

Usage Scenario

Scenario	Accessing student information and historical data
User	Mr. Wilson, experienced 7th grade English teacher
Description	It is the middle of November and Mr. Wilson gets a new student, Johnny in his English class. Johnny appears to be a well mannered polite student but he doesn't engage much with his peers or classroom teachers. He when called on in the classroom he becomes quickly overwhelmed and does not want to participate. During individual work time, Johnny appears to be on task but he does not produce an end product without assistance from the teacher.
Trigger	Student academic performance in the classroom and on work products raises teacher concern
Input	None
Output	Historical academic and behavioral information about Johnny, contact information of Johnny's previous teachers at DCPS

User Experience

Mr. Wilson looks at his grade book and realizes that Johnny has not turned in the past 3 homework assignments and failed his last English test. He would like to have a phone call with Johnny's parents but does not know how to contact them.

- He uses the PD Platform every day so he immediately goes there to see if there is any other information that will help him to understand why Johnny may be having trouble so that he can suggest some courses of action to Johnny's parents
- Mr. Wilson has piles of homework to check and so wants to be able to find Johnny's record quickly. When he finds Johnny's record he is immediately able to see if Johnny has any special interventions and can see that Johnny has an Individualized Education Program (IEP). He is able to go directly to view details on Johnny's IEP and notices that one of his colleagues at Johnny's previous school was on Johnny's IEP team.
- Mr. Wilson would like to talk to his colleague to see if he can gain insight into Johnny's specific challenges. He is able to look up his colleague's contact information and sends them an e-mail including a deep link to Johnny's record. He asks his colleague to update Johnny's record with some additional detail, and subscribes to receive notifications of updates to Johnny's record. The next time Mr. Wilson logs in, his home page shows him that his colleague as well as Johnny's former guidance counselor have made updates to his record since he last looked at it.

Usage Scenario

Scenario	Student data that indicates an adjustment to instruction; teacher views, reads the reviews of others, rates, and then selects professional growth resources related to the instructional area of need.
User	Ms. Smith, a first grade teacher
Description	Ms. Smith has just completed DIBELS assessment and notes that a number of students have not met benchmark in Phoneme Segmentation Fluency.
Trigger	Update to student data
Input	None, other than regular import of student data into the Platform
Output	Viewing reviews by other participants and adding her own reviews to materials she has viewed

User Experience

- Ms. Smith receives an e-mail notification that new DIBELS data is available for her students.
- She logs into the Platform to view the DIBELS report for her first grade class and ranks the data to see how well students performed on their assessment. She immediately notices that 60 percent of her students are underperforming in the area of Phoneme Segmentation Fluency.
- Based on his information, Ms. Smith seeks to improve overall reading scores by addressing this deficiency: She knows that she needs to adjust her instruction to help these students master their knowledge and skills in this area. She wants to review ways she might learn new information about supporting her students.
- Ms. Smith now is ready to being researching what can she do to help her students master this concept? She returns to her homepage, where she sees the familiar choices:
 - “Professional Growth Support”
 - “Information about my Students”
 - “View and Update my Profile”
 - “My IMPACT Data”
- She clicks on the link for “Professional Growth Support” tab.
- On this tab, Ms. Smith has access to a search box and four options:
 - “Curriculum Help”
 - “Pedagogy Help”
 - “Connect with Other Teachers”
 - “Plan my Professional Development.”
- Ms. Smith types “Phonemic Awareness” into the search box and chooses the “Curriculum help” search option.
- The page refreshes to contain a list of professional development sessions/courses, conferences, webinars, videos, and other supports such as the links to related resources available at mClass and freereading.net. After examining these options, she decides to pursue a professional development session on early literacy.

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- Ms. Smith accesses the professional development available. She clicks on “Sort by Rating” and the page refreshes with the content that has been rated the highest by DCPS educators and ends with materials that have not been rated.
 - When Ms. Smith hovers her mouse over a rating for a professional development session, a summary appears of the user comments. She reads 14 reviews. Most are tremendously positive—one in particular mentions the immediate strategies that can be applied in the classroom and material resources are provided so that the strategies can be used immediately.
 - She decides this would be something to attend and registers for the professional development session the following week.
 - After attending, Ms. Smith receives an email prompting her to provide her rating for the course. She follows the deep link in her email to a page that asks her to login to the platform and then takes her to a page with the course she just attended and her star rating and comments.
 - She clicks on 4 out of 5 stars for the session, types in her comments about the course, and clicks on “Save.”
 - Ms. Smith now has four strategies to help her students to master the concept and now has a better grasp of early literacy.

Usage Scenario

Scenario	Teacher creates a Professional Development Plan
User	Ms. Daniel, 9th grade history teacher
Description	Ms. Daniel wants to create a plan for professional development for her own benefit, for peer review, and make all necessary approval/scheduling arrangements.
Trigger	Teacher initiative
Input	Desire to address specific pedagogical content weaknesses
Output	A schedule of professional growth content to accomplish specific program goals

User Experience

- Ms. Daniel logs into the Data and PD Platform with the purpose of identifying ways she can improve her content knowledge and pedagogy.
- She clicks on the “professional growth support” tab
- She is directed to a page where she has three options:
 - “Curriculum help”
 - “Pedagogy help”
 - “Plan my PD”
- Ms. Daniels clicks on “Plan my PD”
- The pages refreshes and provides options for:
 - Filter by content type: “Show pedagogy content” and “Show curriculum content”
 - Filter by delivery format: “classroom”, “online”, “conference”, “live webinars”, “videos”, “other” and “select all”
- Upon inputting her selections, the page refreshes and provides a list of available classroom and online courses, conferences, webinars, and videos arranged by TLF standards (e.g. a list of materials under “Teach 2: Deliver content freely”). Each item has a link for further detail and has a checkbox to add to Ms. Daniel’s PD plan. When she hovers her mouse over each title, a brief description appears.
- Ms. Daniels checks 5 boxes to add to her PD plan.
- A separate window opens up with each item that she previously selected. Next to each item is the next available offering or for on-demand items (e.g. videos) “add a reminder” appears.
- For the video, she clicks on “add a reminder”, creating a new pop up with a calendar. She selects a date, and then saves the item on the calendar. She has the option to check a box to receive an email or text message reminder.
- A week before the scheduled item, she receives an e-mail with the item name, date, time, and link to launch the content from within “my PD plan.”

Usage Scenario

Scenario	Creating a virtual professional learning community
User	Mr. Thompson, a high school US History teacher
Description	Mr. Thompson, an 11 th grade US History teacher in DCPS, is preparing for his unit on the United States to the 1800, specifically “the historical and intellectual influences on the American Revolution and the formation and framework of the American government.” He has taught this standard three times but would like to find ways to enhance his unit and make it more engaging for his students, especially
Trigger	Teacher takes the initiative
Input	None
Output	A community whereby teachers can collaborate and share resources

User Experience

Mr. Thompson logs into the Platform and is greeted with his homepage dashboard.

- The homepage dashboard displays top-level information in modules/buckets, including:
 - graph of data from his students’ latest assessment
 - a chart with his latest IMPACT scores
 - the latest activity from the virtual learning area, including latest groups added related to History, recent posts to a group about US History after 1865 and link to the latest videos related to interests he has pre-selected
- He clicks on a post from a teacher about a new online virtual experience about the Civil War to learn more. While he doesn’t need this resource for a few months, he finds it fascinating and doesn’t want to forget about it. He clicks “Save for Later”, which goes into a “Save” area for later retrieval. He adds his own tags so he can search his saved area later.
- He then gets back on task to find information for his unit about the American Revolution. He then sees the “Search Community” option and sees that he can search by standard, keyword, tag, and author. He decides to search by standard and selects the specific one about the American Revolution he’s looking for. A list of search results comes back, including:
 - A Lesson Resource page devoted to this standard
 - A professional development opportunity at the Museum of US History about the American Revolution
 - A few other DCPS teachers who have selected “American Revolution” as a particular area interest in their profile.
- He clicks on the Lesson Resource page. He sees a few key modules/buckets:
 - Lessons
 - Projects
 - Field Trips
 - Background / Research
 - Wiki a Lesson

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- He browses each area and notices that users have posted links, all kinds of files (Word, PPT, Excel, etc). He sees a lesson that looks promising and clicks “Save for Later”.
 - He then browses the field trip area and remembers that he took his students on a great trip last year to the National Archives where they were able to review all kinds of primary documents related to the American Revolution. He clicks “Add” and adds his idea.
 - He sees a field trip idea to the US Capital another teacher has posted and thinks this is something that would be of interest to another teacher on his team. He clicks “Share” and sends a message to this other teacher (that includes a link to this post).
 - He then clicks on “Wiki a Lesson”. He remembers a lesson he taught a couple years ago that was ok and had great potential. He knows that this area allows for other users to add/edit a lesson in order to improve upon it. He clicks “Add”, finds the lesson his computer, and copies it into the fields. He’s excited to see how his colleagues improve upon the lesson he has started. He makes sure to select “Notify me with updates.” That way, whenever there’s an update, he’ll receive an email or text (depending on what he selected in his account settings).
 - He goes into the “Background/Research” area. He sees a number of links to interesting items, including one item he remembered using in his unit preparation last year that was really good. He adds a comment saying “Really helpful resource. Be sure to check out the primary documents area on this site.” He then gives the site four stars (out of four) and posts his comment. He then continues to browse and selects “save for later” for several items.
 - He then browses the “Project” area and sees a particular project of interest. He clicks on this project for more details. He’s intrigued but a number of questions come to his mind. He notices that the submitter is online (a little green dot next to his name) and initiates a live chat with this other user. The other user welcomes Mr. Thompson’s questions and they end up coming up with the idea for their students to collaborate on the project.
 - The other user creates a user group on the Platform including himself, Mr. Thompson, and other potential contributors to the wiki lesson to facilitate further discussion, outreach, and collaboration this topic.
 - Mr. Thompson logs off that evening excited and looking forward to continuing to developing these new connections he has made.
 - The next day, Mr. Thompson receives a couple notifications (via SMS) about his Wiki lesson. He logs in to see their edits/changes and sees fabulous ideas that he would never have thought of.

Usage Scenario

Scenario	Accessing professional growth support based on IMPACT score
User	Mrs. Shanti Sale, an elementary teacher
Description	Mrs. Sale received poor Teach Standard 2 “Delivering Content Clearly” score on her IMPACT cycle 2 assessment and needs to see what she can do to improve it
Trigger	Principal Cycle 2 IMPACT assessment completed and low score received
Input	None, other than principal input of IMPACT data to the Platform
Output	A suggested set of courses and content that will help Mrs. Sale improve

User Experience

Mrs. Sale logs into the Platform in October 2011 to see if her latest principal assessment has been posted. It has, and her Teach Standard 2 Score was a 1.1 (out of 4).

- Upon logging in, she selects the PD tab from the home page.
- On the first page of this tab, she is able to see an overall score for each IMPACT assessment cycle completed so far for the current school year. Next to each score is a red, yellow, or green circle:
 - red circle - low score and no action taken
 - yellow circle - low score and improvement action selected (ie, signed up for course)
 - green circle - high score or low score and improvement action completed
- She sees the red circle next to the Cycle 2 IMPACT assessment score and clicks on it
- A new screen comes up showing similar circles next to each rubric for her Group
- She clicks on the red circle next to her Teach Standard score
- A new page comes up showing her individual IMPACT scores for each metric in the rubric
- At the top of the page is a list of suggested course/actions she can take to improve this particular score
 - She clicks on the course/action titles
 - A window pops up showing the details on the course she clicked on, including course description and available dates/locations
 - If the content is a video delivered through the Platform, she is given the option to watch now, or add to her PD plan for quick access later
- At the bottom of the list is a link saying "choose a different course", clicking on this takes her to the standard course search page
 - If she chooses a course off of this new list, it appears at the bottom of the course list on the IMPACT rubric detail page
- She decides to take the recommended action: to sign up for a specific in-person training, conveniently offered at her school later in the month, as well as watch a video
- Once she signs up for the course and watches the video, these actions are tied to the rubric and her light turns yellow
- Once she finishes the course and gets credit for it, her light turns green

Usage Scenario

Scenario	Facilitating interactions between master educators (MEs) and teachers
Users	Ms. Franklin, special education master educator Mr. Hillman, elementary special education teacher
Description	Ms. Franklin wants to share a recent article with teachers who may be interested. Mr. Hillman is looking for additional suggestions for teaching a student about the placement of planets in the solar system
Trigger	ME or teacher takes the initiative
Input	None
Output	Scheduled meetings and online conversations

User Experience

Ms. Franklin has just read a new article about using computers to guide students in hands-on lessons, including the use of manipulatives.

- She logs on to the platform
- She clicks on to the messaging tab and clicks “compose a message”
- In the “To” field, she is able to pull up lists of possible addressees
- Because she is an ME, she has access to various groupings of teachers, including some that she has defined and some that are pre-populated for her based on her role.
- This particular article pertains to upper elementary grades, so she selects the special education teachers who work with 4th and 5th grade students, based on her familiarity with the teachers
- A window opens up for her to compose the message. In addition to typing in her own text, she is able to copy an abstract and link to the article from an open web browser into the body of the message

Mr. Hillman receives the message and it reminds him that he had additional questions about working one of his students

- Upon receiving the message from Ms. Franklin, Mr. Hillman clicks on her name in the “From” field
- Her profile appears, including a link to view her schedule
- Upon clicking that link, Ms. Franklin’s schedule appears. Some of the time slots have been designated as “office hours” by her
- Mr. Hillman clicks on one of these time slots and enters a brief description of the question
- He then notices that she has logged on through an indicator at the top of her profile page
- He clicks the “chat” button, and is able to ask his question in real-time

Usage Scenario

Scenario	Creating and comparing teacher-defined groups of students
User	Ms. Lopez, middle-school music teacher
Description	Ms. Lopez leads the chamber orchestra, a new club involving twenty students. She would like to track her students' performance in other classes in addition to music, and wants to ensure that she is working with other teachers as effectively as possible to support the students' learning across all of their classes
Trigger	Teacher takes the initiative
Input	None
Output	A user-defined student group and reports relating to that group

User Experience

Ms. Lopez logs on to the platform.

- She navigates to the section of the Platform dedicated to student data
- Within this section of the Platform, she pulls up a list of her current music students
- Earlier in the day, she asked students who were interested in the chamber orchestra to sign up by writing their names on a sign-up sheet by the door. Twenty students from various grades signed up
- Ms. Lopez clicks on a link to create her own group, and uses the sign-up sheet to select the interested students from her rosters
 - One of the interested students is not in her regular classes (she asked a friend to sign her up), so Ms. Lopez is able to include her in the group using a search function
 - When the group is finished, she titles it "Chamber Orchestra"
- The next time she logs in, a link to "Chamber Orchestra" is prominently displayed on the student data tab
- She clicks on the "Chamber Orchestra" link, bringing up the list of twenty students
- A selection of options is displayed on the right, including "Revise group" and "View reports." She selects "View reports"
- The basic report comes up, which includes the students' names on the right and columns of information to the left
 - Initially, only the default columns are displayed—these include grade level, this year's DC-BAS results to date and last year's DC-CAS results
 - Ms. Lopez wants to view the recent grades, so she uses a menu of different data types to create new columns
 - She sees that two of the students have low math grades, so she hovers over their grades within the report. Each time she does this, a pop-up information box appears containing information about the class in which the grade was earned

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- At the end of the year, Ms. Lopez is able to pull up the Chamber Orchestra and create an aggregate report of various data, including attendance, average DC-BAS results, and GPA
 - She is able to compare these averages against the school as a whole, the district as a whole, or other aggregated groups such as 8th graders or nearby middle schools
 - For these comparisons, although she can see the individual details of her own students, data pertaining to other students remains at an aggregated level. In the case that she selects a comparison group with too few students, the report is blank and indicates that there are too few students