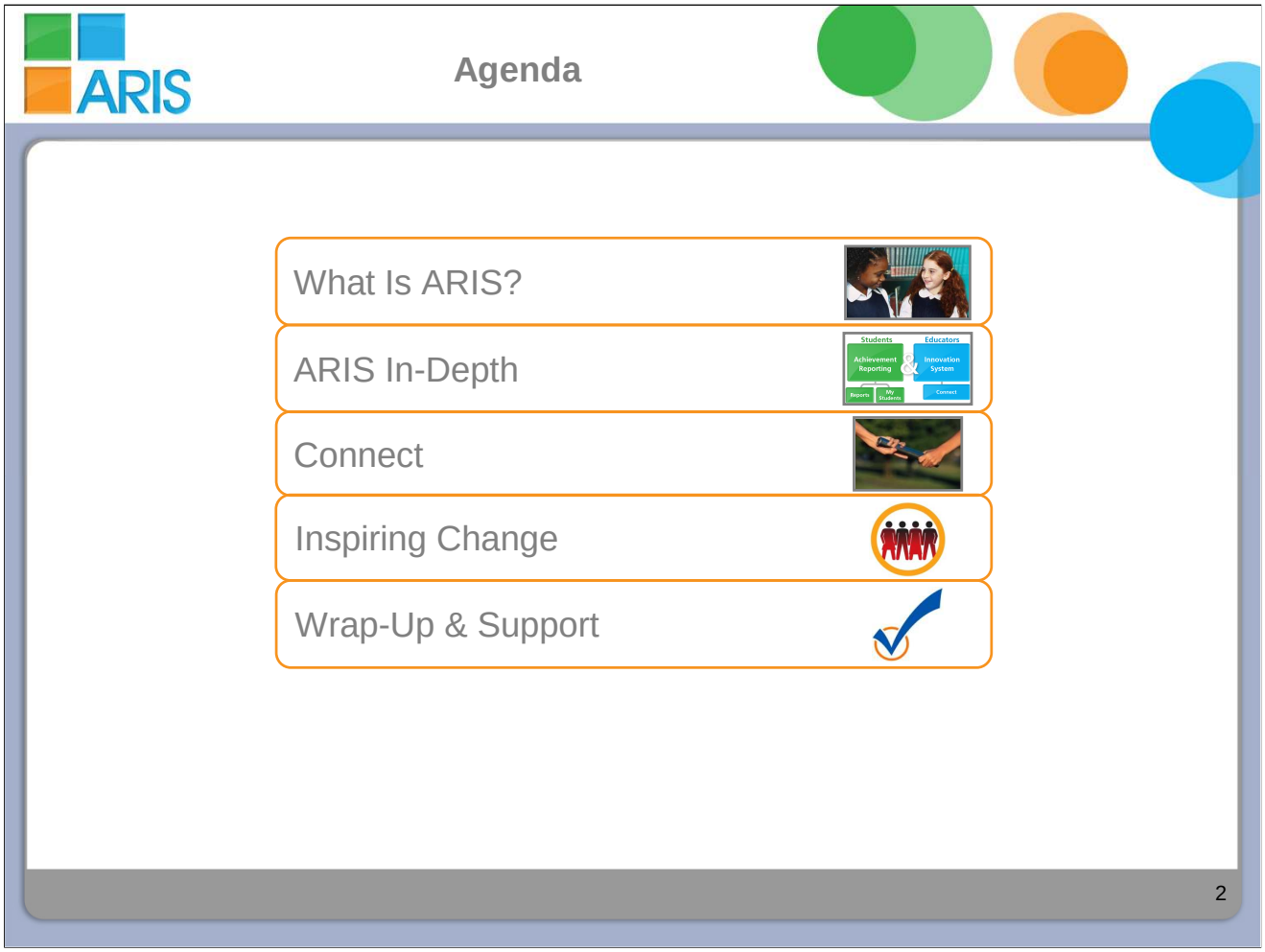
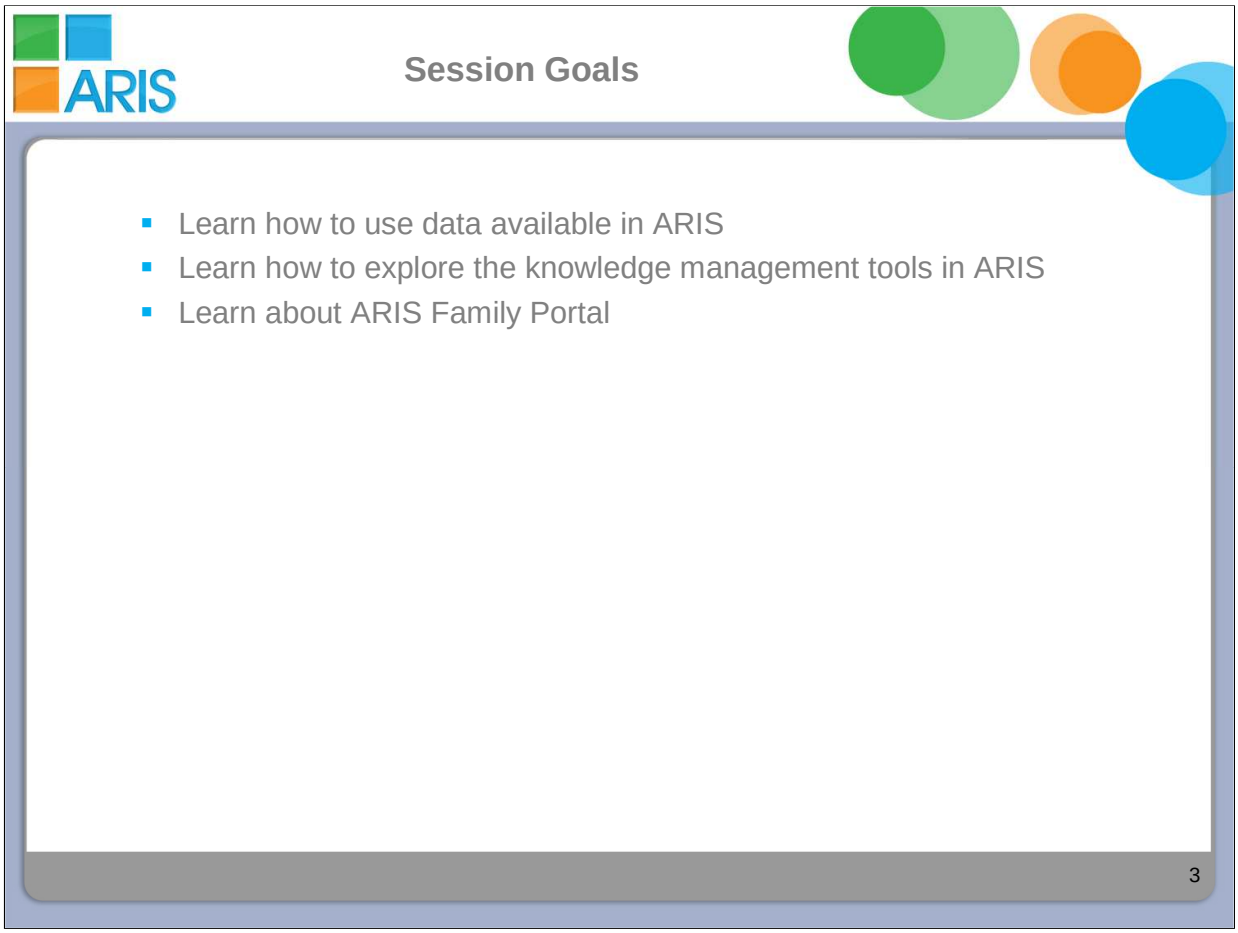
🕒 *5 minutes*

- *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.*



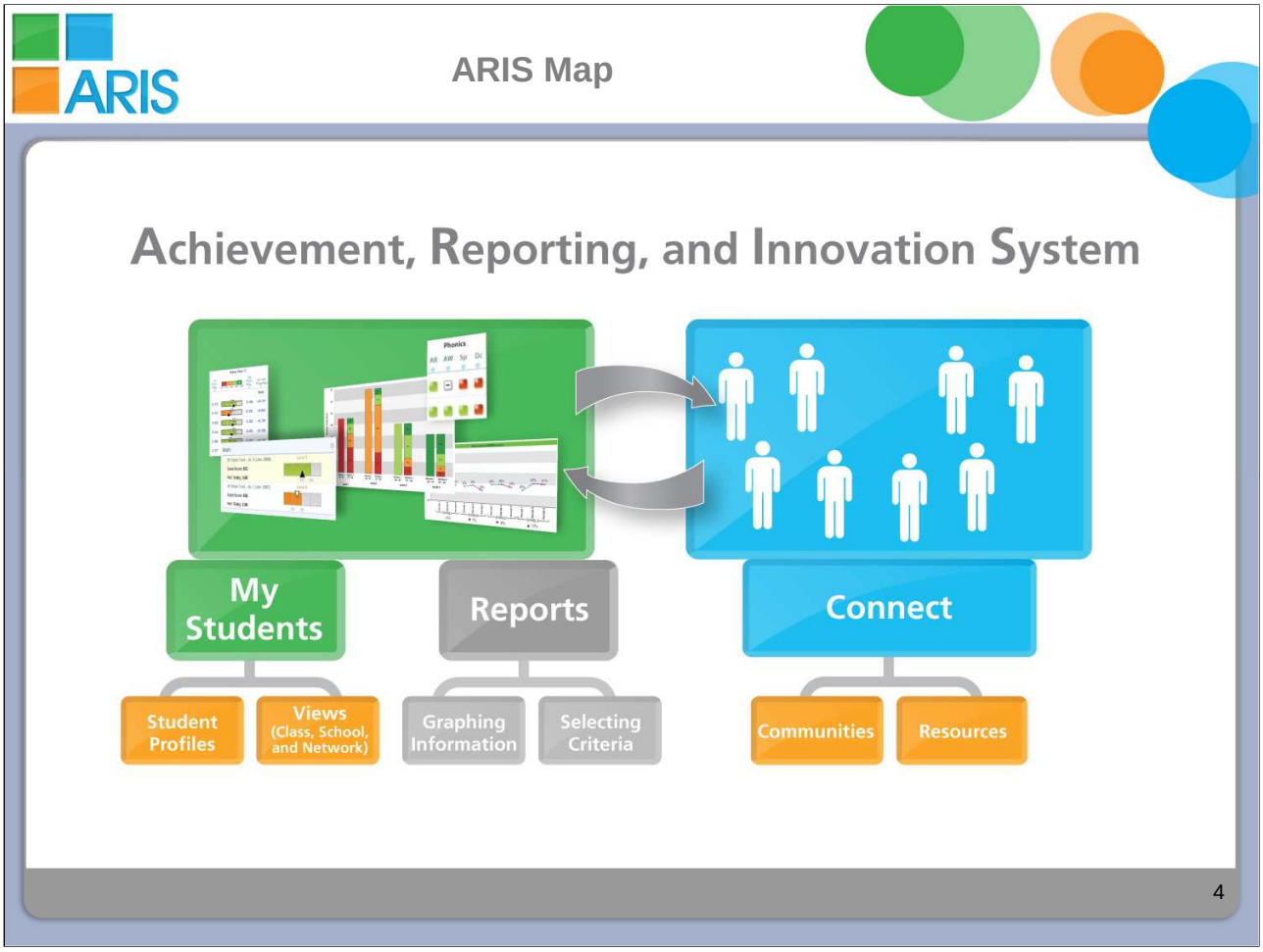
🕒 *1 minute*

Review agenda with participants.



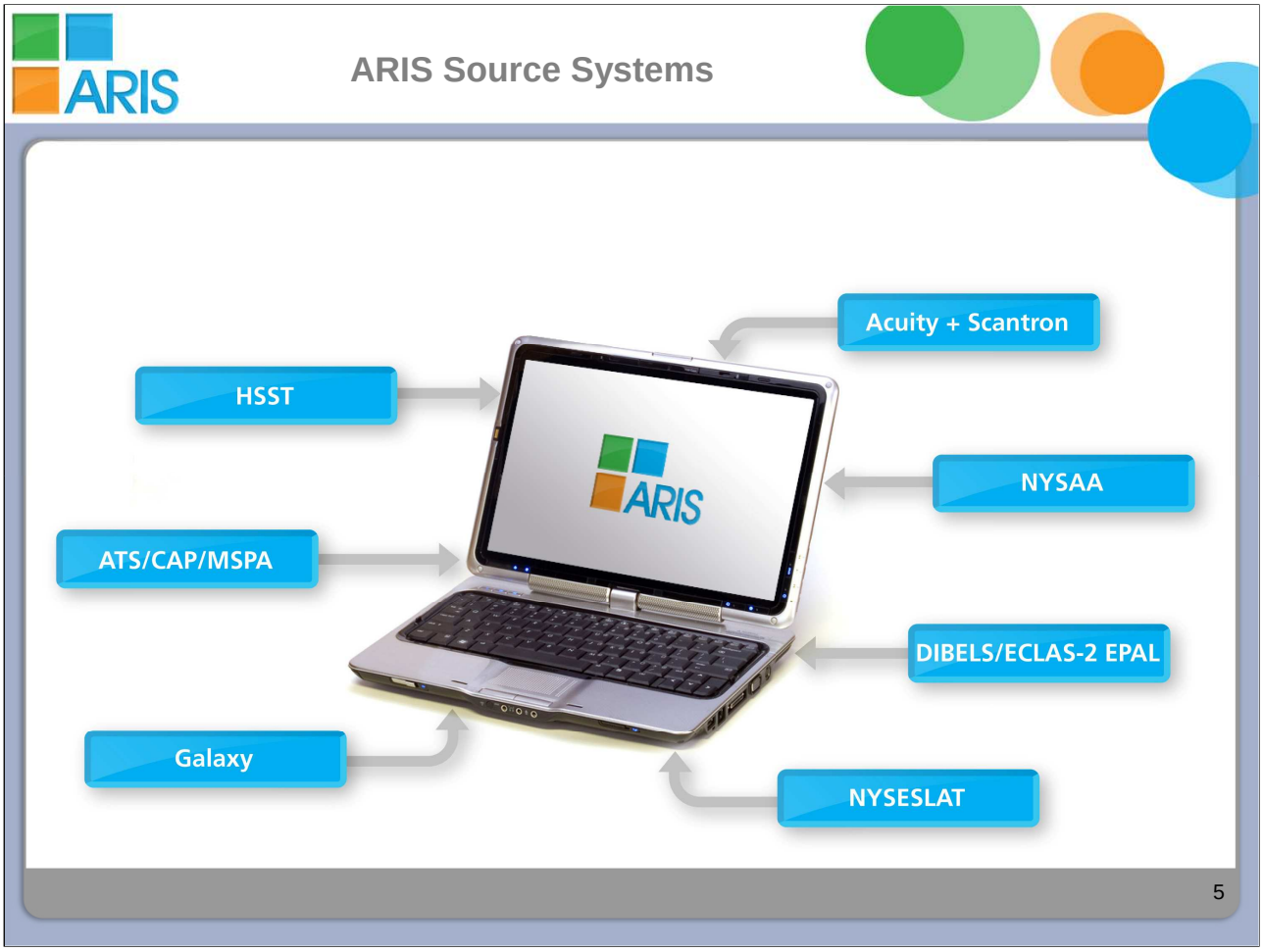
🕒 *1 minute*

- 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.



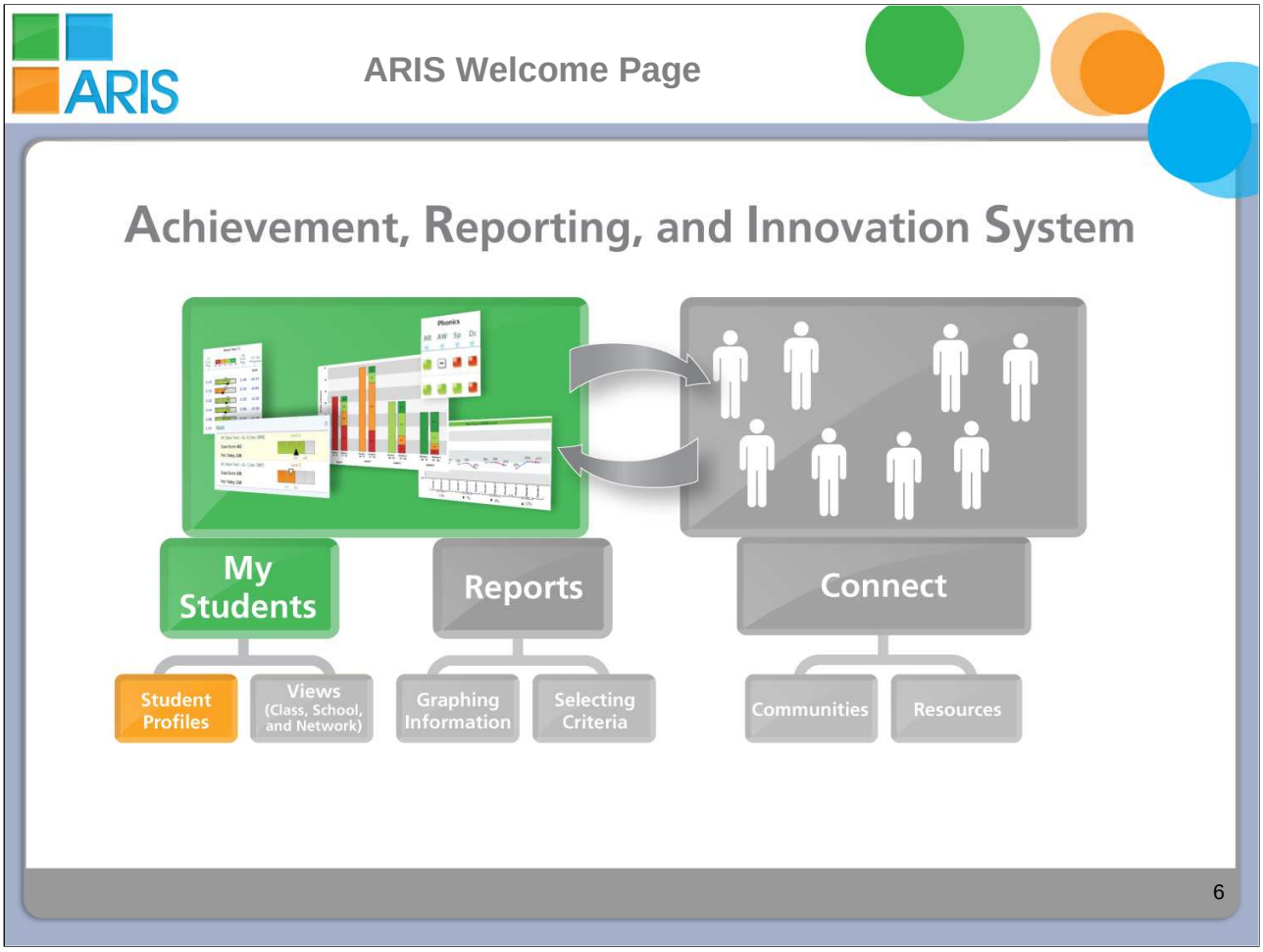
🕒 *2 minutes*

- *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.



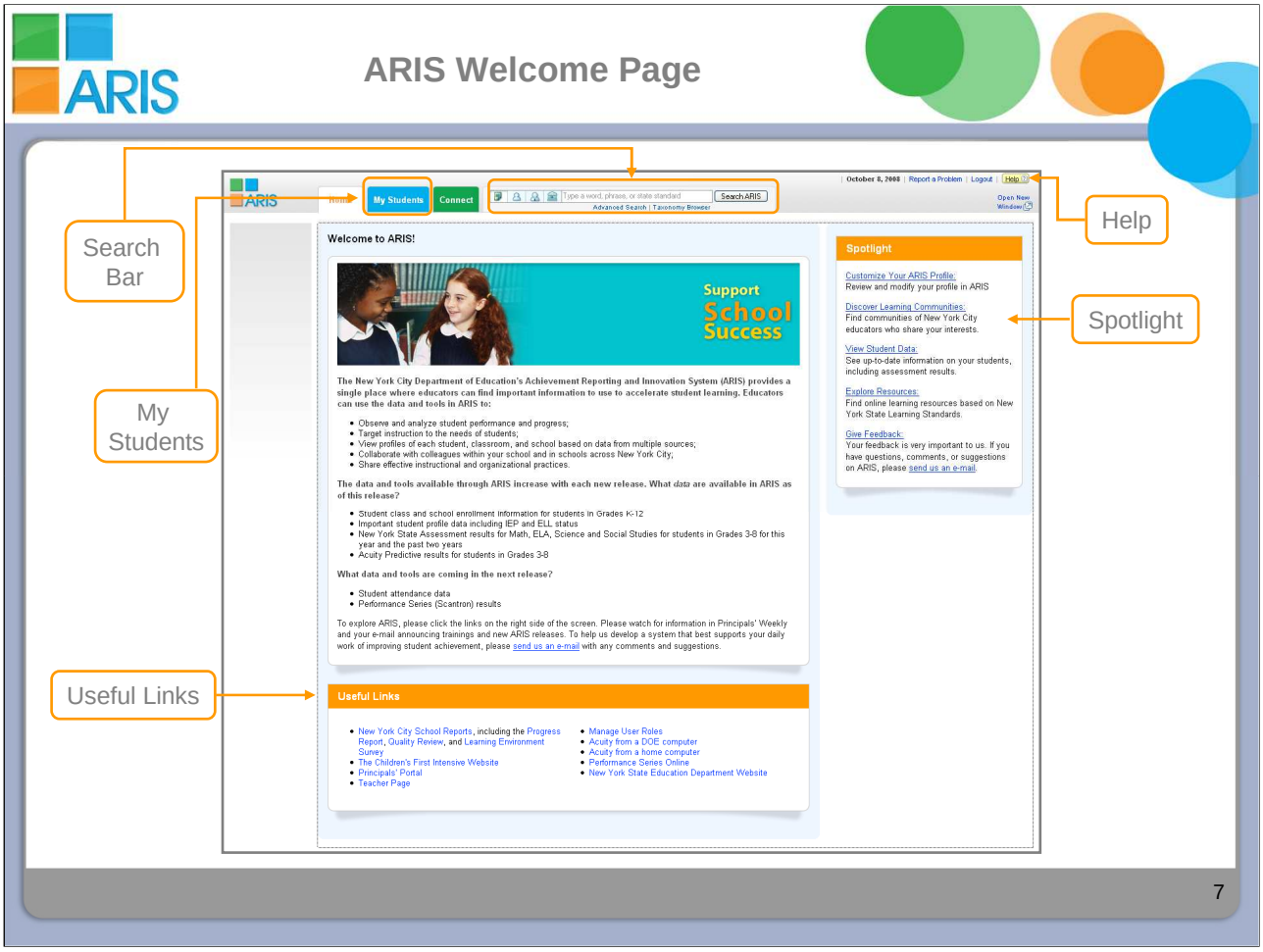
🕒 *1 minute*

- 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 11 teacher will be able to look at Grade 8 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.



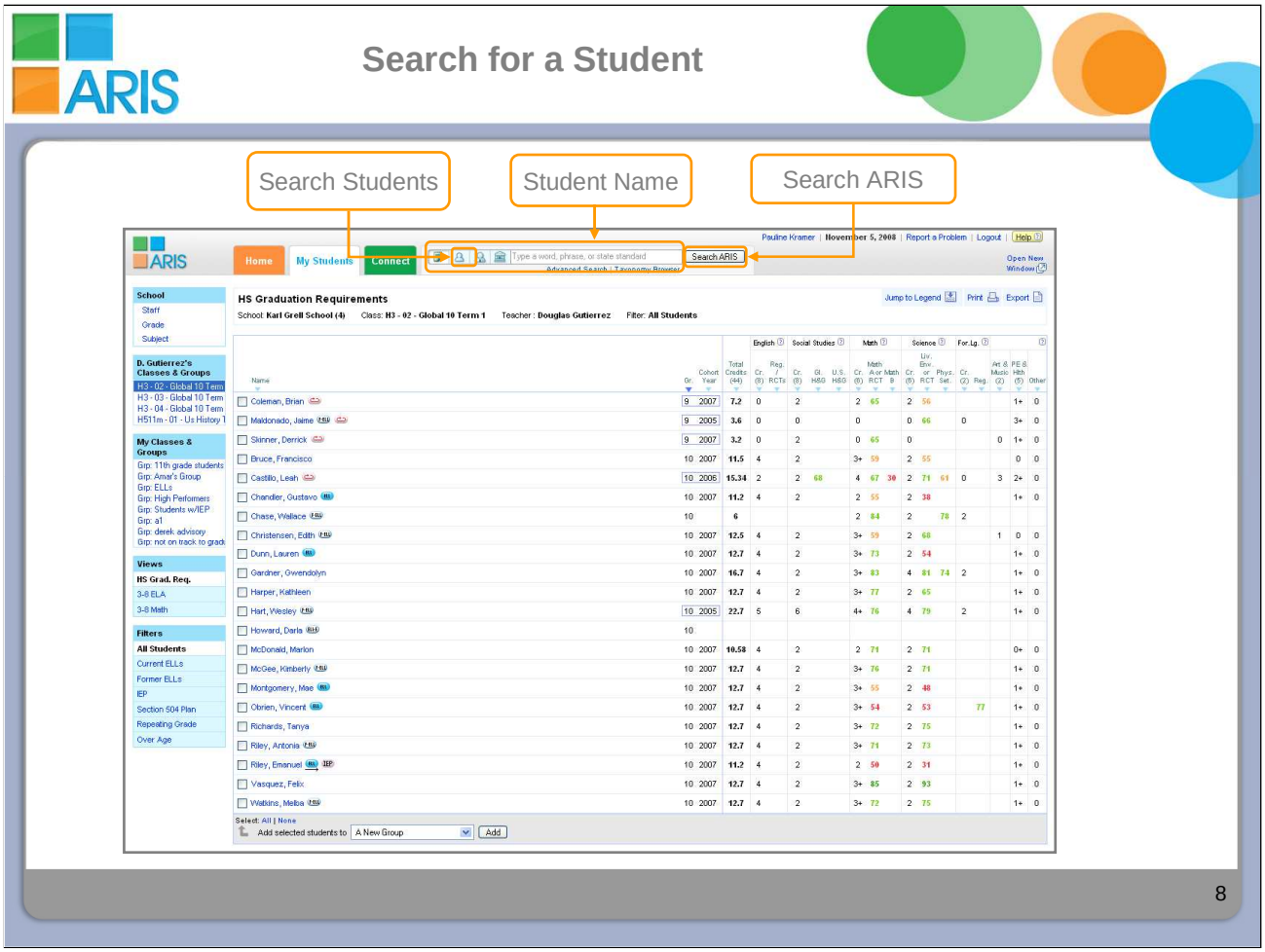
🕒 *1 minute*

Explore Student Profile.



🕑 *1 minute*

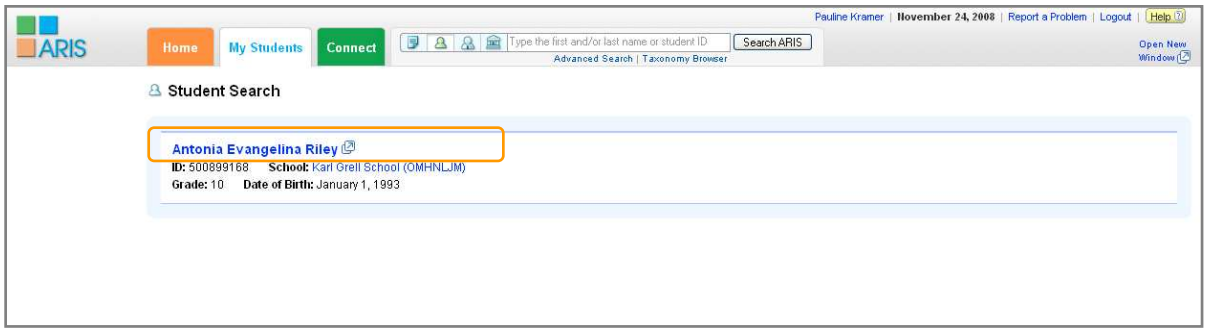
- *Go to arisdemo.com for a walk-through. Log in as pkramer. A Staff page appears because this is a principal's user name. Skip this page. The PowerPoint presentation resumes on the Student Profile Reflection.*
- After logging in to ARIS the Welcome page appears, which highlights the features available 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.



🕒 *2 minutes*

- *If you are live in ARIS demonstrate using tenth grader Antonia Evangelina Riley. 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.

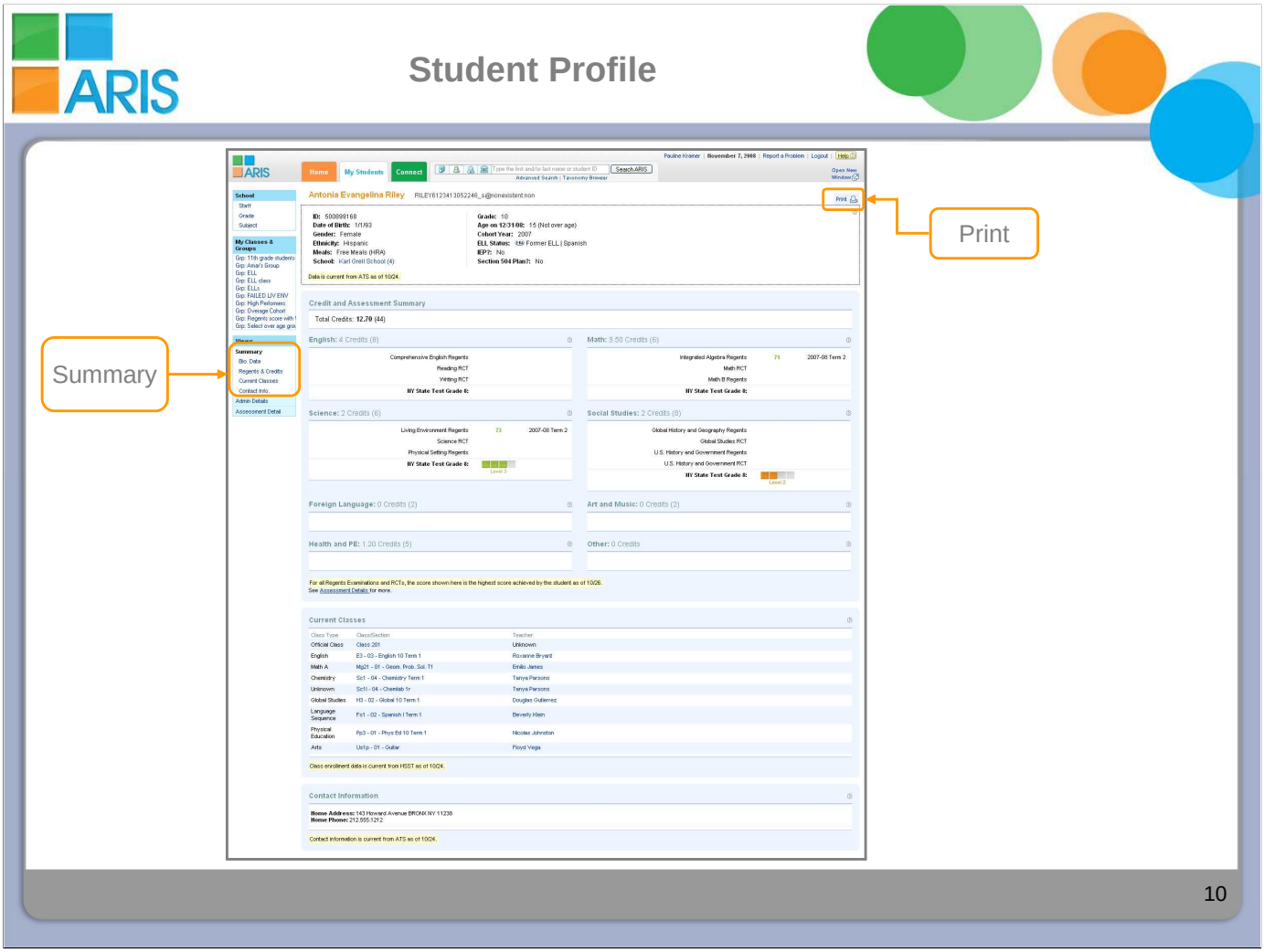
Search Result



9

🕒 *2 minutes*

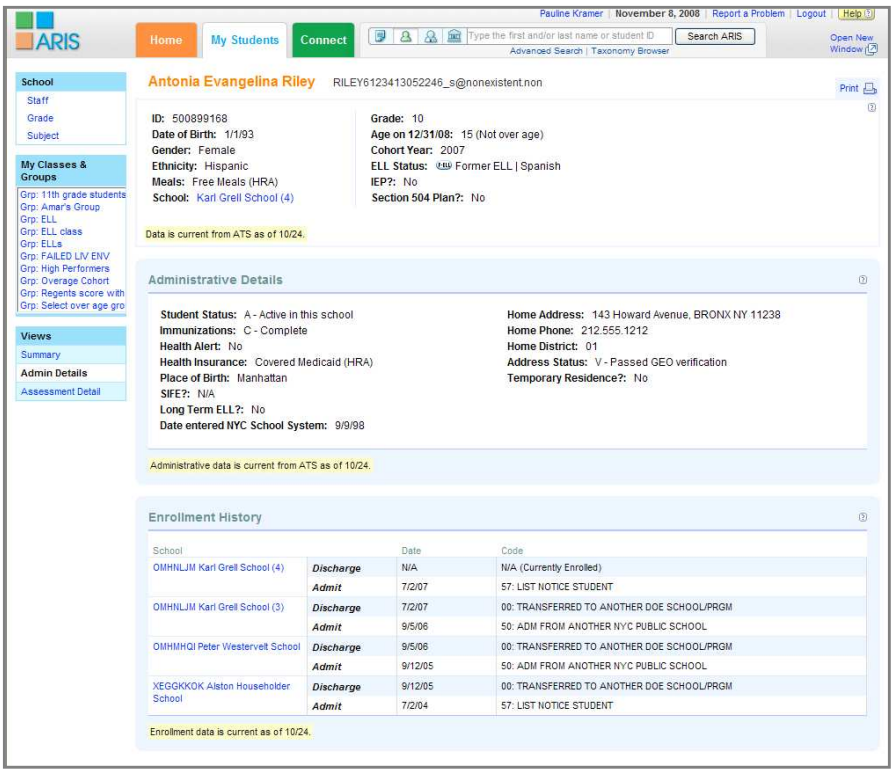
- This view has basic information about Antonia including her ID number, school. grade, and date of birth.
- Click the student's name to view the Student Profile.



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 10 demo student, Antonia Evangelina Riley.
- The Student Profile contains biographical information about a student, including:
  - Student ID number, date of birth, gender, ethnicity, meals, school, grade, age, cohort year, and status (ELL, IEP, and 504), Credit and Assessment Summary, and Current Classes.
- Only Principals see a student's meals status.
- 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.*

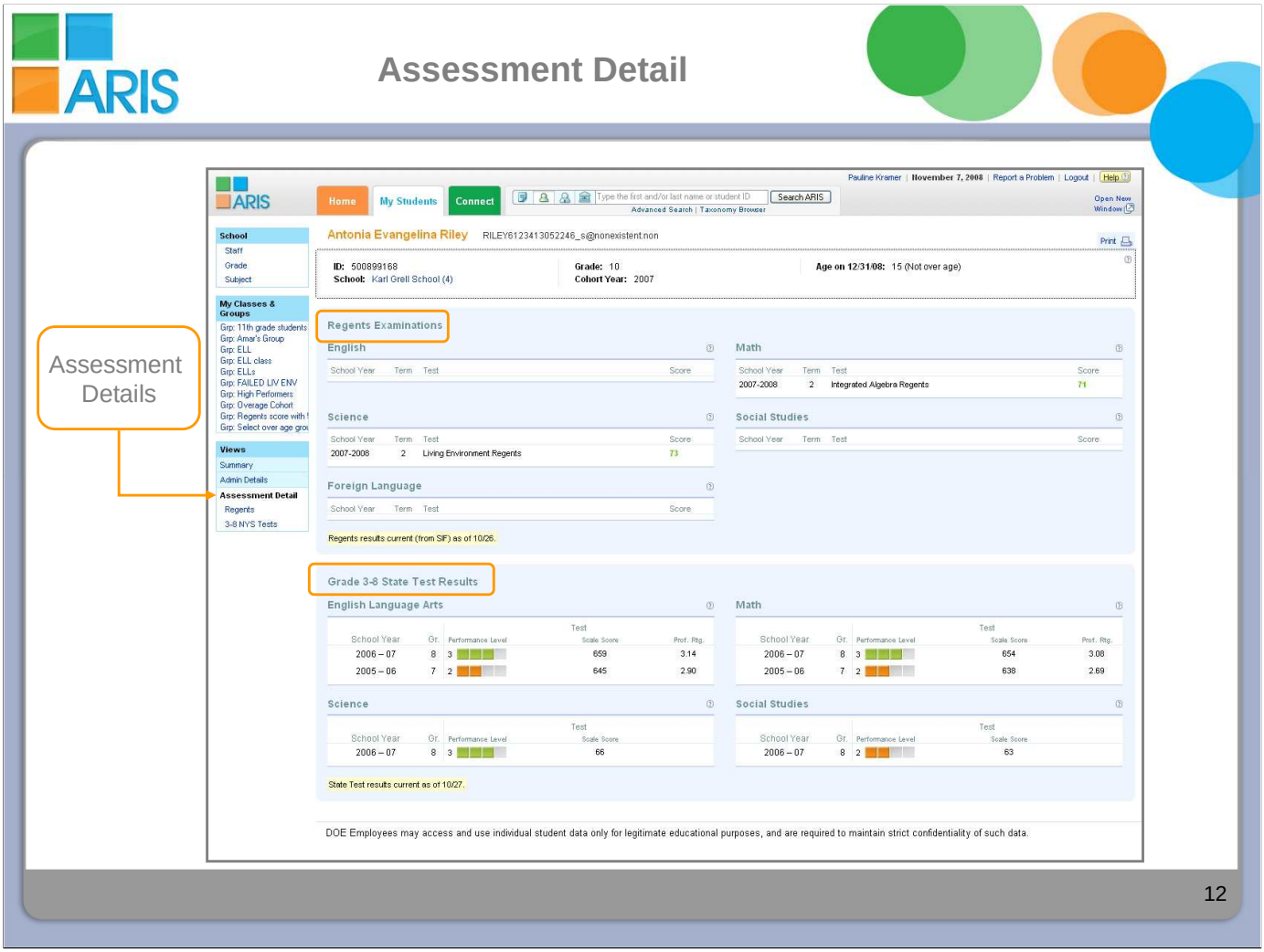
Admin Details



3 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.*

Assessment Detail



2 minutes

- Click **Assessment Details** to view Antonia's assessment data.
- The Assessment Data displays Regents Exam scores and 3–8 State Test results.

Student Profile Reflection

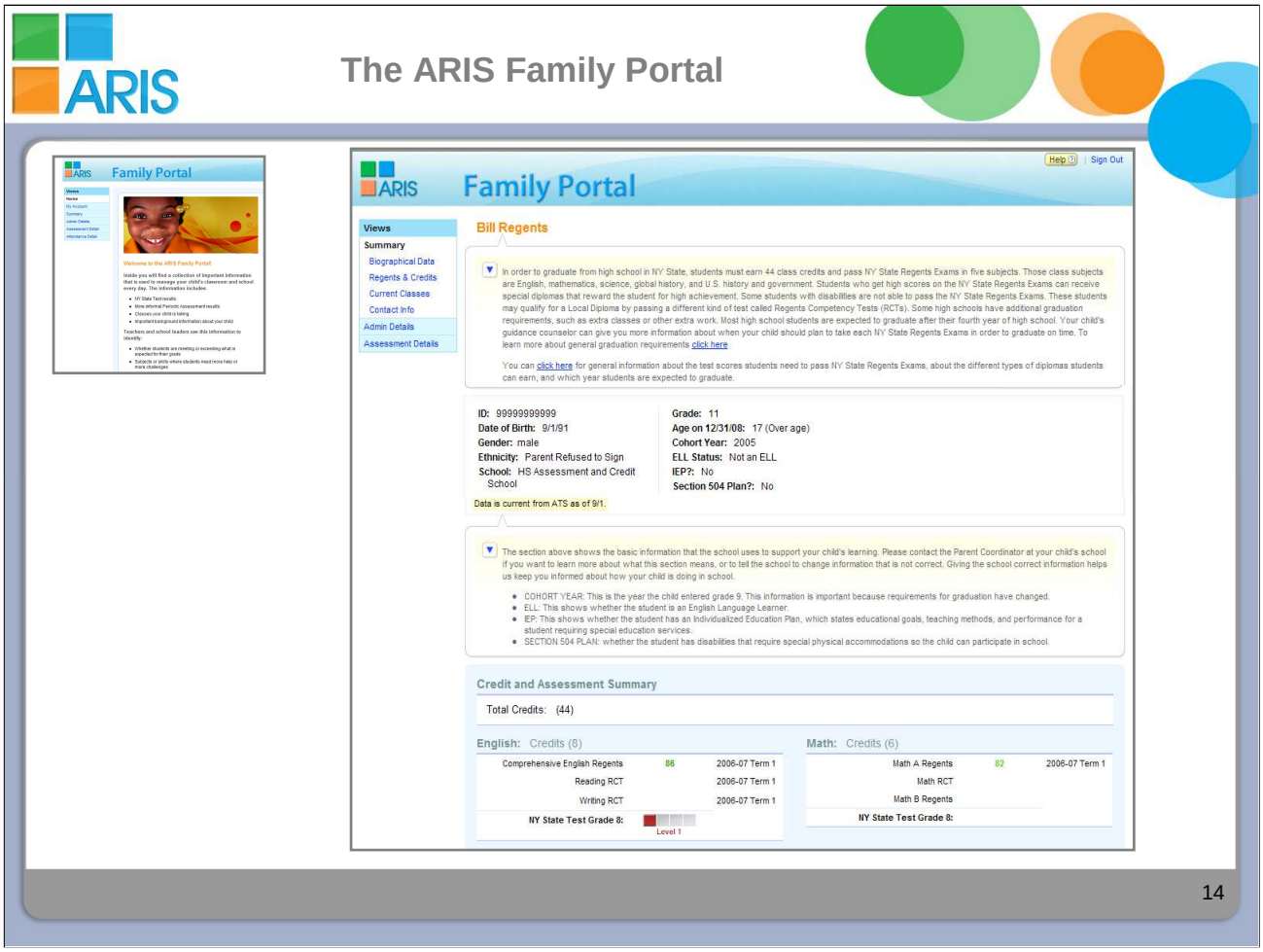
How could you use the Student Profile in the following scenarios?

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?

13

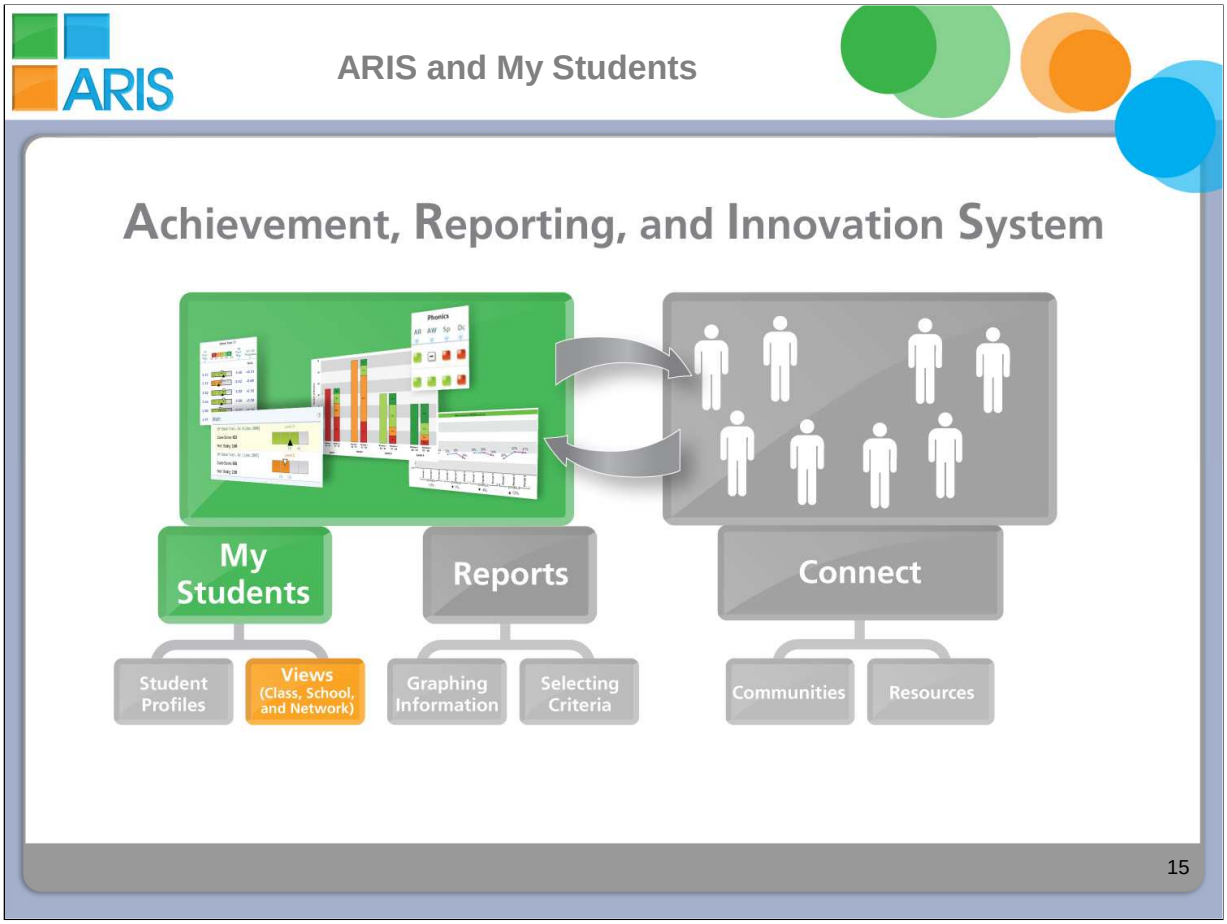
🕒 *3 minutes*

- *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.*



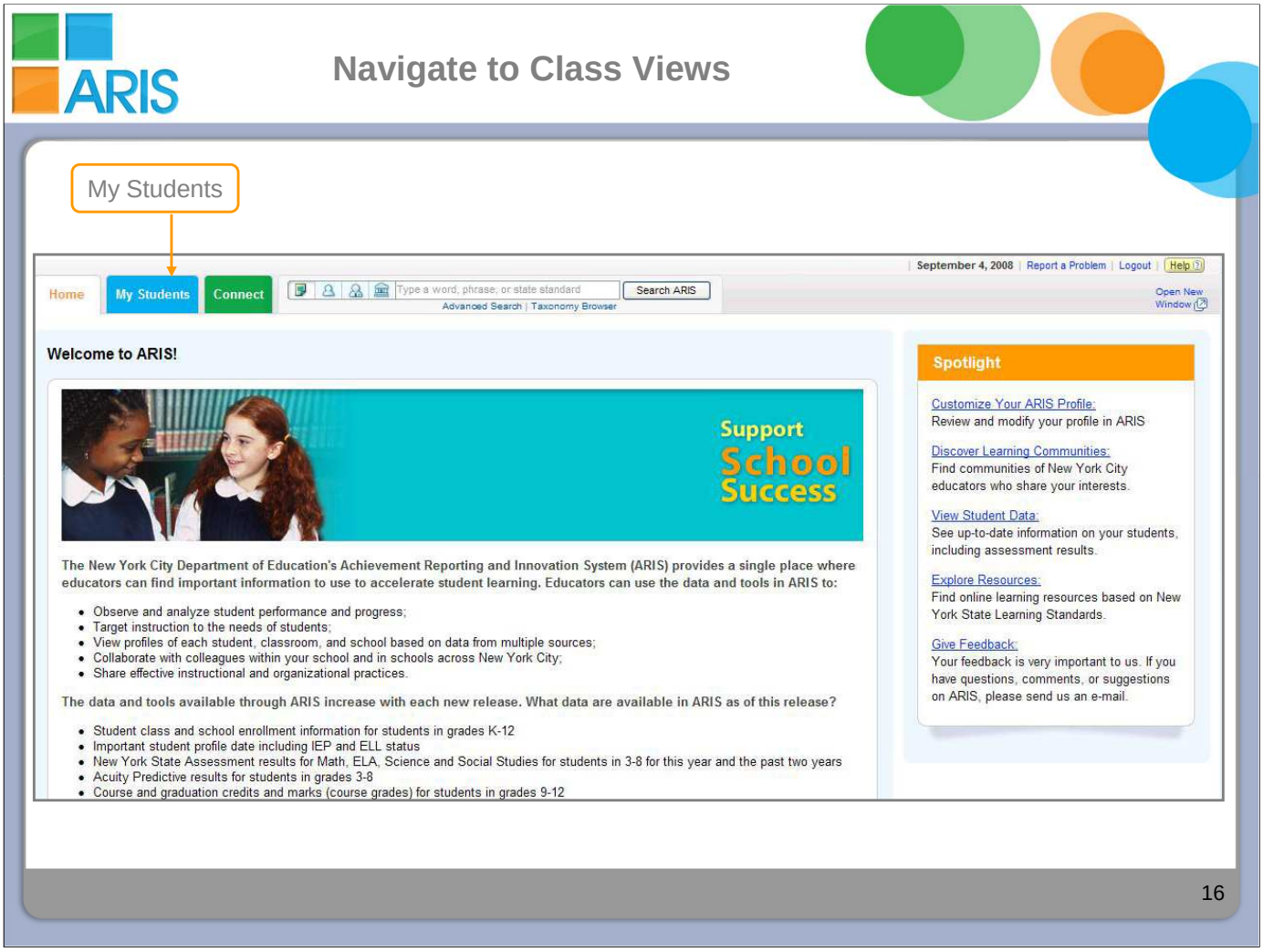
1 minute

- 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.



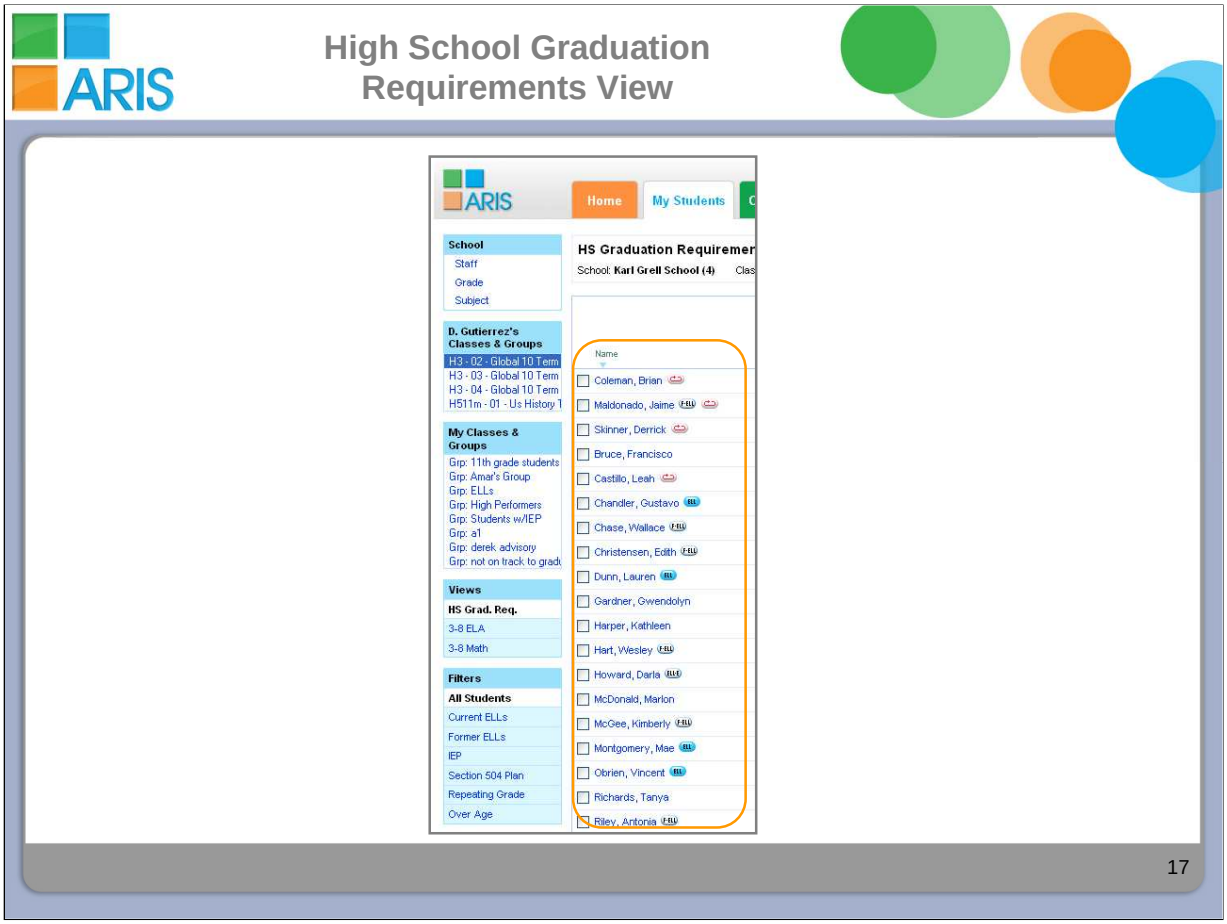
🕒 *1 minute*

- 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 High School Class Views.

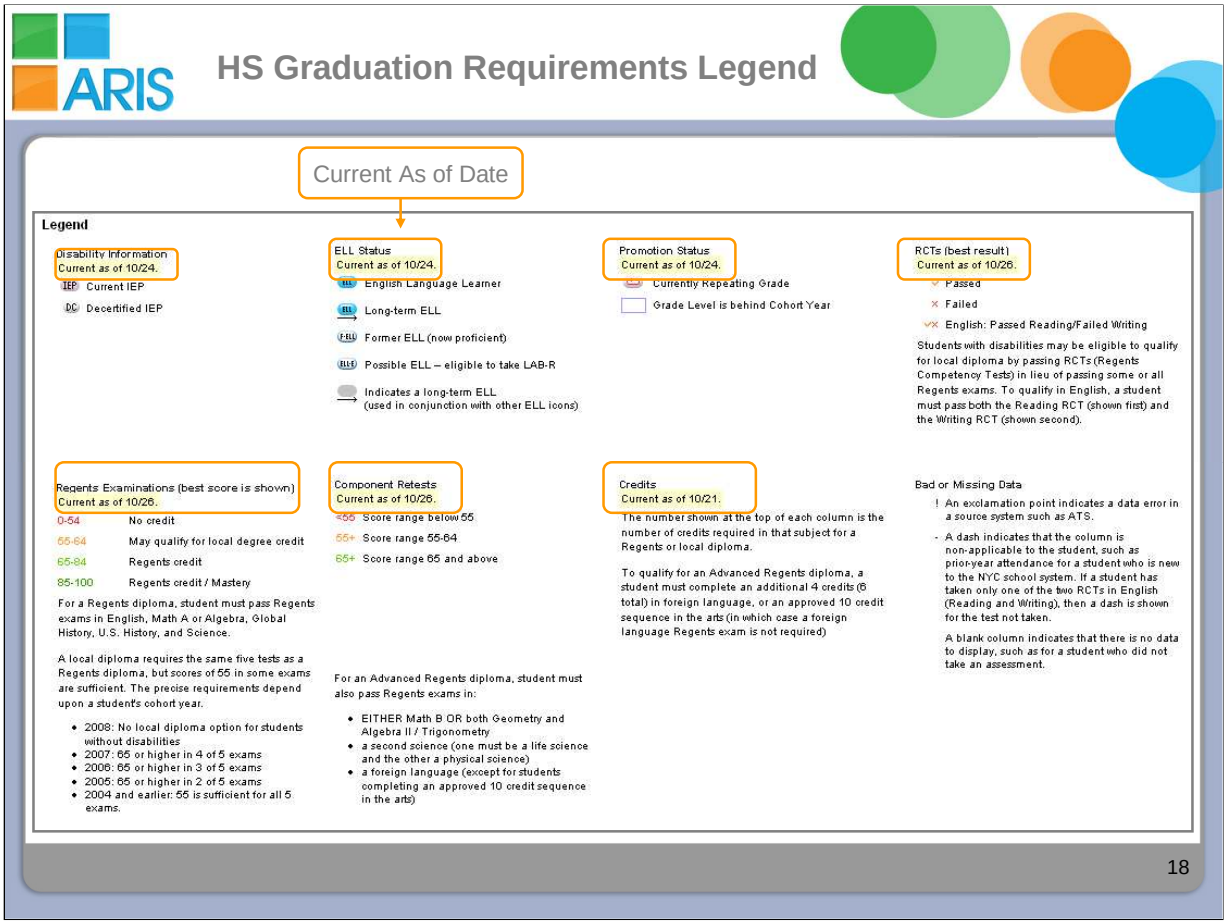


🕒 *1 minute*

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



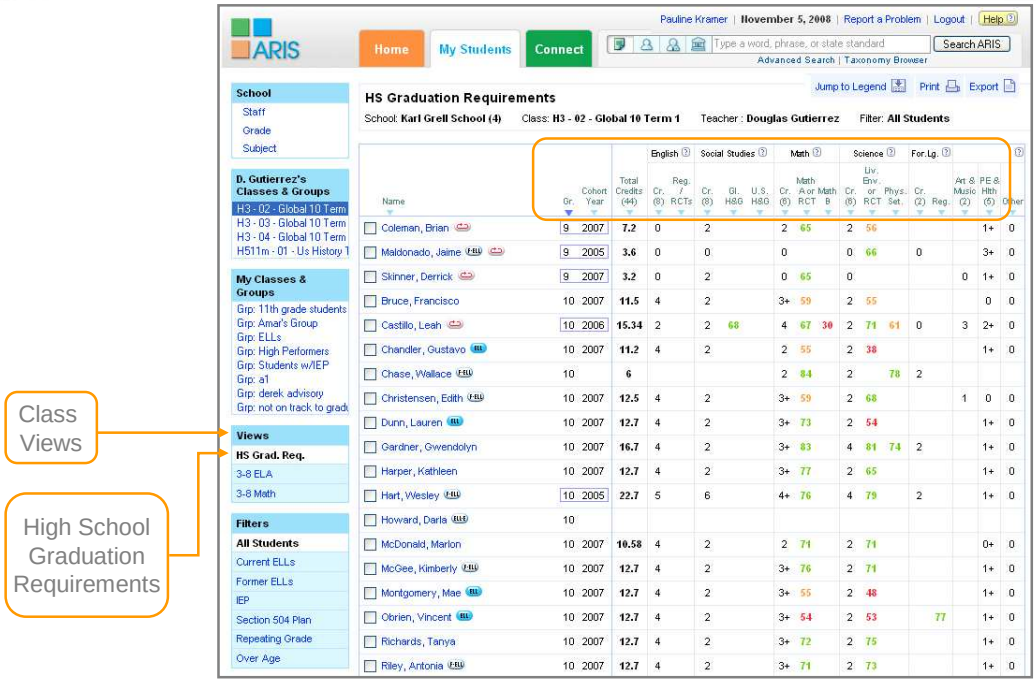
- *3 minutes*
- *For live trainings, scroll to the bottom of the page to show the legend.*
- Look at this example and find specific information about a student. For example, Lauren Dunn is an ELL student.
- What can we tell about other students by look at the icons next to their names?



1 minute

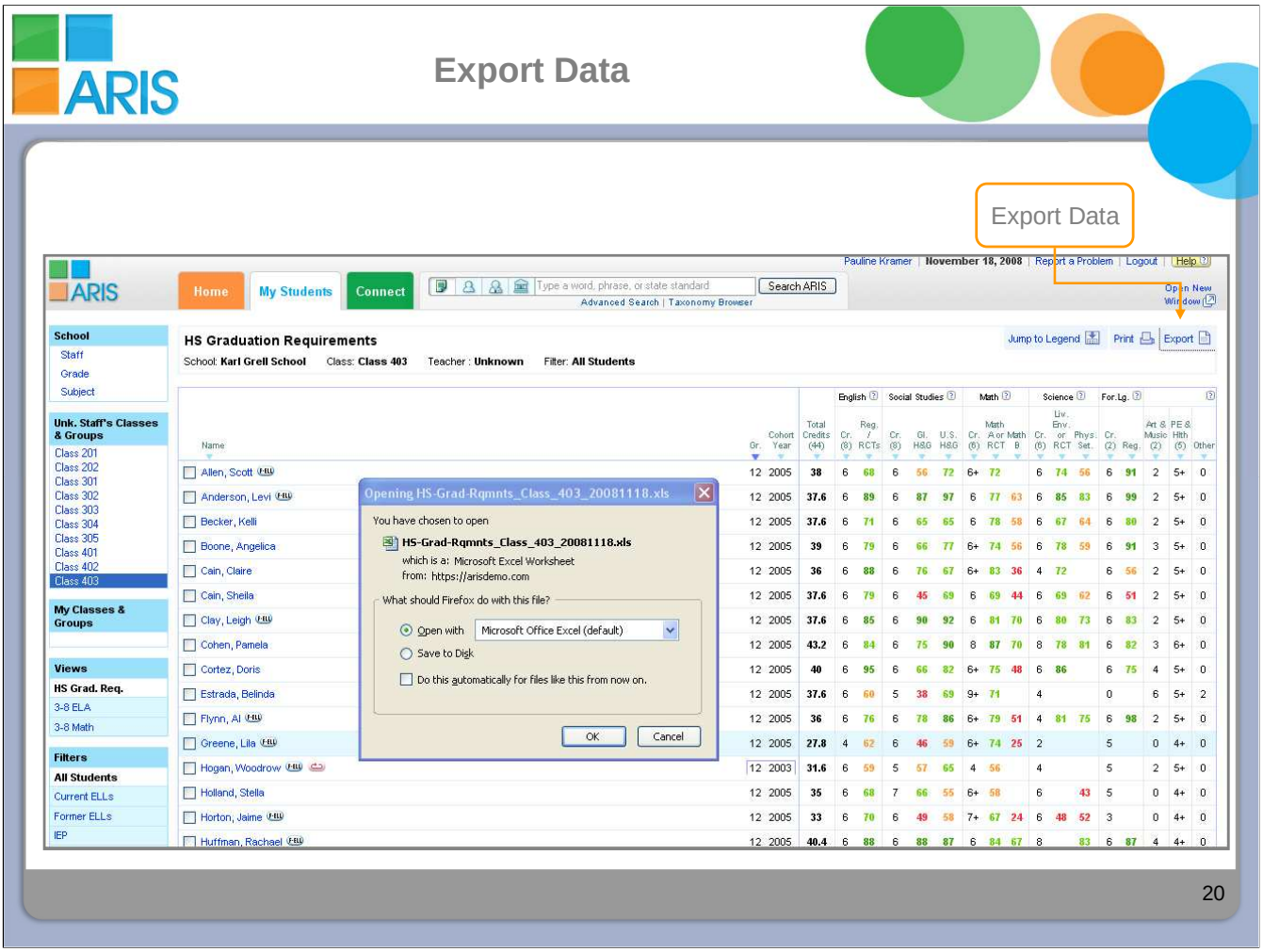
- The Class View Legend appears at the bottom of every Class View page.
- It explains what the icons next to a particular student's name mean. The legend holds key information about a particular student including:
  - Disability information, ELL status, RCTs, Regents exams, component retests, and credits
- The legend also shows when the data for each category of information were last updated.

HS Graduation Requirements View



- 4 minutes
- *For live trainings, scroll to the bottom of the page to show the legend.*
- This is an example of a High School Graduation Requirements Class View. The right side of the screen contains the class data.
- What data does the HS Graduation Requirements View contain?
  - *Total credits, Regents exam and RCT results, specific test results by subject, cohort year, and grade.*
- Select one of these students and tell us about him or her.
- *Mention a student who fits into one of the following categories:*
  - *Current ELL: Lauren Dunn; Mae Montgomery; Vincent Obrien*
  - *Long-Term ELL: Emanuel Riley*
  - *Former ELL: Jaime Maldonado; Wallace Chase; Edith Christensen; Wesley Hart; Kimberly McGee; Antonia Riley; Melba Watkins*
  - *IEP: Riley, Emanuel* (ARIS Class Views only indicate that a student has an IEP. You cannot navigate to a student's IEP file from within ARIS to view details.)
  - *Possible ELL: Darla Howard*
  - *Currently Repeating Grade: Brian Coleman; Jaime Maldonado; Derrick Skinner; Leah Castillo*

Export Data



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.

Use Your Data in Excel

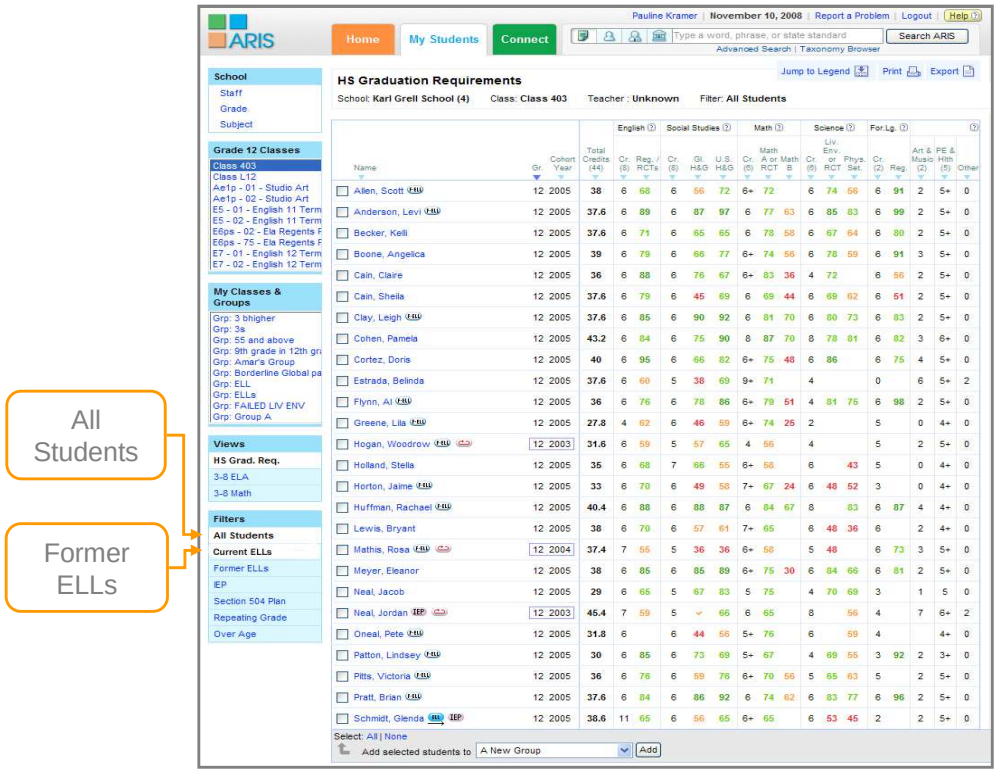
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	School Name	DBN	Class	Staff Name	Student Na	Student ID	ELL?	Long-Term	IEP?	504 Plan?	Held Back	Over Age?	Gr.	Cohort Yea	Cohort Yea	Total Credi	English: C	English Re
2	Karl Grell School	OMHNLJM	Class 403	Unknown S	Allen, Sco	590066006	F-ELL					Y	12	2005		38	6	68
3	Karl Grell School	OMHNLJM	Class 403	Unknown S	Anderson,	593683940	F-ELL						12	2005		37.6	6	89
4	Karl Grell School	OMHNLJM	Class 403	Unknown S	Becker, Ke	542831252							12	2005		37.6	6	71
5	Karl Grell School	OMHNLJM	Class 403	Unknown S	Boone, An	509801610							12	2005		39	6	79
6	Karl Grell School	OMHNLJM	Class 403	Unknown S	Cain, Clair	591802329							12	2005		36	6	88
7	Karl Grell School	OMHNLJM	Class 403	Unknown S	Cain, Shei	590738004						Y	12	2005		37.6	6	79
8	Karl Grell School	OMHNLJM	Class 403	Unknown S	Clay, Leigh	507928465	F-ELL						12	2005		37.6	6	85
9	Karl Grell School	OMHNLJM	Class 403	Unknown S	Cohen, Pa	507527190							12	2005		43.2	6	84
10	Karl Grell School	OMHNLJM	Class 403	Unknown S	Cortez, Do	508260055							12	2005		40	6	95
11	Karl Grell School	OMHNLJM	Class 403	Unknown S	Estrada, B	591613980						Y	12	2005		37.6	6	60
12	Karl Grell School	OMHNLJM	Class 403	Unknown S	Flynn, Al	542526679	F-ELL						12	2005		36	6	76
13	Karl Grell School	OMHNLJM	Class 403	Unknown S	Greene, Li	507316841	F-ELL						12	2005		27.8	4	62
14	Karl Grell School	OMHNLJM	Class 403	Unknown S	Hogan, W	596202713	F-ELL				Y	Y	12	2003	Y	31.6	6	59
15	Karl Grell School	OMHNLJM	Class 403	Unknown S	Holland, S	507460789							12	2005		35	6	68
16	Karl Grell School	OMHNLJM	Class 403	Unknown S	Horton, Jai	509488862	F-ELL						12	2005		33	6	70
17	Karl Grell School	OMHNLJM	Class 403	Unknown S	Huffman, R	502130213	F-ELL						12	2005		40.4	6	88
18	Karl Grell School	OMHNLJM	Class 403	Unknown S	Lewis, Bry	591093745							12	2005		38	6	70
19	Karl Grell School	OMHNLJM	Class 403	Unknown S	Mathis, Ro	590967743	F-ELL				Y	Y	12	2004	Y	37.4	7	55
20	Karl Grell School	OMHNLJM	Class 403	Unknown S	Meyer, Ele	507009976							12	2005		38	6	85
21	Karl Grell School	OMHNLJM	Class 403	Unknown S	Neal, Jaco	507134094							12	2005		29	6	65
22	Karl Grell School	OMHNLJM	Class 403	Unknown S	Neal, Jorda	541315834			IEP		Y	Y	12	2003	Y	45.4	7	59
23	Karl Grell School	OMHNLJM	Class 403	Unknown S	Oneal, Pet	508711869	F-ELL						12	2005		31.8	6	
24	Karl Grell School	OMHNLJM	Class 403	Unknown S	Patton, Lir	507638791	F-ELL						12	2005		30	6	85
25	Karl Grell School	OMHNLJM	Class 403	Unknown S	Pitts, Vict	507527042	F-ELL						12	2005		36	6	76
26	Karl Grell School	OMHNLJM	Class 403	Unknown S	Pratt, Bria	508618123	F-ELL						12	2005		37.6	6	84
27	Karl Grell School	OMHNLJM	Class 403	Unknown S	Schmidt, C	590047339	ELL	Y	IEP				12	2005		38.6	11	65
28																		

21

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.

Filters

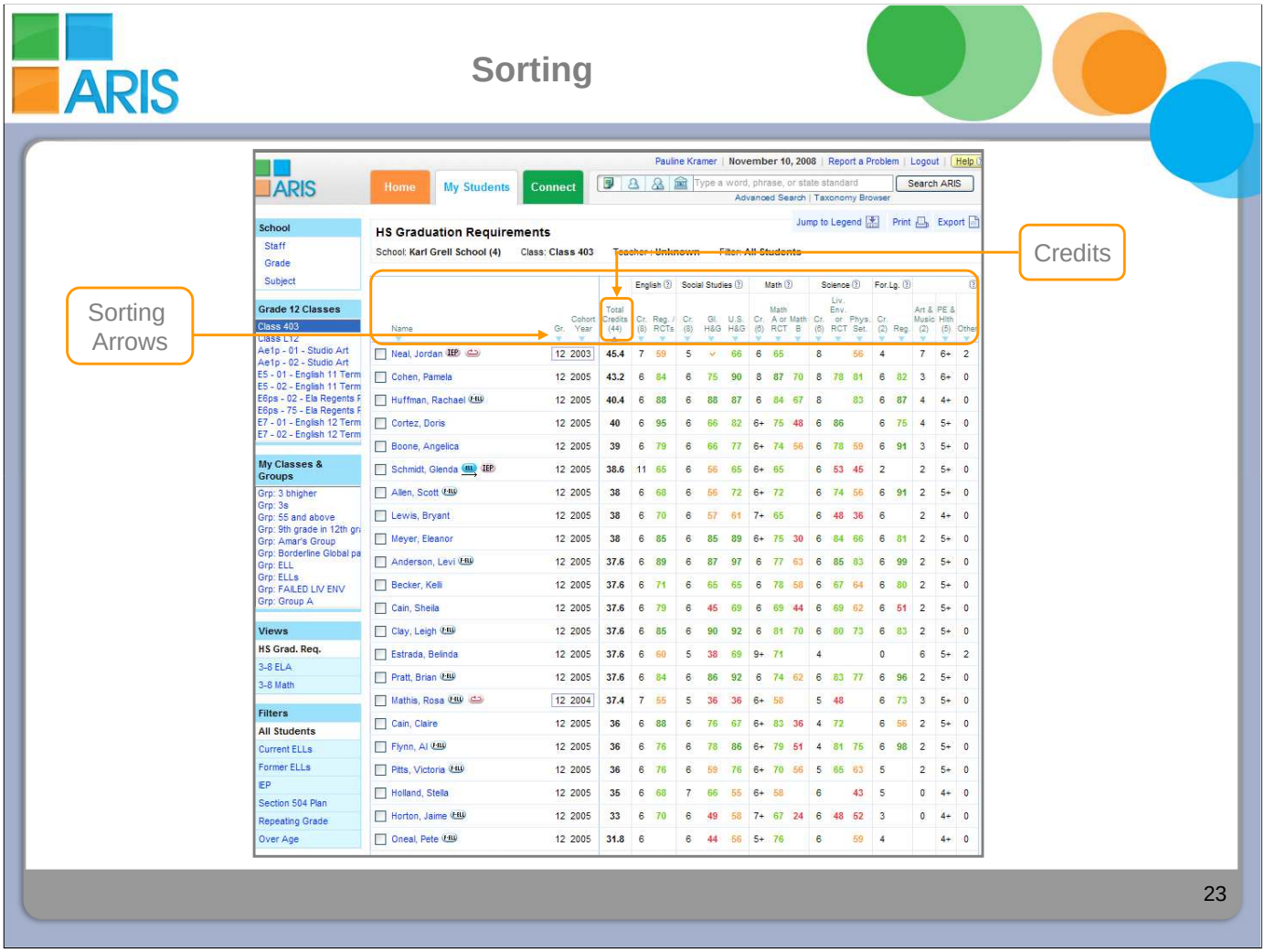


22

1 minute

- 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**.

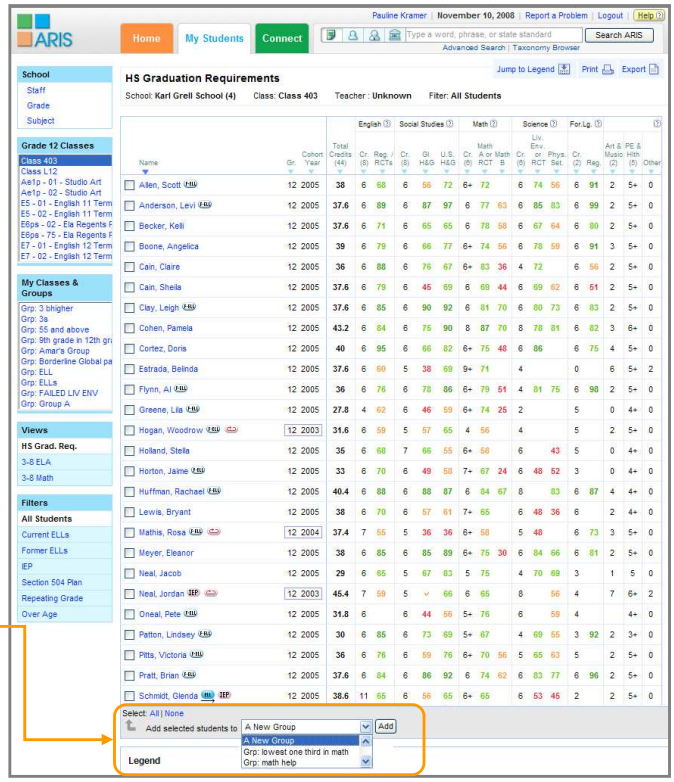
Sorting



3 minutes

- You can arrange students using the sorting arrows.
- To view the students by credits, click the sorting arrow in the Credits column.
- *Direct questions at specific participants to facilitate discussion.*
- What else can you sort by?
  - *Last name, grade, cohort year, and Regents and RCT exam scores.*

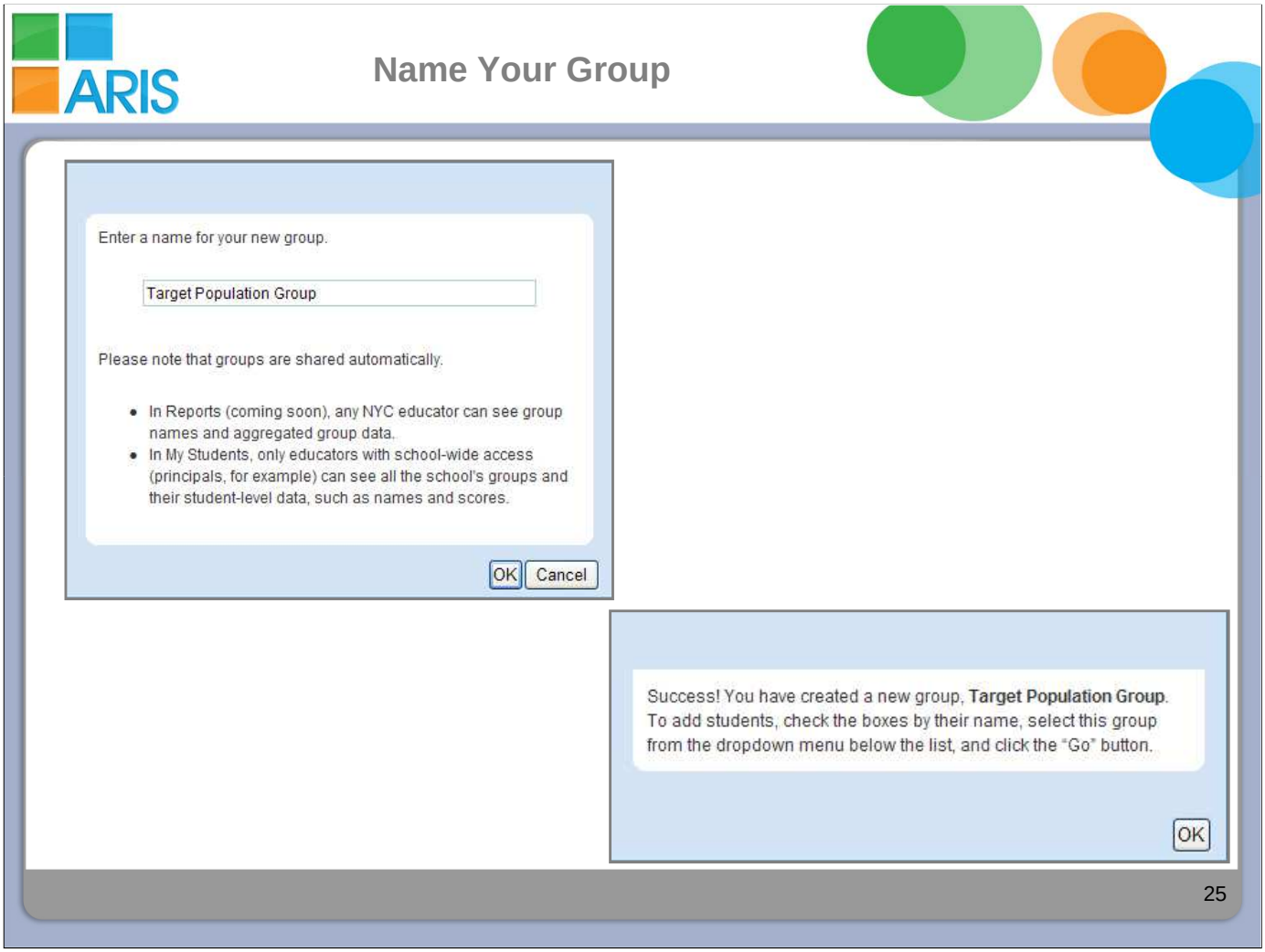
Create A Student Group



Add selected students

24

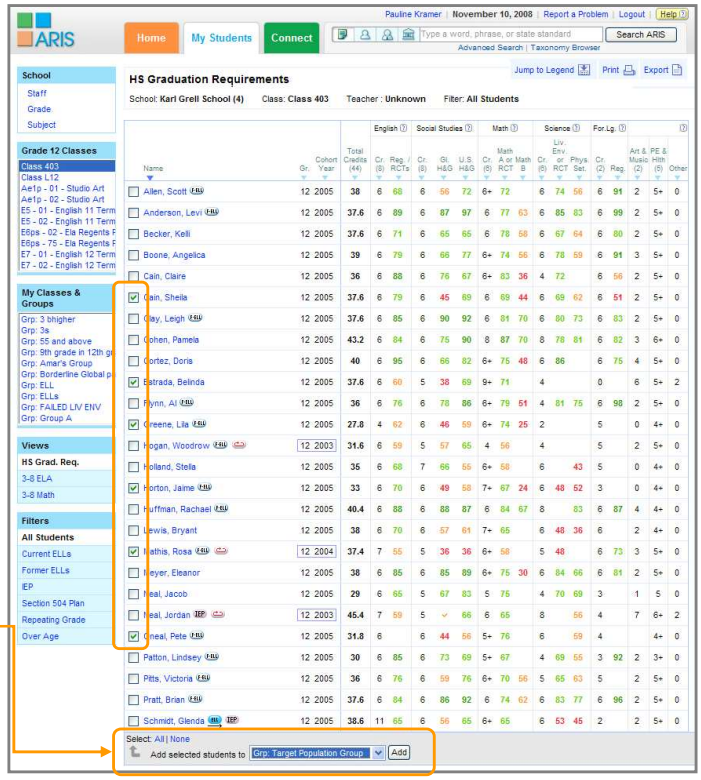
- *2 minutes*
- Create groups across those classes to which you have access. Groups can be based on any criteria available.
- *Direct questions at specific participants to facilitate discussion.*
- Suppose you want to track the progress of a group of students. What would you do?
  - Create a group using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



🕒 *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.

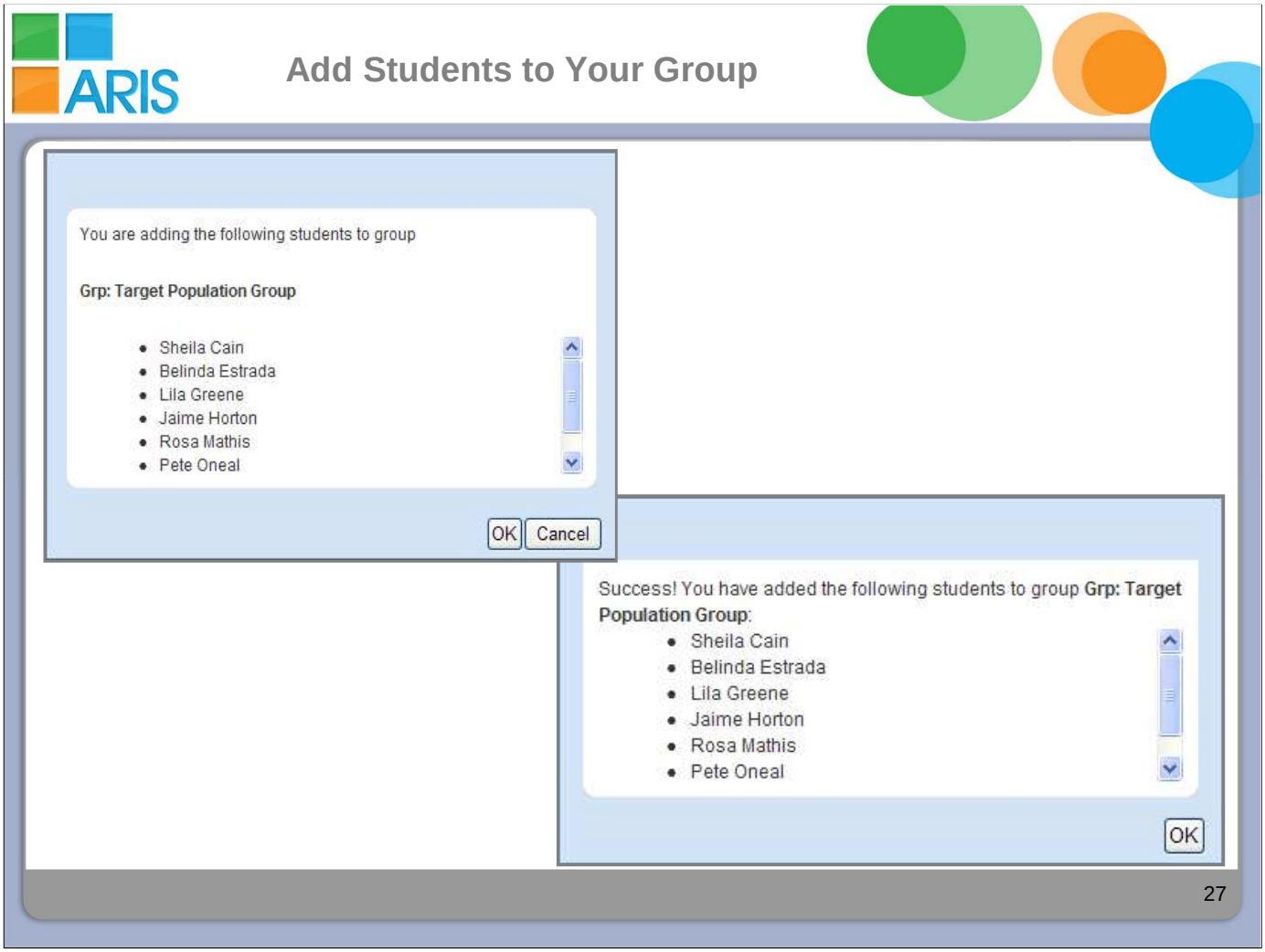
Add Students to Your Group



Choose from a Group list.

1 minute

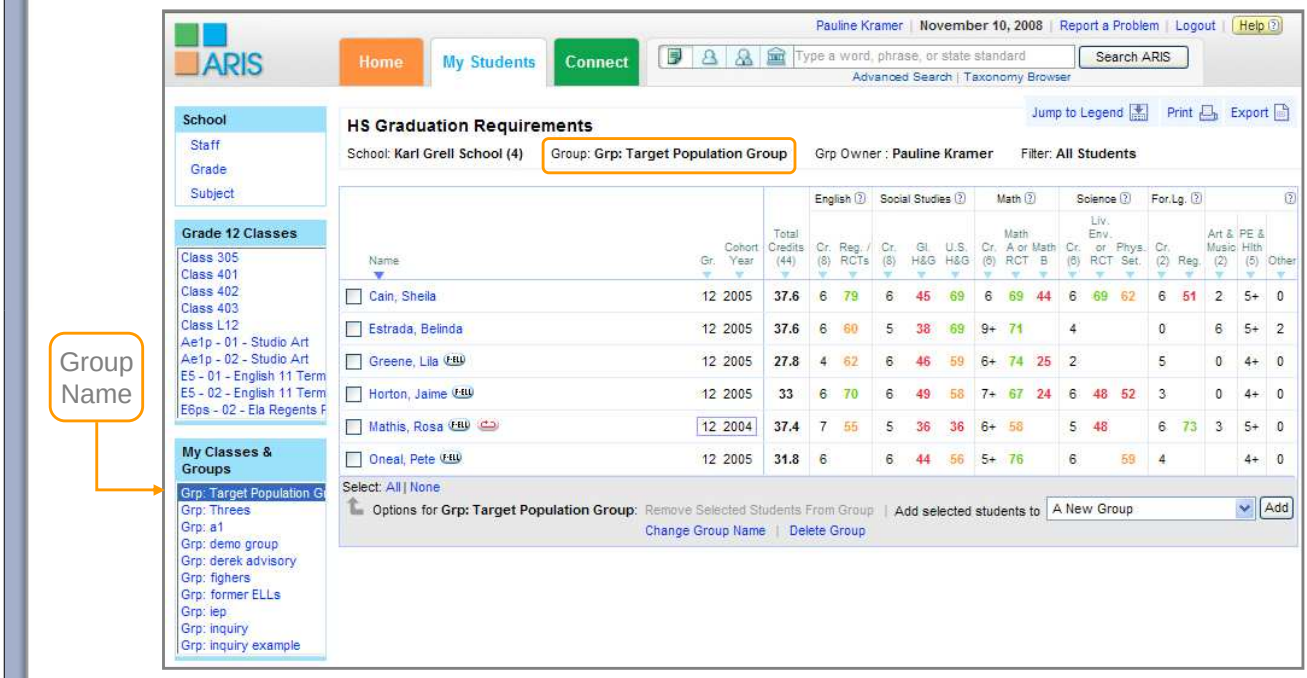
- The drop down box has a list of all the groups you create.
- Select students to add to the group.
- Click **Add**.



🕒 *1 minute*

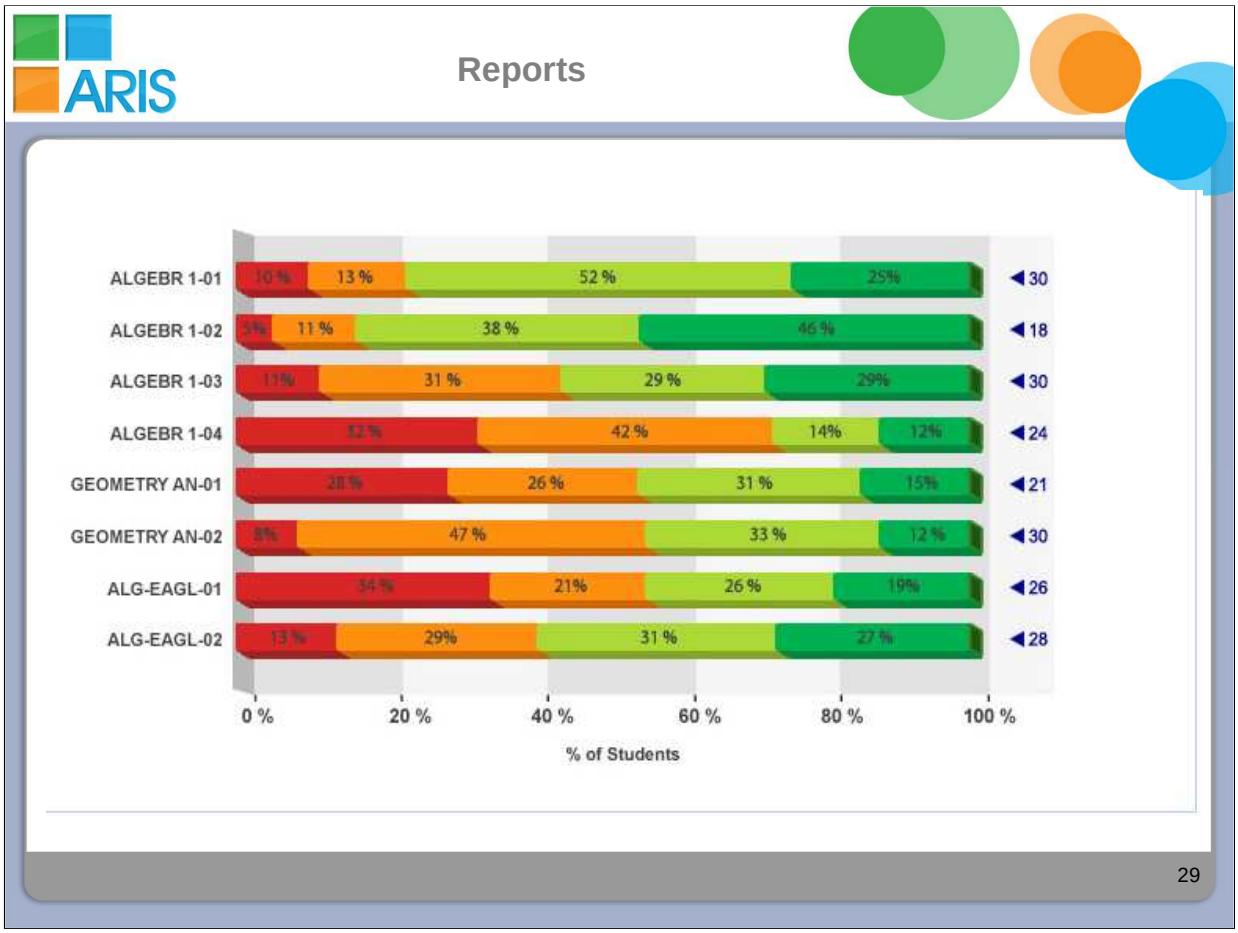
- Add selected students to the group of choice.
- Type your new group's name in the pop-up window and click **OK**.
- Only the user who created the group can change its name, delete it, or edit it in any way.

View Students in Your Group



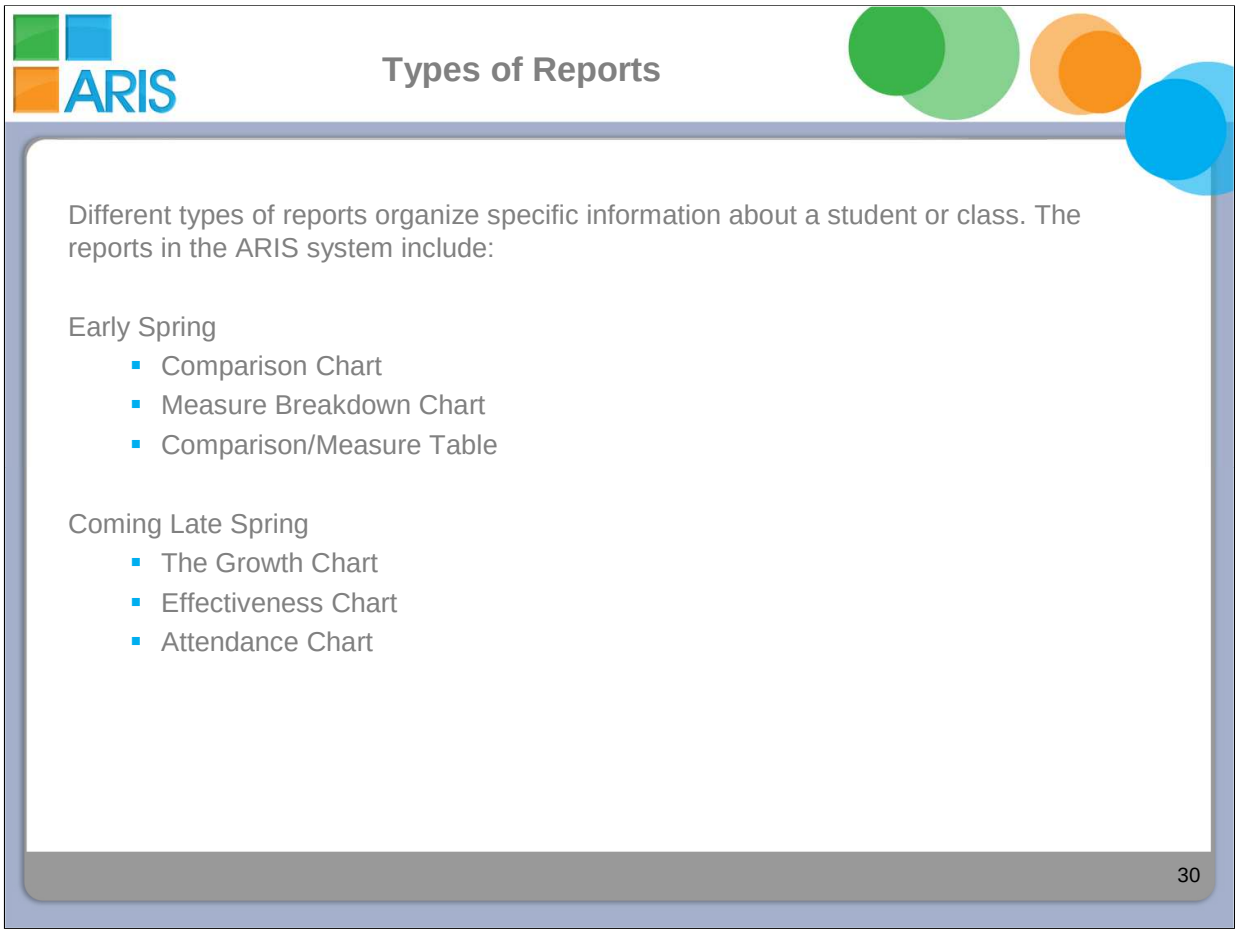
1 minute

- 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.

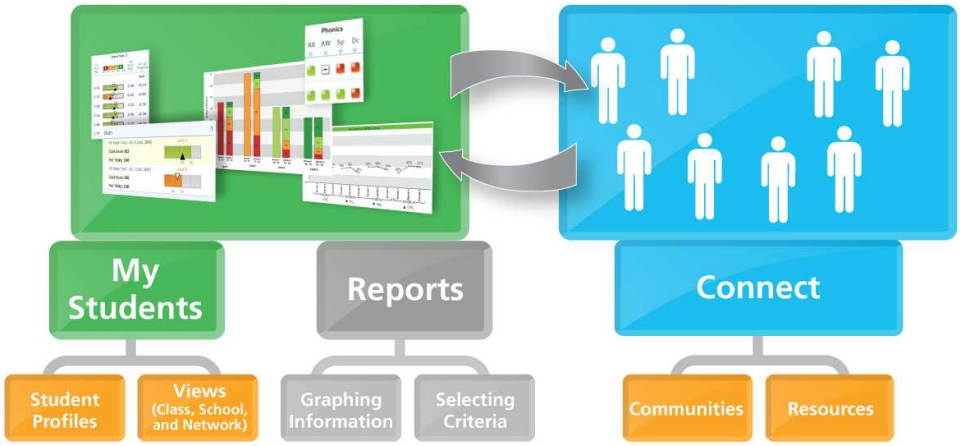


🕒 *1 minute*

- 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.*

Connect

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



31

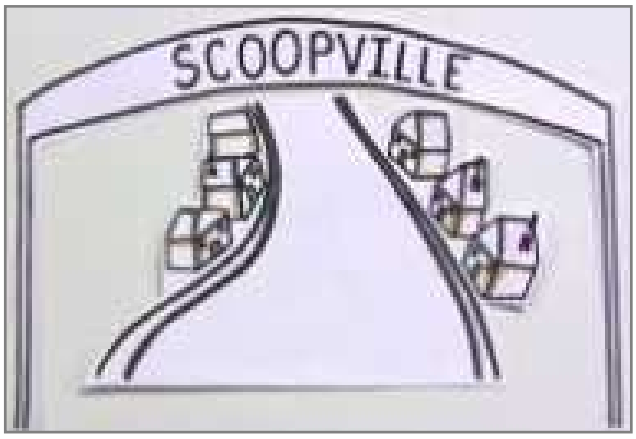
🕒 *2 minutes*

- *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.

Connect

- 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



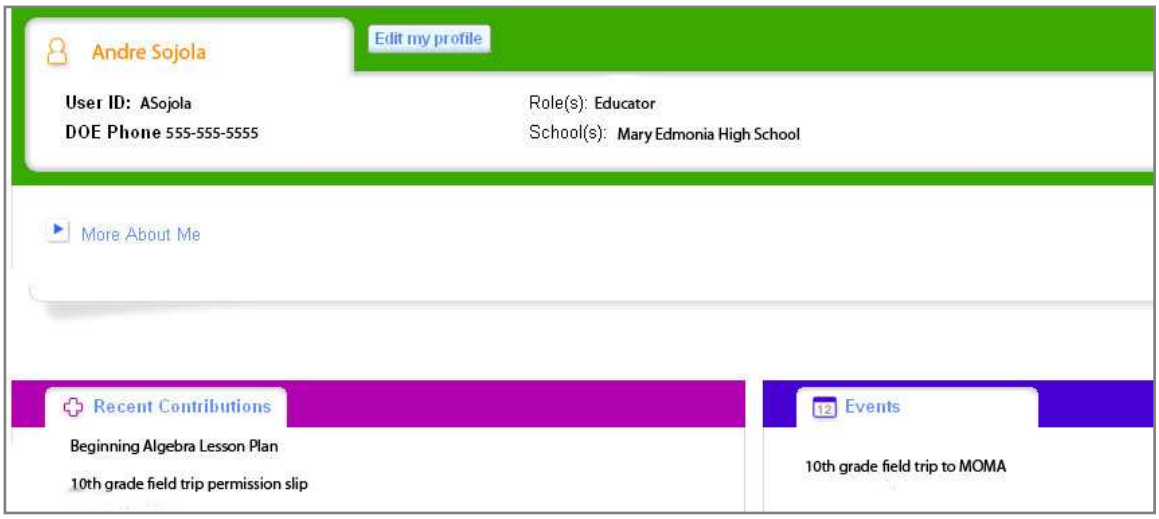
32

🕒 *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.

Staff Profile

- What do we know about Andre Sojola by looking at his profile?

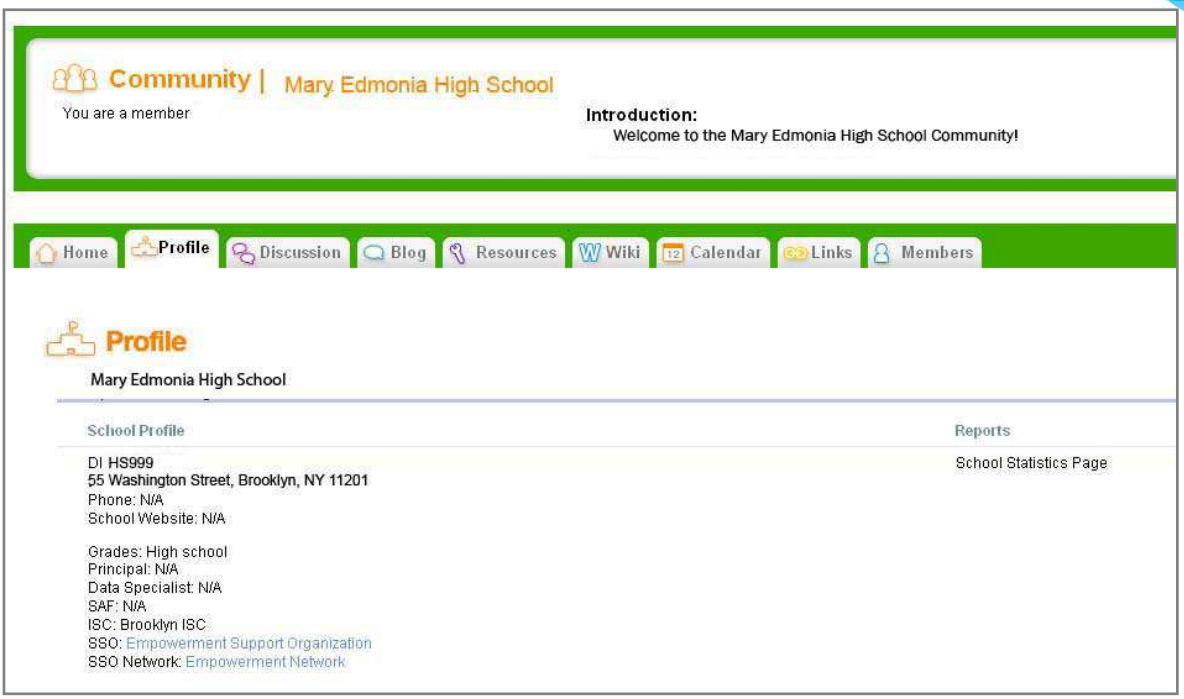


33

🕒 *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 Andre'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.*

Institutional Profile



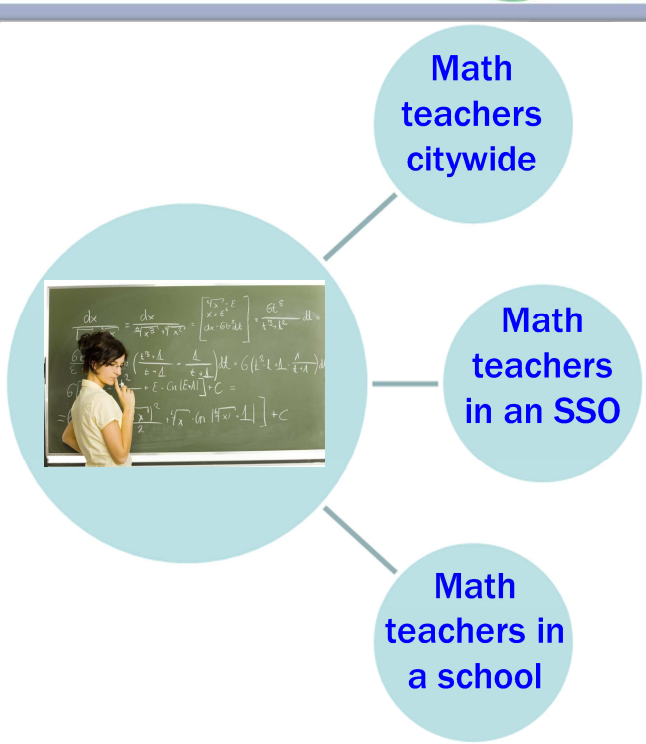
34

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.

Communities

- Exchanging resources
- Networking
- Bringing people together around ideas



35

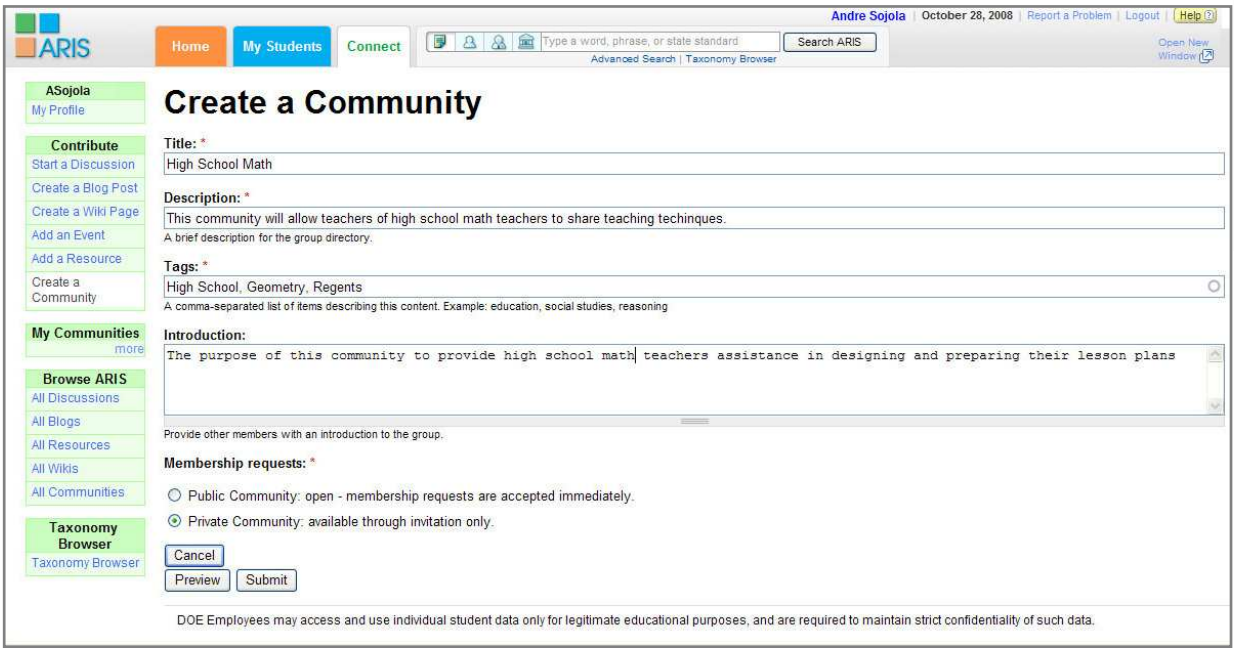
🕒 *1 minute*

- 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.

🕒 *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 Private Community



37

🕒 *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.

Steps to Create a Community

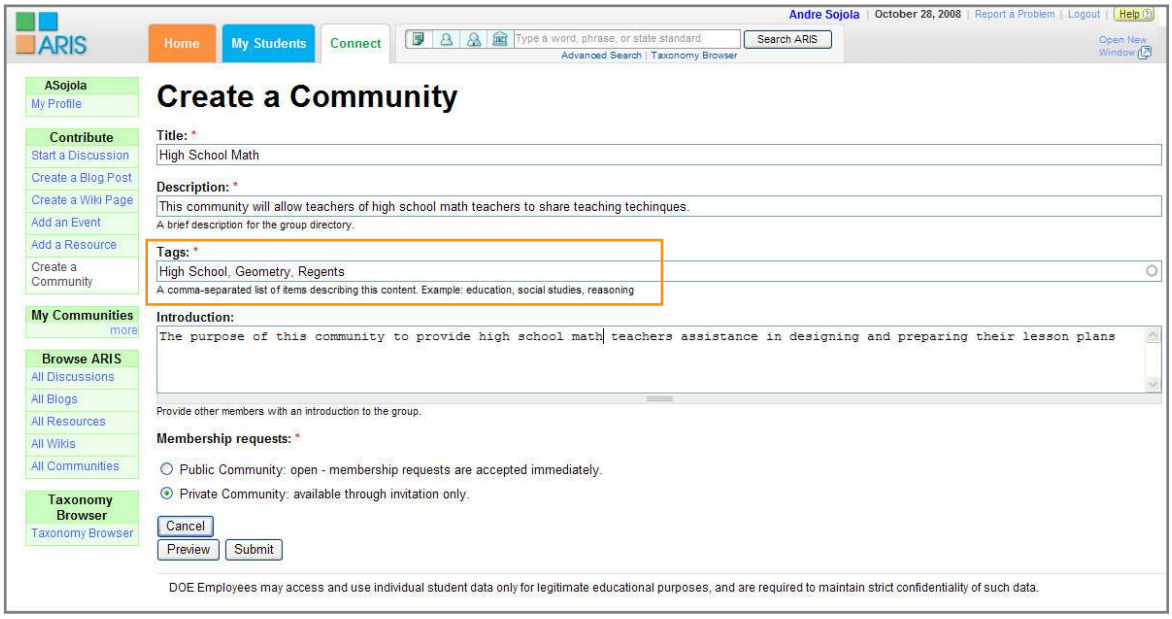
1. Click **Connect**.
2. Click **Create a Community** on the left, under Contribute.
3. Fill out information about your community page, including:
   - Title
   - Description
   - Tags
   - Membership Required (Public or Private)
4. Select **Private Community**.
5. Preview the completed community page.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

38

🕒 *2 minutes*

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

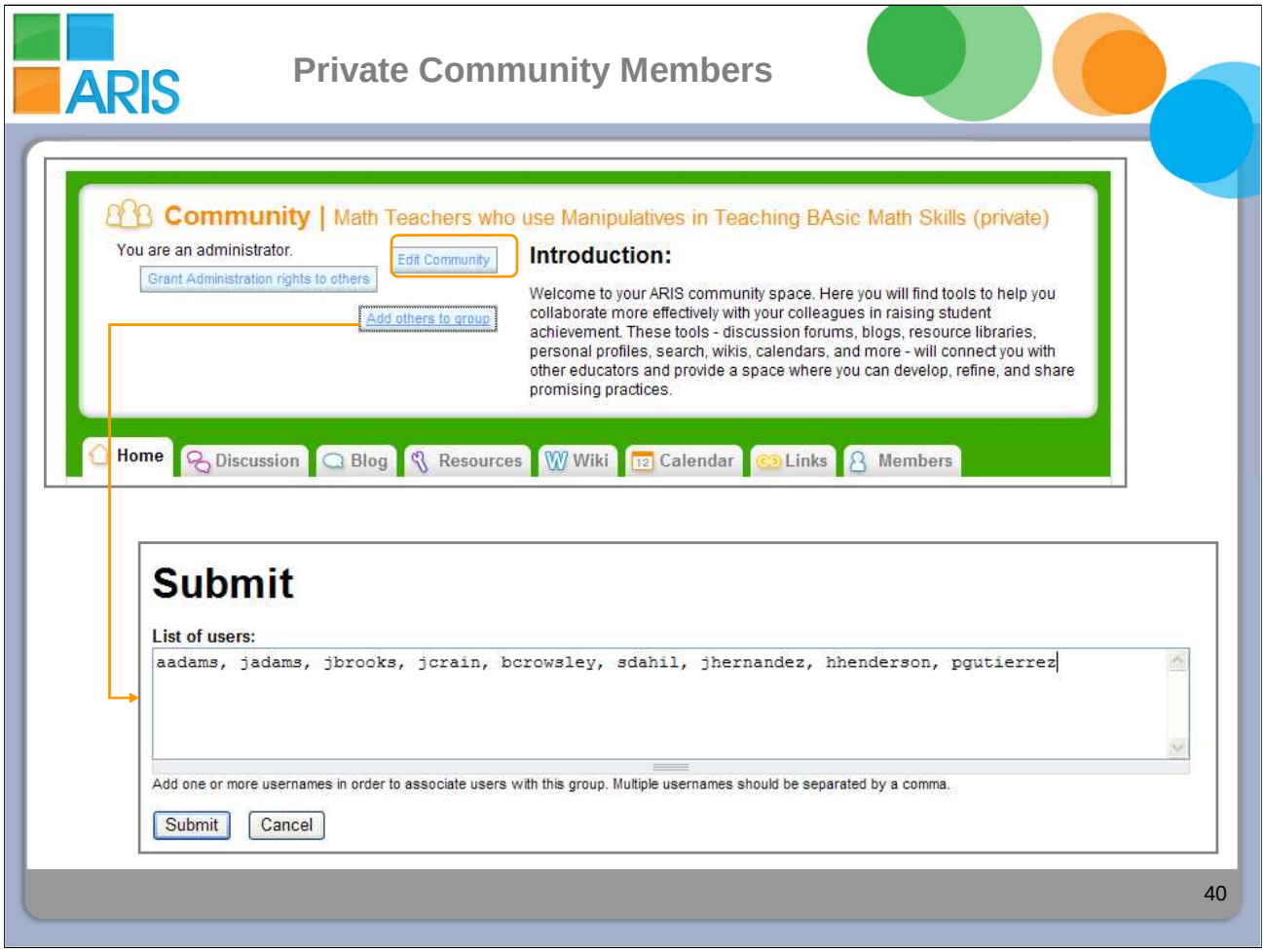
Tags



39

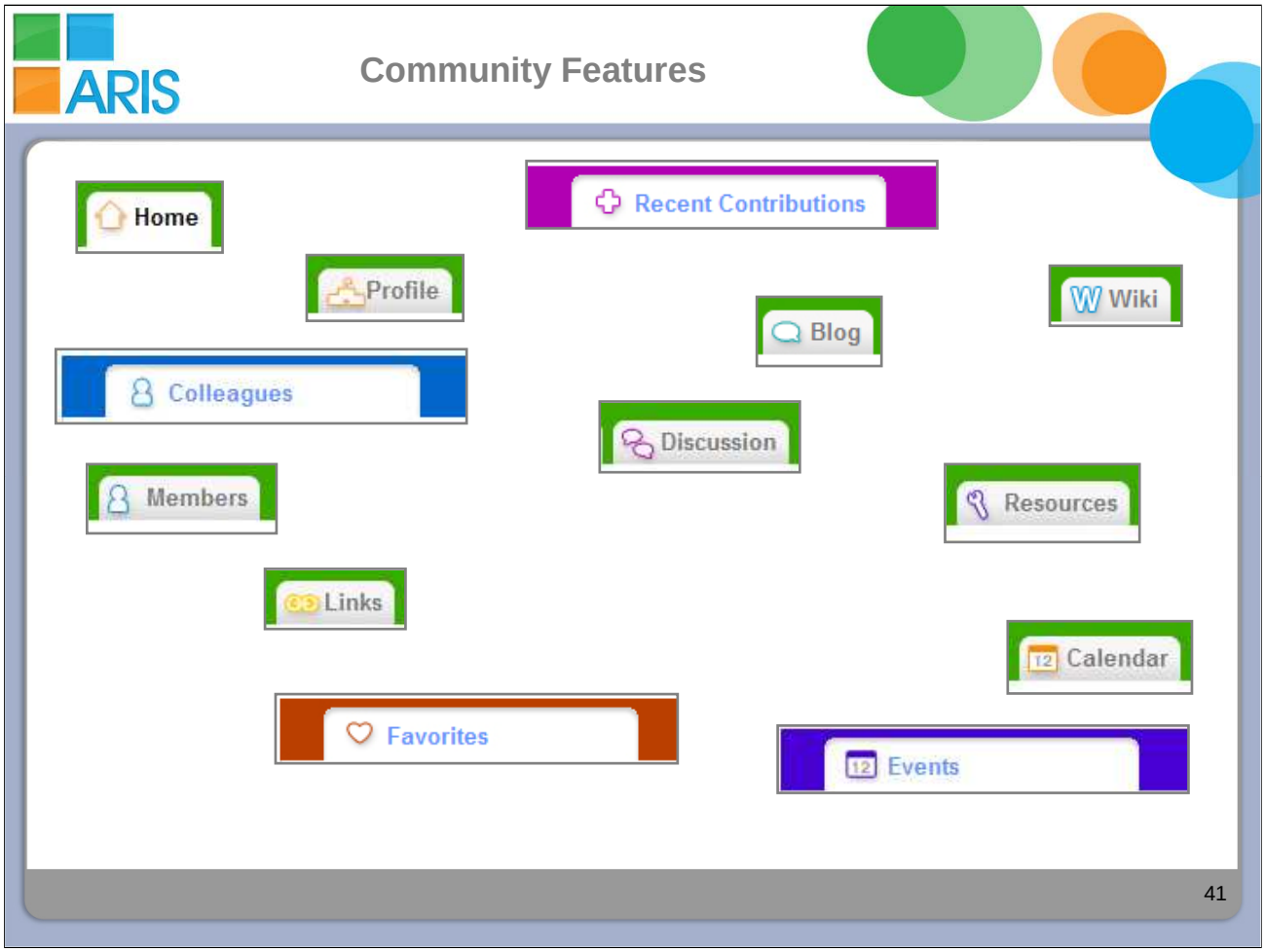
🕒 *2 minutes*

- 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 the preparing ELL students for the Geometry regents, you could tag the lesson using these words:
  - geometry, ELL, lesson, high school, Regents exam
- 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

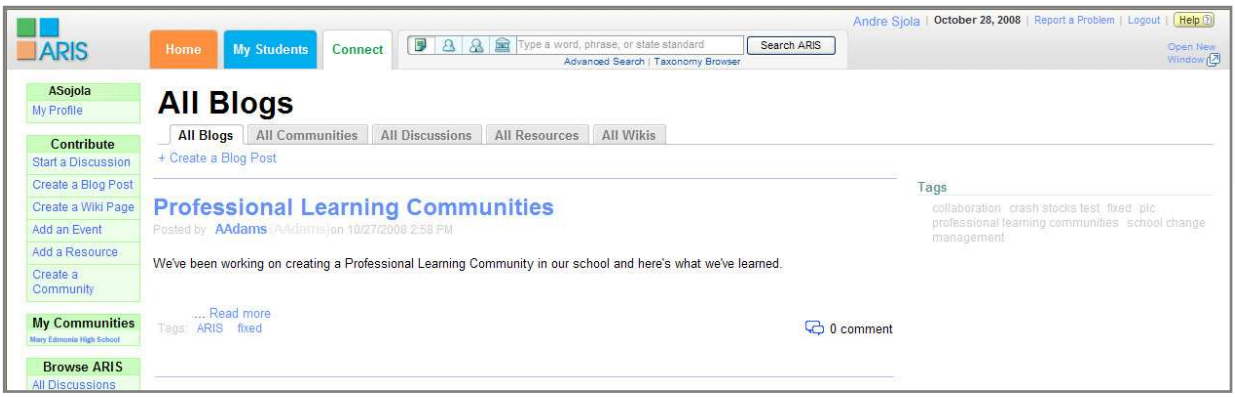
- Click **My Communities**, then select the community to which you want to add members.
- Click **Add others to group**.
- Type in user names, then click **Submit**.
  - A staff DOE email address is needed to add a member to a private community. Find these in Staff Profiles. Note that a member's DOE 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.

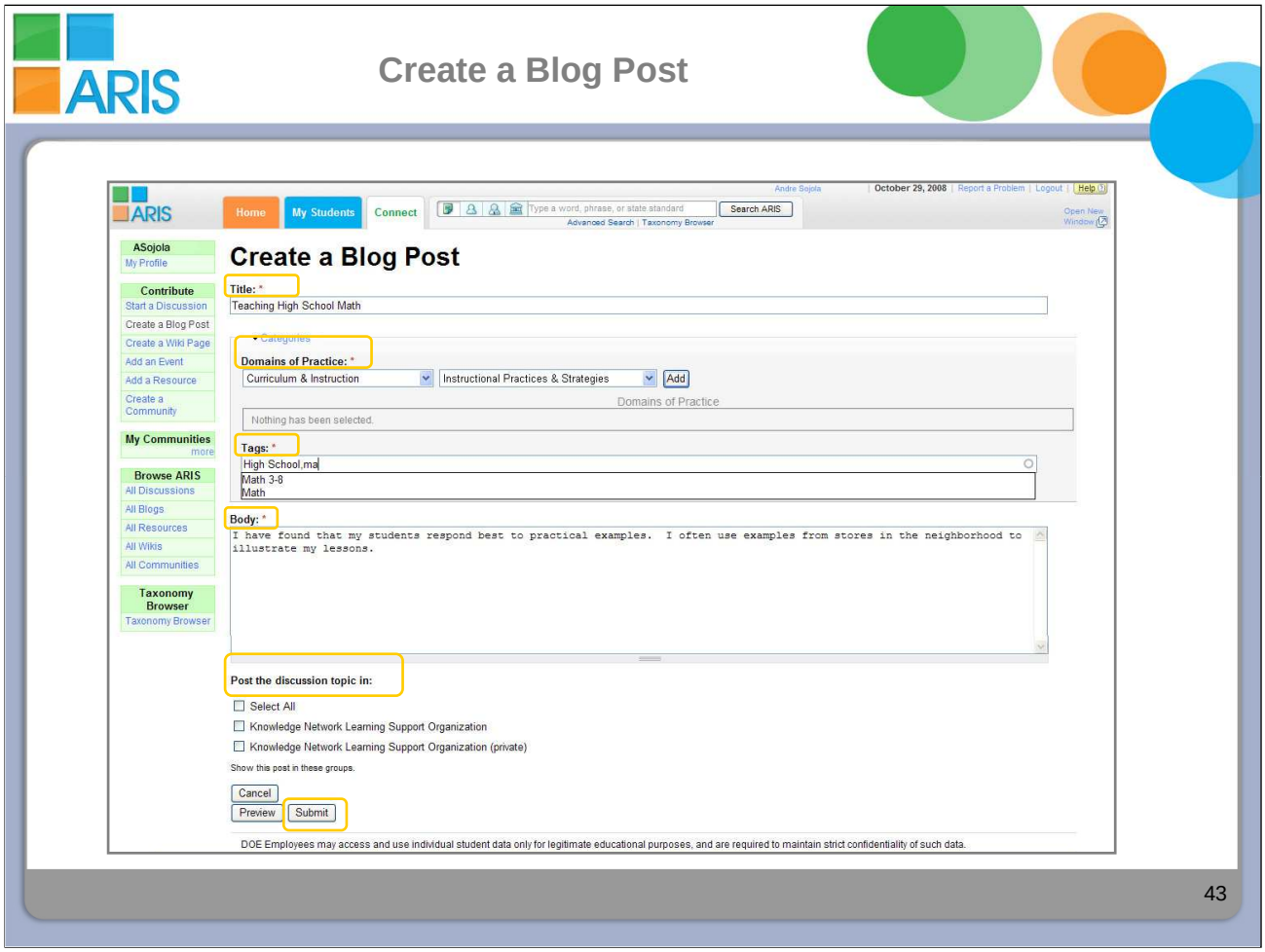
Blog Posts



42

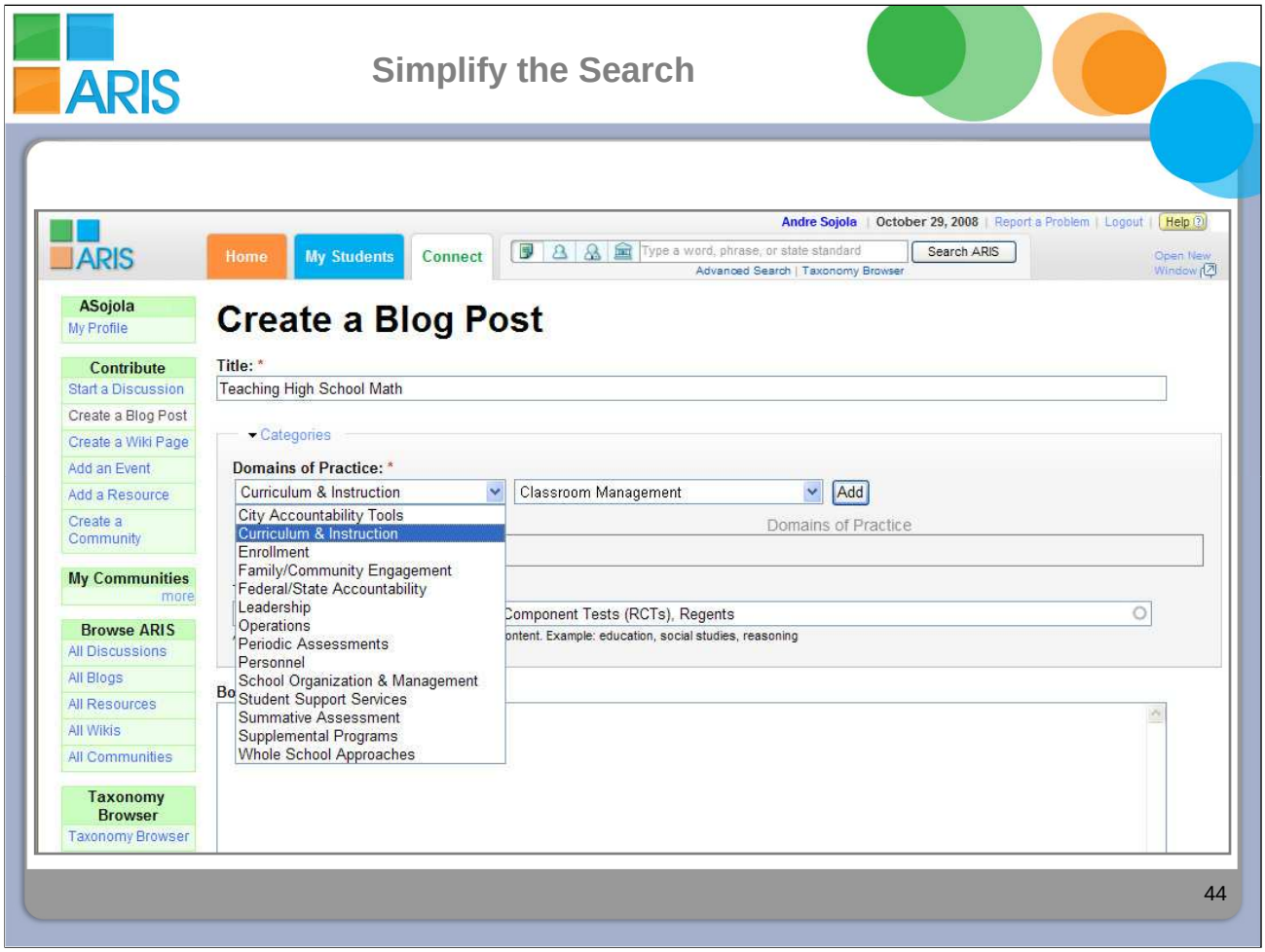
🕒 *2 minutes*

- 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

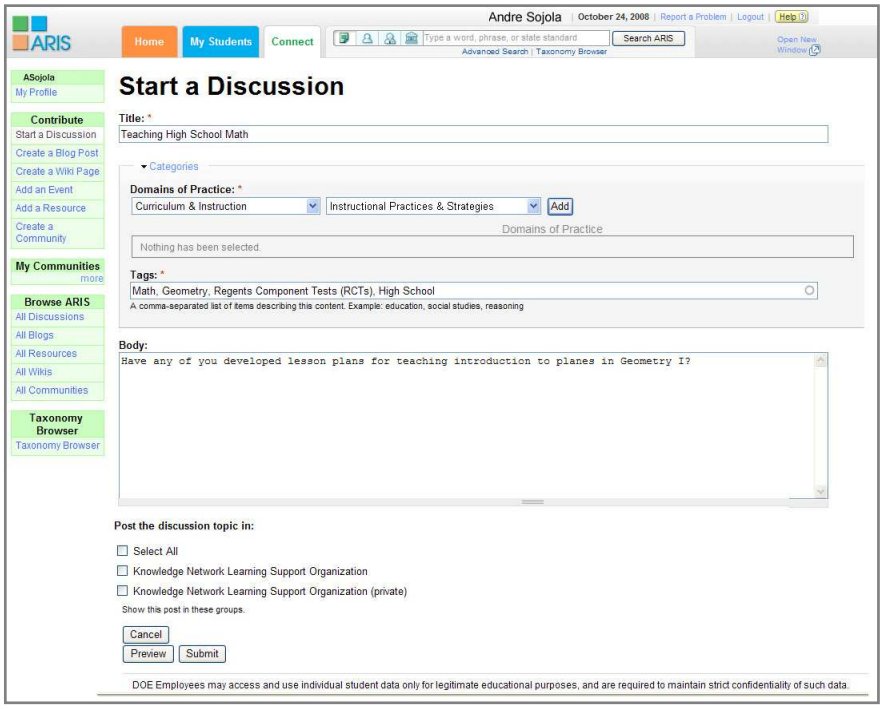
- Click **Create a Blog Post**.
- Type information into the required and non-required fields.
- The four mandatory fields are:
  - Title
  - Domains of Practice: Select the Domain of Practice from the menu, then select the subhead to the right and click **Add**. Repeat this step to include more than 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



45

🕒 *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.

Blogs and Discussions

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

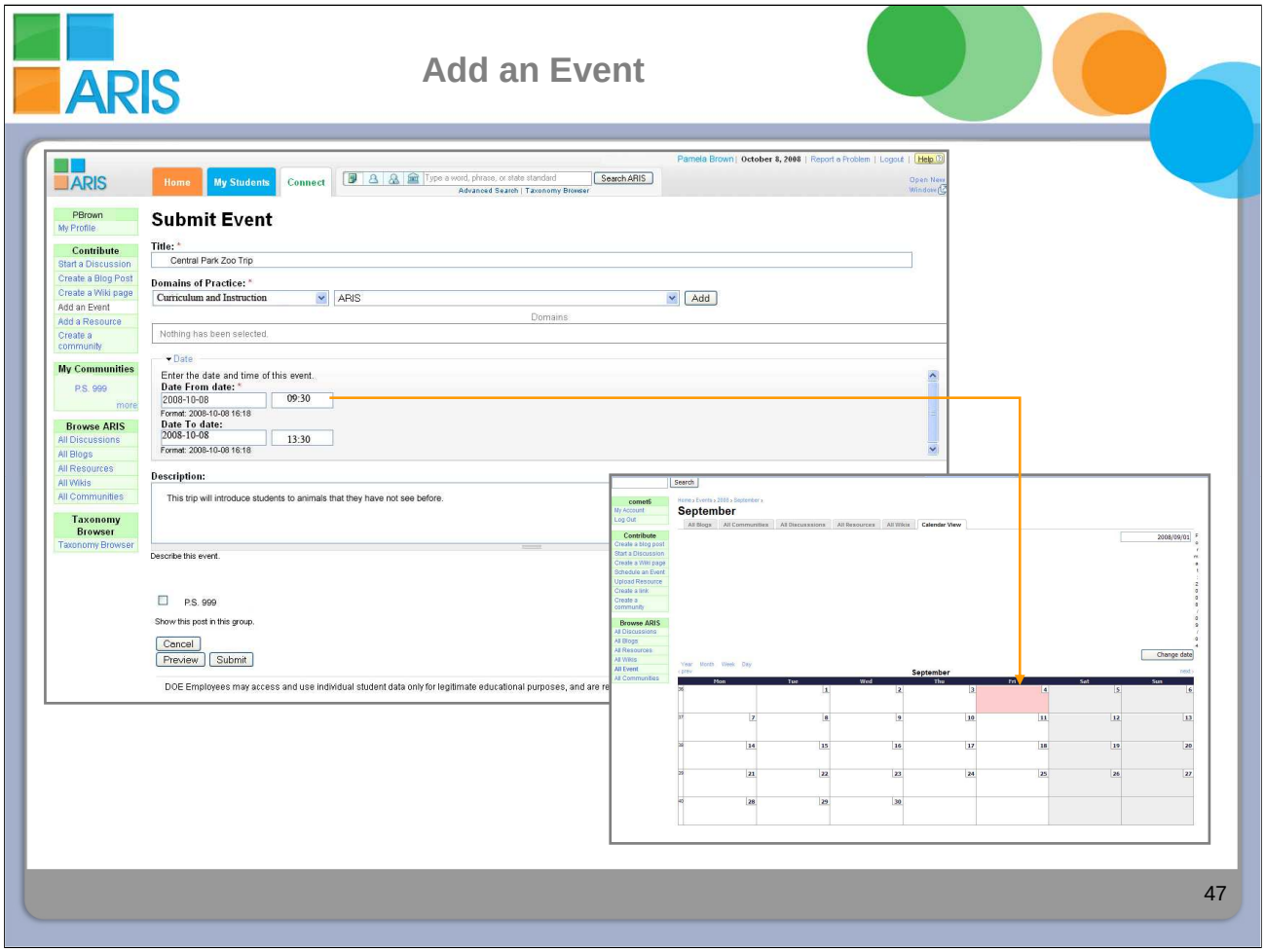
Discussions

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

46

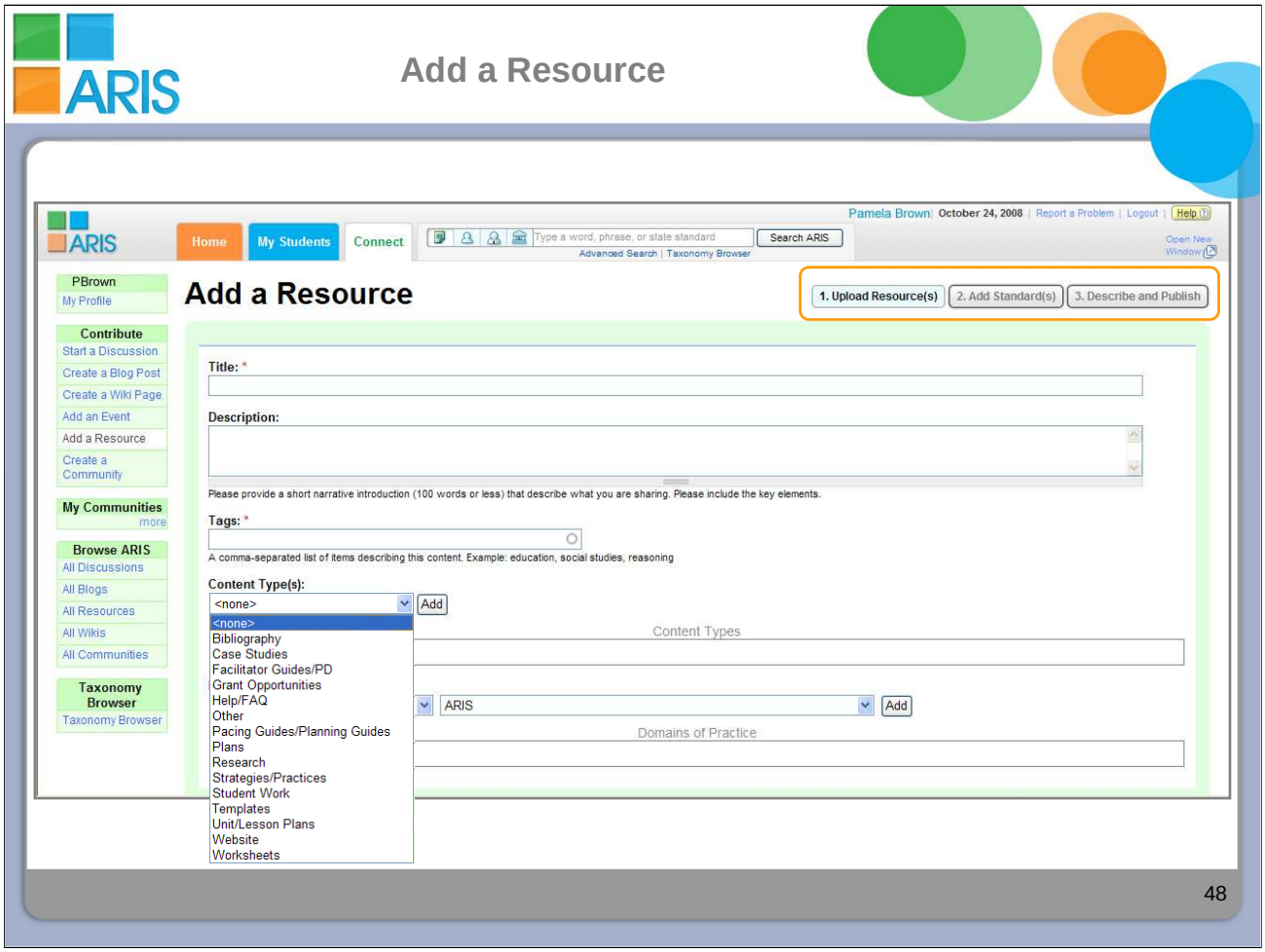
🕒 *2 minutes*

- *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.*



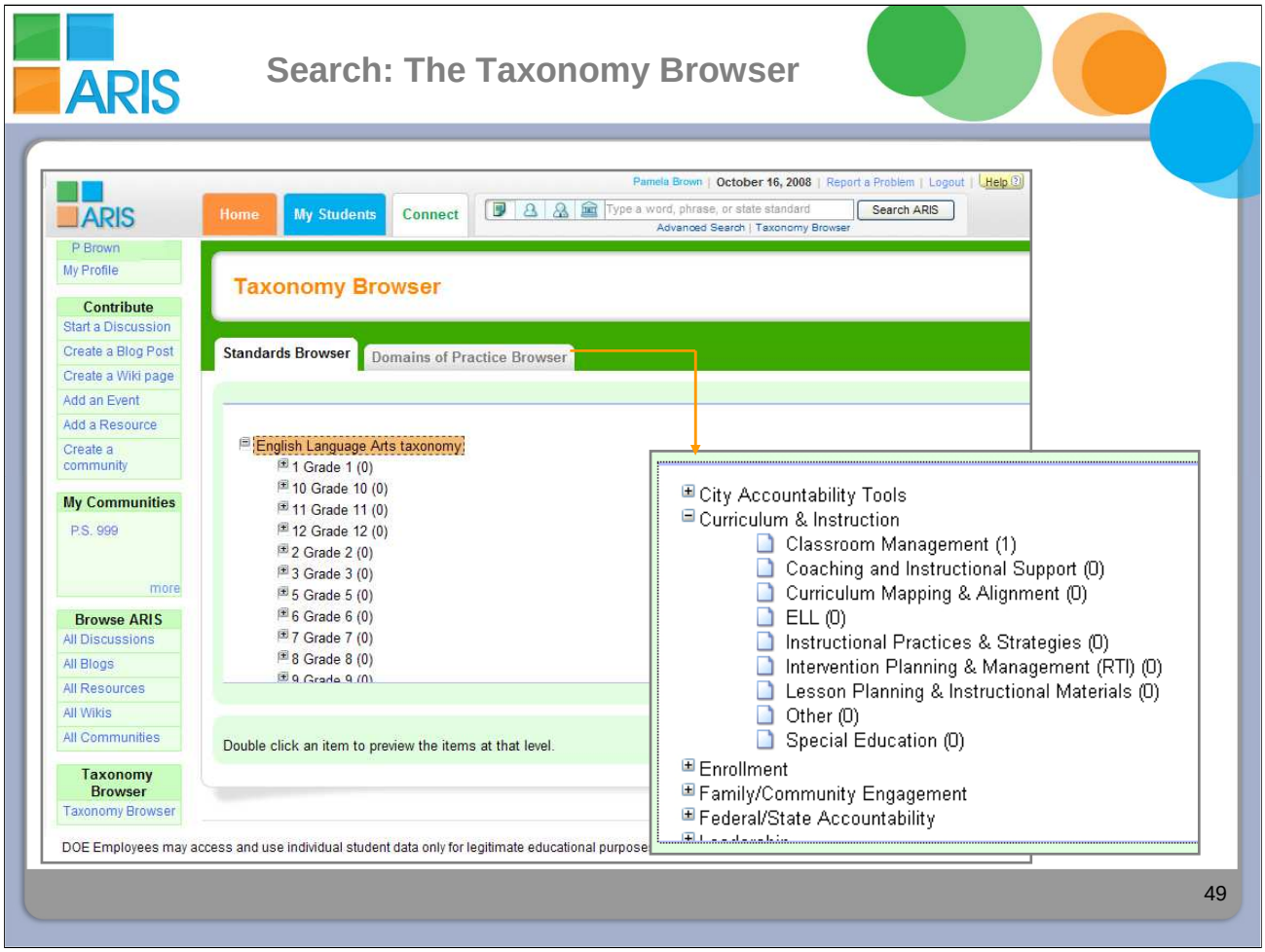
2 minutes

- 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).



1 minute

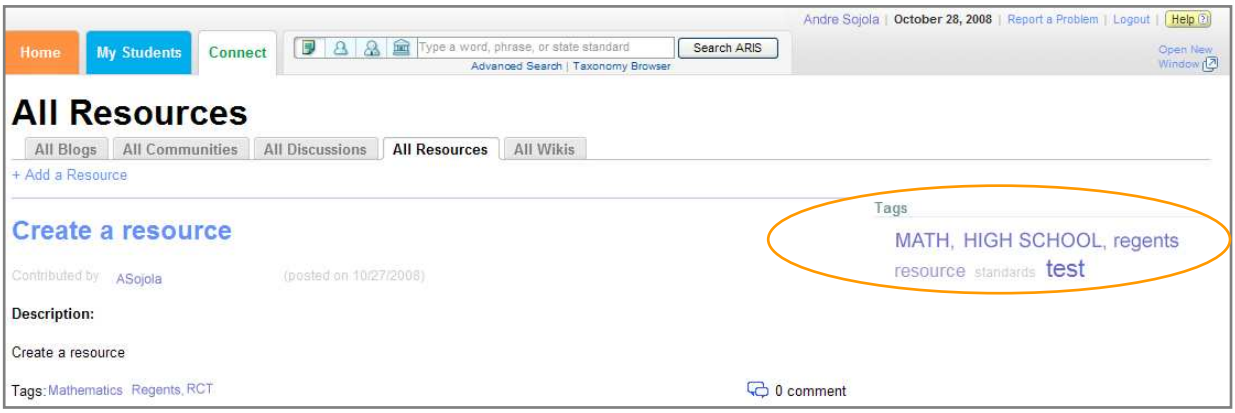
- If educators want to share information with the entire New York City Department of Education Community, they can create public communities within ARIS. Each ARIS community can upload documents to share with members of that community.
- To upload a resource, follow this three-step process:
  - Step 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.

Tag Cloud



50

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.

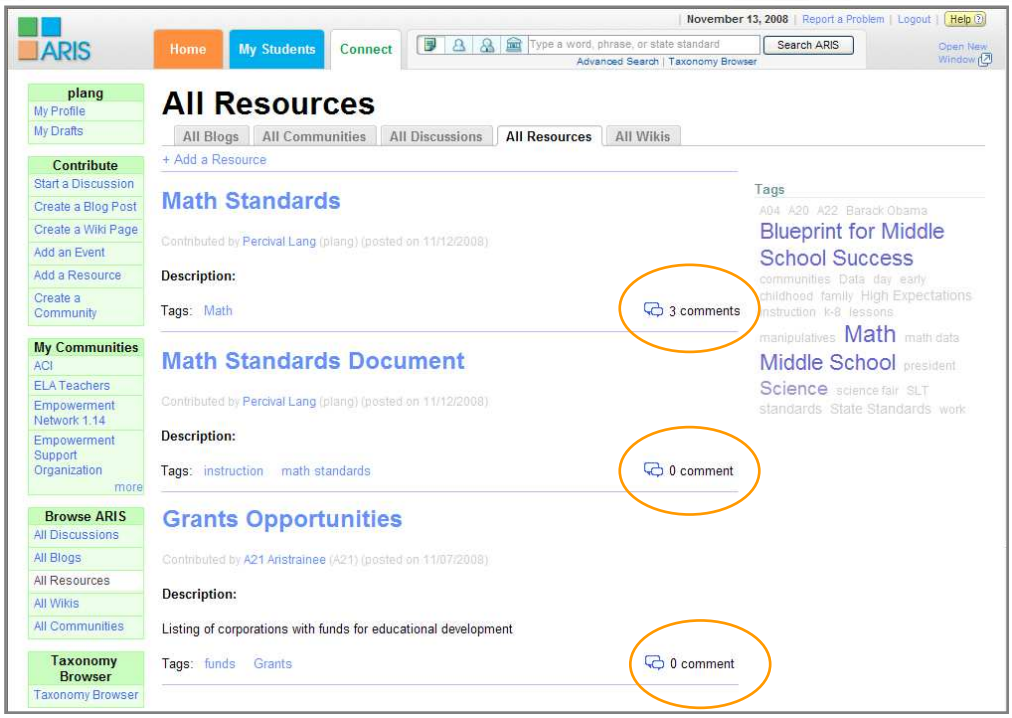
Favorites

51

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**.

Comment on Content



52

🕒 *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.

Inspire Change

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?

53

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

Coming Attractions: Student Profile

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

Survey

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?	◯	◯	◯
Did the training technology (computer, internet, projection) operate smoothly and efficiently?	◯	◯	◯
Did the ARIS system operate smoothly and efficiently?	◯	◯	◯

55

🕒 *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.

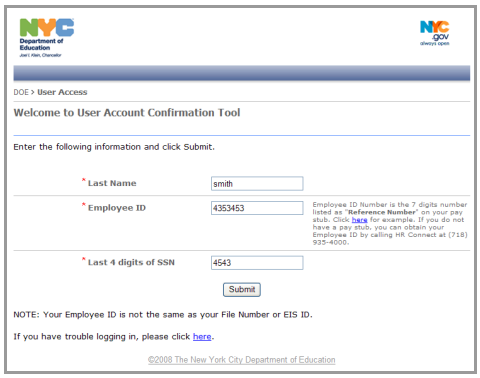
B. Completing the Account Confirmation Process

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**.



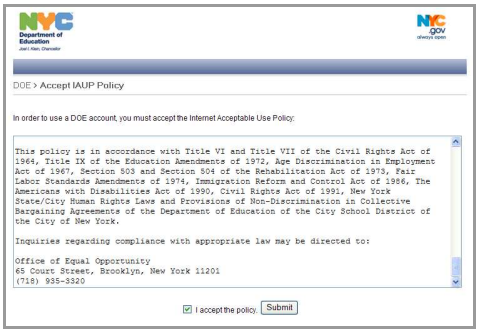
B.2. Information displays for the DOE Outlook account associated with your Employee ID number. Confirm that this is your account information. You may update the location later if it is no longer accurate.

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.

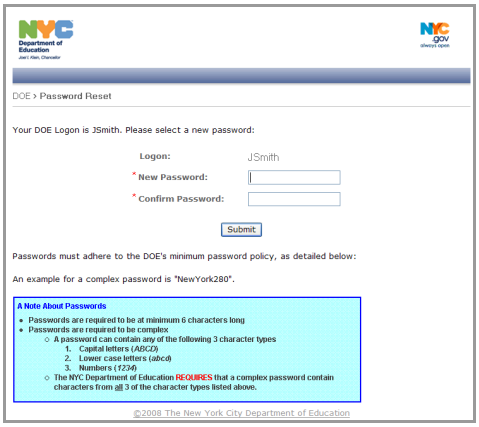
B.2.a. Email Account Information Is Correct

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.



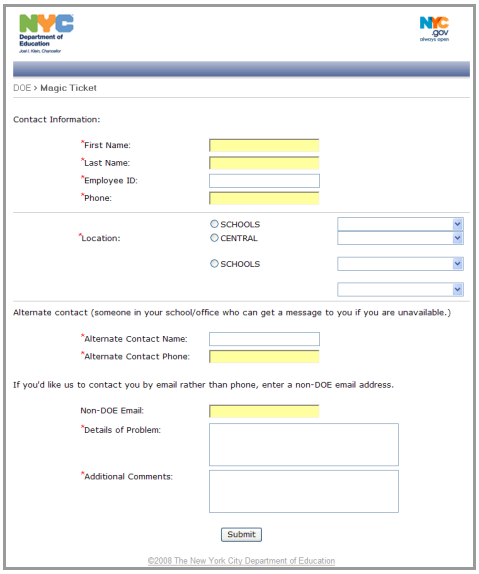
B.2.a.iii. To finish confirming your account, select a new password that meets the DOE requirements for length and character use. Enter it in the New Password and Confirm Password fields, then click **Submit**.



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.

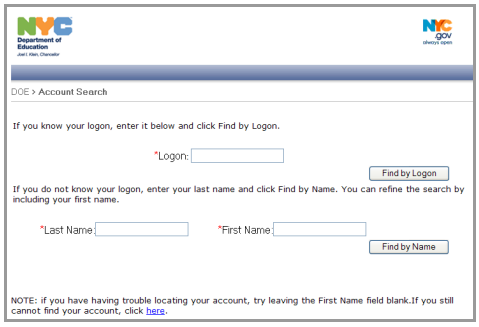
B.2.a.iv. If you do not know your password, manual intervention is necessary. Click **here** where directed on page from Step B.2.a.i.



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**.

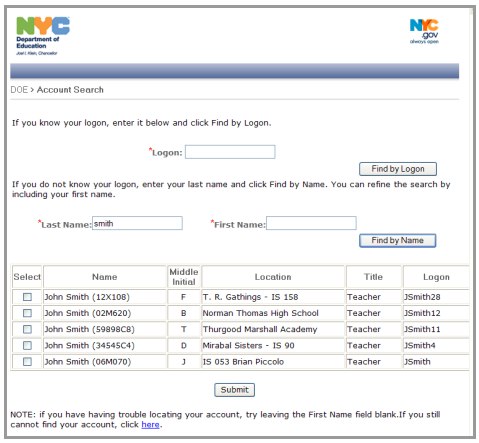
B.2.b. Account Information is Not Correct

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.

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.