PowerTeacher Pro:
NC Implementation Plan

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

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Project Charter

Mission:

To ensure the efficient and effective implementation of the new PowerTeacher Pro (PTP) gradebook throughout all North Carolina K-12 public schools by the end of the 2018-19 school year (SY).

Strategy:

North Carolina will coordinate the implementation of PowerTeacher Pro by leveraging active implementation frameworks (i.e., implementation science). Beginning with a self-selected cohort of early adopters in the 2017-18 SY, the North Carolina Department of Public Instruction and PowerSchool Group, LLC. will provide targeted professional development and technical assistance while instituting a layered communications and marketing strategy. To ensure effective and efficient implementation, research and evaluation methods will be deployed on a continuous basis from project initiation through completion.

Project Scope:

The scope of this project includes all stakeholders impacted by the upgrade to the new PowerTeacher Pro gradebook in K-12 public schools between January 20, 2017 and July 1, 2019. These stakeholders include: teachers, parents, public school district administrators, public school administrators, product vendors, and state agency administrators. The funding for this implementation will be supported by the North Carolina Digital Learning Initiative, Uniform Education Reporting System (UERS), and the NCDPI operating costs. The scope of this work is covered under already existing contracts between the NCDPI and product vendors (i.e., PowerSchool, Pearson, and Instructure).

Goals and Objectives:

1. 100% of NC Teachers are adequately prepared to use the PTP tools by July 1, 2019
    a. 75% of districts receive effective train-the-trainer professional development by September 1, 2017
    b. 50% of NC charter schools receive effective train-the-trainer professional development by September 1, 2017
    c. 100% of NC districts receive effective train-the-trainer professional development by September 1, 2018
    d. 100% of NC charter schools receive effective train-the-trainer professional development by September 1, 2018
    e. 95% of users requiring product specific technical assistance receive timely and adequate support by July 1, 2019

2. 90% of NC Teachers are satisfied with the product enhancements by July 1, 2019
    a. 60% of cohort I early adopters respond to end of year product satisfaction survey with continuous improvement questions by June 30, 2018
    b. Integration between PTP and Canvas is achieved by 6/1/2017
    c. Integration between PTP and Schoolnet is achieved by 6/1/2017

Sub-Committee Members:*

Name	Organization	Sub-Committee Role
Jamie Frye	Newton Conover City Schools	Committee Chair
Ashley Padgett	Beaufort County Schools	Committee Member
Emily Jones	New Hanover County Schools	Committee Member
Sandi Hunnicutt	Wake County Public Schools	Committee Member
Kris Cornia	PowerSchool Group, LLC	Committee Member
Dan Gwaltney	PowerSchool Group, LLC	Committee Member

Supported by NCDPI staff

Benefits and Deliverables:

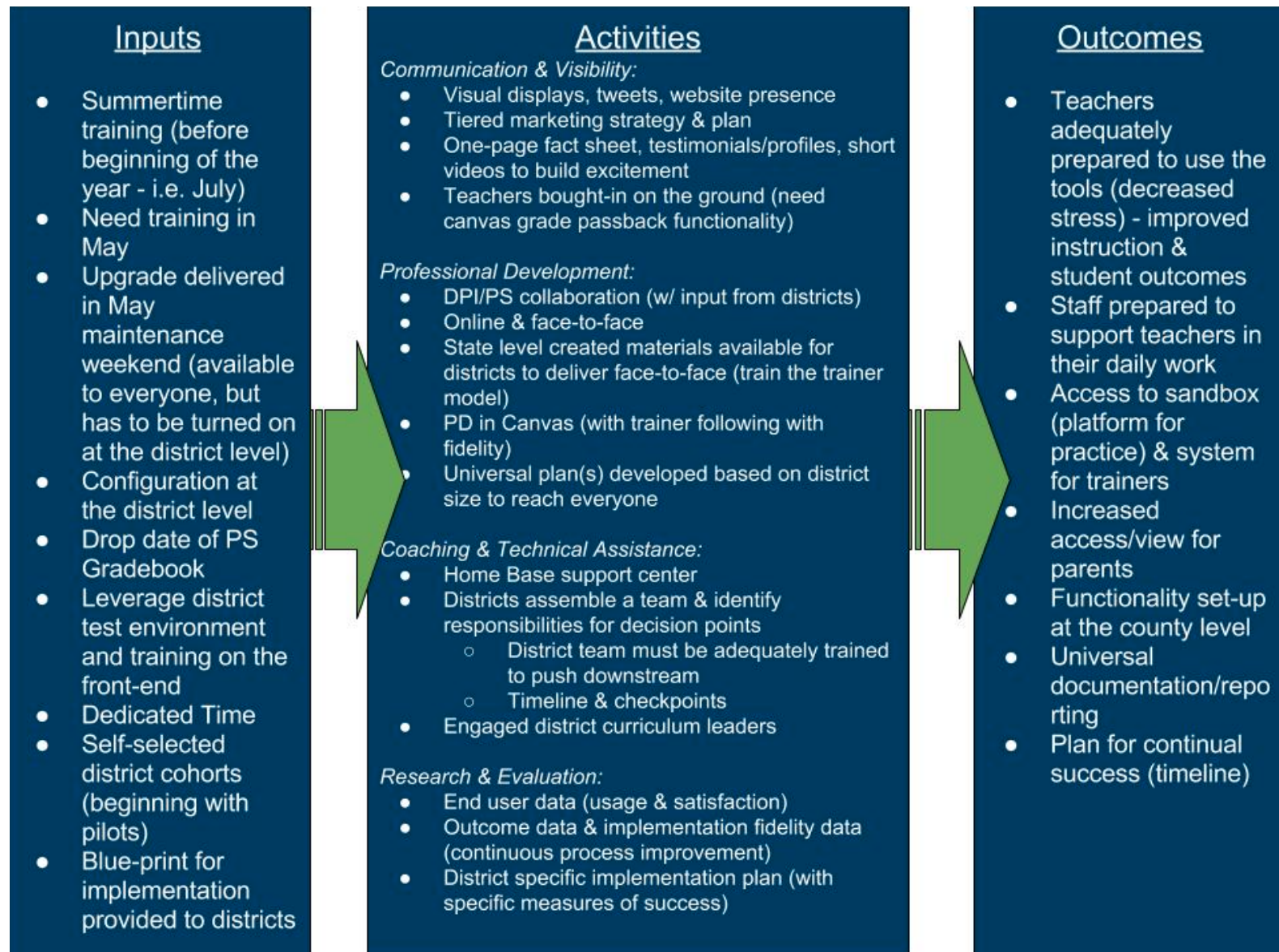| Benefits and Impacts:	Key Deliverables:
1. More time in teachers day to focus on instruction 2. Robust and flexible grading practices 3. Easy and intuitive user interface 4. Easy access and entry of student data 5. 360 degree view of student performance	1. Statewide implementation plan 2. District rollout guide including security checklist 3. Targeted cohort-based professional development opportunities 4. Targeted cohort-based technical assistance

Dependencies and Constraints:

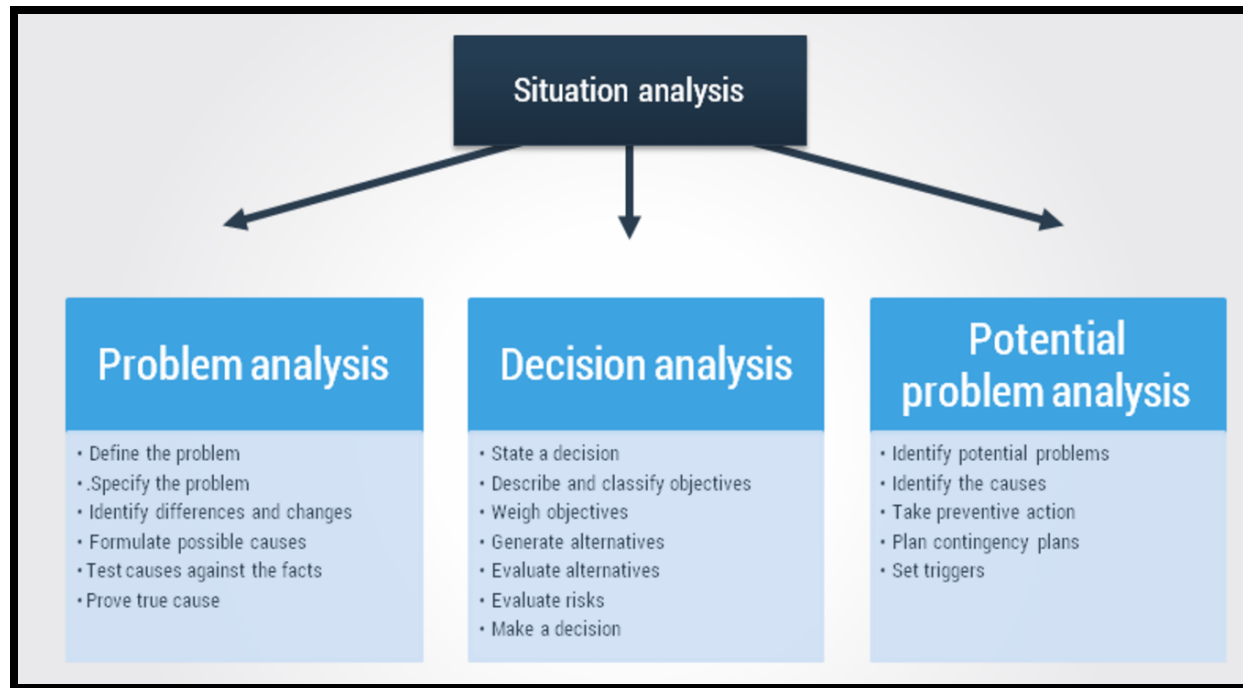| Dependencies:	Assumptions and Constraints:
1. Schoolnet Integration	1. Limited funding, time, and resources available to support implementation
2. Canvas Integration	2. Competing initiative implementation priorities at the state and local level
3. Increased DPI Product Specific Technical Knowledge Capacity	3. Assumption: significant market demand exists for this upgrade (survey data to support this assumption will be available 3/10/17)
4. Increased LEA Product Specific Technical Knowledge Capacity	

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Project Logic Model

Inputs

- Summertime training (before beginning of the year - i.e. July)
- Need training in May
- Upgrade delivered in May maintenance weekend (available to everyone, but has to be turned on at the district level)
- Configuration at the district level
- Drop date of PS Gradebook
- Leverage district test environment and training on the front-end
- Dedicated Time
- Self-selected district cohorts (beginning with pilots)
- Blue-print for implementation provided to districts

Activities

Communication & Visibility:
- Visual displays, tweets, website presence
- Tiered marketing strategy & plan
- One-page fact sheet, testimonials/profiles, short videos to build excitement
- Teachers bought-in on the ground (need canvas grade passback functionality)

Professional Development:
- DPI/PS collaboration (w/ input from districts)
- Online & face-to-face
- State level created materials available for districts to deliver face-to-face (train the trainer model)
- PD in Canvas (with trainer following with fidelity)
- Universal plan(s) developed based on district size to reach everyone

Coaching & Technical Assistance:
- Home Base support center
- Districts assemble a team & identify responsibilities for decision points
  - District team must be adequately trained to push downstream
  - Timeline & checkpoints
- Engaged district curriculum leaders

Research & Evaluation:
- End user data (usage & satisfaction)
- Outcome data & implementation fidelity data (continuous process improvement)
- District specific implementation plan (with specific measures of success)

Outcomes

- Teachers adequately prepared to use the tools (decreased stress) - improved instruction & student outcomes
- Staff prepared to support teachers in their daily work
- Access to sandbox (platform for practice) & system for trainers
- Increased access/view for parents
- Functionality set-up at the county level
- Universal documentation/reporting
- Plan for continual success (timeline)

Google Drawing found at: https://tinyurl.com/PTPLogicModel

Potential Problem Analysis

A Potential Problem Analysis Allows for Project Planning To:
- Be Future-oriented
- Prevent future problems
- Plan contingent actions
- Implement decisions effectively
- Have strong preventative actions with decisions in place

Potential Problems	Likely Causes	Degree of Impact (H, M, L)	Preventative Actions	Contingent Actions
Data associated with standards are not updated and accurate **Reporting on the backend is not addressed prior to migration**	Data not accurate and data on backend is not addressed Lack of professional development and product training Not having a common process (setting Course Codes, etc.)	H	● Ensuring data associated with standards are updated and accurate ● Reporting on the backend is addressed ● Having a common process ● Consult with our PowerTeacher Pro Experts	● If some pilots do move through this process and still have issues, we will communicate in total transparency and firmness from the state level. ● LEAs will need to examine their own implementation cycle for loss of integrity.
Roles and permissions are not set up and addressed correctly	Lack of training on role set-up	H	● Adequate training on role set-up ● Quick-reference document ● Videos for role set-up ● Ownership of the process (someone specific being responsible for setting correctly) ● Making sure that folks are aware of implications of bulk changes (not providing updates for everyone, meant for a few)	● Point person in charge must take ownership.

			● Roles and permissions are adequately addressed ● Consult with our PowerTeacher Pro Experts	
Training plan itself is not developed well (all users must be trained on all components)	Funding Lack of time Depth of the plan (thinking through all of the pieces) Availability of the right resources (not just a warm body)	H	● Provide documentation on must-dos for your training plan ● Produce some planning templates, backed by implementation science ○ Provide some guiding questions to get LEAs thinking about the right topics ● Ensure that there is a point person who owns the training plan. ● DPI and LEAs being proactive.	● Point person from DPI and LEA would take ownership in repairing the implementation plan.
Canvas Grade Passback (and integration with other Home Base products) no longer function; Schoolnet integration	Did not test integrations out in our production replication environment (for every potential replicated environment -- K-5, 6-12)	M*	● Testing out the integration in the production replication environment (DCT environments)	● LEAs and support staff will work on this on a case-by-case basis ● Work with the expert at PowerSchool to provide technical assistance ● Test Schoolnet and Canvas
LEA and buildings do not have an LEA or building policy regarding the	Lack of communication regarding the possibility of using both gradebooks simultaneously	M	● Develop an understanding of the dual-availability of both PowerTeacher	● DPI support staff can be reached by LEA contact to provide suggestions for developing and communicating a procedure.

implementation of PowerTeacher Gradebook vs. PowerTeacher Pro Gradebook	Lack of documentation of procedure for use of PowerTeacher Pro vs. PowerTeacher Gradebook		Gradebook and PowerTeacher Pro for teachers (and how long that they will both remain available) ● LEA must establish a policy for what they will allow their teachers to do -- which gradebooks can be used for what courses, will it be a district-wide move, etc.?	
DPI support staff supporting two systems (PT Pro and PT Gradebook)	Districts choose to use both gradebooks simultaneously rather than use one.	**M****	● DPI could consider strongly suggesting the exclusive adoption of PT Pro by a specific date.	● DPI will provide support on a case-by-case basis until it is deemed impossible to fill all support needs, at which time a strategy for

*Dependent upon the importance of the Canvas/PowerSchool Gradebook integration to the LEA and specific user
**Dependent upon number of LEAs involved

Communications/Marketing Strategy
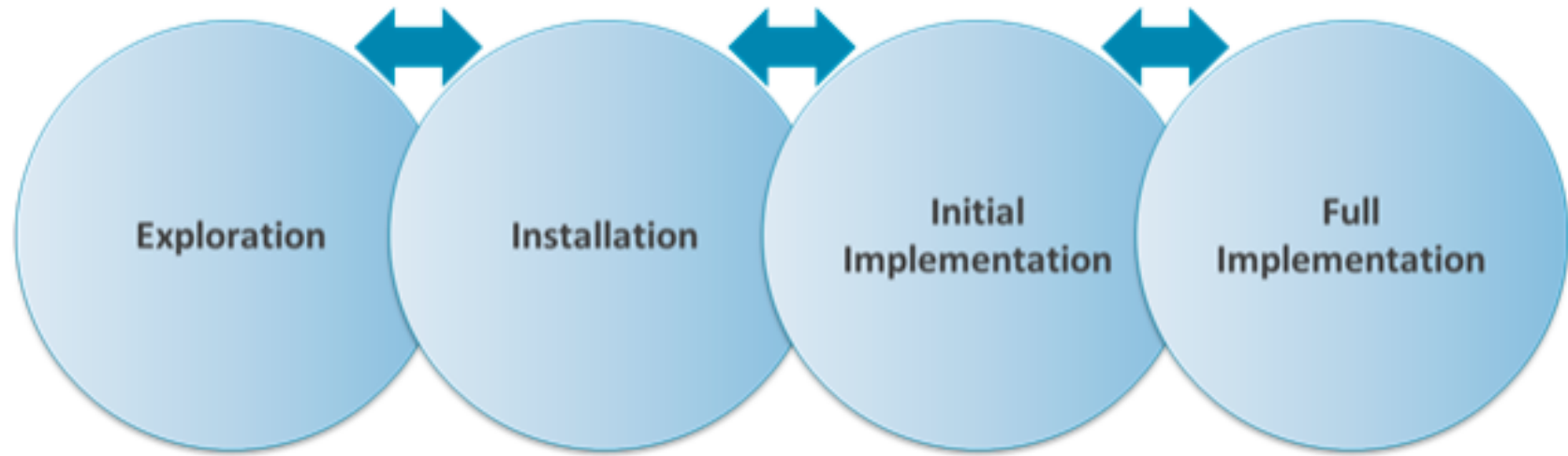
Initiative: PowerTeacher Pro Implementation	Date: February 2017 - June 2018

What are we communicating?	Who do we need to communicate this to?	What method will we use?	By when and how often?	Who will author, approve & send communication?	Target date & date(s) completed	
Be specific	*List stakeholders*	*Emails, web page, blog, meetings, etc.*	*Frequency & Due Dates*	*List Person responsible and who will ensure delivery*	*List target and completion dates*	
PowerTeacher Pro Cohort I Interest Survey	LEA Curriculum Leaders, Tech Directors, and Charter School Administrators	Survey sent directly to stakeholders via email	1 x March 3	• Jamie will draft survey • Hunter will approve and distribute survey	March 3 release March 17 completion	
PowerTeacher Pro Marketing Videos	LEA Curriculum Leaders, Tech Directors, Charter School Administrators, Teachers, Principals, Other?	Distribution via email listservs, Home Base Meet-ups, C&I Leaders Job Alike Meetings, other professional development opportunities as available, Home Base website, Social Media	As many times as possible by June 15, 2017	• Jamie will communicate with Dan Gwaltney about obtaining PowerTeacher Pro marketing videos • Jamie to gain approval to use said videos from Maria, Hunter, Verna, and Rosalyn • Jamie will prepare for approval by Hunter, Maria, Rosalyn, Verna listserv messages to submit to Superintendent, Principal, and Teacher Messages. Also, Home Base Bi-weekly • Jamie will tweet (depending on how many	February 22 March 10 March 10, Principal Message March 17, Superintendent Message March 17, Teacher Message &	

				different videos there are to share, will depend on how often they are tweeted) ● Jamie will coordinate website presence of videos	Home Base Bi-week March 15 to start March 15	
PowerTeacher Pro One-pager Fact Sheet	Same as above	Handouts available at Home Base Meet-ups, C&I Leaders Job Alike Meetings, other professional development opportunities as available, Home Base website, Social Media	As many times as possible by June 15, 2017	● Jamie will coordinate with Dan Gwaltney about what other materials are available ● Jamie will gain approval to use such material by Hunter, Maria, Verna, Rosalyn ● Jamie will provide one-pager to all channels as indicated in the method column	February 28 March 10 As needed	
PowerTeacher Pro Training Sessions for Internal Staff	DTL Consultants, EE Consultants, Home Base staff, other?	Email	One initial email and one reminder	● Hunter H. and Jamie W.	April	
PowerTeacher Pro Training Sessions for Stakeholders	Lead teachers, Home Base coordinators, ??	Email, listservs, social media	Bi-weekly through project completion	● Jamie W.; Yolanda W. (and other listserv managers)	April	
PowerTeacher Pro Full Implementation	LEA Curriculum Leaders, Charter School Administrators, Others?	Email, listservs, social media	Bi-weekly through project completion	● Jamie W. and Yolanda W. (and other listserv managers)	May	

Implementation Tasks and Timeline

Stages of Implementation Science:

Stages of Implementation Science	Definition

Exploration	Identifying the need for change, learning about possible interventions that may provide solutions, learning about what it takes to implement the innovation effectively, developing stakeholders and champions, assessing and creating readiness for change, and deciding to proceed (or not)
Installation	Establishing the resources needed to use an innovation and the resources required to implement the innovation as intended
Initial Implementation	The first use of an innovation by teachers and others who have just learned how to use the innovation working in school and district environments that are just learning how to support the new ways of work
Full Implementation	The skillful use of an innovation that is well-integrated into the repertoire of teachers and routinely and effectively supported by successive building and district administrations

Source: State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) and the National Implementation Research Network (NIRN) at The University of North Carolina at Chapel Hill's FPG Child Development Institute. http://implementation.fpg.unc.edu/module-1/implementation-stages

PTP Tasks, Timeline, Responsibilities, and Status:

Key
Communication/Visibility
Professional Development
Technical Assistance & Coaching
Research/Evaluation
Milestones

	Task/Milestones	Date	Personnel Responsible	Status
Exploration	Sub-Committee Kickoff Meeting	2/10/2017	Whole Sub-Committee	Completed
	Develop logic model	2/10/2017	Whole Sub-Committee	Completed
	Evaluate Risk via Potential Problem Analysis (Tregoe)	2/17/2017	Whole Sub-Committee	Completed
	Marketing strategy developed	2/15/2017	Whole Sub-Committee	Completed
	Administer and analyze statewide interest survey	2/27/17 - 3/10/17	Hunter H./ Jamie W.	On-Track
	Cohort I application announced via C&I leaders & NC-SIS listservs	3/1/2017	Jamie W., Amy B., Yolanda W.	On-Track
	Implementation Plan presented and approved at Home Base Design Team Meeting	3/10/2017	Home Base Design Team	On-Track
	Develop District Technology Checklist	3/10/2017	Whole Sub-Committee	On-Track
	Send communication to initial small technological testing pilot group	3/15/2017	Jamie W. and Yolanda W.	On-Track
	Marketing Videos distributed	3/17/2017	Jamie W., Amy B., Yolanda W.	On-Track
	One-pager Fact Sheets developed and distributed	4/1/17	Whole Sub-Committee	On-Track
	Fact Sheets distributed via newsletters, listservs, social media, and face-to-face sessions	4/1/17	Jamie W., Amy B., Yolanda W.	On-Track
	DPI Support Staff/Trainers build technical knowledge	4/10/17-4/13/17	PS/DPI Trainers/Help Desk	On-Track
	Security concerns fully addressed	6/1/2017	PowerSchool	On-Track
	Integration achieved between PowerTeacher Pro and Schoolnet/Canvas	6/1/2017	DPI App Manager(s)	On-Track
Installation	Training materials developed	1/20/2017	PowerSchool	On-Track
	Gather and analyze Professional Development session data	2/22/17 - 9/1/17	DPI DTL Trainers/PS	On-Track
	Home Base Symposium Training	2/22/17 - 2/24/17	PowerSchool Trainers	On-Track
	Pilot Districts Identified	3/20/2017	Sub-Committee	On-Track
	Push out weekly training dates/info to pilot districts via newsletters, listservs, and social media	3/20/2017 - 7/1/17	Jamie W., Amy B., Yolanda W.	On-Track

	Access is granted for training in sandbox test environment	3/31/2017	PowerSchool	On-Track
	PS Trains DPI staff	4/10/17 - 4/13/17	PowerSchool Trainers	On-Track
	2 Train-the-Trainer Sessions Per Region for Cohort I participants	4/1/17 - 9/1/17	PowerSchool Trainers	On-Track
	PowerTeacher Pro Sessions (M-T, W-TH) (F - Open Help Day) - 8 Sessions & 4 Open Help Days	4/24/17 - 5/19/17	DPI DTL Trainers	On-Track
	Home Base Meet-ups	5/817 - 5/11/17	DPI DTL Trainers	On-Track
	Home Base Meet-ups	5/8/17 - 5/11/17	DPI DTL Trainers	On-Track
	PowerTeacher Pro for Charters	5/26/2017	DPI DTL Trainers	On-Track
	PowerSchool Help Sessions	5/30/17 - 6/8/17	DPI DTL Trainers	On-Track
	Help Session Q&A Webinar	5/31/2017	DPI DTL Trainers	On-Track
	Help Session Q&A Webinar	6/7/2017	DPI DTL Trainers	On-Track
	Open Cass sessions at DPI for all internal staff	6/1/2017	DPI DTL Trainers	On-Track
	District Team Training	6/12/17 - 6/16/17	DPI DTL Trainers	On-Track
	Western RESA Conference	6/26/17 - 6/27/17	DPI DTL Trainers	On-Track
	100% of Pilot Districts form implementation teams and build local district implementation plans	5/1/2017	LEAs	On-Track
	WRESA Conference: PowerTeacher Pro for District Leaders	6/22/17 - 6/23/17	DPI DTL Trainers	On-Track
	Functionality Deployed	5/1/2017	PowerSchool/DPI	On-Track
	DLCs for Teachers	8/1/17; 8/3/17; 8/8/17; 8/10/17	DPI DTL Trainers	On-Track
	1st Cohort begins pilot	7/1/2017	LEAs	On-Track
Initial Implementation	Continue as needed progress communications through newsletters, listservs, and social media	7/1/2017 - 6/30/18	Jamie W., Amy B., Yolanda W.	On-Track
	Research & Eval of initial process implementation data from Cohort I	9/1/2017	Whole Sub-Committee	On-Track
	Year Round School begin with new gradebook for early adopters	7/10/2017	LEAs	On-Track

	Provide technical support to early adopters	7/1/17 - Indefinite	DPI Help Desk/PS	On-Track
Full Implementation	Pull and Analyze Usage Data from Cohort I to inform Continuous Improvement for Cohort II	1/15/2018	NCDPI	On-Track
	Establish Cohort II Districts via usage data	3/1/2018	NCDPI	On-Track
	Provide targeted Professional Development to all Cohort II Districts	4/1/18 - 9/1/18	NCDPI/PS	On-Track
	Summative evaluation; looking at inputs & outcomes (tracking training days, participants, etc.)		PTP Sub-Committee	On-Track
	Continue as needed progress communications through newsletters, listservs, and social media	6/30/2018 - 7/1/2019	Jamie W., Amy B., Yolanda W.	On-Track
	Most or all districts have implemented or begun implementing PowerTeacher Pro	7/1/2018	LEAs	On-Track
	Continue technical support to all adopters	7/1/2018 - Indefinite	DPI Help Desk/PS	On-Track
	Evaluate and implement continuous improvement strategies of the product and usuage	7/1/2018 - Indefinite	DPI/PS	On-Track

District Implementation Guide (Developed by PowerSchool Group, LLC.)

Developed by PowerSchool Group, LLC

Located at: https://support.powerschool.com/login.action?redirect=

Keys to a Successful PowerTeacher Pro Rollout

Many districts have had wonderful success with rolling out gradebooks. Others wonder where they went wrong, or why their teachers are not on board.

Here are the keys to ensuring a successful gradebook rollout for your district, and to keeping your teachers informed and happy.

1. Get Teachers Involved Early!

+ WHAT TO DO:

The most important key to success is getting teachers involved early. Several months before rollout, communicate to teachers that you are considering rolling out a new gradebook. Clearly articulate the reasons and the benefits for moving to a new gradebook. Hold sessions where they can see the new gradebook, learn about the new features, and offer feedback. If your teachers have enhancement suggestions, let them know that you will communicate those back to PowerSchool.

— WHAT NOT TO DO:

Because of time pressure, some districts skip the communication, and simply spring the decision on teachers and force them to make the switch. This is a clear recipe for disaster. In general, teachers are more comfortable with what they already know, and can be very apprehensive about having to learn a new system. Suddenly forcing a big change on them is a definite way to start a teacher rebellion, with demands for keeping the old system. Make sure to communicate early and often about the switch to a new gradebook.

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2. Explain the Origin, Vision, and Direction of PowerTeacher Pro

+ WHAT TO DO:

Some gradebooks were developed over a period of 10 or more years. As a new product, PowerTeacher Pro is not going to have every single feature yet from PowerTeacher Gradebook. Nor is it going to do things in exactly the same manner as PowerTeacher Gradebook, especially when there is a better or more usable way. PowerTeacher Pro was built from the ground up as a brand new product, with feedback from thousands of teachers. The goal was to design a gradebook from scratch that provides the ultimate user experience. 18+ months of usability testing were done with teachers across the country. It's true that PowerTeacher Pro does not have every feature of PowerTeacher.

PowerTeacher Pro is constantly being enhanced. Because of the research and positive teacher feedback, PowerSchool has chosen this as the gradebook solution for all of its student information products. Now when a feature is added to PowerTeacher Pro, over 30% of all teachers in the country can potentially take advantage of it, across PowerSchool.

As mentioned above, teachers in general do not like change. It's important for them to realize all of the research and teacher feedback that went into PowerTeacher Pro. It is not designed as the next version of PowerTeacher Gradebook, and features will work in new and innovative ways. PowerTeacher Pro is being built as the next generation of teacher tools. No other gradebook on the market can match it for usability and the rich experience that it provides in a 100% web-based gradebook.

— WHAT NOT TO DO:

Districts that simply say "here's a new gradebook" without providing the context above will leave teachers confused. Teachers will wonder why they left PowerTeacher Gradebook, and why PowerTeacher Pro doesn't have a feature or two from the previous gradebook. Once teachers realize that PowerTeacher Pro is the foundation, and will be constantly enhanced, they will understand the benefits of this next generation teacher tool.

3. Explain the benefits to the district, the administrators, and to the teachers of having a browser based gradebook built as part of the SIS

+ WHAT TO DO:

Explain the benefits of not having to content with any java issues or any client technical issues. All that is needed is a supported browser. Previously teachers may be used to the headache of navigating back and forth between a Java Swing client application and the PowerSchool Teacher Portal as well as having installation issues when using different devices or having java upgrades. All of that goes away by using PowerTeacher Pro. The navigation will all occur inside the browser and there is nothing the teacher or admins need to be concerned about to run the application other than having a browser installed.

PowerTeacher Pro also allows the grade setup to be set up by the administrator so there will be no need for admins to worry that the teacher's don't have their grade setup done properly.

PowerTeacher Pro also works on any device such as Chromebooks and tablets. This provides a lot more flexibility for the teachers to access the gradebook from anywhere. Additionally this means that there is only one set of training and one workflow for every device whether it be a tablet, or a computer.

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4. Training, Training, Training

WHAT TO DO:

+ Provide teachers with plenty of opportunities to learn the application, and provide supporting materials. Make sure they understand the key features, and have access to key resources: on-line help, district materials, and access to other power users at their school. Offer multiple sessions and multiple ways to learn the application. Explore PowerSchool's self-paced online training as an option, especially for new teachers who come in mid-year and miss the general training.

Creation of a quick reference card (or use PowerSchool's) will help teachers remember the key data, and have a resource to go to for the core functions.

WHAT NOT TO DO:

— Although the application is extremely easy-to-use, do not assume that teachers will figure out everything by themselves or without documentation. If teachers don't figure out how to do a function, they will assume that it's not in the product. In many cases, they just need to be pointed in the right direction to realize all of the advanced features in PowerTeacher Pro.

5. Train the trainer, and build a team of super users. Ensure that every school has some expert teachers who become advocates and who other teachers can turn to for help.

WHAT TO DO:

+ Offer specialized in-depth training to specific teachers who are interested. You might even run a pilot for a reporting period, to help this group get up to speed. Ensure that you have volunteers from EVERY school. When a new teacher is trying to figure out how to do something, it can be frustrating if they have to wait for answers. With several other teachers at their school who can help and answer questions, you'll build a base of happy users who get questions answered quickly.

WHAT NOT TO DO:

− Do not designate just one person in the district to become the expert in the application, and expect that he or she will be able to help everyone. It's critical to ensure that every school in the district has teachers who are at that school every day to offer support and encouragement to the other teachers. Some districts will designate just a single expert, or pick someone who is at different schools on different days. This practice can lead to teacher frustration when their peer resource is not on site that day. Building up a team of advocates prior to general rollout will help things go much more smoothly, and provide a

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support network for teachers.

6. When in doubt, Pilot the Application for a Reporting Period

WHAT TO DO:

+ With a disparate teaching staff, one of the best options may be to line up your super users at each school, and let them go live for a reporting term before rolling out the application and the training to the other teachers. The word of mouth from the advocates will generate excitement at the schools, and teachers will be much more excited when the time comes for the general roll out.

WHAT NOT TO DO:

– Randomly pick teachers to participate, or force a teacher to be part of the pilot. Pick teachers who you know will appreciate the benefits of the new application, and who will be good mentors to the other teachers once they go live. The pilot period is a time to groom your super users and advocates, and get them ready to help with the general rollout.

For more information about PowerTeacher Pro, please visit our website at www.PowerSchool.com or call 877.873.1550

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