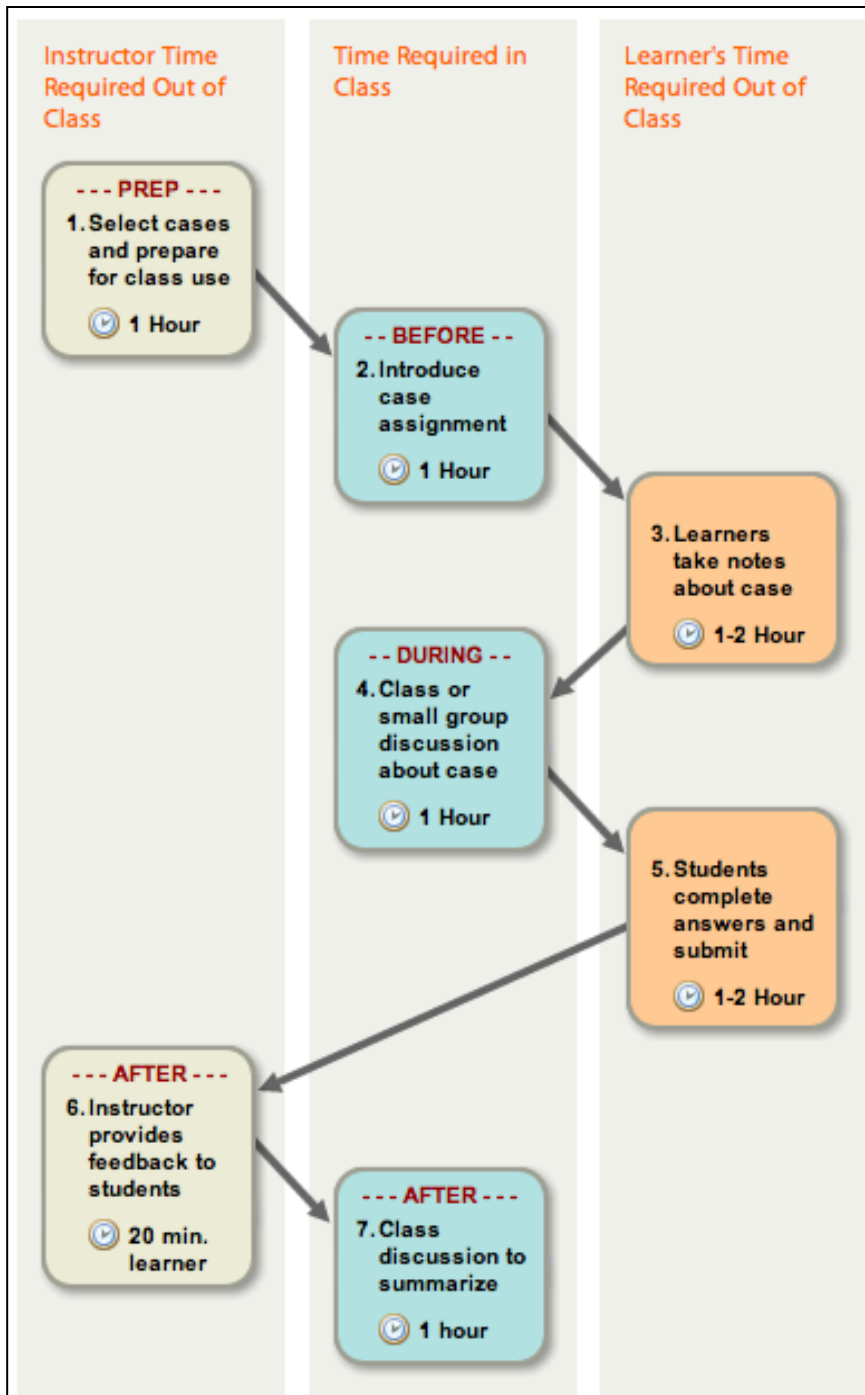


How To Get Started with ETIPS

New faculty or new students can login as new users, free of charge, and explore 23 case topics, nine distinct school settings, and a wealth of instructional support materials.

Each case takes one to two

hours for students to read the content take notes and draft their responses to step one and two. We recommend that instructors then allow one hour in class for a discussion on issue identification. Following that, students will then another one to two hours to respond to case questions three and four. Instructors will want to reserve another hour of in-class time for feedback, discussion and reflection on the case process and case responses. Individualized, written feedback for each student takes about 20 minutes using the embedded grading rubric and comment space.



Student Directions

The ETIPS cases can be accessed from any location using the internet and student work will be automatically saved as students click on the tabs as they move from step to step, or when they log out, so the case study can be completed in multiple sessions. The following directions are helpful for first time users:

1. Go to <http://etips.info>
2. Click “new student”
3. Enter the required information and click “register”
4. Click “sign up for an assignment”
5. Enter the case token given to you by your instructor
6. Click “user guide” and read the process for navigating the assignment. You may save and/or print this document for future reference. Exit out of this window and return to the ETIPS website.
7. Click “scoring criteria.” You may save and/or print the rubric to ensure you are meeting the assignment standards. Exit out of this window and return to the ETIPS website.
8. Click “go to case”
9. You will see the following tabs at the top of the page:

Introduction	Step 1: Issue	Step 2: Criteria	Step 3: Alternatives	Step 4: Decision
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10. Read and complete the Introduction page.
11. At the bottom of the page, click “go on to step 1 of the decision.” The school setting for the case pops up in another window. Explore the school and take notes on its issues, keeping the case question and purpose in mind.
12. Complete each step as instructed. Your work will be saved when you click tabs to move from step to step or when you log out, if you would like to finish the case responses at a later time.
13. Click “submit” only when you are sure that you are finished and ready to submit the case study to your instructor for review. After submitting you will only be able to retrieve your answer in read-only format.

Instructor Directions

It is easy to build and assign an ETIPS case using the following directions but facilitation of a rigorous decision making process is challenging. A variety of resources have been created to assist and support instructors because, even if you have used cases before, ETIPS cases offer new affordances and implementation considerations. Once you have registered as a new faculty member using the directions described below, your homepage presents four tabs: Overview, Assignments, Using ETIPS, and Troubleshooting. See Figure 2 for a screenshot of this webpage. On the Using ETIPS page, you will find short instructional guides which have been designed to assist instructors in their preparation for use before, during and after the case. In addition, there are handouts and PowerPoints for instructional use with students.

1. Go to <http://etips.info>
2. Click “new faculty”
3. Enter the required information and click “register.” In a secure place, for your future reference, write down the email you used as a log-in and the password you selected.
4. Once you are on your ETIPS homepage, click the cases tab at the top.
5. Click on "select a topic" (use the "read more" link for more information) and then "select a sub-topic" (use the "read more" link for the case introduction)
6. Click on "select a setting" (use the read more link for a summary of the salient characteristics of the school)
7. Review your selections to be sure they make the case that you want (you can start over or add additional cases, if you like)
8. Click on the link, "create an assignment with these cases," and enter the requested information. Be sure to write down the assignment code exactly as you enter it so that you can give this token to students to register for the case. Note that you are asked how you'd like to use Snapshot for collaboration purposes. Instructors can opt to never let learners see this real-time, whole-group display of answers in progress, see it only after submitting a final answer, see it only after the case is graded, or allow learners to see it throughout the time they work on the case.
9. Click the "save" button at the bottom
10. The case is ready for students to use. All of your case assignments will appear on your ETIPS homepage (on the “assignments” tab) for easy reference. To see a student view version of the case, click the link “view of case.” From that view you too can take notes on the school, which are saved and move forward to any subsequent cases using that school.
11. Review the handouts and resources, and instructional guides at the “Using ETIPS” tab for materials you may want to share with students, or use for your own preparation to teach with this instructional resource (see Figure 2.)

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CASES | ASSIGNMENTS | USING ETIPS | TROUBLESHOOTING

Overview | Handouts & Resources | Instructional Guides: 1. Prep ▶ 2. Before ▶ 3. During ▶ 4. After ▶

Guides to using ETIPS

» Handouts & Resources

- › Decision-Making Model
- › Participant Support Resources
- › Participant Step-by Step Guide and Rubric
- › PowerPoint Slides for instructors
- › List of All Menu Items in Case's School Web Site and Intranet
- › Visual Overview of SnapShot, A Whole Class Data Display

» Instructional Guides

- 1. PREP:** Prepare to successfully use ETIPS cases in your course
 - › **Audience:** Consider participants' background
 - › **Learning Outcomes:** Align cases with your course content
 - › **Case Design:** Choose case topics, and settings
 - › **Case Framing:** Situate the case in your course
 - › **Case Timing:** Plan case use and allocate time
 - › **Cognitive Scaffolding:** Support participants' learning
- 2. BEFORE:** Prepare participants to complete ETIPS cases
 - › **Purpose:** Relate case to objectives, standards, and
 - › **Decision Making Model**
 - › **Quality Answer:** Model and relate case responses to rubric
 - › **Technical Guidance:** Navigate the ETIPS software
- 3. DURING:** Facilitate participants' learning during ETIPS cases
 - › **Discuss Step 1:** Examine facts and frame issues
 - › **Discuss Steps 2 & 3:** Consider guiding principles and alternatives
 - › **Discuss Step 4:** Select an alternative and develop a plan
- 4. AFTER:** Facilitate transfer of learning to leadership practice
 - › **Case decisions and process:** Improve coherence in decision-making
 - › **Case Comparisons:** Sharpen situated cognition
 - › **Participant Feedback:** Use ETIPS' tools to provide feedback
 - › **Performance Data Uses:** Inform future instruction

Instructor Time Required Out of Class	Time Required in Class	Learner's Time Required Out of Class
<p>--- PREP ---</p> <p>1. Select cases and prepare for class use</p> <p>1 Hour</p>	<p>--- BEFORE ---</p> <p>2. Introduce case assignment</p> <p>1 Hour</p>	
	<p>--- DURING ---</p> <p>4. Class or small group discussion about case</p> <p>1 Hour</p>	<p>3. Learners take notes about case</p> <p>1-2 Hour</p>
		<p>5. Students complete answers and submit</p> <p>1-2 Hour</p>
<p>--- AFTER ---</p> <p>6. Instructor provides feedback to students</p> <p>20 min. learner</p>	<p>--- AFTER ---</p> <p>7. Class discussion to summarize</p> <p>1 hour</p>	

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Figure 2. Screen Capture of Using ETIPS Tab

The ETIPS case platform has been updated recently with new features such as write your own case, and Snapshot, a whole class real-time data display designed to provide instructors summarized access to learners' work-in-progress, so as to facilitate leading class discussion. As described in step eight above, instructors can make Snapshot available to learners during or after the case, to facilitate their collaboration and discussion. See Figure 3 for an example of how Snapshot summarizes both quantitative and qualitative data enabling instructors to lead informed, evidence-based class discussions of the identified problems, alternative solutions and plans of action for a given case.

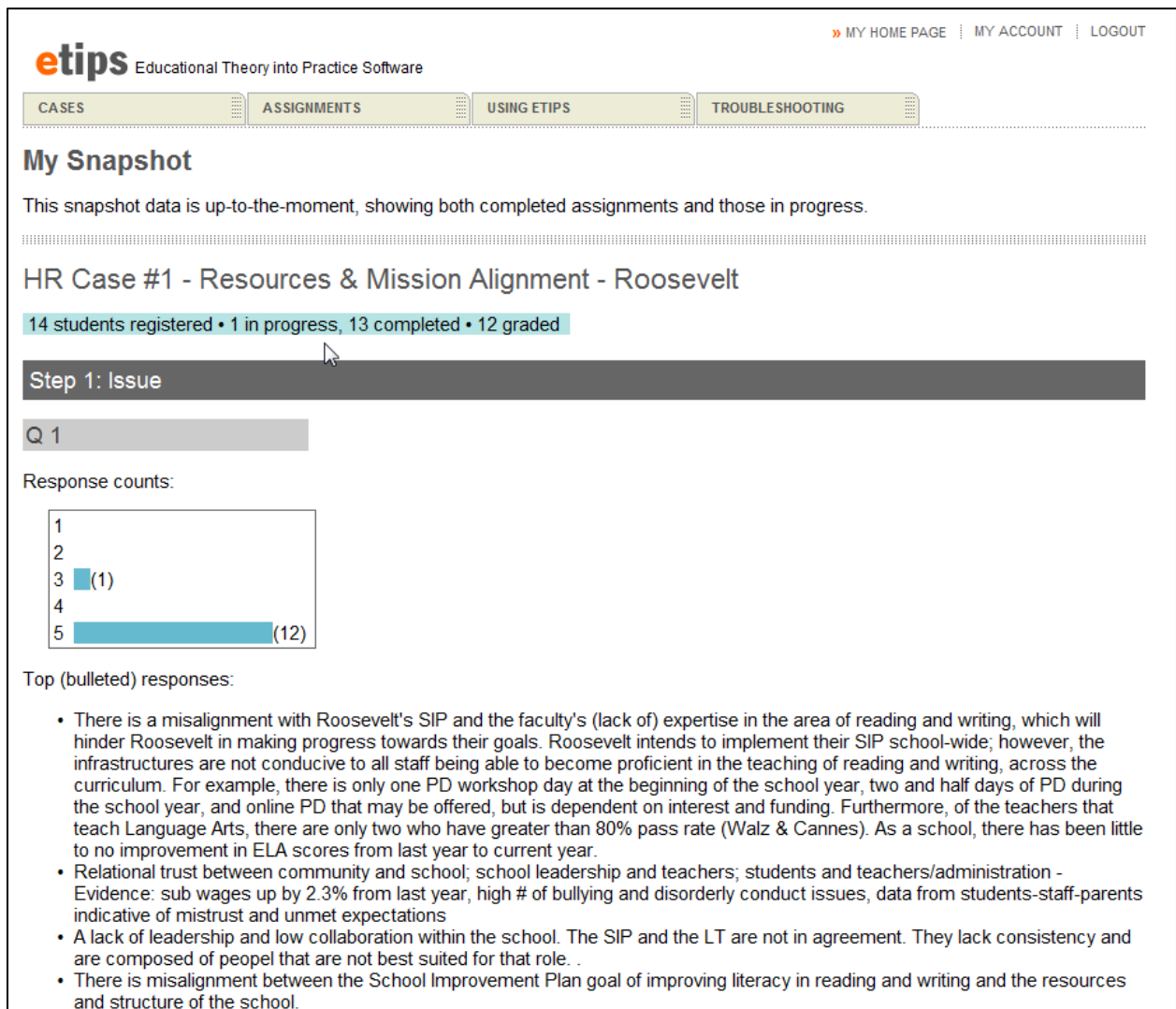


Figure 3. Screenshot of “My SnapShot” of Sample Student Work For Step 1

Step 1, Question 1a: All statements, explanatory fluency			
0 Points	1 Point	2 Points	3 Points
Student lists facts or empirical evidence from the case.	Student provides one explanation that fits the given facts and evidence from the case.	Student provides two explanations that fit the given facts and evidence from the case.	Student provides three or more explanations that fit the given facts and evidence from the case.
Step 1, Question 1b: Bullet statement, explanatory accuracy			
0 Points	1 Point	2 Points	3 Points
Student lists facts or empirical evidence from the case.	Student describes one explanation that fits the facts and evidence from the case, but it is not a relevant issue.	Student describes one explanation that is a relevant issue.	Student describes one explanation that uses given facts and evidence from the case as a rationale and it is a relevant issue.
Step 1, Question 1c: Bullet statement, explanatory detail			
0 Points	1 Point	2 Points	3 Points
Student identifies an irrelevant issue or a relevant issue, but without any rationale .	Student describes a relevant issue with a rationale that draws upon one factual detail.	Student describes a relevant issue with a rationale that draws upon two factual details.	Student describes a relevant issue using a rationale that draws upon three or more factual details.
Step 1, Question 3: Goal			
0 Points	1 Point	2 Points	3 Points
Student lists a goal that is only meant to improve facts and evidence from the case. (See relevant facts and issues sheets.)	Student lists a vague goal, possibly by reiterating the "purpose" of the case.	Student lists a goal that addresses an issue (i.e., explanation) he or she believes is affecting the facts and evidence in the case, but is not related to one of the listed relevant issues of the school.	Student lists a goal that addresses one of the relevant issues (i.e., explanation) of the school.
Step 2, Question 1: School Mission			
0 Points	1 Point	2 Points	3 Points
Student gives vague answer and does not reference the school's goals or mission statement	Student paraphrases (literally) or quotes the school's goals or mission statement.	Student cites and interprets use of the school's goals or mission statement. (implies how it will guide action)	Student applies the school's goals or mission statement as criteria for solution of the problem.
Step 2, Question 4: Selected Disposition			
0 Points	1 Point	2 Points	3 Points
Student makes no connection between the disposition and the school in the case.	Student gives vague answer, loosely connecting a disposition to something about the school in the case.	Student cites a disposition and relates it to the student-identified main issue in the school in the case.	Student explains how the disposition will serve as a criterion for taking action in making a decision about the student-identified issue in the school in the case.
Step 3, Part 1, Question 1			
0 Points	1 Point	2 Points	3 Points
Student identifies an alternative without explanation of how or why this choice will address the student-identified main issue in the school. Or doesn't address own self-identified issue at all. (no logic chain)	Student identifies an alternative and poorly explains how or why the choice will address student-identified main issue in the school. (incomplete logic chain)	Student identifies an alternative and adequately explains how or why the choice will address student-identified main issue in the school. (a complete logic chain)	Student identifies an alternative that clearly explains how and why the choice will address the student-identified main issue in the school. (a complete logic chain)
Step 3, Part 1, Question 2: Enablers and Constraints			
0 Points	1 Point	2 Points	3 Points
Student does not account for enablers and constraints about the school in answer.	Student makes vague references to enabler(s) and/or constraint(s) at the school. (recall of the context in alternative above)	Student takes enablers and/or constraints (at the school) into consideration in the formulation of alternative. (application of the context in alternative above)	Student maximizes enablers and/or acknowledges constraints (at the school) in the formulation of alternative. (evaluation of the context in alternative above)
Step 3, Part 2, Question 1			
0 Points	1 Point	2 Points	3 Points
Student identifies an alternative without explanation of how or why this choice will address the student-identified main issue in the school. Or doesn't address own self-identified issue at all. (no logic chain)	Student identifies an alternative and poorly explains how or why the choice will address student-identified main issue in the school. (incomplete logic chain)	Student identifies an alternative and adequately explains how or why the choice will address student-identified main issue in the school. (a complete logic chain)	Student identifies an alternative that clearly explains how and why the choice will address the student-identified main issue in the school. (a complete logic chain)
Step 3, Part 2, Question 2: Enablers and Constraints			
0 Points	1 Point	2 Points	3 Points
Student does not account for enablers and constraints about the school in answer.	Student makes vague references to enabler(s) and/or constraint(s) at the school. (recall of the context in alternative above)	Student takes enablers and/or constraints (at the school) into consideration in the formulation of alternative. (application of the context in alternative above)	Student maximizes enablers and/or acknowledges constraints (at the school) in the formulation of alternative. (evaluation of the context in alternative above)
Step 4, Question 2: Setting Direction			
0 Points	1 Point	2 Points	3 Points
Student does not discuss strategies (i.e., plan of action to achieve goal) for developing clear goals for the school, communicating them or monitoring organizational performance.	Student discusses one or two strategies for developing clear goals for the school, communicating them or monitoring organizational performance.	Student discusses multiple (3) strategies for developing a shared vision and goals for the school, communicating them, or monitoring organizational performance.	Student discusses a rich mix (4 or more) of strategies for developing a shared vision and goals for the school, communicating them, or monitoring organizational performance.
Step 4, Question 3: Developing the People			
0 Points	1 Point	2 Points	3 Points
Student does not discuss strategies for supporting faculty reflection, learning and growth to foster improvement at the school level.	Student discusses one or two strategies for supporting faculty reflection, learning or growth to foster improvement at the school level.	Student discusses multiple (3) strategies for supporting faculty reflection, learning or growth to foster improvement at the school level.	Student discusses a rich mix (4 or more) of strategies for supporting faculty reflection, learning or growth to foster improvement at the school level.
Step 4, Question 4: Developing the Organization			
0 Points	1 Point	2 Points	3 Points
Student does not discuss strategies (plan of action to achieve goal) for strengthening the school culture, modifying organizational structures, building collaborative processes, or managing the school environment	Student discusses one or two strategies for strengthening the school culture, modifying organizational structures, building collaborative processes, or managing the school environment.	Student discusses multiple (3) strategies for strengthening the school culture, modifying organizational structures, building collaborative processes, or managing the school environment.	Student discusses a rich mix (4 or more) of strategies for strengthening the school culture, modifying organizational structures, building collaborative processes, or managing the school environment.
Coherence			
0 Points	1 Point	2 Points	3 Points
Student does not communicate a connection among these 4 elements: student identified issue, goal, alternatives, and plan of action. [Note: consider 3 parts of the plan of action together as 1 of the 4 elements.]	Student communicates a vague or disjointed coherence because only 1 connection between any 2 of these 4 elements: student identified issue, goal, selected alternative, and the (three parts together making up the) plan of action.	Student implies coherence by either 2 connections among 3 of these: student identified issue, goal selected alternative, and the (three parts together making up the) plan of action OR connects all 4 but not explicitly. Logic must be infer .	Student communicates an explicit line of logic among all 4 of these: student identified issue, goal selected alternative, and (the three parts together making up) the plan of action.

Once students submit their responses to case questions, there is an embedded scoring rubric that can be used to grade student work and give individualized feedback to students using numeric ratings and comments. See Figure 4 for the scoring rubric.

Figure 4. Screenshot of the Grading Criteria

Instructors can post their feedback to students and students can then return to their homepage to view the feedback. Scores and the associated comments are stored in a grading matrix like that shown in Figure 5. By clicking on any of the scores, instructors can view the comments they made about each student's responses. As shown, a total score is automatically calculated for each student.

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Feedback and Grades

HR Case #1

» Resources & Mission Alignment at Roosevelt Elementary School

To support your giving feedback on and grading learner's responses, review the [case](#) or [School Overview](#). *(Links open in a new window)*

Student	Step 1	Step 2	Step 3	Step 4	Coherence	Status	Total
<i>you</i>	NA	NA	NA	NA	NA	Not yet completed by learner	X / 42
[Redacted]	12 / 12	6 / 6	8 / 12	8 / 9	3 / 3	Graded and returned to learner on: 02/20/11	37 / 42 (88.10%)
[Redacted]	12 / 12	5 / 6	9 / 12	9 / 9	3 / 3	Graded and returned to learner on: 02/22/11	38 / 42 (90.48%)
[Redacted]	7 / 12	3 / 6	4 / 12	4 / 9	1 / 3	Graded and returned to learner on: 02/22/11	19 / 42 (45.24%)
[Redacted]	6 / 12	6 / 6	6 / 12	4 / 9	1 / 3	Graded and returned to learner on: 02/22/11	23 / 42 (54.76%)
[Redacted]	NA	NA	NA	NA	NA	Not yet completed by learner	X / 42
[Redacted]	7 / 12	6 / 6	10 / 12	9 / 9	0 / 3	Graded and returned to learner on: 02/22/11	32 / 42 (76.19%)
[Redacted]	3 / 12	6 / 6	6 / 12	9 / 9	2 / 3	Graded and returned to learner on: 03/02/11	26 / 42 (61.90%)
[Redacted]	9 / 12	2 / 6	7 / 12	3 / 9	2 / 3	Graded and returned to learner on: 02/22/11	23 / 42 (54.76%)
[Redacted]	12 / 12	3 / 6	4 / 12	6 / 9	2 / 3	Graded and returned to learner on: 02/22/11	27 / 42 (64.29%)
[Redacted]	12 / 12	5 / 6	11 / 12	9 / 9	2 / 3	Graded and returned to learner on: 02/23/11	39 / 42 (92.86%)

Figure 5. Screenshot of the Instructor's Grading Matrix