time. But if you do have any please feel free to type them in there. For Shannon Hickman, sitting across the table waiting for some of those questions, this is Dan Urbanski along with John Lowe saying thank you everybody. John Lowe. I might have blurred that together. I want to make sure you get the proper edification there, John. And with that, everybody, thank you very much for attending.

Lowe: Thanks, Dan.

Urbanski: And we will see you next week as we transition. And we are going to be talking about another exciting Schoolnet related webinar topic. And that's going to be on roles and permission. So be sure to join us for that. Again, thank you very much, everybody. And I look forward to seeing you on a webinar coming soon.

[END RECORDING]