

Welcome Back!

Going Digital

Transforming Teaching and Learning with
Schoolnet

Wiki: <https://tinyurl.com/IdahoCCSS>

Day Three

Learning Targets

- ⦿ I CAN describe how the integration of digital media aligns with Idaho Core Standards.
- ⦿ I CAN incorporate principles of Universal Design for Learning into lesson development.
- ⦿ I CAN describe the components of a digital lesson and how it impacts teaching and learning.
- ⦿ I CAN navigate Schoolnet to identify and utilize digital media.
- ⦿ I CAN effectively use digital media with high-yield instructional strategies in a one, few or many computer environment.

Essential Questions

What is text?

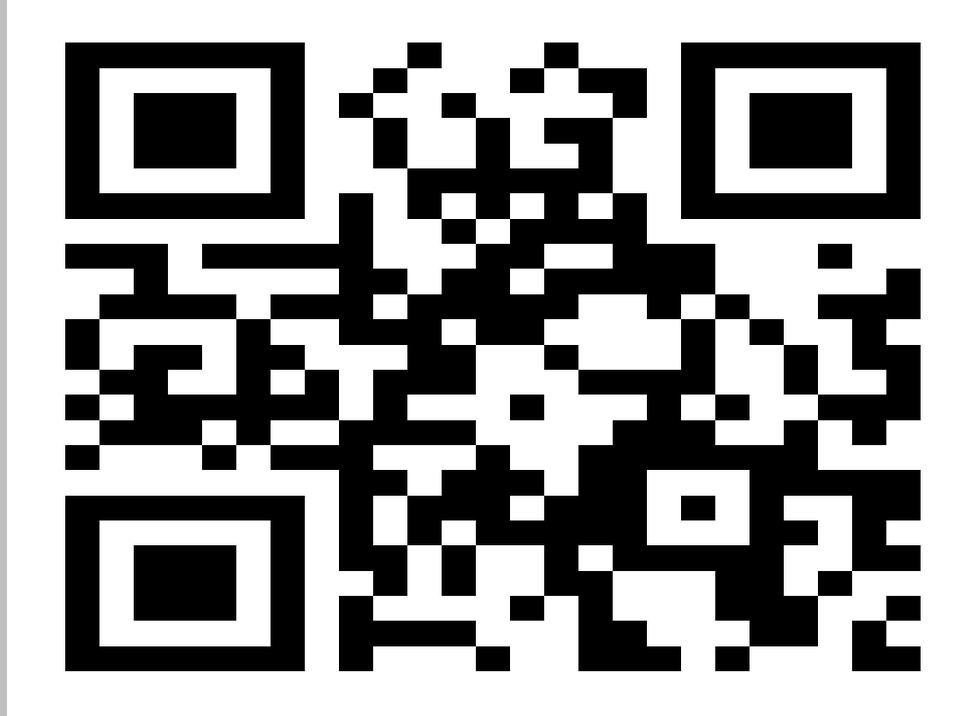
How can we scaffold kids into complex text?

Immersion Activity #1

Learning Targets

- ◎ I CAN incorporate digital media flexibly and strategically to support Idaho Core expectations.
- ◎ I CAN define and refine my definition of text.

What is Text?



<https://tinyurl.com/idahowhatistext>

www.edmodo.com



Mrs. Magee
Teacher

Latest Posts

Discover

Insights

Groups [Join or Create](#)

Search groups...

Rapides Parish Leadership

CCGPS School Teams

edmodo

GROUP #
hdu6qd

Sign in to Edmodo.

Username or Email

Password

Login

[Forgot your password?](#)

Sign up now. It's free.

I'm a Teacher

I'm a Student

[I'm a Parent](#) | [Schools & Districts](#)



The Task:

- Access the digital assignment in groups of two.
- Work through each step of the assignment, answering the discussion questions in our Edmodo group.
- Revisit the Essential Questions and prepare to share thoughts.

Essential Questions

What is text?

Essential Questions

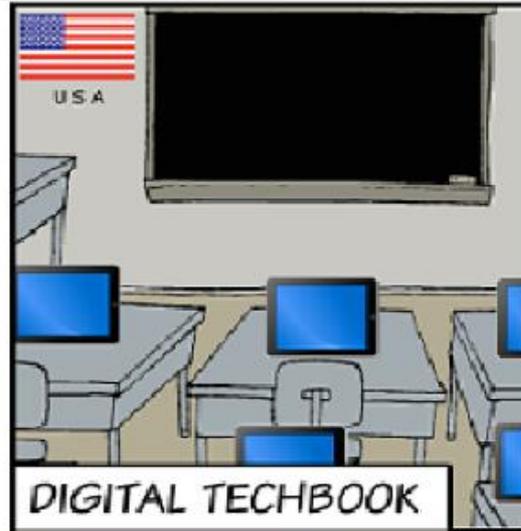
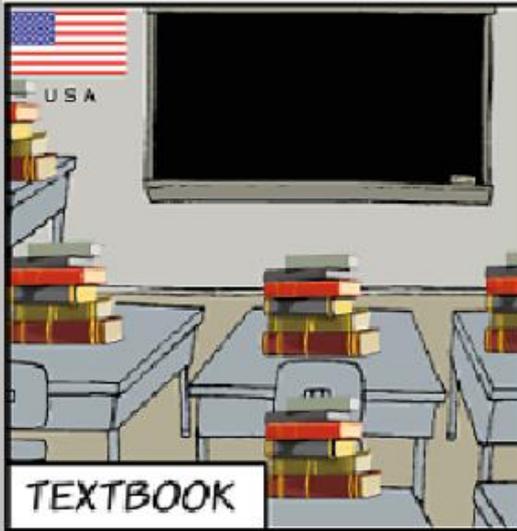
***How can we scaffold
kids into complex
text?***

How can we scaffold students into complex text?

- Activate and develop background knowledge
- Use different types of text to engage all types of learners
- Provide an entry point of success for every learner
- Provide multiple opportunities for practice and mastery

BREAK

**Does the amount of available
technology define effective
instruction?**



Think Like a Student: Stations Based Teaching and Learning

Essential Questions

- How do we prepare for disasters?
- What are some emotional, physical, mental, and financial effects of disasters?
- What roles do human strength and resilience play in recovering from disasters?

Immersion Activity #2

Learning Targets

- ⦿ I CAN collect and synthesize information from multiple sources to address important questions about disasters.
- ⦿ I CAN create a digital assignment that includes different types of media and uses information from multiple sources to cite evidence.
- ⦿ I CAN work collaboratively with my peers in small groups.

Engage: Whole Group



Add image of disaster.

- What do you think is happening in this image?
- How do you think the people in the image were feeling?

Disasters: An Acrostic

- D
- I
- S
- A
- S
- T
- E
- R

Natural Disasters

Follow Up Questions

- What were the observable consequences of the natural disasters you saw in the video?
- How do natural disasters affect human survivors?

Experiencing a Disaster

- anxiety

Recovering from Disaster

- anger

RESILIENCE

According to the American Psychological Association,

“Resilience, which is the process of adapting positively when confronted with adversity, is an ordinary, not extraordinary, human quality.”

Culminating Task Question:

How might understanding what is necessary to prepare for and recover from a disaster enable one to find personal strength?

Name: _____

Data Collection Sheet

Essential Question:

What roles do human strength and resilience play in recovering from disasters?

Center 1	
Center 2	
Center 3	
Center 4	
Center 5	

Write the Essential Questions here!



Essential Questions

- How do we prepare for disasters?
- What are some emotional, physical, mental, and financial effects of disasters?
- What role do human strength and resilience play in recovering from disasters?



Learning Center Guidelines

Complete two centers.

Collaborate with your group according to our group norms .

Collect evidence.

Leave each center as you find it.



Explore additional centers if you complete the required three (without completing them).

Explore the Centers

Culminating Task

Requirements

Rubric

Product

The Importance of Storyboarding

- **Brainstorming**
- **Drafting**

Let's Reflect

During the center exploration, what did you notice?

- Engagement
- Level of Task
- Role of the Teacher
- Planning and Preparation
- Formative Assessment

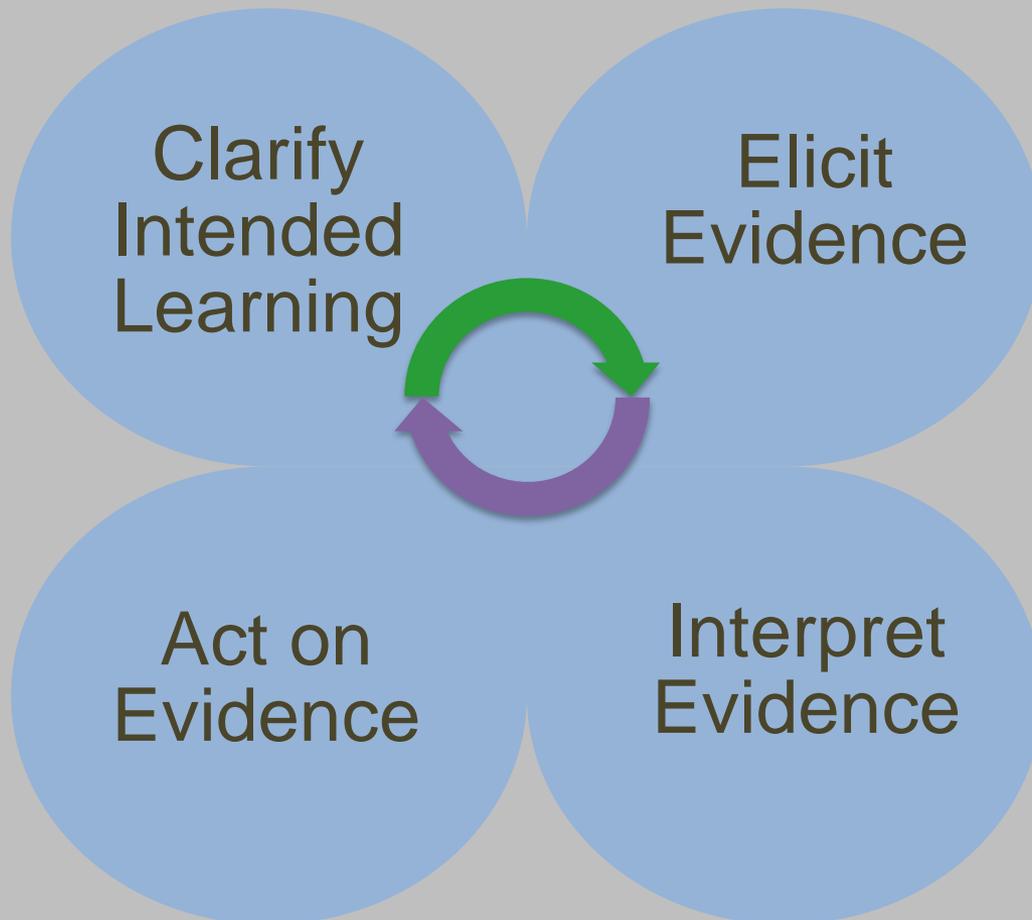
Formative Assessment Process Defined



- Formative assessment is a deliberate ***process*** used by teachers and students ***during instruction*** that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection and attainment of curricular learning targets/goals.

Four Attributes

The formative assessment process attributes are:



What are the advantages of employing stations-based learning in the classroom?

Advantages of Using Stations

- Interactive and engaging
- Establishes cooperation and team work
- Expands and explores the content and standards to be learned with different teaching techniques and strategies
- Gives the teacher the opportunity to do different types of assessments

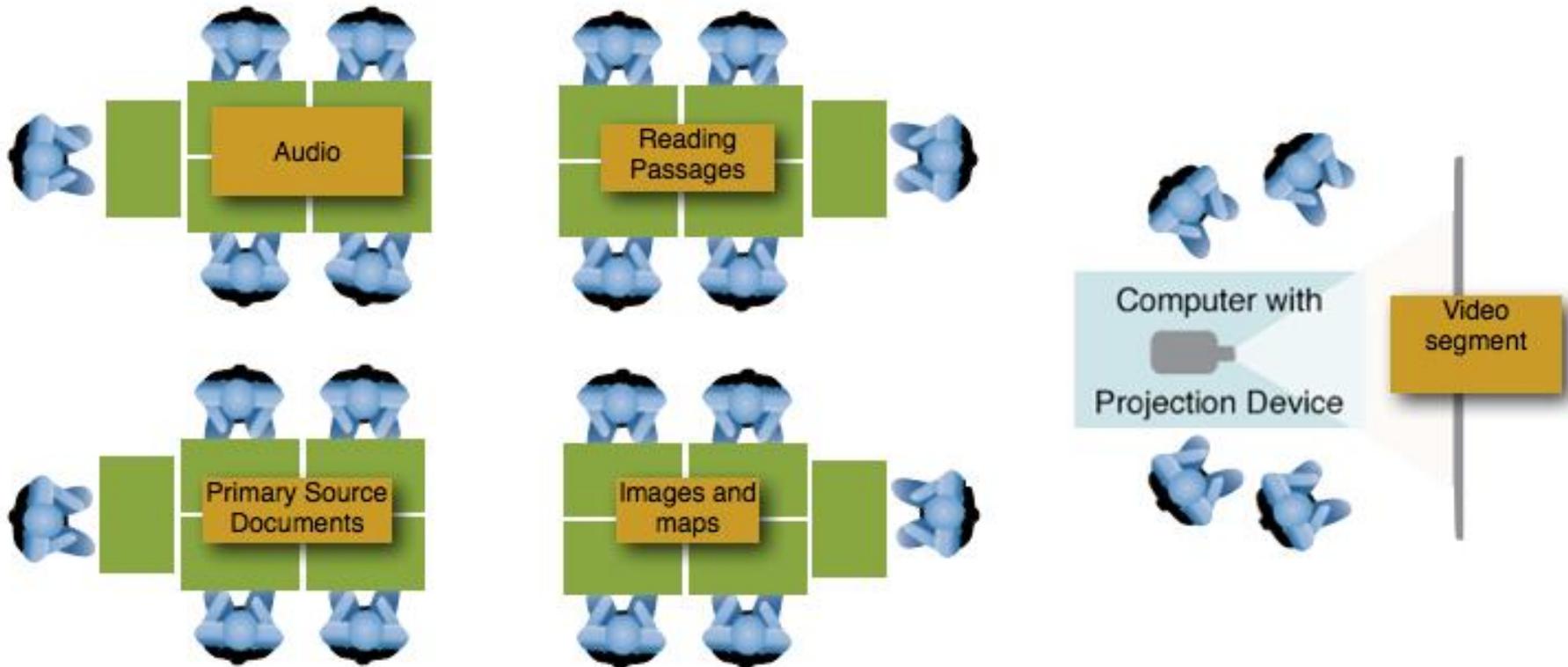
What are some of the challenges to stations-based learning?

How can we address and resolve some of those challenges?

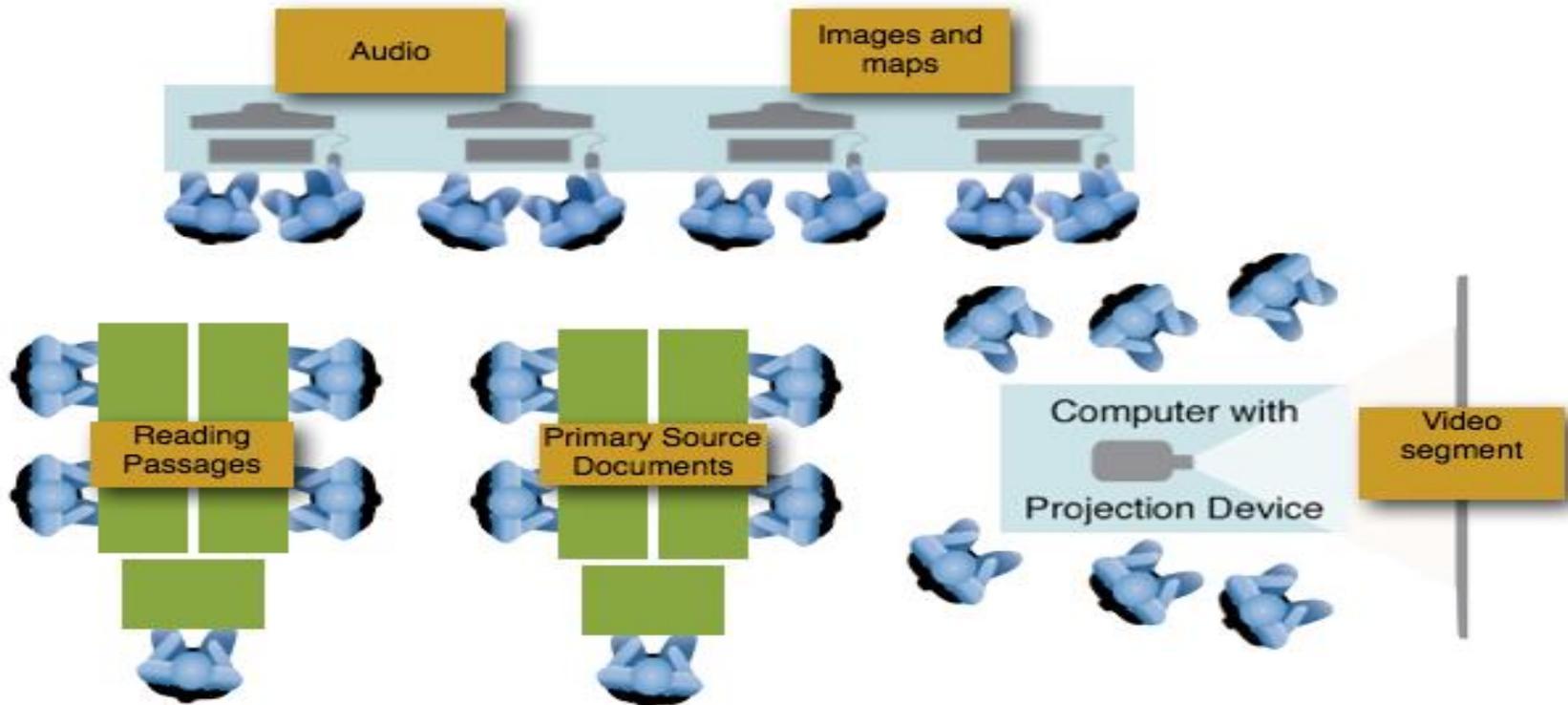
Helpful Hints

- Include instructions and signs for centers that define the activities
- Number each center
- Provide tangible sheet for data collection at each center
- Print extra copies of centers materials and student sheets
- Use plastic covers for documents
- Think about time limits vs. open centers
- Visit one center per day vs. all centers in one day
- Rotate center materials vs. students rotating

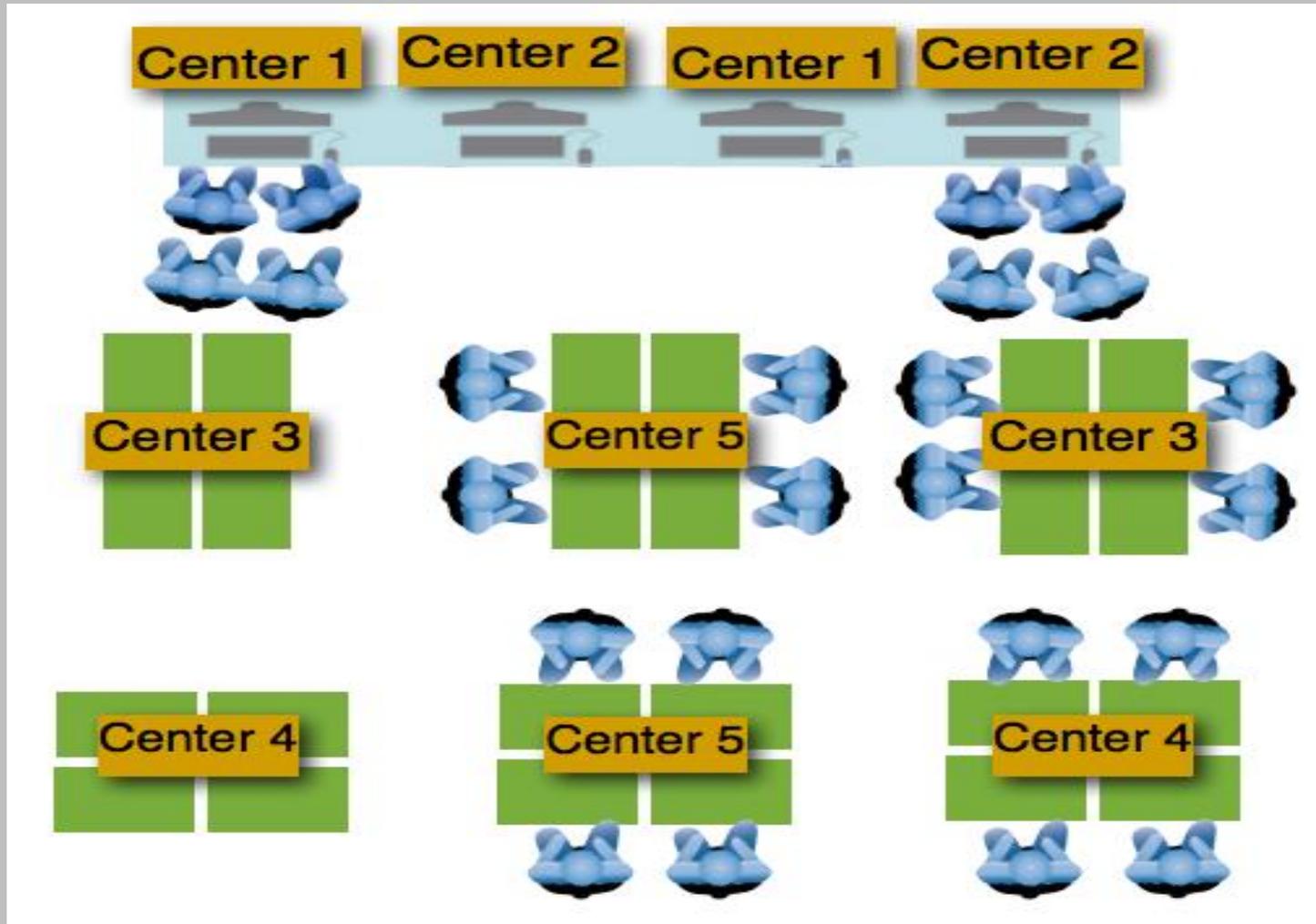
Options for Classroom Configurations



Options for Classroom Configurations



Options for Classroom Configurations



Create New Instructional Unit

Section 1 (required) Define Properties	Section 2 (recommended) Create Content	Section 3 (recommended) Align Standards	Section 4 (optional) Link Related Materials	Section 5 (optional) Identify Organizers
---	---	--	--	---

Planning For Centers

Define Properties for this Instructional Unit

Title*

Subject*

Grade Range* to

Description*

Duration Minute(s)

Author(s) ALVARADO, PRESTON

Publisher Idaho



EquiP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

Grade: Literacy Lesson/Unit Title:

Overall Rating:

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of grade-level CCSS ELA/Literacy standards. Includes a clear and explicit purpose for instruction. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5). Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing and speaking about texts. Addresses instructional expectations and is easy to understand and use. Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> Include a progression of learning where concepts and skills advance and deepen over time. Gradually remove supports, requiring students to demonstrate their independent capacities. Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. Include independent reading based on student choice and interest to build stamina, confidence and motivation; indicates how students are accountable for that reading. Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). Assesses student proficiency using methods that are unbiased and accessible to all students. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> Use varied modes of assessment, including a range of pre, formative, summative and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0



The EquiP rubric is derived from the Tri-State Rubric and the collaborative development process led by Massachusetts, New York, and Rhode Island and facilitated by Achieve. This version of the EquiP rubric is current as of 02-25-13. View Creative Commons Attribution 3.0 Unported License at <http://creativecommons.org/licenses/by/3.0/>. Educators may use or adapt. If modified, please attribute EquiP and re-title.



Logging into Schoolnet



IDAHO SYSTEM FOR EDUCATIONAL EXCELLENCE
IDAHO STATE DEPARTMENT OF EDUCATION

DEMO

Welcome, Dan! | BEAR LAKE COUNT... | Sign Out | My Account | Help

Find a Student Go

User Management | System

School & District Data
Reports & Indicators

Classrooms
Rosters, Reports, Planners

Assessment Admin
Create & Monitor

Educator Development
Goals, Performance, PD

Scope: Personal

Welcome, Dan.

Your role is [System Operator](#) at [BEAR LAKE COUNTY DISTRICT](#)

Schoolnet IIS Support Desk
e-mail: schoolnetsupport@sde.idaho.gov
Phone: 1-877-873-1551
Hours: Mon. – Fri. 8:00 AM to 6:00 PM MST

Schoolnet Training Materials
FAQ, Videos & Instructional Tools

See What's New in Schoolnet



WHAT'S NEW IN SCHOOLNET v14.4:

- New Assessment Item Types
- Assign Resources to Students
- Curriculum Manager Enhancements

Search Reports for **BEAR LAKE COUNTY DISTRICT**

Search

Key Reports (4) | My Reports (0) | Most Frequent (5)

My Classroom

Institution: BEAR LAKE CO

Teacher:

Recent Assessments

District and Local Tests | Classroom Tests | Standardized Tests | Upcoming Tests

To view data, first choose a section.

Lunch

Why Media?

What are the advantages of using media in the stations/centers?

Why Media?

Did this paper slide video make you think of any additional advantages of using media?

Logging into Schoolnet



IDAHO SYSTEM FOR EDUCATIONAL EXCELLENCE
IDAHO STATE DEPARTMENT OF EDUCATION

0 Welcome, Dan! | BEAR LAKE COUNT... | Sign Out | My Account | Help

Find a Student Go

User Management | System

DEMO

School & District Data
Reports & Indicators

Classrooms
Rosters, Reports, Planners

Assessment Admin
Create & Monitor

Educator Development
Goals, Performance, PD

Scope: Personal

Welcome, Dan.

Your role is [System Operator](#) at [BEAR LAKE COUNTY DISTRICT](#)

Schoolnet IIS Support Desk
e-mail: schoolnetsupport@sde.idaho.gov
Phone: 1-877-873-1551
Hours: Mon. – Fri. 8:00 AM to 6:00 PM MST

Schoolnet Training Materials
FAQ, Videos & Instructional Tools

See What's New in Schoolnet



WHAT'S NEW IN SCHOOLNET v14.4:

- New Assessment Item Types
- Assign Resources to Students
- Curriculum Manager Enhancements

Search Reports for **BEAR LAKE COUNTY DISTRICT**

Search

Key Reports (4) | My Reports (0) | Most Frequent (5)

My Classroom

Institution: BEAR LAKE CO

Teacher:

Recent Assessments

[District and Local Tests](#) | [Classroom Tests](#) | [Standardized Tests](#) | [Upcoming Tests](#)

To view data, first choose a section.

Searching on Schoolnet

The screenshot shows the Schoolnet interface for the Idaho System for Educational Excellence. At the top, there is a navigation bar with the ISEE logo, the text "IDAHO SYSTEM FOR EDUCATIONAL EXCELLENCE" and "IDAHO STATE DEPARTMENT OF EDUCATION", a "DEMO" button, and a user welcome message "Welcome, Dan!". To the right of the welcome message are links for "BEAR LAKE COUNT...", "Sign Out", "My Account", and "Help". Below this is a search bar labeled "Find a Student" with a "Go" button. Further right are links for "User Management" and "System".

The main navigation bar is blue and contains several menu items: "School & District Data" (Reports & Indicators), "Classrooms" (Rosters, Reports, Planners), "Assessment Admin" (Create & Monitor), and "Educator Development" (Goals, Performance, PD). Below this navigation bar are four main content tiles: "Student Performance" (Analyze by test, standard, section and skill), "Student Groups" (For differentiated instruction), "Lesson Planner" (Schedule lessons, units and materials), and "Instructional Materials" (Find standards, curriculum, courses and resources). A "Curriculum Manager" tile is also visible, with the description "Create and edit curriculum, curricular units and other instructional materials".

Below the main content area, there is a "WHAT'S NEW IN SCHOOLNET v14.4:" section with a list of updates: "New Assessment Item Types", "Assign Resources to Students", and "Curriculum Manager Enhancements". To the right of this section is a "My Classroom" section with a dropdown menu for "Institution" (set to "BEAR LAKE CO") and a dropdown menu for "Teacher".

At the bottom left, there is a search bar for "Search Reports for BEAR LAKE COUNTY" with a "DISTRICT" dropdown and a "Search" button. At the bottom right, there is a "Recent Assessments" section with four buttons: "District and Local Tests", "Classroom Tests", "Standardized Tests", and "Upcoming Tests".

Searching on Schoolnet

The screenshot displays the Schoolnet website interface. At the top left is the Idaho System for Educational Excellence (ISEE) logo and the text "IDAHO SYSTEM FOR EDUCATIONAL EXCELLENCE IDAHO STATE DEPARTMENT OF EDUCATION". A red "DEMO" button is overlaid on the logo. The top right shows a user greeting "Welcome, Dan!" and a dropdown menu for "BEAR LAKE COUNT...". Navigation links include "Sign Out", "My Account", and "Help". A search box for "Find a Student" with a "Go" button is present, along with links for "User Management" and "System".

The main navigation bar includes four categories: "School & District Data" (Reports & Indicators), "Classrooms" (Rosters, Reports, Planners), "Assessment Admin" (Create & Monitor), and "Educator Development" (Goals, Performance, PD). A yellow arrow points to the "Assessment Admin" link.

The "Instructional Materials" section features a search interface with the following elements:

- Dropdown menu: "Select a Subject"
- Dropdown menu: "Select a Grade"
- Dropdown menu: "Materials" (with a downward arrow)
- Text input field: "Type Keyword(s)"
- Search button: "Search"
- Buttons: "Create", "Lesson Plan" (dropdown), and "Go"
- Links: "Go to My Materials" and "Pending Materials"
- Help icon: A question mark in a circle.

At the bottom, there are links for "Report Misuse", "Contact Us", "Tech Check", "Acceptable Use Policy", and "About this Site". The footer includes the Schoolnet logo and copyright information: "Copyright© 2005-2013 Pearson Education, Inc., or its affiliate(s). All rights reserved. NYPRODWEB23".

Finding DE Resources

The screenshot displays the ISEE website interface. At the top, the logo for the Idaho System for Educational Excellence is visible, along with the text 'IDAHO STATE DEPARTMENT OF EDUCATION' and a red 'DEMO' button. The user is logged in as 'Dan!' and is viewing the 'BEAR LAKE COUNT...' page. A search bar contains the text 'Find a Student' and a 'Go' button. Below the search bar, there are navigation tabs for 'School & District Data', 'Classrooms', 'Assessment Admin', and 'Educator Development'. The main content area is titled 'Search Results' and features a search filter set to 'Materials'. A yellow arrow points to the search bar. The search results are displayed in a list format, with two results visible. The first result is titled '\$4 Million Dirigible Plunges Into Ocean ...' and is categorized under 'SchoolNet Support, 06 - 08'. The second result is titled '\$5,000 for Mme. Curie' and is categorized under 'Life and Physical Sciences, 06 - 12'. Both results include a 'Preview' button, a 'Save' button, and a 'Schedule' button. The search results are sorted by 'Title' and show 'Results 1 - 10 of 84360'.

0 Welcome, Dan! | BEAR LAKE COUNT... | Sign Out | My Account | Help

Find a Student Go

User Management | System

School & District Data Reports & Indicators

Classrooms Rosters, Reports, Planners

Assessment Admin Create & Monitor

Educator Development Goals, Performance, PD

Search Results

Find Materials Type Keyword(s)

Go to My Materials

Pending Materials

Reset Filters

▼ Intended Audience

- For Educators (17,788)
- For Students (66,572)

▼ Subject

+ More Subjects

▼ Grade

- PK (13,007)
- KG (13,007)
- 01 (13,820)
- 02 (13,829)
- 03 (19,572)
- 04 (19,776)
- 05 (19,739)
- 06 (40,122)
- 07 (39,404)

SchoolNet (92,833) Discovery Ed. (84,360)

Previous Sort by Title Results 1 - 10 of 84360 Next

E \$4 Million Dirigible Plunges Into Ocean ...
SchoolNet Support, 06 - 08
The air ship Macon plunges into the ocean off the coast of California.
Preview Save Schedule

E \$5,000 for Mme. Curie
Life and Physical Sciences, 06 - 12
In 1929, Madam Curie is presented with a \$5,000 check to use towards her scientific research of cancer.
Preview Save Schedule

Save Resources in My Materials

ISSE IDAHO SYSTEM FOR EDUCATIONAL EXCELLENCE IDAHO STATE DEPARTMENT OF EDUCATION **DEMO**

Welcome, Dan! | BEAR LAKE COUNT... | Sign Out | My Account | Help

Find a Student Go

User Management | System

School & District Data Reports & Indicators Classrooms Rosters, Reports, Planners Assessment Admin Create & Monitor Educator Development Goals, Performance, PD

Search Results

Find Type Keyword(s)

[Go to My Materials](#)
[Pending Materials](#)

[Reset Filters](#)

Intended Audience
 For Educators (17,788)
 For Students (66,572)

Subject
[+ More Subjects](#)

Grade
 PK (13,007)
 KG (13,007)
 01 (13,820)
 02 (13,829)
 03 (19,572)
 04 (19,776)
 05 (19,739)
 06 (40,122)
 07 (39,404)

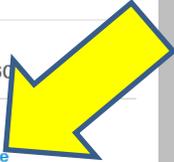
Schoolnet (92,833) Discovery Ed. (84,360)

Previous Sort by

Results 1 - 10 of 84360

E [\\$4 Million Dirigible Plunges Into Ocean ...](#)
SchoolNet Support, 06 - 08
The air ship Macon plunges into the ocean off the coast of California.
[Preview](#)

E [\\$5,000 for Mme. Curie](#)
Life and Physical Sciences, 06 - 12
In 1929, Madam Curie is presented with a \$5,000 check to use towards her scientific research of cancer.
[Preview](#)



Integration Strategy: Silent Video

Add a video

**How does this integration
strategy support UDL?**

3 Primary Principles Guide UDL

I. Provide Multiple Means of Representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Provide Multiple Means of Action and Expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

Test

Section 1 (required)
Define Properties

Section 2 (recommended)
Create Content

Section 3 (recommended)
Align Standards

Section 4 (optional)
Link Related Materials

Section 5 (optional)
Identify Organizers

The following 1 Instructional Materials are currently linked to this lesson plan:

Resource(s):

 [*Deconstructed Standards: 2.G.1 Geometry, Standard 1, Grade 2](#)

The deconstructed standards present a collection of learning targets representing the knowledge, reasoning, skills, and products underpinning each standard. When addressed collectively, these targets will move students toward competency with the overall standard.

Find or create instructional materials to link to this lesson plan:

[Search in Public Materials Banks](#)

[Search in My Materials](#)

[Create and Link New Materials](#)

How to use this feature:

Search for the desired resource(s) using the form below. Click the link icon  next to any item you want to add to your material.

Keyword(s):

Subject:

Mathematics 

Grade Range:

02  to 02 

Sources:

Schoolnet 

Schoolnet Training Materials



IDAHO SYSTEM FOR EDUCATIONAL EXCELLENCE
IDAHO STATE DEPARTMENT OF EDUCATION

DEMO

Welcome, Dan! | BEAR LAKE COUNT... | Sign Out | My Account | Help

Find a Student

[User Management](#) | [System](#)

School & District Data
Reports & Indicators

Classrooms
Rosters, Reports, Planners

Assessment Admin
Create & Monitor

Educator Development
Goals, Performance, PD

Scope:

Welcome, Dan.

Your role is [System Operator](#) at [BEAR LAKE COUNTY DISTRICT](#)

Schoolnet IIS Support Desk
e-mail: schoolnetsupport@sde.idaho.gov
Phone: 1-877-873-1551
Hours: Mon. – Fri. 8:00 AM to 6:00 PM MST

Schoolnet Training Materials
FAQ, Videos & Instructional Tools



WHAT'S NEW IN SCHOOLNET v14.4:

- New Assessment Item Types
- Assign Resources to Students
- Curriculum Manager Enhancements

Search Reports for **BEAR LAKE COUNTY DISTRICT**

My Classroom

Institution:

Teacher:

Recent Assessments

To view data, first choose a section.

Key Reports (4) | My Reports (0) | Most Frequent (5)



Idaho ISEE Resources & Materials

- Home
- Training Opportunities
- Training for Teachers
- Training for Admin & Leadership
- Integrated PD
- Support

Welcome Idaho Educators!

In an effort to fully integrate Idaho's System for Educational Excellence (ISEE) use in Idaho classrooms, schools and districts, the following resources and links are available.

Please find within these tabs, resources, training materials and on-demand training available 24/7 from any internet-connected computer.

Find below a chart of common FAQ's that will link to the direct resource.

FAQ Title	Powersource Material
Where/How Can I get Schoolnet Assistance?	ISEE Support Guide
How Do I Create an Assessment?	Assessment Admin: Create a Manual Test Quick Start Guide Assessment Admin: Create an Express Test Quick Start Guide
How Do I Schedule and Administer an Assessment?	Assessment Admin: Administering Online Assessments Assessment Admin: Scoring Online Assessments Assessment Admin: Scheduling Tests Quick Start Guide
How Do I Access Student Portal information, including Student usernames?	Quick Start Guide Student Portal Information



Creating Resources & Adding to a Lesson Plan Quick Reference Card

Creating Resources & Adding to a Lesson Plan

Resources are support materials that aren't actually lessons. Think of maps, links to video or websites, pictures, handouts, etc. A resource can stand alone or be linked to one or multiple lesson plans. When you create a resource there is an option to tag the intended audience as educators or students.

Creating a Resource

You can create a resource independently or as part of the lesson creation process.

To create a resource:

1. From the Classrooms menu, click **Instructional Materials**
2. From the Create menu on the top right, select **Resource** and click **Go**.

The screenshot shows a button labeled 'Create Resource' with a dropdown arrow next to it. Below this button is a 'Go' button.

3. In **Define Properties**, complete the required (?) fields
If this resource can be used with students, change the **For Students** field to Yes.
 4. Click the **Create Content** tab and select an entry method:
 - **District Template** – type or paste content into the text field
 - **File** – attach a file
 - **URL** – point to a URL
 5. Click the **Align Standards** tab
- Click the + to expand a standard, and then click the open box next to the standard(s) desired to select a specific

standard/skill. You can select standards from other subjects and grade level as appropriate.

6. Click the **Identity Organizers** tab
Check any organizers that further describe this resource.
7. At the bottom of the screen, click **Save** when finished
8. Click **View Materials**

Adding Resources to Lesson Plans

As you create a lesson plan, you can associate it with related resources. To add a resource to an existing plan, click **Edit this lesson plan** within the lesson plan details.

To add a resource:

1. Go to Section 4: **Link Related Materials**.
2. Locate a resource one of three ways:

Find or create instructional materials to link to this lesson plan.

[Search in Public Materials Bank](#) [Search in My Materials](#) [Create and Link New Materials](#)

- Use **Search in Public Materials Bank** to browse available resources using filters to narrow your search, and then click the link icon
 - Use the **Search in My Materials** tab to locate a resource you created or saved earlier from the public bank and then click the link icon
 - To add a new resource on the fly, enter required information and click **Create and Link New Materials**.
This will create a separate resource in **My Materials** as well as a resource linked to the specific lesson plan.
3. Click **View Material** to exit edit view

Searching Directly Through DE

 IDAHO SYSTEM FOR EDUCATIONAL EXCELLENCE
IDAHO STATE DEPARTMENT OF EDUCATION **DEMO**

0 Welcome, PRESTON! | [Sign Out](#) | [My Account](#) | [Help](#)

Find a Student

[Home](#) | **School & District Data** (Reports & Indicators) | **Classrooms** (Rosters, Reports, Planners) | **Assessment Admin** (Create & Monitor) | **Educator Development** (Goals, Performance, PD)

Welcome back, PRESTON.

Your last visit was 13 days ago. Your role is [Teacher](#) at [MAXINE JOHNSON ELEMENTARY \(0456\)](#)

Schoolnet IIS Support Desk
e-mail: schoolnetsupport@sde.idaho.gov
Phone: 1-877-873-1551
Hours: Mon. – Fri. 8:00 AM to 6:00 PM MST

Schoolnet Training Materials
FAQ, Videos & InstructionalTools

Discovery Education [Learn More](#)

My Classroom

Section

WHAT'S NEW IN SCHOOLNET v14.4:

- New Assessment Item Types
- Assign Resources to Students
- Curriculum Manager Enhancements

Integration Strategy: Pause/Prompt

Step 1: Set a Purpose

Today's Purpose:

Add a video

- Identify and define any unfamiliar or interesting vocabulary words used throughout the video segment.

Integration Strategy: Pause/Prompt

Step 2: Watch the Video

Integration Strategy: Pause/Prompt

Step 3: Collaborate

Next Step:

- Turn and talk to your neighbor—compare the terms you recorded. Are they the same or different?

Integration Strategy: Pause/Prompt

Step 4: Complete the Video

Integration Strategy: Utilizing the Transcript

How can we use the video segment to help us define the words we have identified as interesting or unfamiliar?

**How does this integration
strategy support UDL?**

3 Primary Principles Guide UDL

I. Provide Multiple Means of Representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Provide Multiple Means of Action and Expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

Integration Strategy: Multiple Perspectives

Integration Strategy: Acting Out Song

Integration Strategy: Summarizing

Integration Strategy: Using Wordle

Integration Strategy: Using Sound to Prompt Effective Writing

How do these integration strategies support UDL?

3 Primary Principles Guide UDL

I. Provide Multiple Means of Representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Provide Multiple Means of Action and Expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

Get Your Hands Dirty!

Find two assets to share with your colleagues and add them to My Materials in Schoolnet. Be ready to share how each asset can be utilized with a high yield instructional strategy to enhance instruction.

Logging into Schoolnet

IDAHO SYSTEM FOR EDUCATIONAL EXCELLENCE
IDAHO STATE DEPARTMENT OF EDUCATION

Welcome, Dan! | BEAR LAKE COUNT... | Sign Out | My Account | Help

Find a Student Go

User Management | System

School & District Data Reports & Indicators | **Classrooms** Rosters, Reports, Planners | **Assessment Admin** Create & Monitor | **Educator Development** Goals, Performance, PD

Scope: Personal

Welcome, Dan.

Your role is [System Operator](#) at [BEAR LAKE COUNTY DISTRICT](#)

Schoolnet IIS Support Desk
e-mail: schoolnetsupport@sde.idaho.gov
Phone: 1-877-873-1551
Hours: Mon. – Fri. 8:00 AM to 6:00 PM MST

Schoolnet Training Materials
FAQ, Videos & Instructional Tools

ETI EDUCATION TECHNOLOGY integration
[Learn More](#)

WHAT'S NEW IN SCHOOLNET v14.4:

- New Assessment Item Types
- Assign Resources to Students
- Curriculum Manager Enhancements

Search Reports for **BEAR LAKE COUNTY DISTRICT**

Key Reports (4) | My Reports (0) | Most Frequent (5)

My Classroom

Institution: BEAR LAKE CO

Teacher:

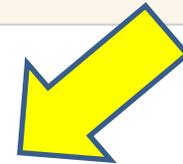
Recent Assessments

[District and Local Tests](#) | [Classroom Tests](#) | [Standardized Tests](#) | [Upcoming Tests](#)

To view data, first choose a section.



Idaho ISEE Resources & Materials



- Home
- Training Opportunities
- Training for Teachers
- Training for Admin & Leadership
- Integrated PD
- Support

Welcome Idaho Educators!

In an effort to fully integrate Idaho's System for Educational Excellence (ISEE) use in Idaho classrooms, schools and districts, the following resources and links are available.

Please find within these tabs, resources, training materials and on-demand training available 24/7 from any internet-connected computer.

Find below a chart of common FAQ's that will link to the direct resource.

FAQ Title	Powersource Material
Where/How Can I get Schoolnet Assistance?	ISEE Support Guide
How Do I Create an Assessment?	Assessment Admin: Create a Manual Test Quick Start Guide Assessment Admin: Create an Express Test Quick Start Guide
How Do I Schedule and Administer an Assessment?	Assessment Admin: Administering Online Assessments Assessment Admin: Scoring Online Assessments Assessment Admin: Scheduling Tests Quick Start Guide
How Do I Access Student Portal information, including Student usernames?	Quick Start Guide Student Portal Information



Idaho ISEE Resources & Materials

[Home](#)[Training Opportunities](#)[Training for Teachers](#)[Training for Admin & Leadership](#)[Integrated PD](#)[Support](#)

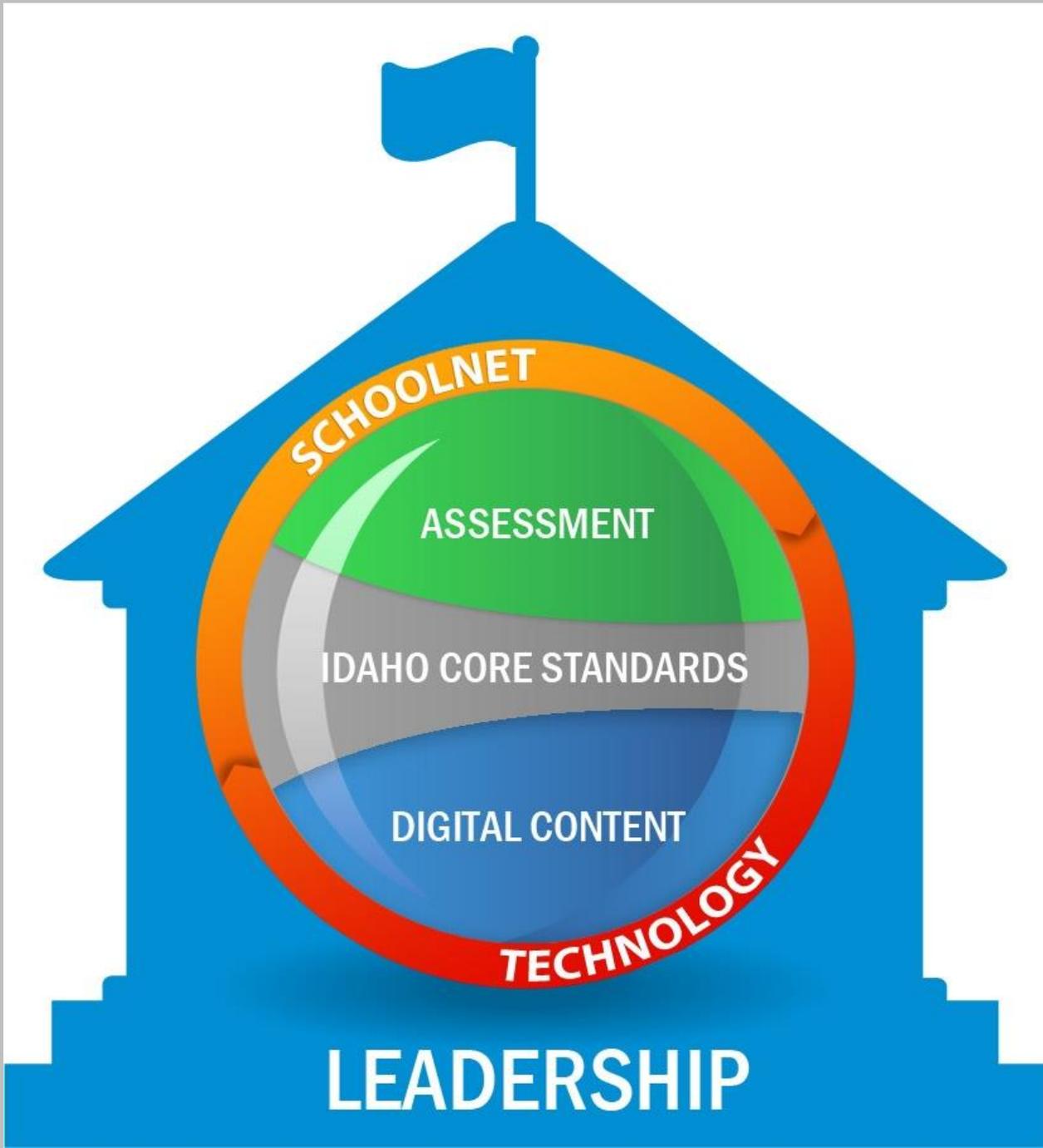
PowerPoints

-  Day 1 (*Updated 7-29-2013*)
-  Day 2 (*Updated 7-29-2013*)

Supplemental Documents

-  ELA Overarching Shift 1 (*Updated 8-7-2013*)
-  ELA Overarching Shift 2 (*Updated 8-7-2013*)
-  ELA Overarching Shift 3 (*Updated 8-7-2013*)
-  ELA Shift 1 Teacher Student (*Updated 8-7-2013*)
-  ELA Shift 2 Teacher Student (*Updated 8-7-2013*)
-  ELA Shift 3 Teacher Student (*Updated 8-7-2013*)
-  ELA Shift 4 Teacher Student (*Updated 8-7-2013*)
-  ELA Shift 5 Teacher Student (*Updated 8-7-2013*)
-  ELA Shift 6 Teacher Student (*Updated 8-7-2013*)
-  ELA Shift Heading 1 (*Updated 8-7-2013*)
-  ELA Shift Heading 2 (*Updated 8-7-2013*)
-  ELA Shift Heading 3 (*Updated 8-7-2013*)
-  ELA Shift Heading 4 (*Updated 8-7-2013*)
-  ELA Shift Heading 5 (*Updated 8-7-2013*)
-  Idaho Core Instructional Shifts - Mathematics (*Updated 8-7-2013*)
-  Idaho Core Leadership Academy Wiki (*Updated 8-7-2013*)
-  Idaho Core Standards Leadership Academy - Day One (*Updated 8-7-2013*)
-  Math Overarching Shift 1 (*Updated 8-7-2013*)
-  Math Overarching Shift 2 (*Updated 8-7-2013*)
-  Math Overarching Shift 3 (*Updated 8-7-2013*)
-  Math Shift 1 Teacher Student (*Updated 8-7-2013*)
-  Math Shift 2 Teacher Student (*Updated 8-7-2013*)
-  Math Shift 3 Teacher Student (*Updated 8-7-2013*)
-  Math Shift 4 Teacher Student (*Updated 8-7-2013*)
-  Math Shift 5 Teacher Student (*Updated 8-7-2013*)
-  Math Shift 6 Teacher Student (*Updated 8-7-2013*)
-  Math Shifts Heading 1 (*Updated 8-7-2013*)
-  Math Shifts Heading 2 (*Updated 8-7-2013*)

BREAK



SCHOOLNET

ASSESSMENT

IDAHO CORE STANDARDS

DIGITAL CONTENT

TECHNOLOGY

LEADERSHIP

Are We On Track?

- District Grant Goals
- SWOT
- Three-Year Professional Development Plan

Through House Bill 65, an estimated \$5.4 million in state funding was shifted to be distributed directly to local school districts and public charter schools to be used specifically for professional development activities related to the implementation of Idaho Core Standards, the transition to the new assessment, the integration of digital content in the classroom, which all are supported using data driven instructional practices. This funding will be distributed to school districts in two disbursements.

First Disbursement

This disbursement is a \$15,000 base allocation was distributed to each district and charter school in June 2013. The purpose is utilize the funds to train and build up a core educational leadership team in the district in developing a three-year Professional Development Plan predicated on the implementation of the key state initiatives to instructional staff.

The plan, at a minimum, must include the following:

- Development and rollout of PD to instructional staff the implementation of Idaho Core Standards, the transition to the new assessment, the integration of digital content in the classroom, which all are supported using data driven instructional practices
- Roles and Responsibilities of key district personnel
- Scope and Sequence/Timeline of key events
- A clear and concise budget

Second Disbursement

Once the three-year Professional Development Plan is submitted to and accepted by the State Department of Education, your school district or charter school will then receive the second disbursement of funds, which will be allocated in Fiscal Year 2014. This second disbursement will be based on a calculation of Instructional Staff FTE. The current budgeted amount for this secondary allocation is \$150 per Instructional FTE.

The purpose of the secondary allocation is to provide the necessary funds to implement the PD plan, and sustain the efforts for teacher development. There is no due date for the PD plan, and it can be submitted anytime in Fiscal Year 14.

District Comprehensive Balanced Assessment Plan



Type of Assessment	National (N) State (S) District (D) School (B) Classroom (C)	Name of assessment	Purpose(s)	Who will use the resulting data?	Time Frame	Students / Grades Assessed	Professional Development Timeframe, Participants, Info	Administrative oversight (Name/Role)
Summative	State	ISAT	Accountability	All stakeholders		Gr. 3- 8, 9-11		
	District	EOCAs	Program and Teacher Evaluation	Teachers District Admin	Semester, End of Year, End of certain courses			
	National	NAEP	National Data Collection					
Interim/ Benchmark	District	CBMs	Teacher Evaluation, Placement into learning groups	District admin and teachers	3 times per year			
	State	IRI Screening	Determine risk for poor reading outcomes, Program Evaluation, State intervention 5					
Formative	(C) Teacher determined activities to elicit evidence of learning	Ex: student conferences, exit slips, non-graded quizzes, white boards. Other as determined by the teachers	Student. teacher feedback on current learning & teacher evaluation	Teachers and Students	Daily			
	Classroom	CBMs	Progress monitoring of Tier 2 and 3 students		2 x week	Students on intervention plans		
Diagnostic	Classroom	<i>Example: Core Phonics Survey</i>	Determine instructional needs of specific students			Students identified as at risk		



Building Your PD Action Plan

What essential elements are already in place?

- What is working?
- Where will you begin?
- Who might be good models, coaches, or advisors?

What do you need to stop? What do you need to change?

- What practices or people are preventing you from making progress?
- How will you help teachers abandon ineffective practices?

What are your essential steps in moving forward?

- What do you want instruction to look like?
- What does real student engagement look like?
- What does meaningful digital media integration look like?
- What role do you want students to play in their learning?

What questions do you have? What help do you need?

- What gaps do you need filled?
- Who can you ask for help?
- What resources do you need?

Three-Year Professional Development Plan Template

Topic #1: Sample Topic

Goal(s):	<ul style="list-style-type: none"> • What are your short-term and/or long-term goals related to this topic? • Do your goals align with school, state, and district goals? 		
Action #1:	<ul style="list-style-type: none"> • What steps will you take to achieve your goal(s)? • What type/delivery of professional development will be planned/implemented (job-embedded, workshop, online, professional learning community, group work, project-based, mentoring, coaching, video-guided, hands-in/experiential, guest/faculty presenter, classroom gallery walk, etc.)? 		
	Accountability:	<ul style="list-style-type: none"> • Who is responsible for this Action? 	
	Timeline:	<ul style="list-style-type: none"> • When will the Action be initiated? • When will the Action be completed? 	
	Budget:	<ul style="list-style-type: none"> • What are the costs of this Action? • What is the budget for this Action? 	
	Resources Needed:	<ul style="list-style-type: none"> • What resources do you have that will help you plan and implement this activity (technology, materials, research/references, etc.)? • What resources do you need? 	
	Milestones:	<ul style="list-style-type: none"> • How will progress toward goals be measured? • When (and how often) will progress toward goals be measured? • Who is responsible for evaluating and documenting progress toward goals? • How will assessment results be communicated to stakeholders? 	
Action #2:			
	Accountability:		
	Timeline:		
	Budget:		
	Resources Needed:		

Day Three

Learning Targets

- ⦿ I CAN describe how the integration of digital media aligns with Idaho Core Standards.
- ⦿ I CAN incorporate principles of Universal Design for Learning into lesson development.
- ⦿ I CAN describe the components of a digital lesson and how it impacts teaching and learning.
- ⦿ I CAN navigate Schoolnet IIS to identify and utilize digital media.
- ⦿ I CAN effectively use digital media with high-yield instructional strategies in a one, few or many computer environment.