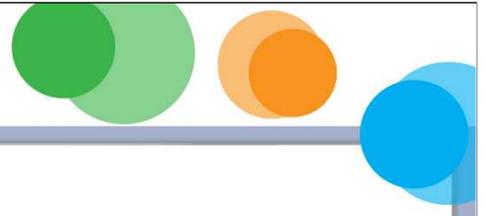
A decorative graphic on the slide consists of several overlapping circles. There is a large blue circle on the right side, a medium green circle on the left side, and a smaller orange circle overlapping the bottom of the green circle. The circles have a gradient effect, appearing lighter at the top and darker at the bottom.

WebEx Elementary and Middle School Training

🕒 5 minutes

- *Introduce yourself and describe your background with ARIS.*
- *Participants introduce themselves. Record their names and other pertinent information to easily identify speakers throughout the training.*



What Is ARIS?



ARIS In-Depth



Connect



Inspiring Change



Wrap-Up & Support



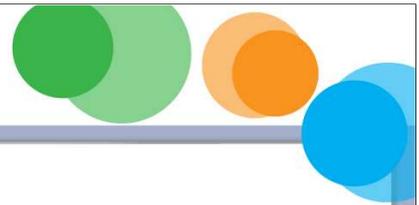
🕒 1 minute

Review agenda with participants.

- Learn how to use data available in ARIS
- Learn how to explore the knowledge management tools in ARIS
- Learn about ARIS Family Portal

🕒 *1 minute*

- In this rapidly changing educational environment, it is vital that classroom teachers have information about their students in an easy-to-use, accessible format.
- ARIS enables you to connect with other educators in your school and across the city using online collaborative tools such as communities, blogs, and wikis.
- ARIS Family Portal provides a system in which families can access academic information for their children.
- For the next two hours, we will explore the ARIS system and its relevant features, and allow time for questions and discussions.



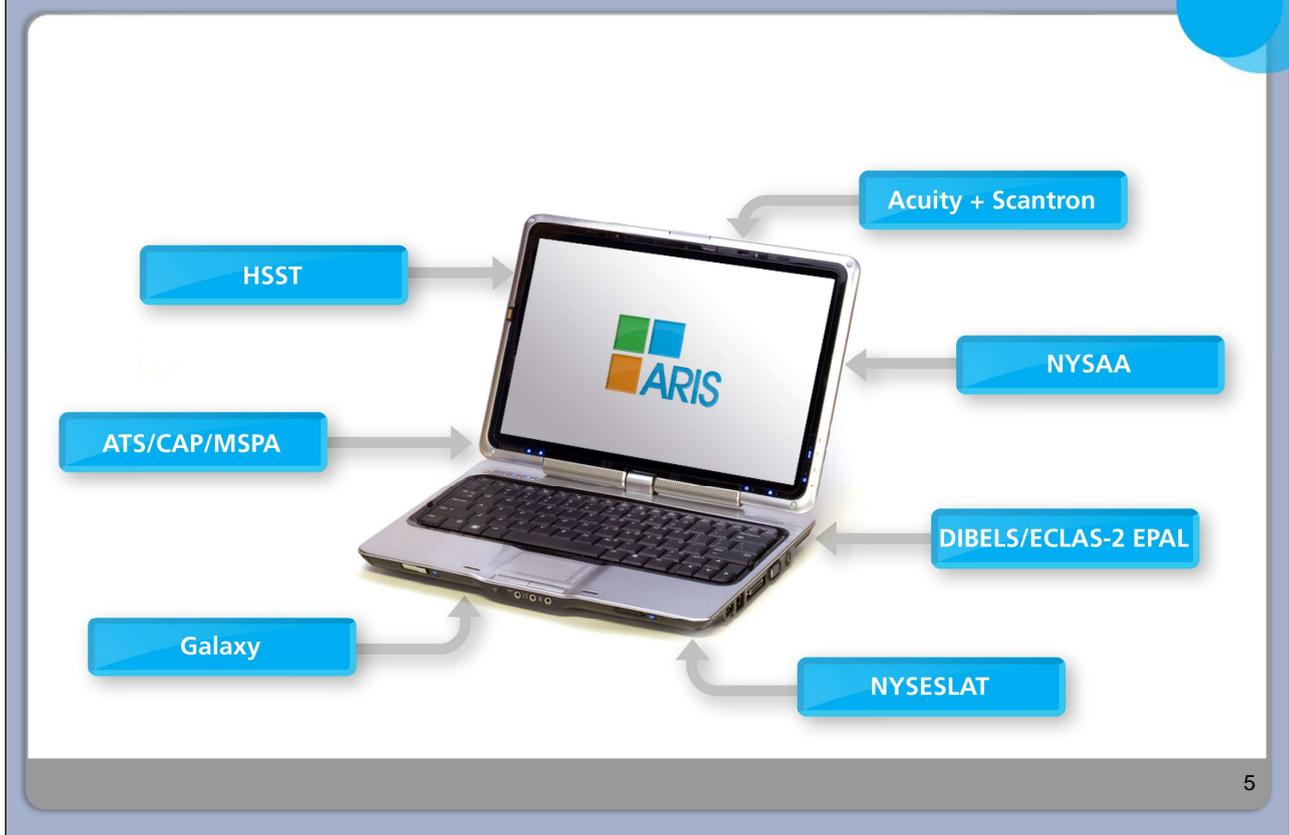
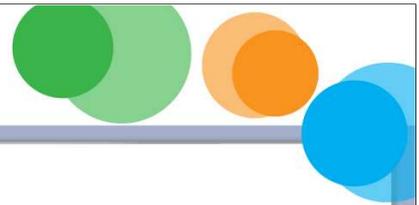
Achievement, Reporting, and Innovation System



4

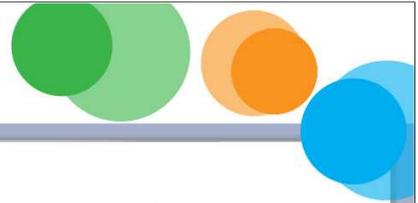
🕒 2 minutes

- Walk participants through the map.
- Review ARIS data and collaboration components.
- This map is an overview of the ARIS system. It illustrates the components of ARIS and shows how they connect to one another.
- Data is one component of viewing a student as a learner.
- ARIS helps you support and engage your students by providing ways to interact with a community of teachers and by increasing your access to resources.

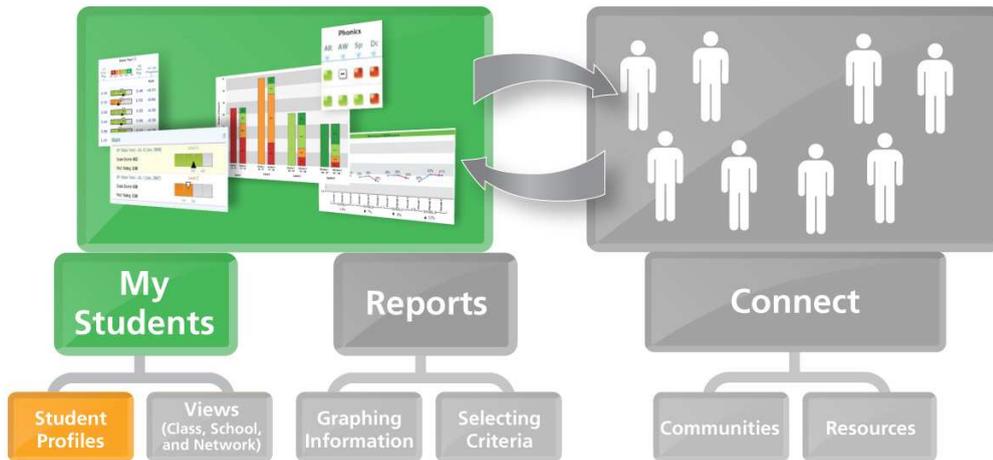


🕒 1 minute

- ARIS is a Web-based repository through which users view data from several sources.
- ARIS is not meant to be a universal place for all possible student data. However for the first time, teachers access to student data from over 20 source systems in one place. For example, teachers can access up-to-date parent contact lists by simply logging on to ARIS.
- Think of ARIS as a K–12 continuum that displays students’ current and historical academic experience. For example, a grade 6 teacher will be able to look at grade 4 and 5 results and enrollment history.
- The accuracy and completeness of the information in ARIS depends on the data integrity of the source systems. Incorrect data must be fixed in the source systems.
- Not all data is available now; it will be phased in over future releases.



Achievement, Reporting, and Innovation System



⌚ 1 minute

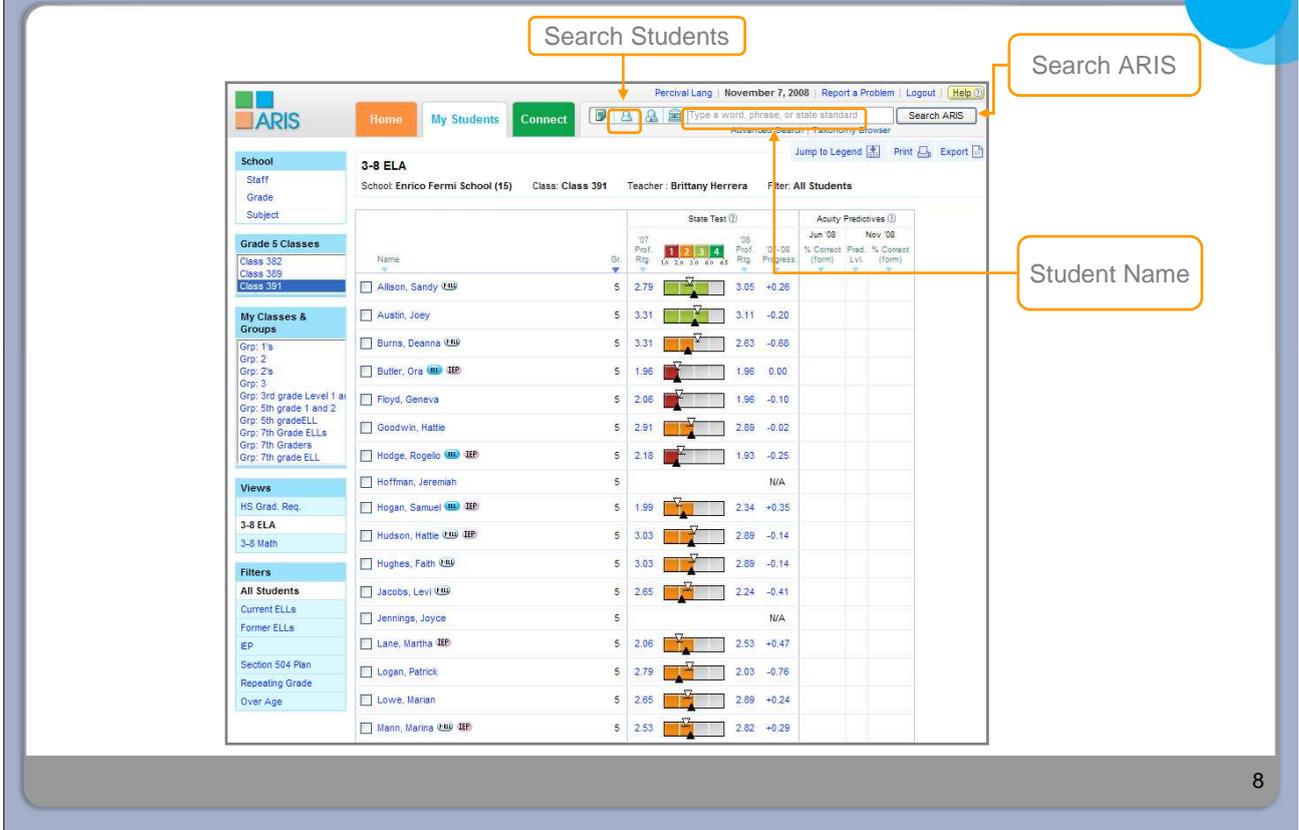
Explore Student Profile.

The screenshot shows the ARIS Welcome Page interface. At the top left is the ARIS logo. The main header contains the text "ARIS Welcome Page". Below the header is a navigation bar with tabs for "Home", "My Students", and "Connect". A search bar is located in the top right corner. The main content area features a "Welcome to ARIS!" message, a "Support School Success" banner, and several sections of text and links. A "Spotlight" section on the right highlights key features. A "Useful Links" section at the bottom provides quick access to various resources. Callouts with arrows point to the Search Bar, My Students tab, Useful Links section, Help link, and Spotlight section.

7

🕒 1 minute

- Go to arisdemo.com for a walk-through. Log in as *plang*. A Staff page appears because this is a principal's user name. Skip this page. The PowerPoint presentation resumes on the Student Profile Reflection.
- After logging in to ARIS the Welcome page appears, which highlights the features available in ARIS. The navigation bar, on the top of the screen, appears on every page, allowing you to quickly navigate through ARIS.
- Click the ARIS logo in the upper left corner of the screen to return to this Welcome page at any time.
- The navigation bar has three tabs: Home, My Students, and Connect.
 - Home takes users to the ARIS Welcome page.
 - My Students links to the data portion of ARIS.
 - Connect links to the collaboration portion of ARIS.
- Locate specific content, students, staff, or schools by using the Search ARIS function.
- Click **My Students** to see your Class View or a list of your classes.

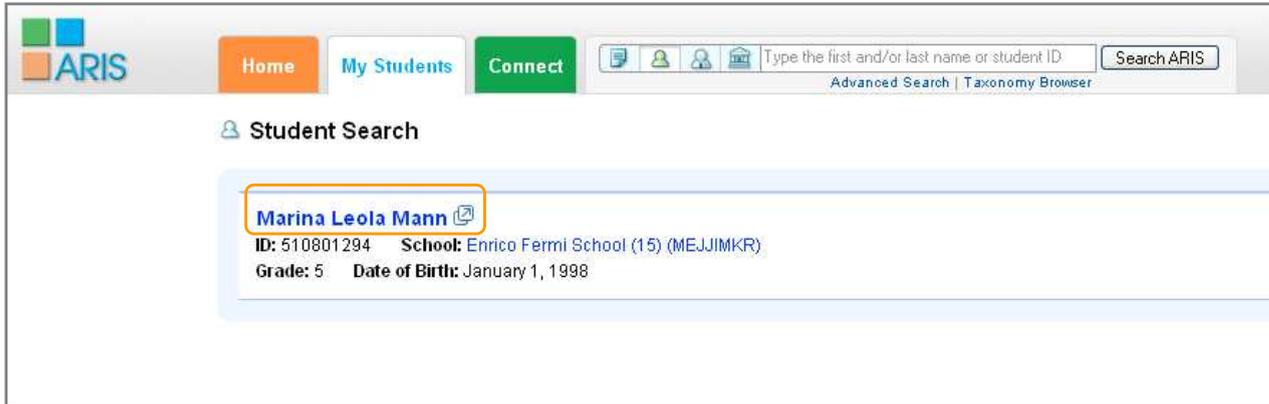
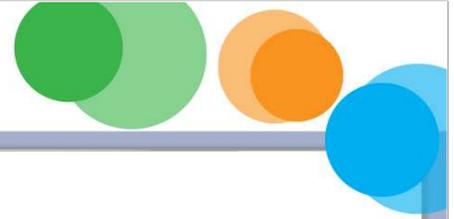



The screenshot shows the ARIS interface for a 3-8 ELA class. The navigation bar includes 'Home', 'My Students', and 'Connect'. A search bar is labeled 'Search ARIS'. A 'Search Students' icon is highlighted. The main content area shows a list of students with columns for Name, Gr, State Test, and Ability Predictives. A callout points to the name 'Mann, Marina' in the list.

Name	Gr	State Test	Ability Predictives
Allison, Sandy	5	2.79	3.05 +0.26
Austin, Joey	5	3.31	3.11 -0.20
Burns, Deanna	5	3.31	2.83 -0.68
Butler, Ora	5	1.96	1.96 0.00
Floyd, Geneva	5	2.06	1.96 -0.10
Goodwin, Hattie	5	2.91	2.89 -0.02
Hodge, Rogelio	5	2.18	1.93 -0.25
Hoffman, Jeremiah	5		N/A
Hogan, Samuel	5	1.99	2.34 +0.35
Hudson, Hattie	5	3.03	2.89 -0.14
Hughes, Faith	5	3.03	2.89 -0.14
Jacobs, Levi	5	2.65	2.24 -0.41
Jennings, Joyce	5		N/A
Lane, Martha	5	2.06	2.53 +0.47
Logan, Patrick	5	2.79	2.03 -0.76
Lowe, Marian	5	2.65	2.89 +0.24
Mann, Marina	5	2.53	2.82 +0.29

🕒 2 minutes

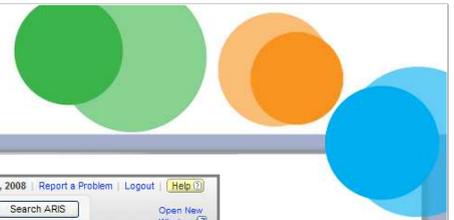
- If you are live in ARIS, demonstrate using fifth grader Marina Leola Mann. Locate her name and click it to view her Student Profile.
- The Search ARIS box in the navigation bar enables you to look for specific information quickly including content, students, staff, and institutions.
- To ensure privacy while exploring Student Profile, users can only access data for classes they have been assigned in the source system (HSST or ATS) unless the principal has given them school-wide access.
 - To view a Student Profile go to the navigation bar and click the Search Students icon.
 - Type your student's first name, last name, or student ID.
 - Click **Search ARIS**.
 - Now click your student's name to view the Student Profile.



The screenshot shows the ARIS Student Search interface. At the top left is the ARIS logo. To its right are navigation buttons for 'Home', 'My Students', and 'Connect'. Further right is a search bar with the placeholder text 'Type the first and/or last name or student ID' and a 'Search ARIS' button. Below the search bar are links for 'Advanced Search' and 'Taxonomy Browser'. The main content area is titled 'Student Search' and displays a search result for 'Marina Leola Mann'. The result includes her ID number (510801294), school name (Enrico Fermi School (15) (MEJJIMKR)), grade (5), and date of birth (January 1, 1998). The student's name is highlighted with a blue box and a cursor icon.

🕒 1 minute

- This view has basic information about Marina including her ID number, school, grade, and date of birth.
- Click the student's name to view the Student Profile.



Marina Leola Mann MANN6201778990670_s@nonexistentnon

ID: 510801294 Grade: 5
 Date of Birth: 1/1/98 Age on 12/31/08: 10 (Not over age)
 Gender: Female Class: 391 (Herrera, Brittany)
 Ethnicity: Hispanic ELL Status: Former ELL | Spanish
 Meals: Free Meals (HRA) IEP?: Yes IEP
 School: Enrico Fermi School (15) Section 504 Plan?: No

Data is current from ATS as of 10/24.

Assessment Summary

Subject	Assessment	Scale Score	Prof. Rating	Level
English Language Arts	NY State Test - Gr. 4 (Jan 2008)	643	2.82	Level 2
	NY State Test - Gr. 3 (Jan 2007)	634	2.53	Level 2
	Nov. '08 Acuity Predictive Assessment		% Correct	
	Jun. '08 Acuity Predictive Assessment		Coming soon - December 2008	
Math	NY State Test - Gr. 4 (Mar 2008)	676	3.50	Level 3
	NY State Test - Gr. 3 (Mar 2007)	691	3.77	Level 3
	Jan. '09 Acuity Predictive Assessment		% Correct	
	Jun. '08 Acuity Predictive Assessment		Coming soon - December 2008	
Science	NY State Test - Gr. 4 (Apr 2008)	68		Level 3
Social Studies	No results. This test is normally taken in grades 5 and 8.			

State tests current as of 10/27; Predictives as of 10/18.

Contact Information

Home Address: 143 Dixwell Avenue CORONA NY 11238
 Home Phone: 212.555.1212

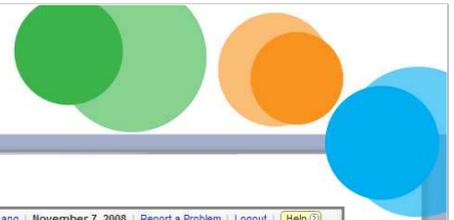
Contact information is current from ATS as of 10/24.

Summary

Print

2 minutes

- The Summary View is the default view for the Student Profile.
- This Student Profile appears when you use the Search Students function.
- Look at this Student Profile for a Grade 5 demo student, Marina Leola Mann.
- The Student Profile contains biographical information about a student, including:
 - Student ID number, date of birth, gender, ethnicity, school, grade, age, class, and status (ELL, IEP, and 504)
 - Only Principals see a student's meals status.
- The assessment summary includes State Test scores, and, coming soon, Acuity Predictive results. Notice the bar for each assessment and the black and white triangles. We will explore how to interpret the data in this widget later in the training.
- To print the Summary Review, click the print icon on the upper right-hand corner of the screen.
- Notice the contact information at the bottom of the screen.
- *Ask if there are any questions about these data.*



Marina Leolia Mann MANN6201778990670_s@nonexistent.non

ID: 510801294 Grade: 5
 Date of Birth: 1/1/98 Age on 12/31/08: 10 (Not over age)
 Gender: Female Class: 391 (Herrera, Brittany)
 Ethnicity: Hispanic ELL Status: Former ELL | Spanish
 Meals: Free Meals (HRA) IEP?: Yes IEP
 School: Enrico Fermi School (15) Section 504 Plan?: No

Data is current from ATS as of 10/24.

Administrative Details

Student Status: A - Active in this school Home Address: 143 Dixwell Avenue, CORONA NY 11238
 Immunizations: C - Complete Home Phone: 212.555.1212
 Health Alert: Yes Home District: 10
 Health Insurance: Covered Medicaid (HRA) Address Status: V - Passed GEO verification
 Place of Birth: New York City Temporary Residence?: No
 SIFE?: N/A
 Long Term ELL?: No
 Date entered NYC School System: 9/8/03

Administrative data is current from ATS as of 10/24.

Enrollment History

School	Date	Code
MEJIMKR Enrico Fermi School (15)	Discharge	N/A
	Admit	9/8/03
		58: ADM-FIRST TIME ENTRANT INTO NYC PUBLIC SCH

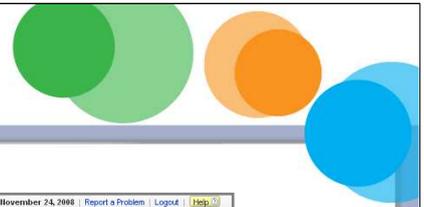
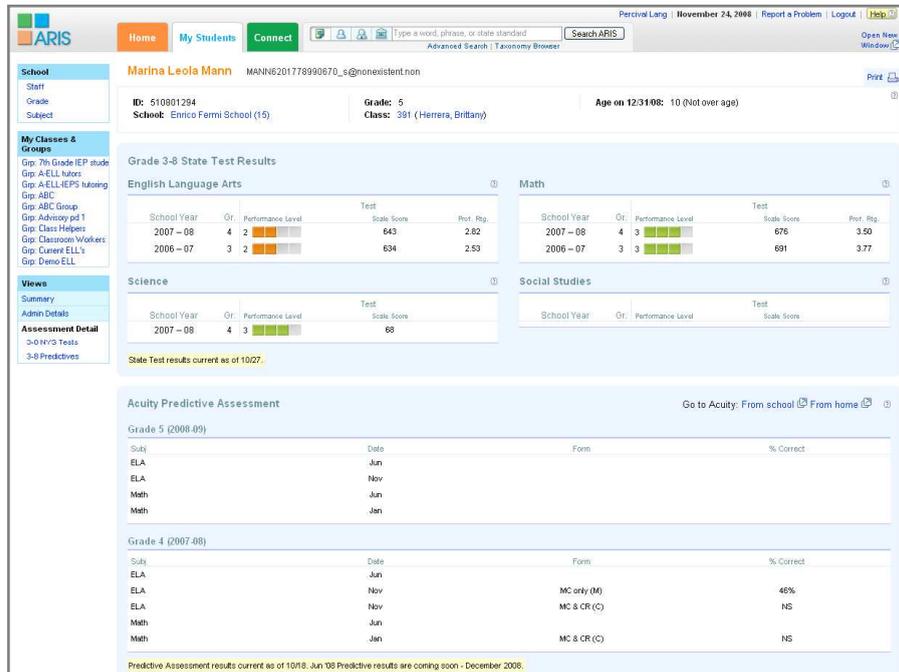
Enrollment data is current as of 10/24.

Views

Admin Details

🕒 5 minutes

- Notice the Admin Details link on the left sidebar under Views.
- Admin Details contains a student’s administrative details and enrollment history, including:
 - Student status, place of birth, immunization, health alert and insurance, long-term ELL status, SIFE status, date entered New York school system, address information, phone, district, and enrollment history.
- The Student Profile also includes an Attendance Detail View (not shown here) that shows current and prior year data for:
 - Attendance rate (a percentage).
 - Days absent (a number) with a list of absent dates.
 - Days tardy (a number) with a list of tardy dates.
- Ask if there are any questions about Admin Details.

Marina Leola Mann MANN6201778990670_s@nonexistent.non

ID: 510801284 School: Enrico Fermi School (15) Grade: 5 Class: 391 (Herrera, Brittan) Age on 12/31/08: 10 (Not over age)

Grade 3-8 State Test Results

English Language Arts				Math					
School Year	Gr	Performance Level	Test Scale Score	Per. Rtg.	School Year	Gr	Performance Level	Test Scale Score	Per. Rtg.
2007-08	4	2	643	2.82	2007-08	4	3	676	3.50
2006-07	3	2	634	2.53	2006-07	3	3	691	3.77

Science				Social Studies			
School Year	Gr	Performance Level	Test Scale Score	School Year	Gr	Performance Level	Test Scale Score
2007-08	4	3	60				

State Test results current as of 10/27.

Acuity Predictive Assessment Go to Acuity: From school From home

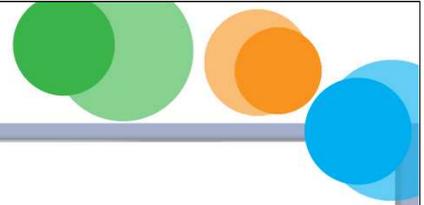
Grade 5 (2008-09)			
Subj	Date	Form	% Correct
ELA	Jun		
ELA	Nov		
Math	Jun		
Math	Jan		

Grade 4 (2007-08)			
Subj	Date	Form	% Correct
ELA	Jun		
ELA	Nov	MC only (M)	46%
ELA	Nov	MC & CR (C)	NS
Math	Jun		
Math	Jan	MC & CR (C)	NS

Predictive Assessment results current as of 10/18. Jun '08 Predictive results are coming soon - December 2008.

🕒 3 minutes

- Marina's Assessment Details shows scores for her fourth-grade NY State ELA, Math, and Science exams. Social Studies scores are not applicable to fourth grade.
- The assessments your school uses determine what you see in ARIS.
- Ask specific participants questions to facilitate discussion.
- What additional information is available in the Assessment Summary?
 - Acuity ITAs (Instructionally Targeted Assessments), given to students in Grades 3–8 and in high school.
 - NYC Acuity Predictive Assessments
- Notice the bar for each assessment and the black and white triangles. We will explore how to interpret the data in this widget later in the training.

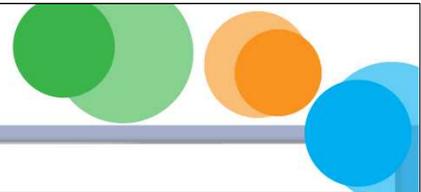


How could you use the Student Profile in the following scenarios?

1. To prepare for a parent-teacher conference?
2. In a meeting with Student Support Services?
3. In a conversation with an administrator or colleague?
4. To collaborate with others?

⌚ 3 minutes

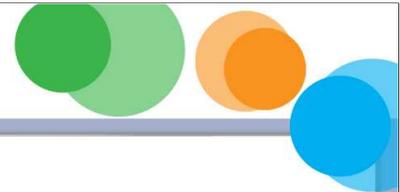
- *Ask participants to think about each question. Elicit answers.*
- *Possible answers:*
 - *Parent-teacher conference: Show parents test scores; review student progress on periodic assessments; help the student reflect on his or her assessment results; determine activities that they can do at home with their child.*
 - *Student Support Services meeting: Reflect on student progress; consider adding to the student's IEP, if he or she has one; have data available.*
 - *Collaboration: Use with a guidance counselor, SETSS, or CTT teacher when team teaching or planning; use with a grade-level team to discuss a student's progress.*



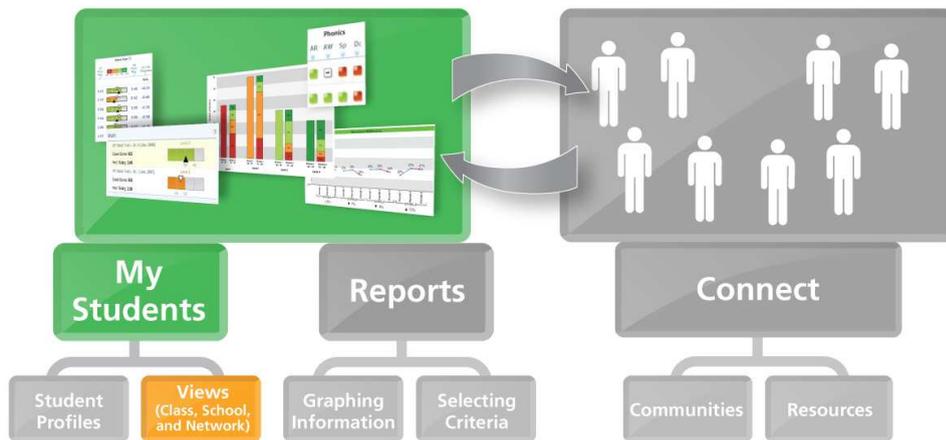
The screenshot shows the ARIS Family Portal for a student named Uri Nys. The interface includes a navigation menu on the left with options like Home, Family Portal Password, Summary, Bio & Attendance, Assessment, Current Classes, Contact Info, Admin Details, Assessment Detail, and Attendance Detail. The main content area displays student information: ID: 0000003021, Date of Birth: 9/1/97, Grade: 8, Age on 12/31/08: 11 (Not Over Age), Class: BU6 (Generic, Callia), ELL Status: Not an ELL, IEP?: No, and Section 504 plan?: No. There is also an Attendance table with columns for YTD, Prior Year, Attendance Rate, Days Absent, and Days Tardy. Below this is a message box explaining the information shown and providing links for more details. The Assessment Summary section shows results for English Language Arts and Math, including state test scores and predictive assessments. Science and Social Studies sections indicate no results for the current year.

1 minute

- ARIS Family Portal tells family members a story about how their child performs in school. For elementary and middle school students it includes administrative details, biographical data, enrollment history, and assessment details.
- The Family Portal will also include relevant biographical information and assessment details.
- The Family Portal will be available in Spanish, Chinese (traditional), Korean, Haitian Creole, Russian, Arabic, Bengali, and Urdu.
- The ARIS Family Portal is currently a pilot program that will expand to all families later this spring.
- Remember, you will not have logins or passwords to the ARIS Family Portal unless you have a student within the New York Department of Education.



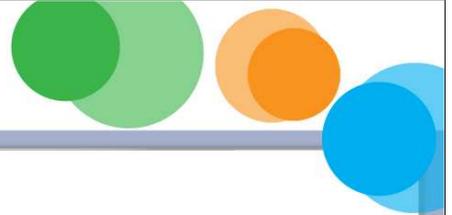
Achievement, Reporting, and Innovation System



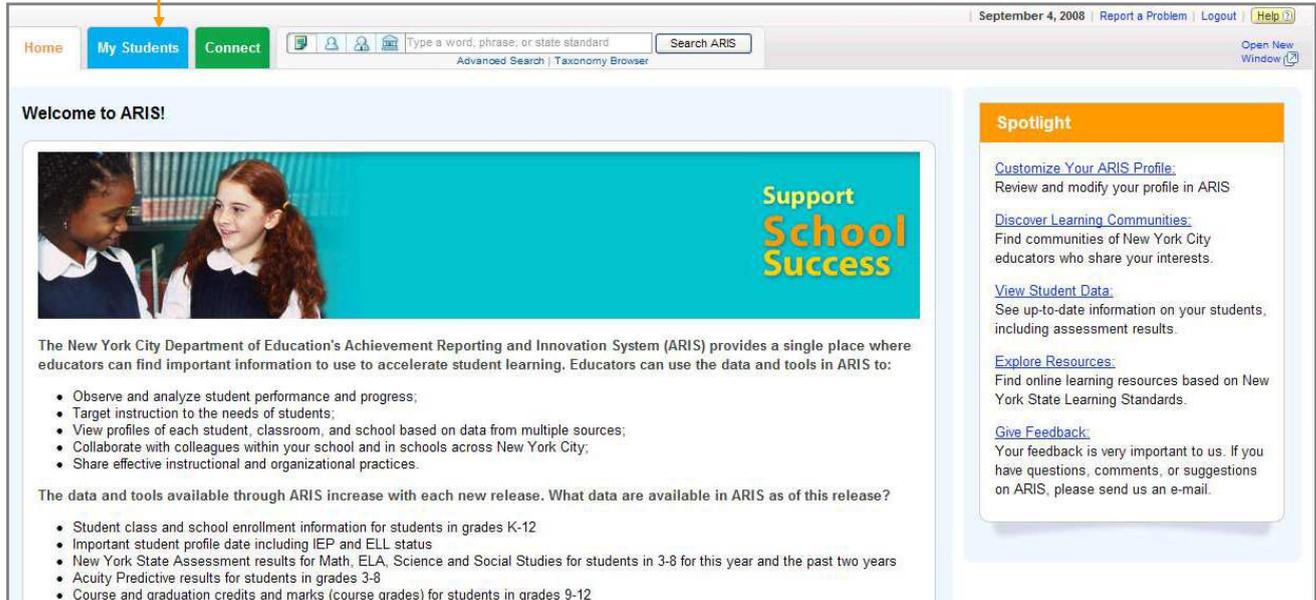
15

⌚ 1 minute

- We just took looked at how the Student Profile displays biographical and assessment information about a particular student.
- Now we see how specific student data is organized within Class Views.
- To ensure privacy, teachers can only access information about students assigned to their class(es).
- Today we look at 3–8 Class Views.



My Students



September 4, 2008 | Report a Problem | Logout | Help ?

Home My Students Connect

Type a word, phrase, or state standard Search ARIS

Advanced Search | Taxonomy Browser

Open New Window

Welcome to ARIS!

Support School Success

The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) provides a single place where educators can find important information to use to accelerate student learning. Educators can use the data and tools in ARIS to:

- Observe and analyze student performance and progress;
- Target instruction to the needs of students;
- View profiles of each student, classroom, and school based on data from multiple sources;
- Collaborate with colleagues within your school and in schools across New York City;
- Share effective instructional and organizational practices.

The data and tools available through ARIS increase with each new release. What data are available in ARIS as of this release?

- Student class and school enrollment information for students in grades K-12
- Important student profile data including IEP and ELL status
- New York State Assessment results for Math, ELA, Science and Social Studies for students in 3-8 for this year and the past two years
- Acuity Predictive results for students in grades 3-8
- Course and graduation credits and marks (course grades) for students in grades 9-12

Spotlight

[Customize Your ARIS Profile.](#)
Review and modify your profile in ARIS

[Discover Learning Communities.](#)
Find communities of New York City educators who share your interests.

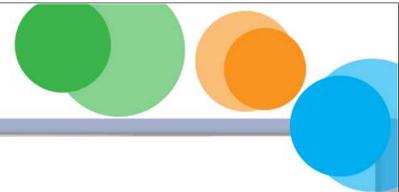
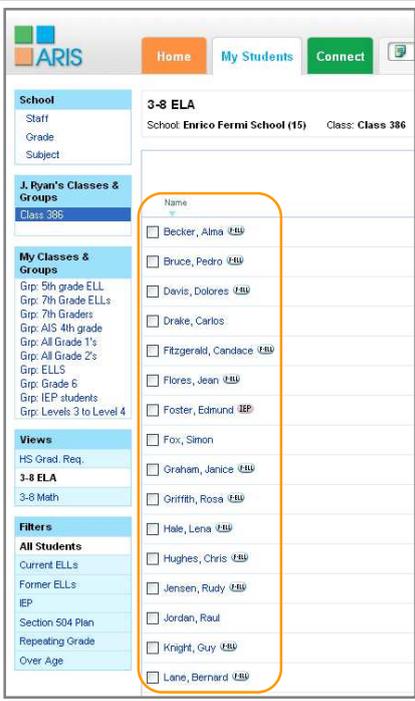
[View Student Data.](#)
See up-to-date information on your students, including assessment results.

[Explore Resources.](#)
Find online learning resources based on New York State Learning Standards.

[Give Feedback.](#)
Your feedback is very important to us. If you have questions, comments, or suggestions on ARIS, please send us an e-mail.

🕒 1 minute

- *For live trainings only:* If your session has timed out, log back on as plang.
- Click **My Students** to navigate to Class Views.

The screenshot shows the ARIS interface for the 3-8 ELA Class View. The sidebar on the left contains the following sections:

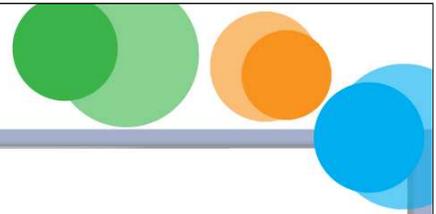
- School:** Staff, Grade, Subject
- J. Ryan's Classes & Groups:** Class 386
- My Classes & Groups:**
 - Grp: 5th grade ELL
 - Grp: 7th Grade ELLs
 - Grp: 7th Graders
 - Grp: AIS 4th grade
 - Grp: All Grade 1's
 - Grp: All Grade 2's
 - Grp: ELLS
 - Grp: Grade 6
 - Grp: IEP students
 - Grp: Levels 3 to Level 4
- Views:**
 - HS Grad. Req.
 - 3-8 ELA
 - 3-8 Math
- Filters:**
 - All Students
 - Current ELLs
 - Former ELLs
 - IEP
 - Section 504 Plan
 - Repeating Grade
 - Over Age

The main content area displays the following student list:

Name	Icon
<input type="checkbox"/> Becker, Alma	IEP
<input type="checkbox"/> Bruce, Pedro	ELL
<input type="checkbox"/> Davis, Dolores	ELL
<input type="checkbox"/> Drake, Carlos	
<input type="checkbox"/> Fitzgerald, Candace	ELL
<input type="checkbox"/> Flores, Jean	ELL
<input type="checkbox"/> Foster, Edmund	IEP
<input type="checkbox"/> Fox, Simon	
<input type="checkbox"/> Graham, Janice	ELL
<input type="checkbox"/> Griffith, Rosa	ELL
<input type="checkbox"/> Hale, Lena	ELL
<input type="checkbox"/> Hughes, Chris	ELL
<input type="checkbox"/> Jensen, Rudy	ELL
<input type="checkbox"/> Jordan, Raul	
<input type="checkbox"/> Knight, Guy	ELL
<input type="checkbox"/> Lane, Bernard	ELL

🕒 3 minutes

- For live trainings, scroll to the bottom of the page to show the legend.
- Class Views include ELA and Math data. Today we'll focus on 3–8 ELA View. The 3–8 ELA View is the default screen for elementary and middle school.
- Look at this example and find specific information about a student. For example, Edmund Foster has an IEP.
- What can we tell about other students by look at the icons next to their names?



Current As of Date

Legend

Disability Information
Current as of 10/24.

IEP: Current IEP

DC: Decertified IEP

ELL Status
Current as of 10/24

ELL: English Language Learner

ELL: Long-term ELL

ELL: Former ELL

ELL: Possible ELL – eligible to take LAB-R

ELL: Indicates a long-term ELL (used in conjunction with other ELL icons)

Promotion Status
Current as of 10/24.

CR: Currently Repeating Grade

State Test Results and Proficiency Ratings

2008 Performance Level:

Level 1: Not Meeting Learning Standards

Level 2: Partially Meeting Learning Standards

Level 3: Meeting Learning Standards

Level 4: Meeting Learning Standards with Distinction

Acuity Predictives
Acuity Predictives results coming soon – December 2008

ITAs (Instructionally Targeted Assessments)
Acuity ITA results coming soon – January 2009

Performance Series Online (Scantron)
Performance Series Online results coming soon – December 2008

Bad or Missing Data

- An exclamation point indicates a data error in a source system such as ATS.
- A dash indicates that the column is non-applicable to the student, such as prior-year attendance for a student who is new to the NYC school system.
- A blank column indicates that there is no data to display, such as for a student who did not take an assessment.

Proficiency Rating shows where a student fell within a particular performance level. For example, 2.75 would indicate a level 2 student with a scale score 75% of the way from the lowest level 2 score to the lowest level 3 score. For level 4, the highest possible proficiency rating is 4.50.

White triangles indicate 2007 proficiency ratings.

Black triangles indicate 2008 proficiency ratings.

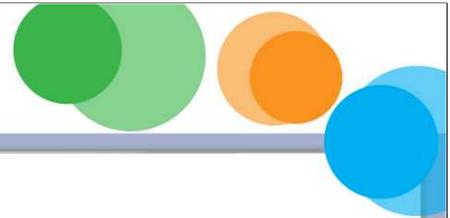
The black lines show the corresponding standard error of measurement (SEM).

2007-2008 Progress Reports measure a student's Progress by the change between the 2007 and 2008 proficiency ratings. 2008-2009 Progress Reports will do the same with 2008 and 2009 data.

Note: In certain cases, the "progress" number used in Progress Report calculations may differ from the one shown here. For details, [click here](#).

🕒 1 minute

- The Class View Legend appears at the bottom of every Class View page.
- It explains what the icons next to a particular student's name mean. The legend holds key information about a particular student including:
 - Disability information, Acuity Predictive Assessments, ELL status and promotion status
- The legend also shows when the data in each category of information were last updated.



Percival Lang | November 7, 2008

Home My Students Connect

Type a word, phrase, or st
Advanced Search

School
Staff
Grade
Subject

3-8 ELA
School: Enrico Fermi School (15) Class: Class 391 Teacher: Brittany Herrera

Grade 5 Classes
Class 382
Class 389
Class 391

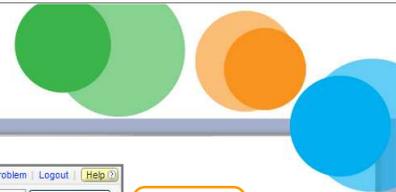
My Classes & Groups

		State Test (?)				
		'07 Prof. Rtg.	1 2 3 4	'08 Prof. Rtg.	'07-'08 Progress	
<input type="checkbox"/>	Allison, Sandy (F-ELU)	5	2.79	3.05	+0.26	
<input type="checkbox"/>	Austin, Joey	5	3.31	3.11	-0.20	
<input type="checkbox"/>	Burns, Deanna (F-ELU)	5	3.31	2.63	-0.68	

Widgets

⌚ 3 minutes

- The state test and periodic assessment results are on the right side. Notice the color bars and triangles. This widget enables users to compare and contrast data for a particular student across a specific time period.
- Notice the color coding in the level bars. The color denotes the child's most recent level. The black triangle points to the most recent score. The white triangle points to a previous score.
- The black bar beneath the white triangle denotes a test's margin of error, present in any statistic that surveys a sample rather than an entire population.
 - Currently, statistics are available for 2007 data only.
- If a student's progress from one year to the next falls within the margin of error for a specific test, it is difficult to draw conclusions about his or her actual progress.
- As we discussed earlier, the State Test data is just one part of the whole picture of a student as a learner.



Name	Gr	State Test '07				'08 Prof. Rtg.	'07-'08 Progress	Acuity Predictives	
		1	2	3	4			Jun '08 % Correct (form)	Nov '08 % Correct (form)
<input type="checkbox"/> Allison, Sandy <i>ELL</i>	5	2.79				3.05	+0.28		
<input type="checkbox"/> Austin, Joey	5	3.31				3.11	-0.20		
<input type="checkbox"/> Burns, Deanna <i>ELL</i>	5	3.31				2.63	-0.88		
<input type="checkbox"/> Butler, Ora <i>IEP</i>	5	1.96				1.96	0.00		
<input type="checkbox"/> Floyd, Geneva	5	2.06				1.96	-0.10		
<input type="checkbox"/> Goodwin, Hattie	5	2.91				2.89	-0.02		
<input type="checkbox"/> Hodge, Rogelio <i>IEP</i>	5	2.16				1.93	-0.25		
<input type="checkbox"/> Hoffman, Jeremiah	5					N/A			
<input type="checkbox"/> Hogan, Samuel <i>IEP</i>	5	1.89				2.34	+0.35		
<input type="checkbox"/> Hudson, Hattie <i>ELL</i>	5	3.03				2.89	-0.14		
<input type="checkbox"/> Hughes, Faith <i>ELL</i>	5	3.03				2.89	-0.14		
<input type="checkbox"/> Jacobs, Levi <i>ELL</i>	5	2.65				2.24	-0.41		
<input type="checkbox"/> Jennings, Joyce	5					N/A			
<input type="checkbox"/> Lane, Martha <i>IEP</i>	5	2.06				2.53	+0.47		
<input type="checkbox"/> Logan, Patrick	5	2.79				2.03	-0.76		
<input type="checkbox"/> Lowe, Marian	5	2.65				2.89	+0.24		
<input type="checkbox"/> Mann, Marina <i>ELL</i>	5	2.53				2.82	+0.29		

Class Views
 ELA
 Math

State Test

Acuity Predictives

3 minutes

- For live trainings, scroll to the bottom of the page to show the legend.
- Let's look at the full 3-8 Class View now..
- Ask specific participants questions to facilitate discussion. Remind participants Acuity Predictives are not yet available.
 - Who scored the highest on the ELA state test in 2007? In 2008?
 - Who is meeting learning standards? *Level 3 and above*
 - How many students have a proficiency rating above 3.0?
 - What is the proficiency rating of the non-ELL student with an IEP? Martha Lane, 2.53 '08 Prof. Rtg. '07-'08 Progress +0.47



Export Data

Home My Students Connect

Percival Lang | November 18, 2008 | Report a Problem | Logout | Help

School: **Enrico Fermi School (15)** | Class: **Class 391** | Teacher: **Brittany Herrera** | Filter: **All Students**

Name	Gr.	State Test				Acuity Predictives	
		'07 Prof. Rtg.	'08 Prof. Rtg.	'07-'08 Progress.	Jun '08 % Correct (form)	Nov '08 % Correct (form)	
<input type="checkbox"/> Allison, Sandy	5	2.79	3.05	+0.26			
<input type="checkbox"/> Austin, Joey	5	3.31	3.11	-0.20			
<input type="checkbox"/> Burns, Deanna	5	3.31	2.63	-0.68			
<input type="checkbox"/> Butler, Ora	5	1.96	1.96	0.00			
<input type="checkbox"/> Floyd, Geneva	5	2.06	1.96	-0.10			
<input type="checkbox"/> Goodwin, Hattie	5	2.91	2.89	-0.02			
<input type="checkbox"/> Hodge, Rogelio	5	2.18	1.93	-0.25			
<input type="checkbox"/> Hoffman, Jeremiah	5				N/A		
<input type="checkbox"/> Hogan, Samuel	5	1.99	2.34	+0.35			
<input type="checkbox"/> Hudson, Hattie	5	3.03	2.89	-0.14			
<input type="checkbox"/> Hughes, Faith	5	3.03	2.89	-0.14			
<input type="checkbox"/> Jacobs, Levi	5	2.65	2.24	-0.41			
<input type="checkbox"/> Jennings, Joyce	5				N/A		

Opening 3-8-ELA_Class_391_20081118.xls

You have chosen to open

3-8-ELA_Class_391_20081118.xls
 which is a: Microsoft Excel Worksheet
 from: https://arisdemo.com

What should Firefox do with this file?

Open with: Microsoft Office Excel (default)

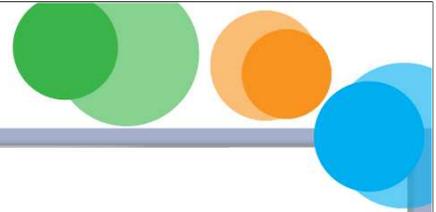
Save to Disk

Do this automatically for files like this from now on.

OK Cancel

2 minutes

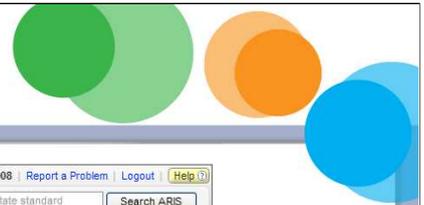
- The export function allows you to export student data to an Excel file that includes student and teacher names, assessment information, and student status.
- An alert prompts you to open or save this file.



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	School Name	DBN	Class	Staff Name	Student ID	Student ID	ELL?	Long-Term	IEP?	504 Plan?	Held Back	Over Age?	Gr	State Test	State Test	State Test	State Test
2	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiAlison, S	549832204	F-ELL							5	Level 3	2.79	3.05	+0.26
3	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiAustin, Jo	542685682							Y	5	Level 3	3.31	3.11	-0.20
4	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiBurns, De	540650183	F-ELL							5	Level 2	3.31	2.63	-0.68
5	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiButler, Or	542517074	ELL			IEP				5	Level 1	1.96	1.96	0.00
6	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiFloyd, Ge	557664952								5	Level 1	2.06	1.96	-0.10
7	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiGoodwin, I	540712470								5	Level 2	2.91	2.89	-0.02
8	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiHodge, Ro	556875980	ELL			IEP				5	Level 1	2.18	1.93	-0.25
9	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiHoffman, J	554488819								5				N/A
10	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiHogan, Sa	519491236	ELL			IEP				5	Level 2	1.99	2.34	+0.35
11	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiHudson, H	549419142	F-ELL			IEP				5	Level 2	3.03	2.89	-0.14
12	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiHughes, F	549856706	F-ELL							5	Level 2	3.03	2.89	-0.14
13	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiJacobs, Le	519845441	F-ELL						Y	5	Level 2	2.65	2.24	-0.41
14	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiJennings, S	541543476							Y	5				N/A
15	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiLane, Mar	541810586				IEP				5	Level 2	2.06	2.53	+0.47
16	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiLogan, Pa	519525091								5	Level 2	2.79	2.03	-0.76
17	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiLowe, Mar	549616631								5	Level 2	2.65	2.89	+0.24
18	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiMann, Ma	510801294	F-ELL			IEP				5	Level 2	2.53	2.82	+0.29
19	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiMarshall, E	556344463	ELL			IEP			Y	5	Level 2	2.34	2.34	N/A
20	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiNichols, J	519506752	ELL			IEP				5	Level 2	3.03	2.53	-0.50
21	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiPena, Mar	549776424	ELL							5	Level 1	2.18	1.93	-0.25
22	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiPerry, Alm	541503827				IEP			Y	5	Level 2	2.65	2.82	+0.17
23	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiPeters, Le	540617950				IEP	Y			5	Level 2	2.53	2.24	-0.29
24	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiReeves, M	541036811							Y	5	Level 3	3.15	3.05	-0.10
25	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiRoberson, S	549119856	F-ELL						Y	5	Level 3	3.73	3.27	-0.46
26	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiTodd, Dan	519581961	F-ELL			IEP			Y	5	Level 2	2.65	2.71	+0.06
27	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiWade, Tar	540599851	F-ELL			IEP				5	Level 2	2.65	2.13	-0.52
28	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiWatkins, E	549928292	ELL			IEP			Y	5	Level 2	2.65	2.45	-0.20
29	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiWatkins, H	547362905	ELL			IEP				5	Level 2	1.89	2.13	+0.24
30	Enrico Fermi School (15)	MEJIMK	Class 391	Herrera, BiWood, Ra	559362794	ELL							5	Level 3	3.00	3.00	N/A

🕒 1 minute

- Click **Open** to view the data in a separate Excel window (provided Excel is installed on your computer).
- You can edit the file and save it on your computer.



3-8 ELA
 School: Enrico Fermi School (15) Class: Class 391 Teacher: Brittany Herrera **Filter: Former ELLs**

Name	Gr.	State Test				Acuity Predictives	
		'07 Prof. Rtg.	'07-08 Progress	'08 Prof. Rtg.	'07-08 Progress	Jun '08 % Correct (form)	Nov '08 % Correct (form)
<input type="checkbox"/> Allison, Sandy ELL	5	2.79	3.05	3.05	+0.26		
<input type="checkbox"/> Burns, Deanna ELL	5	3.31	2.63	2.63	-0.68		
<input type="checkbox"/> Hudson, Hattie ELL IEP	5	3.03	2.89	2.89	-0.14		
<input type="checkbox"/> Hughes, Faith ELL	5	3.03	2.89	2.89	-0.14		
<input type="checkbox"/> Jacobs, Levi ELL	5	2.65	2.24	2.24	-0.41		
<input type="checkbox"/> Mann, Marina ELL IEP	5	2.53	2.82	2.82	+0.29		
<input type="checkbox"/> Roberson, Samantha ELL	5	3.73	3.27	3.27	-0.46		
<input type="checkbox"/> Todd, Darren ELL IEP	5	2.65	2.71	2.71	+0.06		
<input type="checkbox"/> Wade, Tamera ELL IEP	5	2.65	2.13	2.13	-0.52		

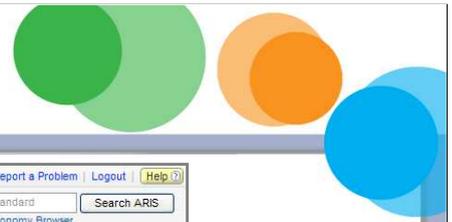
Select: All | None
 Add selected students to: A New Group [Add]

All Students

Former ELLs

🕒 2 minutes

- ARIS tools enable you to organize and group students in meaningful ways.
- Filter students to focus on those who share similar characteristics, especially when grouping students based on specific criteria.
- For example, if you click **Former ELLs** in the navigation on the left, you see a list of students who are former ELLs.
- To return to the full list of students, click **All Students**.



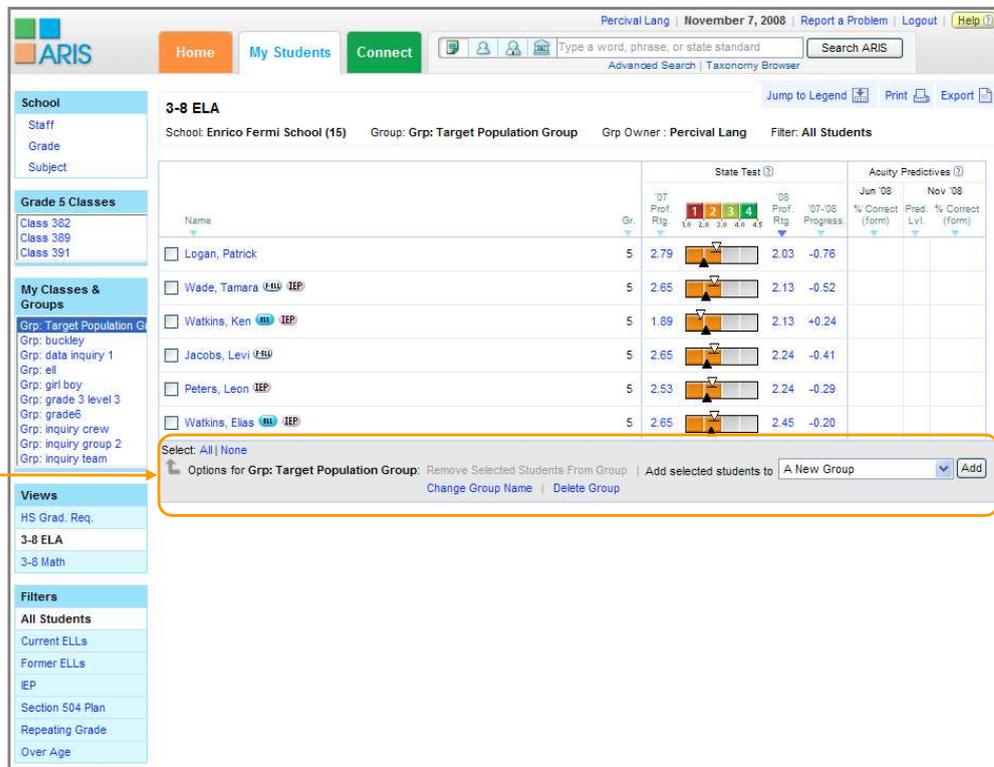
Sorting
Arrows

Proficiency
Rating

Name	Gr.	State Test		Acuity Predictives	
		'07 Prof. Rtg.	'08 Prof. Rtg.	'07-08 Progress	% Correct (form)
<input type="checkbox"/> Allison, Sandy	5	2.79	3.05	+0.26	
<input type="checkbox"/> Austin, Joey	5	3.31	3.11	-0.20	
<input type="checkbox"/> Burns, Deanna	5	3.31	2.63	-0.68	
<input type="checkbox"/> Butler, Ora	5	1.96	1.96	0.00	
<input type="checkbox"/> Floyd, Geneva	5	2.06	1.96	-0.10	
<input type="checkbox"/> Goodwin, Hattie	5	2.91	2.89	-0.02	
<input type="checkbox"/> Hodge, Rogelio	5	2.18	1.93	-0.25	
<input type="checkbox"/> Hoffman, Jeremiah	5			N/A	
<input type="checkbox"/> Hogan, Samuel	5	1.99	2.34	+0.35	
<input type="checkbox"/> Hudson, Hattie	5	3.03	2.89	-0.14	
<input type="checkbox"/> Hughes, Faith	5	3.03	2.89	-0.14	
<input type="checkbox"/> Jacobs, Levi	5	2.65	2.24	-0.41	
<input type="checkbox"/> Jennings, Joyce	5			N/A	
<input type="checkbox"/> Lane, Martha	5	2.06	2.53	+0.47	
<input type="checkbox"/> Logan, Patrick	5	2.79	2.03	-0.76	
<input type="checkbox"/> Lowe, Marian	5	2.65	2.89	+0.24	
<input type="checkbox"/> Mann, Marina	5	2.53	2.82	+0.29	

🕒 2 minutes

- You can arrange students using the sorting arrows.
- To view the students in your ELA View by proficiency on the 2007 state test, from most to least, click the sorting arrow.
- *Direct questions at specific participants to facilitate discussion.*
- What else can you sort by?
 - *Last name, grade, and predictive scores.*

3-8 ELA
School: Enrico Fermi School (15) Group: Grp: Target Population Group Grp Owner: Percival Lang Filter: All Students

Name	Gr.	State Test (3)				Acuity Predictives (3)	
		'07 Prof. Rtg.	'08 Prof. Rtg.	'07-'08 Progress	Jun '08 % Correct (form)	Nov '08 % Correct (form)	
<input type="checkbox"/> Logan, Patrick	5	2.79	2.03	-0.76			
<input type="checkbox"/> Wade, Tamara (ELL) IEP	5	2.65	2.13	-0.52			
<input type="checkbox"/> Watkins, Ken (ELL) IEP	5	1.89	2.13	+0.24			
<input type="checkbox"/> Jacobs, Levi (ELL)	5	2.65	2.24	-0.41			
<input type="checkbox"/> Peters, Leon IEP	5	2.53	2.24	-0.29			
<input type="checkbox"/> Watkins, Elias (ELL) IEP	5	2.65	2.45	-0.20			

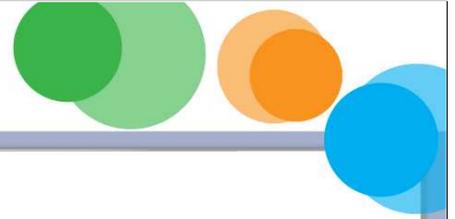
Select: All | None

Options for Grp: Target Population Group: Remove Selected Students From Group | Add selected students to **A New Group** | Add

Change Group Name | Delete Group

🕒 **2 minutes**

- Create groups across those classes to which you have access. Groups can be based on any criteria available.
- *Direct questions at specific participants to facilitate discussion.*
- Suppose you want to track the progress of a group of students. What would you do?
 - Create a group using the Add Selected Students To list in this Class View.



Enter a name for your new group.

Please note that groups are shared automatically.

- In Reports (coming soon), any NYC educator can see group names and aggregated group data.
- In My Students, only educators with school-wide access (principals, for example) can see all the school's groups and their student-level data, such as names and scores.

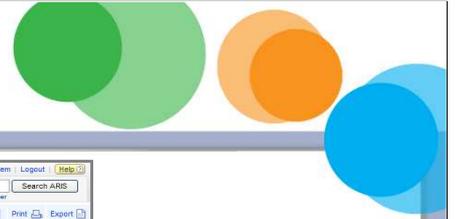
OK Cancel

Success! You have created a new group, **Target Population Group**. To add students, check the boxes by their name, select this group from the dropdown menu below the list, and click the "Go" button.

OK

🕒 1 minute

- Type your new group's name in the pop-up window and click **OK**.
- Only the user who created the group can change its name, delete it, or edit it in any way.

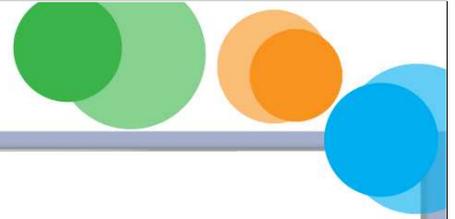
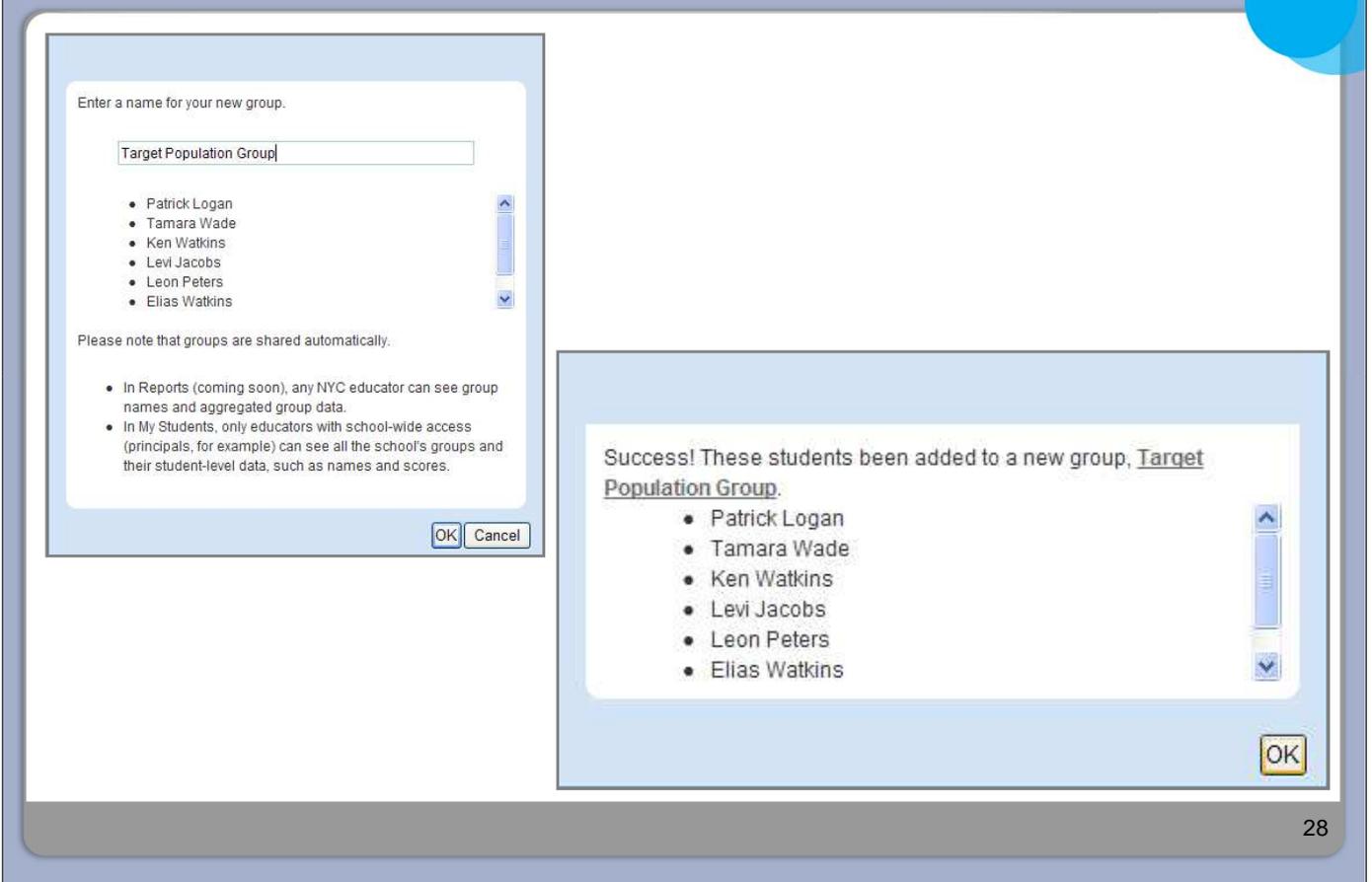


The screenshot shows the ARIS interface for a 3-4 ELA class. The left sidebar contains a 'My Classes & Groups' section with a list of groups. A callout box labeled 'Choose from a Group list.' points to this section. The main area displays a table of students with columns for Name, Gr, and State Test scores. At the bottom of the table, there is a dropdown menu with 'None' selected and an 'Add' button. A second callout box points to this 'Add' button.

Name	Gr	97 Prof. Rig.	07-08 Prof. Rig.	07-08 % Correct (form)	07-08 Prof. Lvl.	07-08 % Correct (form)	07-08 Prof. Lvl.
<input type="checkbox"/> Hodge, Rogelio	5	2.18	1.93	-0.25			
<input type="checkbox"/> Peña, Marc	5	2.18	1.93	-0.25			
<input type="checkbox"/> Butler, Ora	5	1.96	1.96	0.00			
<input type="checkbox"/> Floyd, Geneva	5	2.08	1.96	-0.10			
<input type="checkbox"/> Egan, Patrick	5	2.79	2.03	-0.76			
<input checked="" type="checkbox"/> Haddo, Tamara	5	2.65	2.13	-0.52			
<input checked="" type="checkbox"/> Watkins, Ken	5	1.89	2.13	+0.24			
<input checked="" type="checkbox"/> Jacobs, Levi	5	2.65	2.24	-0.41			
<input checked="" type="checkbox"/> Myers, Leon	5	2.53	2.24	-0.29			
<input type="checkbox"/> Hagan, Samuel	5	1.99	2.34	+0.35			
<input type="checkbox"/> Marshall, Ernesto	5		2.34	N/A			
<input checked="" type="checkbox"/> Watkins, Elias	5	2.65	2.45	-0.20			
<input type="checkbox"/> Lane, Marba	5	2.06	2.53	+0.47			
<input type="checkbox"/> Nichols, Jimmy	5	3.03	2.53	-0.50			
<input type="checkbox"/> Burns, Deanna	5	3.31	2.63	-0.68			
<input type="checkbox"/> Todd, Darren	5	2.65	2.71	+0.06			
<input type="checkbox"/> Mann, Marina	5	2.53	2.62	+0.29			
<input type="checkbox"/> Perry, Alina	5	2.65	2.62	+0.17			
<input type="checkbox"/> Goodwin, Mattie	5	2.91	2.89	-0.02			
<input type="checkbox"/> Hudson, Mattie	5	3.03	2.89	-0.14			
<input type="checkbox"/> Hughes, Faith	5	3.03	2.89	-0.14			
<input type="checkbox"/> Lowe, Marian	5	2.65	2.89	+0.24			
<input type="checkbox"/> Wood, Randolph	5		3.00	N/A			
<input type="checkbox"/> Allison, Sandy	5	2.79	3.05	+0.26			
<input type="checkbox"/> Reeves, Meghan	5	3.15	3.05	-0.10			
<input type="checkbox"/> Asatkin, Joey	5	3.31	3.11	-0.20			
<input type="checkbox"/> Robertson, Samantha	5	3.73	3.27	-0.46			
<input type="checkbox"/> Hoffman, Jeremiah	5		N/A				
<input type="checkbox"/> Williams, Joyce	5		N/A				

🕒 1 minute

- The drop down box has a list of all the groups you create.
- Select students to add to the group.
- Click **Add**.

Enter a name for your new group.

Target Population Group

- Patrick Logan
- Tamara Wade
- Ken Watkins
- Levi Jacobs
- Leon Peters
- Elias Watkins

Please note that groups are shared automatically.

- In Reports (coming soon), any NYC educator can see group names and aggregated group data.
- In My Students, only educators with school-wide access (principals, for example) can see all the school's groups and their student-level data, such as names and scores.

OK Cancel

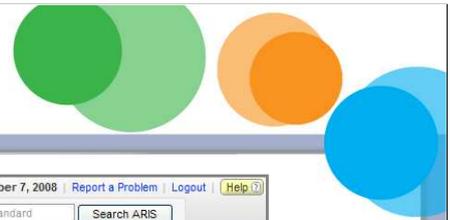
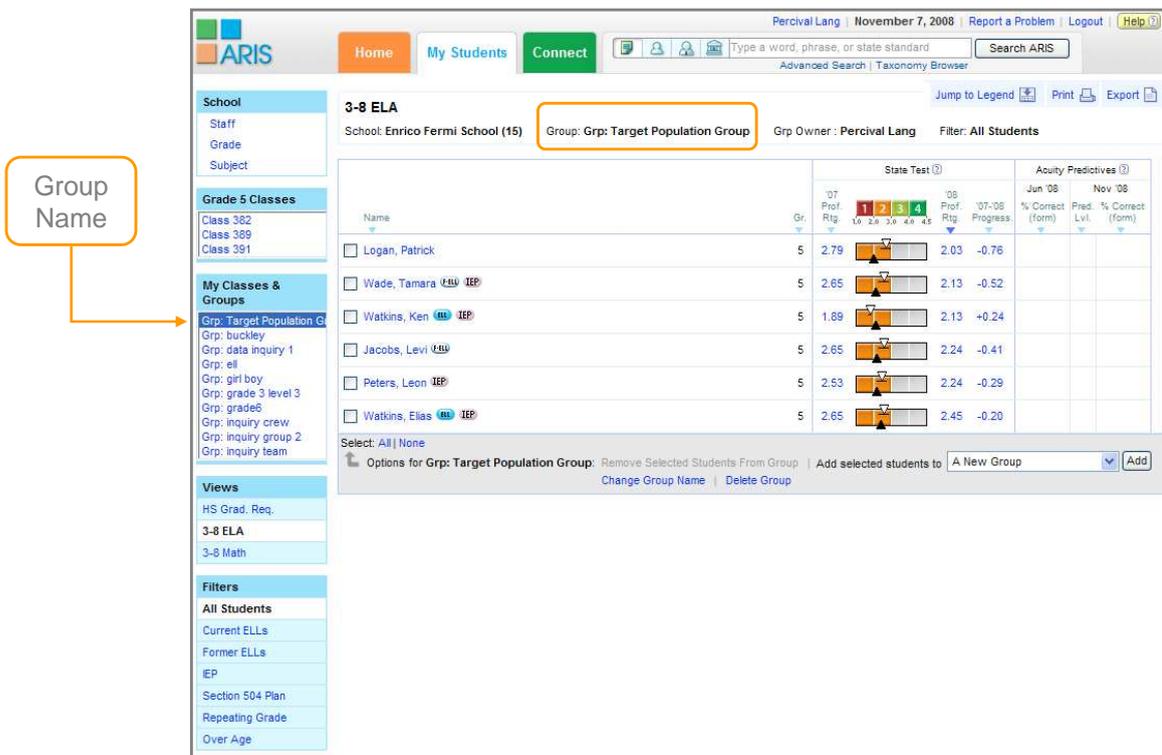
Success! These students been added to a new group, Target Population Group.

- Patrick Logan
- Tamara Wade
- Ken Watkins
- Levi Jacobs
- Leon Peters
- Elias Watkins

OK

🕒 1 minute

- Add selected students to the group of choice.
- Type your new group's name in the pop-up window and click **OK**.
- Only the user who created the group can change its name, delete it, or edit it in any way.

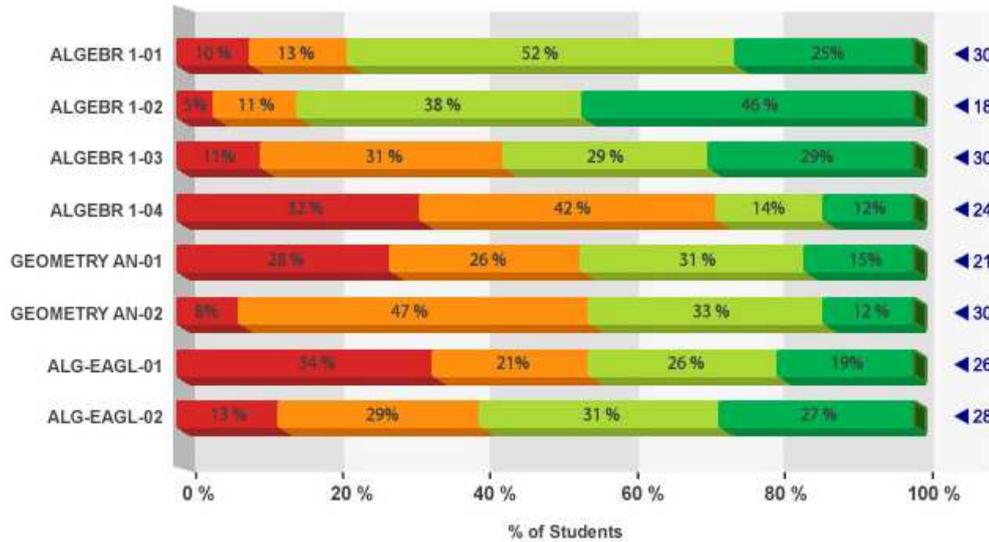
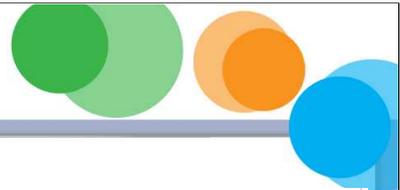



The screenshot shows the ARIS interface for viewing students in a group. The main content area displays a table of students for the '3-8 ELA' group at 'Enrico Fermi School (15)'. The table includes columns for Name, Grade (Gr), Proficiency (Prof. Rig.), and Acuity Predictions (Jun '08, Nov '08). A callout box labeled 'Group Name' points to the 'Grp: Target Population Group' entry in the 'My Classes & Groups' sidebar.

Name	Gr	'07 Prof. Rig.	'08 Prof. Rig.	'07-'08 Progress	Jun '08 % Correct (form)	Nov '08 % Correct (form)
<input type="checkbox"/> Logan, Patrick	5	2.79	2.03	-0.76		
<input type="checkbox"/> Wade, Tamara IEP	5	2.65	2.13	-0.52		
<input type="checkbox"/> Watkins, Ken IEP	5	1.89	2.13	+0.24		
<input type="checkbox"/> Jacobs, Levi IEP	5	2.65	2.24	-0.41		
<input type="checkbox"/> Peters, Leon IEP	5	2.53	2.24	-0.29		
<input type="checkbox"/> Watkins, Elias IEP	5	2.65	2.45	-0.20		

🕒 2 minutes

- The group is now on the left under My Classes & Groups.
 - Click the group name to see the students in a Class View.
- Create as many groups as you want. You can also group across classes and grades, provided you are authorized to access those students.
- Groups created by users in ATS are not visible in ARIS and vice versa.
- Change group names, add or remove students from groups, or delete groups at any time.
- *Resume the PowerPoint slide show with the next slide, Organization of Reports. You will not go live again in this presentation.*



⌚ 1 minute

- For trainings done prior to Release C, present Reports as a Coming Attraction.
- In our spring training, we will give you more information about ARIS reports. Here is a brief preview of what is to come.
- This image is a sample design for a Comparison Chart.

Different types of reports organize specific information about a student or class. The reports in the ARIS system include:

Early Spring

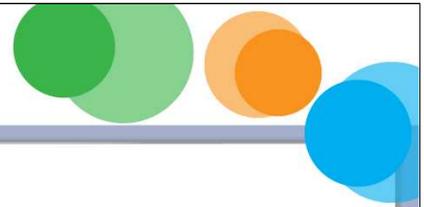
- Comparison Chart
- Measure Breakdown Chart
- Comparison/Measure Table

Coming Late Spring

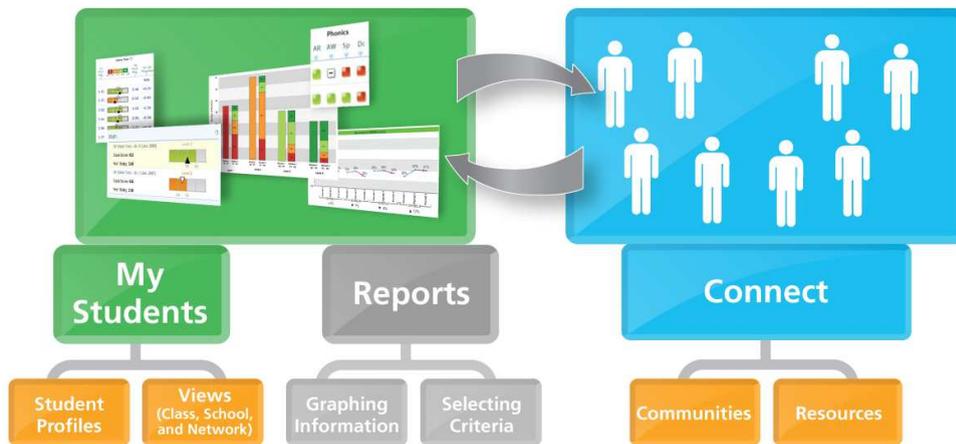
- The Growth Chart
- Effectiveness Chart
- Attendance Chart

⌚ 1 minute

- Educators can use these reports to compare data about students, as well as design their own aggregate reports.
 - For example, a Grade 6 teacher could create a report examining ELA State Test data for all Grade 6 students in her school, in her network, or citywide. She might create a report comparing predictive scores to the actual state test results.
- *Here are a few additional facts about reports:*
 - *ARIS reports are organized around levels, measures and time.*
 - *Levels refer to the city, school group, school, teachers, classes, or students.*
 - *Measures refer to the way that data is presented. For example by grade, by teacher, or by class.*
 - *Measures also include attributes. For example, gender, ELS, or cohort year. They also allow you to see when someone is at risk.*
 - *Time refers to the period that the report covers. For example, the school year on which you want information.*
 - *You will be able to use these categories to design your own reports.*

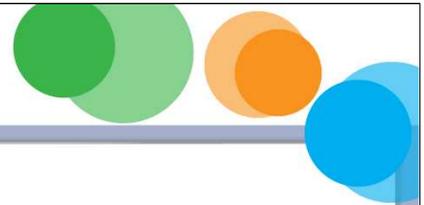


- How do you find the ideas and resources that best address your students' needs?
- How do these ideas and resources influence other educators?



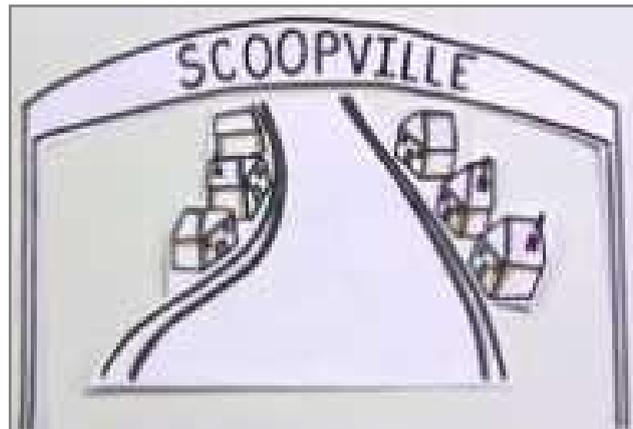
⌚ 2 minutes

- *Depending upon your audience, you may find that the order in which you present components of Connect differs from the order in this training. Focus on what resonates with your audience.*
- Some of the ways we can address the needs of students is by collaborating and sharing ideas with other educators. Attending conferences, using journal articles and using Web sites are just a few of the resources available to us.
- The following Social Media video explores recent innovations in online communities. ARIS Connect incorporates many of these changes.



- For what is the ice cream a metaphor?
- What influence did social media have on the ice cream?
- What is the significance of the pickle ice cream maker?

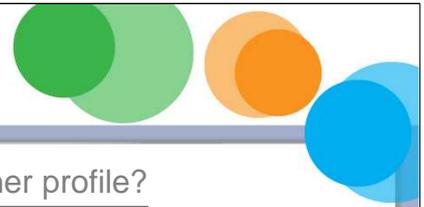
Social Media Video at
www.commoncraft.com/socialmedia



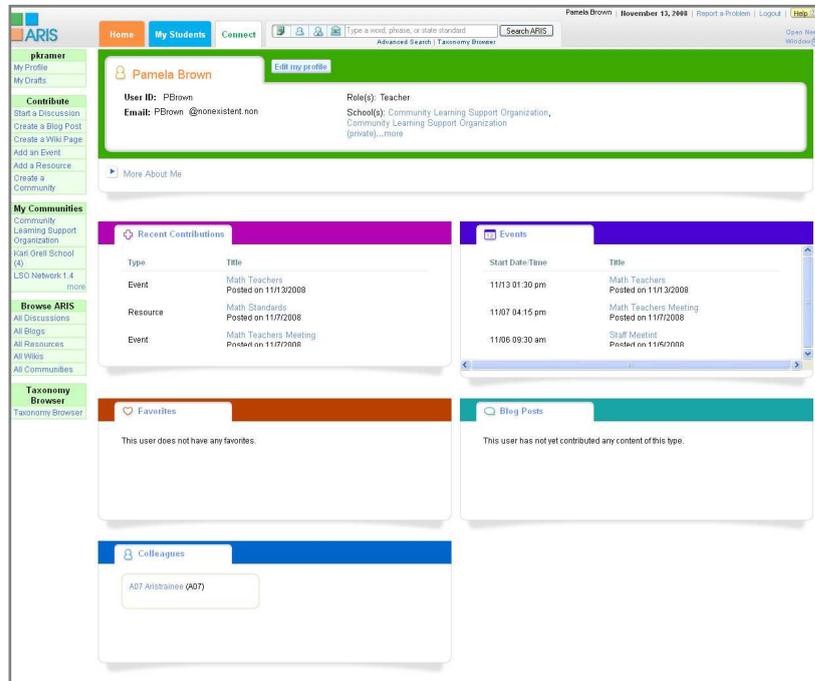
33

⌚ 9 minutes -- watch the video and discuss the following questions.

- Social Media is Internet-based tools for sharing, collaborating, networking, and discussing information.
- For what is the ice cream a metaphor?
 - *Any resource used by educators to facilitate learning (e.g., lesson plans, curricular materials).*
- What influence did social media have on the ice cream?
 - *Improved ice cream; increased variety of flavors..*
- What is the significance of the pickle ice cream maker?
 - *She catered to the needs of a small group (e.g., differentiated instruction).*
- As an educator you can benefit from social media tools because they promote collaboration in and across schools, allowing teachers to network around common ideas and exchange valuable information and resources.



What do we know about Pamela Brown from looking at her profile?



The screenshot shows the ARIS Staff Profile for Pamela Brown. The profile includes the following information:

- User ID:** PBrown
- Email:** PBrown@nonexistent.non
- Role(s):** Teacher
- School(s):** Community Learning Support Organization, Community Learning Support Organization (private)...more

The profile also features several sections:

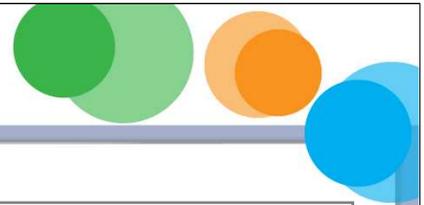
- Recent Contributions:** A table listing contributions with columns for Type, Title, and Date.

Type	Title	Date
Event	Math Teachers Posted on 11/13/2008	11/13 01:30 pm
Resource	Math Standards Posted on 11/07/2008	11/07 04:15 pm
Event	Math Teachers Meeting Posted on 11/07/2008	11/06 09:30 am
- Events:** A table listing events with columns for Start Date/Time and Title.

Start Date/Time	Title
11/13 01:30 pm	Math Teachers Posted on 11/13/2008
11/07 04:15 pm	Math Teachers Meeting Posted on 11/07/2008
11/06 09:30 am	Staff Meeting Posted on 11/06/2008
- Favorites:** This user does not have any favorites.
- Blog Posts:** This user has not yet contributed any content of this type.
- Colleagues:** AD7 Aristonice (907)

🕒 5 minutes

- Connect provides opportunities for educators to collaborate. Your Staff Profile is the center of your online communication with other NYC educators.
- Look at Pamela's Staff Profile.
 - *Participants record initial observations and answer the questions on the slide as they explore the Staff Profile, then share as a group.*
 - *Review Staff Profile features (personal information, Connect features, Connect toolbar)*
- Contributions are resources users upload.
- *Point out resources Pamela contributed.*





Community | P.S. 999

You are a member

Introduction:
Welcome to the P.S. 999 Community!

Home
Profile
Discussion
Blog
Resources
Wiki
Calendar
Links
Members

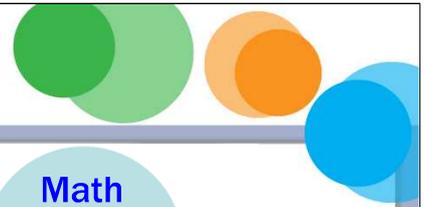
Profile

P.S. 999

School Profile	Reports
<p>DBN: PS. 999 55 Washington Street, Brooklyn, NY 11201 Phone: N/A School Website: N/A</p> <p>Grades: Elementary Principal: N/A Data Specialist: N/A SAF: N/A ISC: Brooklyn ISC SSO: Empowerment Support Organization SSO Network: Empowerment Network</p>	<p>School Statistics Page</p>

⌚ 2 minutes

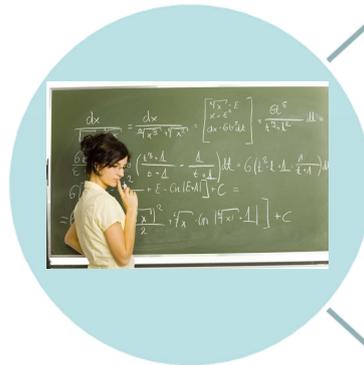
- Just as each of you have an identity in ARIS, each school also has an ARIS identity. This identity is your school community.
- Any content uploaded by a user and linked to the school's community appears in that school's community. We discuss this idea later in the training.



- Exchanging resources

- Networking

- Bringing people together around ideas



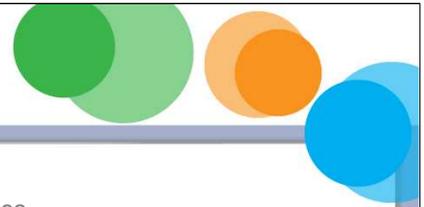
Math teachers citywide

Math teachers in an SSO

Math teachers in a school

⌚ 1 minute

- In ARIS, educators can form groups, called communities, around common goals and ideas.
- Educators use these communities to share resources and communicate with other educators with similar interests.



Public Communities

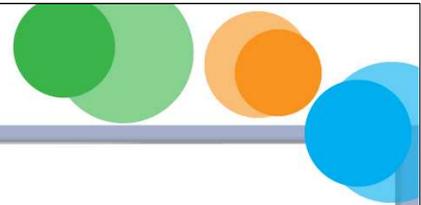
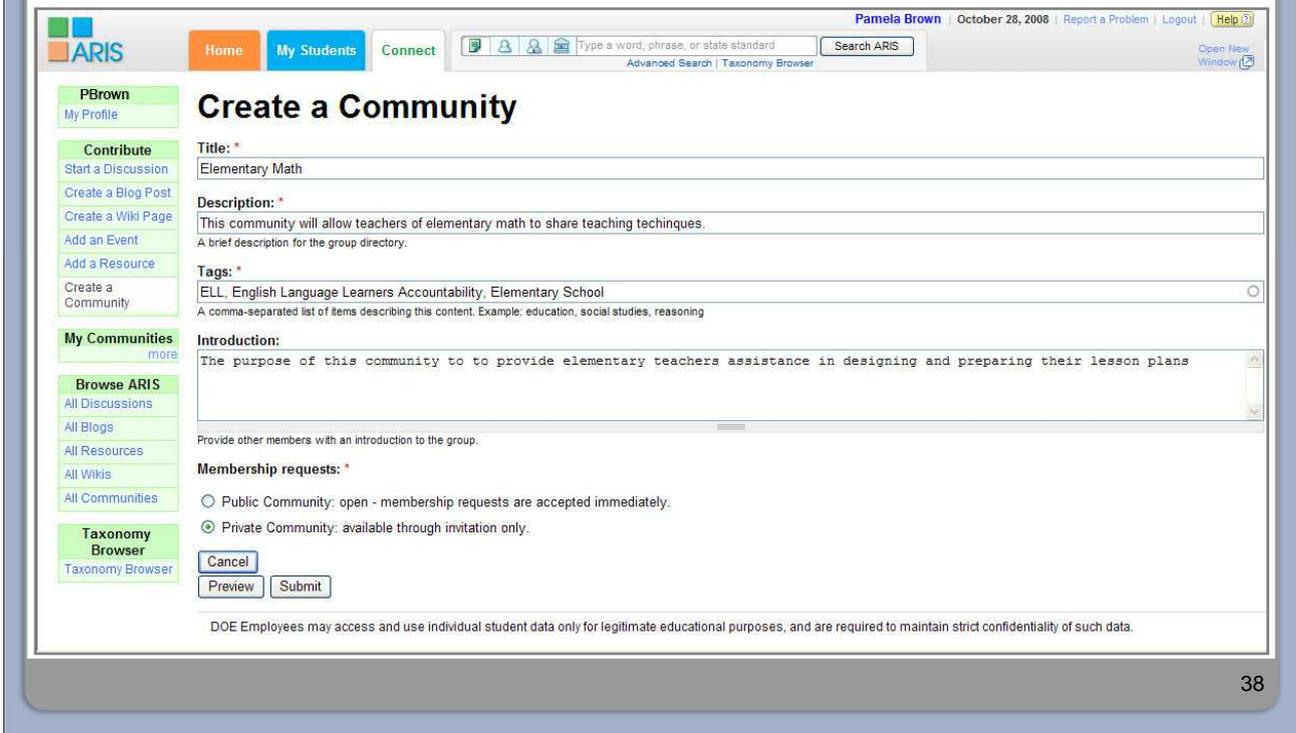
- Anyone creates
- Anyone joins
- Content accessible to all
- Each school, Network, and SSO has a public community that automatically includes all staff
- Examples include the ARIS Training public community

Private Communities

- Anyone creates
- Community creator adds members
- Content only accessible to members
- Each school's private community includes all school-wide users and houses the:
 - ITT
 - Progress Report Data File
 - Progress Report Modeler

⌚ 2 minutes

- **Public communities:**
 - Every school has its own public community and all staff are automatically members of that community.
 - Resources added to a school's community become visible to all ARIS users.
 - Only members post to public communities.
 - Other public communities not associated with a particular school also exist in ARIS; for example, the ARIS Training public community.
 - If you search for a community and it doesn't exist yet, you can create it.
 - By creating a community with a specific focus, teachers who normally might never meet can collaborate and share resources and strategies.
- **Private communities:**
 - Only a private community's creator and members can see the community and the resources posted within it.
 - ARIS is a DOE resource. You should use it for professional purposes and follow the same guidelines that you currently follow with your DOE email or any professional communication.

Create a Community

Title: *
Elementary Math

Description: *
This community will allow teachers of elementary math to share teaching techniques.
A brief description for the group directory.

Tags: *
ELL, English Language Learners Accountability, Elementary School
A comma-separated list of items describing this content. Example: education, social studies, reasoning

Introduction:
The purpose of this community to to provide elementary teachers assistance in designing and preparing their lesson plans
Provide other members with an introduction to the group.

Membership requests: *

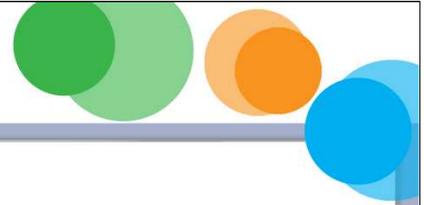
Public Community: open - membership requests are accepted immediately.

Private Community: available through invitation only.

DOE Employees may access and use individual student data only for legitimate educational purposes, and are required to maintain strict confidentiality of such data.

🕒 2 minutes

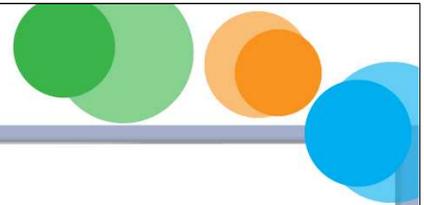
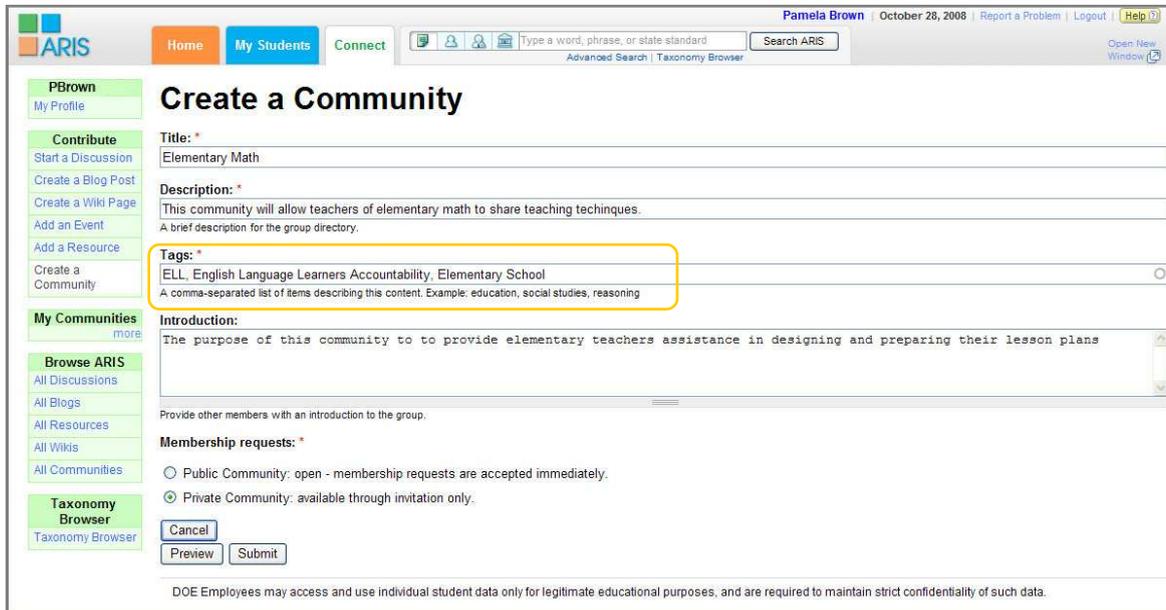
- Before you create a community, check to see if one with a similar focus already exists in ARIS. If not, it's quick and easy to create one.
- This is an example of a **Create A Community** page. Mandatory fields are marked with asterisks. These include:
 - Title (persona of the group)
 - Description (community mission)
 - Tags (keywords associated)
 - Membership Required (Public or Private)
- *Discuss possible community types:*
 - *Within-school communities: Inquiry Team members; department chair; grade-level; ELL strategies; planning for a class trip (which could also be done as a Wiki)*
 - *Cross-school communities: Network; Inquiry Team members; grade-level; subject-specific; ELL strategies*
- Providing a short introduction for your community will help other teachers determine if this group addresses their interests.



1. Click **Connect**.
2. Click **Create a Community** on the left, under Contribute.
3. Fill out information about your community page, including:
 - Title
 - Description
 - Tags
 - Membership Required (Public or Private)
4. Select **Private Community**.
5. Preview the completed community page.
6. Click **Submit** to create your community.

⌚ 2 minutes

- Review the steps to creating a community.
- Adding detailed information makes it easier to search for and find your community.

ARIS Home My Students Connect Pamela Brown October 28, 2008 Report a Problem Logout Help

Type a word, phrase, or state standard Search ARIS Advanced Search Taxonomy Browser Open New Window

Create a Community

Contribute

- Start a Discussion
- Create a Blog Post
- Create a Wiki Page
- Add an Event
- Add a Resource
- Create a Community

My Communities more

Browse ARIS

- All Discussions
- All Blogs
- All Resources
- All Wikis
- All Communities

Taxonomy Browser

Taxonomy Browser

Title: *
Elementary Math

Description: *
This community will allow teachers of elementary math to share teaching techniques.
A brief description for the group directory.

Tags: *
ELL, English Language Learners Accountability, Elementary School
A comma-separated list of items describing this content. Example: education, social studies, reasoning

Introduction:
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Provide other members with an introduction to the group.

Membership requests: *

Public Community: open - membership requests are accepted immediately.

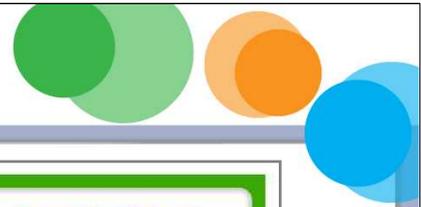
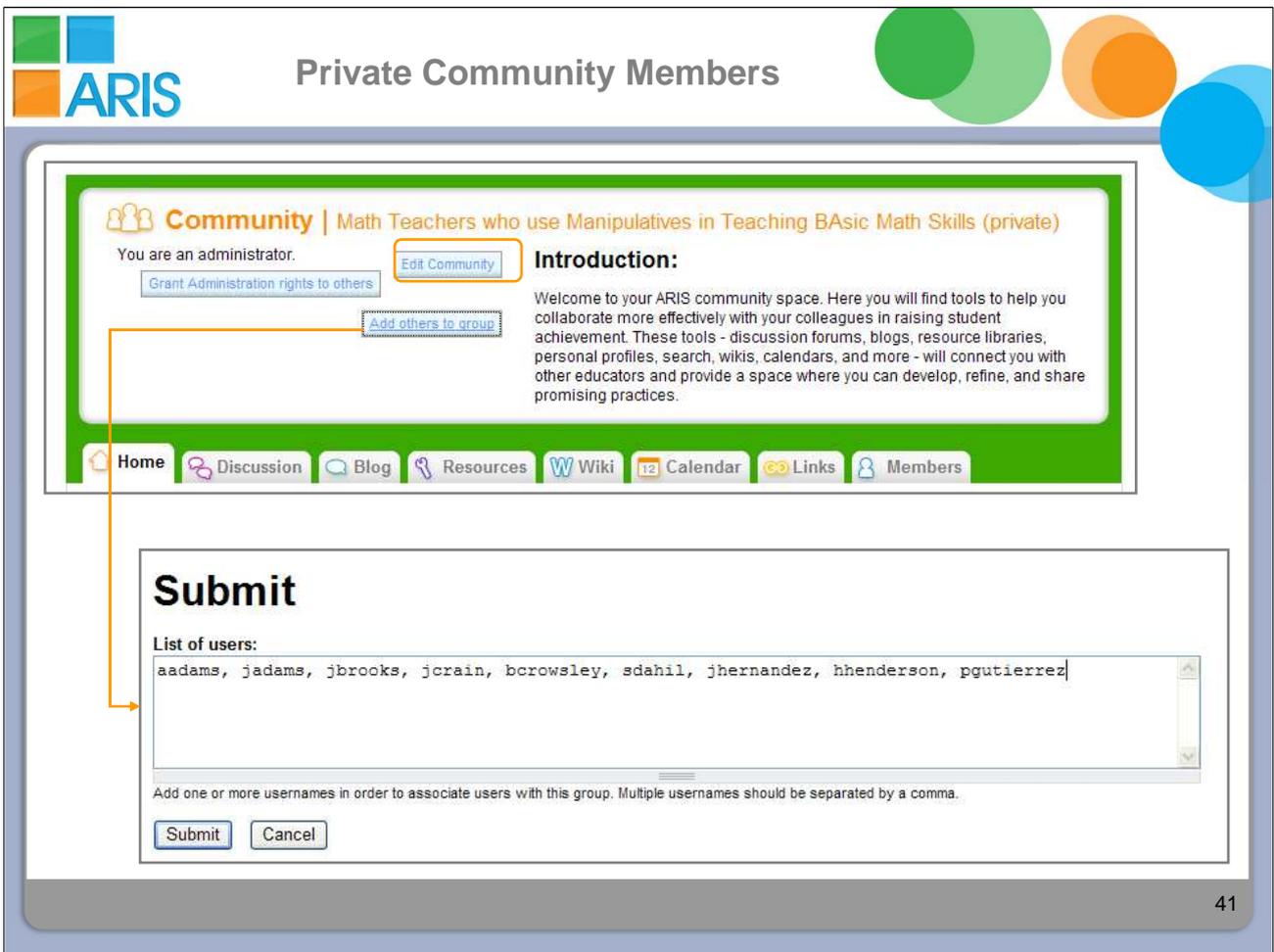
Private Community: available through invitation only.

Cancel Preview Submit

DOE Employees may access and use individual student data only for legitimate educational purposes, and are required to maintain strict confidentiality of such data.

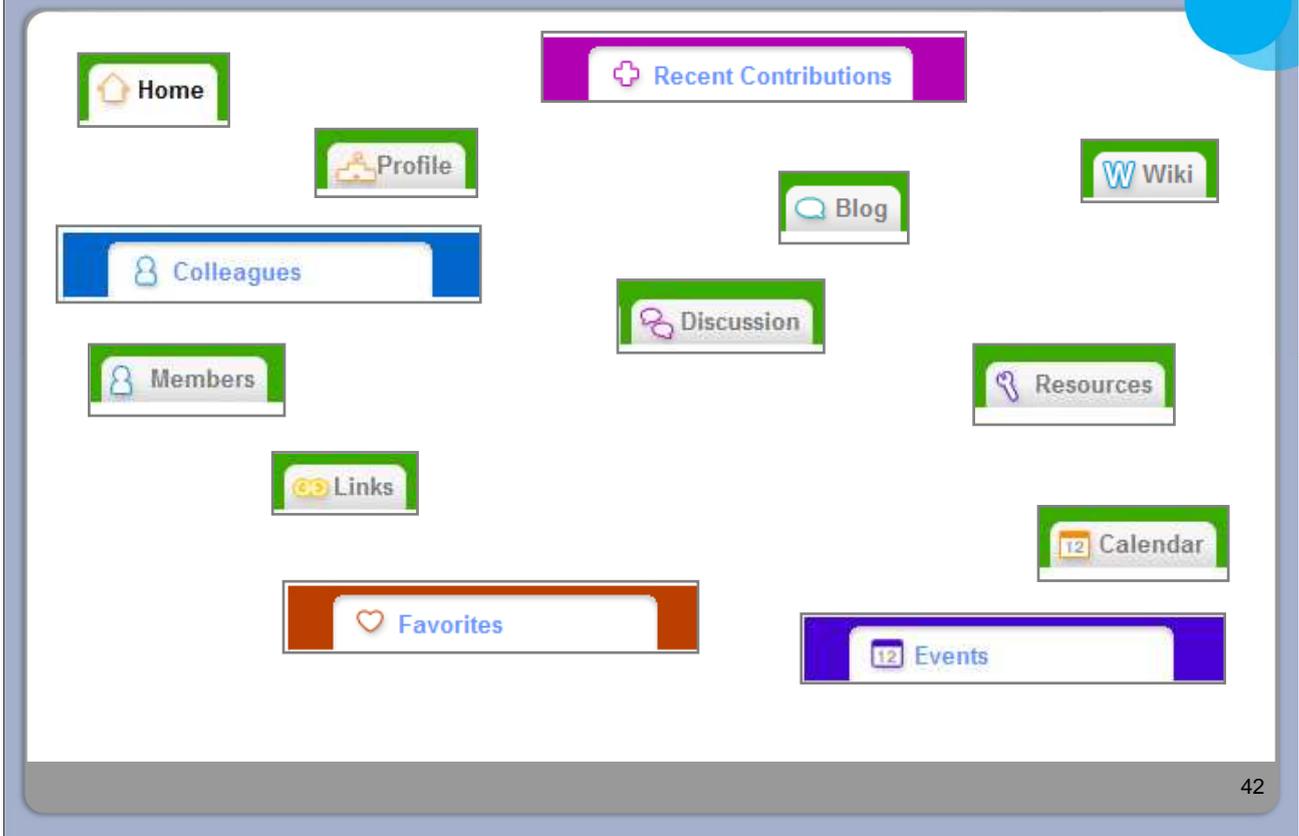
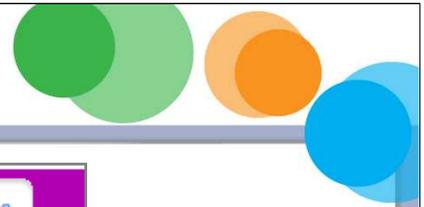
🕒 2 minutes

- Tags are key words. They find information fast when looking for a specific type of resource.
- While anyone can add a tag to a community, blog, etc., only the content author can delete tags.
- For example, if you create a community focused on using manipulatives to teach addition to Elementary ELL students, you could tag the lesson using these words:
 - Addition, ELL, lesson, math, manipulatives, Elementary
- The more precise words users enter, the easier it becomes to search for and find the community.
- Tagging is an important skill in ARIS. Make at least one tag when you create a community, event, discussion, blog post, or wiki page.

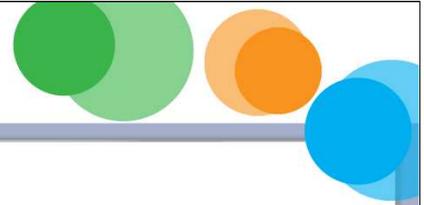
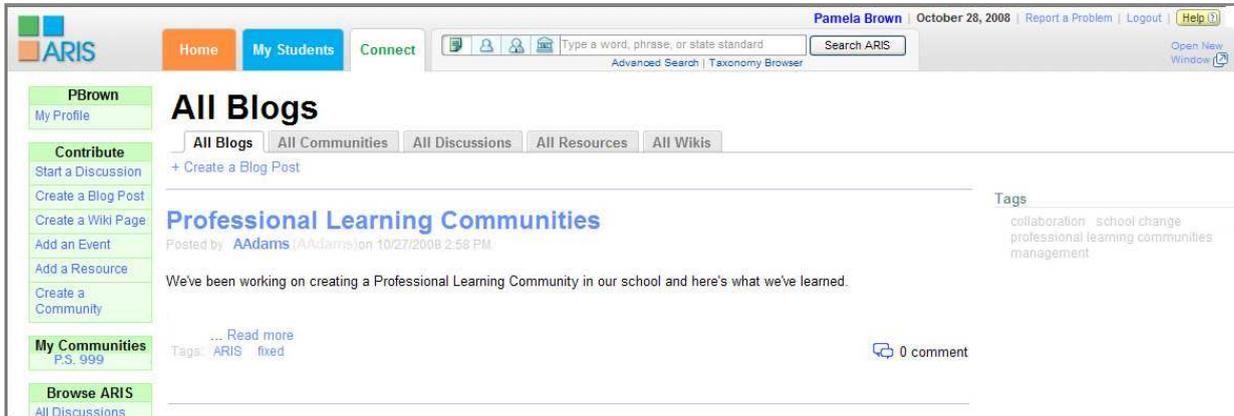
⌚ 1 minute

- Click **My Communities**, then select the community to which you want to add members.
- Click **Add others to group**.
- Type in user names, then click **Submit**.
 - A staff DOE email address is needed to add a member to a private community. Find these in Staff Profiles. Note that a member's DOE username is the same as his or her DOE email address, before the @ symbol.
 - Staff user names can also be found in a school's Public Community. Navigate to the Public Community and click the **Members** tab.
- The system automatically includes new staff as community members. Acceptance is not necessary to join, but members receive email notification when added.
- When a community you've created no longer serves its purpose, click **Edit Community** to delete it.



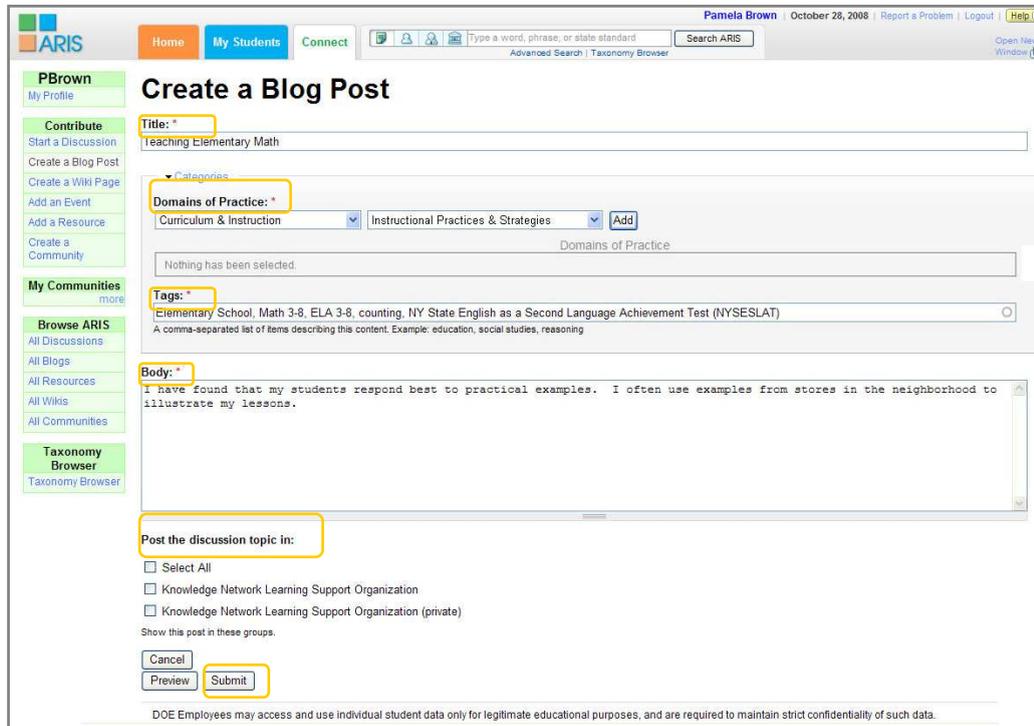
⊕ 1 minute

- Remember the Scoopville video? The community used social media to exchange ideas about ice cream.
- The tags above represent different ARIS Community features.
- What social media tools did the community use to influence the ice cream and the ice cream makers? *Possible answers:*
 - *Blog posts, discussions, content rating, commenting.*
- ARIS Connect enables educators to use social media tools to influence teaching and learning.

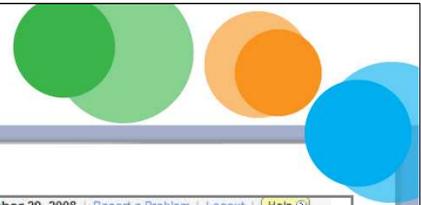
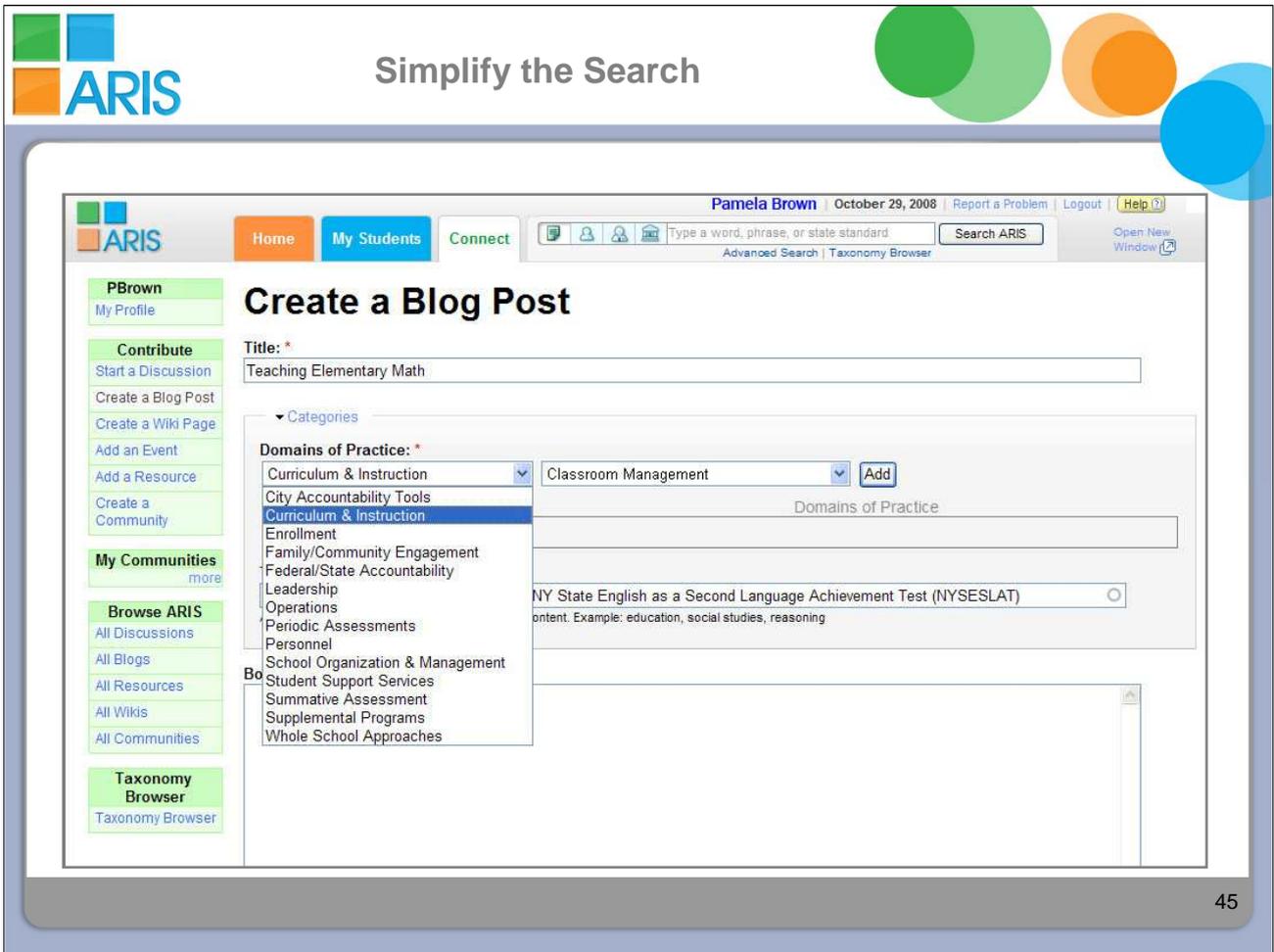
🕒 2 minutes

- This is an example of a blog post.
- Blogs share thoughts, insights, opinions, or strategies around a central idea. Others comment on the idea.
- Blogs also maintain a record of your work or a task-oriented group's work; for example, ongoing notes about inquiry meetings, multi-school communities, or week-to-week experiences planning a science fair.

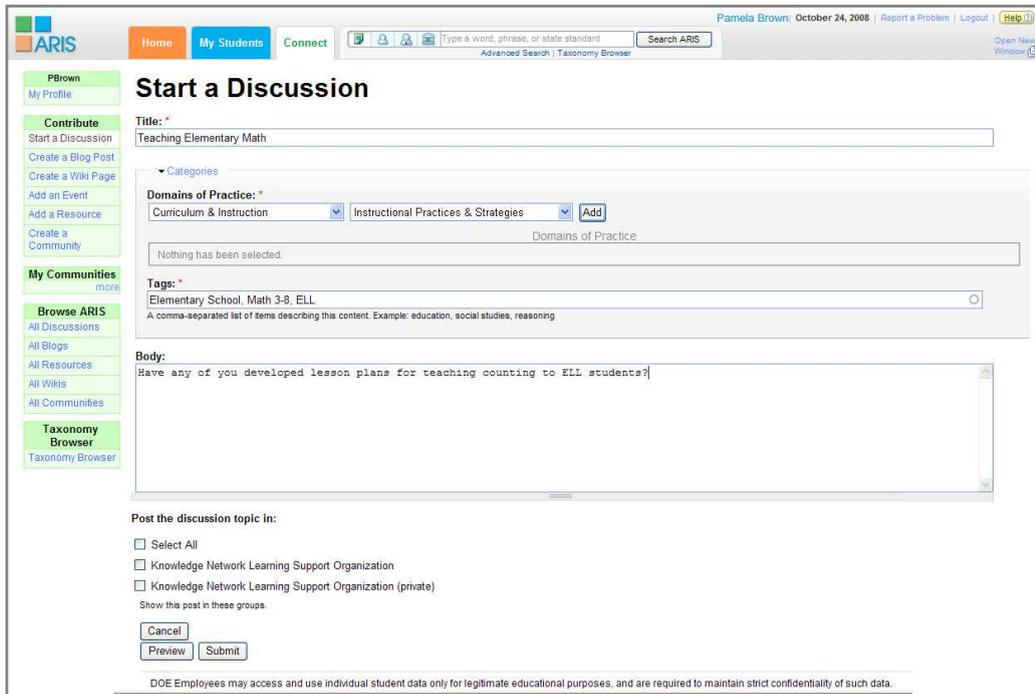
🕒 3 minutes

- Click **Create a Blog Post**.
- Type information into the required and non-required fields.
- The four mandatory fields are:
 - Title
 - Domains of Practice: Select the Domain of Practice from the menu, then select the subhead to the right and click **Add**. Repeat this step to include more than one Domain of Practice.
 - Tags: Type up to 25 tags, separated by commas. For example, for a blog focused on using manipulatives to teach addition to elementary ELL students, use these six tags: elementary, math, addition, ELL, lesson plan, manipulatives.
 - Body: Type your blog post in this space or copy and paste from a word processing document.
 - Audience: Choose communities to post your blog. Your blog does not appear in your school's public community or on your school's Institutional Profile unless you select this box.
- Click **Submit**.

🕒 2 minutes

- Although the Submit Blog Entry page has only four mandatory fields, providing more information makes it easier for others to locate your blog post.
- There are several ways to make a blog post easier to find:
 - Enter more than one subdomain within one of the Domains of Practice.
 - Enter multiple tags that are both specific and relevant.
 - Post the blog in more than one community.
- Some of the uses for blog posts include:
 - School newsletter
 - Read new or find archived daily announcements posted by principals
 - Ongoing notes for an Inquiry Team meeting
 - Ongoing record of Network meeting minutes/notes
 - Discuss the progress of a target student population
 - Generate new ideas about teaching and learning

Start a Discussion

Title: Teaching Elementary Math

Domains of Practice: Curriculum & Instruction, Instructional Practices & Strategies

Tags: Elementary School, Math 3-8, ELL

Body: Have any of you developed lesson plans for teaching counting to ELL students?

Post the discussion topic in:

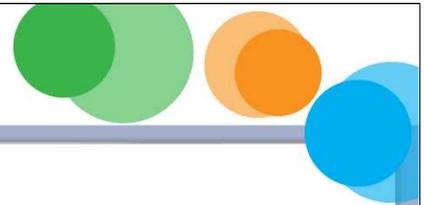
- Select All
- Knowledge Network Learning Support Organization
- Knowledge Network Learning Support Organization (private)

Buttons: Cancel, Preview, Submit

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🕒 2 minutes

- Discussion threads allow users to engage in an extended conversation or debate online. The thread's creator asks a question and receives answers and suggestions.
- Click **Start a Discussion**.
- Enter the mandatory fields. As with blog posts, the mandatory fields are:
 - Title
 - Domains of Practice
 - Tags
 - Body
- Select the communities to which you want to post your discussion.



Blog Posts

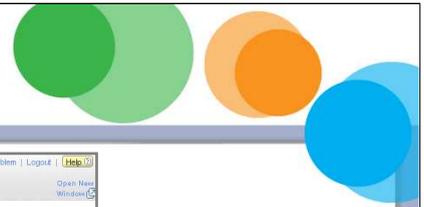
- Guided by a central idea
- One owner, but anyone posts questions and responses
- Entries commonly displayed in reverse-chronological order
- Used to share insights, opinions, and strategies, or as a way of recording the group process of a task-oriented community

Discussions

- Guided by a question
- One initiator, but anyone posts questions and responses
- Similar to a conversation

⌚ 2 minutes

- *Review differences between blog posts and discussions.*
- *Summarize: Give the following examples – what tool would be the most helpful?*
 - Add minutes from faculty meetings.
 - *Blog post*
 - Math teachers discuss new approaches to teaching fractions.
 - *Discussion*
 - Inquiry Team members discuss possible instructional strategies for working with a target population.
 - *Discussion*
- *What are some ways teachers can use discussion threads? Possible answers:*
 - *Contribute to the agenda for staff meetings.*
 - *Prepare for parent conferences.*



Submit Event

Title: *
Central Park Zoo Trip

Domains of Practice: *
Curriculum and Instruction ARIS

Date:
Enter the date and time of this event.
Date From date: *
2008-10-08 09:30
Date To date: *
2008-10-08 13:30

Description:
This trip will introduce students to animals that they have not see before.

P.S. 999

Show this post in this group.

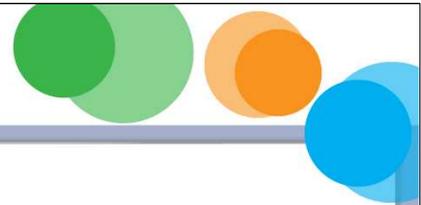
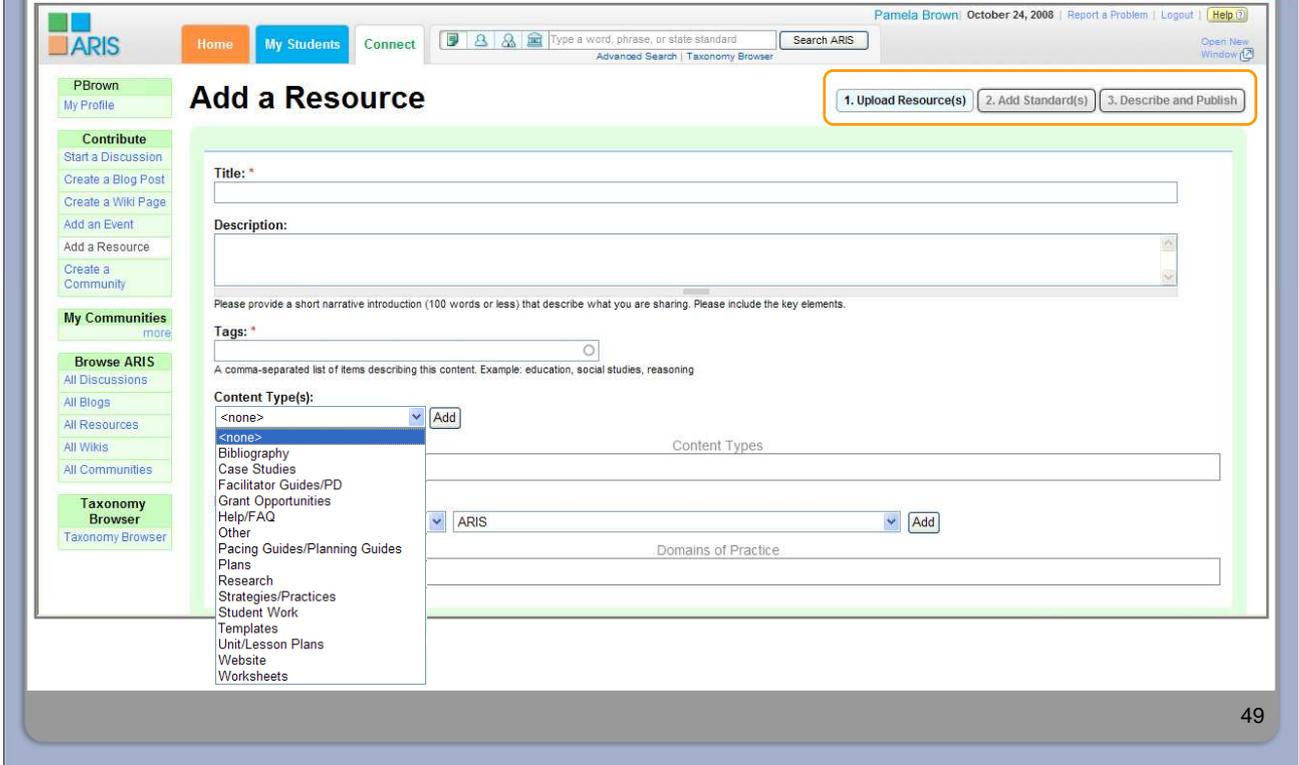
DOE Employees may access and use individual student data only for legitimate educational purposes, and are re

September

Year	Month	Week	Day	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		
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2 minutes

- The Events feature enables all staff members to view the school calendar from any computer.
- Users create an event in ARIS and add it to a community calendar. For example, keep a school calendar in the school-wide private community.
- To create an event, complete the following fields:
 - Title
 - Tags
 - Description
 - From and To dates
 - Community
- You can always edit or delete an event.
- *Provide examples of why the following school staff members would use the event feature:*
 - *Teachers: Parent/teacher conference dates, field trip dates*
 - *Administrators: Faculty meeting dates, PD dates, Inquiry Team meeting dates*
- In all ARIS Connect forums, public and private, do not disclose Student Personal Identifiable Information (PII).

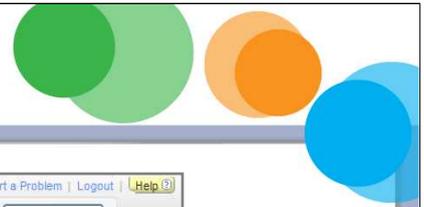
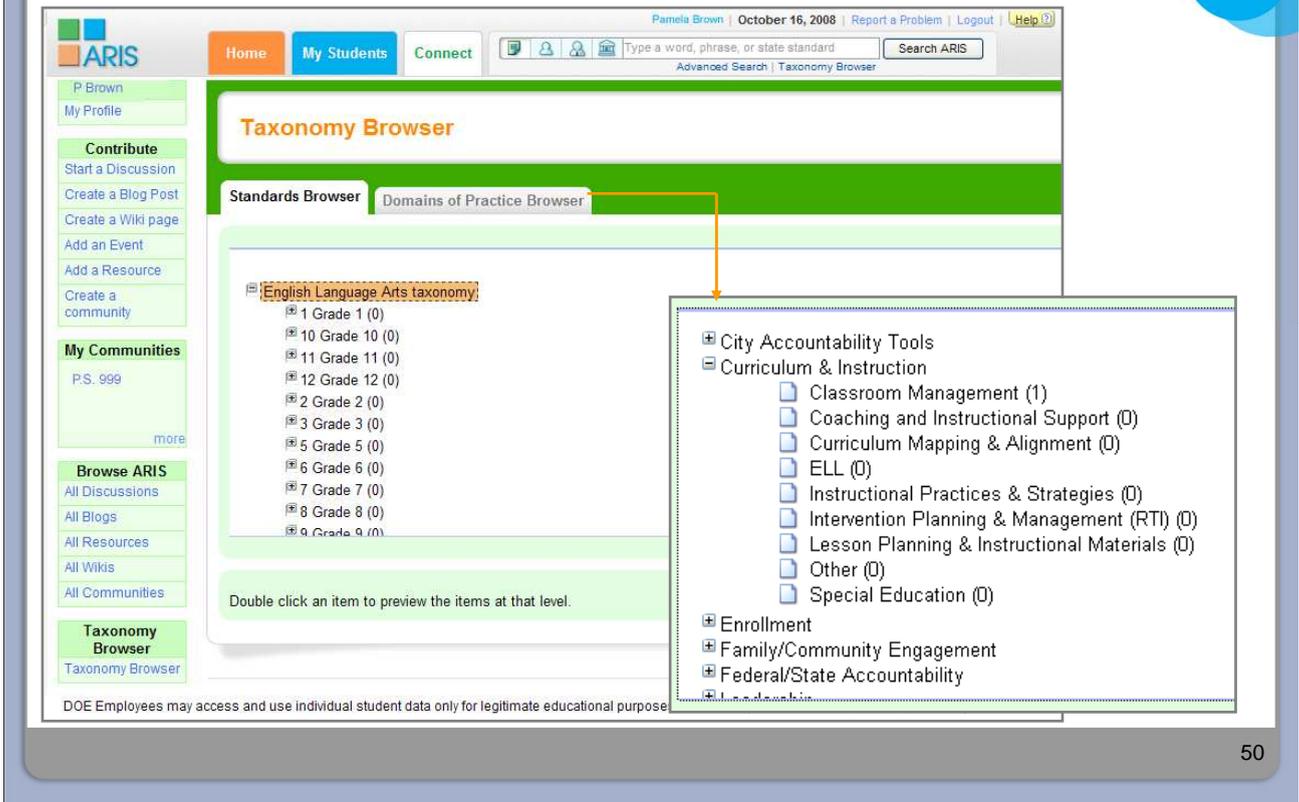
The screenshot shows the 'Add a Resource' page in the ARIS system. At the top, there's a navigation bar with 'Home', 'My Students', and 'Connect' buttons. A search bar is also present. The main content area is titled 'Add a Resource' and contains a form with the following sections:

- Title:** A text input field.
- Description:** A large text area with a small icon for image insertion.
- Tags:** A text input field with a search icon.
- Content Type(s):** A dropdown menu currently showing '<none>' with an 'Add' button. A list of content types is visible in a separate box: Bibliography, Case Studies, Facilitator Guides/PD, Grant Opportunities, Help/FAQ, Other, Pacing Guides/Planning Guides, Plans, Research, Strategies/Practices, Student Work, Templates, Unit/Lesson Plans, Website, and Worksheets.
- Domains of Practice:** A dropdown menu currently showing 'ARIS' with an 'Add' button.

At the top right of the form area, there are three numbered steps: 1. Upload Resource(s), 2. Add Standard(s), and 3. Describe and Publish. The page number '49' is located in the bottom right corner of the screenshot.

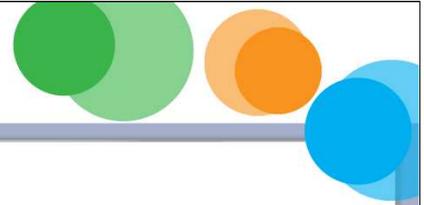
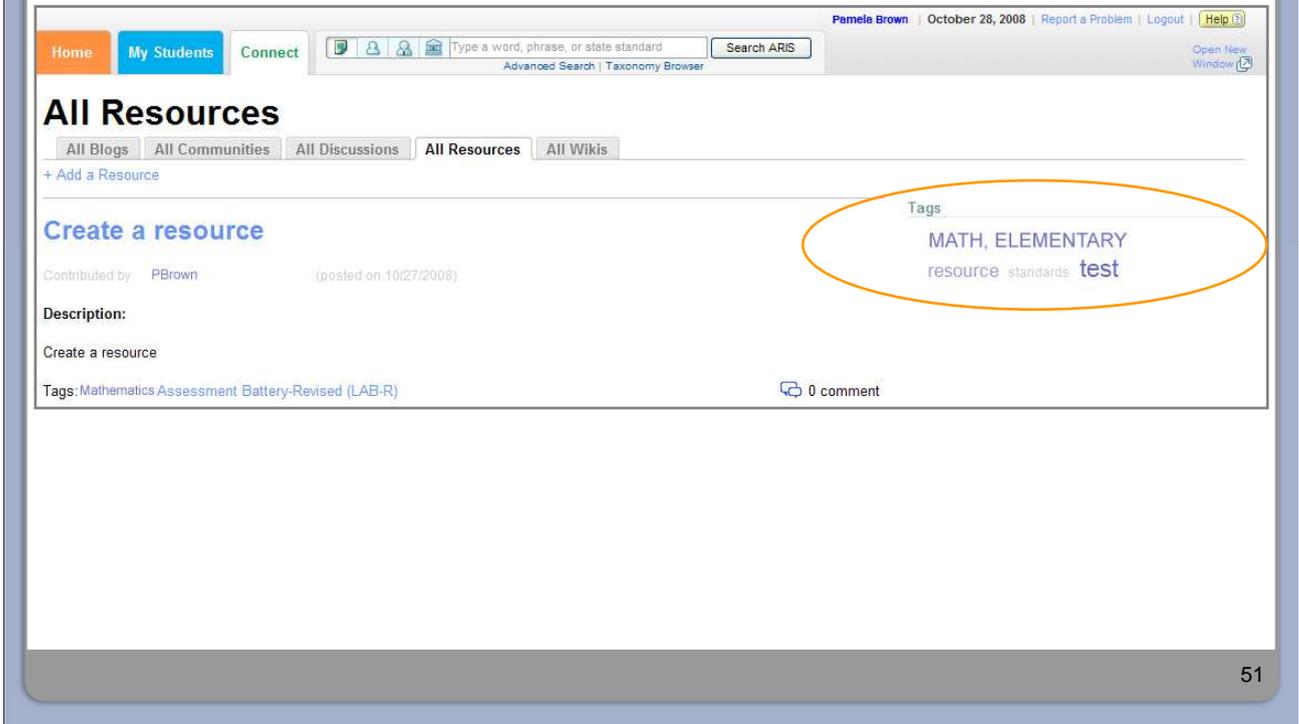
🕒 1 minute

- If educators want to share information with the entire New York City Department of Education Community, they can create public communities within ARIS. Each ARIS community can upload documents to share with members of that community.
- To upload a resource, follow this three-step process:
 - Step 1: Give your resource a title, a description, tags, define the Domains of Practice, and upload the document.
 - Step 2: Add the appropriate learning standards.
 - Step 3: Choose other descriptions, such as Inquiry Team focus, select the communities to which you want to publish the resource, and agree to the terms.
- This allows educators across the city to better share resources, such as lesson plans.

 2 minutes

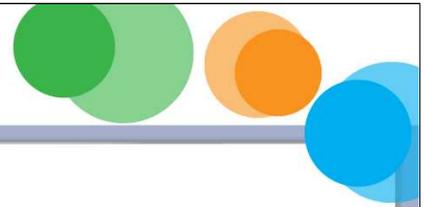
- Many of you are familiar with the concept of a taxonomy.
 - Bloom’s taxonomy, for example—a way of organizing levels of critical thinking.
- In ARIS, the Taxonomy Browser is a way to search for organized resources. Categorize ARIS Knowledge Resources to make them easier to search.
 - One of the ways we categorize Knowledge Resources is by NYS Learning Standards. Another way is by Domains of Practice.
- The Taxonomy Browser is a way for educators to find uploaded Knowledge Resources using the NYS learning standards, performance indicators, and strands. NYC educators comment on the lessons, ensuring high standards.

The screenshot shows the ARIS interface. At the top, there's a navigation bar with 'Home', 'My Students', and 'Connect'. A search bar is present with the text 'Type a word, phrase, or state standard' and a 'Search ARIS' button. Below this, the 'All Resources' section is active, with tabs for 'All Blogs', 'All Communities', 'All Discussions', 'All Resources', and 'All Wikis'. A '+ Add a Resource' link is visible. The main content area features a 'Create a resource' section with a description field and a 'Tags' section. The tags listed are 'MATH, ELEMENTARY', 'resource', 'standards', and 'test'. The words 'MATH, ELEMENTARY' are significantly larger than the others and are circled in orange. At the bottom right of the page, the number '51' is displayed.

🕒 2 minutes

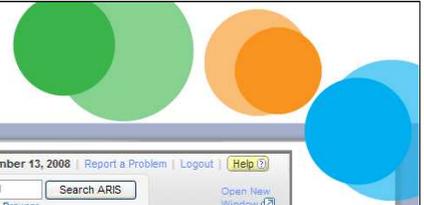
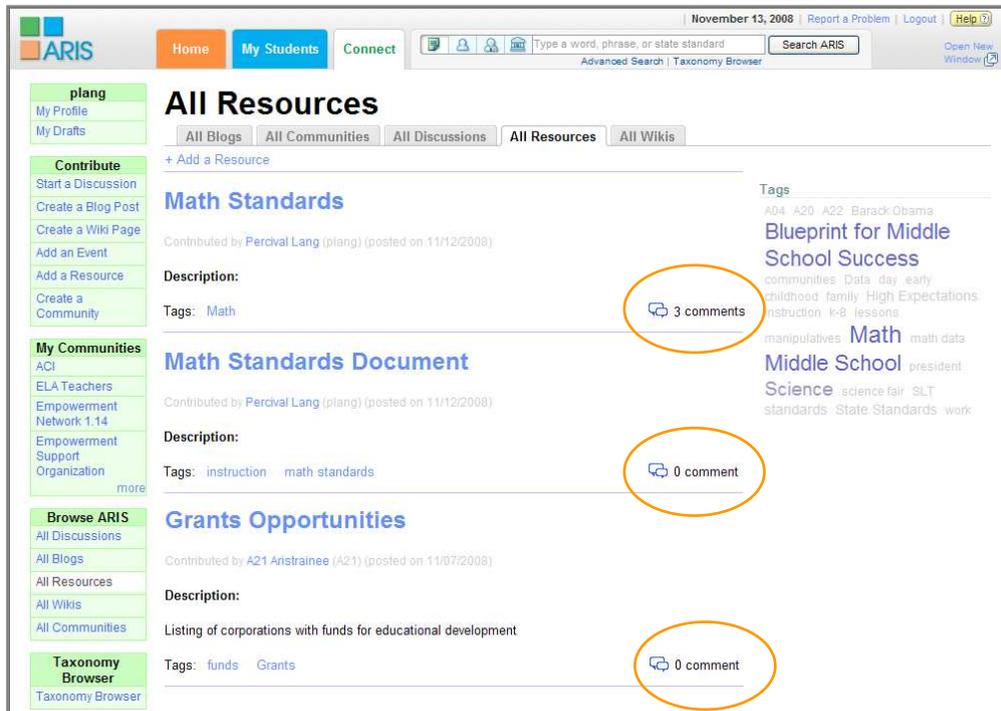
- The enormous diversity of ARIS communities and resources means there are thousands of possible tags. A tag cloud keeps track of these tags.
- For example, a tag cloud could show all tags associated with a community blog page or a staff profile page.
 - Seeing these tags allows the user to find information that may have been tagged in several different ways.
 - A user could find this community by searching for any of the tags used. The size of each word in the tag cloud indicates how often that word appears as a tag in previous uploads.
 - In the example above, users tagged the words “Math” and “Elementary” the most; therefore, they appear largest in this tag cloud.
- Limit of 25 tags per community or item.



Favorites	
Type	Title
Discussion	What is your style of classroom management? Posted on 10/28/2008
Wiki Page	Planning the April Art Fair Posted on 10/27/2008

⌚ 2 minutes

- Adding Favorites provides a link to content from an ARIS user's Staff Profile page.
 - Favorites can include discussion threads, blog posts, wiki pages, or Knowledge Resources.
- Favorites provide ARIS users a way to bookmark commonly used content within ARIS Connect.
- To select a favorite, click **Browse ARIS**.
- Choose the type of resource, then click one specific resource.
- Add tags if you want.
- Click **Add to Favorites**.
- To view your newly added favorites, go to My Profile and click **Favorites**.

The screenshot shows the ARIS website interface. At the top, there is a navigation bar with 'Home', 'My Students', and 'Connect' buttons. A search bar is located to the right of the navigation bar. The main content area is titled 'All Resources' and features a list of three resource entries:

- Math Standards**: Contributed by Percival Lang (plang) (posted on 11/12/2008). Description: [empty]. Tags: Math. Comment count: 3 comments.
- Math Standards Document**: Contributed by Percival Lang (plang) (posted on 11/12/2008). Description: [empty]. Tags: instruction, math standards. Comment count: 0 comment.
- Grants Opportunities**: Contributed by A21 Anistrainee (A21) (posted on 11/07/2008). Description: Listing of corporations with funds for educational development. Tags: funds, Grants. Comment count: 0 comment.

On the right side of the resource list, there is a 'Tags' section with a list of tags including 'A04', 'A20', 'A22', 'Barack Obama', 'Blueprint for Middle School Success', 'communities', 'Data', 'day', 'early childhood', 'family', 'High Expectations', 'instruction', 'k-8', 'lessons', 'manipulatives', 'Math', 'math data', 'Middle School', 'president', 'Science', 'science fair', 'SLT', 'standards', 'State Standards', and 'work'.

🕒 5 minutes

- *Remind participants of the message boards in Scoopville.*
- Educators can review content posted by others and comment on it.
- Tie this back to Scoopville and the power of having a growing body of knowledge being commented on by NYC educators.

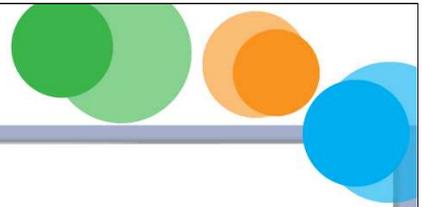
To generate the much-needed momentum and urgency for change, people need to fully understand the why behind the journey they are beginning.

—Tony Wagner, et al., *Change Leadership: A Practical Guide to Transforming our Schools*, 2006.

How can ARIS Connect help you communicate with other educators within your own school and throughout the NYC school system?

⌚ 2 minutes

- *Read the quotation. Ask specific participants the following question to facilitate discussion.*
- How does increased data accessibility affect classroom instruction?



All Grades (K–12)

- Student Notes
- Reports
- Performance Series Online (Scantron)
- NYSAA Data

Grades K–2

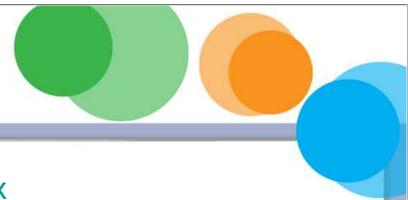
- DIBELS Benchmark Data
- ECLAS-2 Data
- ECLAS-2 View

Grades 3–8

- 3–8 Multi-Subject View
- Grade 8 Results View
- Middle School Transcript Information
- ITA Results

High School

- High School Transcript Information
- Predictive Assessment Information
- ITA Results



www.aristraining.com/online.aspx

1. ARIS Training Survey

Please provide feedback regarding your training session by filling out the survey below. All responses are confidential.

1. Please provide the date of your training session:

Month Day

Date

2. Please select your session location:

3. Please provide a response to the following questions:

	Yes	No	Not Sure
Did your training session begin on time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the training technology (computer, internet, projection) operate smoothly and efficiently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the ARIS system operate smoothly and efficiently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

🕒 5 minutes

- Encourage participants to write down URL for the ARIS Training Survey and to fill it out after the session if over.
- Evaluations provide helpful information about how and if we met our session goals. Please take a moment when our training is over to fill out a brief ARIS Training Survey.



First-Time Login Guide

In this document you will find:

- A. Instructions on how to log in to ARIS using your DOE username and password.
- B. Instructions on how to use the Account Confirmation Tool if
 - Your DOE user name and/or password are incorrect.
 - Your DOE user name and/or password do not let you access ARIS.
 - You do not know your DOE user name or password.
- C. Instructions on how to verify your Student Data.

A. Log in to ARIS

To log in to ARIS, go to schools.nyc.gov/ARIS, enter your DOE user name and password, and click **Submit**. Your DOE user name is the first part of your Outlook email address. For example, if your email address is HJones3@schools.nyc.gov, your DOE username is HJones3.

The first time you log in, you must acknowledge that you “Accept the Terms and Conditions” to continue to the Welcome to ARIS home page.

The Welcome to ARIS page opens when you log in successfully. Go to Section C to verify that you are viewing the correct student data.

If your DOE user name and/or password do not give you ARIS access, try to log in again before completing the Account Confirmation Process described in Section B.

B. Completing the Account Confirmation Process

To confirm your user account, use the Account Confirmation Tool by going to:

<https://idm.nycenet.edu/selfservice>

Have your employee ID number ready; it is listed as the reference number on your pay stub. This is not your file number. If you can't locate your Employee ID number, call HR Connect at (718) 935-4000.

B.1. Enter your last name, employee ID number, and the last four digits of your Social Security number. Then click **Submit**.

B.2. Information displays for the DOE Outlook account associated with your Employee ID number. Confirm that this is your account information. You may update the location later if it is no longer accurate.

If the email address is correct, click **here** where directed and continue to step B.2.a. If this is not your email account, click **here** where directed and continue to step B.2.b.

B.2.a. Email Account Information Is Correct

B.2.a.i. Confirm your account by entering your DOE password, then click **Submit**. If you do not have your DOE password, go to step B.2.a.iv.

B.2.a.ii. When your account has been validated, the DOE Internet Acceptable Use Policy displays. Review and accept the policy, then click **Submit** to continue.

B.2.a.iii. To finish confirming your account, select a new password that meets the DOE requirements for length and character use. Enter it in the New Password and Confirm Password fields, then click **Submit**.

The new password you select will now be your password for both ARIS and your DOE Outlook.

This completes the Account Confirmation Process. After 15 minutes, you can use your new password to log in to ARIS and Outlook.

B.2.a.iv. If you do not know your password, manual intervention is necessary. Click **here** where directed on page from Step B.2.a.i.

A prompt asks you to provide information so you can be contacted by the validation support team. Complete all fields with red asterisks. Click **Submit** to forward the incident to validation support and receive a Help Ticket. A support representative will contact you within two days; **during this time, you cannot log in to ARIS.**

B.2.b. Account Information is Not Correct

B.2.b.i. If you indicated in step B.2 that your account information is incorrect, you go to this page to locate your account.

B.2.b.ii. Enter either your DOE Outlook Logon or your last and first names where prompted.

B.2.b.iii. If you entered your Outlook logon, click **Find by Logon**; if you entered your name, click **Find by Name**. The system shows a list of accounts matching your search criteria. Select the account you believe is yours and click **Submit**. If your account is not in the list, click **here** where directed and go back to step B.2.a.iv.

You may update the location later if it is no longer accurate.

B.2.b.iv. Verify the account information that displays.

If the email address is correct, click **here** where directed and go back to step B.2.a.i. to continue.

If this is not your account, click **here** where directed and go back to step B.2.b.i. to continue. Once you locate your account, there is a waiting period for your account to connect to student data, typically 24 hours. You will not be able to log in at this time.

NYC Department of Education
 DOE > Account Search

If you know your logon, enter it below and click Find by Logon.

*Logon:

If you do not know your logon, enter your last name and click Find by Name. You can refine the search by including your first name.

*Last Name: *First Name:

NOTE: if you have having trouble locating your account, try leaving the First Name field blank. If you still cannot find your account, click [here](#).

NYC Department of Education
 DOE > Account Search

If you know your logon, enter it below and click Find by Logon.

*Logon:

If you do not know your logon, enter your last name and click Find by Name. You can refine the search by including your first name.

*Last Name: *First Name:

Select	Name	Middle Initial	Location	Title	Logon
<input checked="" type="checkbox"/>	John Smith (12X108)	F	T. R. Gathings - IS 158	Teacher	JSmith28
<input type="checkbox"/>	John Smith (02M620)	B	Norman Thomas High School	Teacher	JSmith12
<input type="checkbox"/>	John Smith (59898C3)	T	Thurgood Marshall Academy	Teacher	JSmith11
<input type="checkbox"/>	John Smith (34545C4)	D	Mirabal Sisters - IS 90	Teacher	JSmith4
<input type="checkbox"/>	John Smith (06M070)	J	IS 053 Insan Piccolo	Teacher	JSmith

NOTE: if you have having trouble locating your account, try leaving the First Name field blank. If you still cannot find your account, click [here](#).

NYC Department of Education
 DOE > User Access

The information provided matches the following Outlook email account. Please confirm that this is your account:

Email:

First Name: Initials: Last Name:

Outlook Name: Logon:

Date Created:

To confirm that this is your account and continue, click [here](#).
 To go back and select a different account, click [here](#).

C. Verify Student Data

Once you log in to ARIS, verify that the classes and student data are your own.

1. At the top of the ARIS home page, click the **My Students** tab.
2. If you teach more than one class, select a class from the My Classes and Groups list.
3. Check the names in the student list. If they are your students, you may start using ARIS.

If no names appear in the student list or the listed students are not in your class, then your user information is not matching up correctly. To address this, complete the User Confirmation Process in step B. If you have completed this process already, please call the ARIS Help Desk number found on the Welcome to ARIS home page.