behavioral research & teaching

Product Name: ZipTrain

Product Description

ZipTrain is an online training and proficiency administration system designed to put complete control of content and course design in the hands of the course creation team. Professional and secure deployment is assured because the ZipTrain software automatically and transparently provides the technology backbone and support. The basic ZipTrain unit is an instance; each ZipTrain instance supports a unique user database, a set of user configurable public facing web pages (for example about this site and contact information), user defined proficiency tests and training modules, and a localized set of files.

List of Essential Features

• *Portal*: access to the ZipTrain system is accessed through the portal located at http://empl.ziptrain.com/ or http://brt.ziptrain.com.

• *User Login / Access Levels*

• *New User Creation*

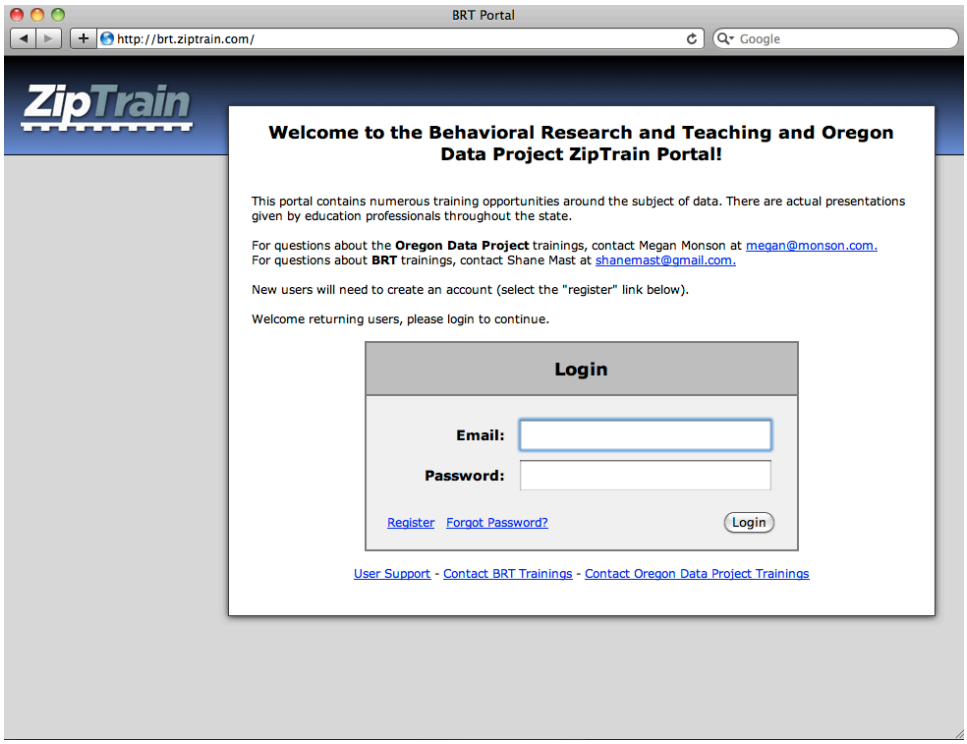
• *Automated Course Registration*
• *Instance Development Status*

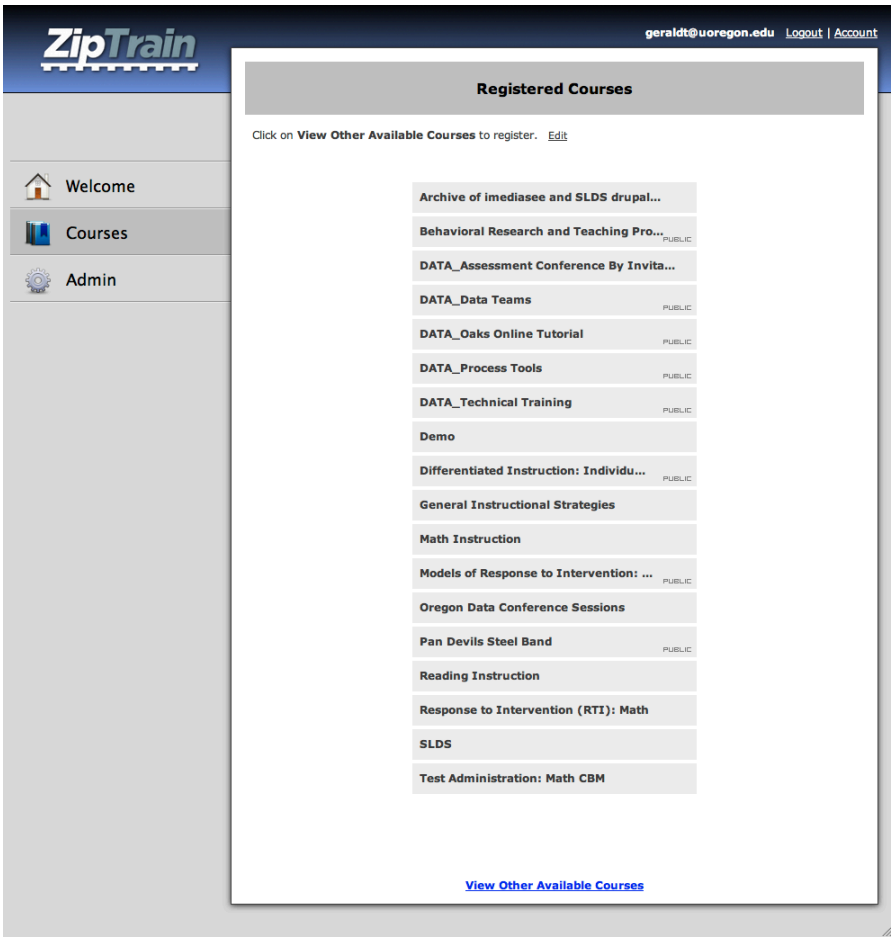
• *Instance Creation and Administration:* primary instance id • name of instance • Instance Administrator(s) • instance CRN • instance primary instructor • instance course credit(s) • instance EMPL type • instance EMPL application

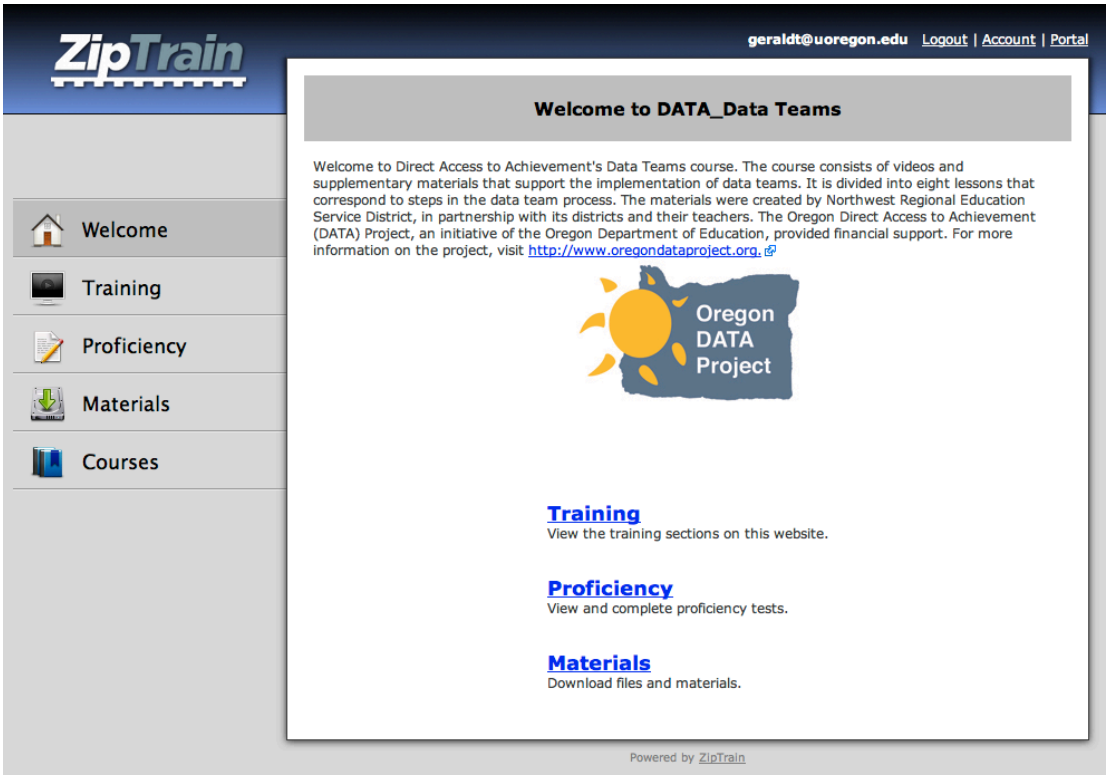
• *Reporting*

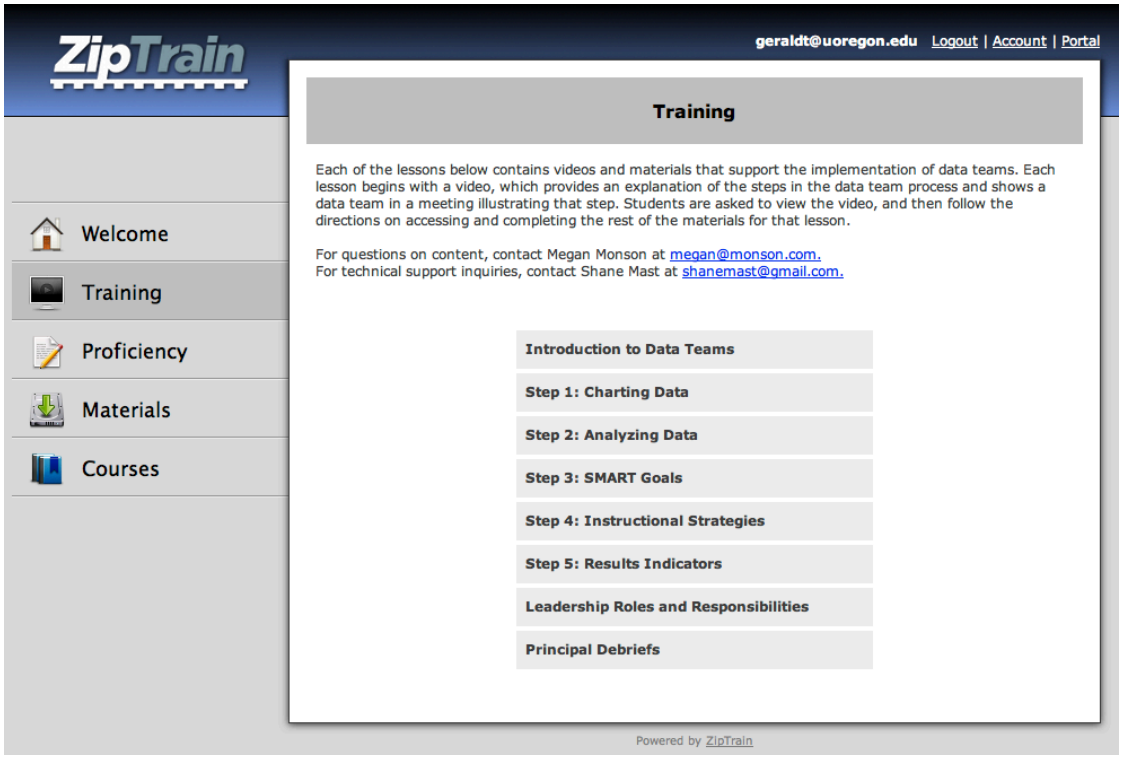
Audience

Ziptrain can be used for internal professional development within an organization, for general professional development within and across school districts, and for credit bearing courses within institutions of higher education.


BRT Portal
http://brt.ziptrain.com/
Google
ZipTrain
Welcome to the Behavioral Research and Teaching and Oregon Data Project ZipTrain Portal!
This portal contains numerous training opportunities around the subject of data. There are actual presentations given by education professionals throughout the state.
For questions about the Oregon Data Project trainings, contact Megan Monson at megan@monson.com.
For questions about BRT trainings, contact Shane Mast at shanemast@gmail.com.
New users will need to create an account (select the "register" link below).
Welcome returning users, please login to continue.
Login
Email:
Password:
Register
Forgot Password?
Login
User Support - Contact BRT Trainings - Contact Oregon Data Project Trainings


ZipTrain
geraldt@uoregon.edu Logout | Account
Welcome
Courses
Admin
Registered Courses
Click on View Other Available Courses to register. Edit
Archive of imediasee and SLDS drupal...
Behavioral Research and Teaching Pro... PUBLIC
DATA_Assessment Conference By Invita...
DATA_Data Teams PUBLIC
DATA_Oaks Online Tutorial PUBLIC
DATA_Process Tools PUBLIC
DATA_Technical Training PUBLIC
Demo
Differentiated Instruction: Individu... PUBLIC
General Instructional Strategies
Math Instruction
Models of Response to Intervention: ... PUBLIC
Oregon Data Conference Sessions
Pan Devils Steel Band PUBLIC
Reading Instruction
Response to Intervention (RTI): Math
SLDS
Test Administration: Math CBM
View Other Available Courses


ZipTrain
geraldt@uoregon.edu Logout | Account | Portal
Welcome
Training
Proficiency
Materials
Courses
Welcome to DATA_Data Teams
Welcome to Direct Access to Achievement's Data Teams course. The course consists of videos and supplementary materials that support the implementation of data teams. It is divided into eight lessons that correspond to steps in the data team process. The materials were created by Northwest Regional Education Service District, in partnership with its districts and their teachers. The Oregon Direct Access to Achievement (DATA) Project, an initiative of the Oregon Department of Education, provided financial support. For more information on the project, visit http://www.oregondataproject.org.
Oregon DATA Project
Training
View the training sections on this website.
Proficiency
View and complete proficiency tests.
Materials
Download files and materials.
Powered by ZipTrain


ZipTrain
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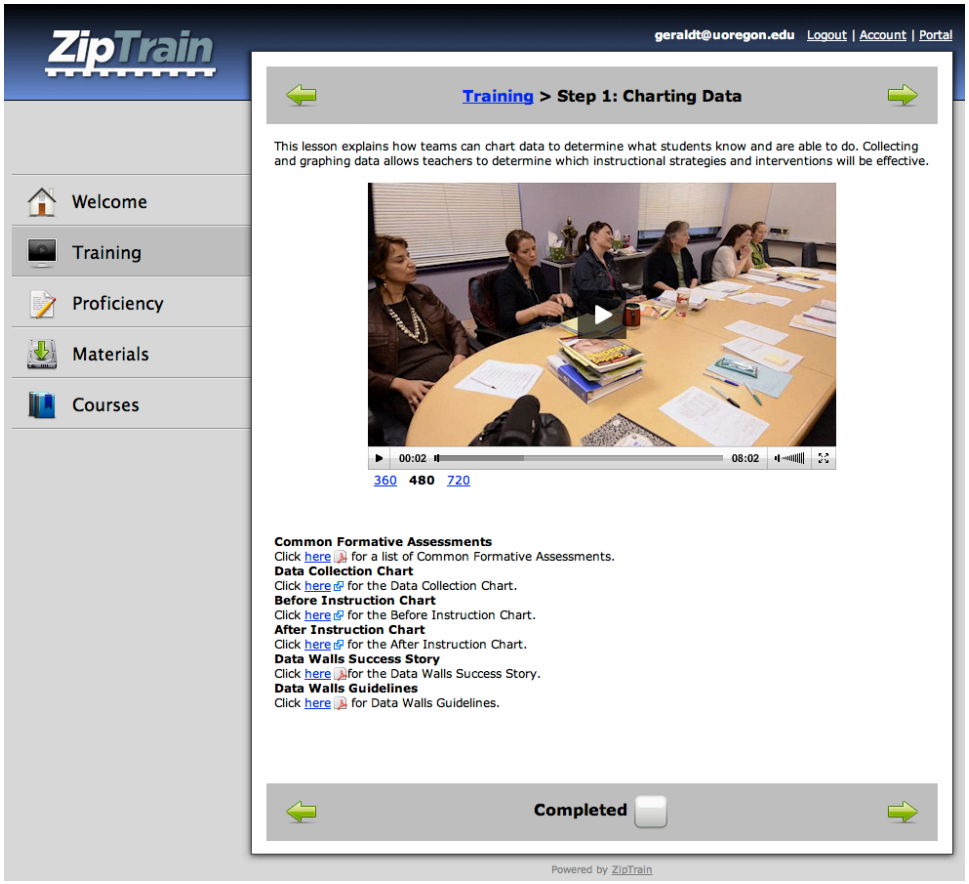
Welcome
Training
Proficiency
Materials
Courses
Training
Each of the lessons below contains videos and materials that support the implementation of data teams. Each lesson begins with a video, which provides an explanation of the steps in the data team process and shows a data team in a meeting illustrating that step. Students are asked to view the video, and then follow the directions on accessing and completing the rest of the materials for that lesson.
For questions on content, contact Megan Monson at megan@monson.com.
For technical support inquiries, contact Shane Mast at shanemast@gmail.com.
Introduction to Data Teams
Step 1: Charting Data
Step 2: Analyzing Data
Step 3: SMART Goals
Step 4: Instructional Strategies
Step 5: Results Indicators
Leadership Roles and Responsibilities
Principal Debriefs
Powered by ZipTrain


ZipTrain
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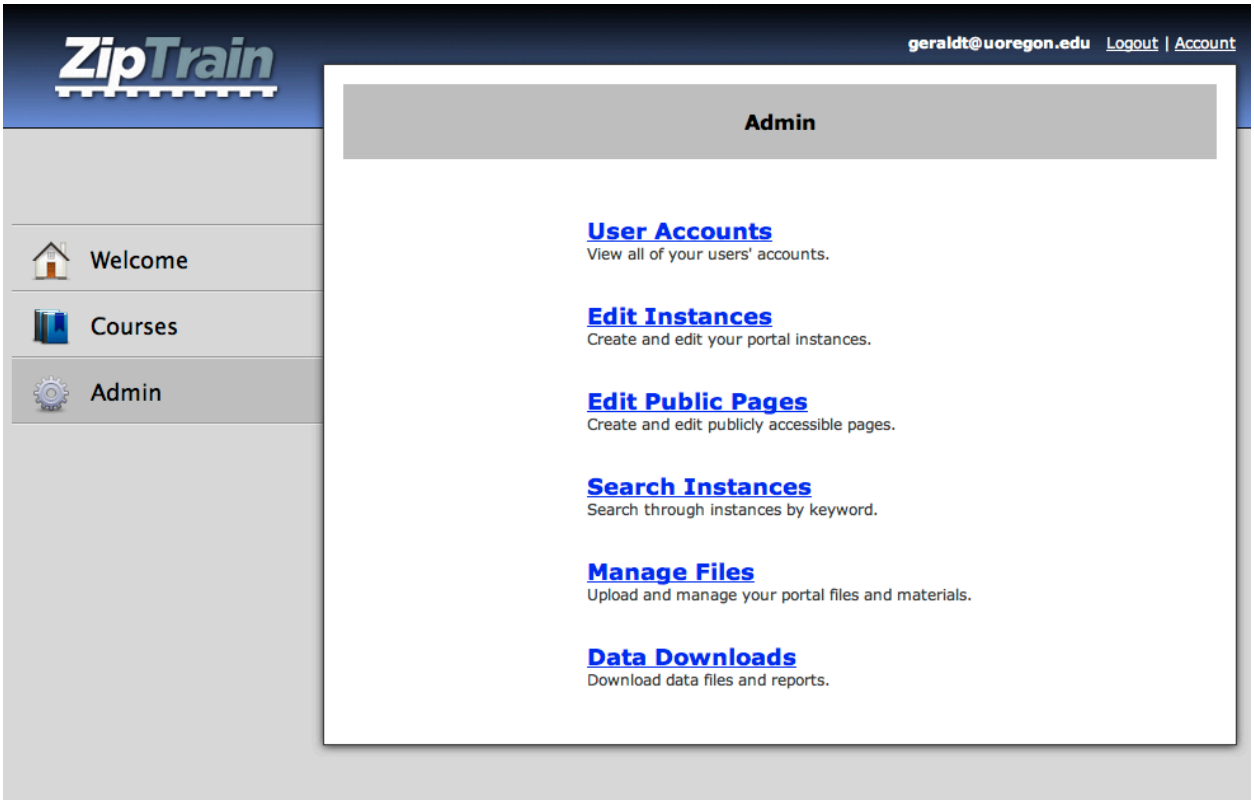
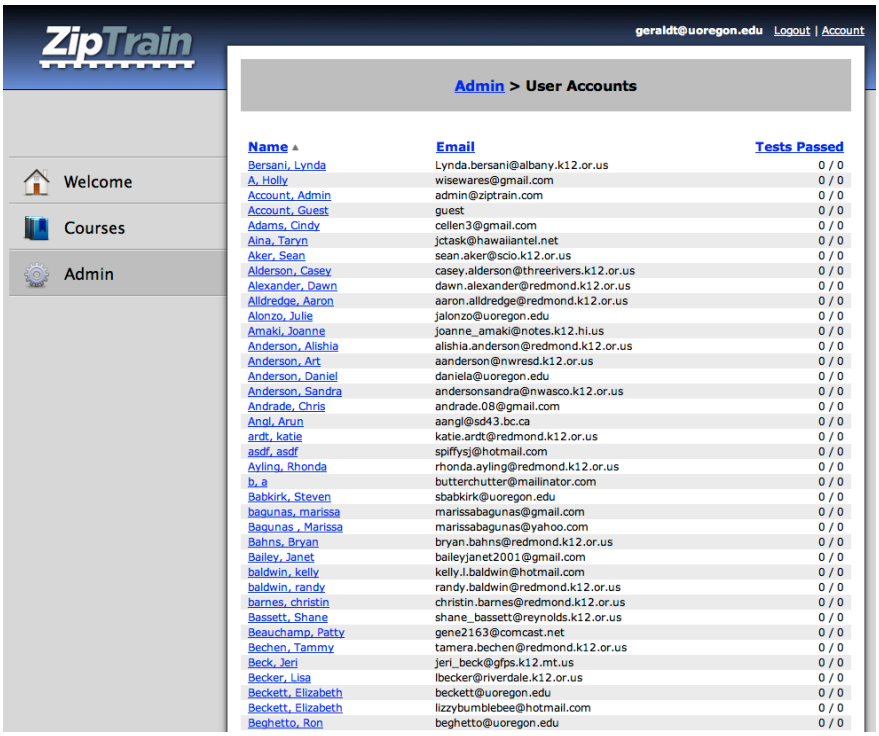
Training > Step 1: Charting Data
This lesson explains how teams can chart data to determine what students know and are able to do. Collecting and graphing data allows teachers to determine which instructional strategies and interventions will be effective.
Welcome
Training
Proficiency
Materials
Courses
00:02
08:02
360 480 720
Common Formative Assessments
Click here for a list of Common Formative Assessments.
Data Collection Chart
Click here for the Data Collection Chart.
Before Instruction Chart
Click here for the Before Instruction Chart.
After Instruction Chart
Click here for the After Instruction Chart.
Data Walls Success Story
Click here for the Data Walls Success Story.
Data Walls Guidelines
Click here for Data Walls Guidelines.
Completed
Powered by ZipTrain


ZipTrain
geraldt@uoregon.edu Logout | Account
Admin
Welcome
Courses
Admin
User Accounts
View all of your users' accounts.
Edit Instances
Create and edit your portal instances.
Edit Public Pages
Create and edit publicly accessible pages.
Search Instances
Search through instances by keyword.
Manage Files
Upload and manage your portal files and materials.
Data Downloads
Download data files and reports.


ZipTrain
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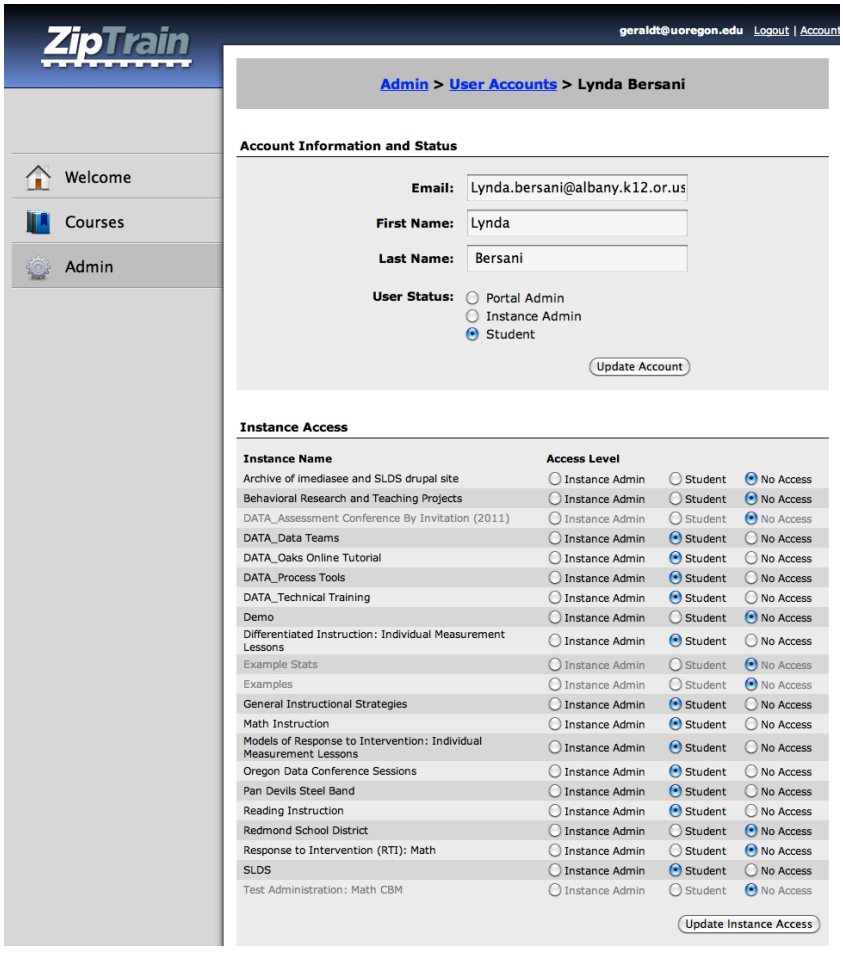
Admin > User Accounts
Welcome
Courses
Admin
Name ▲ Email Tests Passed
Bersani, Lynda Lynda.bersani@albany.k12.or.us 0 / 0
A, Holly wisewares@gmail.com 0 / 0
Account, Admin admin@ziptrain.com 0 / 0
Account, Guest guest 0 / 0
Adams, Cindy cellen3@gmail.com 0 / 0
Aina, Taryn jctask@hawaiiantel.net 0 / 0
Aker, Sean sean.aker@scio.k12.or.us 0 / 0
Alderson, Casey casey.alderson@threerivers.k12.or.us 0 / 0
Alexander, Dawn dawn.alexander@redmond.k12.or.us 0 / 0
Alldredge, Aaron aaron.alldredge@redmond.k12.or.us 0 / 0
Alonzo, Julie jalonzo@uoregon.edu 0 / 0
Amaki, Joanne joanne_amaki@notes.k12.hi.us 0 / 0
Anderson, Alishia alishia.anderson@redmond.k12.or.us 0 / 0
Anderson, Art aanderson@nwresd.k12.or.us 0 / 0
Anderson, Daniel daniela@uoregon.edu 0 / 0
Anderson, Sandra andersonsandra@nwasco.k12.or.us 0 / 0
Andrade, Chris andrade.08@gmail.com 0 / 0
Angl, Arun aangl@sd43.bc.ca 0 / 0
ardt, katie katie.ardt@redmond.k12.or.us 0 / 0
asdf, asdf spiffysj@hotmail.com 0 / 0
Ayling, Rhonda rhonda.ayling@redmond.k12.or.us 0 / 0
b, a butterchutter@mailinator.com 0 / 0
Babkirk, Steven sbabkirk@uoregon.edu 0 / 0
bagunas, marissa marissabagunas@gmail.com 0 / 0
Bagunas , Marissa marissabagunas@yahoo.com 0 / 0
Bahns, Bryan bryan.bahns@redmond.k12.or.us 0 / 0
Bailey, Janet baileyjanet2001@gmail.com 0 / 0
baldwin, kelly kelly.l.baldwin@hotmail.com 0 / 0
baldwin, randy randy.baldwin@redmond.k12.or.us 0 / 0
barnes, christin christin.barnes@redmond.k12.or.us 0 / 0
Bassett, Shane shane_bassett@reynolds.k12.or.us 0 / 0
Beauchamp, Patty gene2163@comcast.net 0 / 0
Bechen, Tammy tamera.bechen@redmond.k12.or.us 0 / 0
Beck, Jeri jeri_beck@gfps.k12.mt.us 0 / 0
Becker, Lisa lbecker@riverdale.k12.or.us 0 / 0
Beckett, Elizabeth beckett@uoregon.edu 0 / 0
Beckett, Elizabeth lizzybumblebee@hotmail.com 0 / 0
Beghetto, Ron beghetto@uoregon.edu 0 / 0


ZipTrain
geraldt@uoregon.edu Logout | Account
Admin > User Accounts > Lynda Bersani
Welcome
Courses
Admin
Account Information and Status
Email: Lynda.bersani@albany.k12.or.us
First Name: Lynda
Last Name: Bersani
User Status: Portal Admin Instance Admin Student
Update Account
Instance Access
Instance Name Access Level
Archive of imediasee and SLDS drupal site Instance Admin Student No Access
Behavioral Research and Teaching Projects Instance Admin Student No Access
DATA_Assessment Conference By Invitation (2011) Instance Admin Student No Access
DATA_Data Teams Instance Admin Student No Access
DATA_Oaks Online Tutorial Instance Admin Student No Access
DATA_Process Tools Instance Admin Student No Access
DATA_Technical Training Instance Admin Student No Access
Demo Instance Admin Student No Access
Differentiated Instruction: Individual Measurement Lessons Instance Admin Student No Access
Example Stats Instance Admin Student No Access
Examples Instance Admin Student No Access
General Instructional Strategies Instance Admin Student No Access
Math Instruction Instance Admin Student No Access
Models of Response to Intervention: Individual Measurement Lessons Instance Admin Student No Access
Oregon Data Conference Sessions Instance Admin Student No Access
Pan Devils Steel Band Instance Admin Student No Access
Reading Instruction Instance Admin Student No Access
Redmond School District Instance Admin Student No Access
Response to Intervention (RTI): Math Instance Admin Student No Access
SLDS Instance Admin Student No Access
Test Administration: Math CBM Instance Admin Student No Access
Update Instance Access

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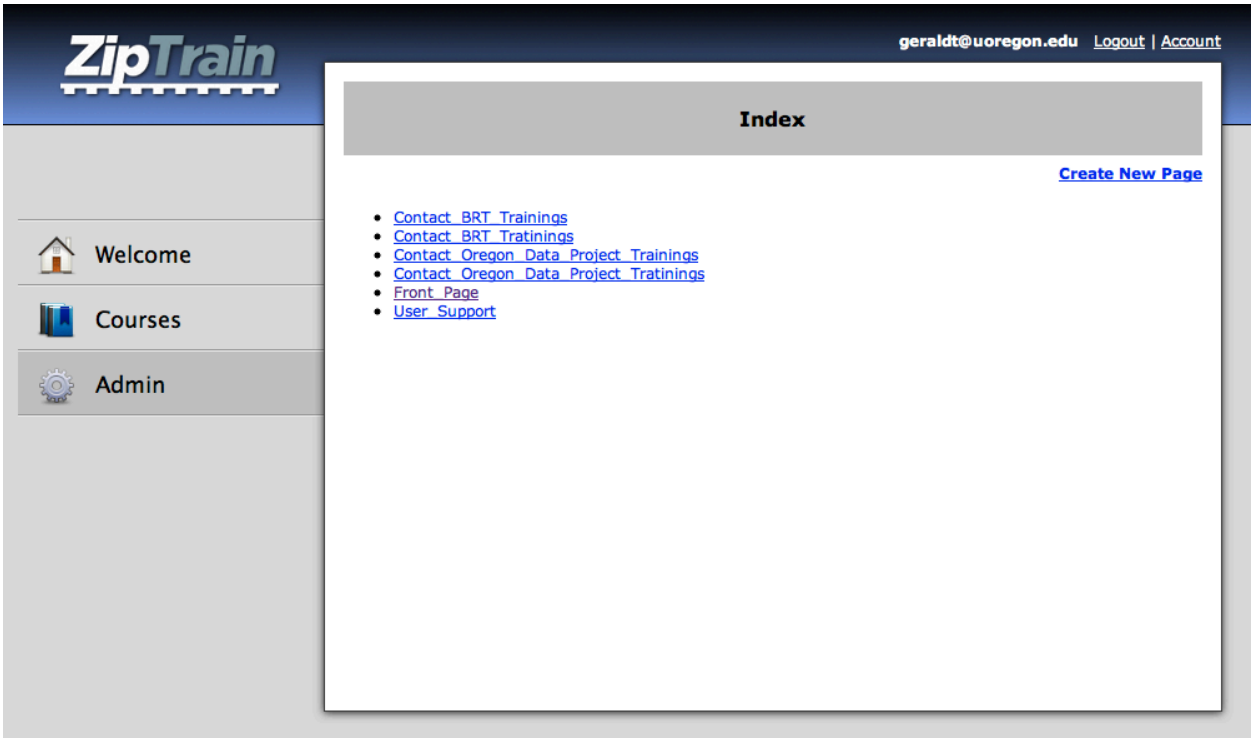
Admin
Admin > Edit Instances
Create New Instance
Select an instance to Edit.
Archive of imediasee and SLDS drupal...
Behavioral Research and Teaching Pro...
DATA_Assessment Conference By Invita...
DATA_Data Teams
DATA_Oaks Online Tutorial
DATA_Process Tools
DATA_Technical Training
Demo
Differentiated Instruction: Individu...
Example Stats
Examples
General Instructional Strategies
Math Instruction
Models of Response to Intervention: ...
Oregon Data Conference Sessions
Pan Devils Steel Band
Reading Instruction
Redmond School District
Response to Intervention (RTI): Math
SLDS
Test Administration: Math CBM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Welcome
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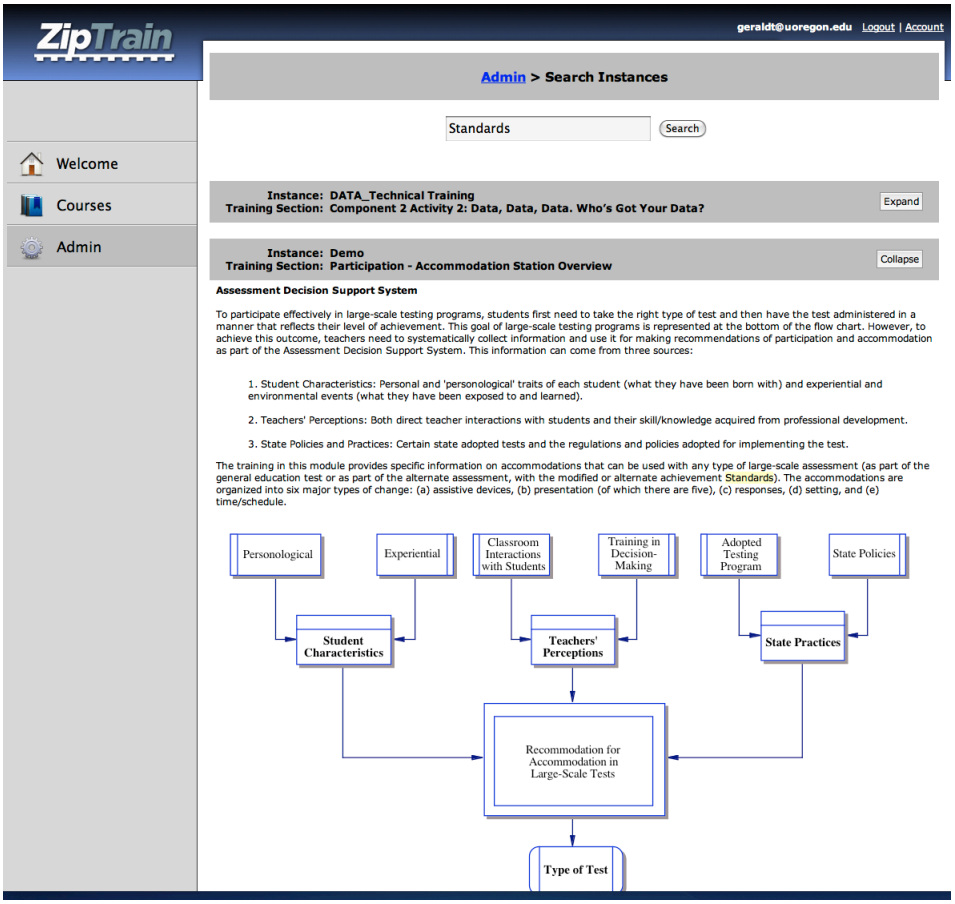
Create New Page
Contact_BRT_Trainings
Contact_BRT_Tratinings
Contact_Oregon_Data_Project_Trainings
Contact_Oregon_Data_Project_Tratinings
Front_Page
User_Support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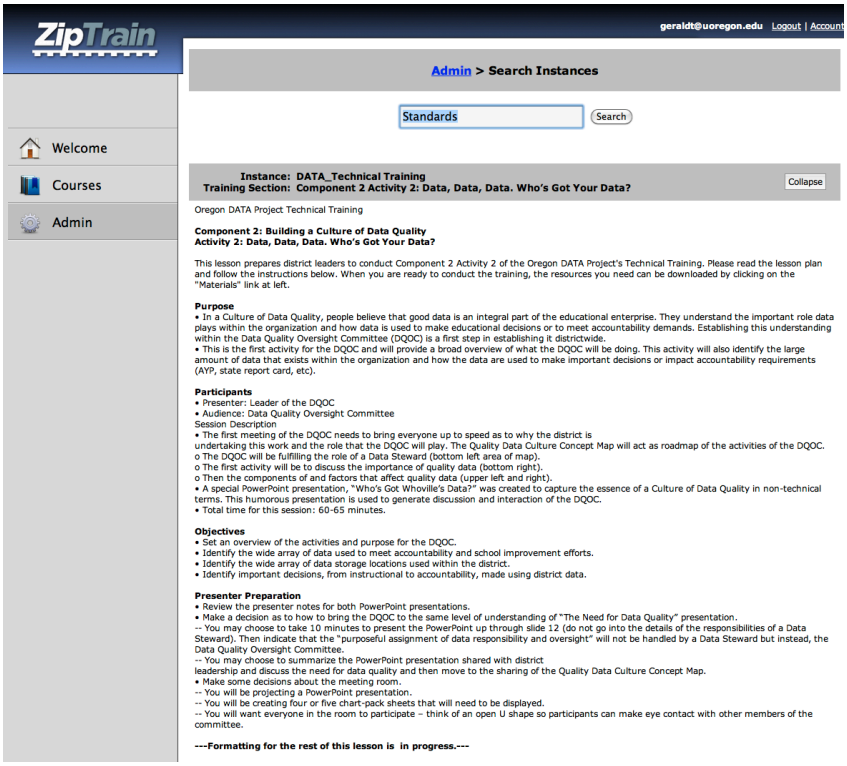
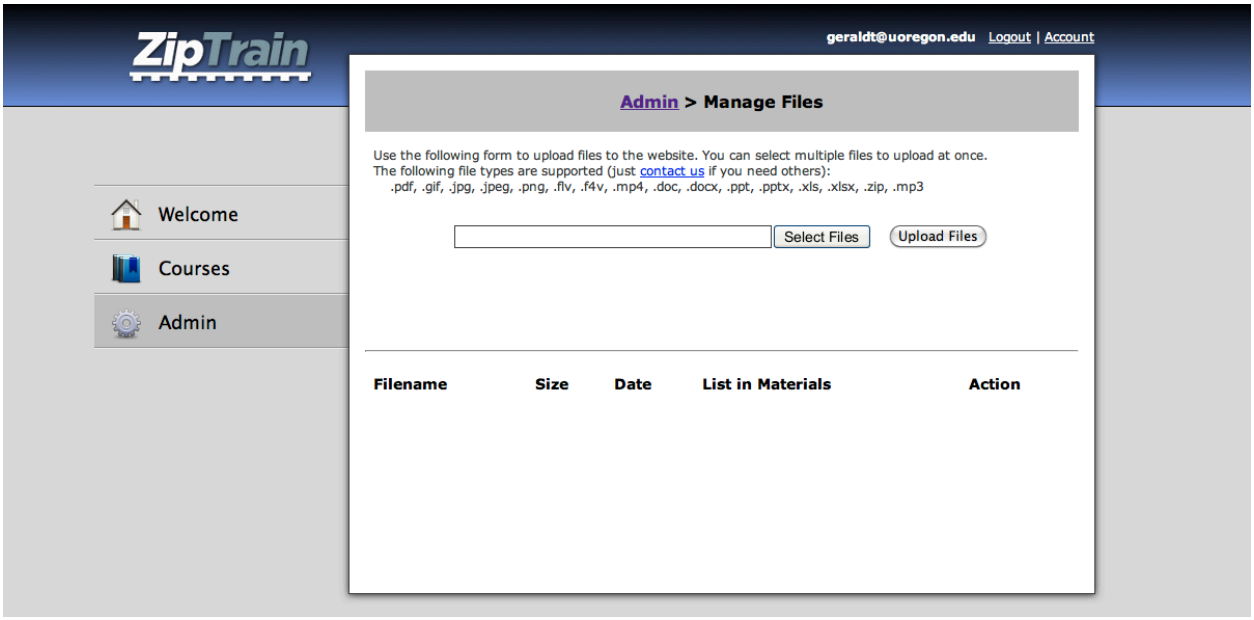
Admin > Search Instances
Standards
Search
Welcome
Courses
Admin
Instance: DATA_Technical Training
Training Section: Component 2 Activity 2: Data, Data, Data. Who's Got Your Data?
Expand
Instance: Demo
Training Section: Participation - Accommodation Station Overview
Collapse
Assessment Decision Support System
To participate effectively in large-scale testing programs, students first need to take the right type of test and then have the test administered in a manner that reflects their level of achievement. This goal of large-scale testing programs is represented at the bottom of the flow chart. However, to achieve this outcome, teachers need to systematically collect information and use it for making recommendations of participation and accommodation as part of the Assessment Decision Support System. This information can come from three sources:
1. Student Characteristics: Personal and 'personological' traits of each student (what they have been born with) and experiential and environmental events (what they have been exposed to and learned).
2. Teachers' Perceptions: Both direct teacher interactions with students and their skill/knowledge acquired from professional development.
3. State Policies and Practices: Certain state adopted tests and the regulations and policies adopted for implementing the test.
The training in this module provides specific information on accommodations that can be used with any type of large-scale assessment (as part of the general education test or as part of the alternate assessment, with the modified or alternate achievement Standards). The accommodations are organized into six major types of change: (a) assistive devices, (b) presentation (of which there are five), (c) responses, (d) setting, and (e) time/schedule.
Personological
Experiential
Classroom Interactions with Students
Training in Decision-Making
Adopted Testing Program
State Policies
Student Characteristics
Teachers' Perceptions
State Practices
Recommodation for Accommodation in Large-Scale Tests
Type of Test


ZipTrain
geraldt@uoregon.edu Logout | Account
Admin > Search Instances
Standards
Search
Welcome
Courses
Admin
Instance: DATA_Technical Training
Training Section: Component 2 Activity 2: Data, Data, Data. Who's Got Your Data?
Collapse
Oregon DATA Project Technical Training
Component 2: Building a Culture of Data Quality
Activity 2: Data, Data, Data. Who's Got Your Data?
This lesson prepares district leaders to conduct Component 2 Activity 2 of the Oregon DATA Project's Technical Training. Please read the lesson plan and follow the instructions below. When you are ready to conduct the training, the resources you need can be downloaded by clicking on the "Materials" link at left.
Purpose
• In a Culture of Data Quality, people believe that good data is an integral part of the educational enterprise. They understand the important role data plays within the organization and how data is used to make educational decisions or to meet accountability demands. Establishing this understanding within the Data Quality Oversight Committee (DQOC) is a first step in establishing it districtwide.
• This is the first activity for the DQOC and will provide a broad overview of what the DQOC will be doing. This activity will also identify the large amount of data that exists within the organization and how the data are used to make important decisions or impact accountability requirements (AYP, state report card, etc).
Participants
• Presenter: Leader of the DQOC
• Audience: Data Quality Oversight Committee
Session Description
• The first meeting of the DQOC needs to bring everyone up to speed as to why the district is undertaking this work and the role that the DQOC will play. The Quality Data Culture Concept Map will act as roadmap of the activities of the DQOC.
o The DQOC will be fulfilling the role of a Data Steward (bottom left area of map).
o The first activity will be to discuss the importance of quality data (bottom right).
o Then the components of and factors that affect quality data (upper left and right).
• A special PowerPoint presentation, "Who's Got Whoville's Data?" was created to capture the essence of a Culture of Data Quality in non-technical terms. This humorous presentation is used to generate discussion and interaction of the DQOC.
• Total time for this session: 60-65 minutes.
Objectives
• Set an overview of the activities and purpose for the DQOC.
• Identify the wide array of data used to meet accountability and school improvement efforts.
• Identify the wide array of data storage locations used within the district.
• Identify important decisions, from instructional to accountability, made using district data.
Presenter Preparation
• Review the presenter notes for both PowerPoint presentations.
• Make a decision as to how to bring the DQOC to the same level of understanding of "The Need for Data Quality" presentation.
-- You may choose to take 10 minutes to present the PowerPoint up through slide 12 (do not go into the details of the responsibilities of a Data Steward). Then indicate that the "purposeful assignment of data responsibility and oversight" will not be handled by a Data Steward but instead, the Data Quality Oversight Committee.
-- You may choose to summarize the PowerPoint presentation shared with district leadership and discuss the need for data quality and then move to the sharing of the Quality Data Culture Concept Map.
• Make some decisions about the meeting room.
-- You will be projecting a PowerPoint presentation.
-- You will be creating four or five chart-pack sheets that will need to be displayed.
-- You will want everyone in the room to participate – think of an open U shape so participants can make eye contact with other members of the committee.
---Formatting for the rest of this lesson is in progress.---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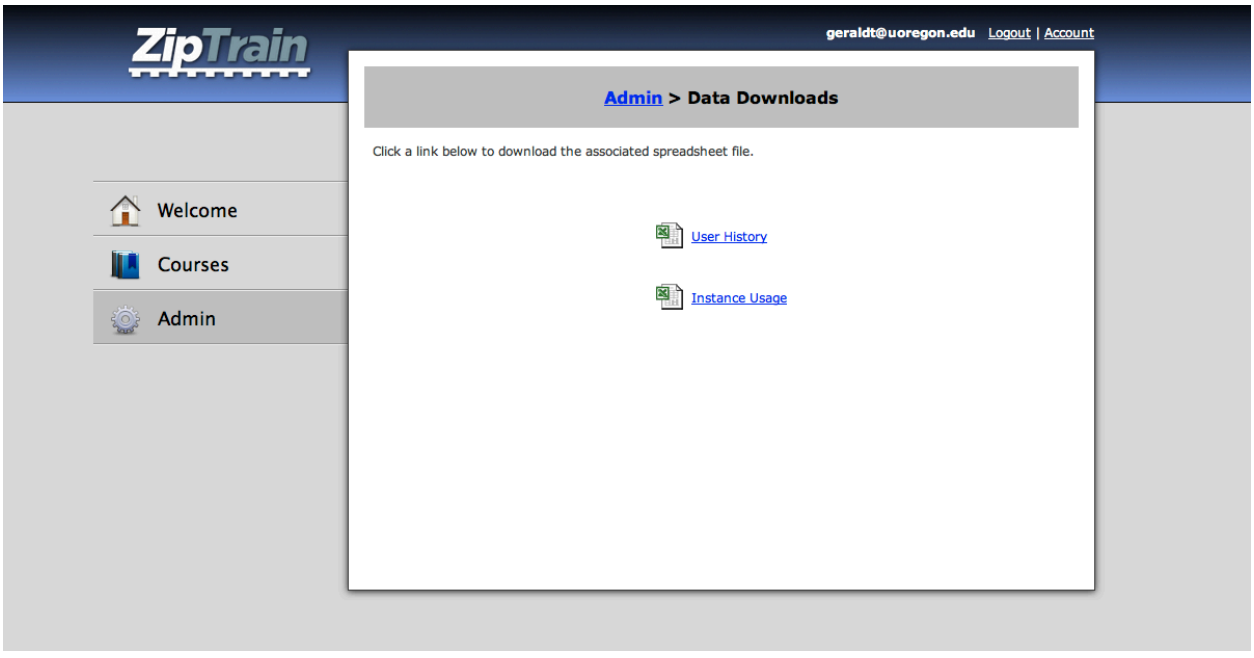
Admin > Manage Files
Use the following form to upload files to the website. You can select multiple files to upload at once.
The following file types are supported (just contact us if you need others):
.pdf, .gif, .jpg, .jpeg, .png, .flv, .f4v, .mp4, .doc, .docx, .ppt, .pptx, .xls, .xlsx, .zip, .mp3
Select Files
Upload Files
Welcome
Courses
Admin
Filename
Size
Date
List in Materials
Action


ZipTrain
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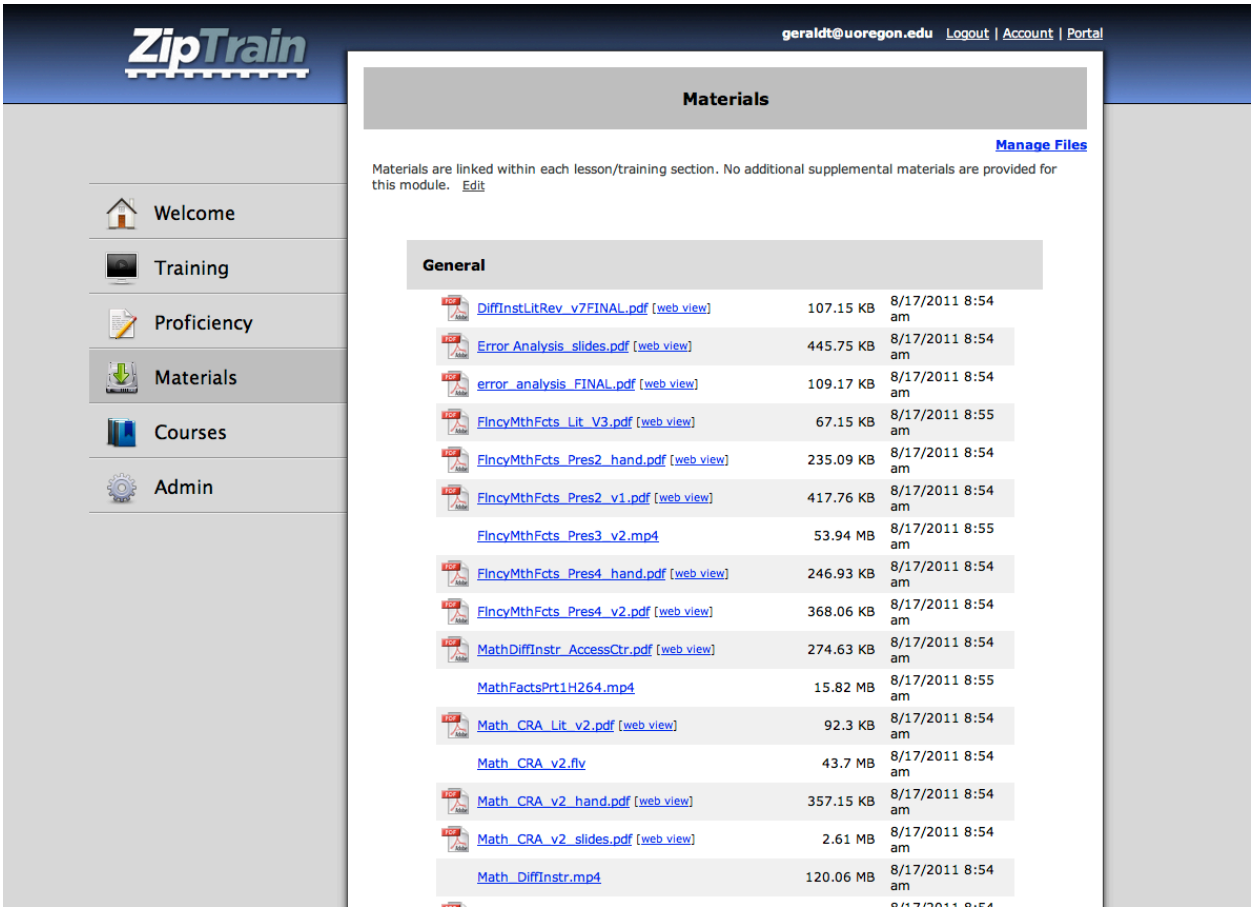
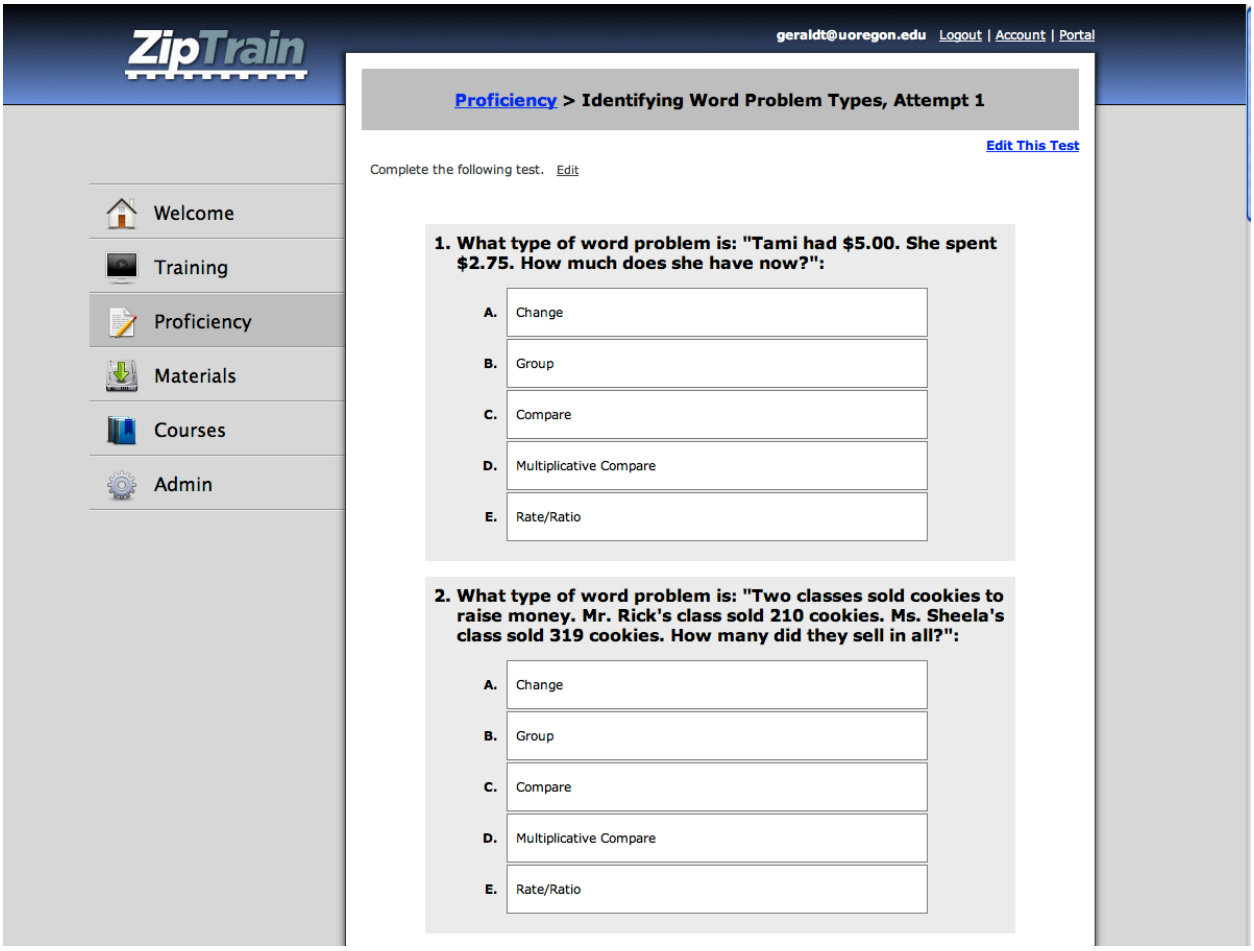
Admin > Data Downloads
Click a link below to download the associated spreadsheet file.
User History
Instance Usage
Welcome
Courses
Admin



	A	B	C	D	E	F	G	H	I	J	K
1	course_name	primary_instance_id	crn	developer	primary_instructor	course_credits	empl_program	empl_application	user_count	total_time_spent	total_pageviews
2	Advanced Research Writing Class Videos	1							20	68:31:45	85
3	Bend_Initial Administrator Licensure	12556	12556	Adam Pritt	Dennis Dempsey		IAL/CAL	EDLD	8	0:00:00	0
4	Data & Information Retrieval 450	32629	32629	Adam Pritt	Nancy Heapes	4	EDLD	Data	3	0:45:45	91
5	Data & Information Retrieval 550	32630	32630	Adam Pritt	Luke Duesbery	4	EDLD	Data	3	0:00:00	0
6	easyCBM Training	1							21	3:35:45	240
7	EDUC_Social Science Research Design	26469	26469	Adam Pritt	Rohanna Buchanan	4	EDLD	Statistics	6	19:01:00	59
8	EMPL Examples	2							105	164:45:15	1368
9	EMPL_Advanced Research Writing	12540	12540	Adam Pritt	Gerald Tindal	4	EDLD	Writing	45	497:38:45	1904
10	EMPL_Advanced Research Writing III	32417	32417	Adam Pritt	Gerlad Tindal	4	EDLD	Writing	22	5:33:15	68
11	EMPL_Advanced School of Law	6	6	Adam Pritt	Kevin Keeley	4	EDLD	Law	10	118:58:30	56
12	EMPL_Applied Multivariate Statistics	26368	26368	Adam Pritt	Keith Zvoch	4	EDLD	Statistics	8	70:44:15	355
13	EMPL_Article Archive	11	11	Adam Pritt	Nancy Heapes		EDLD	Leadership	2	0:12:45	30
14	EMPL_Assessment Practices with Students	7							25	16:07:15	312
15	EMPL_CAL Practicum	12542	12542	Adam Pritt	Kim Sherman	4	EDLD	CAL	20	11:12:30	113
16	EMPL_Colloquia: Faculty Research	4							85	120:25:30	606
17	EMPL_Correlation & Regression	17021	17021	Adam Pritt	Akihito Kamata	1	EDUC/EDLD	Stats	74	1072:30:15	2505
18	EMPL_Educational Leadership	41557	41557	Adam Pritt	Nancy Heapes	4	EDLD	Leadership	26	15:28:00	282
19	EMPL_Foundations of Statistics 1	17021	17021	Adam Pritt	Akihito Kamata	1	EDUC/EDLD	Stats	82	921:41:15	2514
20	EMPL_Foundations of Statistics 2	17021	17021	Adam Pritt	Akihito Kamata	1	EDUC/EDLD	Stats	78	1271:50:00	2575
21	EMPL_Information Technology for Curriculum Design	41555	41555	Adam Pritt	Marilyn Williams	4	Information Technology	EDLD 610: Info Tech	37	44:30:00	73
22	EMPL_Initial Administrator Licensure	12555	12555	Adam Pritt	Keith Hollenbeck	4	EDLD	IAL/CAL	48	334:45:30	1752
23	EMPL_Measurement & Assessment II	35915	35915	Adam Pritt	Akihito Kamata	4	EDLD	Statistics	42	111:13:45	665
24	EMPL_Measurement & Assessment: Admin (Fall 2011)	22228	22228	Adam Pritt	Gina Biancarosa	4	EDLD	Measurment	17	351:39:45	1272
25	EMPL_Measurement & Assessment: Fundamentals (Winter 2011)	8							24	9:14:30	371
26	EMPL_Measurement & Assessment: Math	9							22	17:56:15	142
27	EMPL_Measurement & Assessment: Reading (Winter 2011)	10							30	2116:14:15	7464
28	EMPL_Program Evaluation	3888	4777		Janelle Monegan-Braun				4	0:00:00	0
29	EMPL_Response to Intervention (RTI) and Decision-Making	27330	27330	Elisa Jamgochian		1	DEd - Canada		51	213:01:45	950
30	EMPL_Social Science Practicum (2 CR)	6							40	199:23:00	754
31	EMPL_Social Science Research Methods (3 CR)	5							40	25:41:30	421
32	EMPL_Special Topics: Differential Item Functioning (DIF)	16							45	104:38:15	512
33	EMPL_Special Topics: Student Dissertation Defenses	2011	2011	Adam Pritt	N/A	0	EDLD	Special Topic	13	0:28:15	12
34	EMPL_Technical Adequacy	11							25	24:50:30	181
35	EMPL_Testing Difference Between Means	17021	17021	Adam Pritt	Akihito Kamata	1	EDUC/EDLD	Stats	74	1246:42:15	2615
36	EMPL_Time Series	12							18	11:00:15	418
37	EMPL_Time Series Measurement	7773	983	Janelle Braun-Monegan					4	0:00:00	0
38	Heapes_Learning Organizations	12	12	Adam Pritt	Nancy Heapes	4	EDLD	Leadership	30	145:53:00	598
39	IAL: Instructional Leadership	10	10	Adam Pritt	Keith Hollenbeck/Colt Gill	4	EDLD	IAL/CAL	3	2:49:30	124
40	Mathematics Instruction	5	5	Adam Pritt	Gerald Tindal		Assessment	EDLD	7	2:42:00	130
41	Measurement & Assessment: Advanced	22231	22231	Adam Pritt	Gina Biancarosa	4	EDLD	Measurement	36	121:21:45	331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Admin
Proficiency > Identifying Word Problem Types, Attempt 1
Edit This Test
Complete the following test. Edit
1. What type of word problem is: "Tami had $5.00. She spent $2.75. How much does she have now?":
A. Change
B. Group
C. Compare
D. Multiplicative Compare
E. Rate/Ratio
2. What type of word problem is: "Two classes sold cookies to raise money. Mr. Rick's class sold 210 cookies. Ms. Sheela's class sold 319 cookies. How many did they sell in all?":
A. Change
B. Group
C. Compare
D. Multiplicative Compare
E. Rate/Ratio