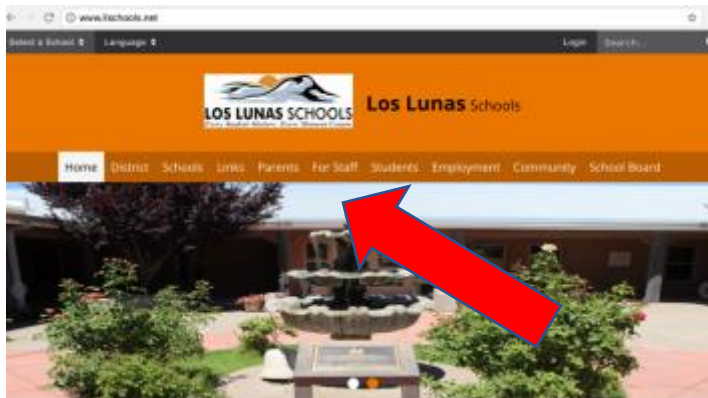


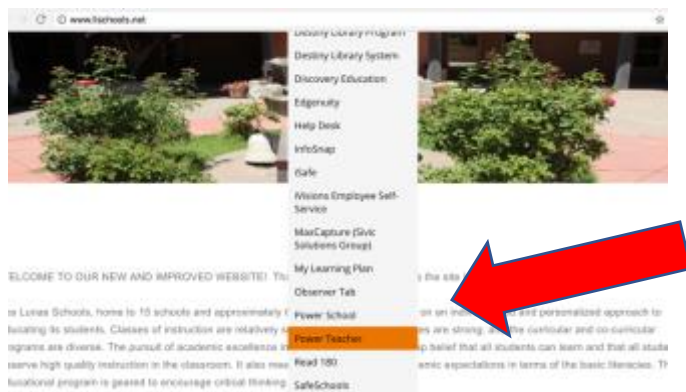
## enVisionMath2.0 FAQs

### How do teachers login to enVision?

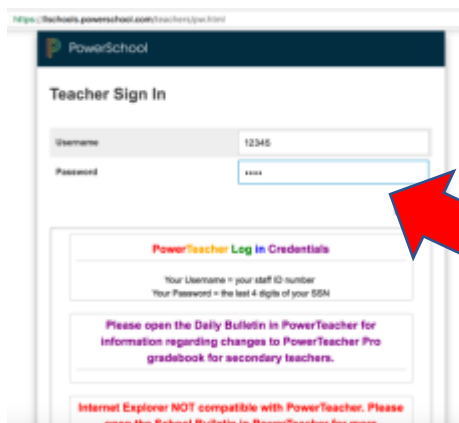
1. Go to the Los Lunas Schools website. [www.llschools.net](http://www.llschools.net)
2. Select the tab FOR STAFF.



3. Select PowerTeacher



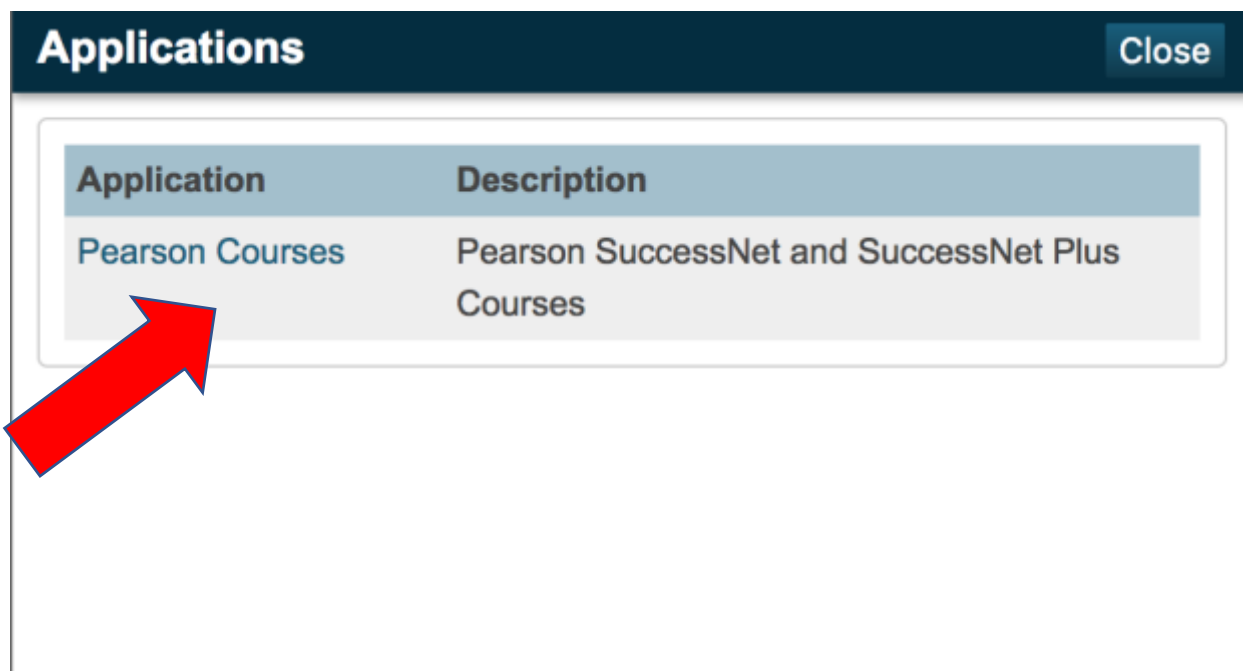
4. Login to PowerTeacher using your staff ID and the last four numbers of your SSN.



5. On the top right side of your screen, click the arrow button to take you to PowerTeacher applications.



6. Click the blue link titled Pearson Courses.



7. On the right side of the screen, select Pearson Realize.

The screenshot shows the Pearson EasyBridge teacher dashboard. The top navigation bar includes the Pearson EasyBridge logo, a welcome message for Suzanne, and links for Help, Support & Training, Settings, Sign Out, and a Plus button. The main heading is 'Classes & Products' for the '2018 School Year'. Below this, there are tabs for 'Current classes', 'Future classes', and 'Past classes'. A table lists current classes with columns for class name, 'Student Roster', and 'Add Products'. To the right, under 'Learning systems', there are buttons for 'Pearson eText for Schools', 'Pearson SuccessNet', 'Dash', 'SuccessNet Plus', and 'Pearson realize'. A red arrow points from the 'Pearson realize' button to the next screenshot.

Current classes	Future classes	Past classes
To add content to a class, click the Add Products button to the right of the class name. Content you've already added to a class is shown under the class name. Just click on a course to access it!		
6th Home Room (R) - 1-2(A) - 17-18	Student Roster	Add Products
6th-Math - 4(A) - 17-18	Student Roster	Add Products
6th-Math - 4(A) - 17-18	Student Roster	Add Products
6th-Science - 6(A) - 17-18	Student Roster	Add Products
6th-Science - 6(A) - 17-18	Student Roster	Add Products
6th-Student Responsibility - 7(A) - 17-18	Student Roster	Add Products

**Learning systems**

- Pearson eText for Schools
- Pearson SuccessNet
- Dash
- SuccessNet Plus
- Pearson realize**

8. Select enVisionMath2.0

The screenshot shows the Pearson Realize community home page. The top navigation bar includes the Pearson Realize logo and links for PROGRAMS, CLASSES, and DATA. Below this is a large image of a green tree frog with three numbered circles (1, 2, 3) overlaid. Below the image, there are three main sections: 'Programs' (with a checkmark), 'Add programs to classes', and 'Create assignments'. A red arrow points to the 'enVisionmath2.0 Common Core Grades 6-8 Grade 6 2017' program card under the 'Programs' section.

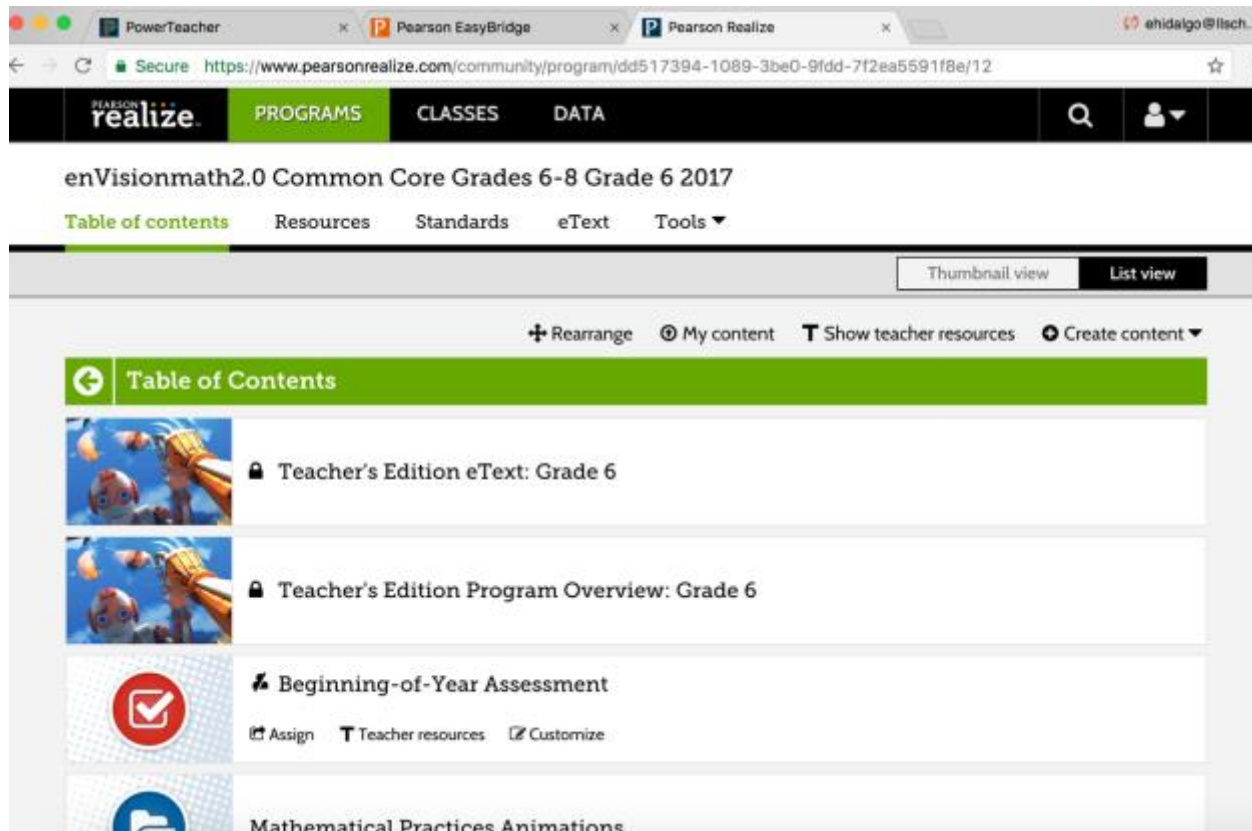
**Programs** ✓

**enVisionmath2.0 Common Core Grades 6-8 Grade 6 2017**

**Add programs to classes**  
Associate programs with your classes, then you can create assignments for your students. Add programs in the Student Information System for Integrated Customers.

**Create assignments**  
Add programs to your classes, then you can create assignments and see data for your students. Add programs in the Student Information System for Integrated Customers.

9. Begin navigating the digital components of the program.  
(New users will be prompted to select an icon and a background.)



Is there an ability to use a “voice over” program for visually impaired students? Braille and large print materials?

There is already quite a bit of accessibility built in to the program. It is also compatible with other readily available accessibility tools such as "snap and read" that work on html-based websites. As we become aware of individual students with specific needs, we will be happy to work directly with that student, their parents, teachers, special service, and Pearson to figure out how to best meet the goals and accommodations listed in their IEPs. Please contact special services to discuss the needs of individual students with IEPs.

Will we have a pacing guide? What are the expectations?

C&I will provide a basic framework for pacing. It will be a recommendation and a starting point. Specific expectations, adjustments, and other considerations need to be addressed by administrators at each school. This should be completed and communicated in the next few weeks.

Will principals, assistant principals, and academic coaches have access to the digital components of enVision?

Yes. We have requested access for these role groups. It will be similar to the Journeys program in that you will not have access to any class lists, so that will limit your ability to play with tools such as assigning activities to students or viewing work submitted by students. However, you will have access to view all curricular materials.

#### Can we access the materials over the summer?

Your online access should be available throughout the summer. If you do not have access through PowerTeacher, please contact Susan Beyerl at [sbeyerl@lilschools.net](mailto:sbeyerl@lilschools.net).

If you are not a teacher of record in PowerSchool, I cannot guarantee digital access.

#### How will the district provide online access to parents and students?

There are awesome components that can be accessed by home computers and even cell phones. Directions for parents are part of the teacher materials and will need to be communicated to parents by their homeroom/math teacher. It would also be appropriate to communicate this information during parent conferences, through newsletters, and on school websites. Students will login using their PowerStudent login credentials.

#### Will the apps be loaded on iPads in time for the start of the school year?

Yes. We specifically asked the company what apps that they wanted uploaded for the training on May 25. They only requested BouncePages and it was uploaded and ready to go. The work order has already been placed to get the Pearson eText app pushed to all devices at the elementary and middle school levels.

#### Will the materials in enVision be acceptable for Tier II?

We don't have an answer to that yet. We haven't had a chance to make sure that it is robust enough to support Tier II instruction at the skill level. There are great tools built into the program to support differentiated instruction and supports at the Tier I and Tier Ib levels. We continue to maintain that if we focus on a well-planned, robust, and quality first teach, we will dramatically reduce the need for Tier II supports. More specific guidance on Tier II will be forthcoming.

#### Which assessments are required, which are optional?

This will be a learning year. Teachers will need to *play* with the materials to see what tools will be most useful as formative and summative assessments. Teachers and administrators need to work out the expectations for each individual school site. As we continue to align our work across the district, and progress through the High Reliability Schools framework, you will see stronger guidance to schools. This will not be done without the input of classroom teachers and will take time to have in place.

#### Are we going to redo the report cards to better align to enVision?

Reworking the elementary standards-based report card is part of the a bigger plan that goes along with aligning standards, curriculum, and assessments. We don't want to redo it without a strong focus, teacher and parent input, and quite a bit of thoughtful conversation.

Otherwise, there would be calls to change the report card every year. Let's take the time and do right, and do it once.

Consider your report card as one small component of communicating with students and parents. How are all of the different ways that you can make sure that students are informed of their progress throughout the school year? How are the different ways that you can keep parents informed?

At the high school level, grades are high-stakes as students work toward graduation, compete for class rank, and apply for colleges and scholarships. At the elementary and middle school levels, the focus really should be on making sure that all stakeholders understand where students are in comparison to grade-level standards/expectations. If you have a child who is struggling, waiting for the report card windows would never be acceptable. You have a responsibility to communicate that information on a regular basis. If you consider that the report card is really only a small component of communicating with students and parents, it is far less of a priority than it may initially seem.