System Background

Objective - This section of the training presentation is designed to provide participants with an understanding of: (1) the project’s mission and (2) the development process for the CCITL system.

Corresponding Handout - CCITL : System Background

Time - Approximately 5 minutes
Mission

To assist Kentucky instructional providers in selecting and implementing evidence-based strategies with students who experience learning challenges

The mission of CCITL is to bridge the gap between research to practice by providing information and technical assistance online to personnel in the K-12 environment in the Commonwealth of Ky.

Instructional providers = teachers, curriculum coordinators, instructional assistants, administrators.

Evidence-based strategies = programs, interventions, techniques, hardware, software, etc. that have been recommended based on research, peer-reviewed journals, or national institutions and/or based on sound theory.

Learning challenges - any student who is having trouble learning something. It does not mean they have to have a disability.
CCITL is comprised of 4 main components: Advisors, Strategy Center, Library, and Learning Lab.

Each component will be discussed in more depth later in the presentation.

The system uses a series of databases that allows for a dynamic website served up online via an application called WebObjects.

It is accessible at any location with Internet access through an unique account created by personnel in participating districts. Information about creating accounts will come a bit later in the presentation.
CCITL is a federally funded project from the U.S. Department of Education. It is housed at the University of Kentucky in the Department of Special Education and Rehabilitation Counseling.
Collaborative Effort

**Personnel Resources**

- 6 UK academic departments
- 9 universities
- 4 major research projects
- 1 statewide network
- 1 nationwide network

CCITL included personnel from:
- 6 UK academic departments (Special Education & Rehabilitation Counseling, Educational and Counseling Psychology, Education Policy and Studies, Computer Science, Curriculum and Instruction, and Art Education)
- 5 Kentucky universities (Eastern Kentucky University, University of Kentucky, University of Louisville, Morehead State University, and Western Kentucky University);
- 4 other universities (University of St. Thomas, Vanderbilt University, University of Texas at Austin, and University of Arizona);
- 4 research projects (UK National Assistive Technology Research Institute, UK Behavior Page, U of L Center for Research in Mathematics and Science Teacher Development, and WKU Writing Project);
- 1 statewide network (Florida Diagnostic and Learning Resources System); and
- 1 nationwide network (Quality Indicators for Assistive Technology Consortium)
These were 6 pilot districts selected to represent the demographics of the state. They participated in needs assessment and user testing activities during the first 2 years of the project.
### Needs Assessment

#### Techniques

<table>
<thead>
<tr>
<th>Techniques</th>
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<tbody>
<tr>
<td>District Instructional Technology Surveys</td>
<td>6</td>
</tr>
<tr>
<td>User Profiles (18 schools)</td>
<td>604</td>
</tr>
<tr>
<td>Critical Incident Reports (18 schools)</td>
<td>611</td>
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<tr>
<td>Focused Interviews (5 schools)</td>
<td>29</td>
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<tr>
<td>Member Checks (5 districts)</td>
<td>15</td>
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Needs assessments activities were completed during the first year of the project with the 6 pilot districts. These activities included:

1. Instructional Technology Survey - 6 surveys (1 per pilot district)
2. User Profiles - 604 profiles from 18 schools (3 schools in each district - elementary, middle, & high)
3. Critical Incident Reports - 611 reports from 18 schools (3 schools in each district); sharing experiences online in a structured format
4. Focused Interviews - 29 instructional providers from 5 schools (one district did not complete required % of user profiles and critical incident reports to participate)
5. Member Checks - 15 advisory board members from 5 districts (one district did not participate in user testing when member checks were conducted); checking after data analysis to clarify accuracy of results
## User Testing

<table>
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<tr>
<th>Techniques</th>
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<tbody>
<tr>
<td>Advisory Board (5 districts)</td>
<td>15</td>
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<tr>
<td>Small Groups (5 districts)</td>
<td>66</td>
</tr>
<tr>
<td>Field Testing (5 districts)</td>
<td>65</td>
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<tr>
<td>Case Studies (6 districts)</td>
<td>17</td>
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During the first 2 years of the project, user testing activities were conducted with personnel from the pilot districts to evaluate the effectiveness of the system before rolling it out statewide. These activities included:

1. Review by an Advisory Board - 3 members (i.e., technology coordinator, teacher, and parent) from 5 district; Interactive process with discussion + evaluation instruments (i.e., in-session task-based questionnaire, post-session satisfaction survey)

2. Review by Small Group of Targeted Audience - 10-15 instructional employees per district from 5 districts; evaluation instruments in computer lab setting

3. Field Testing with Targeted Audience - 65 instructional providers in 5 districts; independent use the system to complete a series of tasks

4. Case Studies - 17 teachers from 6 districts; use of the system over a 6-months period; online journaling of 61 cases related to real instructional issues
### Participating Districts

<table>
<thead>
<tr>
<th>Adair</th>
<th>Ballard</th>
<th>Bath</th>
<th>Bell</th>
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<tr>
<td>Berea</td>
<td>Boone</td>
<td>Bourbon</td>
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<td>Burgin</td>
<td>Caldwell</td>
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<td>Christian</td>
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<td>Gray</td>
<td>Clinton</td>
<td>Corbin</td>
<td>Danville</td>
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<td>Estill</td>
<td>Fayette</td>
<td>Frankfort</td>
<td>Franklin</td>
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<td>Fulton</td>
<td>Fulton Ind.</td>
<td>Garrard</td>
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<td>Graves</td>
<td>Harlan Ind.</td>
<td>Harrison</td>
<td>Grayson</td>
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<td>Henderson</td>
<td>Hickman</td>
<td>Hopkins</td>
<td>Harrodsburg</td>
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<td>Johnson</td>
<td>KSD</td>
<td>Laurel</td>
<td>Jessamine</td>
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<td>Lyon</td>
<td>McCracken</td>
<td>Madison</td>
<td>Lincoln</td>
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<td>Marshall</td>
<td>Mason</td>
<td>Mayfield</td>
<td>Marion</td>
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<td>Montgomery</td>
<td>Morgan</td>
<td>Muhlenberg</td>
<td>Monroe</td>
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<td>Owensboro</td>
<td>Paris</td>
<td>Pineville</td>
<td>Murray</td>
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<td>Pulaski</td>
<td>Model Lab</td>
<td>Rockcastle</td>
<td>Powell</td>
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<td>Science Hill</td>
<td>Scott</td>
<td>Shelby</td>
<td>Russell</td>
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<td>Taylor</td>
<td>Trigg</td>
<td>Union</td>
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<td>Washington</td>
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<td>Woodford</td>
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During Years 3 & 4, the goal is to provide access of the system to at least 50 school districts that are representative of the state educational cooperatives. The slide list districts that agreed to participate as of December 2005.
Objective - To provide participants with a basic overview of the system

Corresponding Handout - CCITL: Advisors; CCITL: Strategy Center; CCITL: Library; CCITL: Learning Lab; CCITL: User Accounts; CCITL: Additional Features

Time - 20 minutes

NOTE: You may use the guest/guest account for a live demonstration or show the following slides as illustrations depending on your location and individual preferences.
Once you log in to the system, you will be able to access all components and additional features of the CCITL system from the Main Menu page. Please note the global site navigation menu available at the top and bottom of the screen as well as the news items in the right hand column.
Advisors

The Advisors component contains a secure discussion area in which you can consult with an experienced consultant about the selection and/or implementation of an evidence-based strategy based upon your personal needs and interests.
From the entry page, you can access three main features of the Advisors component:

Make a Request - where you initiate a request for assistance

Track Cases - location of all your cases from opening to close

Advisee Handbook - Q & A format including helpful tips to get you started and resolve technical issues
In this area, you are able to submit a request based on your needs. You must complete all fields of the request form in order to submit it.

Please keep confidentiality issues in mind while completing the form.

Also, remember the more detail you provide the better as it allows for more prescriptive advice to be given.

You may SAVE or SUBMIT your request form. Saving it will allow you to return to the form and submit it at a later date. Submitting it will send it to the system administrator for assignment.

Once you submit a form, your case is assigned an ID number and you can track its progress using the Track Cases feature.
Once you have submitted a case, you can track its progress in the Track Cases area.

Unsubmitted Cases - This is where incomplete requests that you save are located.

Unassigned Cases - This is where cases that you have submitted that are not yet assigned are located. A case should move from the Unassigned Cases to the Open Cases area within 48 hours after it is submitted. An email will be sent to alert you to this change.

Open Cases - This is where active cases are located. You can view the request you submitted as well as interact in the private discussion with your advisor in this area.

Closed Cases - This is where inactive cases are located. You can view the conversation, print a report of the case, or reopen the discussion in this area. If you do not respond to 3 consecutive email messages from your advisor, your case will be closed. However, it can be reopened at any point.
The discussion between you and your advisor is archived in the Case Discussion area of your case. Messages are archived in chronological order with the newest message at the bottom of the page. Once a message is posted in the discussion area, you (or your advisor) will receive an email letting you (or him) know that a new message is posted. Simply enter into the discussion area to read and respond to this message. Remember this is a dialogue so please engage in the conversation so your advisor knows if the advice was helpful or you need additional assistance.
You can post a message for open cases from the Track Cases page or from within the Case Discussion page. When posting a message, you will be able to see the last message posted by your advisor. Simply select a subject header (or create your own) and type your message. You can attach a file in this area just as you would attach a document using your email application. When a message is posted, it will show up in the discussion area immediately. An email will be sent to your advisor to let her know a new message exists. You should receive a reply in about 24 hours. If you do not and/or are not satisfied with the response, please use the need assistance feature to let an administrator know.
Refer participants to the Strategy Center handout in their training materials.

The Strategy Center component contains a database of evidence-based strategies (i.e., interventions, curriculum, commercial products) in content areas such as reading, mathematics, writing, and science, as well as non-curricular areas of interest such as study skills and classroom management. Curricular area strategies are currently correlated to the Kentucky Program of Studies.
From the entry page, you can view all strategies available in the Strategy Center by scrolling down the page. You also can browse categorical areas using the left navigation menu. The number in parenthesis indicates the number of related strategies available in the database for this categorical area. For all strategies related to a particular instructional level or type of strategy, you can refine the list using the pull-down menus in the body of the page. Finally, you can search for strategies using the search box in the upper right corner of the page.
After selecting a categorical area from the left navigation menu, you can select a personalized list of strategies related to your instructional level (i.e., PreK, Elementary, Middle, High), skill area based on selection from the left navigation menu, or type of product (i.e., commercial, non-commercial) by using the pull-down menus in the body of the page. You will be provided with an overview of each relevant strategy as well as a link to more detailed information.
Individual Record

Based on your menu selection(s), more detailed information about the implementation of the selected strategy can be viewed by selecting the View Record link on the Results page. For commercial products, you will find out more about the product/program as well as be linked to vendor information. For non-commercial products, you will find required materials, step-by-step procedures, applicable extensions and accommodations, documents that support use of the strategy (e.g., handouts, data collection sheets, images, video/audio demonstrations), and links to related items in the Library and Learning Lab.
Refer participants to the Library handout in their training materials.

The Library component contains a database of information about online and offline publications (e.g., journal articles, book chapters, technical reports, web pages) related to the research and theoretical background that support the evidence-based strategies posted in the Strategy Center.
From the entry page, you can view all publications available in the Library. You also can browse categorical areas using the left navigation menu. The number in parenthesis indicates the number of related publications available in the database for this categorical area. For all publications related to a particular instructional level or type of publication, you can refine the list using the pull-down menus in the body of the page. Finally, you can search for publications using the search box in the upper right corner of the page.
After selecting a categorical area from the left navigation menu, you can select a personalized list of publications related to your instructional level (i.e., PreK, Elementary, Middle, High), skill area based on selection from the left navigation menu, or type of publication (e.g., journal article, book, book chapter, technical report, website) by using the pull-down menus in the body of the page. You will be provided with an overview of each relevant publication as well as a link to more detailed information.
Based on your menu selection(s), more detailed information about the publication can be viewed by selecting the View Record link on the Results page. This information includes an abstract, full citation (including the uniform resource locator (URL) when appropriate), and links to related strategies in the Strategy Center.
Refer participants to the Learning Lab handout in their training materials.

The Learning Lab component contains a database of online resources related to the integration of instructional technology into the K-12 classroom. You can locate online resources related to specific content areas as well as other areas of interest such as classroom management, study skills, and collaboration. In addition, you can locate productivity tools including templates, forms, rubrics, worksheet generators, and games. Finally, you can locate step-by-step information about specific software applications and hardware devices as well as the creation and implementation of technology-related learning activities for use in the classroom.
From the entry page, you can view all online resources available in the Learning Lab. You also can browse categorical areas using the left navigation menu. The number in parenthesis indicates the number of related resources available in the database for this categorical area. For all resources related to a particular instructional level, you can refine the list using the pull-down menus in the body of the page. Finally, you can search for online resources using the search box in the upper right corner of the page.
Upon selection of a categorical area from the left navigation menu, you can select a personalized list of online resources related to your instructional level (i.e., PreK, Elementary, Middle, High) or subcategories based on selection from the left navigation menu by using the pull-down menus in the body of the page. You will be provided with an overview of each relevant resource as well as a link to this resource.
From the Results page, you can select the hyperlink at the end of the overview. This link connects you with the online resource or downloads it to your computer, depending on its format (e.g., web page, PDF). The hyperlink will open in a new browser window so make sure you do not have pop-up windows blocked in your web browser. In this new browser window, you can bookmark the online resource for future reference, explore the site, and then close the window to return to the Learning Lab.
User Accounts

At this point, you may want to have participants access the Internet and follow the steps to create their own user account.
Creating an account will give you full access to the CCITL system in addition to making it possible for staff to monitor use of CCITL. Such monitoring will make it easier for CCITL staff to continually upgrade the system to better meet your needs.

To create an account, open your web browser and type in the following URL: http://ccitl.uky.edu NOTE: There is no www in the URL.

Select the Create an Account link, which will take you to an online registration form. NOTE: If you enter a username and password in the log in area without first creating an account, you will get a log in failed message.
Creating an Account

Required Information

First Name: 
Last Name: 
Username:  
We recommend you use your E-mail Address as your username.
Password: 
Enter Password Again: 
E-mail: 
Enter E-mail Again: 

Be sure to fill out the form completely. If you leave out any information, you will get specific feedback at the top of the screen telling you what you missed before you will be able to submit the form.

Please review your email address carefully. If it is incorrect, CCITL staff will not be able to interact with you nor will you be able to get account information in the future if you forget your username and/or password.
Select your district and school. Once you select your district, you will be able to select your school from the next menu. **NOTE:** Provide an example from your district.

Enter the school code verification. This is not the school code from KDE. The CCITL school code is the first 4 letters of your school name, as it appears on the registration form. Type the code using lower case letters with no spaces. Some schools have the same code so don’t worry about that.
Creating an Account

Fill out the remainder of the form as applicable and choose the **Submit** button at the bottom of the form. The **Reset** button will clear the registration form and the **Cancel** button terminates your request for an account.
Creating an Account

When your CCITL account is approved, you will receive immediate feedback at the top of the page as well as an email with your account information. At this point, you can access the system using your registered account. There is no need to wait for the email.
If you **forget your username and/or password**, select the **Get Account Information** link. Once you enter the email address associated with your account, your username and password will be mailed to this email address.
Update Your Account

Welcome, Guest!

CCITL is a web-based system designed to help you select and implement evidence-based strategies for use with students who are encountering learning challenges.

Select one of the 4 main components from the list below to get started.

- Get individualized, personal advice from one of our Advisors. Submit a request form and start a confidential dialog with your advisor until you are satisfied that the issue is resolved.
- Select evidence-based interventions and products in the Strategy Center. Each strategy includes step-by-step instructions and links to additional resources.
- Find a wide-range of publications related to CCITL strategies in the Library.

You can change information in your account by choosing the Update Account link in the site navigation menu at the top and bottom of each page in the CCITL system. By updating your account, you will provide CCITL staff with more accurate information for development purposes as well as ensuring that CCITL staff can contact you when necessary.
There are several additional features that might be of interest in the CCITL system. These include:

- **About Us** provides project history, contact information, CCITL staff, and participating districts
- **CCITL News** shares messages from the CCITL staff
- **Submit Critical Incident Report** allows you to share your experiences with CCITL to help evaluate its impact on student performance and teacher behavior
- **Email a Friend** allows you to send information about strategies, publications, and online resources that might be of interest to a colleague
- **File Cabinet** allows you to store items of interest from the Strategy Center, Library, and Learning Lab for future reference
- **Report a Broken Link** helps CCITL staff keep the system current and operational
- **Send Feedback** helps CCITL staff grow the system in a method that will positively impact on your teaching
- **What’s New** allows you to view new strategies, publications, and online resources that are added on a monthly basis