



Collaborative Learning Inc.

Instruction Planner™

User Manual

Version 2.0

Title

Instruction Planner

User Manual Version 2.0

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Preface

Welcome

Thank you for purchasing Instruction Planner™ of Collaborative Learning Inc.™ This manual contains instructions for setting up and using your new web-based productivity program.

Tip • It is important to remember that after logging in to Instruction Planner™ one is no longer browsing the Internet, but interacting with software located online. For this reason, it is imperative to use the navigation tools of *Instruction Planner*, not the Internet Explorer or Firefox, or other browser toolbars.

Collaborative Learning

Collaborative Learning Inc., founded in 1999, is the leading company in productivity software enabling schools to plan, monitor, and analyze instruction and curriculum with targets, benchmarks, and standards.

From our roots in curriculum mapping (Curriculum Mapper) to the July 2009 release of the “next generation,” Curriculum Improvement Studio – an integrated suite of programs – we remain dedicated to outcomes-based planning of instruction, the refinement and publishing of curricula, and the analyzing of student performance, all web-based, in real-time.

Used by thousands of schools and over one million educators, we guarantee successful implementation for every school, with a team of professional development consultants who are experts in curriculum, mapping, instructional planning, and assessment. They have highly valued academic and real-world classroom experience to work with you to reach your achievement goals.

Research has shown that the variance in student learning is directly related to curriculum and instruction that is aligned, or misaligned, to desired outcomes and standards. We strive to produce programs that provide quality tools necessary to the critical decisions that improve student performance, making schools, teachers, students, and communities more successful.

About this manual

This manual is designed to help you get started using Instruction Planner. It contains the following:

- Customer service information
- Introduction to Instruction Planner
- Detailed directions for setting up the system
- Detailed instructions for creating, revising, and using your plans and sending them to Curriculum Mapper
- Administrative Functions of Instruction Planner

Logging into the System



Part One: First Time Logging In

To log in for the first time:

- 1 Use an approved Internet browser to navigate to the website – login.clihome.com
- 2 **Enter** the User ID (Universal ID) and Password provided. (All passwords are case sensitive)
- 3 Click **Log In**.
- 4 **Enter** primary email address, either school or personal.
- 5 **Change Password**. (Passwords are case sensitive; must be 6-12 characters in length, and include only letters and numbers.)
- 6 **Accept** the terms and agreement when requested.
- 7 Click **Continue**.
- 8 The **Personal Profile Page** will appear.
- 9 Complete the **Personal Profile Page** and **SAVE** the profile
- 10 The **Product Selection Page** will appear

Part Two: Confirmation of Email Address

To confirm your email address:

- 1 A Confirmation Link will be sent from Collaborative Learning to your email address. This is the “Confirmation” step. **Click on the Link** provided *within* the email.
- 2 Clicking this link confirms your email address and you will see a pop-up window notification that your email address is now confirmed. This means that you can now use your email address as your User ID.
- 3 **Close out** of the email once completed.

Tip • Should you not confirm your email within 72 hours, when you attempt to log in to the program, you again will be asked for your email, which will generate a second confirmation email to which you must respond.

Part Three: Ongoing Login Instructions

To log in later:

- 1 Go to www.clihome.com and click on **Login** at the top of the page.
- 2 **Enter** your new User Name (your email address) and new Password (if you changed it).
- 3 Click **Log In**.
- 4 The **Product Selection Page** will appear.
- 5 **Click** on Instruction Planner

Tip • Keep in mind:

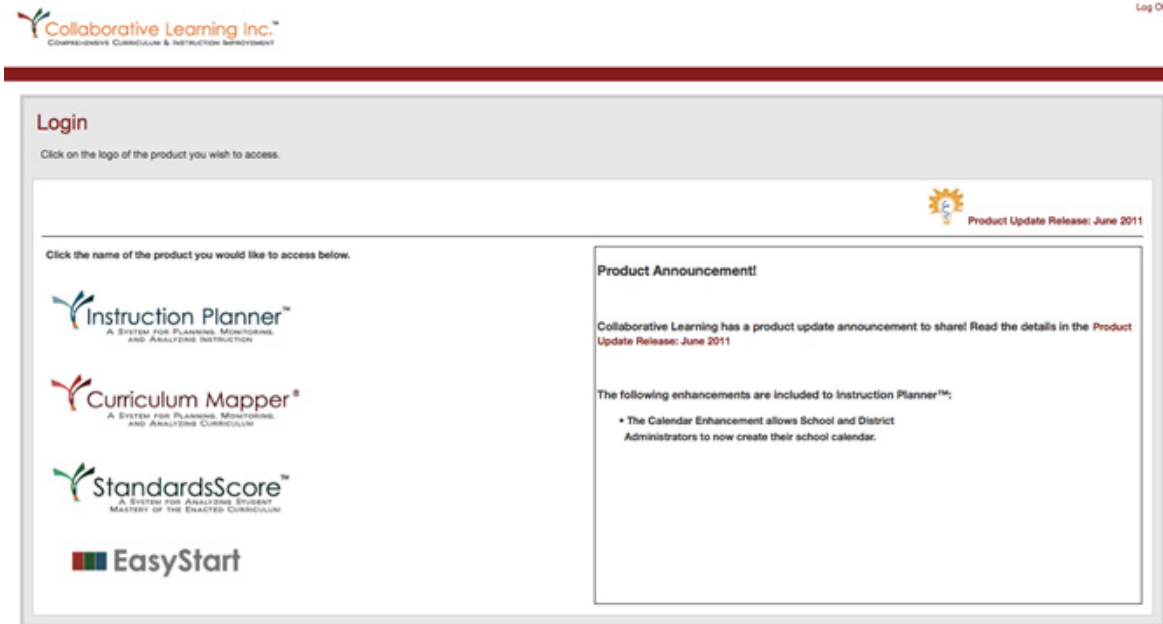
- For future logins, the Universal ID or primary email may serve as the user name
 - Confirmation of the email address must occur in order to use your email.
 - Until confirmation occurs, the User ID (Universal ID) may be used.
-

Creating Your Profile

Users have the ability to provide information that will customize their program and help Collaborative Learning communicate information relevant to their grade, subject or interest.


Your Profile may be accessed from any page by clicking on **My Account**.

Select Instruction Planner to Begin...



Getting assistance

Collaborative Learning, Inc is committed to assisting our customers. The Help system is simple. The system is designed to provide you a variety of tools for finding answers to your questions using a variety of resources:

- Call: 800.318.4555 and speak with an Account Manager
- Email: support@clihome.com
- Call our Tech Support Hotline at 630.282.1646 – we are available from 8 am to 10 pm Eastern time
- Contact your Sales associate
- Grab a variety of resources from our online help indicated by a  on most pages
- Download complete manuals and Quick Guides from our Resource and Help menus.

Conventions

Some or all of the following conventions appear in this guide:

Symbol or Type Style	Represents	Example
Bold	a new term	...called a source object .
<i>Alternate color</i>	(online only) hotlinked cross-references to other sections in this guide; if you are viewing this guide online in PDF format, you can click the cross-reference to jump directly to its location	...see <i>Chapter 3, Data Migration</i> .
<i>Italic</i>	words that are emphasized	...the entry <i>after</i> the current entry...
	the titles of other documents	<i>PLATINUM General Facilities Reference Guide</i>
	syntax variables	<i>COPY filename</i>
Monospace	directories, file names, command names, computer code	&HIGHLVL\$RCLIB
	computer screen text, system responses, command line commands	Copy file? Y/N
Monospace bold	what a user types	...enter RUN APP.EXE in the Application field
►	choosing a command from a cascading menu	File ► Import ► Object
Highlighted Screen Text	used to callout screen text on character-based screen captures. (When viewed online, the screen text will be blue.)	Dataset.... Product.... Pamlib...

Instruction Planner™ User Manual

Step-by-Step to Get Started:

Step	Description
1	Welcome to Instruction Planner
2	Set Up Classes: Assign a name for each class or course
3	Build A Unit: Create a Unit of Study using a template <ul style="list-style-type: none">• Includes naming the unit, determining class/subject, etc.• Includes choosing the classes to which you plan to teach the unit
4	Select Standards: Attach from list for each unit developed <ul style="list-style-type: none">• Includes 21st Century Technology Skills• Includes State Standards (based on your individual state)
5	Add Lesson Details: Type your intended lesson details into each block <ul style="list-style-type: none">• Includes Objectives, Focused Questions, etc.• Includes all Instructional Elements you choose for your unit
6	Add Reflections: After the unit is taught—to update any changes or notes <ul style="list-style-type: none">• Includes Reality Check feature• Includes Notes in Reflections element

Step 1: Welcome To Instruction Planner

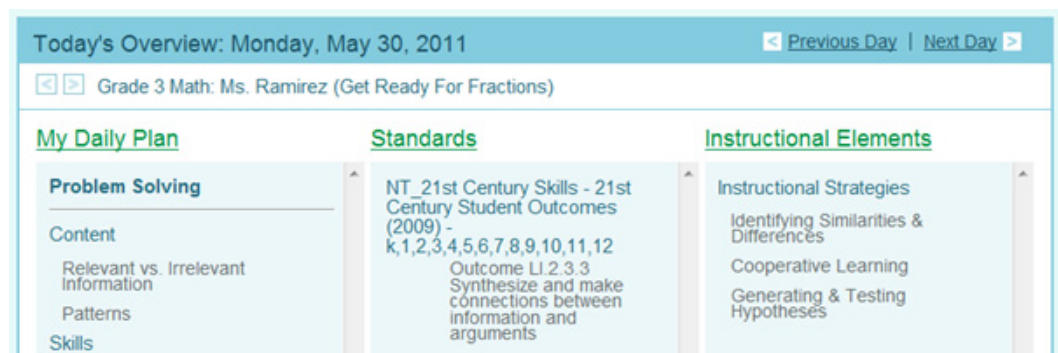


- **Dashboard**-shows an overview of available plans, messages from Collaborative Learning Inc.™, important dates and reports, as well as helpful information on program features.
- **My Plans**-is directly connected to the list of plans a teacher has in Instruction Planner™.
- **Reports**-lists a variety of reports available to gather information from plans.
- **Resources**-links to a document library and this Teacher Guide
- **Setup**-allows teachers to select the classes and sections, calendar, and templates (if permission is given by the administrator) for the current school year, as well as facilitates copying units from one school year to the next school year.
- **Support**-provides a link to help with the program.

Your Dashboard

When users log into the *Instruction Planner* program from the Login page they will navigate to their **Dashboard**. This page is divided into a variety of sections, which display content from the User's Instruction Planner™ program. Users can see Daily Plans with associated Standards and Instructional elements along with report results, message boards and access to webinar events. Users will navigate into the Instruction Planner™ program via the menu bar located at the top of the screen.

Today's Overview allows teachers to select from plans available for each day. The courses are listed in alphabetical order and can be accessed by clicking on the back and forward arrows. The Previous Day and Next Day arrows navigate to other days. If items are checked off in the daily plans for the day, the information will appear in the columns of the Overview.

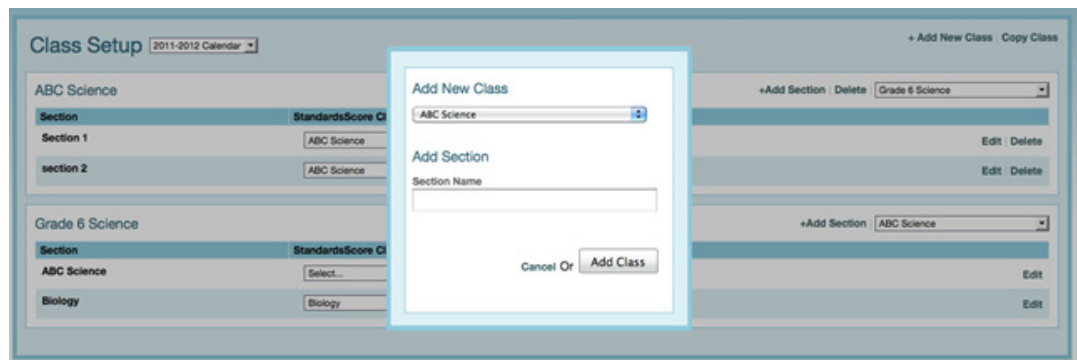


- **My Reports** shows the Assessment Types that have been checked off in the current plan.
- **Message Board** displays Announcements and Product Updates from Collaborative Learning Inc.™
- **Collaboration Station** provides quick informational videos on various aspects of Instruction Planner.
- **Countdowns** are set from the Administrators Calendar and indicate the number of days or weeks remaining in the school year and the number of days or weeks remaining until important testing dates.
- **To Do List** provides a place for teachers and administrators to record, track, or edit important dates. Past due items are shown in red.
- **My Curriculum Maps** shows the maps available in Curriculum Mapper™ for any particular course. These maps can be accessed by clicking on the month below the course title.

Step 2: Set Up Classes

Important • Classes or courses must be set up prior to creating any lesson plans or units of study. Your school Administrator may have completed this before your initial login. To be prepared, select the classes with which you plan to work and have that information available when you start working with the program.

- 1 Classes must be established prior to creating units. If units will be created for a variety of classes, it is suggested that all classes be entered at this time.
- 2 Under the tab **Setup** choose **Class**.
- 3 Confirm the school year from the drop-down menu in the top left corner.
- 4 In the top right corner, click **+Add New Class**. Select the class from the drop-down list. A section name is also required. The section name can be the class period, section number, and/or teacher name. For example, *1st period* or *Mrs. Johnson's class*.
- 5 Click **Add Class**.



- Multiple sections/periods can be added by clicking **Add Section**. As many sections/periods can be added as needed.

Set up a Calendar

Important dates can be entered into the calendar. The District or School Coordinator will also enter dates that affect the whole school.

- From **Setup** choose **Calendar**.
- Click **+Add New Events**.
- Select the start and end date of the event.
- Click **Submit Dates**.
- Select the **Event Type** from the drop-down list.
- Type the description that will appear under Description in the list of events.
- Click in the box next to **Blocked Dates?** if the dates should not be used for a daily plan.

The screenshot displays the 'Calendar' interface for the 2010-2011 school year. It features a monthly calendar view on the left and an 'Events' list on the right.

Calendar View: The calendar shows months from December 2010 to March 2011. The current view is for January 2011, with dates 1 through 31 displayed. The calendar is titled 'Calendar 2010-2011 Calendar' and 'From 7-1-2010 thru 7-31-2011'.

Events List: The 'Events' section on the right contains a table with the following data:

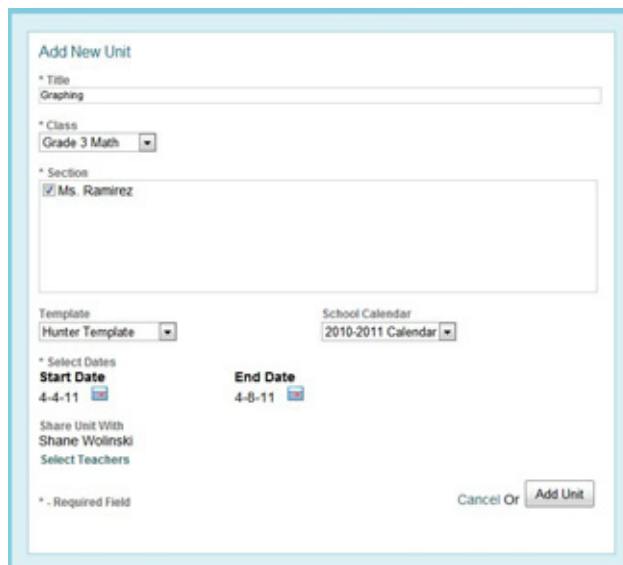
Start	Days	Type	Description	Blocked
12/20	12	Holiday	Winter Recess	X
01/17	1	Holiday	Martin Luther Jr	X
01/24	1	Custom	PD	X
02/01	1	Holiday	presidents day	X
03/14	5	Custom	Spring recess	X

Step 3: Build a Unit of Study

Create Unit of Study by Adding a New Unit

Note • Your school or district should have already created Unit Templates for building Units of Study. If no templates appear, please check with you district administrator to have templates created.

- 1 From the menu bar, click **My Plans**.
- 2 Across from **Unit Plan List**, click **+Add New Unit**.



The screenshot shows the 'Add New Unit' form with the following fields and options:

- Title:** A text input field containing the word 'Graphing'.
- Class:** A drop-down menu showing 'Grade 3 Math'.
- Section:** A list box containing 'Ms. Ramirez' with a checkmark next to it.
- Template:** A drop-down menu showing 'Hunter Template'.
- School Calendar:** A drop-down menu showing '2010-2011 Calendar'.
- Select Dates:** Two date pickers. The 'Start Date' is '4-4-11' and the 'End Date' is '4-8-11'.
- Share Unit With:** A section with the name 'Shane Wolinski' and a 'Select Teachers' button.
- Buttons:** 'Cancel Or' and 'Add Unit' buttons at the bottom right.
- Legend:** A note at the bottom left states '* - Required Field'.

- 3 Enter the **Title** for the unit.
- 4 Select the **Class** from the drop-down list.
 - All sections are pre-selected but may be de-selected if the unit does not apply to a section.
- 5 Select the **Template** to be used for the unit from the drop down menu:
- 6 Select the **school Calendar year**.

- 7 To select unit **start and end dates**, click the **calendar**. In the next window, select the **start date and end date** of the unit. Click **Submit Dates**.

- 8 If the teacher plans to **Share Unit With** other teachers, click on **Select Teacher**, select the **School, Course** and mark the **checkbox** to the left of a teacher's name. Click **Add Teachers**.
- 9 Click **Add Unit**.

Important Considerations

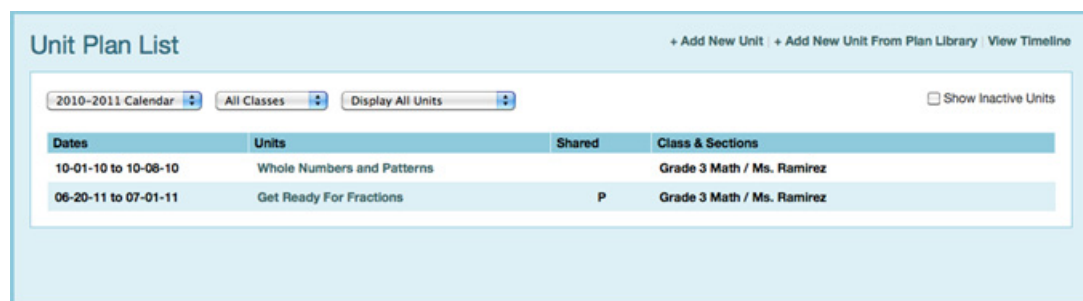
Unit Titles – All daily lessons are created within a unit. This can be a unit of time (April 20 – April 24), a book unit (Chapter 4: The American Revolution), or a concept/content unit (Rocks and Minerals). A unit can be as short as one day or last as long as you choose. However, a unit must be given a start date and an end date.

Note • The title of the unit will not be sent into Curriculum Mapper®.

Templates – The Administrative account creates templates that can be used by all teachers in a school. A template must be selected when adding a new unit. Once a unit has been added, it is **not** possible to select a different template for that unit. If a different template is desired, a new unit must be added, in which case a different template can be selected and the older unit can be deleted (depending on unit deletion permissions set by the Administrative account). A Blank Template will allow a user to only include Standards and Content, Skills, Assessment blocks.

Blocked Dates – Some days may be blocked by the Administrative account. Blocked dates may be marked on the calendar as a holiday (Labor Day), term start and/or end dates, or special school dates (Parent/Teacher Conferences). Teachers will have a choice to cancel or use the blocked date in the unit.

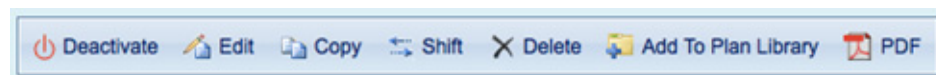
Share Unit – The Share Unit option allows teachers to share the design of an instructional unit within a grade level, department, or across subject areas for interdisciplinary connections. Units can be shared within one building or across multiple buildings in a district. If the choice is made to share the unit development with other teachers, those teachers have real-time access in order to collectively build the unit. Once the Unit Plan is built, each teacher involved in the development will copy the unit into his or her own Unit Plan List. That allows each teacher to make revisions and modifications based on the needs of the students in his or her classroom for his or her own Daily Plan, without disrupting or changing the basic plan. When sharing a unit, it may be wise to develop a plan for the team’s work since the last person to make changes and save the unit may overwrite the work of other collaborators. The teacher who originated the unit will see a “P” under the shared heading to represent Primary author, and those who are sharing the unit will see an “S” under the shared heading.



Dates	Units	Shared	Class & Sections
10-01-10 to 10-06-10	Whole Numbers and Patterns		Grade 3 Math / Ms. Ramirez
06-20-11 to 07-01-11	Get Ready For Fractions	P	Grade 3 Math / Ms. Ramirez

Shifting Units – Whole units or parts of units can be shifted forward or backward. This feature is useful when a unit is longer or shorter than anticipated. Shift the unit forward to establish a new start date. If school is cancelled for a day, any part of a unit not yet taught can be moved to show that no teaching occurred on that date. Click on the day on the left calendar and then specify the number of days to shift earlier or later. This can be done at any time during the unit.

Actions: Unit Menu Functions



Edit - edit a unit title, start and end dates, as well as **Share Unit With** selections

Copy - copy current unit

- 1 Select **Copy** from the Unit Menu.
- 2 Enter the **New Unit Title**.
- 3 Select the **school year**.
- 4 Select the **class** from the drop-down list.
 - All sections are pre-selected but may be de-selected if the unit does not apply to a section.

- 5 Select whether to **Copy Unit Plan with Daily Plans** or **Copy Only Unit Plan**.
- 6 Select unit **start date** by clicking on the **calendar**.
- 7 Click **Copy Unit**.
- 8 In order to share the unit with other teachers, select **Edit** in the **Actions** drop-down to select the teachers with whom to share.

Copy Unit Plan

Original Unit Title: Weather

* New Unit Title (Change as desired)
Weather

Select School Calendar: 2011-2012 Calendar

* New Class: ABC Science

* Section(s)
☒ Section 1
☒ section 2

Copy Options
☒ Copy Unit Plan with Daily Plans ☐ Copy Only Unit Plan

* Select Dates for New Unit Plan
Start Date
 8-15-2011

* - Required Field

Cancel Or **Copy Unit**

Shift Unit/Daily Plan – adjust the start and/or end date of the Unit/Daily Plans to lengthen or shorten the unit

Shift Unit & Daily Plans

Shifting allows you to add or remove days from the middle of a unit plan.

Current Unit Dates: 2-8-12 to 2-17-12

New Unit Dates: 2-13-12 to 2-22-12

1. Select date within plan to shift

2. Enter number of days to shift:
 3 Days ☐ Earlier ☒ Later

Cancel Or **Shift Unit**

Delete – delete an entire unit (function may be disabled by the Administrative account.)

Note • A unit cannot be deleted if its start date is before the current date. A solution is to shift the unit to a future start date, return to My Plans, open the unit, and select Delete from the Action drop-down.

- A unit cannot be deleted if data has already been selected or entered on any Daily Plan. Individual Daily Plans would need to be deleted first.
 - Individual Daily Plans need to be deleted prior to a Unit Plan.
 - A Shared unit can only be deleted by the primary author.
-

Deactivate – make unit inactive for the school year

Convert to PDF – Converts Unit or Daily Plans to PDF.

Add to Plan Library – Include unit as a plan for other teachers to use.

Sharing a Unit Function

Tip • Units can be shared between teachers.

If a unit is to be developed collaboratively, it must be shared with other teachers during the unit-planning phase.

Teachers can be added from other school buildings to enable sharing across a district.

- 1 Select **Edit** from the Unit Menu.
- 2 To share, click **Share Unit With**.
- 3 In the next window, select the **School** and **Course** from the drop-down lists to locate the teacher(s) with whom to share.
- 4 Select the **teacher(s)** then click **Add** to add names from the left **Teachers** box, to the right **Selected Teachers** box.
- 5 To add teachers from a different school, select the school from the **School** drop-down list and continue steps 8a and 8b.
- 6 To remove teachers from sharing, select the teacher(s) then click **Remove**.

- 7 When complete, click **Add Teachers**.

The screenshot shows a dialog box titled "Select Teachers To Share Unit With". At the top, there are two dropdown menus: "School" with "Marsh Elementary School" selected, and "Course" with "All Courses" selected. Below these are two lists of teachers. The "Teachers" list on the left contains: (Check All), Kimberly Brunswick, Steve McGlumphy, Carlos Orta, Sree Palepu, Janet Rummel, Tony SchoolTown, Khushbu Shah, and Suresh Tulluri. The "Selected Teachers" list on the right contains: (Check All), Tina Huggins, Amit Kansagra, and Scott McBurney. Between the two lists are two buttons: "Add >" and "< Remove". At the bottom right of the dialog box are two buttons: "Cancel Or" and "Add Teachers".

Step 4: Select Standards

This process adds standards to the Unit Plan, allowing the standards to be attached to the Content, Skills, or Assessment areas in the Unit and Daily Plans. Follow these steps:

- 1 Click **Add Standards** in the Standards section.
- 2 Select the **Set**, **Subject**, and **Level** from the drop-down menus.
- 3 Use **Search** to isolate standards containing a word or word part.

The screenshot shows the 'Add/Remove Standards' window. At the top, there are three dropdown menus: 'Standard Set' (set to 'CC, Common Core State Standards'), 'Subject' (set to 'Mathematics (2010)'), and 'Level' (set to 'Grade 3'). Below these is a search bar. The main area contains a list of standards with checkboxes. An arrow points to the 'Standard Set' dropdown. The standards listed include Domain 3.OA Operations and Algebraic Thinking, with several specific standards like 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, and 3.OA.8. At the bottom right, there are two buttons: 'Cancel Or' and 'Add/Remove Standards'.

- 4 Place a check in the box (es) next to the desired standard(s).
- 5 Click **Add Standards** to add selected standards to the unit.
- 6 Repeat steps 1-5 to add standards from another Set, Subject, and/or Level.
- 7 To remove standards, select the **Set**, **Subject**, and **Level**; click in the box(es) to remove the check. Click **Add Standards**.
- 8 The Standards Box can be collapsed by clicking **Hide** and expanded by clicking **Show**.

Important Considerations

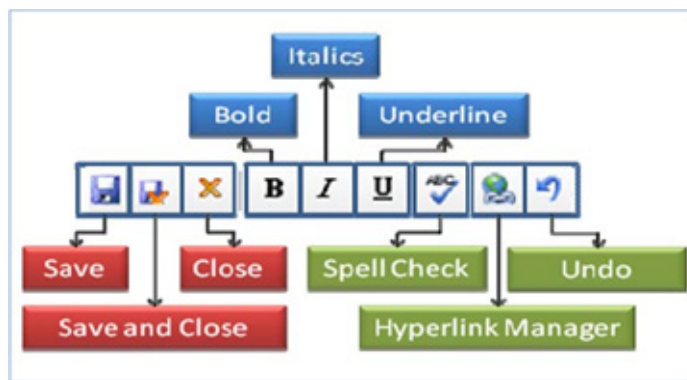
Standards are added to units to set priorities regarding what students need to know and be able to do. Unit and Daily Plans should be developed with the standards in mind. It is necessary to add standards to the Unit Plan or Daily Plan in order to attach standards to Content, Skills, and/or Assessment. Standards cannot be tracked unless they are attached to Content, Skills, and/or Assessment.

Step 5: Add Unit Details


Tip • This Step includes typing in the information about what you plan to teach. It involves adding this information to both the C/S/A blocks and Instructional Element blocks.

5A. Customized Your Unit by Adding Information to Instructional Element Blocks:

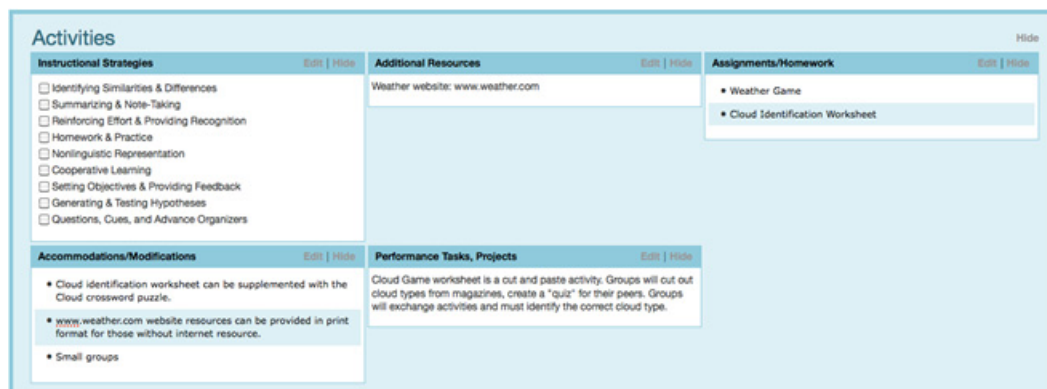
- 1 To add information into any Element, click **Edit**.
- 2 The toolbar can perform a variety of functions for customizing the content of an Element.



- 3 Hyperlinks may be added to any text box Element:

- Click **Hyperlink Manager** icon—
- Type or copy the URL
- In **Link Text**, enter a name associated with the link
- Click **OK**

- 4 The Element box may be collapsed by clicking **Hide** and expanded by clicking **Show**.



Important Considerations

Instructional Elements are components of a school/district template that allows teachers and administrators to track, monitor, and analyze various instructional elements within the Daily Plans. Instructional Elements may be placed in the Unit Plan, but only the Daily Plan data generates reports.

Monitored and Analyzed	Tracked and Analyzed
Text	Checkbox
List	Drop-down List

- 1 There may be any number of Instructional Elements in a Unit Plan or Daily Plan.
- 2 The information entered into Instructional Elements in the Unit Plan reflects aspects of the overall unit.
- 3 The information entered into Instructional Elements in the Daily Plan reflects aspect of each day's instruction. The Daily Plan data generates reports.

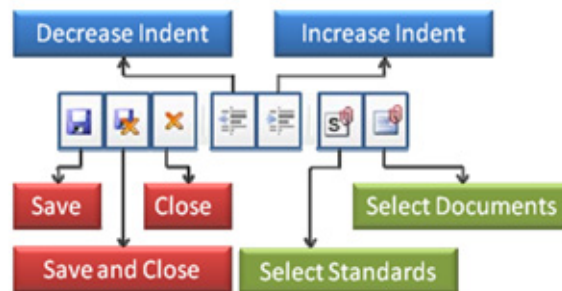
Note • Instructional Elements are not transported to Curriculum Mapper®.

5B. Customize Your Unit by Adding Information to Content, Skills, and Assessment Blocks:

To add Content and Skills:

- 1 Locate **Content, Skills, Assessment** section. Click **Add New Block**.
- 2 Choose a **title** for the block.
- 3 Click in **Content** to begin entering content statements.
- 4 Hit the **Enter** key for the next letter in the outline (A, B, C, etc).
- 5 Hit the **Tab** key for the next level in the outline, if desired (1, 2, 3, etc).
- 6 Hit the **Shift** and **Tab** keys to return to the previous level in the outline.

- 7 The Block Editing Toolbar also allows a user to format the **Content, Skills, Assessment** section.



Tip • The outline structure of the Content and Skills columns is pre-determined:

Content: 1 Level; Skills: 2 Levels		Content: 2 Levels; Skills: 3 Levels	
Content	Skills	Content	Skills
A. Level 1	A Level 1	A. Level 1	A. Level 1
	1. Level 2	1. Level 2	1. Level 2
			a. Level 3

Below is an example -- **Content: 2 Levels; Skills: 3 Levels**.

Content, Skills, Assessment

+Add New Block | Hide

Title: Title of the Block

Edit Block | Delete Block | Hide

Content

Skills

Assessment

A. Content Information

1. Sub-outlining feature for content

2. Sub-outlining feature for content

A. Content Information

1. Sub-outlining feature for content

a. skill statement 1

b. skill statement 2

2. Sub-outlining feature for content

+ Add Assessment

Name

Assessment Information

Delete

Important Considerations

Guidelines for writing Content, Skills, and Assessments:

Content	Skills	Assessment
<ul style="list-style-type: none"> – Express as descriptive nouns or noun phrases – Write in phrases rather than sentences – Avoid use of chapter headings, page numbers, acronyms, and abbreviations – Use enough detail to inform others; yet limit to two outline levels 	<ul style="list-style-type: none"> – Express as seeable and measurable verbs (Bloom's Taxonomy) – Use precise and exhibit active demonstrations of learning – Focus on the skills students learn rather than activities – Write in the language of skills, not a restatement of the standards 	<ul style="list-style-type: none"> – Express as defined nouns that clearly describe the assessment tool: product or performance – Write in measurable and recordable terms – Include the tools used to provide evidence of learning – Format to match skills

The content being taught, the skills students are learning, and the assessments used to determine mastery of the skills are all entered in blocks under the heading of Content, Skills, and Assessment. Blocks are used to segment instruction, identify areas of emphasis, or place instruction within a specific timeframe. A unit can be placed within one or multiple blocks depending on preference. Blocks can be named for easy reference. For example, a unit on the American Revolution might have the following blocks: **Causes**, **Events**, and **Effects**. In Language Arts, blocks can be used to separate **Reading**, **Writing**, **Listening**, and **Speaking** while keeping Language Arts within a unit. Blocks help in the organization of thinking and teaching.

Text entered in the **Content** column automatically populates the **Skills** column in order to maintain consistency and ensure that columns align. Thought must be given to the outline structure illustrated on Page 17. If the Level One structure in the Content area is selected and data is entered into the Content and Skills column using that structure, a Level Two structure cannot be added in the Content field without first deleting the data in those columns. The **Assessment** column is unique in that it does not follow the same outline structure. Assessments are typically grouped to match the skills being assessed. Any **Content**, **Skills**, and/or **Assessments** that are added later to the **Daily Plan** will populate the **Unit Plan**.

To add Assessments:

- 1 Click **Edit Block**.
- 2 Click **Add Assessment**.

- 3 Enter a **name** for the assessment. This text will appear in the Assessment column. Letters and numbers are recommended in the name to visually identify the skills that are measured using an assessment (example above, “Cloud Activity 1”).
- 4 If your school/district has included **Assessment Types**, select the most appropriate. These assessment types are tracked by the system.
- 5 Specific **Standards, Content and Skills**, and **Documents** can be attached to the assessment.
- 6 Click **Save Assessment**.




Important Considerations

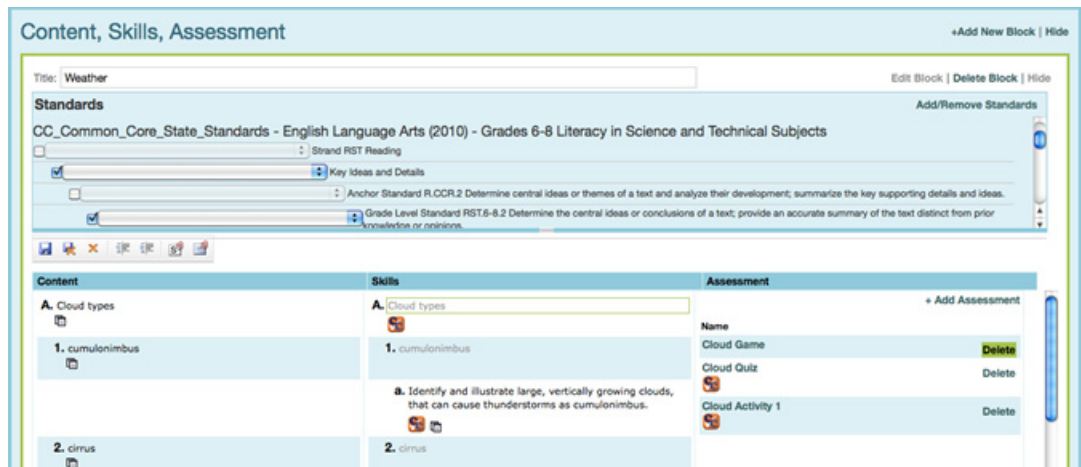
The Assessment column does not follow the same outline structure as Content and Skills, because the assessment may measure a number of skills over multiple content areas. When the Assessment is named, use text to match it to the skills being measured. In the example below, the **Analysis of the Jungle** assessment measures the skills in both **A** and **B**, so the teacher placed **A-B** before the name of the Assessment to make the visual correlation.

Content	Skills	Assessment
A. Cloud types	A. Cloud types	Cloud Game
1. cumulonimbus	1. cumulonimbus	Cloud Quiz
	2. Identify and illustrate large, vertically growing clouds, that can cause thunderstorms as cumulonimbus.	Cloud Activity 1
2. cirrus	2. cirrus	
	3. Identify and illustrate high level, thin wispy and white as cirrus	

In addition, standards can be attached to each Assessment, reflecting the specific standards measured by the Assessment. Reference also can be made to the specific Content and Skills with which the Assessment is associated.




To add Standards within Blocks:

- Standards can be associated with any block and may be attached to Content, Skills or Assessments.
- Click **Edit Block**
- Click on the **Add Standards** button .
- Standards chosen during creation of the unit will populate the Standards window.
- Click on the **content** or **skill** where the standard will be attached. A **green line** will appear around that item. See the **Assessment** information for attachment of **Standards to Assessments**.
- Choose the standards that are associated with the **Content** or **Skill**.
- The teacher may also choose the instructional level of the Standard by selecting **Introduced**, **Developed**, or **Reinforced** in the dropdown menu next to the Standard's checkbox.
- Once standards are chosen click the word **Attach Standards** in the top right corner
- To close out the standards section, simply click on **Close Standards** .
- Click on the **Save**, or **Save and Close**  to save the Block.



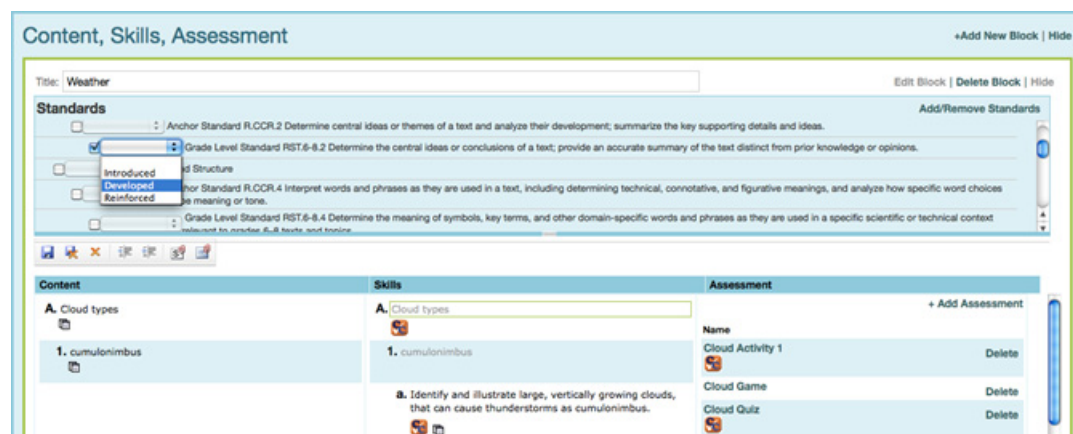
The screenshot displays the 'Content, Skills, Assessment' interface. At the top, there's a title 'Weather' and buttons for 'Edit Block', 'Delete Block', and 'Hide'. Below this is the 'Standards' section, which lists 'CC_Common_Core_State_Standards - English Language Arts (2010) - Grades 6-8 Literacy in Science and Technical Subjects'. It includes a tree view with 'Strand RST Reading' and 'Key Ideas and Details'. The 'Content' section shows 'A. Cloud types' with sub-items '1. cumulonimbus' and '2. cirrus'. The 'Skills' section shows 'A. Cloud types' with sub-items '1. cumulonimbus' and '2. cirrus'. The 'Assessment' section shows a table with columns 'Name' and 'Delete', listing 'Cloud Game', 'Cloud Quiz', and 'Cloud Activity 1'.

To edit Standards:

- 1 Click **Edit Block**
- 2 Click on the **Content** or **Skills** box that has the enclosed standard.
- 3 Click on the Standard icon  This will show the standards previously checked
- 4 Change or delete whatever Standard(s) the teacher needs to address by checking or un-checking the Standard(s).
- 5 Click the words **Add/Remove Standards** in the right corner.
- 6 Click **Close Standards** 
- 7 Click on the **Save**, or **Save and Close**  to save the Block.

Important Considerations





Standards can be attached to every Content or Skill statement; or they can be attached to the last statement in a series, in which case it can be assumed that the standard is associated with all Content and/or Skills statements above it. Thought must be given to the consistency of how standards will be attached for the school/district. When a standard is clicked, the drop-down to the right is activated and can be used to choose the level of the standard addressed. Be sure when editing to always click **Add/Remove Standards** in the top right corner.

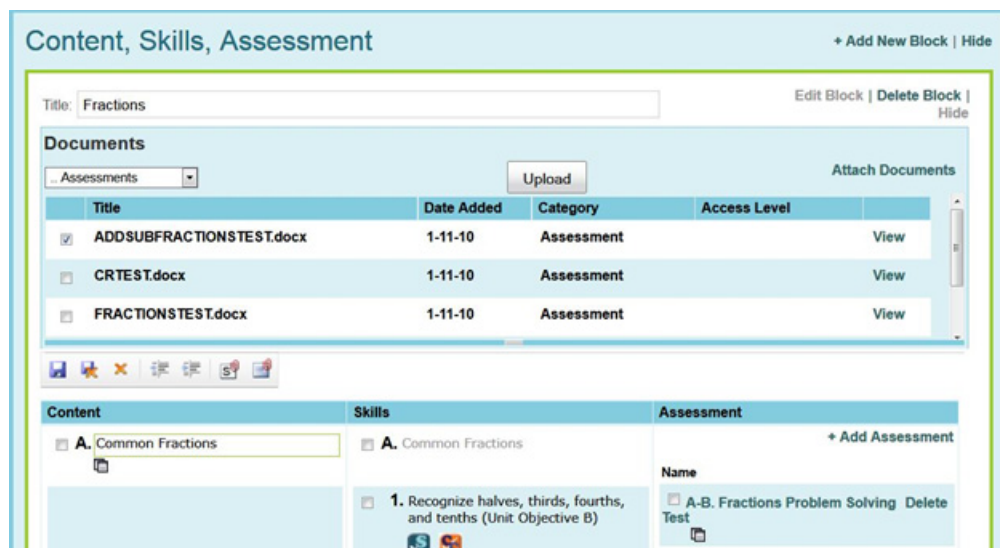


Any Instructional Element, Standards area, or Block may be hidden to focus viewing to a specific area of the page by clicking **Hide**. Click **Show** to see the section again

Attaching Documents within Blocks

To attach documents to the Content or Skills column:

- 1 To add a document or files to a Unit or Daily Plan in the Content or Skills columns, click on the **Add Document** icon .
- 2 If the file needs to be added to the Document Library, click **Add New File**.
- 3 Scroll to the top of the computer window if the **Add New File** dialog box does not appear. It will be located at the top of the screen.
- 4 Click **Browse** to locate the file.
- 5 Choose **Share Option**. (Remember: *Global Access is free space*.)
- 6 Enter Document Title and Description; select **Category**, **File Type**, and **Library**.
- 7 Click **Add File**.
- 8 Click in the Content or Skills column. Document(s) will attach where the cursor has been placed.
- 9 Place a check in the box next to the desired document(s).
- 10 Click **Attach Document** and **Save** the block. An icon  will appear in the column indicating the document is attached.
- 11 To close the Document Library, simply click on Add Documents Icon  again.
- 12 Click on the **Save**, or **Save and Close**  to save the Block.



- 13 Delete documents from Content or Skills in the same manner as standards. (Page 22)

Important Considerations

Documents, images, and other types of files can be attached to Instruction Planner™ in a variety of areas, making the Document Library useful as a repository for items used to teach, reinforce, or assess. Multiple documents may be attached to the Unit Plan or Daily Plan at the same time. However, only one document can be uploaded at a time to the Document Library.

To manage a document library:

- 1 Choose **Resources** tab; click **Document Library**.
- 2 Create folders for file management. For example, create a folder for a unit and upload files to the folder. That will keep the document library organized.

The screenshot shows the 'Document Library' interface. At the top, there are dropdown menus for 'CLI District Office' and 'Personal'. To the right, space allocation is shown: 'School Allocated Private Space: 1000.00 MB', 'School Available Private Space: 999.615 MB', and 'My Available Private Space: 999.615 MB'.

The main content area contains a table with the following columns: '+Add New File | +Add New Folder', 'Attachment Category', 'Upload Date', 'Share Options', and 'Edit | Delete'.

+Add New File +Add New Folder	Attachment Category	Upload Date	Share Options	Edit Delete
Algebra I School 2008.doc	Rubric	08-04-09 01:42 PM	Global	Edit Delete
Grade 2 Reading.doc	Instructional Resource	02-04-10 08:27 AM	School	Edit Delete
Hyperlinks	Rubric	07-22-09 01:38 PM	Global	Edit Delete
Aesop's Fables +Add New File +Add New Subfolder				Edit Hide
Greek Theater	Lesson Plan	06-08-09 09:22 AM	Global	Edit Delete
Poster Possibility	Instructional Resource	06-08-09 09:25 AM	Global	Edit Delete
Fable Collection +Add New File +Add New Subfolder				Edit Hide
The Shepherd's Boy	Instructional Resource	06-08-09 09:00 AM	Global	Edit Delete
The Stag the Wolf and the Sheep	Instructional Resource	06-08-09 09:02 AM	Global	Edit Delete

Step 6: Reality Check

- 1 Click **Reality Check** tab at the top of the unit page.
- 2 Content, Skills, and Assessments selected in Daily Plans throughout the unit will have checkboxes selected. If an item appears grayed out, it was not selected in any of the Daily Plans.
 - If instruction *occurred* and is *not checked* here, return to the date the instruction occurred in the Daily Plan to select desired items.
 - If instruction *did not occur* and is *checked* here, de-select desired items.

Tip • Items marked with checkboxes in Reality Check are sent to Curriculum Mapper® as curriculum map data.

Content	Skills	Assessment
<input checked="" type="checkbox"/> A. Common Fractions	<input checked="" type="checkbox"/> A. Common Fractions	Name
	<input checked="" type="checkbox"/> 1. Recognize halves, thirds, fourths, and tenths (Unit Objective B)	<input checked="" type="checkbox"/> A-B. Fractions Problem Solving Test
	<input checked="" type="checkbox"/> B. Models of Fractions	<input checked="" type="checkbox"/> A-D. Fractions Test
	<input checked="" type="checkbox"/> 1. Construct models of fractions by dividing regions into equal parts (Unit Objective B)	<input checked="" type="checkbox"/> Virtual Math Girl Activities
	<input type="checkbox"/> 2. Write a fraction to name a part (Unit Objective B)	
	<input checked="" type="checkbox"/> C. Equivalent Fractions	
	<input checked="" type="checkbox"/> 1. Identify equivalent fractions (Unit Objective D)	
	<input type="checkbox"/> 2. Construct models of equivalent fractions for fraction parts of whole objects (Unit Objective D)	
	<input checked="" type="checkbox"/> D. Ordering Fractions	
	<input checked="" type="checkbox"/> 1. Compare the sizes of fractions and mixed numbers with and without the use of models (Unit Objective D)	
	<input checked="" type="checkbox"/> 2. Order fractions on a number line (Unit Objective D)	

Important Considerations

What do you mean by Reality Check?

Reality Check is just that -- it identifies what really happened in the classroom. Many times items within plans never see the light of day. Response to student needs can alter what was initially planned. Additionally, circumstances like assemblies, fire drills, and illnesses within the school can affect anticipated instructional timelines. Reality Check monitors the progress of the unit to review what was planned and what was accomplished.

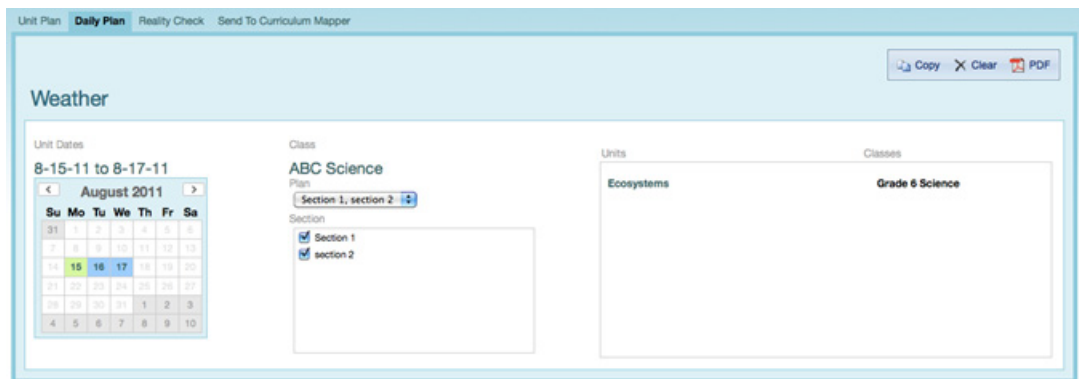
Notice the example below in which Skill 2 appears not to have been addressed. If it was taught and simply not checked, it can be selected on any day within the Daily Plan.

Decimals		
Content	Skills	Assessment
<input checked="" type="checkbox"/> A. Place Value	<input checked="" type="checkbox"/> A. Place Value	Name <input checked="" type="checkbox"/> A-C. Fraction and Decimal Test
	<input checked="" type="checkbox"/> 1. Represent decimals using correct place value (Unit Objective C)	
<input checked="" type="checkbox"/> B. Ordering	<input checked="" type="checkbox"/> B. Ordering	
	<input checked="" type="checkbox"/> 1. Compare decimals involving tenths and hundredths using concrete models (Unit Objective F) <input type="checkbox"/> 2. Compare and order decimals involving tenths and hundredths using place value (Unit Objectives C, F)	
<input checked="" type="checkbox"/> C. Fraction Comparisons	<input checked="" type="checkbox"/> C. Fraction Comparisons	
	<input checked="" type="checkbox"/> 1. Write decimal equivalents to $\frac{1}{4}$, $\frac{1}{5}$, and $\frac{1}{10}$ (Unit Objective E)	

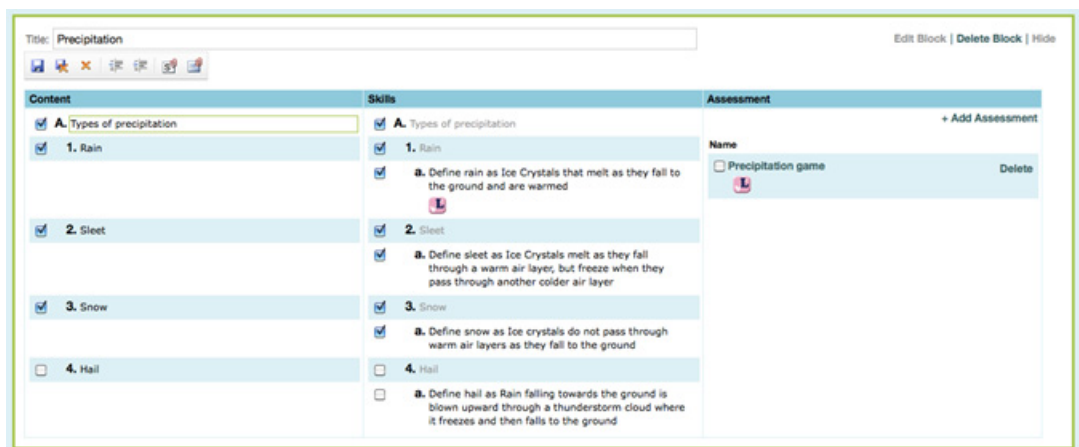
Working with Daily Plans

Any information placed in Content, Skills, and Assessment in the Unit Plan will be available under the tab, **Daily Plan**. The purpose is to match the Content, Skills, and Assessments to each day, as well as to add additional Content, Skills, and Assessments as needed during implementation of the instruction.

- 1 Click **Daily Plan** tab.
- 2 Click a specific day in the calendar. The whole day block will now appear green.



- 3 Identify the days (block(s)) associated with the instruction that occurred.
- 4 For each set of Content, Skills and Assessment block, click **Edit Block**.
- 5 Place a checkmark next to each item corresponding to the instruction.



- 6 **Content, Skills, Assessment Block(s)** can be edited to reflect the day's lessons actually taught.
- 7 Click **Save**, or **Save and Close**, to exit each block or element.

Important Considerations

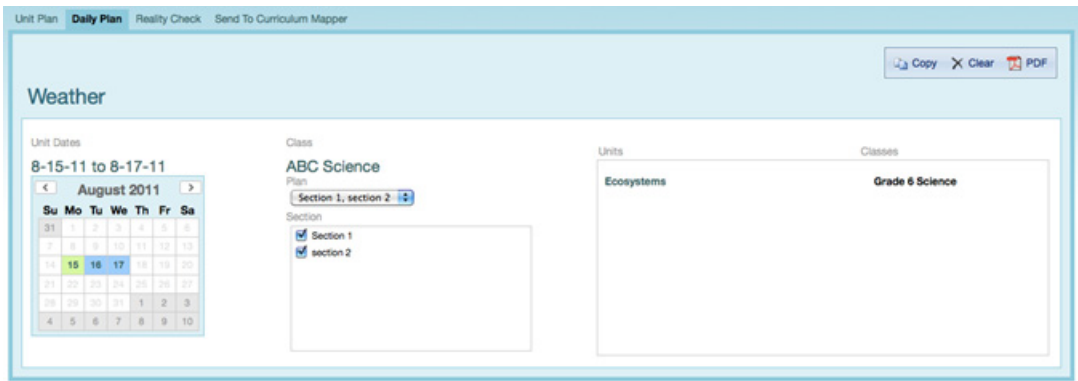
What is the difference between a Unit Plan and a Daily Plan?

Consider a Unit Plan similar to a road atlas: a tool that assists the traveler in the overall journey over a period of time. Consider Daily Plans the daily itineraries: tools that identify the specific events, locations, and routes for each day. Both are vital to the success of the journey. With that in mind, the Unit Plan serves as an overall guide while the Daily Plans are the day-to-day experiences in the classroom. Instruction

Planner tracks the data entered in Daily Plans.

Keep in mind that any Content, Skills, and/or Assessments added later to any day within the Daily Plan will populate the Unit Plan.

If instruction for a specific day extends into the next day, select **Copy** in the tool bar at the top right. Click the day to which the plan will extend; select **Copy** Daily Plan.



Reports

Instruction Planner Reports provide overview information for teachers on specific parts of each unit. Teacher may use this information to document and reflect on the instruction that actually occurred in the unit, and print that information to a PDF document. Data for these reports are gathered from the **Daily Plans**.



Elements Report (Which elements have I used in my unit?)

A teacher can run this elements report for specific elements to document the instruction for each instructional element of the daily plan. A report can include elements related to a particular purpose, such as sharing differentiation strategies with an administrator or parent. A teacher can use the information from the report to review their own instructional strategies, ensuring that a variety of strategies are used in the instruction. Children learn in different ways, so the teacher's review of the strategies will help document and inform others about meeting the learning styles of the children in the class. Daily view of instructional activities allows the teacher to review flow of instruction. Listing of all independent practice will aid the teacher in setting up assignments in StandardsScore or any other grading program. The teacher can easily see her notes and evaluation of each day's progress through the unit, to be a reminder for the next day, or the next year of any changes to be made for the next time the unit is taught.

All elements are listed in alphabetical order, then by date.

- 1 Click **Reports** on the menu tab.
- 2 Choose "**Which elements have I used in my unit?**"
- 3 Select **Class** and **Unit Plan**.
- 4 Choose desired **Element(s)** for the report.

5 Click **Run Report**.

The screenshot shows a web-based form titled "Which elements have I used in my unit?". At the top right, there is a "Print" icon and a "< Back to Reports" link. The form contains two dropdown menus: "What class would you like to select for this report?" (set to "Grade 6 Science") and "What Unit Plan would you like to include in this report?" (set to "Weather (9-11 to 6-20-11)"). Below these is a section titled "Which Elements would you like to include in this report?" with a list of checkboxes. The checked items are: "(Check All)", "Additional Resources", "Assignments/Homework", and "Connections to Prior Knowledge and Experience". Other unchecked items include "Accommodations/Modifications", "Closure/Student Product", "Differentiation Strategies", "Essential Questions", "Expectations for Learning", "Formative Assessment Strategies", "Homework", and "Opening Activity/Introduction". A vertical scrollbar is on the right of the list. At the bottom right, there is a "Run Report" button.

Daily Plan Report (Where can I find my daily plans?)

This report enables teachers to run daily plans to be printed to a PDF document.

- 1 Click **Reports** on the menu tab.
- 2 Click on **Where can I find my daily plans?**
- 3 Select the appropriate date on the calendar. All plans available on that date will appear in the chart.
- 4 Choose the Element and/or Content, Skills, Assessments on which the report will be run.
- 5 Click the box **Check All Elements** at the top right to include all information in the report.
- 6 Click **Run Report**

- 7 The results will appear directly below the report setup.

Where can I find my daily plans? Print < Back to Reports

What day would you like to include in this report? Which Elements would you like to include in this report? ☒ Check All Elements

(Select a month. Highlighted dates reflect plans.)

March 2011

Su	Mo	Tu	We	Th	Fr	Sa
27	28	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9

	Aesop's Fables <input checked="" type="checkbox"/> Check all	Get Ready For Fractions <input checked="" type="checkbox"/> Check all
Content	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Closure/Review & Evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Differentiation Strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Independent Practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Instructional Resources	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Instructional Strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lesson Objectives	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lesson Reflection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Methodology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching & Learning Tasks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Words of the Day	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

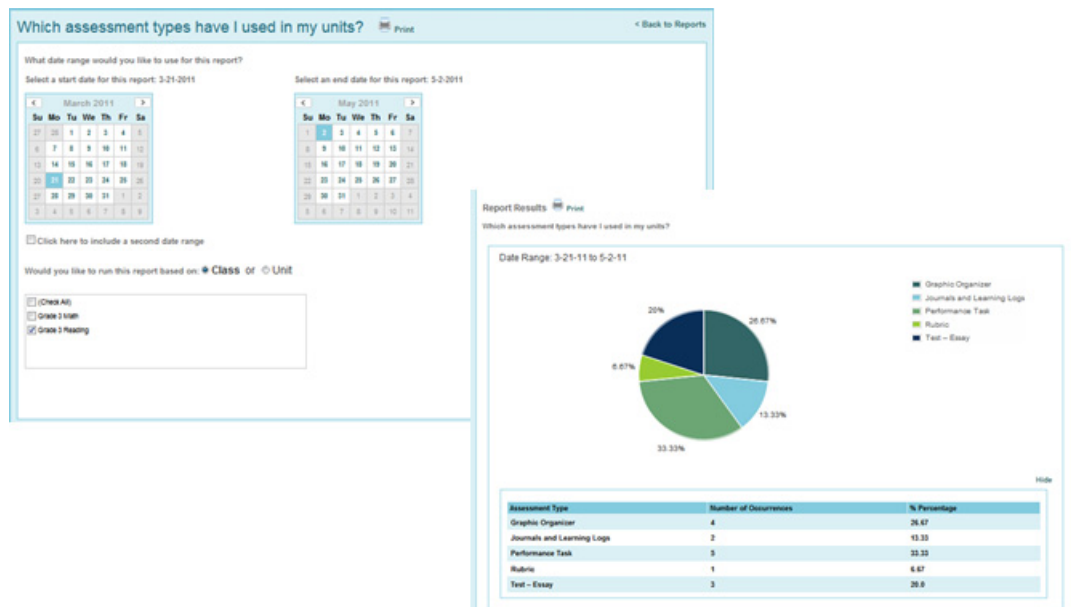
< Back To Reports

Assessment Report: (Which assessment types have I used in my units?)

The Assessment Report tracks the types of assessments teachers check off in the Daily Plans in the Assessment column. The teacher can use the information from the Assessment Reports to review their own use of assessments, ensuring that a variety of assessments are being used in the instruction. These reports provide detailed information on the types and frequency of assessments. These reports can also be printed for documentation of assessment. A comparison report **How have assessment types changed over time?** can be run comparing assessments for two different time periods. This report may be accessed through the **Which Assessment Types have I used in my units?** or by selecting the **How have assessment types changed over time?** report.

- 1 Select **Reports** from main menu.
- 2 Select **Which Assessment Types have I used in my units?** from the available reports.
- 3 When the report opens, select a **Start Date and End Date** from the calendars, indicating when the reporting period should begin and end.
- 4 To run an assessment comparison report, check the box next to the **Click here to include a second date range.**
- 5 Select **Would you like to run this report based on: Class or Unit** button.
- 6 Select the check box **for the desired Unit or Units.**
- 7 Click on **Run Report**

Frequency of use of each type of assessment is displayed as a pie chart, unless there are more than 20 types of assessments, the results are displayed as a bar graph. In the Data Chart are the Number of Occurrences and % Percentage of each assessment typed checked off in the Daily Plans.



Assessment Report: What assessment types were used for the skills taught in this unit (New)?

This report details the relationship between the assessments given and the skills those assessments are addressing for a particular time period or unit. The report provides detailed information about the frequency and type of assessment with which students are being assessed, related to the skills being taught and allows for export of the data to various file formats for archiving and further analysis

The chart includes totals in the first column and results for each assessment type in the remaining columns for ease of comprehension and analysis.

What assessment types were used for the skills taught in this unit?

Optional: Select the time period to choose Units from: Select Unit Plan to include in this report: Aesop's Fables

Select a start date for this report: Select an end date for this report:

(Note: To reduce number of Units to review choose a Start date or Start/End date.)

Run Report

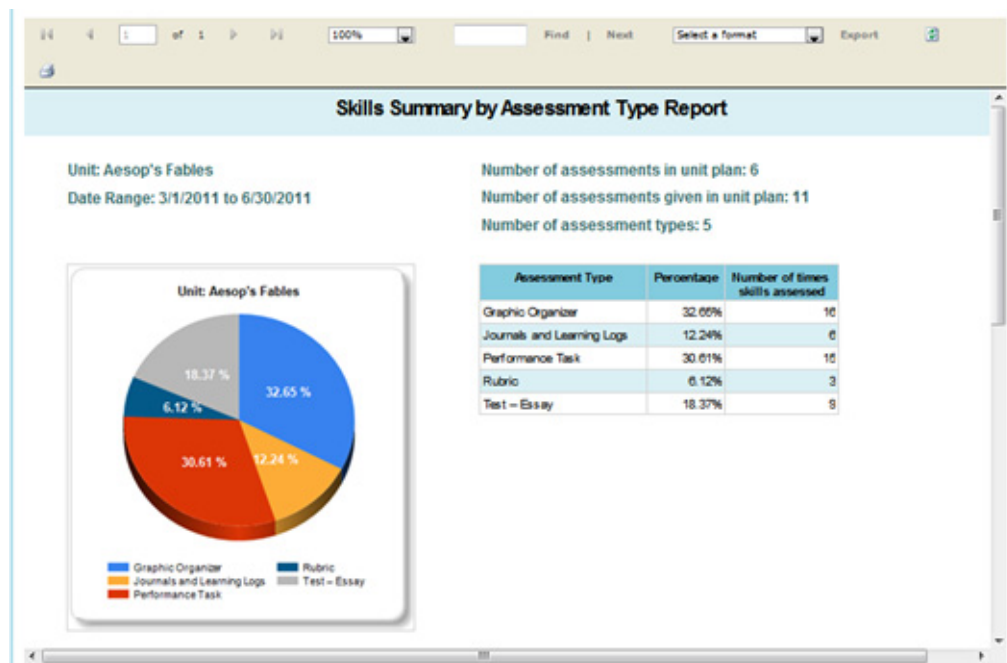
- 1 Select **Reports** from the main menu
- 2 Select the time period from which to choose units and select the Unit Plan from the drop down listing of all Units.

3 Click Run **Report**.

This report will show a summary of assessment types that were used for the skills taught in this Unit including

- The total number of assessments in the unit plan
- The total number of assessments given in the unit (Note: specific assessments may have been used two or more times).
- The number of assessment types

The graph displays the assessment types used displayed as percentage of total.



Skills Summary by Assessment Type may be viewed by scrolling down the report. The information for this report is available if a teacher has checked the Content and Skill associate with each assessment in the Assessment Details.

Skills	Total	Graphic Organizer	Journals and Learning Logs	Performance Task	Rubric	Test – Essay
Aesop's Fables						
A. Reading [PDF of Unit and Daily Plans attached here]	2	2	0	0	0	0
1. Aesop's Life	2	2	0	0	0	0
b. describe the culture of the time of Aesop	2	2	0	0	0	0
c. add to the timeline describing how long ago Aesop lived	2	2	0	0	0	0
B. Listening/Speaking	4	2	2	0	0	0
1. Fables and Truths [Smart Notebook Lesson attached here]	4	2	2	0	0	0
b. identify the moral of several fables	2	2	0	0	0	0
c. read and record the moral of at least 5 fables - (tiered assignment)	2	0	2	0	0	0
d. choose and summarize one of Aesop's Fables that is personally meaningful	2	2	0	0	0	0
C. Writing	9	0	0	5	1	3
1. A Modern Fable	3	0	0	2	1	0
2. Presentation	6	0	0	3	0	3
b. write a dialog for a play that would	1	0	0	1	0	0

Data from this report may be exported as several different file formats. For exporting data select the format and click on Export

Assessment Report: (How have assessment types changed over time?)

Tip • If you included types of assessments as part of your Instructional Elements and checked them as part of the Daily Plan you can create reports to determine how they were implemented or monitor the selection.

Assessment Types over Time:

- 1 Click **Reports** on the menu tab.
- 2 Choose **How have assessment types changed over time?**
- 3 Choose a beginning and end date range.
- 4 Choose a second date range, click in the box for second range then choose dates.
- 5 Choose to run the report on a Class(es) or Unit(s).
- 6 Click **Run Report**.

Reports-Important Considerations

The Instructional Elements Report provides information from each element within the Daily Plans. The Daily Plan Report provides details for a specific day within a Daily Plan and is an excellent source for a substitutes' lesson plan or for providing thorough information to those who may need more detail on specific aspects of the daily lesson. These reports can be **printed** for use in Admission, Review, and Dismissal (ARD) meetings, Response to Intervention (RtI) meetings, as well as team and/or faculty meetings.

Monitored and Analyzed	Tracked and Analyzed
Text	Checkbox
List	Drop-down List

TRACKED

Instructional Strategies - Marzano							
	Total	3-4-11	3-7-11	3-8-11	3-9-11	3-10-11	3-11-11
Identifying Similarities & Differences	7	X	X		X	X	X
Reinforcing Effort & Providing Recognition	1						
Nonlinguistic Representation	1			X			
Questions, Cues, & Advance Organizers	1						
Summarizing & Note Taking	5	X	X		X	X	
Cooperative Learning	2	X	X				

MONITORED

Report Results  Print

Which elements have my teachers used in their units?

Teacher Name:

Instruction

3-4-11

1. Provide any necessary background information on WWI as well as influential people involved in the war.
2. Students work independently or in pairs using the Treaty of Versailles handout, text, and web sites to organize information on key attributes of the treaty.

3-7-11

1. Provide any necessary background information on WWI as well as influential people involved in the war.
2. Students work independently or in pairs using the Treaty of Versailles handout, text, and web sites to organize information on key attributes of the treaty.

My Plans Menu

When viewing the **My Plans** home page of Instruction Planner, **all current units** will be displayed.

The screenshot shows the 'Unit Plan List' interface. At the top, there are links: '+ Add New Unit', '+ Add New Unit From Plan Library', and 'View Timeline'. Below these are three dropdown menus: '2009 Calendar', 'All Classes', and 'Display Current Units'. There is also a checkbox for 'Show Inactive Units'. The main table has four columns: 'Dates', 'Units', 'Shared', and 'Class & Sections'. It lists three units: 'Chapter 3 Neutral', 'Planets', and 'Probability'. To the right, there is a 'Jump To A Daily Plan:' section with 'Yesterday', 'Today', and 'Tomorrow' buttons, and a calendar for April 2010.

Dates	Units	Shared	Class & Sections
04-19-10 to 04-30-10	Chapter 3 Neutral	P	Grade 8 Math / Mrs. Synatschk
04-26-10 to 04-29-10	Planets	P	Grade 3 Science / Mrs. Synatschk
04-26-10 to 04-30-10	Probability	P	Grade 8 Math / Mrs. Synatschk

- To view completed units, future units, or current units, select from the drop-down list.

This screenshot shows the 'Unit Plan List' interface with the 'Display Current Units' dropdown menu open. The menu options are: 'Display Current Units', 'Display Completed Units', 'Display Future Units', and 'Display All Units'. The table and other interface elements are the same as in the previous screenshot.

- To view and edit a unit, click on the name of the unit.

Add New Unit from Plan Library

Tip • Units can be published as 'master units' and shared between schools within a district.

School or district teacher teams may create model or master units that can be used by other teachers throughout the school or district. These units are created and saved by teachers, but published to the **Plan Library** by an Administrative account. Teachers then can add a unit into their Unit Plan list from the **Add New Unit From Plan Library** link on the **My Plans** home page.

- 1 Click **Add New Unit From Plan Library**.

Add New Unit From Plan Library

* Courses
United States History

* Plan Library Units

Dates	Unit
9-24-09 to 10-13-09	Changes in Industrial Society
9-24-09 to 10-13-09	Changes in Industrial Society
6-15-09 to 9-30-09	Math: Prime Time

* Title

* Class
Select a class...
Select a class...
United States History

School Calendar
2010-2011 Calendar

Select Dates
Start Date End Date

Share Unit With
Select Teachers

- 2 Select the **Course**.
- 3 Select the **Plan Library Unit** associated with the course.
- 4 Enter new **Title** (if desired)
- 5 Select **Class, Sections, and School Calendar**.
- 6 Select a different **Start Date** and **End date**

Note • Unit dates can be edited only if the setting is allowed by Administrative account.

- 7 Select teachers to **Share Unit With** (if applicable).
- 8 Click **Add Unit**. The unit will be added to the Unit Plan list and can be revised.

Important Considerations

When a teacher adds a unit from the Plan Library, all information in the elements and blocks is maintained, allowing him or her to revise the Unit Plan to meet the needs of his or her students.

Send to Curriculum Mapper

- 1 Click **Send to Curriculum Mapper** tab at the top of the unit page.
- 2 Click **Preview Map** for a preview of the curriculum map before sending to Curriculum Mapper.

Note • The title of the unit is not transported to Curriculum Mapper® and the title of the block can only be viewed by the author of the unit.

Changes in Industrial Society

Unit Dates
3-17-10 to 4-5-10
Class
United States History
Sections
1st period, 2nd period, 4th period

Preview Map
Send To Curriculum Mapper

Map Preview

March 2010
Greed and Corruption

Content	Skills	Assessment
A. Tammany Hall	A. Tammany Hall 1. identify and explain the reasons behind political corruption from 1870-1900	A-C. Retrieval Chart
B. Railroads, Steel and Oil	2. analyze the effects of political corruption B. Railroads, Steel and Oil 1. discuss the impact of the railroad, steel and oil industry on the United States	
C. Anti-Trust Movement	2. analyze the positive and negative effect of major industry on American people from 1865-1910 C. Anti-Trust Movement 1. explain the reasons for the anti-trust movement 2. analyze the effects of the Sherman Anti-trust Act	

Click **Send to Curriculum Mapper**. All items checked in Reality Check will be sent to Curriculum Mapper®.

March 2010

Greed and Corruption

Content	Skills	Assessment
A. Tammany Hall	A. Tammany Hall 1. identify and explain the reasons behind political corruption from 1870-1900	A-C. Retrieval Chart
B. Railroads, Steel and Oil	2. analyze the effects of political corruption B. Railroads, Steel and Oil 1. discuss the impact of the railroad, steel and oil industry on the United States	
C. Anti-Trust Movement	2. analyze the positive and negative effect of major industry on American people from 1865-1910 C. Anti-Trust Movement 1. explain the reasons for the anti-trust movement 2. analyze the effects of the Sherman Anti-trust Act	

Working Conditions

Content	Skills	Assessment
A. Conditions within factories	A. Conditions within factories 1. compare and contrast working conditions during the 19th century	A-B. Analysis of The Jungle
B. Pay and Work Day	B. Pay and Work Day 1. compare and contrast pay and the work day of the 19th century	A-B. Retrieval Chart

Important Considerations

What will a map look like if a unit takes place over more than one month, or begins in the middle of the month and ends in the middle of the following month?

This situation is controlled by what is checked in each Daily Plan, where the system tracks the Content taught, Skills addressed, and Assessments used by date.

Curriculum Mapper® places information in the correct month based on the dates associated with the Daily Plan.

March 2010		
Greed and Corruption		
Content	Skills	Assessment
A. Tammany Hall	A. Tammany Hall 1. identify and explain the reasons behind political corruption from 1870-1900	A-C. Retrieval Chart
B. Railroads, Steel and Oil	2. analyze the effects of political corruption	
C. Anti-Trust Movement	B. Railroads, Steel and Oil 1. discuss the impact of the railroad, steel and oil industry on the United States 2. analyze the positive and negative effect of major industry on American people from 1865-1910	
	C. Anti-Trust Movement 1. explain the reasons for the anti-trust movement 2. analyze the effects of the Sherman Anti-trust Act	
Working Conditions		
Content	Skills	Assessment
A. Conditions within factories	A. Conditions within factories 1. compare and contrast working conditions during the 19th century	A-B. Analysis of The Jungle
B. Pay and Work Day	B. Pay and Work Day 1. compare and contrast pay and the work day of the 19th century	A-B. Retrieval Chart

Information Sent to Curriculum Mapper®

To entering data into additional columns in Curriculum Mapper®:

- 1 Under the **Maps** tab select **My Maps**.
- 2 Click the **month** name to edit (example below, “Aug” in Grade 7 Social Studies).

Home | Maps | Reports | Resources | Search | Support | Admin

Curriculum Improvement Studio

My Maps

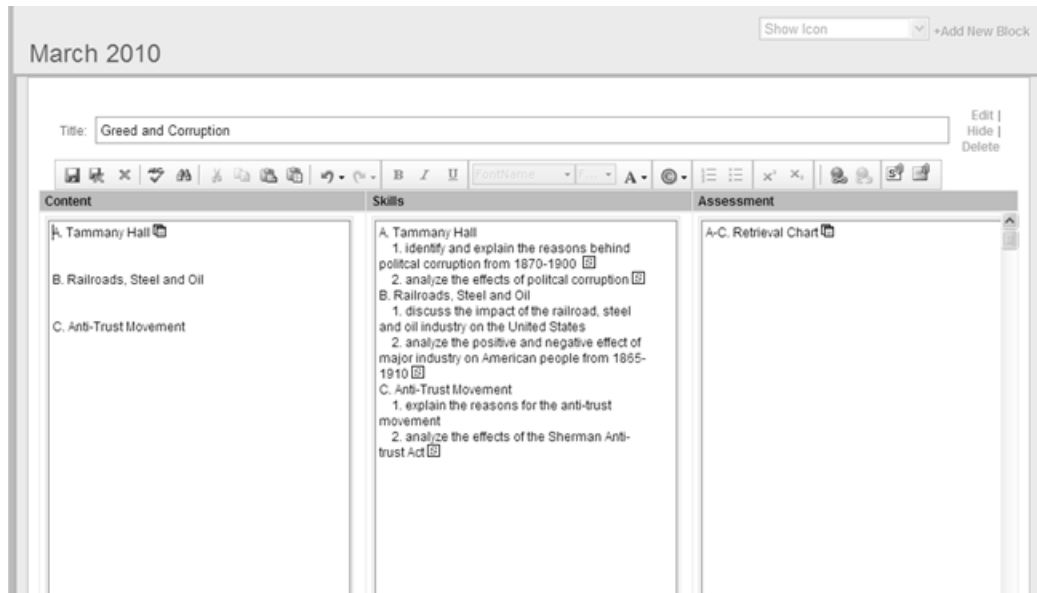
Add New Map | Copy Map | Help

Year: 2009-2010

Course	School Year	Months	MasterMap
Grade 7 Social Studies	2009-2010	Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul	
United States History	2009-2010	Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul	

- 3 The screen will refresh and display data of the current month, by block.
- 4 Click **Edit** to add information into the additional columns.

- 5 Click **Save** or **Save and Close** before moving on to another block or month.



Reports (Administrator)

School Building Reports

These reports allow administrators to review all aspects of any teacher's Plans within their school. A district coordinator can access all daily plans within their district.

Elements: Which elements have my teachers used in their units?

This report allows the School or District Coordinator review Elements entered into a Daily Plan by a teacher.

- 1 Select **Reports** from the Main Menu.
- 2 Select **Which elements have my teachers used in their units?**
- 3 Select **Which teacher would you like to select for this report?**
- 4 Select **What class would you like to select for this report?**
- 5 Click on **Select a start date for this report** and **Select an end date for this report.**

6 Click **Run Report**.

Which elements have my teachers used in their units? [< Back to Reports](#)

Which teacher would you like to select for this report?

What class would you like to select for this report?

☐ (Check All)

☒ Grade 1 Social Studies

☐ Grade 2 Social Studies

☐ Grade 3 Social Studies

☐ Grade 4 Social Studies

☐ Grade 5 Social Studies

☐ Grade K Social Studies

☐ Theater Arts

Which elements would you like to include for this report?

☐ (Check All)

☐ Activities

☐ Activities (text)

☐ Assessment Notes (Student data)

☐ Assessment Reflection (How effective was this Assessment?)

☒ Differentiated Instruction

☐ Differentiated Instruction Detail

☐ Key Terms

☐ Materials / Resources

☐ Teaching Point

What date range would you like to use for this report?

Select a start date for this report:

Start date:

Select an end date for this report:

End date:

July 2011 July 2011

Su	Mo	Tu	We	Th	Fr	Sa
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

July 2011 July 2011

Su	Mo	Tu	We	Th	Fr	Sa
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

[< Back To Reports](#)

Daily Plan: Where can I find my teacher's daily plans?

This report allows the School or District Coordinator access Daily Plans taught by a teacher.

- 1 Select **Reports** from the Main Menu.
- 2 Select **Where can I find my teacher's daily plans?**
- 3 Select the **Calendar Year**, **Teacher Name**, **Course** and **Units** to Display.
- 4 Click on the desired **Unit**, the Unit will open.
- 5 Click on **Daily Plan** and the desired date.

Where can I find my teacher's daily plans? [< Back to Reports](#)

(Click a unit to see the daily plan.)

2010-2011 Calendar Grade 1 Social Studies

☐ Show Inactive / Unpublished Plans

Teacher	Dates	Units	Plan Library
Arnold, Dina	09-13-2010 to 10-29-2010	Families Are Important Unit 1 from Plan Library	
Arnold, Dina	11-01-2010 to 12-23-2010	Families, Now and Long Ago Unit 2	
Arnold, Dina	01-03-2011 to 03-31-2011	Families in Communities Unit 3	

[< Back To Reports](#)

Unit Plan: What units of study have my teachers developed?

This report allows the School or District Coordinator access Unit Plans taught by a teacher.

- 1 Select **Reports** from the Main Menu.
- 2 Select **What units of study have my teachers developed?**
- 3 Click on the **Calendar**, **Teacher Name**, desired **Classes**, and **Units** to be displayed.
- 4 Click on the **Unit** title to open the desired plan.

What units of study have my teachers developed? < Back to Reports

2010-2011 Calendar Johnson, John All Classes Display Completed Units

☐ Show Inactive / Unpublished Plans

Teacher	Dates	Units	Plan Library
Johnson, John	09-13-2010 to 11-12-2010	Geography and Early Peoples of the Western Hemisphere- Unit 1	
Johnson, John	11-15-2010 to 01-21-2011	the United States-Unit 2	
Johnson, John	01-24-2011 to 04-15-2011	Latin America Unit 3	
Johnson, John	04-27-2011 to 05-31-2011	Canada- Unit 4	


< Back To Reports

Assessment: Which assessment types have my teachers used in their units? and How have assessment types in my teacher's units changed over time?

This report allows the School or District Coordinator to review and compare Assessment types used by a teacher through a period of time or compare periods of time.

- 1 Select **Reports** from the Main Menu.
- 2 Select **Which assessment types have my teachers used in their units?** or **How have assessment types in my teacher's units changed over time?**
- 3 Select **Start** and **End** dates for the report.
- 4 Click **here to include a second date range** for a second date range for comparison reports.
- 5 Select **Which school would you like to select for this report?**
- 6 Select **Which courses would you like to select for this report?**
- 7 Select **Which teachers would you like to select for this report?**

8 Click **Run Report**

Which assessment types have my teachers used in their units?  [< Back to Reports](#)

What date range would you like to use for this report?
 Select a start date for this report: 3-1-2011
 Select an end date for this report: 6-30-2011

March 2011

Su	Mo	Tu	We	Th	Fr	Sa
27	28	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9

June 2011

Su	Mo	Tu	We	Th	Fr	Sa
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2
3	4	5	6	7	8	9

☐ Click here to include a second date range

Which school would you like to select for this report?
 Jackson Creek Middle

Which courses would you like to select for this report?
☐ (Check All)
☒ Grade 6 ELA
☒ Grade 6 Math
☒ Grade 8 Science

Which teachers would you like to select for this report?
☐ (Check All)
☐ Chasten, Ella
☒ Strahorn, Jamie

[Run Report](#)

Administrative Settings

Administrative settings allow administrators to control certain permissions within Instruction Planner, as well as set naming conventions for the Content, Skills, Assessment block and three levels of standards coverage.

Dashboard My Plans Reports Resources Setup Support **Admin**

Today's Overview: Friday, June 17, 2011
 Teacher: Choose...
 Select a teacher above to view their daily plan.

Reports

Assessment Types Report

Unit: Get Ready For Fractions

41.18% 17.65%

Curriculum Maps

Select a teacher above to view

Message Board

New Product Announcement
 Collaborative Learning has a product announcement to share! Read more

- Assessment Types
- Assign To-Do Item
- School Calendar
- School Courses
- School Plans
- School Settings
- School Templates & Elements
- School Profile
- EasyStart
- SAMS

Reports Resources Setup Support **Admin** Curriculum Improvement Studies

Assessment Type CLJ DEMO District Of Columbia [+ Add Assessment Type](#)

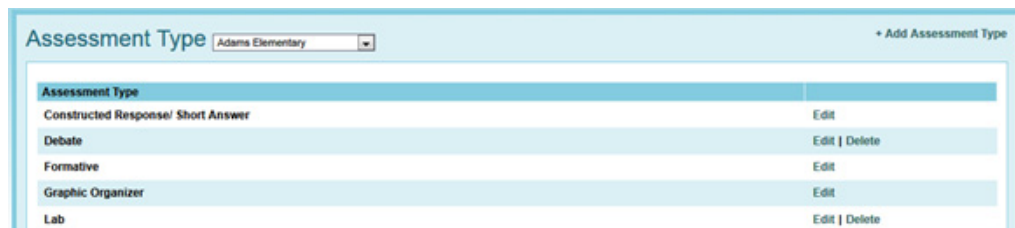
Assessment Type	
Creative Performance or Exhibition	Edit Delete
Formative	Edit
Graphic Organizer	Edit Delete
Journals and Learning Logs	Edit Delete

Assessment Types

Assessment Types are created by the Administrative account. Once these types are created, teachers click the type(s) that match the assessment they have entered in the Unit and/or Daily Plans.

Note • Administrators' dashboard allows the administrator select a teacher's dashboard from a drop down menu.

- 1 Select **Admin** from the Admin Menu
- 2 Select **Assessment Types**
- 3 District Coordinators will need to select the school to which the Assessment Types will be added
- 4 Click on **Add Assessment Type** in the upper right hand corner
- 5 Enter the assessment type **Name**
- 6 Click on **Add Assessment Type**
- 7 Repeat for each desired Assessment Type



Assessment Type	
Constructed Response/ Short Answer	Edit
Debate	Edit Delete
Formative	Edit
Graphic Organizer	Edit
Lab	Edit Delete

Assign To Do Item

School and District Coordinators may add items to teachers Dashboard To Do Lists. This is a convenient way of reminding teachers of important dates and events.

A District Coordinators will have the ability to **Choose a School**, School Coordinators will not see the selection drop down for various schools.

- 1 Select **Admin** from the Admin Menu
- 2 Select **Assign To-Do Item**
- 3 **Choose School** (for District Coordinators only)
- 4 **Choose Users** (**Check All** or **Clear All** options available)
- 5 **Enter To-Do Item**
- 6 **Choose Due Date** from the Calendar icon

7 Click on **Send To-Do Item**

School Calendar

Administrators set up a calendar for the current or next school year and can enter events to a school calendar. These events display when teachers select start and end dates for units, reminding them of special events, such as end of semester, holidays, etc.

- Select Admin in the menu bar, click **School Calendar**.
- Ensure the desired school and calendar year is selected.
(School calendar must be completed for each building in the district.)
- Click **Add New School Events**.
- Select the start and end dates of the event.
- Click **Submit Dates**.
- Select the **Event Type** from the drop-down list.
- Title the **Event** to indicate its purpose.
- Check **Block Dates?** if the event is a non-teaching day.
- Click **Add Event**.

School Courses

Administrators can add courses to the list pre-populated during the CLI school setup.

To Deactivate, Edit, or Delete a course:

- 1 Click on the Option to the right of the course name.
- 2 Select Admin in the menu bar, click **School Courses**.
- 3 Click **Add New Course**.
- 4 Enter the Course Title the **Course Name**.
- 5 Enter **Course Number**.
(Enter 111 if the course does not have a specific number associated with it.)
- 6 Select **Subject Area** from the drop-down list.
- 7 Check **Grade Level(s)**.
- 8 Enter a **Course Description** (not required)
- 9 List **Textbook & Materials** (not required)
- 10 List **PreRequisites** (not required)
- 11 Enter **Notes** related to the class (not required)
- 12 Define **Credit Earned** (not required)
- 13 Check **College Credit?** (not required)
- 14 Indicate **Course Level** (for weighted grades) (not required)
- 15 Determine **Length of Course** (not required)
- 16 Select whether the Course is: **Active, Inactive**
(Active is the default)
- 17 Click **Add Course**

Manage Courses		Adams Elementary		+ Add New Course			
Course Name	Course Number	Subject Area	Grade Level	Status	Edit	Copy	Delete
Grade 1 ELA	111	English Language and Literature	1	Active	Edit	Copy	Delete
Grade 1 Math	111	Math	1	Active	Edit	Copy	Delete
Grade 3 Math	111	Math	3	Active	Edit	Copy	Delete
Grade 4 ELA	111	English Language and Literature	4	Active	Edit	Copy	Delete
Grade 4 Reading	111	Reading	4	Inactive	Edit		Delete
Grade 4 Social Studies	111	Social Studies/History	4	Active	Edit	Copy	Delete

School Plans

District and School Administrators can view the Unit and Daily Plans of any Teachers in the District or School. This is convenient, since teachers will not have to submit plans to the Administrators.

- 1 Select **Admin** from the Admin Menu
- 2 Select **School Plans**
- 3 Select the desired **Calendar**, **Teacher** or **All Teachers**, **Class** or **All Classes** and the Units to be Displayed
- 4 Check **Show Inactive/Unpublished Plans** to see all Units
- 5 Click on the Title of a **Unit** to see the contents of the Unit and Daily Plans
- 6 Select **Reality Check** from the Unit or Daily Plan to see what Content, Skills and Assessments have been checked in the Daily Plan



The screenshot shows the 'School Plans' interface. At the top, there are four dropdown menus: '2010-2011 Calendar', 'All Teachers', 'All Classes', and 'Display All Units'. To the right of these is a checkbox labeled 'Show Inactive / Unpublished Plans'. Below the filters is a table with four columns: 'Teacher', 'Dates', 'Units', and 'Plan Library'.

Teacher	Dates	Units	Plan Library
Brown, Rhonda	05-30-2011 to 06-17-2011	Get Ready For Fractions	
Ramirez, Rosa	10-01-2010 to 10-08-2010	Whole Numbers and Patterns	
Ramirez, Rosa	05-30-2011 to 06-17-2011	Get Ready For Fractions	
Wolinski, Shane	05-30-2011 to 06-17-2011	Get Ready For Fractions	

School Settings

Administrative settings allow administrators to control certain permissions within Instruction Planner, as well as set naming conventions for the Content, Skills, Assessment block and three levels of standards coverage.

- 1 Select Admin in the menu bar, click **School Settings**
- 2 Select a School from the drop-down list. (For District Coordinators)
- 3 Make desired changes to **Permissions** and **Conventions** (see below)
- 4 Click **Update**

- 5 District Administrators may also **Lock All Controls** so School Administrators cannot change School Settings

School Settings

CLI Main Street Elementary

Permissions

Allow teachers to view daily plans of shared units?
☒ Yes ☐ No ☐ Locked?

Allow teachers to create their own templates?
☐ Yes ☒ No ☐ Locked?

Allow teachers to delete units?
☒ Yes ☐ No ☐ Locked?

Allow teachers to share units across schools in the district?
☒ Yes ☐ No ☐ Locked?

Conventions

☐ Lock Naming Conventions

Content
Content

Skills
Skills

Assessments
Assessment

Below settings are synched with Curriculum Mapper. Any changes made here will be reflected in Curriculum Mapper.

Introduced Standards
Introduced

Developed Standards
Developed

Reinforced Standards
Reinforced

Cancel Or Update

School Templates & Elements

This is the design area for templates. District or School Administrators may design Elements and Templates to be used by the teachers in the School or District. Elements are designed first, and then entered into the template. In the experience of Collaborative Learning Inc™, Text, Dropdown List and Checkbox Elements are easier for teachers to work with than List Elements.

Templates

+ Add Template

Name	
ELA Template	Edit Delete
Holt McDougal Math	Edit Delete
Hunter Template	Edit Delete

Elements

+ Add Element

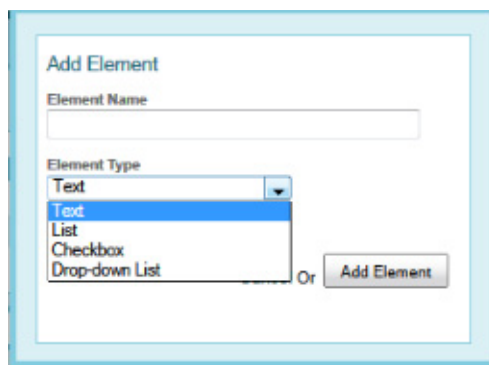
Name	Type	
Accommodations/Modifications	List	Edit Delete
Bloom's Taxonomy	Dropdown List	Edit Delete
Closure/Review & Evaluation	List	Edit Delete

Creating Instructional Elements

Instructional Elements are components of a school/district template that allows teachers and administrators to track, monitor, and analyze various instructional elements within the Daily Plans. Elements may be placed in the Unit Plan, but only the Daily Plan data generates reports.

Multiple elements can be created and named for their intended use (Interventions, Strategies, Reflections, Resources, etc.) Currently, only administrative accounts can design Elements. Elements are not transported to Curriculum Mapper®.

- Select Admin in the menu bar, click **School Templates and Elements**
- Under Elements, click **Add Element**.



- Title the **Element** to indicate its purpose.

- Four types of elements are available:
 - **Text** - provides a blank box for text
 - Enter text for the Element Name
 - Click **Add Element**
 - **List** - allows user to enter new information in a bulleted or numbered format
 - Enter text for the Element Name
 - Select List Type
 - Click **Add Element**
 - **Checkbox** - provides multiple items that can be selected
 - Enter text for the Element Name
 - Click **Add New Item**
 - Enter text for the first item in the checkbox
 - Continue to click **Add New Item** until all choices for the checkbox have been entered
 - When finished, click **Add Element**
 - **Drop-Down List** - provides a drop-down list for single item selection
 - Click **Add New Item**
 - Enter text for the first item in the checkbox
 - Continue to click **Add New Item** until all choices for the drop-down list have been entered
 - When finished, click **Add Element**

Create Template

Administrative accounts use Elements to build Templates that teachers use to construct Unit and Daily Plans. The default template is titled “Blank” and contains no elements. Districts and Schools can design unique templates containing elements teachers use to plan, track, monitor, and analyze robust instructional units. These templates can be simple or complex – depending on their intended use. Several different templates can be developed for various purposes (Primary Template, Special Education Template, Backward Design, etc.) or one template can be created to guide the entire school or district.

- 1 Select Admin in the menu bar, click **School Templates & Elements**
- 2 Click **Add Template**
- 3 Title the **Template** to indicate its purpose.

- 4 Drag and drop the Elements created into the chosen area of the template from the list of **Available Elements**.
- 5 Each **Template Area** can be named, and by default, has one row with 3 spaces for elements. Additional rows of 3 can be added to each Template Area.
 - Template Area 1 displays in the unit under the Setup Area
 - Template Area 2 displays in the unit under Standards
 - Template Area 3 displays in the unit under Content, Skills and Assessment
- 6 To remove an Element, drag the Element back to the **Available Elements** List
- 7 Click **Save Template**

Note • Once teachers are using a template, it is important to remember that they are actually entering information into a relational database. Therefore, it is extremely important to not only plan the templates thoughtfully, but also to consider strongly the effect of any changes to a template.

For instance, if teachers created units last year using a particular template, they will not be able to use the Copy feature within Instruction Planner™ to quickly copy the units into the next year, if that template has been altered. This restriction happens because the fields in the database associated with the previous template would not know where to go in the altered template.

School Profile

The District or School Administrator can create a School Profile, which will populate certain areas in the Teacher Profile.

- 1 In addition to Personal information in the Profile, adding dates of state or other important tests allows the Countdown to become visible on the Instruction Planner Dashboard showing how many weeks until each test occurs. Enter the **Test Name** and select the **Test Date** from the **Calendar Popup**. Click **Save**.
- 2 Answering question areas on the profile will further inform Collaborative Learning Inc™ and the teachers of the information unique to the district or school.
- 3 Click **Save Profile** to confirm the settings.

Welcome to Instruction Planner! Let's set up your School Profile!

Prefix:

First Name:

Last Name:

Title:

Home Email Address:

School Email Address:

School District:

Name of School:

School Address:

City:

State or Country:

Zip Code:

First Day of School:

Last Day of School:

School-wide Test Dates*:

Test Name	Test Date
State Testing	4/4/2011

*Adding dates of state or other important tests allows the Countdown to become visible on the Instruction Planner Dashboard showing how many

EasyStart

EasyStart is an account management tool that allows program administrators to control a variety of functions and permission levels in all three products. This new functionality replaced the *User Accounts* options previously located in the Admin Menu of Curriculum Mapper.

To access this area:

- ▶ Log in; click the **EasyStart** logo on the Product Selection Page
- Or
- ▶ While in Instruction Planner™, hover over **Admin** menu and select **EasyStart**.

EasyStart allows School/District Coordinators to do the following:

- Manage User Account
- Create and Print User Reports
- View the number of paid, active, and available subscriptions
- Transfer or Request Subscriptions
- Import Users
- Deactivate Users to remove teachers from the active, temporarily or permanently, list so they will no longer be able to log in and create/edit maps.
- Create New Accounts and add a new teacher to a school. This can only be accomplished if enough accounts are available.




SAMS

Standards Alignment and Management System

While in Instruction Planner, hover over **Admin** menu and select **SAMS**.

This system is designed to help manage the standards that teachers use in their classroom each day.

Select from the menu items below to manage standards sets; select the icon to view a short 1-2 minute instructional video on the many functions of the SAMS system.

- Create and Revise Standards Sets 
- Manage Subject Areas 
- Create a New Custom Standards Set 
- Align Standards and Benchmarks
- Manage Standards Set Display
- Manage Standards Icons

Support

Feedback and Technical Support

- Select Support in the menu bar, click **Feedback & Technical Support**.
- Select **Type of feedback** from the drop-down list. (Question, Comment, Problem)
- Enter feedback into **Comments** text box.
- Click **Submit Feedback**.

My Suggestions

- Select Support in the menu bar, click **My Suggestions**.
- A new window will open.
- Complete the form.
- Click **Done**

My Suggestions can also be accessed from the **Feedback & Technical Support** page by clicking **Click here to share your ideas and suggestions with Collaborative Learning**.

Phone support

- Call 800.318.4555
- Monday – Friday
- 7am ET to 10pm ET

Notes/Action Plan/List of Units Created

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