NC K3FAP Webinar Series: Administrator Features

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1	**Tim:** Hello! I'm Tim Reed from Teaching Strategies. I'm here with my colleague Mia Sherard, our field associate for North Carolina, to familiarize you with the *North Carolina K–3 Formative Assessment Process* technology platform. Our primary focus in this webinar will be on the features and functionality that you will use as an administrator. Before we get started, I'd like to go over a few logistical details. First, is there anyone who can't hear me or see my screen? If so, please let us know by typing your issue into the chat box to the right of your screen so we can get it sorted out. Second, we'll be muting all participants so everyone will be able to hear. But we know you'll have lots of good questions and comments, so please feel free to type them at any time into the chat box. We'll answer some of them during this webinar and will post	Welcome to **Administrator Features**, the latest in the *North Carolina K–3 Formative Assessment Process* webinar series. We will begin at **3:00** today. In the meantime, take a moment to locate the chat box feature and locate **"User Roles for Administrators"** and **"Teacher Levels of Access for Administrators."** We will refer to these documents during the webinar. Links to place in chat box: **User Roles for Administrators:** http://www.livebinders.com/media/get/MTE4MDE0Mjg= **Teacher Levels of Access for Administrators:** http://www.livebinders.com/media/get/MTE4MzUyNTA=

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	answers to the remaining questions on the FAQ document located on the K–3 FAP LiveBinder. Finally, you may wish to refer to two reference documents for this webinar: **"User Roles for Administrators"** and **"Teacher Levels of Access for Administrators."** These documents explain how central office administrators and principals can add additional users to the platform. You can access this document on the main page of the District LiveBinder. Okay, now we'll go over what you can expect from this webinar. First we'll give you an overview of the technology platform, talk about its purpose, and go over how it benefits you as an administrator. Then we'll take you on a guided tour of the platform, showing you how to log in and set up your user profile, navigate throughout the platform, access support and resources, and use the features in the **Administration** tab.	Key Points to Remember • Is intended to be an ongoing and integral part of the instructional process • Focuses on the whole child via five domains • Produces evidence that informs instruction K-3 FORMATIVE ASSESSMENT PROCESS

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	Mia will jump in from time to time with comments, tips, examples, and background information that you'll find helpful to support your teachers throughout the formative assessment process. We'll end with a review of the various reports that you'll find in the platform: how to generate them, what they show, and what they might mean for you in terms of program planning and teacher support.	
2	Now that the logistical details are out of the way, let's get started with some background information about the *North Carolina K–3 Formative Assessment Process*. **Mia**: The key points to remember about the *NC K–3 Formative Assessment Process* are that • it's intended to be an ongoing and integral part of the instructional process, • it focuses on the whole child via five domains, and	

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	• it produces evidence that informs instruction. The *platform* supports teachers as they implement the *process*. It's where they will store and organize the information they collect about children's progress over time. The platform was designed to make it easier for teachers to understand what children currently know and can do, determine where they will likely go next, and then use that information to make instructional decisions. As an administrator, the benefits of the platform are threefold: • First, it supports **increased teaching and learning.** As an administrator, you can view collected evidence of learning to determine how to support teachers' instructional practices and implementation of the formative assessment process. • Second, it supports the	

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	improvement of professional development. You can use the data to inform the type of support needed, the use and distribution of resources such as materials and training, and the systems to put in place, such as PLCs to encourage collaborative data interpretation and instructional decision making. • Finally, it supports **data-driven decision making.** The reporting features show student progress and growth over time, which can inform decisions you make about program policies and instructional practices.	
3	**Tim:** As you know, each district has been working with their regional consultant to determine central office administrator access to the platform. If you have been identified as your district's central office administrator, you should have been notified of your access. If you have not been notified, please contact your regional	www.nc.teachingstrategies.com

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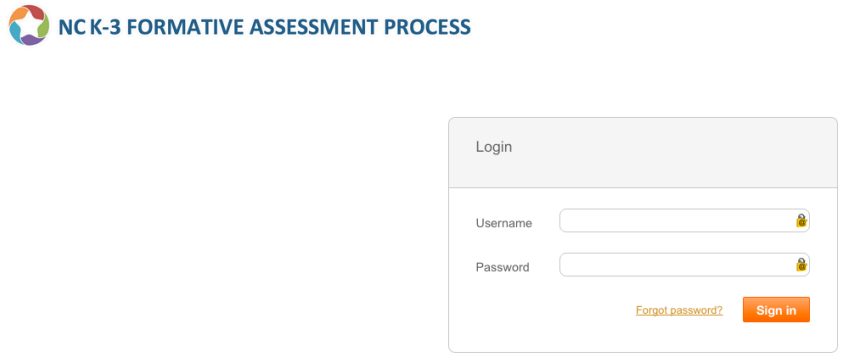
	consultant to gain central office administrator access to the platform. Each principal has received an email notification explaining how to access the platform. If you are a principal and have not received this notification, please contact Mia Sherard at mia.s@teachingstrategies.com. To access the platform, go online to **nc.teachingstrategies.com**. You may find it helpful to bookmark the login page or make it a favorite in your browser for quick access.	
4	At the login screen, you will be prompted to enter your username and password. Click **SIGN IN** once you have entered your username and password.	NC K–3FAP login screen 

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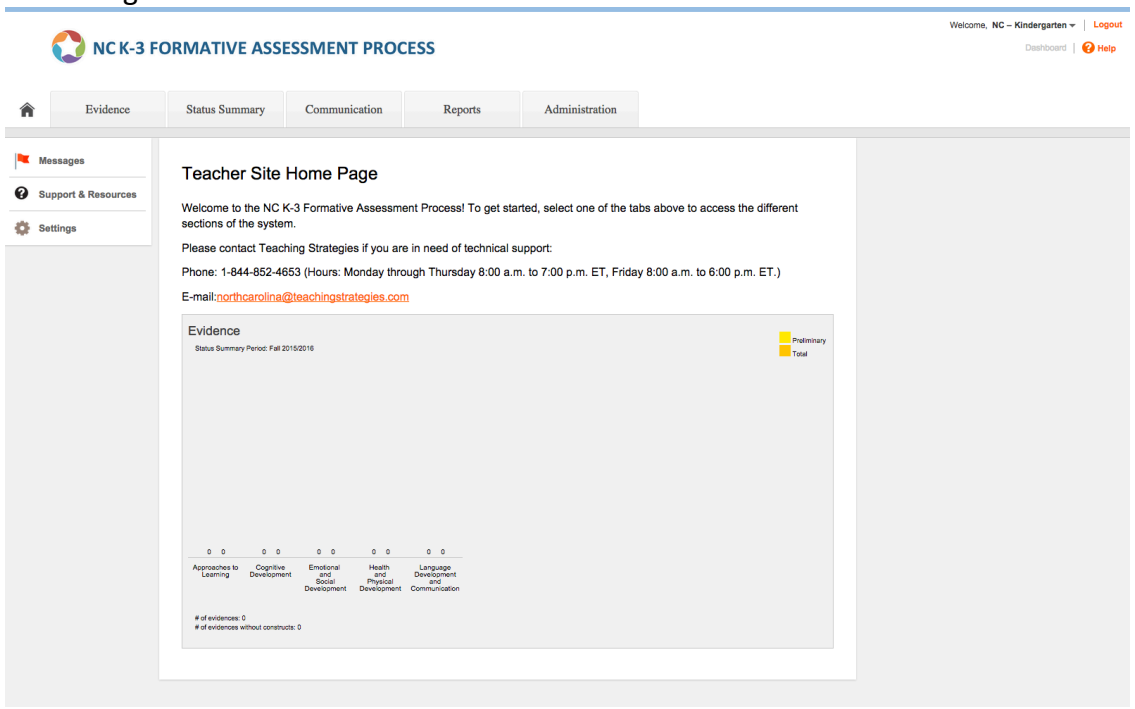
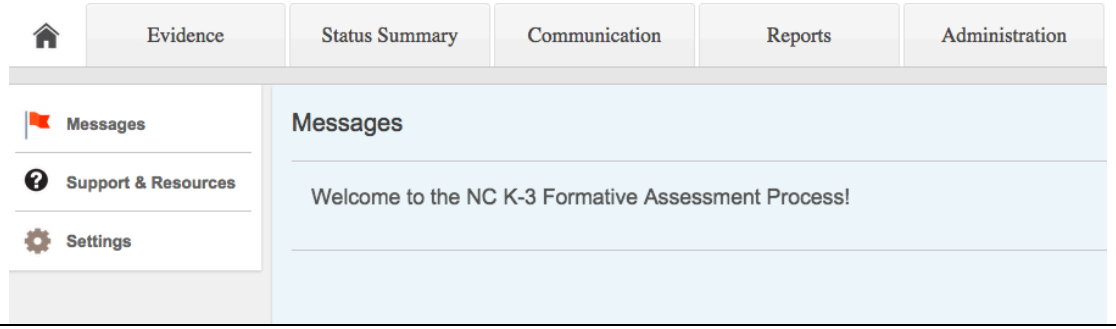
5	This is the **Home Page**. You will see your name at the top of the page. Here is where you will land every time you enter the platform. With the exception of the **Administration** tab, which I will show you in detail shortly, what you see here is what your teachers see for their classes. In the main body of this page, you will find updates related to the platform, information about getting technical support, and a bar graph that shows evidence collection progress for the class you are viewing. Click the **Messages** button in the left-hand navigation to view any messages that you have received related to the platform. The **Support & Resources** button gives you access to support and resources within the platform that can help teachers implement the formative assessment process.	Home Page  

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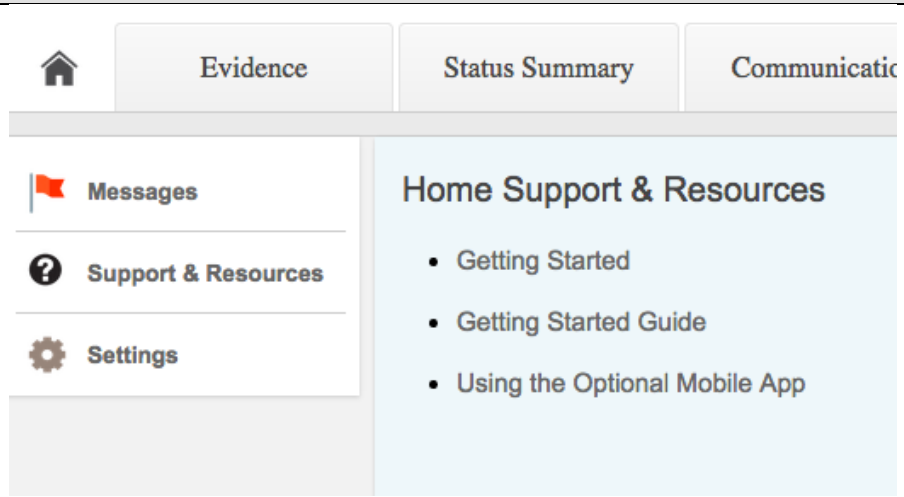
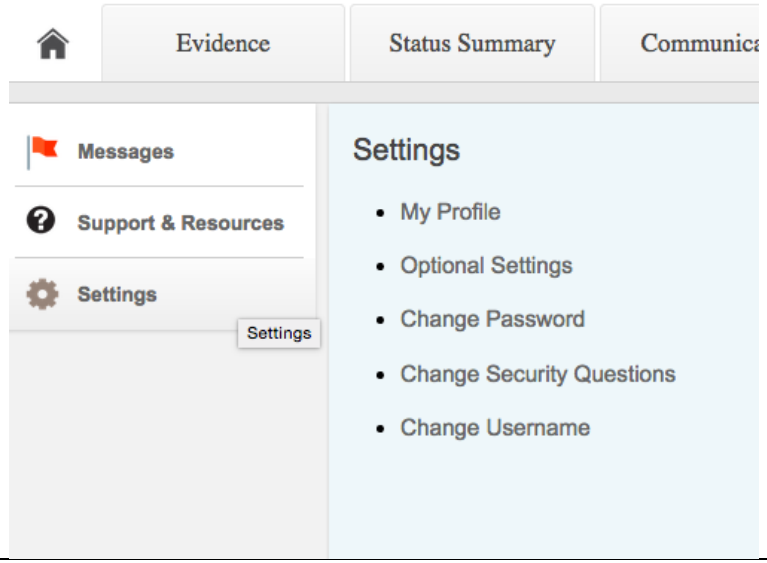
	The **Settings** button gives you access to your profile, where you can change your security questions, username, and/or password at any time. You can also opt in to view the optional constructs here. In the upper right-hand corner of your screen, you can log out of the platform by clicking **Logout**. A drop-down menu to the left of the **Logout** link enables you to switch classes if you have multiple classes. Clicking **Help** opens a search box, where you can enter keywords to view and access to a variety of video tutorials and other resources in our comprehensive support library. The **house icon** to the left of the tabs takes you to your home page. From the home page you can also access your **Sandbox** from the classroom toggle**,** where you can practice following the steps of the	 

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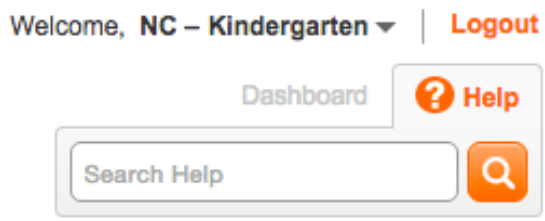
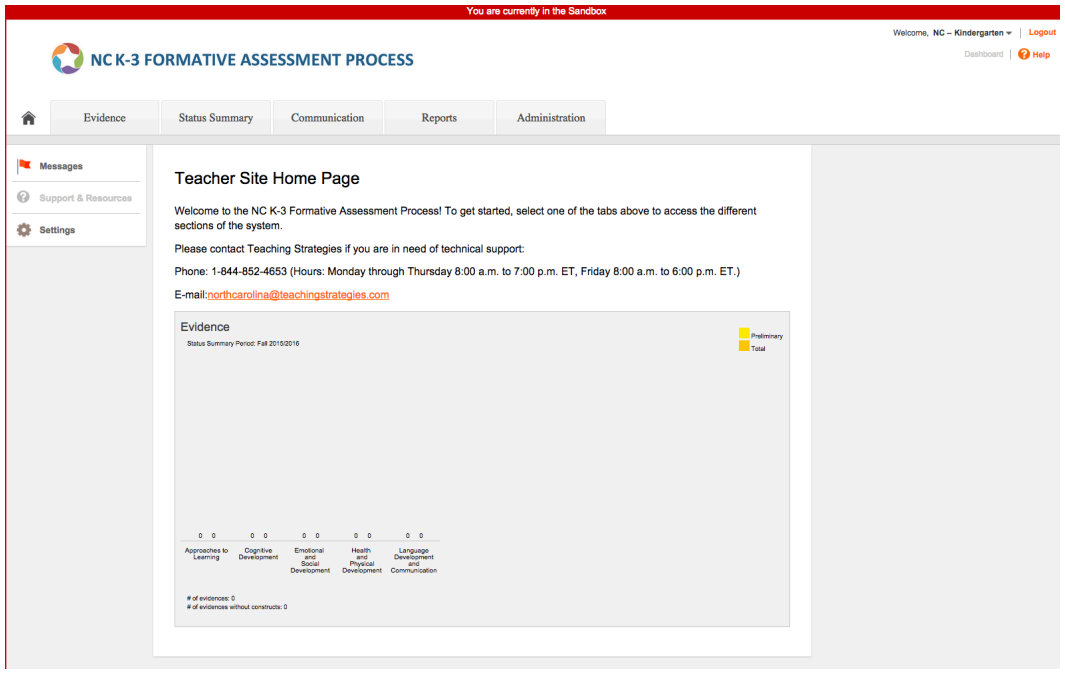
	formative assessment process without using real data. The Sandbox looks and behaves exactly like the “live” platform, possessing all of the tabs, buttons, menus, checkboxes, and other elements that you need to practice following the formative assessment process. Finally, as on every other page in the platform, you will find the tabs that give you access to the main features of the tool. Teachers see five tabs; administrators see six.	 Sandbox 

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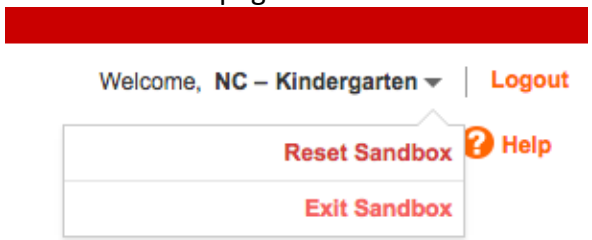
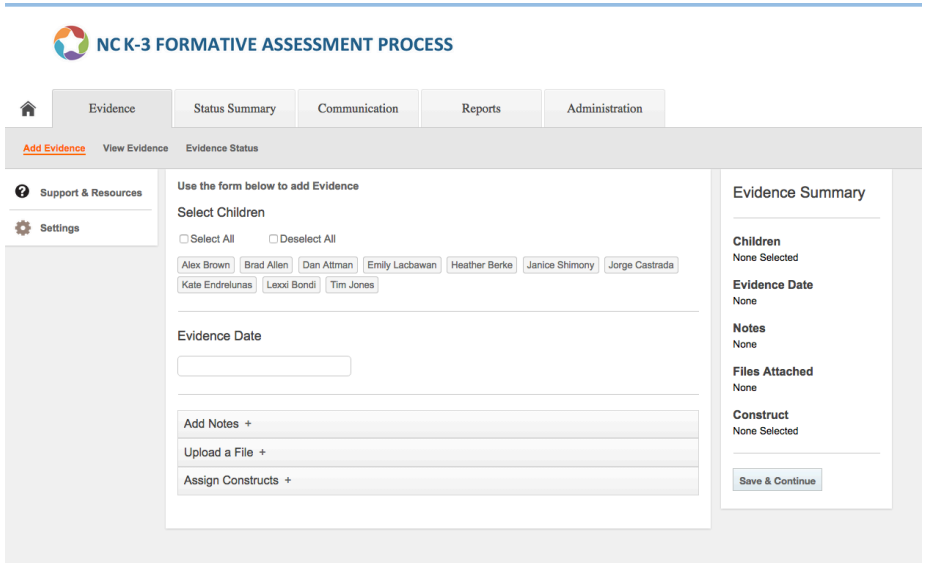
		Return to home page 
	Let's now go over the main navigation tabs. Teachers will use these tabs to implement each step of the formative assessment process. The **Evidence** tab is where you collect evidence of children's learning throughout the formative assessment process. From the **Evidence** tab, you can **Add Evidence** and select a learning status, **View Evidence** and make changes to or delete it, and generate an **Evidence Status** report, which shows you how many pieces of evidence you have entered per construct for individual students or your entire class.	Evidence tab 

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	Another navigation tab is the **Status Summary** tab, where teachers will determine each child's KEA 60-day status summary with regard to **Book and Print Awareness** and **Object Counting**—the two required constructs for this phase of the formative assessment process. We will provide a follow-up webinar on October 1 to help administrators support their teachers' use of the **Status Summary** tab.	
6	Now let's explore the **Administration** tab. Here is where you can add and manage sites, users, classes, and children. **Mia**: Before we get into the details, it bears mentioning that central office administrators and principals are *not responsible* for adding classes, kindergarten teachers, or children to the platform. This all happens automatically through PowerSchool. That said, it's important to ensure that the data entered into PowerSchool are	

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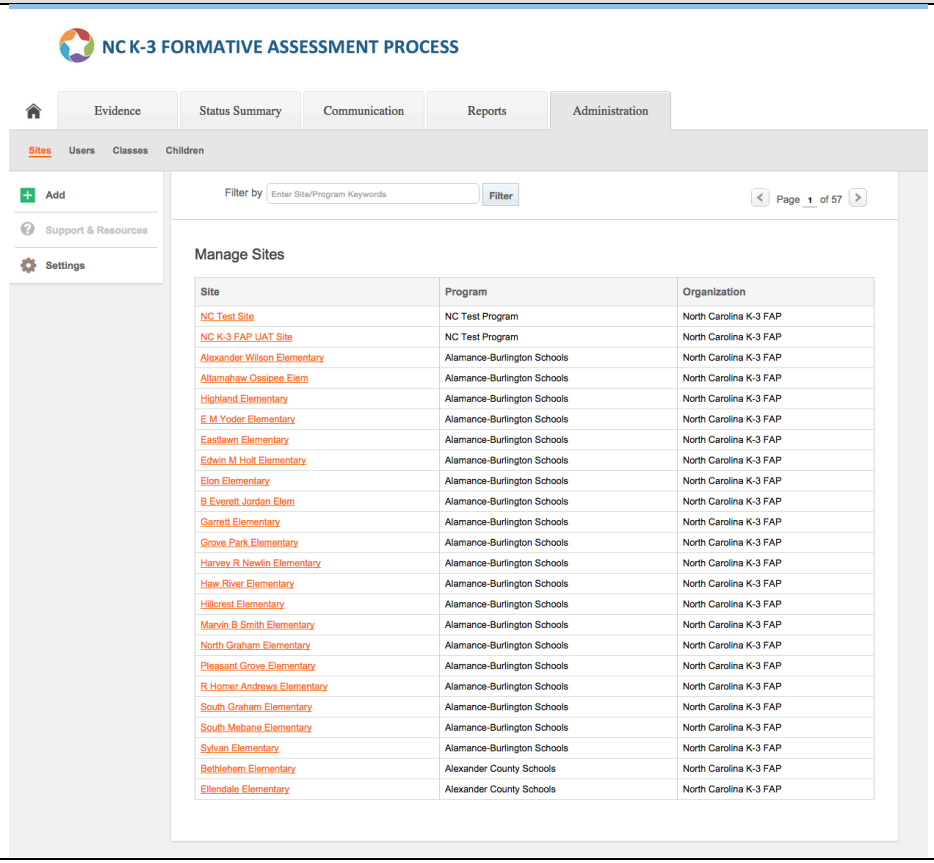
	current and accurate. Things to verify include name changes due to marriage, the accuracy of email addresses, and correct coding for teachers, such as 1001 for Reading, 1010 for Language Arts, and 1050 for ELA Kindergarten. Central office staff members have the ability to add district-level administrators to the platform, such as an instructional coach who serves multiple schools within the district. School principals have the ability to add additional building administrators and support staff, such as the assistant principal, the occupational therapist, the ELL teacher, the EC teacher, and the speech teacher.	
10	**Tim**: Thanks, Mia, that's important information. Okay, I think we're ready to learn how to add and manage users. I do want to note that, as an administrator, you must carefully consider whom to add and what access	

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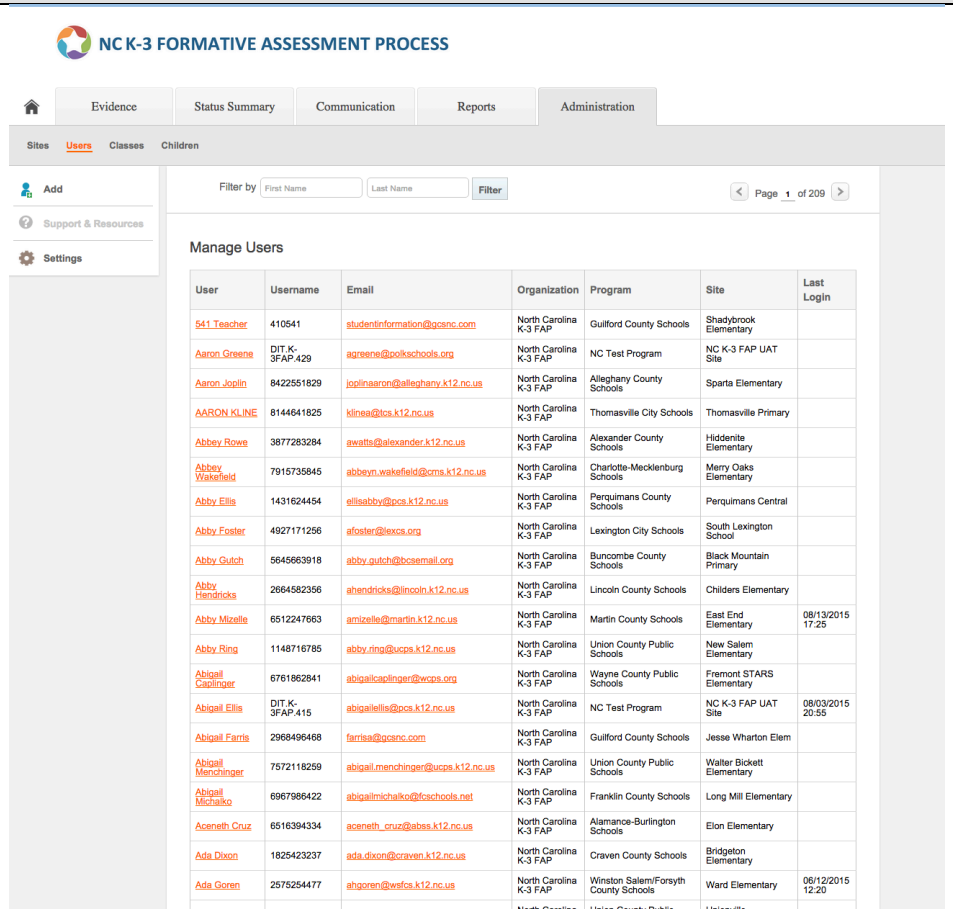
	privileges you grant. You will want to ensure that the appropriate personnel can access child-level data and that the information they see is used only for instructional purposes. You can find more information about this topic in support documents that we referenced at the beginning of the webinar. That said, let's begin! The **Administration** tab enables you to add and manage users. So to begin working with users of any type, click the **Users** link in the toolbar below the tabs. To add an administrator user, click **Add** from the left-hand navigation options. On the **New** page, click **User Type** to expand it and then select **Administrator** from the **User Type** drop-down menu and the type of administrator from the **Admin Type** menu.	 User | Username | Email | Organization | Program | Site | Last Login 541 Teacher | 410541 | studentinformation@gcsnc.com | North Carolina K-3 FAP | Guilford County Schools | Shadybrook Elementary | Aaron Greene | DIT.K-3FAP.429 | agreene@polkschools.org | North Carolina K-3 FAP | NC Test Program | NC K-3 FAP UAT Site | Aaron Joplin | 8422551829 | joplinaaron@alleghany.k12.nc.us | North Carolina K-3 FAP | Alleghany County Schools | Sparta Elementary | AARON KLINE | 8144641825 | klinea@tcs.k12.nc.us | North Carolina K-3 FAP | Thomasville City Schools | Thomasville Primary | Abbey Rowe | 3877283284 | awatts@alexander.k12.nc.us | North Carolina K-3 FAP | Alexander County Schools | Hiddenite Elementary | Abbey Wakefield | 7915735845 | abbeyn.wakefield@cms.k12.nc.us | North Carolina K-3 FAP | Charlotte-Mecklenburg Schools | Merry Oaks Elementary | Abby Ellis | 1431624454 | ellisabby@pcs.k12.nc.us | North Carolina K-3 FAP | Perquimans County Schools | Perquimans Central | Abby Foster | 4927171256 | afoster@lexcs.org | North Carolina K-3 FAP | Lexington City Schools | South Lexington School | Abby Gutch | 5645663918 | abby.gutch@bcsemail.org | North Carolina K-3 FAP | Buncombe County Schools | Black Mountain Primary | Abby Hendricks | 2664582356 | ahendricks@lincoln.k12.nc.us | North Carolina K-3 FAP | Lincoln County Schools | Childers Elementary | Abby Mizelle | 6512247663 | amizelle@martin.k12.nc.us | North Carolina K-3 FAP | Martin County Schools | East End Elementary | 08/13/2015 17:25 Abby Ring | 1148716785 | abby.ring@ucps.k12.nc.us | North Carolina K-3 FAP | Union County Public Schools | New Salem Elementary | Abigail Caplinger | 6761862841 | abigailcaplinger@wcps.org | North Carolina K-3 FAP | Wayne County Public Schools | Fremont STARS Elementary | Abigail Ellis | DIT.K-3FAP.415 | abigailellis@pcs.k12.nc.us | North Carolina K-3 FAP | NC Test Program | NC K-3 FAP UAT Site | 08/03/2015 20:55 Abigail Farris | 2968496468 | farrisa@gcsnc.com | North Carolina K-3 FAP | Guilford County Schools | Jesse Wharton Elem | Abigail Menchinger | 7572118259 | abigail.menchinger@ucps.k12.nc.us | North Carolina K-3 FAP | Union County Public Schools | Walter Bickett Elementary | Abigail Michalko | 6967986422 | abigailmichalko@fcschools.net | North Carolina K-3 FAP | Franklin County Schools | Long Mill Elementary | Aceneth Cruz | 6516394334 | aceneth_cruz@abss.k12.nc.us | North Carolina K-3 FAP | Alamance-Burlington Schools | Elon Elementary | Ada Dixon | 1825423237 | ada.dixon@craven.k12.nc.us | North Carolina K-3 FAP | Craven County Schools | Bridgeton Elementary | Ada Goren | 2575254477 | ahgoren@wsfcs.k12.nc.us | North Carolina K-3 FAP | Winston Salem/Forsyth County Schools | Ward Elementary | 06/12/2015 12:20

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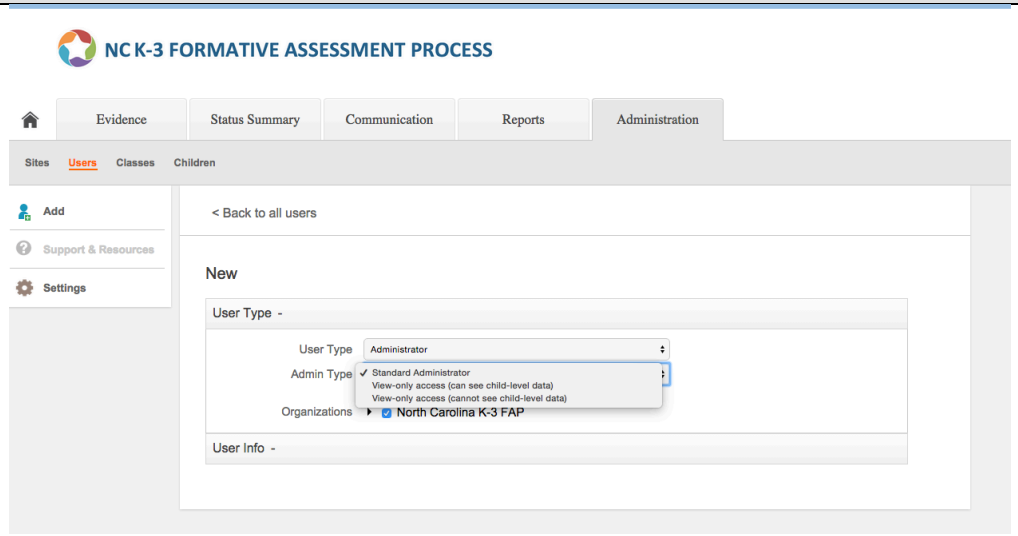
	Standard administrators can view, enter, and change information. You can also grant view-only access with and without the ability to see child-level data. **Mia:** So, for example, if you have an assistant principal, you will identify that person as an administrator, but not as a standard administrator. For an assistant principal, you'll select the type of access to data—whether or not he or she can see child-level data. **Tim:** Right. So, when you're finished selecting the type of administrator and the access level, click the down arrow to expand the **Organizations** items and select your organization. Click **User Info** to expand it and enter the person's name, email address, and other information. Fields marked with asterisks are required. The username should always be the Unique Identifier, or UID, as used in PowerSchool. Then enter your password to confirm the	

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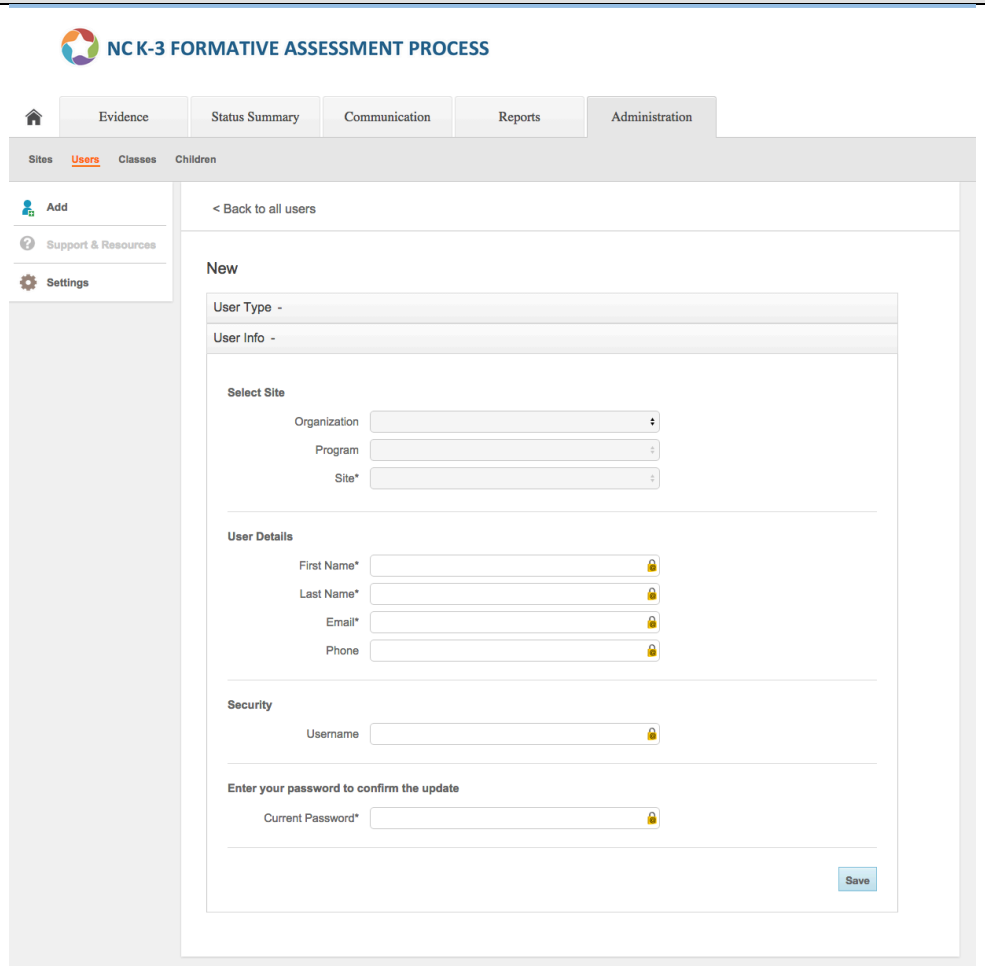
	update and click **Save** to create the new user and be taken to the **Manage Users** page.	

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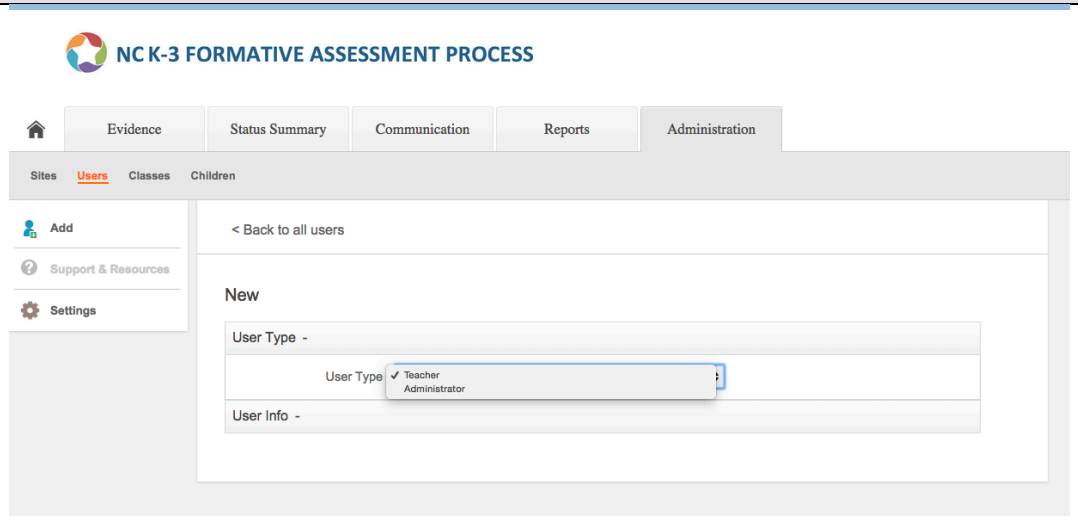
1 1	**Tim:** Now let's look at how to add additional users to a class. If you are a building principal, you have the ability to add up to five additional users to each kindergarten classroom. Two of these users can be a *co-teacher*; the rest will be considered *assistant teachers*. Access levels differ between the co-teacher and assistant teacher user types. *Co-teacher users* have all the rights and privileges of teachers, such as viewing child data within the class, adding evidence, determining learning statuses, and setting and finalizing summary statuses. *Assistant teacher users* can view child data, add evidence, and determine a learning status. This user type includes classroom teacher assistants and support personnel such as instructional coaches, speech-language pathologists, and occupational therapists. **Mia:** So, for example, if you have a	

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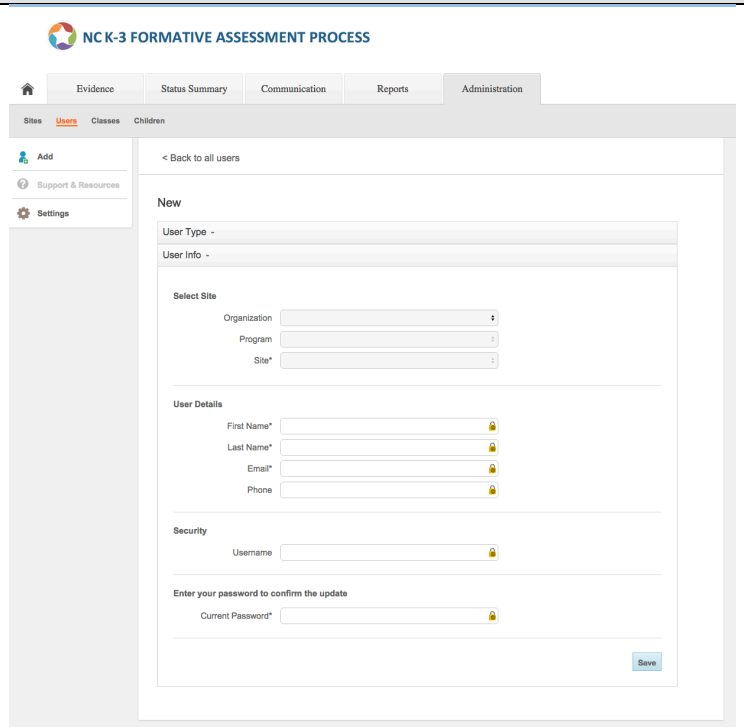
	situation where the kindergarten teacher is on maternity leave and you've hired a long-term substitute, you could add the substitute to the class as a co-teacher. This would enable both the kindergarten teacher and the substitute to access the child-level data, upload evidences, determine learning statuses, and finalize status summaries. Another example is when there are a few children who work with a speech teacher. By adding the speech teacher as a teacher assistant, he or she can access previous child data, upload new evidences, and inform learning statuses for each of those children. This could apply to numerous support personnel that you may have on staff, such as a literacy specialist, an exceptional children's teacher, and an ELL teacher. I should also point out that teacher assistant users are able to see data for *all* of the children in the class. So if you add an occupational therapist, for	

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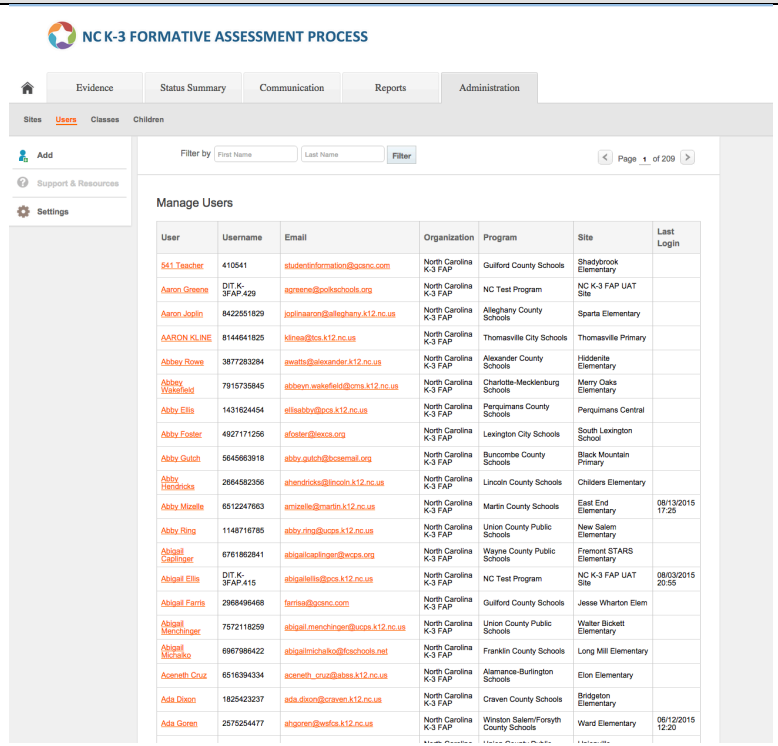
	example, who works with just two of the children in that class, he or she has access to all child-level data regardless of whether that role requires it. **Tim**: Thanks for clarifying that, Mia. Okay, let's return to the process of adding new users to a class. Click **Add** from the left-hand navigation options. On the **New** page, click **User Type** to expand it and then select **Teacher** from the **User Type** drop-down menu. Click **User Info** to expand it and then enter information related to the site and the user. Enter your password to confirm the update and then click **Save** to create the new user and be taken to the **Manage Users** page. The **Manage Users** page shows each administrator and teacher user's real name, the username, email address, organization, program, site, and the date and time of his or her last login.	 User | Username | Email | Organization | Program | Site | Last Login 541 Teacher | 410541 | studentinformation@gcsnc.com | North Carolina K-3 FAP | Guilford County Schools | Shadybrook Elementary | Aaron Greene | DIT.K-3FAP.429 | agreene@polkschools.org | North Carolina K-3 FAP | NC Test Program | NC K-3 FAP UAT Site | Aaron Joplin | 8422551829 | joplinaaron@alleghany.k12.nc.us | North Carolina K-3 FAP | Alleghany County Schools | Sparta Elementary | AARON KLINE | 8144641825 | klinea@tcs.k12.nc.us | North Carolina K-3 FAP | Thomasville City Schools | Thomasville Primary | Abbey Rowe | 3877283284 | awatts@alexander.k12.nc.us | North Carolina K-3 FAP | Alexander County Schools | Hiddenite Elementary | Abbey Wakefield | 7915735845 | abbeyn.wakefield@cms.k12.nc.us | North Carolina K-3 FAP | Charlotte-Mecklenburg Schools | Merry Oaks Elementary | Abby Ellis | 1431624454 | ellisabby@pcs.k12.nc.us | North Carolina K-3 FAP | Perquimans County Schools | Perquimans Central | Abby Foster | 4927171256 | afoster@lexcs.org | North Carolina K-3 FAP | Lexington City Schools | South Lexington School | Abby Gulch | 5645663918 | abby.gulch@bcsemail.org | North Carolina K-3 FAP | Buncombe County Schools | Black Mountain Primary | Abby Hendricks | 2664582356 | ahendricks@lincoln.k12.nc.us | North Carolina K-3 FAP | Lincoln County Schools | Childers Elementary | Abby Mizelle | 6512247663 | amizelle@martin.k12.nc.us | North Carolina K-3 FAP | Martin County Schools | East End Elementary | 08/13/2015 17:25 Abby Ring | 1148716785 | abby.ring@ucps.k12.nc.us | North Carolina K-3 FAP | Union County Public Schools | New Salem Elementary | Abigail Caplinger | 6761862841 | abigailcaplinger@wcps.org | North Carolina K-3 FAP | Wayne County Public Schools | Fremont STARS Elementary | Abigail Ellis | DIT.K-3FAP.415 | abigailellis@pcs.k12.nc.us | North Carolina K-3 FAP | NC Test Program | NC K-3 FAP UAT Site | 08/03/2015 20:55 Abigail Farris | 2968496468 | farrisa@gcsnc.com | North Carolina K-3 FAP | Guilford County Schools | Jesse Wharton Elem | Abigail Menchinger | 7572118259 | abigail.menchinger@ucps.k12.nc.us | North Carolina K-3 FAP | Union County Public Schools | Walter Bickett Elementary | Abigail Michalko | 6967986422 | abigailmichalko@fcschools.net | North Carolina K-3 FAP | Franklin County Schools | Long Mill Elementary | Aceneth Cruz | 6516394334 | aceneth_cruz@abss.k12.nc.us | North Carolina K-3 FAP | Alamance-Burlington Schools | Elon Elementary | Ada Dixon | 1825423237 | ada.dixon@craven.k12.nc.us | North Carolina K-3 FAP | Craven County Schools | Bridgeton Elementary | Ada Goren | 2575254477 | ahgoren@wsfcs.k12.nc.us | North Carolina K-3 FAP | Winston Salem/Forsyth County Schools | Ward Elementary | 06/12/2015 12:20

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	You can view, edit, and delete user information at any time by returning to the **Manage Users** page. Use the filtering feature to search users by first and last name, and the left and right arrows to scroll through pages. Click the user's name to select it. You can then make changes or delete the user and click **Save** to save your changes.	
12	Let's pause a moment before we move on to the different reports available, to address a couple of questions or comments about what we've covered so far. [*DPI staff can monitor the questions coming in and share 1–3 questions/comments from the field that they believe can be answered easily.*]	
13	**Tim:** Now we'll leave the **Administrator** tab behind and take a quick look at the different reports that you can generate using the platform and what they show. The reports are designed to tell a story about children's progress, inform	

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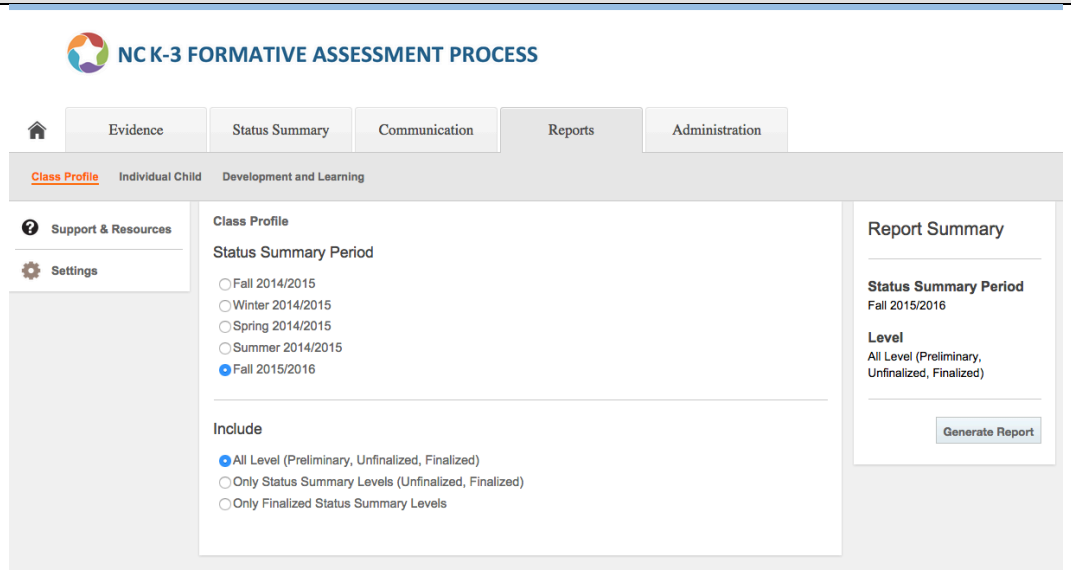
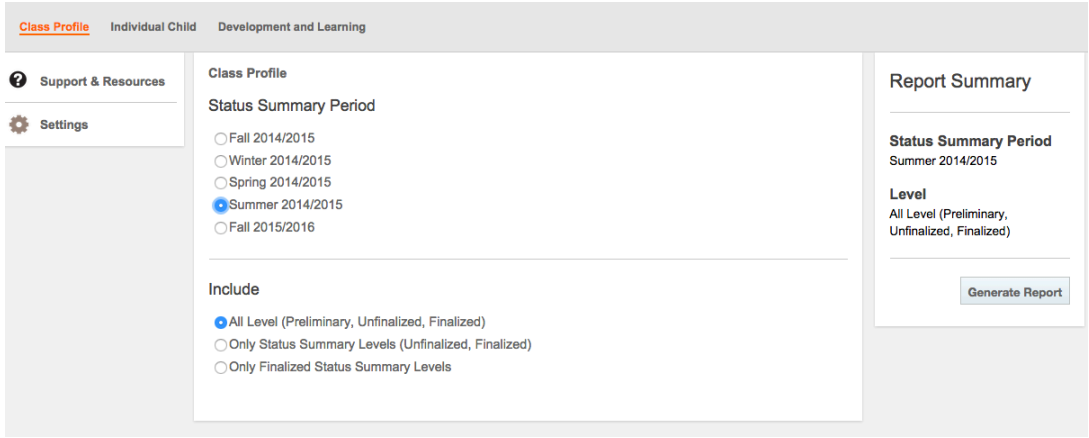
	classroom planning, and make it simple for you and teachers to analyze and share information with families and others involved in children's learning. As an administrator, you'll find several ways to use the reports to support your teachers' efforts in implementing this process in their classrooms. You can generate all of the reports from the **Reports** tab. The first report in the tab is the **Class Profile** report, which shows status summaries for children in one or more classes with regard to selected constructs during a particular status summary period. **Mia:** Because this report indicates the status summary of each child on the construct progressions, it can help you as an administrator to identify trends or patterns in a classroom or across the grade level. This information could then trigger topics of discussion with teachers and support staff that support their professional growth, help you	 Reports > Class Profile 

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	identify resources and materials needed, and/or inform data driven decision making. **Tim:** This *is* a helpful report for administrators and teachers. To generate the report, select **Class Profile** from the **Reports tab**. Then select the status summary period and indicate whether to include all levels, only status summary levels, or only finalized status summary levels. Then select your desired output. The **Report Summary** on the right side of the page shows the criteria you selected for the report. When you are finished entering your report criteria click **Generate Report**.	
14	Here's an example of a Class Profile report. It shows where every child in your selected class or classes is with regard to every construct. Click the **Print** button in the left-hand navigation to print the report.	

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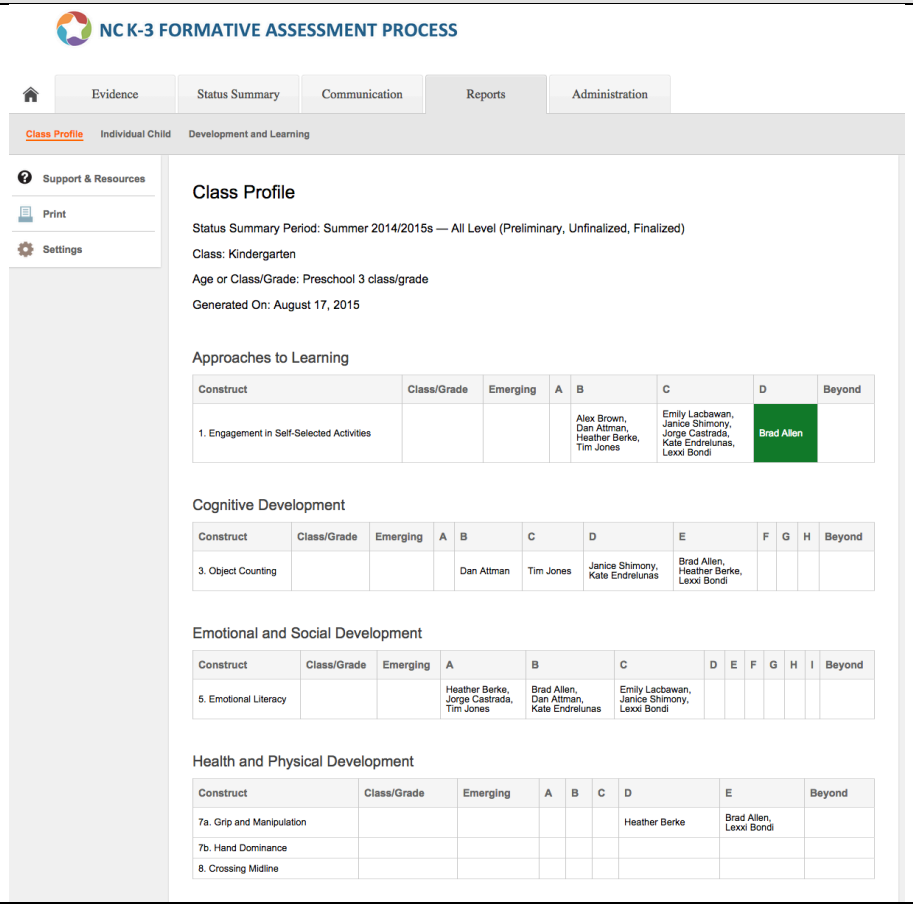
	You can generate a Class Profile report for multiple classes at once to see overview information, or generate reports for individual classes to help with day-to-day planning. You can run the Class Profile report at any time during the school year to understand where children are along each construct progression and use that information to plan specific activities or intentionally group children.	

NC K-3 FORMATIVE ASSESSMENT PROCESS

Evidence | Status Summary | Communication | Reports | Administration

Class Profile | Individual Child | Development and Learning

Support & Resources
Print
Settings

Class Profile

Status Summary Period: Summer 2014/2015s — All Level (Preliminary, Unfinalized, Finalized)

Class: Kindergarten

Age or Class/Grade: Preschool 3 class/grade

Generated On: August 17, 2015

Approaches to Learning

Construct	Class/Grade	Emerging	A	B	C	D	Beyond
1. Engagement in Self-Selected Activities				Alex Brown, Dan Attman, Heather Berke, Tim Jones	Emily Lacbawan, Janice Shimony, Jorge Castrada, Kate Endrelunas, Lexxi Bondi	Brad Allen	

Cognitive Development

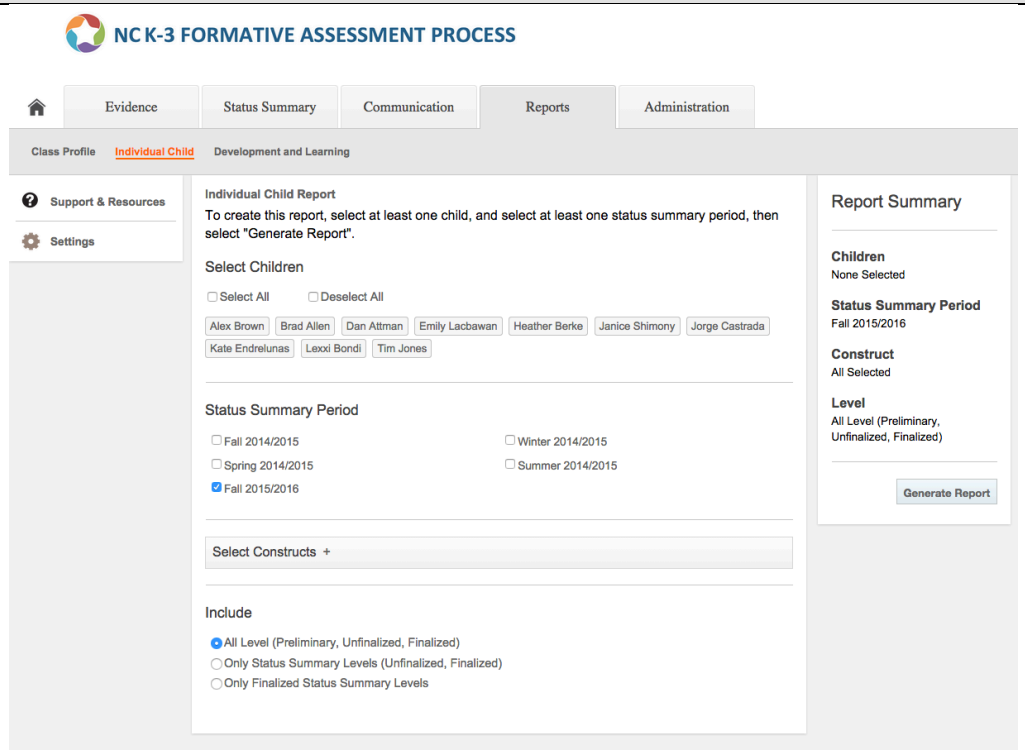
Construct	Class/Grade	Emerging	A	B	C	D	E	F	G	H	Beyond
3. Object Counting				Dan Attman	Tim Jones	Janice Shimony, Kate Endrelunas	Brad Allen, Heather Berke, Lexxi Bondi				

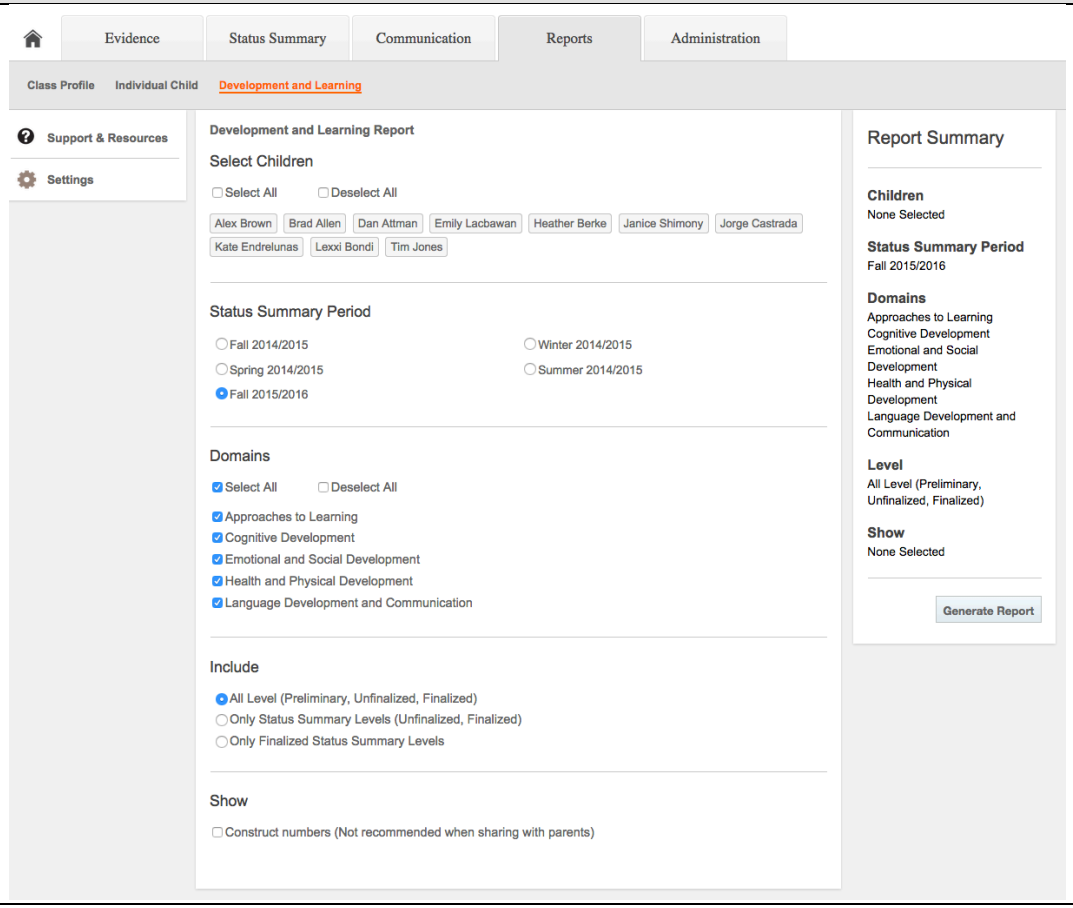
Emotional and Social Development

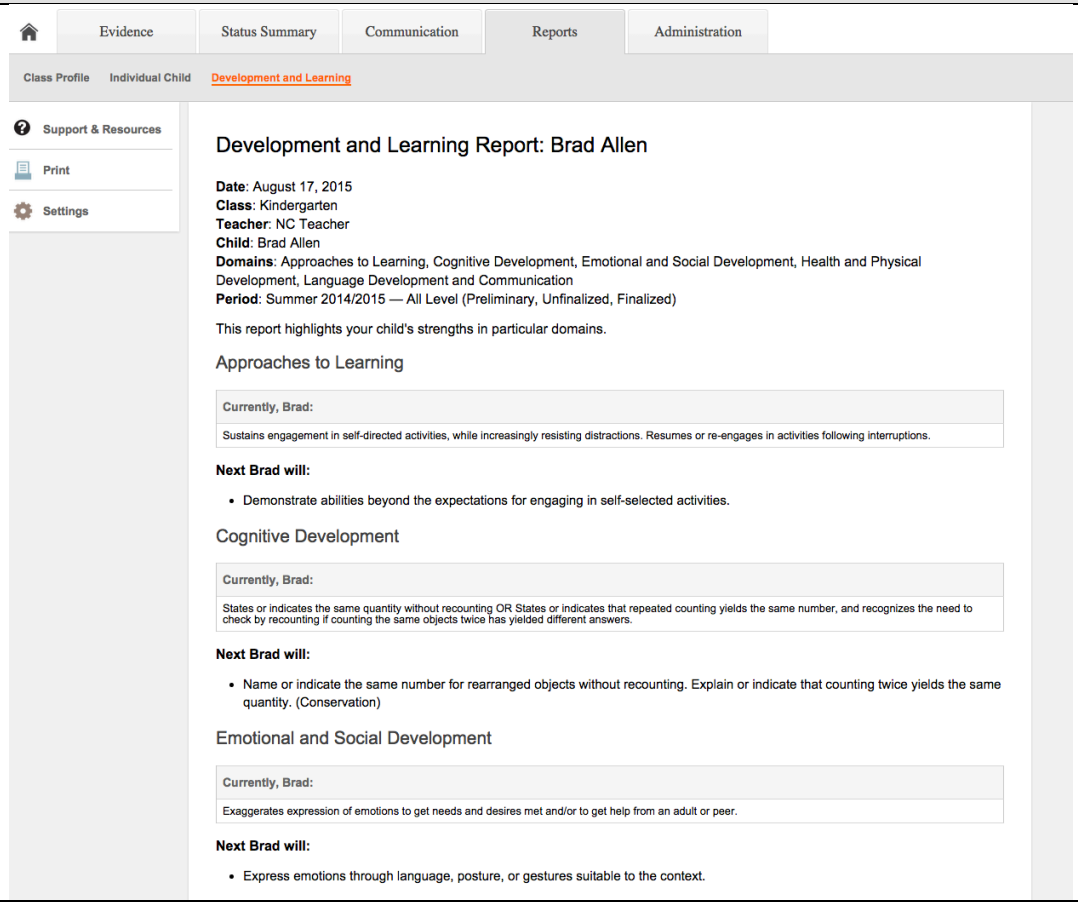
Construct	Class/Grade	Emerging	A	B	C	D	E	F	G	H	I	Beyond
5. Emotional Literacy			Heather Berke, Jorge Castrada, Tim Jones	Brad Allen, Dan Attman, Kate Endrelunas	Emily Lacbawan, Janice Shimony, Lexxi Bondi							

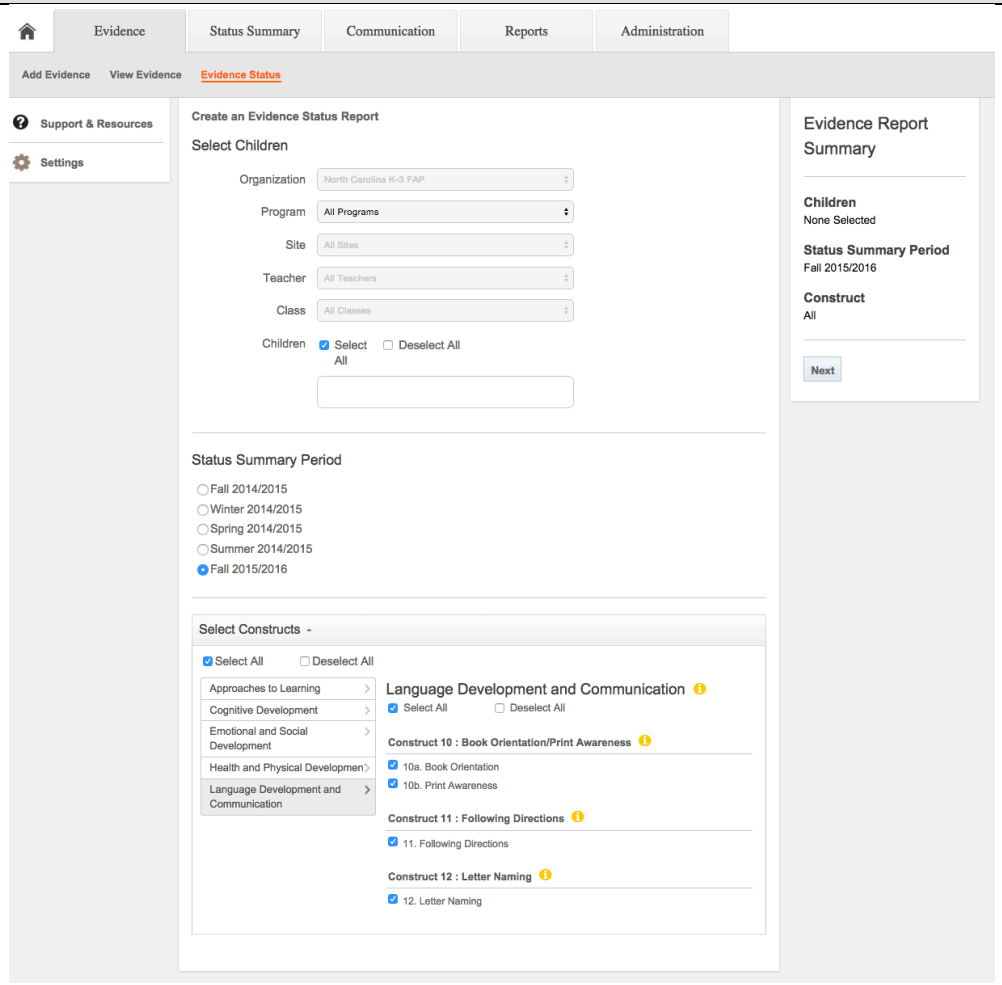
Health and Physical Development

Construct	Class/Grade	Emerging	A	B	C	D	E	Beyond
7a. Grip and Manipulation						Heather Berke	Brad Allen, Lexxi Bondi	
7b. Hand Dominance								
8. Crossing Midline								

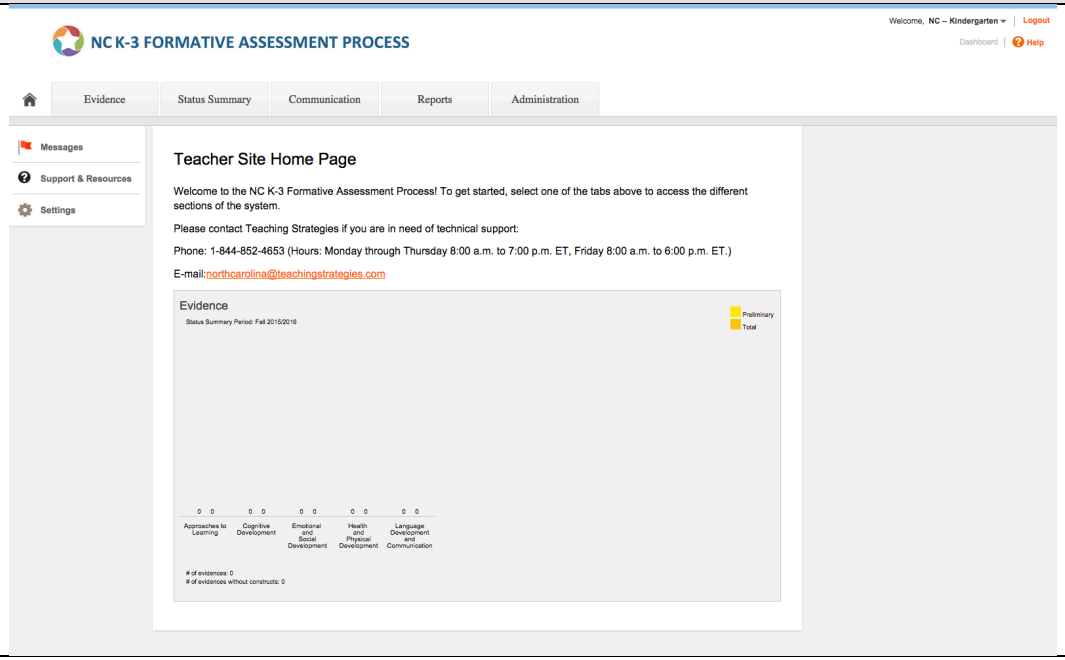
ID	Script	Screen
15	You'll notice that another report in the **Reports** tab is the **Individual Child report**. This report enables you to see how individual children are progressing during a given period or over multiple periods. This report helps teachers focus on each child's individual strengths and easily see where children may need additional support. Teachers find this report particularly helpful.	
16	A third report is the **Development and Learning report.** This report shows what a child is currently able to do in relation to the selected construct progressions and the instructional goals for where the child is moving to next. **Mia:** As an administrator, you could	

ID	Script	Screen
	use this report to learn about where a particular child or group of children are currently along a selected construct progression and use this information when conferencing with families, supporting teachers' decision making, and allocating resources. **Tim:** To generate the report, click **Development and Learning** and then select one or more children, the status summary period, the domains you want to include, and the status summary levels to include. You can also choose whether to show the construct numbers. The **Report Summary** on the right shows the criteria you selected for the Development and Learning report. When you are finished entering criteria, click **Generate Report**.	
17	Here is a sample Development and Learning report. It shows the skills each selected child has demonstrated with regard to the selected constructs and the skills they will likely	

ID	Script	Screen
	demonstrate next. Click the **Print** button in the left-hand navigation to print the report.	
18	The last report we'll look at—the **Evidence Status** report—is under the **Evidence** tab. This report shows the evidence entered and learning statuses for all the children in a particular class.	

ID	Script	Screen
	Mia: So as an administrator, this report would show what evidence a teacher has entered in each domain. This enables you to see the progress the teacher is making and whether he or she is entering evidence collected for Object Counting and Book Orientation & Print Awareness. If a report indicates that a teacher has not entered evidence, this would provide an opportunity to find out what support that teacher might need to be successful, such as troubleshooting technical issues or discussing the types of evidence that could be collected and entered. **Tim:** Thanks for expanding on that, Mia. To generate the report, click **Evidence Status**. If you generate the report as is, you'll be including an entire class on all available constructs for the current collection period. You can use the fields on this criteria screen to filter the content of the report, or you can simply select **Next**.	

ID	Script	Screen
	Now, looking at the report, you'll be able to see how many pieces of evidence have been tagged to each construct. Note that for domains with multiple constructs, the evidence count will often be less than the total of the items listed under constructs. You can print the report by clicking the **Print** button in the left-hand navigation.	
19	Let's wrap up by returning to the home page. It's important to remember that this is where you will receive communications about the formative assessment process and be able to view and download support and resources.	

ID	Script	Screen
		
20	**Mia:** As you move forward in your district and school with implementing the kindergarten entry portion of the *NC K–3 Formative Assessment Process*, please remember that you have a team of people here ready to support you. You have access to support from your Regional Consultant and from Teaching Strategies. Our goal is to provide the resources and support you need to feel confident as you support teachers	

ID	Script	Screen
	throughout the formative assessment process. So, if you have technical questions about the **platform**, please email them to northcarolina@teachingstrategies.com. You may also call Teaching Strategies on the toll-free Help Desk number: **844-852-4653**. This number will be staffed from 8–7 Monday–Thursday, and from 8–6 Friday (Eastern time). If you're experiencing problems related to **Internet connectivity** or **hardware** such as a laptop or tablet, you can receive technical assistance from your district's or school's IT support staff. If you have questions related to the formative assessment Process in *general* and not the platform, you may direct those to your Regional Consultant. I'm also here to support districts and your Regional Consultant with your	

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	implementation plan for the *NC K–3 Formative Assessment Process* platform. You can reach me by email at mia.s@teachingstrategies.com. Finally, you can access several online video tutorials to learn more about different aspects of using the platform to implement the formative assessment process. Click the **Support & Resources** button on any screen to access these tutorials and other helpful resources. This concludes our webinar. A document that walks you through the information that we shared today will be emailed to you shortly. In addition, a this recorded webinar and support materials will be posted both on the platform and on the *NC K–3 Formative Assessment Process* wiki: http://rtt-elc-k3assessment.ncdpi.wikispaces.net/ Thank you for joining us and for playing such a pivotal role in children's lives. Have a great school year!	