

# Home Base/RttT Biweekly Update



August 6, 2015

## NEW THIS WEEK

- **Accessing Applications via the New IAM Service**
- **Gaining Access to Schoolnet Between School Years**
- **New Instructional Materials added to Schoolnet!**
- **A Fresh Offering of Teachers' Resources from the Governor's Teacher Network**
- **Animation Video: North Carolina's Vision for K-12 Education**
- **Will You Be in the Spotlight?**
- **Home Base Maintenance Weekend August 7-10**
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- **Action Research: "Real Time" Powerful Learning for Teachers**
- **New Educator Effectiveness Online Modules Released**

## IN CASE YOU MISSED IT

- **Multiple Methods to Access Assessment Result**
- **Schoolnet Data Sources—Summary Statistics and Student List**
- **Publishing Options for Custom Reports**

## **NEW THIS WEEK**

### **Accessing Home Base Applications via the IAM Service**

Since the July 6 Home Base integration with the NCEdCloud IAM Service, reports have occurred of users experiencing different challenges with the availability of accounts in the IAM Service or issues accessing PowerSchool. To help LEAs and Charter Schools address these issues, you can find the solutions posted on the [IAM Service website](#); here are current issues:

- 10- or 11-month employees that “disappeared” or new employees that haven’t shown up yet in the IAM Service.
- PowerSchool timeouts.
- Inability to login to PowerSchool.
- Browser issues switching from PowerTeacher to the Admin Portal in PowerSchool.
- Unclear error messages.
- PowerSchool desktop shortcuts for Gradebook not working.

The first issue above was identified as one seen by LEAs and Charter Schools that use the ISIS Payroll system. A fix for that is scheduled to be in place this week.

Issues with users being timed-out of PowerSchool or having difficulty logging in, are in many cases the same issues seen prior to the integration with the IAM Service.

Recommendations, solutions and information on these issues can be found on the [IAM Service website](#).

Please continue to check the IAM Service website for updates, news and tips on how to access Home Base and other NCEdCloud applications as they become available.

### **Gaining Access to Schoolnet Between School Years**

Previously, users had to access Schoolnet via PowerSchool (meaning you went to your PowerSchool page and then clicked on Schoolnet rather than having a direct log in to Schoolnet). If a district inactivated teacher accounts, thereby blocking access to PowerSchool, teachers couldn’t access Schoolnet. Using the single sign on through IAM, users can bypass PowerSchool and access Schoolnet directly. Once End-of-Year processing is completed, the data exchange between PowerSchool and Schoolnet begins running for the new year, so any scheduling and rosters in PowerSchool are already flowing to Schoolnet on a nightly basis and therefore seen by users. If rosters and schedules are not yet finalized in PowerSchool, LEAs and schools should communicate to users not to take action on the information until schedules are finalized.

## **New Instructional Materials added to Schoolnet!**

This week, additional instructional materials were added into the Classrooms Module within Schoolnet. Below is a breakdown of the counts of instructional materials that were added by material type.

Instructional Units: 29

Lesson Plans: 787

Resources: 1,049

Assessments: 11

There are more instructional materials coming soon, so look for another update about new materials that you will be able to access via Schoolnet.

## **A Fresh Offering of Teachers' Resources from the Governor's Teacher Network**

Nine hundred educators from across North Carolina participated in "Teachers Leading from the Classroom with Action Research" facilitated by the Governor's Teacher Network (GTN), Friday, July 17, at the Koury Convention Center in Greensboro. Classroom action research findings were presented as teachers shared from problems of practice, intervention, findings, strategies utilized and resources, to conduct an action research project in their classroom. A search-able index of all 218 action research projects can be found at: <http://rt3nc.org/nctarp/>. More information about the Governor's Teacher Network can be found on wiki: <http://bit.ly/GTNWiki>

## **Animation Video: North Carolina's Vision for K-12 Education**

Have you thought about why NC is doing so many new things in K-12 education? Here is an animated video you can share on your school's welcome page to introduce newcomers to Home Base and how it supports teaching and learning.

[https://www.youtube.com/watch?v=HCNYt5\\_K6CU&feature=youtu.be](https://www.youtube.com/watch?v=HCNYt5_K6CU&feature=youtu.be)

Video Description: As teachers, principals, parents, and administrators, we're all responsible for providing our children with an education that properly prepares them for their next big steps after graduation — college, career and adulthood. Here's how we're helping every student to be READY for their next steps.

## **Will You Be in the Spotlight?**

The Teacher Spotlight and School & District Spotlight launched Winter - Spring 2015, featuring North Carolina teachers and educational leaders. Spotlight videos offer teacher-to-teacher and leader-to-leader tips for using Schoolnet. New spotlights will be

featured again following the beginning of the fall semester. If you want to catch up on recent spotlights, you can join and view the NCDPI YouTube channel [here](#).

Watch for the upcoming back-to-school Spotlight, a video that showcases the winter-spring Spotlight program.

NC classroom teachers and educational leaders, if you want to share how you use Schoolnet, please send an email to [Home Base Ready](#).

## **Home Base Maintenance Weekend August 7-10**

The next Home Base maintenance weekend is scheduled for Friday, August 7 through Monday, August 10. The system will shut down Friday at 5 p.m. Once maintenance is completed, a message will be sent to notify users that the system is up and available for use.

This maintenance weekend will include the North Carolina State Compliance Reporting Release 15.7.3. This release will include updates to Common Follow-up Collection, SAR Data Collection, AIG Data Entry Pages, Discipline Collection, Extended Schema Definitions and the addition of AIG Students with Latest Record from Another LEA Report. For more details concerning these changes, please see the North Carolina Reporting Release Notes attached for your convenience and posted to the NC SIS website at [http://www.nc-sis.org/Documents/requirements/2015\\_North\\_Carolina\\_Release\\_Notes.pdf](http://www.nc-sis.org/Documents/requirements/2015_North_Carolina_Release_Notes.pdf).

Home Base will be returned to service no later than 6 a.m., Monday morning. If a delay in bringing up the system should occur, users will be notified via NC SIS email and through the [Home Base Alert's Twitter](#) site.

## **Home Base Weekly Webinar Series**

The NCDPI invites you to take advantage of the weekly Home Base Webinar Series which invites system users to discuss timely topics. Webinars are designed to assist users with PowerSchool, Educator Evaluation/PD System plus Schoolnet and OpenClass on Tuesdays, Wednesdays and Thursdays. These webinars are always free and offer attendees the opportunity to learn about best practices, tips for success and new aspects of the system. Participants are also given a chance to ask questions and connect with experts. Upcoming topics include:

- Mid-Year Graduates in PowerSchool
- North Carolina Educator Evaluation System
- What does Quality Online PD look like?
- Creating Classroom Assessments in Schoolnet
- Key Performance Indicators (KPIs) and Pre-Formatted Reports in Schoolnet

For a full list of upcoming topics, webinar start times and registration links, please visit <http://bit.ly/1E7iqV1> and click *Webinars* on the left navigation bar. The calendar will be updated before start of the 2015 fall semester.

### **NEW Online Modules on Student Mental and Allied Health**

Each of these online modules are 5-hour, self-paced modules [.5 CEUs]. Modules are available through the NCEES / Home Base system using your usual login or the alternate log in located here: <https://ncees.homebase.ncpublicschools.gov/alternateLogin.html>.

<p>Preventing Substance Abuse and Underage Drinking Among K12 Students</p>	<p>This module will serve as a tool to assist educators to serve as leaders to prevent and intervene for our K-12 students with substance abuse and underage drinking issues. The module will focus on empowering educators and community leaders with knowledge and action steps to help students and young people make informed decisions and avoid the dangers of underage consumption of alcohol, abuse of prescription medications and street drugs.</p>
<p><b>Available modules related to student health include:</b></p>	
<p>Understanding the Role of School Resource Officers in Schools</p>	<p>The single greatest benefit for our K-12 students is to create collaborations among our educators, school resource officers, school nurses, school social workers, school counselors, and school psychologists. This module will help school personnel develop an awareness of the role, and effective utilization of School Resource Officers, in order to create a caring and safe educational environment that benefits learning and community.</p>
<p>Understanding the School's Role in Suicide Prevention</p>	<p>Suicide attempts have increased among North Carolina's student population of elementary, middle and high school students. Suicide attempts and deaths are devastating events for students, families, friends and staff, leaving crucial emotional</p>

	<p>consequences in their wake. This module will serve as a tool to assist educators for the fact that teachers and peers are often among the first to identify when a student displays the warning signs when contemplating suicide. This module provides an evidence-based tool, increasing knowledge for prevention and intervention. Included are resources for assistance and recovery supports for the students, school staff and families.</p>
<p>Understanding Student Behavior in The Classroom</p>	<p>This module is for middle and high school teachers and school staff. The module will help teachers and staff develop an enhanced awareness of behavioral health issues in the classroom which may foster academic achievement for all students, decrease dropout rates and increase NC's graduation rates.</p>
<p>Understanding Young Student Behavior in The Classroom</p>	<p>This module is for preschool through grade 5 teachers. The module will serve as a tool to assist teachers in developing an enhanced awareness of behavioral health issues in young students, and extend that knowledge to foster long-term connectivity and academic achievement for all students, decrease the dropout rates and ultimately increase NC's graduation rates.</p>

Modules are also available at <https://center.ncsu.edu/ncpd/>.

Questions? Contact Educator Effectiveness Instructional Design Lead, Dr. Geetanjali Soni, [Geetanjali.soni@dpi.nc.gov](mailto:Geetanjali.soni@dpi.nc.gov)

**Missed An Instructional Topic Webinar? Still Time to Learn at Your Own Pace**

The Cross-District Strategic Solutions Webinars have concluded for this year. Click here to find out about topics, <http://bit.ly/CDSStopicswithfacilitators>. Past webinars are accessed by logging into NCEES Home Base PD system and clicking on the Professional Development tab or the alternate log in, <https://ncees.homebase.ncpublicschools.gov/alternateLogin.html> .

- Type the word “Cross” in the search bar
- Choose the course #676 to access all past sessions
- Register for any session you missed

Once registered, you may access the online forum by clicking the link under “My Courses” or “Learning Opportunity.” There you may access the recorded webinar, view posts to the forum and additional resources. Take advantage of this opportunity to learn about a variety of topics. Check it out today!

### **Action Research: “Real Time” Powerful Learning for Teachers**

The NC Educator Evaluation process calls for teachers to be reflective leaders who develop and implement strategies to improve personal performance. The differentiation required to equip students with the 21<sup>st</sup> century skills necessary to be college and career ready demands targeted professional development, and planning opportunities that are ever more complex. When teachers take the time to analyze their instructional practices, and collect evidence of their students’ responses to their teaching, they develop a valid voice for what works in classrooms, through job-embedded, evidence-based professional development. This process is Action Research.

- Teacher Comments: Read comments about teacher experiences participating in the Action Research online module facilitated course:  
[http://bit.ly/GTN\\_ParticipantComments](http://bit.ly/GTN_ParticipantComments)

Encourage colleagues to explore the process through our self-paced course or the facilitated online Mootlet, *Action Research for Teachers*. The facilitated course will launch in the fall of 2015. Watch for upcoming dates and a registration link.

### **New Educator Effectiveness Online Modules Released!**

Self-Paced Modules don’t have to be done alone. They can be implemented in a variety of ways. We recommend professional learning communities (PLCs) incorporate the modules into their collaboration, whether online, offline or in a hybrid format.

<p>Self-Paced Mini Module          NC Informational Module for National Board Certification™</p>	<p>NC continues to lead the nation in number of National Board Certified teachers. Educators considering National Board Certification™ can start their exploration with this mini-module, which will help determine readiness for the certification process, guide you through the new certification requirements and equip you to</p>
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	<p>complete Components 1 and 2 of the process. A follow-up mini-module will be available when new guidelines for Components 3 and 4 are released.</p>
<p>Self-Paced Mini Module Using Adobe Connect</p>	<p>This mini-module highlights how to create and host meetings, as well as how to effectively use the software to get the most out of virtual meeting space. Participants learn best practice tips to use this collaboration tool for planning and discussions with PLCs or PLNs. Participants can expect to spend around 60 to 90 minutes in this module.</p>
<p>Self-Paced Mini Module Twitter in Education</p>	<p>Twitter can be a valuable tool to support student and educator learning. In this module, you will discover how to use Twitter in the classroom and for communicating with students and families. Learn how Twitter supports formative assessment, resource sharing, collaboration, individualized learning and Professional Learning Communities. This session will start with the basics - no prior experience with Twitter is required. You'll learn Twitter's many potential benefits while using real examples. Participants will be provided with resources that will support their exploration of Twitter beyond the module. The module should take approximately 1.5 hours to complete.</p>
<p>Self-Paced Mini Module Google Apps for Educators</p>	<p>This mini module is for educators who are interested in using Google Apps more creatively for collaborative learning and assessment. You'll explore some of the many classroom uses for the suite of applications available through Google Drive: Docs, Sheets and Forms, Slides, Folders and Calendars. It assumes some familiarity with those applications and with their traditional offline equivalents. Participants can expect to spend 60-90 minutes on this mini-module.</p>
<p>Self-Paced Mini Module</p>	<p>This mini-module will take you through the process of creating, managing and</p>

<p>Creating and Managing PD through Home Base</p>	<p>delivering professional development through Home Base — whether self-paced or instructor-led, Moodle-based or non-Moodle. While this module doesn't delve deeply into best practices for teacher professional development nor teach you to use Moodle, it does focus on the use of the Home Base PD tool itself. It should take approximately 3 hours to complete.</p>
<p>Self-Paced Mini Module Creating a Connected Culture through Student Engagement and Empowerment</p>	<p>Building relationships involves getting acquainted, creating an identity, providing mutual support, celebrating diversity and developing synergy. This mini-module will provide a structure for teachers to guide students to be intrinsically motivated by growing into empowered, connected, contributing members of the classroom community. This mini-module should take about 3 hours to complete.</p>
<p>Self-Paced Module Assessing Digital Tools</p>	<p>Choosing digital tools for your classroom can be daunting. Since no classroom is one size fits all, the same is true for online tools. This module will walk you through some ways of assessing classroom technology, and in consideration of the kinds of questions a teacher needs to ask in choosing tools to guide your own students towards specific learning goals. This module will take approximately 10 hours to complete.</p>
<p>The Professional Educator: An Ethics Guide for North Carolina Teachers</p>	<p>State Board policy TCP-C-014 defines the code of ethics for all North Carolina educators. The purpose of this code of ethics is to set standards of professional conduct. This module reviews these standards for all teachers. This is also an essential tool for beginning teachers' and lateral entry teachers' growth and development. This module should take approximately 10 hours to complete and will be worth 1 CEU on completion.</p>
<p>North Carolina Professional Teacher Standards (Updated re-release)</p>	<p>The demands of 21st century education have required new roles for teachers in</p>

	<p>their classrooms and schools. The North Carolina Professional Teaching Standards define what teachers need to know and do to teach students in the 21st century. This module explores the teacher standards, their elements and the rating scales for each element. The module will take approximately 10 hours to complete.</p>
<p>Self-Paced Mini Module Video Recording in the Classroom for Self-Reflection</p>	<p>Video is a powerful reflection tool for educators and can provide insights into classroom practice. This mini-module will provide insights, techniques and resources to help make your classroom video recordings more successful and effective. Participants can expect to spend around 30-45 minutes in this module.</p>

All modules and mini-modules are free to school districts or educators. Any public LEA or charter school in North Carolina may use the modules. For a complete list of all modules and mini-modules, visit the Educator Effectiveness Online Modules list [here](#).

You can follow the same instructions for registering in the earlier course, Assessing Digital Tools.

Contact Dr. Geetanjali Soni at [geetanjali.soni@dpi.nc.gov](mailto:geetanjali.soni@dpi.nc.gov) if you have any questions.

### **IN CASE YOU MISSED IT**

#### **Multiple Methods to Access Assessment Results**

One of the easy-to-use benefits of Schoolnet is found when teachers need to locate classroom and benchmark assessment results. Results can be located in numerous places, and reports can be run with the click of a button.

Individual classroom and benchmark assessments are accessible from the landing page when teachers sign in. After a section is selected, teachers can choose individual assessments and view reports. With a single click, teachers can run item analysis, standards mastery and skills analysis reports. The landing page contains links for student profiles and information regarding upcoming tests and standardized test results.

Assessment information can be found in the student performance section of the classrooms module in Schoolnet. The benchmark and classroom assessment dashboard tabs within student performance provide a quick view of assessments by section in a given year. Clicking on each of these assessments provides the user with more information on that specific assessment, including the option to run preformatted reports. In addition, the student performance section contains tabs for item analysis, skills analysis and standards mastery reports for individual assessments.

The benchmark test tab in the school and district data dashboard is just one more source of assessment data. The benchmark test tab lists all benchmarks that apply to a teacher for the current year. Similar to the benchmark dashboard tab in the student performance section, users can access more detailed data and reporting for any assessment simply by clicking on the assessment name.

### **Schoolnet Data Sources—Summary Statistics and Student List**

Many educators across the state have become familiar with the Schoolnet reports available from the landing page once they sign in. However, there are a number of other simple options for finding data within the system. The student performance page, which can be accessed through the classrooms module, houses the benchmark dashboard, classroom test dashboard, item analysis reports, skills analysis reports, standards mastery reports, summary statistics, student list and student analysis tabs.

The summary statistics and student list tabs are two less-often used options on this page, but contain valuable data without the need to build custom reports.

The summary statistics tab provides a view of individual student performance on a given assessment in comparison to all other students in the LEA who have taken the same assessment. This tab contains raw score, percentile score, score group, percentile, standard score and other useful data points all from one easily accessible page.

Educators can also view information about students from the student list tab. Demographic data, grades, benchmark results and groups to which students have been assigned can be viewed by navigating the radio buttons within the tab. Teachers and those in leadership positions have found the benchmark option particularly useful as a quick means of reviewing student growth and achievement.

### **Publishing Options for Custom Reports**

One of the benefits of the custom reporting feature in Schoolnet is the ability to publish reports to school and district leadership. There are multiple options available when publishing.

The first option is to publish to the institution (i.e. district) bank. If the goal is to make a report available to all leadership roles, the institution bank is the most logical place. One key point

to remember is that information from all schools will be visible to all users in a leadership role for reports published to the institution bank.

The second option is to publish to the school banks if the target audience is school leadership. If the goal is for principals to see only information for their own school, they can select the contextualization options before publishing. This will allow for district leadership to run and publish a single report on multiple schools while limiting school leadership to information from their individual school.

Reports can give school and district leadership a view into where their students were, where they are and where you want them to go.

**We encourage you to share this Update. For past issues of recent Home Base Biweekly Updates, please visit [Biweekly Updates](#). To review a library of updates from 2014, go [here](#).**

**\*\*\*LINKS: PC users might need to press the CTRL button when clicking on a hyperlink in this document. Please contact Patricia Hickman at [patty.hickman@dpi.nc.gov](mailto:patty.hickman@dpi.nc.gov) if you experience issues with newsletter links.**

**To direct new users of Home Base to join our lists to receive the Biweekly Newsletter, go here: <http://listsncdpi.weebly.com/homebase-list.html>**

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