data driven districts

DDD DASHBOARD FACILITATOR MANUAL

Foundation Dashboard Training

Version 1.1

Contents

Introduction

There are two modules included in DDD Dashboard training:

Module 1. Foundation Dashboard Training
Module 2. Role-Specific (Advanced) Dashboard Training

This pack is designed for Module 1 which aligns to the Foundation Dashboard user manual.

The Purpose of this Facilitator Manual

This manual is to be used by facilitators of Foundation DDD Dashboard training to be delivered to education officials at various levels as well users in schools.

Through this manual, the Data Driven Districts project aims to equip you to effectively deliver a training session that generates excitement about the value of data, the DDD Dashboard and the interventions it can initiate in the education system. Crucially, it aims to equip you to transfer the technical know-how of the DDD Dashboard to enable all trainees to make use of the core functionality of the Dashboard to better deliver on their responsibilities.

If you study this manual before delivering trainings, follow the steps carefully, and understand the content you will be teaching, you will be on your way to driving data-centric conversations and interventions in your District.

What is Foundation Dashboard training and what are the objectives?

As noted above, Foundation Dashboard Training is the first in two modules, which most education officials and various school-level users will need to graduate through. This session will set your trainees up for solo-dashboard usage, ensuing that they:

A. Are able to access the Dashboard themselves with their own PCs and personal login details;
B. Are comfortable with all of the basic functionality of the Dashboard;
C. Understand all of the information and data included in their section of the Dashboard; and
D. Are familiar with downloading relevant reports.

Why Foundation Dashboard training is so important

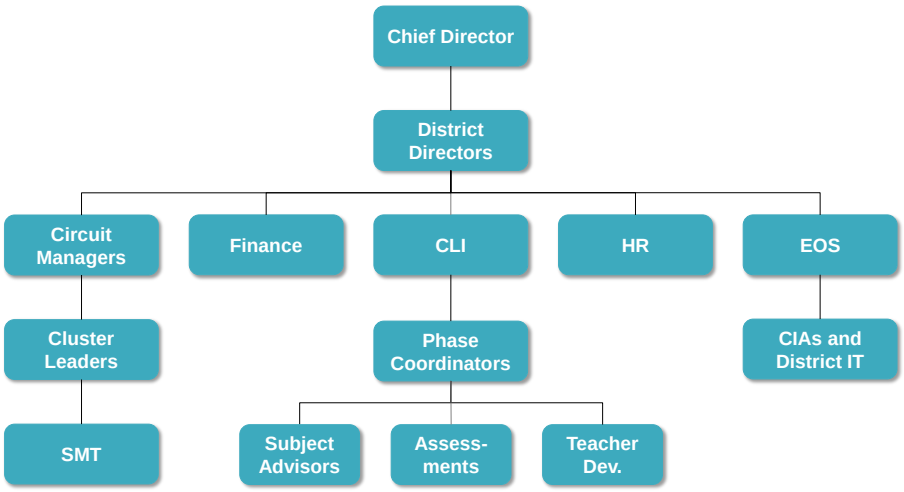
Foundation Dashboard training will not only provide access to the Dashboard for key stakeholders but it will also set the tone for data driven interventions in future. The session is an opportunity to entice stakeholders into the Data Driven Districts (DDD) project and show them the true value of the Dashboard.

The session is at its core to be fun and engaging, ensuring that trainees leave the session as DDD advocates. Foundation Training is often one of the first engagements with stakeholders on the Dashboard and must deliver a basic understanding of the importance of data-based decision making and the power of the Dashboard to enable trainees to do this in their current and future roles.

Who should attend Foundation Dashboard Training?

The target trainee groups for Foundation training are all DDD project stakeholders who need access to the Dashboard – every district official should be encouraged to attend Foundation Dashboard Training. The various target trainees and trainee groups are displayed in the figure below.

Figure 1: Target trainees for Foundation Dashboard training



Foundation Dashboard Training can be run across different stakeholder levels, but recommended stakeholder sessions are as follows:

i. District Director, District Senior Management and EDMT
ii. Circuit Managers and Cluster Leaders
iii. District Curriculum Teams
iv. School Management Teams

Running the Foundation Dashboard Training session

What is the approach?

The approach to Foundation Dashboard training is a practical and interactive session. Users are actively engaged and asked to navigate the Dashboard themselves throughout the session. The session teaches basic functionality with the underlying tone of data centred thinking and decision making.

What is the ideal session and how long will it take?

Foundation Dashboard Training is ideally built for two facilitators (a Lead Facilitator and Support Trainer) and at most 40 users (although this is usually governed by the size of the available computer centre). A ratio of one trainer to ten trainees is recommended for large groups. The session is planned for two hours from start to finish and will require a 30 minute registration period before the session commences. The training can be run as an individual session or as a group session, individual sessions only take one hour, while trouble shooting and set up can be cumbersome with the larger groups. The group trainings will most certainly require one dedicated facilitator and one support trainer who will handle individual issues and questions.

What is the role of the dedicated facilitator and the support trainer?

As mentioned above, this training module is designed to be delivered by a dedicated facilitator and at least one support trainer. The **Lead Facilitator** is accountable for the full planning, preparation, management and delivery of the training session. The **Support Trainer** is designated to provide on-the-day registration assistance and individual support during the session. The **Lead Facilitator** is usually a certified DDD trainer and it is recommended that if possible the **Support Trainer** be a district staff member who has been trained on the Dashboard and uses it often.

How much preparation is required?

This session will require some work the first time you run it. However after that it is our hope that it will become much easier with time. We estimate that the first time you run the session it will require one month lead time, District Director support, printing, and two full days of preparation. The requirements for the session will be covered in more detail later in this pack, but keep in mind that you will be required to include the District Director well in advance and initiate all invitations from the Director's office. You will need to inform your users of what they will need to bring long in advance, to do some printing, perform user account set up, and have arranged a venue. On the day, you will need working projection facilities and a fairly good internet connection. Be sure to arrive early, set up well in advance, and always try to be one step ahead of your trainees. Please make sure that you give adequate time to follow the detailed pre-session preparation and training set up plan.

Who do you contact if you need help as a facilitator?

If you have any questions on how to run the Dashboard training session or need to be sent training materials in softcopy, please contact one of our Master Trainers through:

help@dbedashboard.co.za or on 060 997 2925

Running the Foundation Dashboard Training Session (The 4 Steps)

STEP 1: Pre-session preparation

This step primarily involves all the logistical arrangements that you will be required to make to ensure that the training can go ahead smoothly. It will also involve the preparation of the material and content that you will be covering in the training. You need to ensure that you and your support trainer(s) are well versed with the content prior to the training.

STEP 1.1: Design your session

a. Create and save a full District organogram trainee details list While District offices often maintain their own stakeholder lists, you will be required compile your own list of target trainees. This will be an essential part of your success later so make sure that you have access to everyone's details. You will need to invite attendees with this list, create Dashboard accounts with this list, and it also is important to be able to follow up with the audience yourself following the training. You will require **full names and surnames, cell phone numbers and email addresses** (remember, there are always multiple stakeholders with the same initial and surname).	
b. Design the session Considering the number of trainees in each role for your district, the size of your computer training centre, and the number of tablets or laptops your selected group have. Plan the ideal invite number (expect 40% non-attendance) and prepare for the type of trainees you will be training (e.g. Circuit Managers).	
c. Find possible times for the training Examine the relevant District calendar and find at least three potential dates for your session (For trainees from schools, sessions can only be scheduled for the afternoon).	

STEP 1.2: Get buy-in from key stakeholders

In order to ensure that there is adequate support from District leadership, a receptive trainee group and sufficient District involvement, follow the steps below:

	Done
d. Send out introductory e-mail An introductory email will set the scene for your training and should be sent as far in advance as possible. Please feel free to use the example e-mail template in the Appendix.	
e. District Director advocacy Meet with the District Director and gain their trust and support for Foundation Dashboard training, ensure that they are on board and want their officials to both attend the training and start using the Dashboard and its reports in routine meetings.	
f. Senior manager advocacy You might not be able to meet with every invitee in person, but it will be important to ensure that every manager who will need to release staff has been informed and included in the planning process. As above gain their trust and buy-in for the project.	
g. Advertise the training and entice your trainees You have a few options here: put up posters, make a few phone calls to your trainee groups and/or do desk drops. Make sure that your trainee groups know about the training, understand what will be covered including the importance of the training, and that the District Director and their managers are behind the training.	

STEP 1.3: Venue, invites and technology

In order to get your session in motion please follow the following steps:	Done
a. Plan your training session and finalise dates Work with the District Directors office and examine potential dates for your training. Be sure to schedule appropriate times and have a few options for the Director to consider.	
b. Book a venue With the dates above, double check the availability of your training venue and adjust accordingly. The suggested training venue for this Module is either the computer centre at the District office or a school computer room. This should be chosen based on proximity to the intended trainees.	
c. Catering This training is only 2hrs and 30 minutes, you will not require any catering. If you wish to organise some minor refreshments, double check you training budget in advance.	
d. Send out your invites (from the Directors office) It is recommended that invitation by email or memo, and SMSs be sent directly from the Director's office. Prepare the e-mail which you would like the District Director to send, forward it to him/her and request they send it out. Please feel free to make use of the example invite in the Appendix.	
e. Paper memos and SMS reminders Not all of your target trainees will check their e-mail regularly, thus the use of paper memos and SMS reminders is encouraged. Please feel free to make use of the example SMS reminder in the Appendix.	
f. Plan for the worst The computer centre may not have projecting facilities, strong internet or 100% working computers. You will need to check this in advance and get district IT to help you resolve any technical problems before the date. You will use your own PC and internet connection for the training, please be sure to have your laptop and internet dongle with you.	

STEP 1.4: Have the materials prepared

Once you have an initial view of your numbers, compile the training materials for each trainee	Done
g. Create and print stakeholder username and passwords Using you stakeholder details list, create all Dashboard user names and passwords for the trainees well before the session. Make sure that you send yourself the details (and don't forget to change the email address later), print these for each user for the session. The Dashboard is case sensitive, please enter usernames with the following convention: **N**ame **S**urname.	
h. Take home manuals Make sure you have sufficient number Foundation User Manuals for your trainees.	

STEP 2: Set up on the day

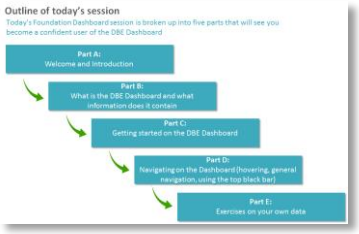
On the day, please be sure to arrive early and make sure each of the following are in order well in advance – at least 30 minutes before you expect the session to kick off.

	Done
a. Registration set up Set up your registration table, with attendance register and the usernames and passwords for each person attending the training. Have an extra computer where the **support trainer** can set up more usernames should you have any unexpected attendees. Please ensure that the attendance register you use has enough space for e-mail addresses to be written i.e. that the e-mail address column is wide enough.	
b. Final technology check Once again, check your technology, your internet connection, that your PC is able to connect to the projector and that the computers in the venue are all working as they were the last time you checked the venue.	
c. Load the welcome slide Make sure that the presentation is set up and ready to go and that the welcome slide is loaded. 	
d. Hand out the Foundation Dashboard User Manual Ensure that all the trainees have a hardcopy of the Foundation User Manual. Please contact the helpdesk at help@dbedashboard.co.za or on 060 997 2925 to be sent materials.	
e. Hand out your business card This gives a professional feel to the training and also distributes your contact details to trainees so that they can get help after the session (if need be).	
f. Get people seated and started Ask everyone to take a seat as they arrive, ask them to open their browsers and get to the dashboard login page. If they do not have PCs with them or you are not in a computer centre, ensure the trainees have the user manual in front of them and are ready to take notes.	
g. Encourage smartphone usage If the trainees do not have PCs or laptops (or there is no internet connection), encourage the trainees with smartphones to use these to log onto the Dashboard for the session. Alternatively, show them how to set up a WiFi hotspot with their phones so they can connect to the internet on their laptop.	

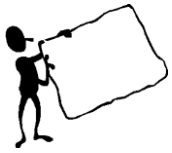
STEP 3: Run the session

Foundation Dashboard Training is going to be one of the most important training sessions you will run, as this will be the base upon which you will build your future Dashboard role-specific training courses. Foundation Dashboard Training is not just about giving access to the Dashboard as a tool, but enabling your trainees to easily access the key data that they need.

4. Part A. Welcome and Introduction to the session (Suggested time allocation: 10 minutes)

Kick off the session with the following steps:		Done
a. Introduce yourself and your support trainer With your welcome slide loaded and projected, start your session by telling your trainees who you are, what experience you have and introduce your support trainer and also mention their role and that people need only to raise their hand for one-on-one help.		
b. Explain the purpose of Foundation Dashboard Training List the desired outcomes of the Foundation Dashboard training. As stated above, these are that the trainees are: • Able to access the Dashboard themselves with their own PCs and personal login details; • Comfortable with all of the basic functionality of the Dashboard; • Able to understand all of the information and data included in their section of the Dashboard; and • Familiar with downloading relevant reports.		
c. Give an outline of the session Make use of slide 2 (found in the PPT presentation in your facilitator pack). Outline what you will be covering with the trainees in the session and that the session will be conducted in five parts (A to E).		
d. Discuss the length of the training Mention that the training is only a short two hour session and ask that people stay for the full session.		
e. Run an icebreaker Once you have run a session a few times, you can select your ice breakers yourself. There are great resources online for creative icebreaker ideas. See below for some initial icebreakers to choose from. Practice these with friends and family before the session.		
f. Answer any questions they might have Give the trainees some time ask questions and make sure that they understand the purpose of the session.		

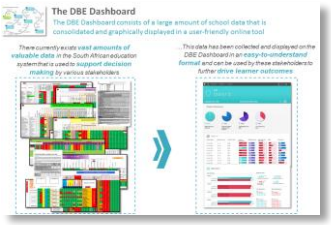
Ice breaker ideas

	**Guess Who?** Each person shares one thing no one at work knows about them, by writing them on slips of paper. Jumble the papers, and hand them out. Each trainee gets a turn to read theirs out, leaving everyone to guess their owners. The more crazy the facts, the better. This will loosen up a tense group who don't know each other well.
	**What's cooking?** Tell the group that each of them just inherited a restaurant, but it opens tonight. Ask everyone to introduce themselves, share what they would call the restaurant, what is the first meal they would cook for the new guests, and where they learnt to cook that specific meal.

Part B. What is the DDD Dashboard and what information does it contain (Suggested time allocation: Maximum 20 minutes)

This section is the presentation portion of the training session in which you introduce the DDD Dashboard and its concepts to the trainees. You will be required to outline the value of the Dashboard (what it allows stakeholders to achieve) and what data is available to enable this. Please make use of the optional scripts for each slide if you so wish.

Present Slide 3

		Done
a. Explain what the DDD Dashboard is Making use of slide 1 in the training presentation, outline that the Dashboard does not represent data that is necessarily new to the education system. In fact, a lot of this data your trainees will be very familiar with. Rather, the Dashboard represents this valuable school level data that has been consolidated into a central portal that can be used by all stakeholders in the education system. Please make use of the optional script for the slide below if you so wish.		

Optional Script for Slide 3

"You will all be well aware that South Africa's education system produces a significant quantity of data each year. This data falls into many different categories ranging from learner performance and attendance to curriculum coverage through to educator related data and much more. Data produced and managed by schools, District offices and Provincial and National Departments is of considerable value to various levels of stakeholders in the education system in that it allows them to understand the current state of affairs, where the pressure points may be and to design strategies and interventions to alleviate these pressure points. The ability to better allocate resources and support where it is needed is something that needs to be fostered and grown.

The DDD Dashboard by no means represents new data to the education system. Thousands of schools around the country collect the data it contains using programs such as SA-SAMS. What the Dashboard does represent is valuable school data in a consolidated, easy-to-understand format that can be used by all stakeholders to support decision making to drive learner outcomes. An example of the user interface can be seen on the slide but we will get into that in a lot more detail shortly."

Present Slide 4

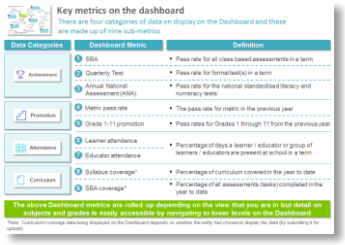
b. And the key things the Dashboard allows us to do Moving on to slide 2, explain the value of the Dashboard to the education system and the trainees (as part of their roles). Explain that these are just examples of the benefits of the Dashboard and that as the trainees begin to use it, they will discover many more.		

Optional Script for Slide 4

"The DDD Dashboard with its data and functionality unlocks value in several key areas. It allows its users to:

- Analyse school level data so that school and learner performance can be improved through more targeted interventions;
- Track the performance of different entities in the education system whether they be schools, districts, circuits, clusters and phases. Implicit in this is the ability to identify trends that can be addressed;
- Quickly navigate to different types of data in one place. You need not open multiple reports or sheets as the data has been consolidated in one online tool;
- You can quickly identify where the pressure points are in the entities for which you are responsible. For instance, if you are a circuit manager or cluster leader, how are your priority schools performing in relation to one another? If you are a principal, how have your school's ANA results tracked over time? There are of course many, many more questions that can be asked on the Dashboard but we will cover these in this training and in later trainings; and
- Finally, you can easily access a range of downloadable and printable reports that can save you hours every month.

<u>Present Slide 5</u>

c. Describe what sort of info it contains At a high level, run through each of the metrics so that when the trainees log onto the Dashboard later in the training, they are more than comfortable with what the metrics are and what they represent.	 Key metrics on the dashboard There are four categories of data on display on the Dashboard and these are made up of nine sub-metrics Data Categories / Dashboard Metric / Definition Achievement: 1 SBA — Pass rate for all class based assessments in a term; 2 Quarterly Test — Pass rate for formal test(s) in a term; 3 Annual National Assessment (ANA) — Pass rate for the national standardised literacy and numeracy tests Promotion: 4 Metric pass rate — The pass rate for matric in the previous year; 5 Grade 1-11 promotion — Pass rates for Grades 1 through 11 from the previous year Attendance: 6 Learner attendance; 7 Educator attendance — Percentage of days a learner / educator or group of learners / educators are present at school in a term Curriculum: 8 Syllabus coverage* — Percentage of curriculum covered in the year to date; 9 SBA coverage* — Percentage of all assessments (tasks) completed in the year to date The above Dashboard metrics are rolled up depending on the view that you are in but detail on subjects and grades is easily accessible by navigating to lower levels on the Dashboard *Note: Curriculum coverage data being displayed on the Dashboard depends on whether the entity has chosen to display the data (by submitting it for upload)	

Optional Script for Slide 5

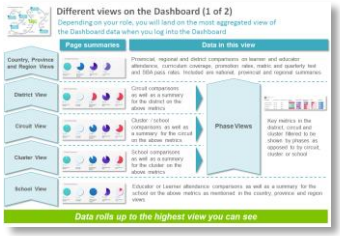
"Now that we have briefly covered what the DDD Dashboard is and its value to the education system, we can get a little more detailed and discuss what information the Dashboard actually contains. The Dashboard displays nine key metrics that fall into four broader data categories. These data categories are Achievement, Promotion, Attendance, and Curriculum.

These four data categories are all colour coded for easy reference as you will see later and they contain the following metrics:

- Achievement: School Based Assessment (SBA) as a pass rate but also mark at a learner level, Quarterly Test which can be described as pass rate for the common task/test undertaken in a subject, and pass rates for the Annual National Assessment which also have marks down to a learner level;

- Promotion: Matric Pass Rate for the previous year and all pass rates in Grades 1-11 from the previous year;
- Attendance: Learner and Educator attendance percentages with detailed data down at an individual level; and
- Curriculum: This covers both syllabus coverage and SBA (task) coverage as a percent of the total syllabus and total tasks meant to be covered in a subject.

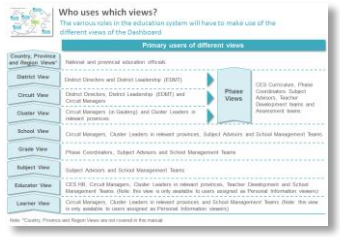
Present Slide 6-7

d. Outline the different views available on the Dashboard There are many different views on the Dashboard, running from the national view right down to the individual (learner and educator) view. Take some of these views and explain what information they contain. Typically a view contains summary information at that level (e.g. district) and comparisons of sub-entity levels across metrics (e.g. circuit comparisons in that particular district)		

Optional Script for Slide 6-7

"The data described above is presented in various views on the Dashboard. These start right at the top at a national view and run down to an individual level where a learner or educator will have their own page of data that can be analysed. What you will generally find is that each view will contain a summary of the information at that level but also a comparison of the entities just below that level across the key metrics on the Dashboard. For example, the District view will contain all of the data across achievement, promotions, attendance and curriculum for the District but then will have comparisons for key metrics for the Circuits within that District. What you really see within the Dashboard is all the school level data that has been captured rolling up and averaged at the view in question. You can filter data by phases to convert a Cluster, Circuit or District's data to not only compare its sub-entities' key metrics but compare the phases across the key metrics. You will be shown how to do this a bit later in the training as we all work with the Dashboard itself."

Present Slide 8

e. Explain who typically uses each of the views Not all of the views are relevant or even accessible to everyone. For instance, a Principal would not be interested in or able to access the summary view for their district. As the facilitator, briefly outline some of the views and which stakeholders would typically use them.		

Optional Script for Slide 8

"A question that is quite often asked is "does every user of the Dashboard have access to and need to be familiar with every view?" The answer to that question is no. The data at various views will be relevant to officials and school-level users that are responsible for making decisions at that level. For instance, a Principal or SMT

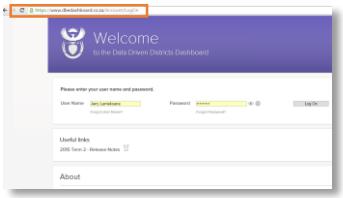
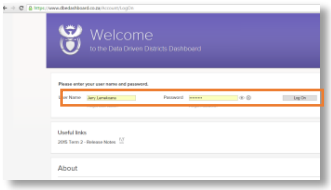
member will not need to access data at a District level. This data would be relevant for District Directors and individuals in more senior positions. In the same way, a District Director will be unlikely to navigate down to an educator's page as it would typically be Circuit Managers, Cluster Leaders, Subject Advisors and SMTs that would be more interested in this level of detail.

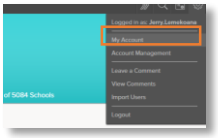
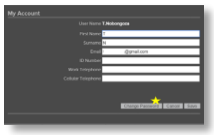
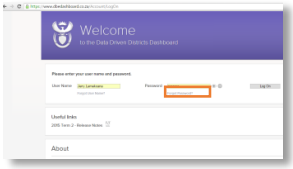
Please note that all of the slides that have just been presented can also be viewed in the user manuals that you have received. You can always brush up on what has been covered after the session!"

Note: ask if any of the trainees have any questions on what was just covered in the presentation.

Part C. Getting started on the DDD Dashboard (Suggested time allocation: 30 minutes)

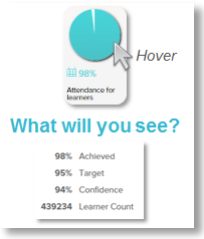
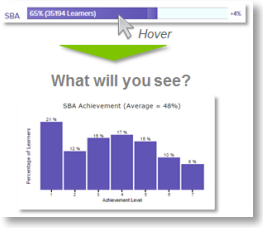
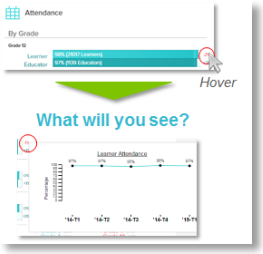
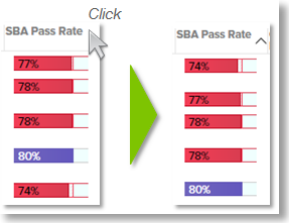
In Part C of the session, you will be getting all of the trainees logged onto the Dashboard and showing them how they can troubleshoot logging on problems such as forgotten passwords, changing auto-generated passwords, and introducing the look and feel and content of the Dashboard to them. Importantly, you will be showing them how to make use of the user manual and all that it contains.

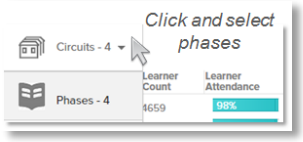
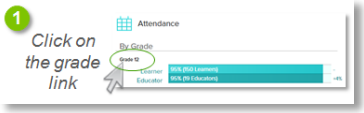
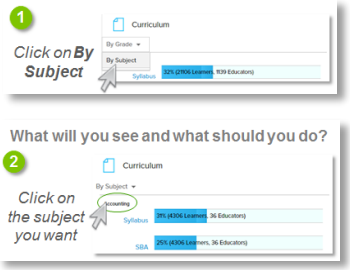
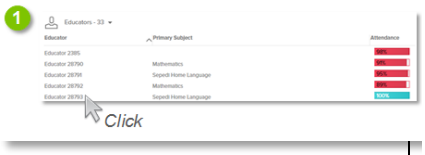
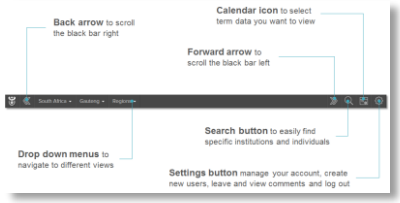
		Done
a. Demonstrate the user manual and its contents Prior to getting the trainees logged onto the Dashboard, have them familiarise themselves with the user manual so that they can make use of it in the training session. You should facilitate this process by taking them through the manual showing that it can be used as a standalone document in their own time to upskill themselves on the Dashboard.		
b. Explain the purpose of the helpdesk Explain that help with any issues experienced with logging in or using the Dashboard is close at hand. Users of the Dashboard can either e-mail the helpdesk, call or sms the helpdesk number and they will be responded to within 24 hours.	help@dbedashboard.co.za OR 060 997 2925	
c. Get the trainees into pairs In order to ensure the training is interactive, have the trainees form pairs as a buddy system. This will allow them to assist one another if they get stuck and also discuss interesting things they may have found. Note: It may be fruitful to pair people of varying levels of confidence on computers (stronger trainees can assist trainees less familiar with technology)		
d. Open your internet browser and enter the DDD Dashboard URL Open internet explorer or google chrome and start the session, show the URL and ask each person to enter it. They should not google the URL but rather enter it in the address bar on top (www.dbedashboard.co.za) Note: If for whatever reason you are experiencing trouble with the DDD Dashboard site, make use of the anonymised EDDashboard as a back-up for the training (www.eddashboard.co.za)		
e. Using their usernames and passwords, have all trainees log onto the dashboard Remember to allow everyone to log on themselves before you show them how. All trainees should have had accounts set up for them prior to the training session.		

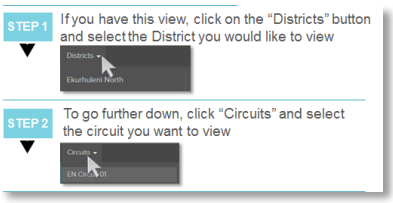
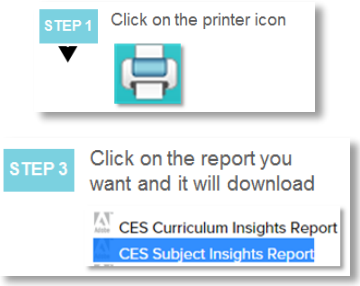
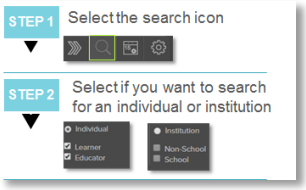
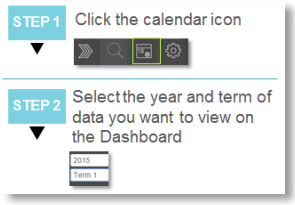
f. Check that they can all change their passwords Show the trainees where they can access the change password button in the Dashboard's settings. Ask them to change their passwords to something easier to remember. Also advise them to write the password down on something easy to find. Be sure to double check that all your trainees have written down and captured this new password.	 	
g. What would you do if you forgot your password? Ask your trainees to log out and test their new password – some of them would have forgotten it. Pair people up with some who has forgotten their password and demonstrate the password resetting functionality on the dashboard home page.		
h. Explain the Dashboard's landing page and Many of your trainees will have different landing pages (certain districts, circuits, schools etc.). However, all of these pages are the same in their layout and contain the same metrics. Take the trainees through the landing page outlining the summary pie charts, summary (sub-entity) bar graphs below that as well as the detailed data sections on attendance, achievement, curriculum coverage and promotion. Also mention where they can see if new data is available at the top of the screen.		
i. Explain the Dashboard's colours Turquoise – Learner and teacher attendance data Light Blue – Curriculum data Dark Blue – Promotion data Purple – Achievement data Red – Pay attention, this data is below target		
j. Show the trainees how to screenshot, paste and save useful info Using the Print Screen function on their PCs, show the trainees how they can screenshot useful information on the Dashboard and paste it into either MS Word or PowerPoint so that it can be easily taken to a meeting		

Part D. Navigating on the Dashboard (Suggested time allocation: 45 minutes)

Part D of the Foundation Dashboard training session forms the core focus of the training in that this part aims to transfer the key skills that trainees will need to gain to become confident users of the Dashboard. This covers general Dashboard navigation, ranking data and downloading reports relevant to their roles.

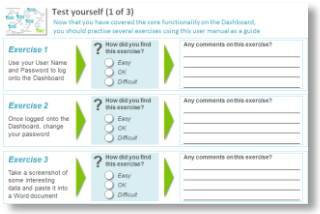
		Done
Hovering		
a. Hover over pie charts Hover over some of the pie charts at the top of any of the pages to show the pop up with statistics on the data. It is recommended that you hover over the learner attendance pie chart to show the confidence statistic for the data. It will also be important to explain what this confidence statistic is. Have the trainees also hover over some of the pie charts.		
b. Hover over bar graphs After showing the pie chart pop ups, have the trainees hover over a bar graph. It is recommended that they hover over an attendance bar graph to see the distribution of marks over the different achievement levels (1 to 7). Have the attendees discuss with their partners / buddies if there is anything interesting about the distribution.		
c. Hover over growth rates The final hovering function you need to show is that of hovering over growth rates next to the bar graphs so that the trainees can see the historic data of that particular metric. Crucially, they will be able to see trends and potential patterns that can spark interesting questions. Ask the trainees to hover over a growth rate. **Note:** Ask if any of them can see anything interesting in their own data or buddy's data.		
Navigating		
d. Clicking on pie charts Once you have covered the hovering functionality, show the trainees that they can easily navigate down to the detailed data for a data category by clicking once on its summary pie chart. Have all the trainees practice this.		
e. Ranking data to find the poorest and best performers Instruct the trainees to scroll to the sub-entity bar graphs below the summary pie charts. Show them that if they click on a column total, they can sort the data so that it shows the metric from lowest to highest. Clicking on the column again will show the		

metric from highest to lowest. This is a great way for users to find their worst and best performers.		
f. Navigating to school view from your landing page Regardless of the starting page of the trainees (District, Circuit or Cluster), instruct them to click on the sub-entities below the summary pie charts to navigate down to the school comparisons. From that point, they can select a school page that they want to view. Remember to encourage buddy support if anyone is struggling.		
g. Navigating to phase view from your landing page If your audience is interested in viewing phases (e.g. Phase Coordinators and Subject Advisors), show them that they can filter the data by phase. Have them then interpret the filtered data to see which (if any) are the problem phases.		
h. Navigating to grade summaries from your landing page Some users will be interested in viewing grade summaries. These could be District Directors, Phase Coordinators, Principals etc. Have the trainees click on a grade hyperlink to see what a grade page looks like.		
i. Navigating to a subject view Instruct the trainees to navigate back out of the grade page. Then show them how they can view data (curriculum or achievement) by subject and not by the grade which is the default view. Show that a subject's page can be viewed by simply clicking on its name which is also a hyperlink.		
j. Navigating to educator and learner views The trainees will now be familiar with navigating to a school view (into a school's page). Have them repeat that exercise. If the trainees has Private Information (PI Viewer) enabled for their Dashboard account, they will be able to see individuals' information. Have them click on an educator. After that, have them click on a learner. Give them some time to see what information the respective pages contain.		
Using the top black bar		
k. Introduce the top black bar The trainees would have already have seen the black bar when changing their passwords and logging out. However, it would be good to introduce all the features of the bar and what it allows you to do.		

l. Navigating to lower levels of data Your trainees will have navigated to other views using the links within the different Dashboard pages. You need to show them that they can also quickly navigate down to school view by using the black bar. Please also make sure they know how to navigate back by using the back arrow on their browser.		
m. Downloading reports relevant to their role This is a very important exercise for you to cover with the trainees. The Dashboard's reports have the potential to save its users hours of time and provide easy to access insights for their jobs. Show the attendees where they can access the reports and explain which of the reports will be relevant to them. Download one or two of the reports that are relevant to the trainees and show them what the reports contain. **Note:** You should explain that if the report is greyed out then they cannot access it. You should also help the trainees save the report.		
n. Leaving and viewing comments Once you have covered the Dashboard's reports, show that there are several kinds of comments that can be left on the Dashboard. These range from private comments eliciting no response to technical feedback that will be directed to the helpdesk. Have them practice leaving a comment for their buddy in the session. After you have done this, show them how to search for a comment in the page relevant to them.		
o. Searching in the Dashboard If time permits, instruct the trainees to search for an institution such as a school that they know is on the Dashboard. **Note:** Bear in mind that the data for the school may not have been loaded to the Dashboard yet.		
p. Selecting a different term's data As you know, most of the data on the Dashboard pertains to a specific term. It is often useful to view historic data or have the Dashboard load new data to view (if it is available). Once the trainees have navigated back to their landing pages, instruct them to select data from a different term.		

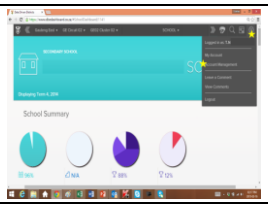
Part E. Exercises on the Dashboard (Suggested time allocation: 15 minutes)

The final part of the training is meant to allow the trainees time to practise what they have learnt during the session by attempting to complete the 9 exercises at the back of the user manual.

		Done
a. Instruct the trainees to open the DDD Dashboard on their landing pages and start on the exercises Give the trainees time to complete the exercises at the back of the user manual on data in their own districts and / or school(s). Encourage them to fill in whether this was an easy, ok or difficult exercise and make comments on anything interesting they have seen.	 Test yourself (1 of 3) Now that you have covered the core functionality on the Dashboard, you should practise several exercises using this user manual as a guide Exercise 1 Use your User Name and Password to log onto the Dashboard How did you find this exercise? Easy OK Difficult Any comments on this exercise? Exercise 2 Once logged onto the Dashboard, change your password How did you find this exercise? Easy OK Difficult Any comments on this exercise? Exercise 3 Take a screenshot of some interesting data and paste it into a Word document How did you find this exercise? Easy OK Difficult Any comments on this exercise?	

STEP 4: Close the session

Use the following steps to make sure your trainees feel like the session was successful and are informed about how to learn more.

		Done
a. Logging out Show your users how to log out, all the while encouraging them to use the dashboard as often as they can. Mention the prizes for the districts super users.		
b. Advertise Role-Specific Dashboard Training This is the perfect moment to invite your trainees to attend Role-Specific Dashboard Training or Module 2. Eexplain the awesome content which will be covered in the next group session.		
c. Thank your trainees Please be sure to show appreciation for your stakeholder's time. Especially those who sat through the full training session.		
d. Answer any questions they might have and give them your contact details for further questions or training should they wish. Before you close the session, be sure to give out your contact details. One of the key objectives we seek to drive is requested sessions. If you are able to get one on one or group training time at the request of a district official or school principal, it means your training has been a fantastic success. Beyond this, answer any questions they might have.		
e. Follow up One week after training make sure to connect with each of your trainees about whether they are using the Dashboard. This can be checked online in the usage reports. Set up sessions (either telephonic or face-to-face) with each of them to answer their questions and help them get onto the Dashboard in their own environment.		

Appendix

Example 1: Informing trainees of the training

Introductory Mailer – Module 1: Example Email
Subject: **Module 1: Foundation Dashboard Training**

Hi there,

The Data Driven Districts Dashboard Module 1 Training has Arrived!

The DDD Dashboard Team will running Module One: Foundation Dashboard Training. Please see attached the information pamphlet.

WHAT WILL BE COVERED: Foundation Dashboard Training is the first in two training modules on the DDD Dashboard, which all district officials and school principal will need to attend. This session will set you up for solo-dashboard usage, ensuing that you can:

A. Access the Dashboard yourself, with your own PC's and personal login details,
B. Make use of all the basic functionality of the Dashboard,
C. Understand all of the information and data included in the Dashboard, and
D. Download all relevant reports.

PURPOSE OF THE TRAINING: The session is at its core to be fun and engaging, ensuring that stakeholders leave the session as Dashboard ambassadors. Schools and Districts are now using the DDD dashboard in many interview processes.

WHO SHOULD BE THERE: Any District official interested in factual, current and aggregated data. Watch this space for role specific invitations to the training from your District Director.

WHAT TO BRING: Please be sure to bring your charged laptop, charged tablet, 3G Dongle if you have one, and your EMIAL LOG IN details (including your password).

Kind Regards,
The DBE Dashboard Team

data driven districts

Example 2: Sending training invitations

Invite stakeholders and confirm the event: Example Email
Subject: **Module 1: Foundation Dashboard Training**

You're Invited!!

Data Driven Districts Dashboard Module 1 Training

The DDD Dashboard Team is running Module One: Foundation Dashboard Training.
Please see your invite attached.

TIME:
DATE:
PLACE:
WHAT TO BRING: Please be sure to bring your charged laptop, charged tablet, 3G Dongle if you have one, and your EMIAL LOG IN details (including your password).

Yours,
District Director District

Signature

Example 3: Session Preparation – SMS reminder

Remind stakeholders and confirm the event: Example SMS
TRAINING REMINDER FOR TOMORROW: Data Driven District FOUNDATION DASHBOARD Training: PLACE Hour:Min PM. Exclusive Director Endorsement and Training Packs. SEE YOU THERE!