Train-In-30!

Start-to-Finish
Online Accessible Library

Get, Read and Manage Your Library!

What's Inside

Validated Professional Development

Start-to-Finish Online Accessible Library

- Train-in-30 Tutorial

Skill Assessment

Classroom Implementation Tool

Professional Development Tracker

Validated Professional Development

Successful training and implementation hinges on one's ability to understand "what and who" the technology is for, and then how to use it.

Building Awareness and Conceptual Understanding

- Summarize corresponding initiatives and provide the rationale behind your organization's desire for participants to learn to use the tool.
- Require that participants view the Start-to-Finish® Online Accessible Library Product Demo prior to any training. **www.donjohnston.com/product_demo**
- Preview the Start-to-Finish Online Accessible Library Classroom Implementation Tool on page 16. This will help participants identify student needs, set goals and think about logistical matters.

Skill Acquisition

- Make sure you have Internet access prior to any training. Participants must be able to go back and practice following their new learning.
- Stick to the tutorial by teaching just what is here—providing too much information at once is ineffective and unproductive.

Skill Application

- Set clear expectations and timelines related to putting new knowledge into practice. (examples: sharing with peers, using with students)
- Provide tangible implementation tools that not only promote thought and planning, but also require "answers" or results—homework!
- Set aside time to share successes and failures. Everyone will benefit from shared knowledge and group brainstorming
- Recognize leaders and those being successful—use them to push the training out to the next level of participants.

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Tech Support: www.donjohnston.com/support

Get, Read and Manage Your Library

Start-to-Finish Online Accessible Library, an online library of engaging, high-interest titles with professional narration, is an excellent tool for providing accessible materials to Learners. You can gather, store and assign/share materials with your Learners.

Take the Start-to-Finish Online Accessible Library Skill Assessment on page 15.

Sign In

1. Go to www.starttofinishbooks.com
2. Log in as a Staff Member with your user name and password.
   You will default to the *Home* screen.

Add Learners to Start-to-Finish Online Accessible Library

To obtain a user name and password, Learner information must be entered into Start-to-Finish Online Accessible Library. Teachers, as well as Administrators, can add Learners to Start-to-Finish Online Accessible Library. Here is a fast way to add a Learner.

1. Click

or

(from the Home screen). You go to **Manage My Learners**.

   This is where you manage Learners in your classroom.

   Note: If you are signed in as the District or Site Administrator, then click on

to go to **Manage My Learners**. This is because, as the District or Site Administrator, you are able to manage all-district or all-site learners as well as your own classroom learners. **Manage My Learners** is the portion that allows you to manage just your classroom learners.

2. To add a new Learner, click Add / Remove Learners.
3. From the drop down menu, select the School Site you are working in. Then click Submit.

You may see a list of Learners that have already been added to the District-wide or Site-wide roster. Or, if no Learners have been added yet, the list will be blank.

In either case, you may add a new Learner at this time. Let's do that now.

ADD a New Learner

1. In the lower left corner, locate and click Add New Learner.
2. A dialog box opens where you can add the Learner information.
   Where there is a red asterisk, this is required information.
   The username must be unique.
   To keep it easy, for the password, you can use 123456.
   Passwords are at least 6 characters.

Tech Tip:

Establish a naming convention for User Names so that they are unique and meaningful. For example, the User Name could be the Learner's first and middle initials followed by the last name. In this case, Jerome Washington Jackson would be jwjackson. Another idea is to use sequential numbers at the end of the last name. For example, Pat Wilson could be pwilson01, pwilson02 and so on. The maximum number of characters for a User Name is 14.

3. Take a few moments to enter the Learner information (this information can be changed later).
4. When the information is entered, click Add New Learner. If there is an error, you get an opportunity to correct the information.
5. Now that you have added Learners, click Submit. The Learner is added to the Site or District roster.

Tech Tip:

When you add a New Learner, it is added to the District roster as well as the Your Learners list. As a Staff Member, you may remove a Learner from the Your Learner list. However, a Staff Member cannot delete a Learner for the District roster. Only District Administrators can delete Learners from the District roster.

If you wish to leave this area without actually adding a Learner to the District, click Close.

ADD the Learner from the Site or District List to Your Learners

As you can see, the Learner you just added is in the Site or District list. You may select this Learner, and any others, and add them to Your Learners.

1. Click to select a Learner.

   Tip: You may use Shift+Click to select Learners that are next to each other. Or, use Command/Control+Click to select multiple learners that are not next to each other.

2. When they are selected, click Add >>. The Learner name(s) moves to Your Learners list.
3. To finish, click Submit.

Tech Tip:

Remove Learners from Your Learners the same way. Select the Learner in the Your Learners list and click << Remove. The Learner is removed for the Your Learners list but remains on the District or Site list.

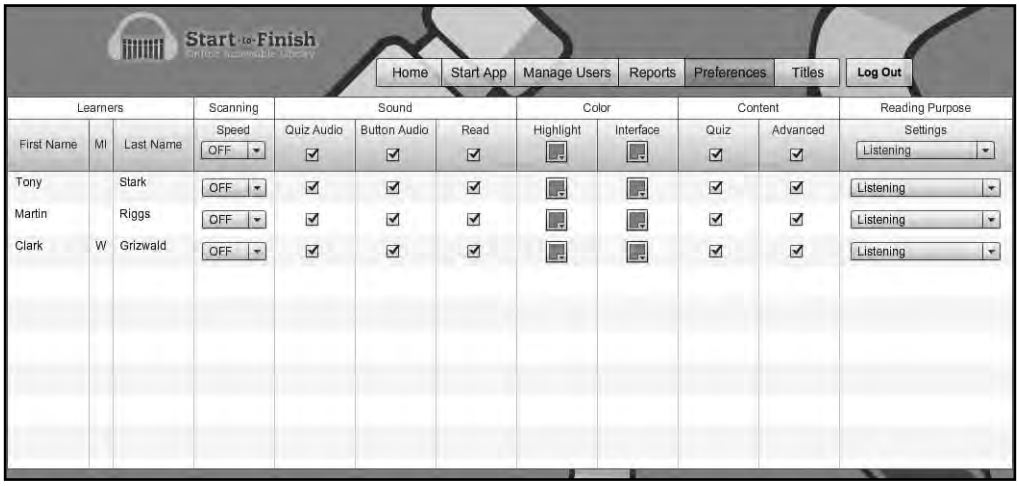
Note: To comply with the Family Educational Rights and Privacy Act (FERPA), do not add a Learner to Your Learners list if you do not have a legitimate educational interest.

Set Preferences

The Preferences screen allows you to choose options for Auditory Supports, Highlighting Color selection, Scanning Speed and Background Interface Color.

1. Left-click Preferences in the top right corner of your screen or

(from the Home screen) to access the different Start-to-Finish options.



Any changes made in the Preferences screen are saved automatically.

Tech Tip:

When logged in as a Staff Member, you can access individual Learner preferences to change these options for your Learners from a remote location.

The Titles screen allows you to choose options for the individual Start-to-Finish book titles.

1. Left-click Titles in the top right corner of your screen to access the Start-to-Finish book titles options.

2. Scroll through the titles using the scrollbar at the bottom of the Titles screen.

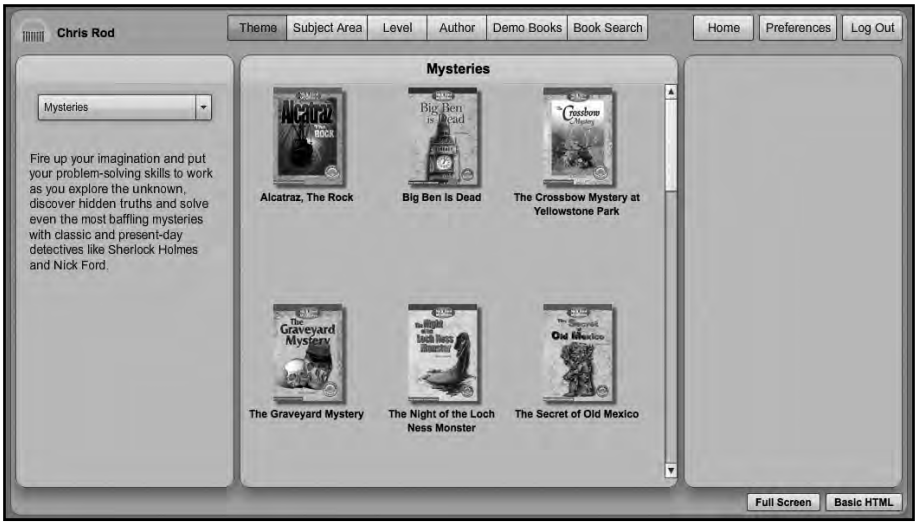
Get a Book

1. Left-click Start App or

(from the Home screen).

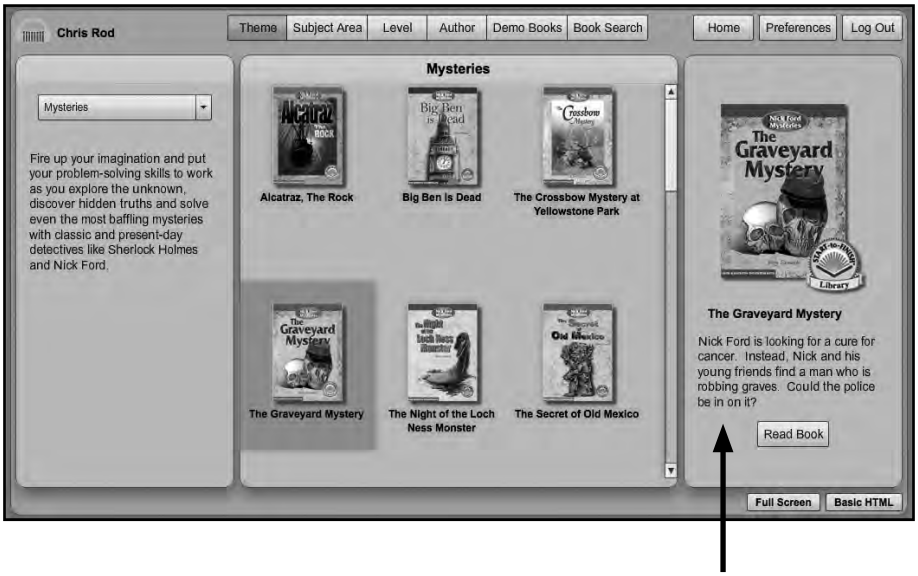
2. Select **Mysteries** from the *Theme* drop-down menu in the left column. The default selection is *Adventures*.

All *Mysteries* titles will display in the center column.



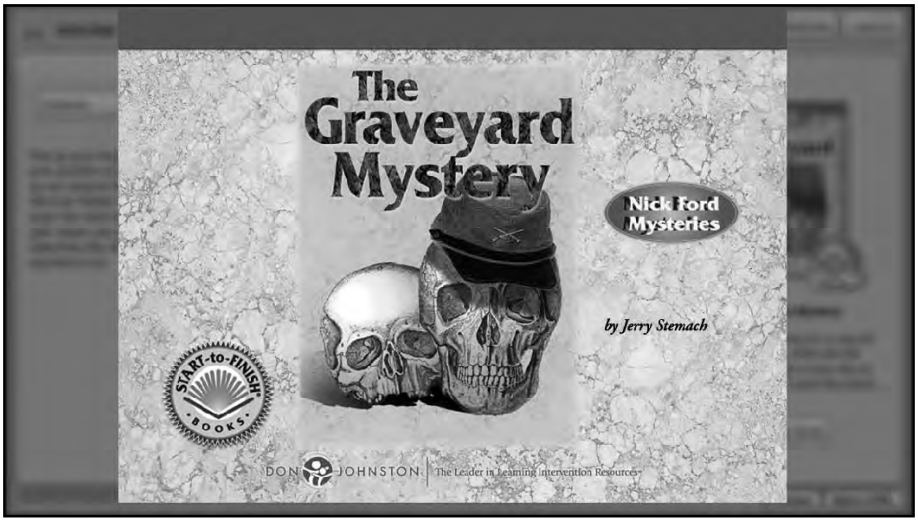
Read a Book

1. Left-click ***The Graveyard Mystery*** book icon in the *Mysteries* center column.

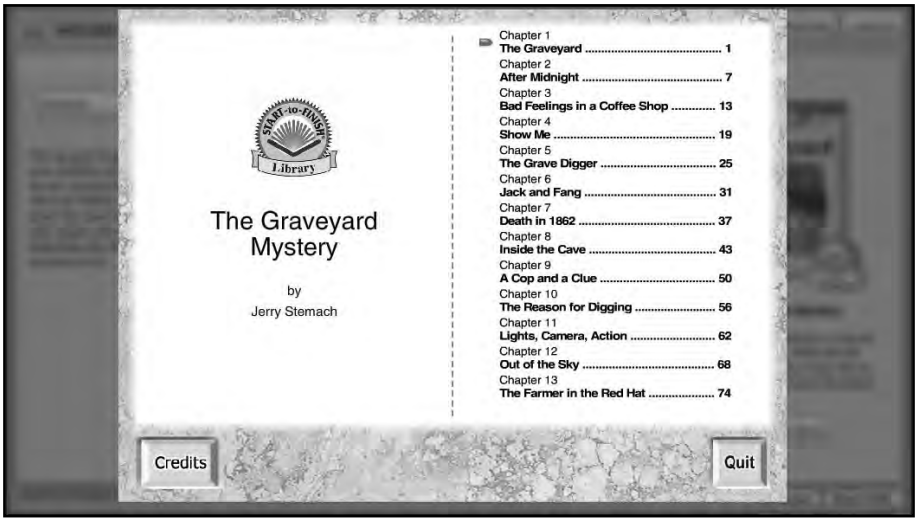


The Graveyard Mystery book icon and book summary display in the right column.

2. Left-click Read Book in the *Book Summary* right column.
The Graveyard Mystery book title page will display.



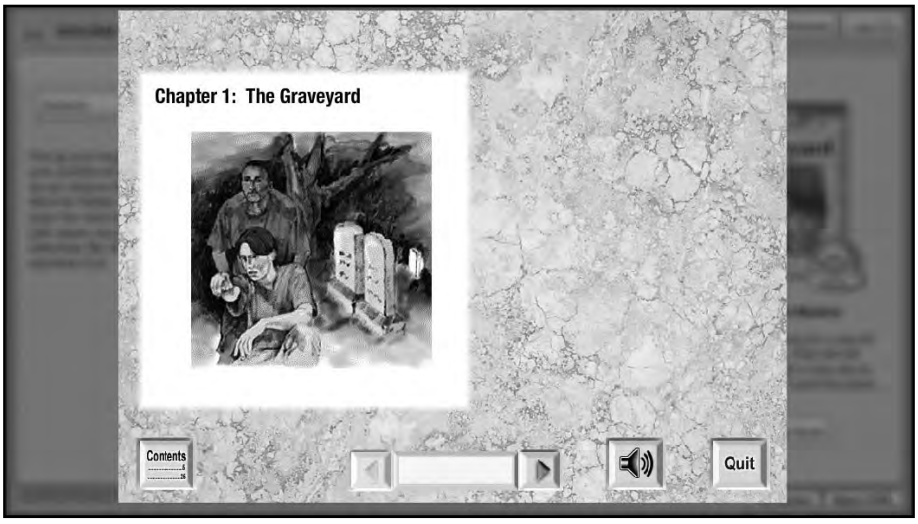
The Graveyard Mystery table of contents page will display.



Tech Tip:

A red pointer displays next to the chapter where the reader left off to let you know where you should continue reading from.

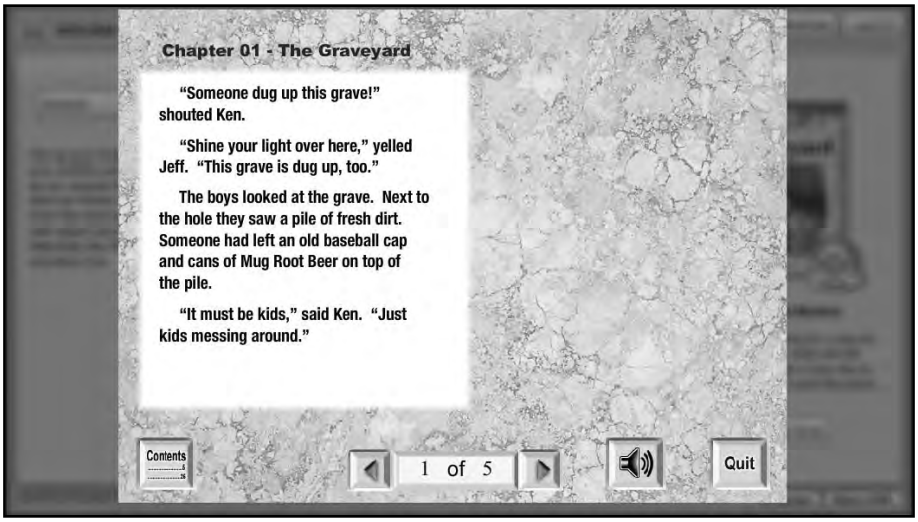
3. Left-click **Chapter 1: The Graveyard**.
   The *Chapter 1: The Graveyard* chapter page image will display.



4. Left-click to hear *Chapter 1: The Graveyard* read aloud.

5. Left-click to turn the page.

6. Left-click to hear Page 1 read aloud.

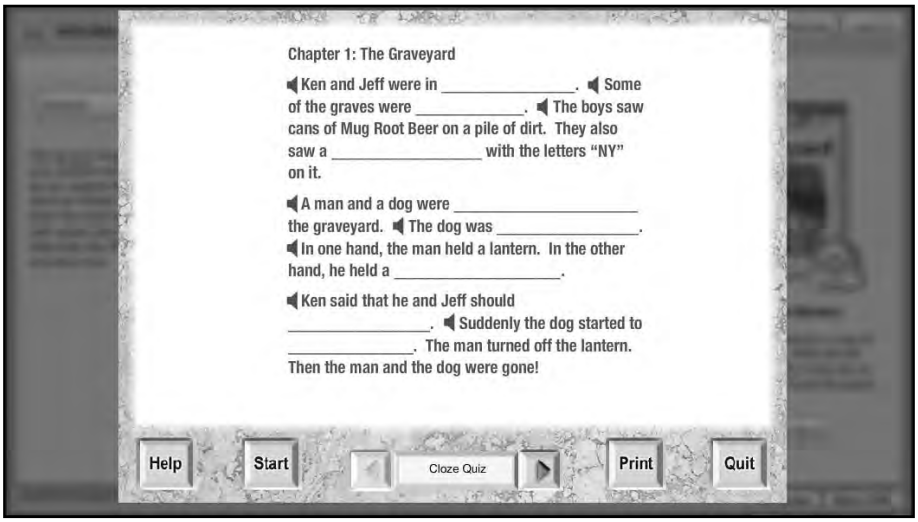


Tech Tip:

You may left-click to go back to a previous page. You may also click the **Contents** button to go back to the Table of Contents and navigate to another chapter.

Take a Quiz

1. Read Pages 1 through 5.
2. Left-click once more to come to an end-of-chapter quiz.

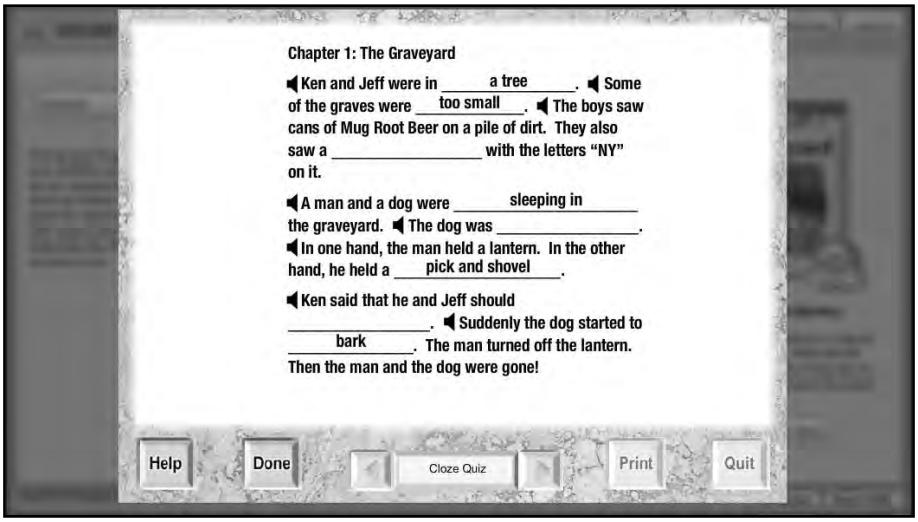


Tech Tip:

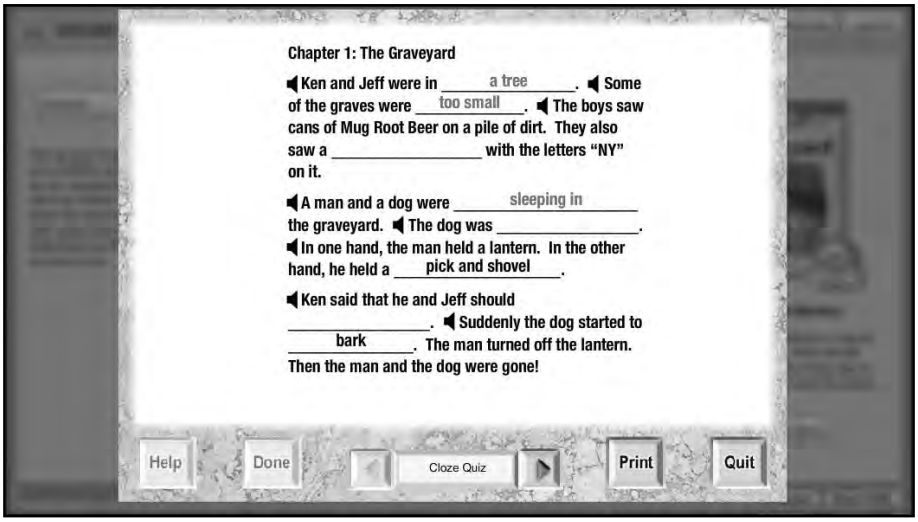
You may print out the quiz before taking it by left-clicking the **Print** button. You may also left-click the Help button for help or the **Quit** button if you would like to quit.

3. Hover the cursor over the **Help** button and you will hear it read aloud.
   Hover the cursor over the **Start** button and you will hear it read aloud.
   Hover the cursor over and you will hear it read aloud.
   Hover the cursor over the **Print** button and you will hear it read aloud.
   Hover the cursor over the **Quit** button and you will hear it read aloud.

4. Left-click the **Start** button to begin taking the quiz.
   Left-click each space in the sentence to select the word or phrase that you think is the best answer. (Left-click again to see a different answer. There are five possible answers for each sentence.)

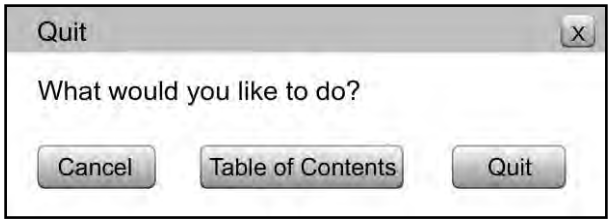


5. Left-click the **Done** button to stop taking the quiz.
   You will see the correct answers in black and the incorrect answers in red.



Quit a Book

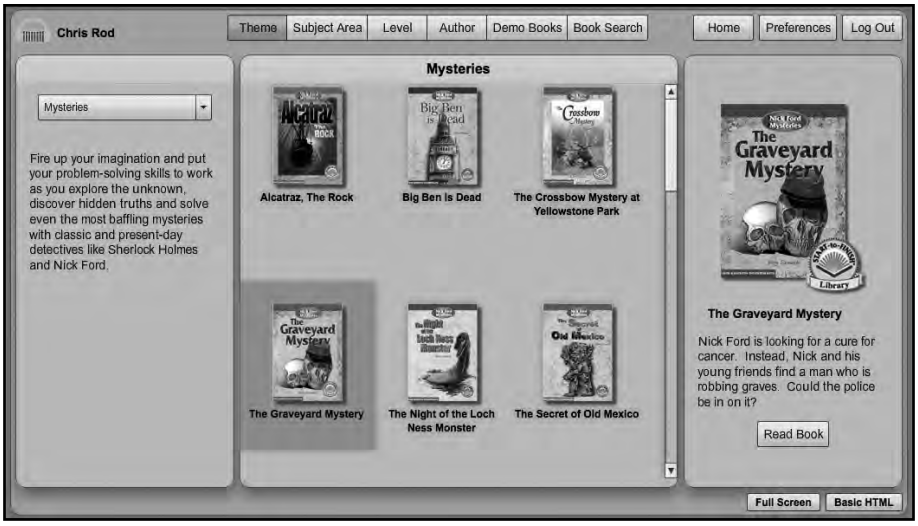
1. Left-click the **Quit** button. Three exit options will display.



Cancel – Go back to the story page
Table of Contents – Exit this page and go back to the Table of Contents
Quit – Quit this story and go back to the library

2. Left-click Quit to close out of *The Graveyard Mystery*.

After quitting out of the book, you will be returned to where you began, the *Mysteries* section with *The Graveyard Mystery* book summary displayed.



Congratulations! You read the first chapter of *The Graveyard Mystery* in the Start-to-Finish Online Accessible Library!

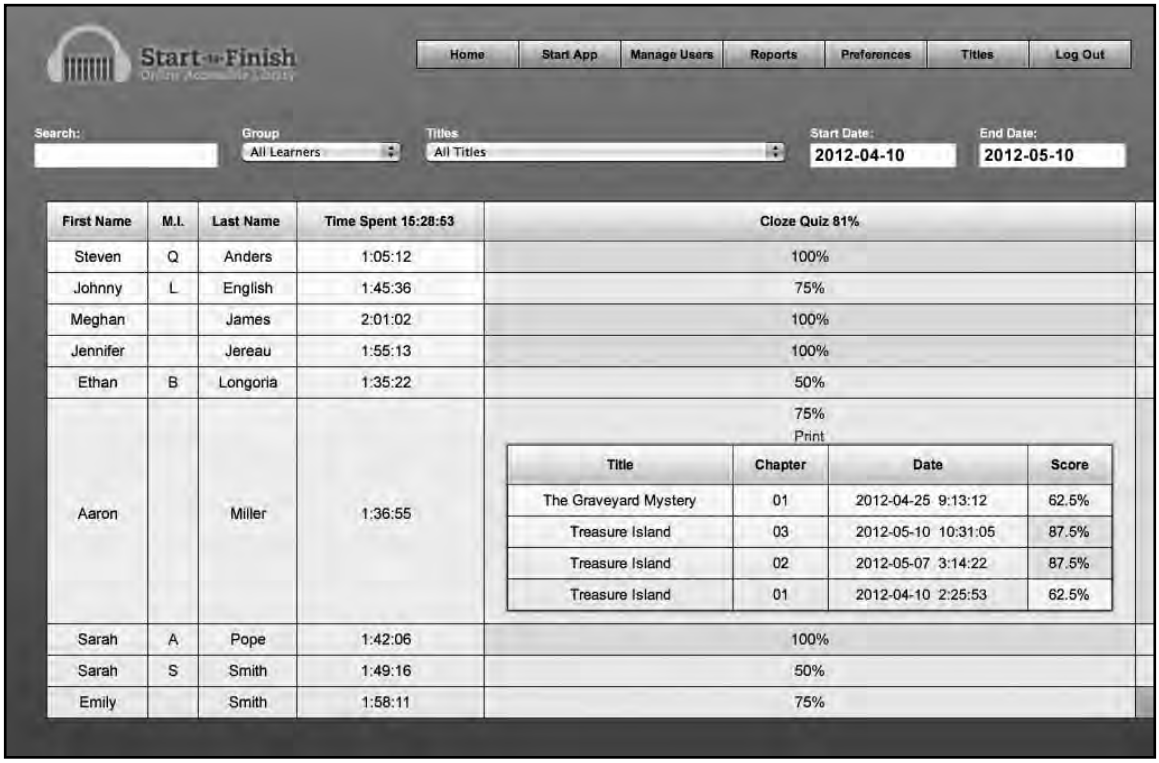
Explore Reports

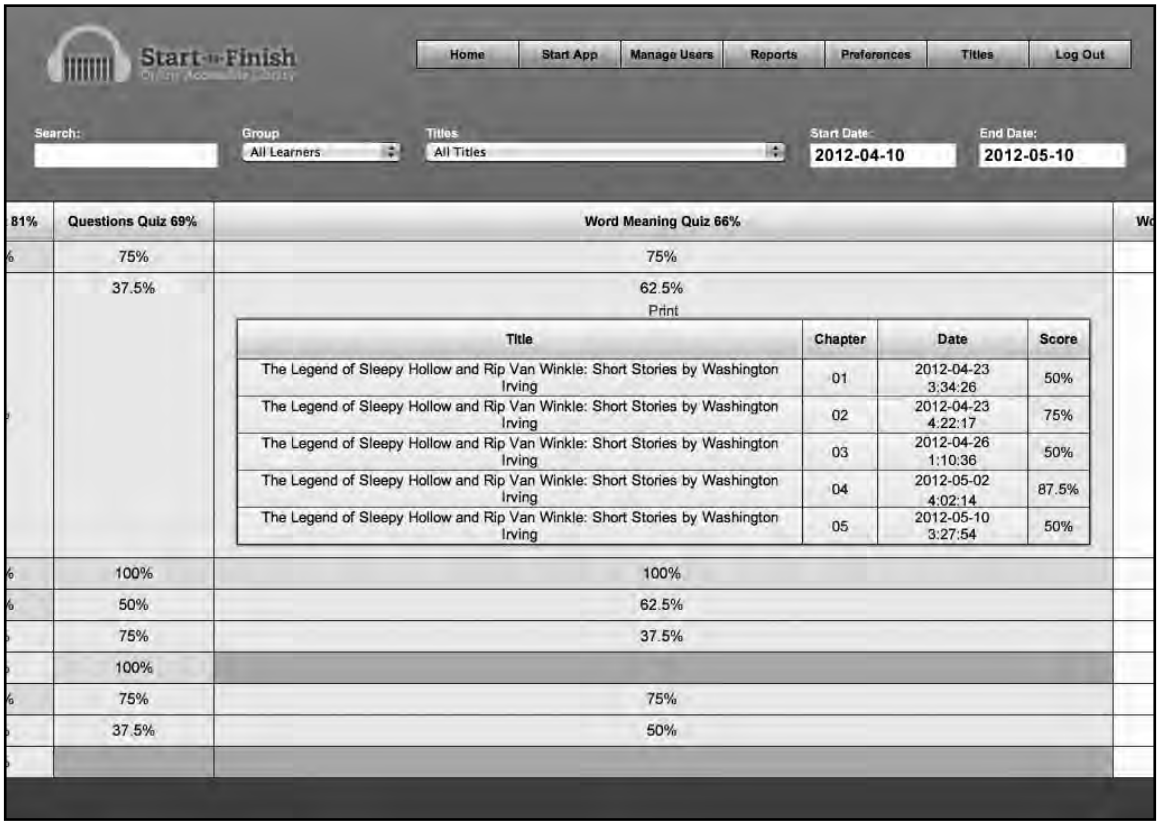
Reading Data is tracked for Learners. You can see the words Learners have clicked on, compreshension quiz data and the amount of time they spent reading.

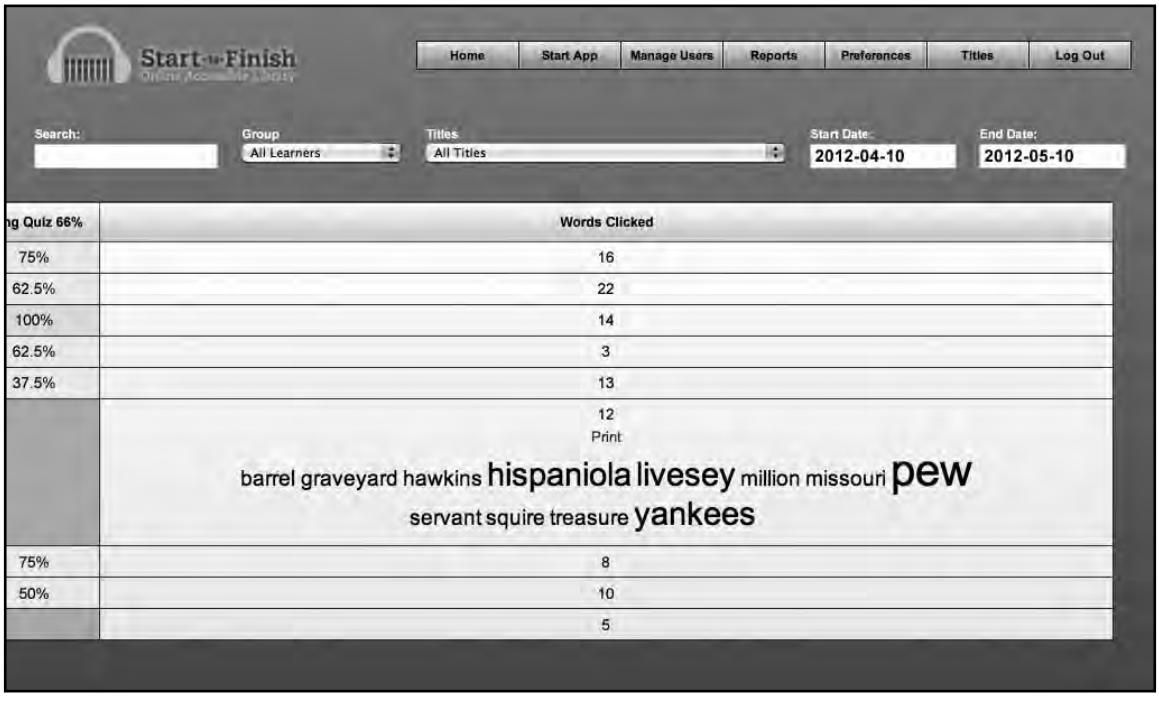
1. Left-click on Home to return to the Home screen.
2. To see the data, left-click on Reports or (from the Home screen).

First Name	M.I.	Last Name	Time Spent 15:28:53	Cloze Quiz 81%	Questions Quiz 69%	Word Meaning Quiz 66%	Words Clicked
Steven	Q	Anders	1:05:12	100%	75%	75%	16
Johnny	L	English	1:45:36	75%	37.5%	62.5%	22
Meghan		James	2:01:02	100%	100%	100%	14
Jennifer		Jereau	1:55:13	100%	50%	62.5%	3
Ethan	B	Longoria	1:35:22	50%	75%	37.5%	13
Aaron		Miller	1:36:55	75%	100%		12
Sarah	A	Pope	1:42:06	100%	75%	75%	8
Sarah	S	Smith	1:49:16	50%	37.5%	50%	10
Emily		Smith	1:58:11	75%			5

Take a moment to explore the available Reports.




Start-to-Finish
Home
Start App
Manage Users
Reports
Preferences
Titles
Log Out
Search:
Group
All Learners
Titles
All Titles
Start Date:
2012-04-10
End Date:
2012-05-10
81%
Questions Quiz 69%
Word Meaning Quiz 66%
75%
75%
37.5%
62.5%
Print
Title
Chapter
Date
Score
The Legend of Sleepy Hollow and Rip Van Winkle: Short Stories by Washington Irving
01
2012-04-23 3:34:26
50%
The Legend of Sleepy Hollow and Rip Van Winkle: Short Stories by Washington Irving
02
2012-04-23 4:22:17
75%
The Legend of Sleepy Hollow and Rip Van Winkle: Short Stories by Washington Irving
03
2012-04-26 1:10:36
50%
The Legend of Sleepy Hollow and Rip Van Winkle: Short Stories by Washington Irving
04
2012-05-02 4:02:14
87.5%
The Legend of Sleepy Hollow and Rip Van Winkle: Short Stories by Washington Irving
05
2012-05-10 3:27:54
50%
100%
100%
50%
62.5%
75%
37.5%
100%
75%
75%
37.5%
50%


Start-to-Finish
Home
Start App
Manage Users
Reports
Preferences
Titles
Log Out
Search:
Group
All Learners
Titles
All Titles
Start Date:
2012-04-10
End Date:
2012-05-10
g Quiz 66%
Words Clicked
75%
16
62.5%
22
100%
14
62.5%
3
37.5%
13
12
Print
barrel graveyard hawkins hispaniola livesey million missouri pew
servant squire treasure yankees
75%
8
50%
10
5

Tech Tip:

To view reports in more detail, simply double-click on any report next to a learner's name. To close the report, simply double-click it again.

LOG OUT

When you are finished for the day with Start-to-Finish Online Accessible Library, be sure to log out.

1. Left-click Log Out. You are now logged out of the Start-to-Finish Online Accessible Library.

Get, Read and Manage Your Library

Pre Assessment

What student outcomes do you expect through the use of Start-to-Finish Online Accessible Library?

_____

_____

_____

_____

_____

Do you know how to:

Get a Book

- ❑ Sign in
- ❑ Choose a book title from the Online Accessible Library

Read a Book

- ❑ Choose a chapter from the Table of Contents
- ❑ Read a page in a book
- ❑ Turn pages in a book
- ❑ Take a quiz

Manage Library

- ❑ Add a new Learner
- ❑ Add a new Learner to the Your Learners list
- ❑ Set Preferences
- ❑ Explore Reports
- ❑ Log out

Post Assessment

Which teachers and/or students can benefit from this and what can you teach them?

_____

_____

_____

_____

_____

Do you know how to:

Get a Book

- ❑ Sign in
- ❑ Choose a book title from the Online Accessible Library

Read a Book

- ❑ Choose a chapter from the Table of Contents
- ❑ Read a page in a book
- ❑ Turn pages in a book
- ❑ Take a quiz

Manage Library

- ❑ Add a new Learner
- ❑ Add a new Learner to the Your Learners list
- ❑ Set Preferences
- ❑ Explore Reports
- ❑ Log out

Start-to-Finish
Online Accessible Library

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Goal Setting Tips:

- Set clear, concise, measurable reading and/or IEP goals for each student.
- Plan when and where students will have access to, and use Start-to-Finish Online Accessible Library (do students need this at home?).
- Integrate your reading instruction with Start-to-Finish Online Accessible Library—show students the technology in a reading context.
- Measure changes in attitude—yours and the students!

Sample:

Learners Who Need Access to Start-to-Finish Online Accessible Library	IEP Goals, 504 Plans or Reading Standards	Frequency and Duration the student needs to use Start-to-Finish Online Accessible Library to achieve goals	Classroom / Subject / Period	Start-to-Finish Online Accessible Library Access: Classroom/Lab/ Media Center/ Resource Room	Testing accommodation Get approval to use for standardized testing
Example: Justin Martin	*During the Fall quarter, the student will independently read 5 short stories using Start-to-Finish Online Accessible Library and create a poster for each that demonstrates comprehension*	*30 minutes each day*	*Language Arts*	*Media Center and Mobile Reader*	*For comprehension assessments, student will use Start-to-Finish Online Accessible Library as a reading accommodation as the teacher has determined that this method will accurately assess student's skill level and progress.*
Example: Madison Cruz	*Student will read 3 Blue level books using Start-to-Finish Online Accessible Library*	*30 minutes each 3 times a week*	*Language Arts*	*Media Center and Mobile Reader*	*Student should have Start-to-Finish quizzes read to them with audio support as it is part of student's everyday accommodations.*

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Name: _____ Initial Goals: _____

Outcomes of this Professional Learning: _____

Professional Development Activity	Amount of Time Spent	Date	Outcome of Learning / Notes from Learning
Awareness			
Example: Participated in training	*30 minutes*	*12/13/11*	*I summarized information with my team. We developed an action plan.*
Conceptual Understanding			
Example: Discussed with Sally Givings the supports this tool provides	*30 minutes*	*01/06/12*	*Sally responded with excitement and was motivated to learn more.*
Skill Acquisition			
Example: Checked the Help files and learned how to use an outline template.	*60 minutes*	*02/03/12*	*Discovered that this comprehension tool will support my different leveled students.*
Skill Application			
Example: Repeated training to 5 peers	*60 minutes*	*02/27/12*	*We worked through equipment challenges to get to the supports this tool will provide students. Plans were created for next steps.*

Total Professional Development Time: _____

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