



CIITS Instructional Materials Submission Process

May 2013

version 2.0

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Introduction/Overview

According to Commissioner Terry Holliday, “The Continuous Instructional Improvement Technology System (CIITS) will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place, thereby improving instructional outcomes, teacher effectiveness and leadership.” Although many instructional resources from reputable publishers are included in CIITS, Kentucky educators will also benefit from resources created by teachers from our state for teaching students in our state.

Partners Process

- Third-party vendors who are interested in collaborating with the Kentucky Department Education to have their **vetted** instructional materials included in CIITS will contact **Pearson-Schoolnet at Schoolnet Kentucky 1-855-HELP-4-KY**.
- Instructional materials created by District 175 members will be submitted to the Kentucky Learning Depot at kylearningdepot.com. Materials that meet the Learning Depot’s evaluation requirements will be included in the state materials bank.

Kentucky Educator-Created Materials Process

The [first step](#) in sharing materials statewide within CIITS begins at the **school level**. Educators create a lesson plan, unit plan, or other content to share with colleagues at their school. New lesson plans and resources can be created and existing materials can be uploaded in CIITS using the classrooms module which provides tools to assist in this process along with a user guide of instructions found in the training section of CIITS.

Each educator must comply with **copyright** and **fair use** laws. Please obtain permission for any copyrighted material(s) used to supplement the submitted resource(s). If the district purchased a license for copyrighted material and that license does not specifically allow the district to upload the product onto a site or share with other districts, then that work cannot be uploaded to CIITS. **The best approach is to cite the copyrighted works utilized and not upload the actual material(s)**. Please review the CIITS **Terms of Use*** (TOU) for specifics on the licensing of CIITS materials. The TOU will outline the terms for using CIITS as well as outlining the intellectual property rights of the user.

*Access the TOU on the CIITS homepage under **Acceptable Use Policy**.

The school reviews the submitted resource (following procedures and guidelines adopted by the school) and either approves it or returns it to the author with feedback. Approved materials are then available in the CIITS school level bank for access by all school members. Schools are welcome to adopt the guidelines developed by the Kentucky Department of Education (KDE) for their school approval process of instructional materials for inclusion in CIITS.

The [second step](#) in the process involves sharing vetted school level materials at the **district level**. The district reviews the submitted resource (following procedures and guidelines adopted by the district) and either approves it or returns it to the author with feedback. Approved materials are then available in the CIITS district level bank for access by all district members. Districts are welcome to

adopt the guidelines developed by the Kentucky Department of Education (KDE) for their district approval process of instructional materials for inclusion in CIITS.

The [third and final step](#) in the Instructional Materials Submission Process is the submission of an educator-created resource for sharing across the state. **Only materials that have gone through a rigorous school and district review and been identified as high quality should be submitted to the state level.** The state team reviews the district-submitted material (following guidelines developed by the KDE) and either approves it so it is accessible by all Kentucky educators or returns it to the author with feedback.

Copyright, Fair Use (Intellectual Property Rights) and Licensing

All educator created materials in CIITS will be licensed under the following terms and a full description can be found in the **terms of use (TOU)**. The TOU will outline in full detail the terms for using CIITS as well as outlining the copyright and intellectual property rights of the user.

Each material in the CIITS State Level Bank is licensed under the **Attribution-NonCommercial License*** and grants the content user the following rights and restrictions.

- Attribution-NonCommercial License means this license lets others remix, tweak, and build upon the author's work non-commercially, and although their new works must also acknowledge the original author and be non-commercial, they don't have to license their derivative works on the same terms.
- RESTRICTIONS:
 - You may distribute this work only under the terms of this license.
 - If you reproduce you must not distort, mutilate, modify or take other derogatory action in relation to the work which would be prejudicial to the original author's honor or reputation.

*To learn more about copyright and licenses, go to [Creative Commons](#).

These short video clips will help you develop a basic understanding of copyright and educational use.

[Copyright basics](#)

[Basic Copyright Information](#)

The following documents will assist in furthering your understanding of copyright and intellectual property.

[Copyright Basics](#)

[Teacher Copyright Chart](#)

Naming Conventions

Naming Conventions Key

Entity making submission

Description of types of submissions

- Formula for naming convention
 - Example
 - **Note or Exceptions**

KDE Submitted Items

These are KDE educator-created items submitted to the state item bank for review by a member of the state review team. For example: Jackie Rogers may create a lesson plan about close reading. This type of created item would need to go through the vetting process vs. an LDC module that has been deemed “good to go” by a jurying team.

General items

- KDE: + Title and/or Topic
 - KDE: RFK Speech Close Reading
 - KDE: Function of Phrases and Clauses

Formative Assessment Lesson or Literacy Design Collaborative Items

- KDE: + Title and/or Topic + (Formative Assessment Lesson) or (LDC)
 - KDE: Operations and Algebraic Thinking (Formative Assessment Lesson)
 - KDE: Argument about Recycling (LDC)

District Submitted Items

These are educator-created items submitted from a district to the state pending materials bank for vetting and consideration for inclusion to the state item bank. See [Guiding Questions for CIITS Submission](#) for more information.

General items

- 6 digit district/school number: + Title and/or Topic
 - 112332: Building on Greek and Latin Root Words
 - **NOTE: “112” = District #, “332” = School #**
 - **EXCEPTIONS: If a district alone submits an item not connected to a school, use 000 after the district # in place of a school number.**

Formative Assessment Lesson or Literacy Design Collaborative Items

- 6 digit district and school number: + Title and/or Topic + (Formative Assessment Lesson) or (LDC)
 - 112332: Operations and Algebraic Thinking (Formative Assessment Lesson)
 - 112332: Argument about Recycling (LDC)

When submitting items for state approval, keep in mind the audience will be statewide. The title needs to be as clear and conventional as possible. Below are some things to consider as you name or rename your item before submission.

Things Not Needed in the Title

- **Standards:** they will be linked to the material after it is named
- **References to unit numbers, lesson numbers or subject areas.** These will be linked to the material after it is named.
 - **Example: Mathematics Grade 3 Unit 1 Lesson 4**

Maintenance Policy

Each instructional material in CIITS will be reviewed and if necessary re-aligned to current standards at least once every 5 years. Materials containing broken links will be returned to the author for updates so all links are active.

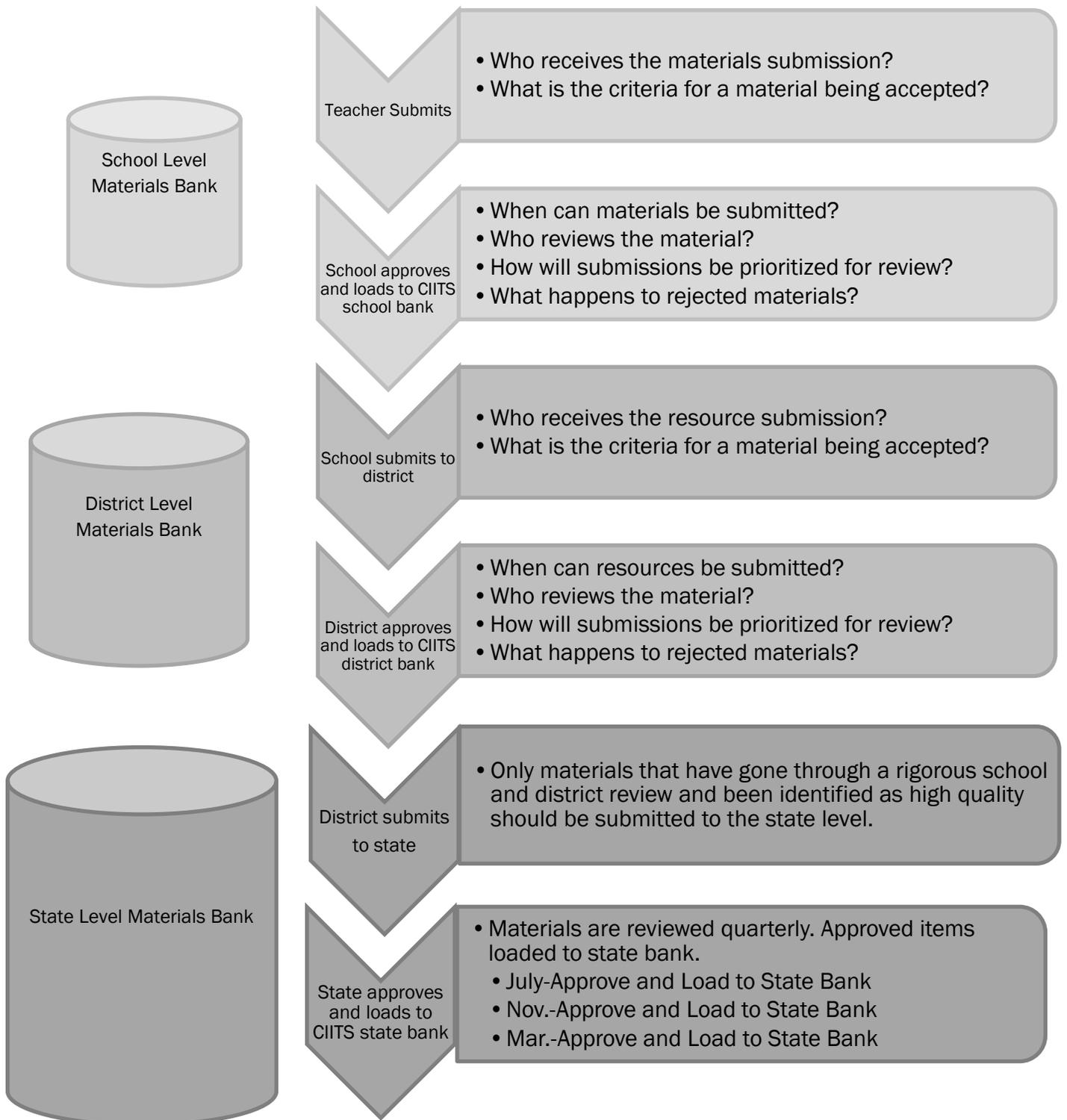
Rubrics

In order to identify high-quality instructional materials, the KDE has adopted eight rubrics created by Achieve, Inc. Achieve developed these eight rubrics in collaboration with leaders from the Open Education Resource (OER) community to help states, districts, teachers and other users determine the degree of alignment of OERs to the Common Core State Standards and to determine aspects of quality of OERs. Understanding the importance of providing high quality instructional resources for Kentucky teachers, the Kentucky Department of Education has adopted these eight rubrics to evaluate materials for state submission into CIITS. Each rubric has a separate purpose and not all rubrics are used for all resources. An overview of the rubrics with steps for evaluating an OER object can be found at <http://www.achieve.org/oer-rubrics>. A PDF print-friendly version of the complete rubric can be found at <http://www.achieve.org/files/AchieveOERRubrics.pdf>.

Guiding Questions for CIITS Instructional Materials Submission Process Development

The school or district process for CIITS resource submission includes guidance on resource quality and requirements as defined by the school and/or district. State level guidance and technical requirements are outlined for the CIITS state materials submission process and may be used by schools or districts as they develop a school or district level process.

**Guiding Questions for CIITS Instructional Materials Submission Process Development
and State Level Process Overview**



Appendix A



Materials Approval Workflow and Best Practices

Powered by:

The materials approval process enables teachers to submit lesson plans or resources which may benefit other teachers for review at the campus and/or district level.

This document is designed to help you:

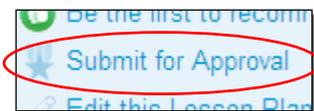
- Understand the materials approval workflow
- Understand the roles required to utilize this process
- Consider best practices related to the materials review process

SUBMIT A MATERIAL FOR APPROVAL

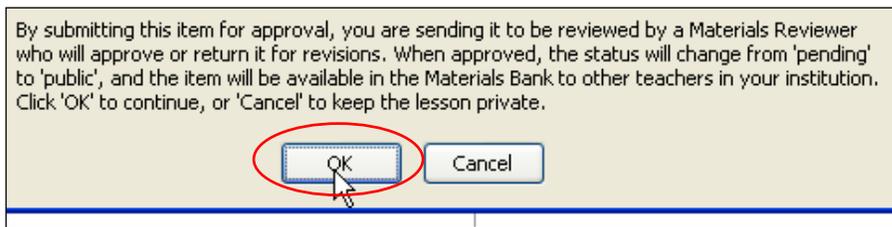
Any user can submit material for approval.

To submit a material:

Locate the desired material and click **Submit for Approval**. This submits the material to be reviewed by a designated Materials Reviewer.



A dialog box appears indicating that you are about to submit a material for review. If approved, the item's status will change from Private to Public. Click **OK**.



After the Materials Reviewer reviews your lesson, you will receive an email indicating that it is now:

- **Public** and available to others at your school in the **School Materials Bank**.
- Still **Private** and may require revisions. You can access your material in **My Materials**.

Once a material has been approved at the School level, this process can be repeated to submit the material for approval at the District level. Materials in the District materials bank can also be submitted for approval at the State level. The State will review materials submitted for approval on a quarterly basis.

APPROVE A PENDING MATERIAL

Users who are permissioned to do so can approve submitted material.

To approve materials:

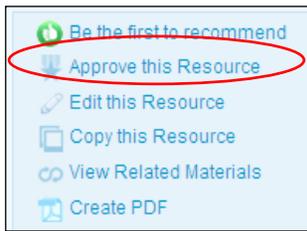
1. Go to **Classrooms > Instructional Materials**.

2. Click .

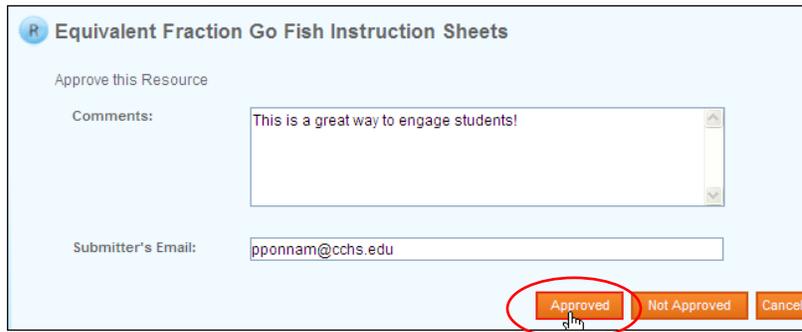
3. Click the title of a pending material. Review the material



4. Click **Approve this Lesson/Resource** (regardless of whether you intend to approve or request revisions).



5. Enter a comment to the author if desired. Click **Approved** or **Not Approved**. The author will receive an email with your comments. If approved, you will see a confirmation message and the lesson is **public** at the school materials bank. If Not Approved, the material will revert to a status of **private** in the author's **My Materials** and may be edited for resubmission.



REQUIRED ROLES

Who can submit materials for approval?

- All school-based users who can create materials can submit those materials for approval at the school level.
- School-level materials approvers can submit materials for approval at the District level.
- District level materials approvers can submit materials for approval at the State level.

Who can approve materials for a **school** materials bank?

- In order to approve materials to a school materials bank, a user's default institution must be a specific school and they must have the Review Instructional Materials operation.

Who can approve materials for a **district** materials bank?

- In order to approve materials to a district materials bank, a user's default institution must be the district and they must have the Review Instructional Materials operation.

BEST PRACTICES

Who might best serve as Materials Approvers?

- At the school level: Department Chairs, Instructional Specialists, Administrators.
- At the district level: Curriculum Coordinators, Content Area Specialists, and Instructional Coaches

How might we ensure the quality and consistency of materials approved for school/district materials banks?

- Identify exemplar lesson plans and make these public in school and district materials banks.
- Establish a consistent naming convention for submitted materials.
- Consider utilizing the State Materials Rubric or develop and utilize a local rubric for evaluating all materials submitted for approval.

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Assigning Resources to Students

ASSIGNING RESOURCES TO STUDENTS

Use this document to create a student resource, search for student resources, assign materials to students, and access assignment information.

CREATING A RESOURCE FOR STUDENTS

When you create a resource, designate the resource for either educators or students.

To create a resource for students, follow these steps.

1. Roll your cursor over Classrooms and click **Instructional Materials**
2. From the Create menu at the top right, select **Resource**
3. Click **Go**
4. On the Section 1 tab, complete the required (*) fields
5. Next to For Students, select **Yes**
6. On the Section 2 tab, align the resource with a standard
7. On the Section 3 tab, add content in one of three ways:
 - District template – type or paste content into the rich text fields
 - File – attach an existing resource file
 - URL – point to the URL of an existing resource
8. On the Section 4 tab, choose organizers as needed
9. Click **Save**
10. To view the resource, click **View Materials**

SEARCHING FOR STUDENT RESOURCES

Many student resources have already been made available to you.

To locate these resources, follow these steps.

1. Roll your cursor over Classrooms and click **Instructional Materials**
2. Click **Search**
3. To limit the results to resources for students, under Intended Audience, select **For Students**



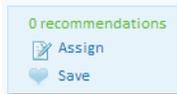
Note that some materials will be organized by source, as shown by the orange tabs below. Each tab indicates how many materials match the current filters.



Keep in mind that you can only assign resources that contain content.

To assign the resource, click **Assign**

To put it in My Materials to use later, click **Save**.



EDITING A RESOURCE TO ENABLE ASSIGNING TO STUDENTS

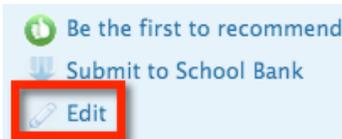
You may modify an existing resource in order to assign it to students.

Locate the desired resource, then follow these steps.

1. Click the title of the resource to view the details. Make a copy by clicking **Copy** on the right.



2. You will now see the same resource with (Copy) added to the end of the title. Click **Edit** on the right.



3. On the first tab, Section 1: Define Properties, find For Students and select **Yes**. Then click **Save** at the bottom.



Save

4. Click **View Material** to see your edited resource.



ASSIGNING RESOURCES TO STUDENTS

Resources you create, or save from the materials bank, are located in My Materials. Assign resources to students in one or more of the sections you teach.

To assign a resource, follow these steps.

1. Roll your cursor over Classrooms and select **Instructional Materials**
2. Click **Go to My Materials**
3. Filter as needed to locate the resource
4. Next to the material name, click **Assign**



5. Enter a start and end date

The assignment is available to students between those dates.

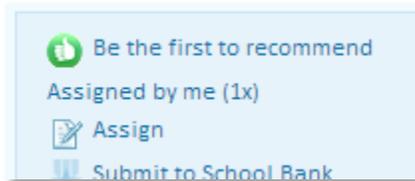
- If you'd like, enter instructions or comments for your students (up to 250 characters) in the Instructions/Comments text box

- Assign the content to one or more of your sections

- Click **Assign**

ACCESSING ASSIGNMENT INFORMATION

When you assign a resource to students, an “Assigned by me” link appears on your material details page. Check the number next to it to see how many times you have assigned the material.



Click the “Assigned by me” link to see a history of the assignments.

My Assignments of this Material

Name	Due Date	
"The Tell-Tale Heart" Vocabulary Scavenger Hunt 8 Sections assigned	4/3/2013	Edit Delete

To see a list of all your assignments, follow these steps.

- Roll your cursor over Classrooms and select **Assignments**
- For a more effective search, filter by section

If you assigned a resource to multiple sections, click **Sections assigned** to see the list of sections.

If you assigned the resource to one section, the section name appears.

Assignments List

Filter by

Name
"The Tell-Tale Heart" Vocabulary Scavenger Hunt 8 Sections assigned
"The World's Greatest Contralto" 8 Sections assigned
Vocabulary List for To Kill a Mockingbird 8 Sections assigned

- To update an assignment, click **Edit** next to the material name
Keep in mind that clicking Delete removes the assignment, but not the resource.

Name	Due Date	
"The Tell-Tale Heart" Vocabulary Scavenger Hunt 8 Sections assigned	4/3/2013	Edit Delete

HOW STUDENTS ACCESS ASSIGNMENTS

When a student signs in to his Schoolnet home page, he sees a section labeled MY ASSIGNMENTS. He'll review a list of up to five assignments right on his home page.

MY ASSIGNMENTS

Upcoming Assignments [View All Assignments](#)

- Vocabulary List for To Kill a Mockingbird
Due Date, Friday, March 29, 2013
- "The World's Greatest Contralto"
Due Date, Friday, March 29, 2013
- "The Tell-Tale Heart" Vocabulary Scavenger Hunt
Due Date, Wednesday, April 03, 2013

To view all their assignments, students click **View All Assignments**.

Assignments are organized by due date as either Upcoming Assignments or Past Assignments.

Students click the title of the assignment to see the details screen for that assignment.

Assignment Detail

R Vocabulary List for To Kill a Mockingbird

Instructions:
Please review this list of vocabulary words as you read chapters 1 - 10 of "To Kill a Mockingbird."

Attachment:
<http://www.vocabulary.com/lists/24110#view=notes>

Web

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Appendix B

On-Site Calibration and Scoring Protocol

To help users determine the degree of alignment of materials to the Common Core State Standards, and to determine aspects of quality of those items, [Achieve](#) has developed [eight rubrics](#) in collaboration with leaders from the [Open Educational Resources](#) (OER) community. The following procedure is designed to build capacity for materials review, rubric calibration and scoring of items submitted to CIITS. The protocol should be facilitated by someone who is familiar with the calibration and scoring process. (For more information on the calibration process, examine the introduction of the [Rhode Island DOE's overview](#) of the process.)

- Reviewers watch each of the [Achieve OER Evaluation Rubrics training videos](#) for guidelines related to each of the eight rubrics.
- Each participant should have a copy of the submitted item, Kentucky Core Academic Standards (KCAS), extra rubrics, scoring sheets, and any other related materials that will help reviewers evaluate materials.
- Explain procedures and ground rules.
- Ground rules:
 - Only one person speaks at a time
 - Wait to be called on
 - No side conversations, please
 - Respect each other's comments
- Designate a recorder to note any issues, record discussions, and log final scores for each box.
- Individual reviewers score an item, marking scores on the appropriate rubric. Consider the majority of evidence to determine where an item falls.
- When everyone has finished, ask for a show of hands for an overall score.
- Work from Rubric I through Rubric VIII, asking for an overall initial score. Then ask volunteers to support the evaluation, citing evidence. Generally, start with someone who is most supportive of the item and work towards "below" categories. This discussion takes quite a bit of time, depending upon the item. At the end of the discussion, take another vote to determine the final score for that rubric.
- Second scorer should not look at first evaluator's score until his/her own evaluation is completed. At that point, if both scores agree, record the scores for item. (Both scorers should also fill out a score sheet).
- If there is a discrepancy, then a discussion takes place to determine the final score. If agreement is reached, one of the scorers changes his/her score sheet to agree with the other score.
- If the two scorers cannot come to agreement, then a third reader or table leader reviews the item and determines the final score. That reader also fills out a third rubric and includes it inside the task. He/she would also fill out a score sheet.
- Try to double score as many items as possible before the end of the session so that a validation can be made on as many items as possible. Validations will only be made on tasks that have been double scored.

Adapted from the On-Site Calibration and Scoring Protocol, Rhode Island Department of Education, http://www.ride.ri.gov/highschoolreform/dslat/pdf/por_100203.pdf, Oct. 2005

Rubric Scoring Sheet

Evidence Rating: **3**: Superior **2**: Strong **1**: Limited **0**: Very Weak/ None **N/A**: Rubric Not Applicable

Rubric	Evidence	Comments/Considerations
1. Degree of Alignment to Standards		
2. Quality of Explanation of the Subject Matter		
3. Utility of Materials Designed to Support Teaching		
4. Quality of Assessment		
5. Quality of Technological Interactivity		
6. Quality of Instructional and Practice Exercises		
7. Opportunities for Deeper Learning		
8. Assurance of Accessibility		

Additional Comments:

Appendix C

Copyright Permission Request

To: Owner's Name

Address: Owner's Address

Dr. Mr./Mrs./Ms. Owner's Name,

I, Your Name, request your permission to reprint the following items (described below) in the Continuous Instructional Improvement Technology System ([CIITS](#)) which is a closed repository and instructional system for Kentucky teachers.

I intend to use the copy(s) **for educational purposes** only.

Item(s) to be Copied

- I request permission to reprint the following chapter, pages in a CIITS.

Author(s):

Title (edition, volume):

Copyright date:

Material to be duplicated (chapter, pages):

Number of copies:

Form of distribution: instructional planning and/or supplied to students free of charge for classroom use

Type of reprint:

- Title: Title of Book, Article, Image, Multimedia

URL: URL of Book, Article, Image, Multimedia

Describe how the copies will be used:

Requestor Information

Name: Your Full Name

Employer's Name : Employer's Name

Email Address: Your Email Address

Phone Number: Your Phone Number

Date: Today's Date

A photocopy of the material is enclosed. Unless you indicate otherwise, the material will be accompanied by the following credit line and copyright notice:

Copyright ©2013 by Owner's Name. Reprinted with
permission from publisher.
All rights reserved by the original copyright holder.

Thank you for your prompt consideration of this request. Enclosed is a stamped, self-addressed envelope to send back the signed permission form.

Sincerely,

[your signature]

RELEASE FORM

Permission is granted for the use requested above.

Permission is not granted for the use requested above, for the following reason(s):