

A background image of a classroom with students raising their hands. Overlaid on the image are several white line-art icons: a hand holding a paper, a document with a globe, a globe inside a speech bubble, a star, a sunburst, and a circular icon with a triangle and lines. The top of the page has a blue header with faint icons of a pencil, a lightbulb, and a gear.

# Follett Destiny®

## Follett Classroom Connections for Destiny Users

Participant Edition



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## Special Notes to Participants

### Course Description

Welcome to the Follett Classroom Connections training. In this hands-on training, you will explore the many ways that Follett Classroom Connections supports both classroom instruction and digital learning. You will walk away from the training with lesson plans and best practices that you can immediately use in your classroom.

This training uses a Plan, Apply, Assess curriculum model:

**Plan:** Answer questions to identify and share how you are currently providing reading instruction.

**Apply:** Complete hands-on activities to practice using Follett Classroom Connections tools and experience how they support classroom instruction.

**Assess:** Complete a checklist to review your comfort level with what was covered in the training, and make note of what you would like to explore further after the training.

The Training Guides were designed in bite-sized modules for you to share with your colleagues. Combine the Training Guides with the Quick Reference Guides and videos for a truly blended learning solution.

We're delighted that you are a Follett customer, and we look forward to providing you with the training, professional development, and services you need to achieve success.

### Who Should Take This?

Teachers, librarians, curriculum directors, and department chairs.

## Agenda

Description	Participant Objectives	Activities
<p><b>Interacting with eBooks Using BryteWave™ K-12</b></p> <p>With curriculum focusing even more on close reading strategies and deeper understanding of text, eBooks and how teachers and students use them need to follow suit. That’s why the BryteWave™ K-12 eReader offers so much more than just pages on a screen.</p> <p>With BryteWave K-12 , you and your students can highlight, take notes, bookmark, tag, and more in a user-friendly reading environment. Any notations you make in an eBook are saved to your digital notebook that is accessible even after you return the eBook. Upon completion of this module, you will be able to use the features of the BryteWave K-12 eReader for your own instructional practices and to help students better understand the texts they are reading.</p>	<ul style="list-style-type: none"> <li>■ Show how to check out and return a Follett eBook.</li> <li>■ Use BryteWave K-12's highlighting, note taking, tagging, and dictionary tools.</li> <li>■ Document how BryteWave K-12 enhances learning for your students and supports your instructional practices.</li> <li>■ Use the BryteWave K-12 app to read an eBook, and be able to explain how to use it to other staff members and your students.</li> </ul>	<ul style="list-style-type: none"> <li>■ Practice using BryteWave K-12's features.</li> <li>■ Describe how to incorporate BryteWave K-12 features into your instruction.</li> </ul>
<p><b>Personalizing the Student Reading Experience with Reading Paths</b></p> <p>How can you personalize your students’ reading experience with eBooks? Reading Paths give you the tools to help your students meet their reading goals. Upon completion of this module, you will be able to create and use Reading Paths to guide students with distinct steps towards proficiency and fluency in reading.</p>	<ul style="list-style-type: none"> <li>■ Create a Reading Path, and assign students to it.</li> <li>■ Create and manage groups for Reading Paths.</li> <li>■ Explain how a student accesses a Reading Path.</li> <li>■ Discuss how you can scaffold reading instruction for your students with Reading Paths.</li> <li>■ Explain how you can differentiate the reading</li> </ul>	<ul style="list-style-type: none"> <li>■ Create a Reading Path.</li> <li>■ Assign a group of students to a Reading Path.</li> <li>■ Analyze Reading Path Progress reports.</li> <li>■ Discuss instructional uses of Reading Paths.</li> </ul>

Description	Participant Objectives	Activities
	<p>experience across your class with Reading Paths.</p> <ul style="list-style-type: none"> <li>■ Demonstrate how to generate a Reading Path Progress report.</li> <li>■ Analyze a Reading Path Progress report.</li> </ul>	
<p><b>Creating and Sharing Notes to Engage and Collaborate with Students</b></p> <p>Wouldn't it be nice to ask questions, add comments, and check for understanding within the eBooks your students are reading? With Lesson Messaging, you can create and share Follett eBook notes with one student, a class, or the entire grade! Adapt content for classroom instruction, and create a personalized learning experience for your students.</p> <p>Upon completion of this module, you will be able to create and reply to Lesson Messages, as well as adapt Follett eBook content for your classroom.</p>	<ul style="list-style-type: none"> <li>■ Demonstrate how to create and share Lesson Messages.</li> <li>■ Explain how a student accesses and replies to Lesson Messages.</li> <li>■ Use the tagging feature to share different notes in the same eBook with different groups.</li> <li>■ Describe how you can use Lesson Messages to promote the close reading process.</li> <li>■ Explain how you can use Lesson Messages to support personalized learning.</li> <li>■ Identify how you can use Lesson Messages to measure reading comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>■ Add notes to a title.</li> <li>■ Add tags to notes.</li> <li>■ Create and share Lesson Messages.</li> </ul>
<p><b>Extending Learning and Supporting Reading with One Search and WebPath Express*</b></p> <p>Do your students struggle with having to use so many sources to find the digital content they need for research projects? Together with Follett eBooks, WebPath Express* and One Search let students access your school's eBooks, database, and online resources in one easy search!</p> <p>One Search supports many of the most common K-12 online subscription</p>	<ul style="list-style-type: none"> <li>■ Find appropriate resources.</li> <li>■ Describe how to support students in building knowledge using multiple resources.</li> <li>■ Explain how to assist students with researching.</li> <li>■ Identify how you can use resources to promote digital literacy.</li> </ul>	<ul style="list-style-type: none"> <li>■ Conduct a search for digital resources.</li> <li>■ Search for digital resources to enhance an existing lesson plan.</li> </ul>

Description	Participant Objectives	Activities
<p>databases. Students can connect to any of the over 550 subscription and free, supported One Search databases that your school or district subscribes to.</p> <p>WebPath Express is a safe, fun, and familiar search engine that integrates over 85,000 trustworthy, credible websites into your Follett Shelf search results.</p> <p>Upon completion of this training, you will be able to demonstrate how to use One Search and WebPath Express, as well as describe how One Search and WebPath Express can be used in your classroom.</p> <p>*WebPath Express requires a subscription.</p>		
<p><b>Supporting Instruction with Follett Classroom Connections</b></p> <p>Are you ready to take your lesson plans to the next level with tools that support both classroom instruction and digital learning? Will you be training other teachers and librarians at your school on Follett Classroom Connections?</p> <p>You've learned about the many features that Classroom Connections offers. Now, bring it all together. Create a lesson plan you can immediately use in your classroom or a professional development training plan to help your peers use the features in their libraries or classrooms.</p> <p>You will then present your lesson plan or training plan to the entire group to share</p>	<ul style="list-style-type: none"> <li>■ Enhance an existing or future lesson plan or professional development workshop plan with Classroom Connections tools.</li> </ul>	<ul style="list-style-type: none"> <li>■ Use Reading Paths, Lesson Messaging, Reading Path Progress and Time on Task reports, WebPath Express, and One Search to enhance a lesson plan or professional development workshop plan.</li> </ul>

<b>Description</b>	<b>Participant Objectives</b>	<b>Activities</b>
<p>ideas and tips on Classroom Connections best practices.</p> <p>Upon completion of this exercise, you will be able to demonstrate how to incorporate Classroom Connections tools into your lesson plans to support instruction and digital learning.</p>		



## **Training Policies**

### **Third-Party Proprietary Interest Statement**

Follett affirms that no trainer has any proprietary interest in any product, instrument, device, service, or material discussed during the training and receives no third-party compensation related to the delivery of this training event.

### **CEU Policy**

To receive CEUs for the training event: You need to be present for at least 85% of the actual event. You also need to be actively involved in the training event, completing all hands-on activities and participating in any other activities designed to reinforce learning. Your Certificate of Participation will be sent to you within 10 business days of the completion of the learning event. You may submit the certificate to your state system for credit. It is up to each state to accept the credit hours based on that state's current policy. If you do not receive the certificate within that time, contact Learning Services at [LearningServices@FollettSoftware.com](mailto:LearningServices@FollettSoftware.com) or call Customer Service at 888.511.5114.

## Student Record and Privacy Policy

Follett is committed to protecting the privacy of our customers' personal information. Any information collected as a result of any training event and your completion of a course evaluation survey will be used only with your express permission.

Follett may gather information during the course of your training, including personally identifying information about you such as your employer, your position, and the number of years in your current position or in your field.

You will have the opportunity to express your opinions, concerns, and perceptions during the training event and through the course evaluation survey, all of which will be protected.

Follett does reserve the right to ask your permission to follow up on some of your statements in the course evaluation survey; you have the right to refuse permission.

Follett will retain the following information about your training and be prepared to convey it to your employer on request:

- The date and title of the training event.
- Whether you participated satisfactorily in and completed the training event.

Any information resulting from scored exercises and quizzes or any activities that require a specific response or feedback will be recorded by the trainer and given to Follett at the end of the training. Follett will protect the information and convey it only to you on request.

If any of your contact information changes, you need to email that information to Follett Learning Services at [LearningServices@FollettSoftware.com](mailto:LearningServices@FollettSoftware.com) or call Customer Service at 888.511.5114.

If you have any questions or concerns, please send an email to Follett Learning Services at [LearningServices@FollettSoftware.com](mailto:LearningServices@FollettSoftware.com) or call Customer Service at 888.511.5114.

# Interacting with eBooks Using BryteWave K-12

30 minutes

## Description

With curriculum focusing even more on close reading strategies and deeper understanding of text, eBooks and how teachers and students use them need to follow suit. That's why the BryteWave K-12 eReader offers so much more than just pages on a screen.

With BryteWave K-12, you and your students can highlight, take notes, bookmark, tag, and more in a user-friendly reading environment. Any notations you make in an eBook are saved to your digital notebook that is accessible even after you return the eBook. Upon completion of this module, you will be able to use the features of the BryteWave K-12 eReader for your own instruction practices and to help students better understand the texts they are reading.

## Participant Objectives

- Show how to check out and return a Follett eBook.
- Use BryteWave K-12's highlighting, note taking, tagging, and dictionary tools.
- Document how BryteWave K-12 enhances learning for your students and supports your instruction practices.
- Use the BryteWave K-12 app to read an eBook, and be able to explain how to use it to other staff members and your students.

## Activities

- Practice using BryteWave K-12 features.
- Describe how to incorporate BryteWave K-12 features into your instruction.

## Resources

For more information on this lesson and to complete the *Plan* and *Apply* sections, refer to the resources listed below.

### Video:

- Reading a Follett eBook: Cover to Cover

### Quick Reference Guides:

- Getting Started with eBooks in Universal Search
- Getting Started with the BryteWave K-12 eReader

**Notes**

**Plan**

**Use the space provided to record your answers to the following questions.**

1. How do you currently use eBooks to support instruction?
  
  
  
  
  
  
  
  
  
  
2. How do you currently communicate to students and staff how to access and use eBooks?

## Notes

### Apply

Now that you've taken an in-depth look at how to use the BryteWave K-12 eReader, complete the following in the order listed:

1. Practice using eBook features by completing the following activities:
  - Search for and open a Follett eBook.
  - Check out the eBook.
  - Highlight a passage of text.
  - Add a highlight note to the passage of text you highlighted.
  - Use the dictionary to look up a word.
  - Add a page note to the eBook.
  - Add a tag to a note.
  - Return the eBook.
  - View your notes in your Notebook.

2. Write at least one idea of how to use each of the following BryteWave K-12 features in a lesson for yourself, as instructor, and for your students.

Teacher	
Highlighters and Highlight Notes	
Page Notes	
Dictionary	
Tags	

Student	
Highlighters and Highlight Notes	
Page Notes	
Dictionary	
Tags	

**Notes**

**Notes**

**Assess**

Use the following rating scale to assess your level of understanding of the learning outcomes covered in this training.

**Rating Scale:**

- 1 - I need more help.
- 2 - I think I can figure it out with more practice.
- 3 - I am comfortable doing this on my own.
- 4 - I am proficient and can teach others.

Rating (1-4)	Learning Outcomes
	Check out an eBook.
	Return an eBook.
	Highlight a passage of text.
	Create a page note.
	Create a highlight note.
	Create a tag.
	Use the dictionary tool.
	Describe ways that highlighting, note-taking, and dictionary features support instruction.
	Demonstrate how to use the BryteWave K-12 app.

## Getting Started with eBooks in Universal Search

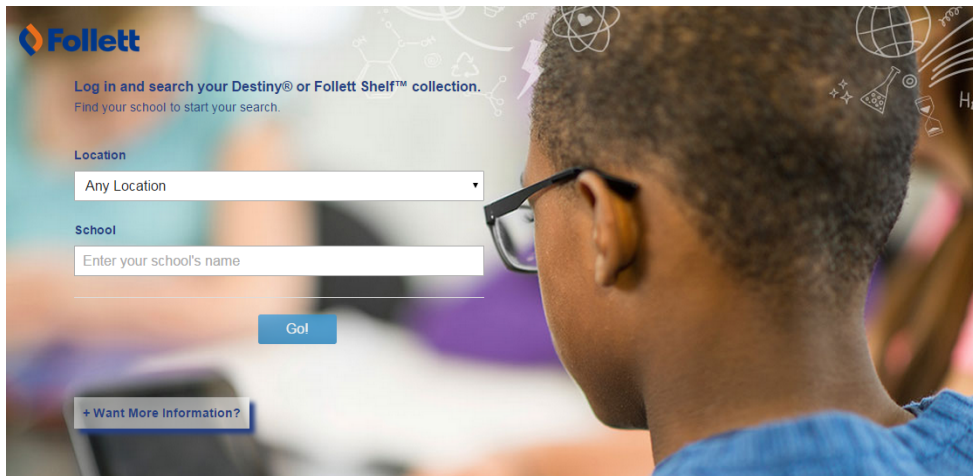
With Destiny's Universal Search, it is easy to find, check out, and read eBooks. Even after you return the eBook, you can access your notes, highlights, and bookmarks.

### Log in

#### Accessing Universal Search

Before you can access your library's resources, you need to sign in to Universal Search. Use the following steps to access Universal Search from outside your school:

1. From any browser, go to [www.gofollett.com](http://www.gofollett.com).



2. Use the **Location** drop-down to select your state or province.
3. In the **School** field, type the first few letters of your school's name. When your school appears in the suggestions, select it.
4. Click **Go!**.
5. Type your user name and password, and then click **Submit**.

**Note:** If you are already in Destiny, you can access Universal Search from the **Catalog** tab, **Universal Search** option.

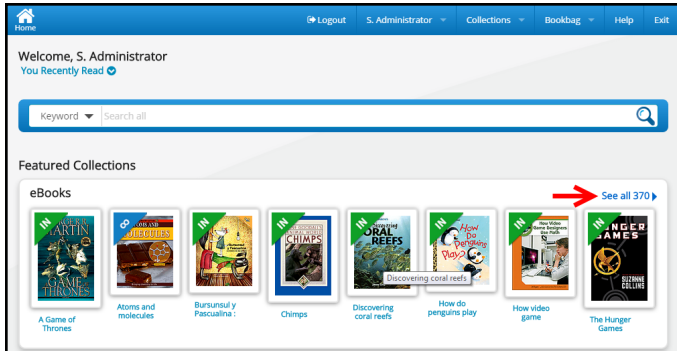


## Search

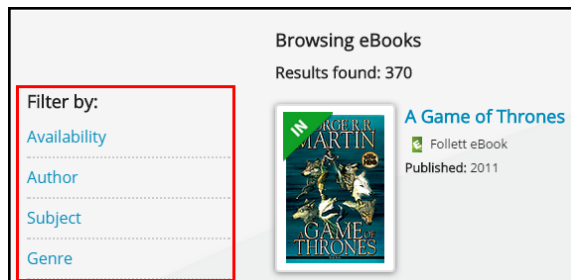
There are multiple ways to find eBooks. You can start by browsing only eBooks or performing a search of all resources.

### To browse your library's eBook collection:


1. On the eBooks Featured Collections ribbon, click **See all**. Or, from any page, click **Collections** on the top toolbar.

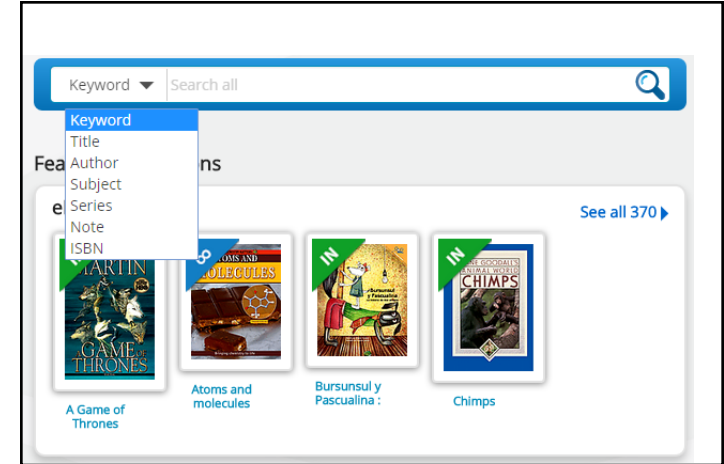





2. To narrow down the eBooks you are browsing, use the search limiters.

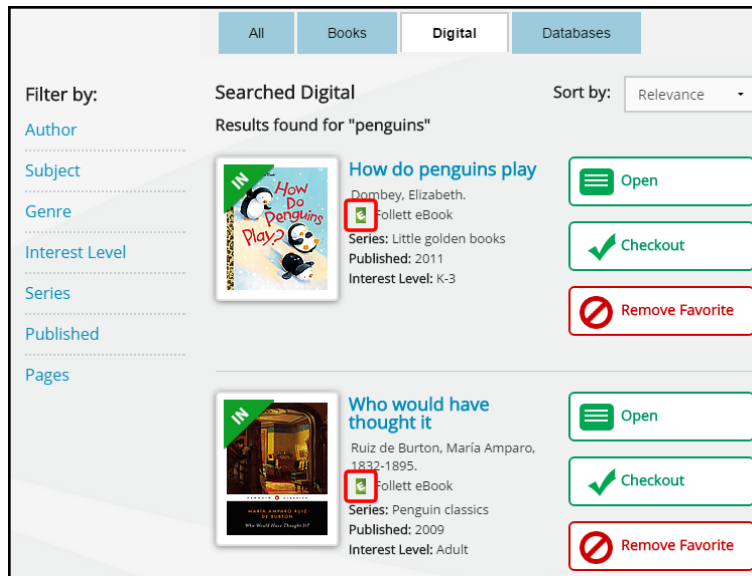


**To view eBook search results in a search for all resources:**

1. Use the drop-down to select the type of search you want. If you skip this step, Universal Search performs a keyword search.
2. In the **Search all** field, type your search term.
3. Press **Enter** or click .
4. Do any of the following:
  - To see eBooks, click the **Digital** tab.
  - To view search results that are a different material type, click **See all** in the appropriate ribbon, or click the appropriate tab.
  - To narrow your search, use the search limiters.




The  or  icon appears when the material type is an eBook.  indicates the item is a Follett eBook, which means you can use the Notebook feature.



The search results show whether there are available copies. Some eBooks have unlimited copies. Click the cover or title for more information about an eBook.

## Check out

There are two ways to check out eBooks:

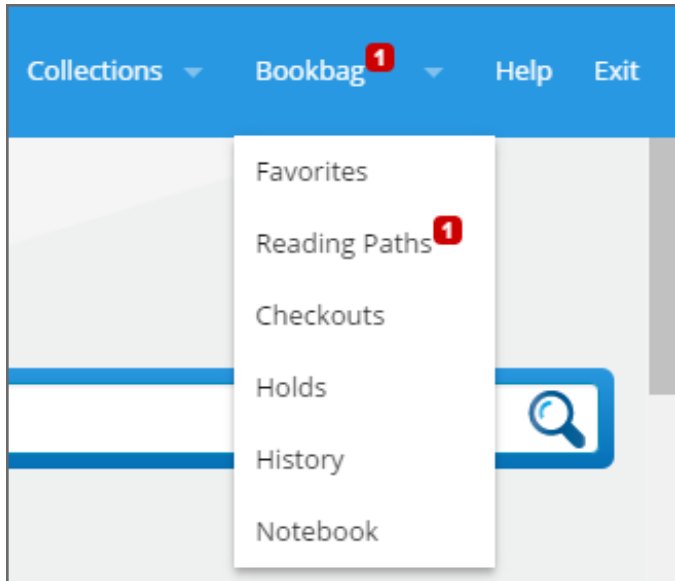
- From the search results: Click **Checkout** next to the title.
- From an open eBook: Click **Book** or  > **Check Out Title**.

If there are no available copies of a title and your school lets you place holds, click **Hold** to place a hold.

## Read

To read a checked-out eBook:

1. Select **Bookbag** > **Checkouts**.




2. Click **Open**.
3. Do either of the following:
  - Use the toolbar to access bookmarks, display options, information about the title, your notes, and more.
  - Use the slide bar or the forward and back arrows to turn the pages.

The screenshot shows an audiobook player interface. At the top, there is a blue header with navigation icons: a back arrow, 'Aa' for text settings, 'Book' for a list of books, and 'Notebook' for notes. The main content area is split into two columns. The left column features a world map with red lines indicating the Tropic of Cancer and the Tropic of Capricorn, and a dashed line for the Equator. Labels include North America, South America, Africa, Atlantic Ocean, and Pacific Ocean. A text box below the map states: 'This map shows the Tropic of Cancer and the Tropic of Capricorn in red. Coral reefs are found in waters between these two red lines.' The right column has a title 'Animals of the Coral Reef' and a paragraph: 'Many animal species live in or around coral reefs. Other animals visit reefs at certain times of the year. Although coral reefs cover only about 1 percent of the ocean floor, almost 25 percent of ocean animals can be found there. A coral reef can have hundreds or even thousands of animal species. However, it is not as crowded as you might expect. There are only a small number of each species.' Below this is another paragraph: 'Common coral-reef animals include eels, sea turtles, sea snakes, lobsters, and worms. Others are clams, crabs, octopuses, squid, sea anemones, sponges, oysters, snails, jellyfish, and sea urchins. Starfish, sometimes called sea stars, live in coral reefs as well. Crocodiles live in Florida's coral reefs.' At the bottom of the content area, there are two small text boxes: 'This is a coral-reef flat off the coast of Maui, in Hawaii. A reef flat is the part of a fringing reef that is closest to shore.' and 'The blue-ringed octopus lives in Australia's Great Barrier Reef. A bite from this small octopus is deadly.' The bottom of the player shows a progress bar with 'pp. 11 - 12' on the left and '36% of 33 pages' on the right.

**Note:** If you open a Follett Audiobook, play options appear at the bottom of the book.

## Take notes, make highlights, and use the dictionary

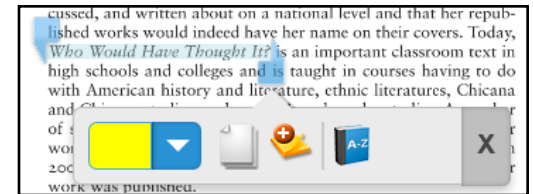
Click  on any page to mark a place in the eBook you want to come back to later.

To select a word, click and hold on it.

To select more than one word, click and hold on the first word you want to include. The word becomes shaded blue, and quotation marks appear. While still holding, drag your mouse over the rest of the words or sentences.

When you release your mouse button, a toolbar displays additional options:

- Click the **Highlight Selector** drop-down to select a highlight color. Then, click that color to apply the highlight.
- Click the **Copy Text** icon to copy your selection and paste it into another document (publisher permissions determine whether this option is available).
- Click the **Add highlight note** icon to add a note to content you already highlighted.
- Click the dictionary to look up the meaning of the selected word.



To access your notes and bookmarks, click **Notebook** or . View the notes for the current title, or click **Titles > All** to see all of your notes, even if the eBook is not available.

## Return

To return or renew an eBook from Universal Search, select **Bookbag > Checkouts**, and then click **Return** or **Renew**.

**Note:** Checked-out Follett eBooks and Follett Audiobooks are automatically returned on their due date.

## Read offline from your mobile device

The BryteWave™ K-12 Edition app lets you download an eBook while you are online that you can access later offline. It is available for iOS devices, Android devices with access to Google Play, Nook HD, Nook HD+, Kindle Fire HD, and Mac and Windows laptops!



## Getting Started with the BryteWave K–12 eReader

Follett’s eReader, BryteWave K–12, gives you quick access to Follett eBooks and Follett Audiobooks from your computer, tablet, or smartphone. Its easy-to-use features include powerful note-taking tools, searching, and more.

**Note:** To download Follett eBooks for offline reading, use the BryteWave K–12 app.

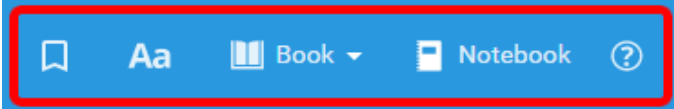
The screenshot shows the BryteWave K-12 eReader interface. At the top, a blue navigation bar contains a 'Back' button on the left and a menu on the right with icons for bookmarking, font size (Aa), book information (Book), notebook, and help. The main content area displays a page from an eBook with an illustration of a boy and a farmer. The text on the page includes: "Well, now," said Farmer Worth. He plucked a penny and polished it on his shirt. "A penny for your thoughts," he told me. "We're rich! We should count it all up!" I crowed as loud as his rooster. Franklin D. Roostervelt. Farmer Worth grinned. "Be my guest," he said. He held out a handful of corn for his chickens, Lewis and Cluck. At the bottom, a blue footer bar contains a 'Play' button, the page number 'p. 9', a progress indicator, and the text '31% of 35 pages'.



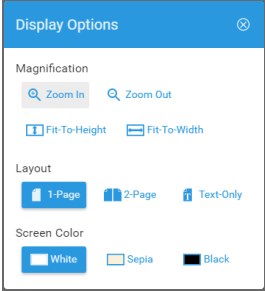

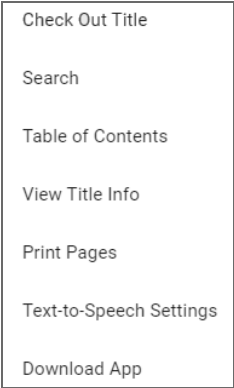
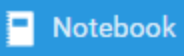
**Callout 1 (Back button):** Click to return to search results, title details, or your Bookbag.

**Callout 2 (Menu):** Add a bookmark, or access display options, book information, your Follett eBook Notebook, and Help.  
**Note:** If you are reading a Follett eBook from a smaller window, the menu options appear as icons without text.

**Callout 3 (Play button):** Click to play the eBook as audio (for compatible Follett eBooks). The text is highlighted as it is read.

**Callout 4 (Progress indicator):** Use the forward and back arrows to turn the page. Or, click and drag the circle to navigate to a particular place in the eBook.



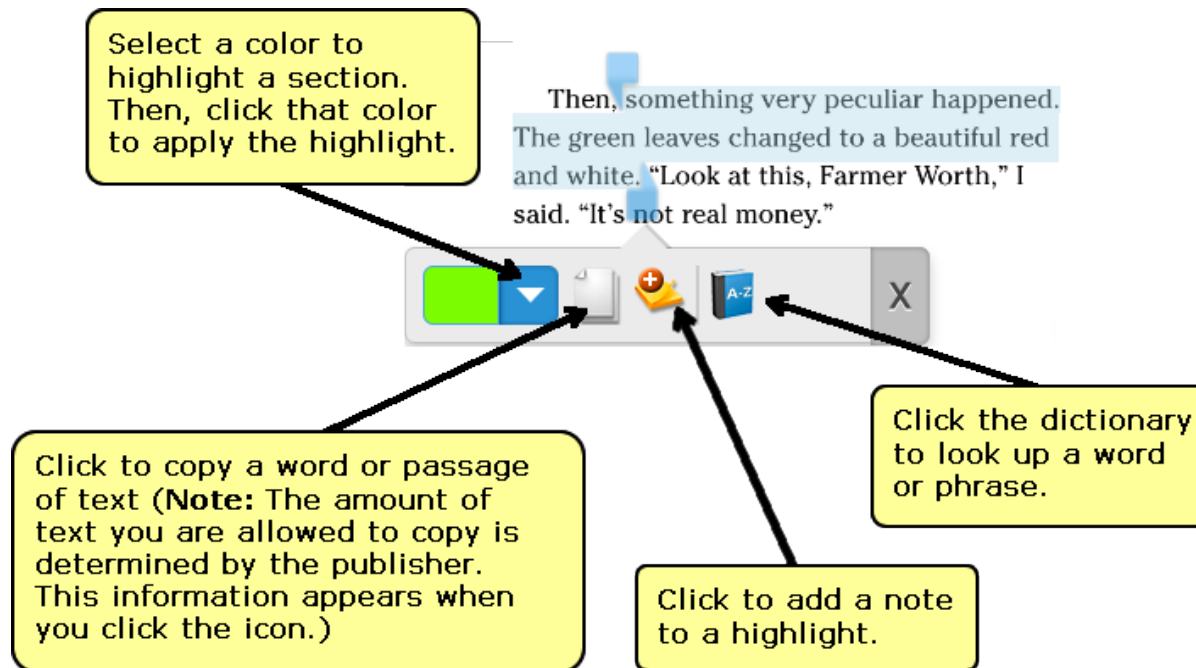
Icon	Click to...
	Bookmark a page you want to come back to. Access bookmarked pages from your Notebook.
	<p>Access display options:</p> <ul style="list-style-type: none"> <li> <b>Magnification:</b> In the 1 or 2 Page views, zoom in or out to increase or decrease the size of the page. In Text Only view, decrease or increase the size of the font. Click <b>Fit-To-Height</b> or <b>Fit-To-Width</b> to fit the content on the page.         </li> <li> <b>Layout:</b> Activate the 1 Page, 2 Page, or Text Only view. In Text Only view, text will resize to fit the given screen area. Note that not all eBooks support Text Only view.         </li> <li> <b>Screen Color:</b> Switch between a white screen for daytime reading and sepia or black for nighttime reading.         </li> </ul> 
	<p>Do any of the following:</p> <ul style="list-style-type: none"> <li>Check out a title/see its due date</li> <li>Search</li> <li>See a table of contents</li> <li>View title info, including a citation, features supported (dictionary, highlighting, text view), and publisher permissions (number of pages permitted to print, copy remaining, and read aloud)</li> <li>Print pages (Note that the publisher sets page-printing permissions.)</li> <li>Access text-to-speech settings (if available)</li> <li>Use the 'Read with Parent' feature</li> <li>Download the app</li> </ul> 
	Access your Notebook to add, view, and edit notes, highlights, and bookmarks from all Follett eBooks you have read. You can see all of your notes, even when the eBook is not available.

## More eReader and Notebook features

### Highlight, copy text, and use the dictionary

To select a section of text, place your cursor on the first word you want to include, and then click and hold. The word becomes shaded in blue, and quotation marks appear. While still clicking and holding, drag your cursor over the rest of the words or sentences you want to include.

When you release your mouse button, a toolbar displays additional options:



**Note:** To see the features supported and publisher permissions for a Follett eBook, go to the **Book** drop-down, and then select **View Title Info**.



## Notebook features

Click **Titles** to view your notes for the current title or all Follett eBook titles.

Click **Filter** to choose the types of information to display, such as bookmarks and notes.

If you are viewing notes for all titles, you will also see a **Sort** option.

The screenshot shows a 'Notebook' interface with a blue header. Below the header, there are two buttons: 'Titles' and 'Filter', both highlighted with a red box. To the right of the header is a blue circular button with a plus sign and a document icon, labeled 'Add Note'. Below this is a section titled 'Once Upon a Dime' by 'Allen, Nancy Kelly', with a 'Print' button. Underneath are three items: a 'Bookmark' with a 'Delete' button, a 'Note' with 'Edit' and 'Delete' buttons, and a 'Highlight' with 'Edit' and 'Delete' buttons. The 'Bookmark' item includes a page link '5/9/16 - page: 10'. The 'Note' item includes a tag 'Mathc'. The 'Highlight' item shows a highlighted sentence: 'Next spring, the flower buds grew bigger and bigger.'

Click to add a note to the current page.

Click the page link to jump to that page in the eBook, if it is available.

Use tags to organize notes across different eBook titles. If you are viewing your notes for all titles, you can sort by tag.

## Follett Audiobooks

BryteWave K-12 lets you stream Follett Audiobooks online.

The screenshot shows the BryteWave K-12 audiobook player interface. At the top, a blue toolbar contains a 'Back' button, a timer icon, a volume icon, a 'Book' dropdown menu, and a help icon. The main content area displays the title 'It Happened on a Train' and 'Chapter 2 of 72'. Below this is the audiobook cover art for 'Brixton Brothers: It Happened on a Train' by Mac Barnett, read by Jerry Johnson. A progress bar is visible below the cover art, showing the current position at 00:00:29 and the total duration at 00:04:12. At the bottom, another blue toolbar contains playback controls: a previous chapter button, a play/pause button, a next chapter button, a refresh button, and a skip forward button. Two callout boxes provide instructions: one points to the top toolbar controls (timer and volume) and the other points to the bottom toolbar playback controls.

Use the controls in the top toolbar to select an amount of time to play the audiobook or to adjust the volume.

Use the controls in the bottom toolbar to play, stop, move forward or back a chapter, or skip ahead or back in 15-second intervals.

**Note:** To play a Follett Audiobook from the BryteWave K-12 app, you must download it. The download process starts automatically when you play a checked-out title.

## Browsing Your Library Collection and Reading Follett eBooks with the BryteWave K-12 Edition App

The BryteWave™ K-12 Edition app is available for iOS and Android devices with access to Google Play, as well as Nook HD and HD+, Kindle Fire HD and HDX, and Windows/Mac. Use it to search your library catalog and download eBooks for offline reading.

### Download and log in

1. To download and install the app for the appropriate device, go to the BryteWave K – 12 Installation Options webpage one of the following ways:

- Go to: <https://reader.follettshelf.com/mobileReader/brytewavek12/apps.html>.

- From the top toolbar of an open Follett eBook, tap > **Download App**.

**Note:** If you are installing the app to an Apple or Android device, you can also download the app from the App Store or Google Play.

2. Launch the mobile app.

3. In the **Location** drop-down, select your state or province.

**Note:** If you are not in the US or Canada, select **Other**.

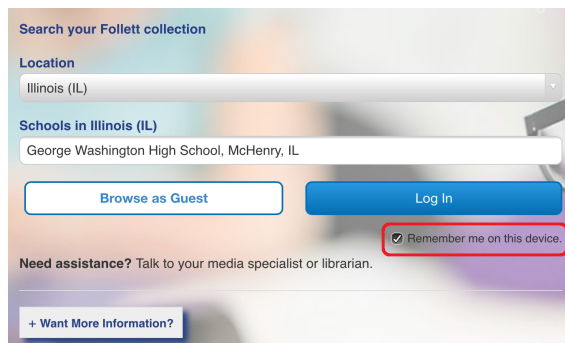
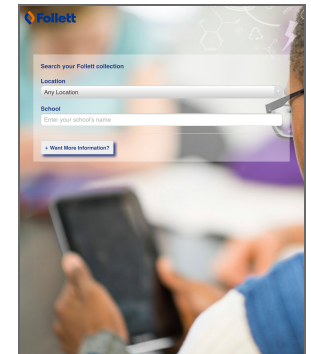
4. In the **School** field, type the first three letters of your school's name. A suggestion list appears.

5. Find and select your school's name.

**Note:** Steps 1–6 only need to be completed the first time you log in or if you need to select a different school.

6. If you are logging in with a username and password on a private/safe/secure device and want to automatically log in next time you open the app, select **Remember me on this device**.

**Important:** This step is required to access downloaded Follett eBook and Follett Audiobooks when you are offline.



7. Use the following table to choose what you want to do:

If you want to...	Then...
Log in with a username and password	a. Tap <b>Log In</b> . b. Type your username and password. c. Tap <b>Submit</b> .
Browse your library collection as a guest <b>Note:</b> You must log in with a username and password to access Follett eBooks, Follett Audiobooks, and some online resources.	Tap <b>Browse as Guest</b> .

### Search your library collection


Searching your library collection from the app is just like searching Universal Search from any browser. There are two different ways to search for resources—you can search for a specific resource or browse a digital collection.

#### To perform a search that includes all resource types (print and digital):

1. Use the drop-down to select the type of search you want. If you skip this step, the default is a keyword search.

**Note:** Depending on how the Home page is set up for your school, you might have to tap **Search** to see the drop-down and search field.



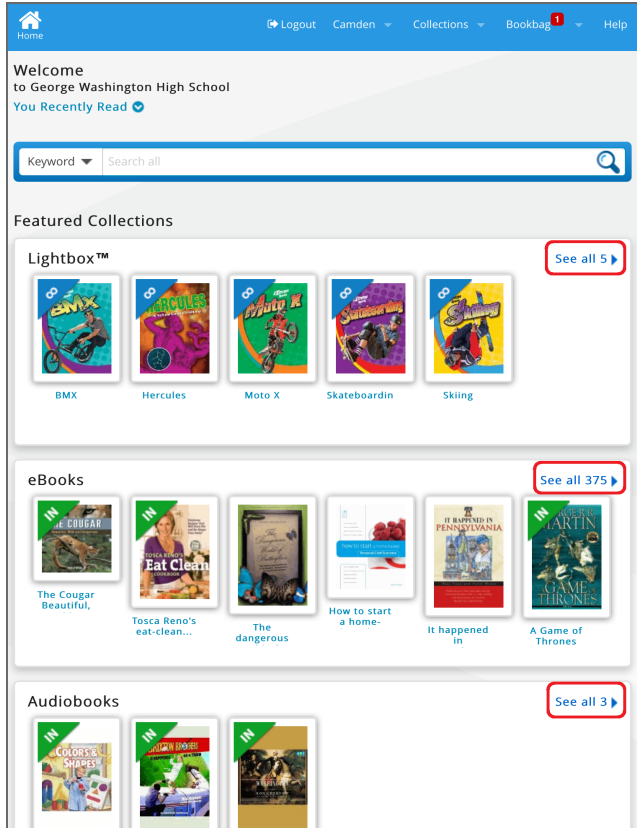
2. In the search field, type your search term(s), and then tap .

3. From the **All** tab, browse all of your library's resources, or limit your search results to a specific format by tapping the **Books**, **Digital**, or **Databases** tab.

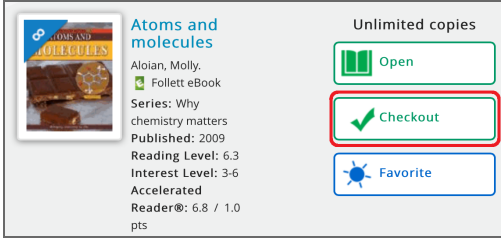
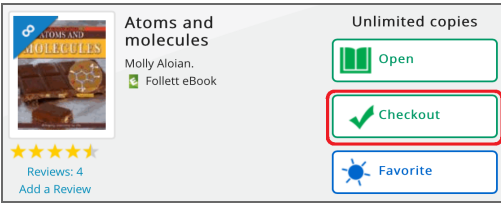

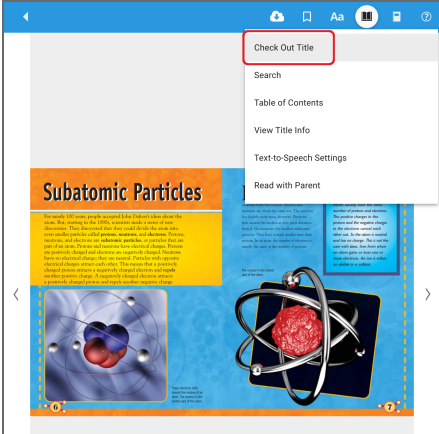
**To browse a digital collection:**

Tap **See all** next to the collection you want to browse. Or, from any page, tap **Collections** on the top toolbar.

To see details about a specific search result, tap its cover image or title.



## Check out eBooks


If you want to...	Then...	
Check out an eBook from the search results	Tap <b>Checkout</b> .	
Check out an eBook from the title details	Tap <b>Checkout</b> .	
Check out an eBook that you have opened	From the top toolbar, tap  > <b>Check Out Title</b> .	


**Note:** You can read an eBook online without checking it out; however, if you close the eBook or it times out, it becomes available for others to check out.

Access checked-out eBook titles from your Bookbag.

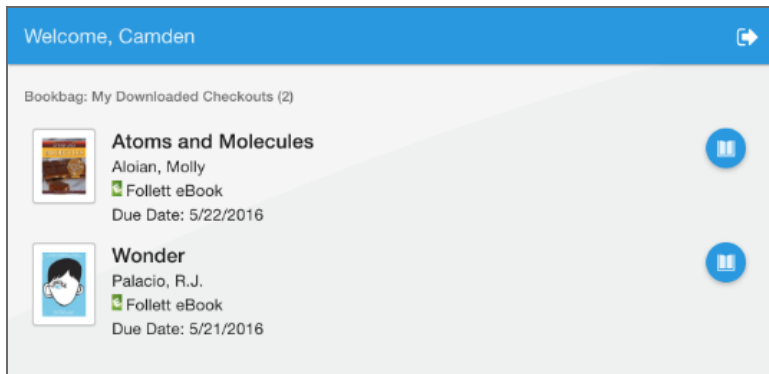
**Important:** To have an eBook available for offline reading, you must check it out and then download it to a device while you are online.

## Download and access an eBook to read offline


From an open eBook, tap  to begin downloading. If the eBook is not checked out to you, it will be checked out.

To access the eBook when you are offline, open the BryteWave K-12 app to view your offline Bookbag, and then click  next to the title.

**Note:** In order to access downloaded eBooks when you are offline, you must select **Remember me** when you log in with an Internet connection. Then, when you open the app while offline, you will be auto logged-in to access downloaded eBooks.



### Notes:

- To access an eBook or audiobook and corresponding notes that are already downloaded on another device, you need to first move the book back online from the device it is downloaded on. To do this, open the eBook, and then click .
- If you take notes while reading a downloaded eBook or audiobook while offline, you need to log in online for them to be available in your Notebook.

## Listen to an audiobook

To play a Follett Audiobook from the app, you must download it to your device. If the audiobook is already checked out to you, tapping **Play** starts the download process. If the audiobook is not checked out to you and you tap **Play**, it automatically becomes checked out to you and downloads.

# Personalizing the Student Reading Experience with Reading Paths

90 minutes

## Description

How can you personalize your students' reading experience with eBooks? Reading Paths give you the tools to help your students meet their reading goals.

Upon completion of this module, you will be able to create and use Reading Paths to guide students with distinct steps towards proficiency and fluency in reading.

## Participant Objectives

- Demonstrate how to create a Reading Path, and assign students to it.
- Create and manage groups for Reading Paths.
- Explain how a student accesses a Reading Path.
- Discuss how you can scaffold reading instruction for your students with Reading Paths.
- Explain how you can differentiate the reading experience across your class with Reading Paths.
- Demonstrate how to generate a Reading Path Progress report.
- Analyze a Reading Path Progress report.

## Activities

- Create a Reading Path.
- Assign a group of students to a Reading Path.
- Analyze Reading Path Progress reports.
- Discuss instructional uses of Reading Paths.



## Notes

### Resources

For more information on this lesson and to complete the *Plan* and *Apply* sections, refer to the resources listed below.

#### Videos:

- Guiding Student Reading Experiences with Reading Paths
- Managing Groups

#### Quick Reference Guides:

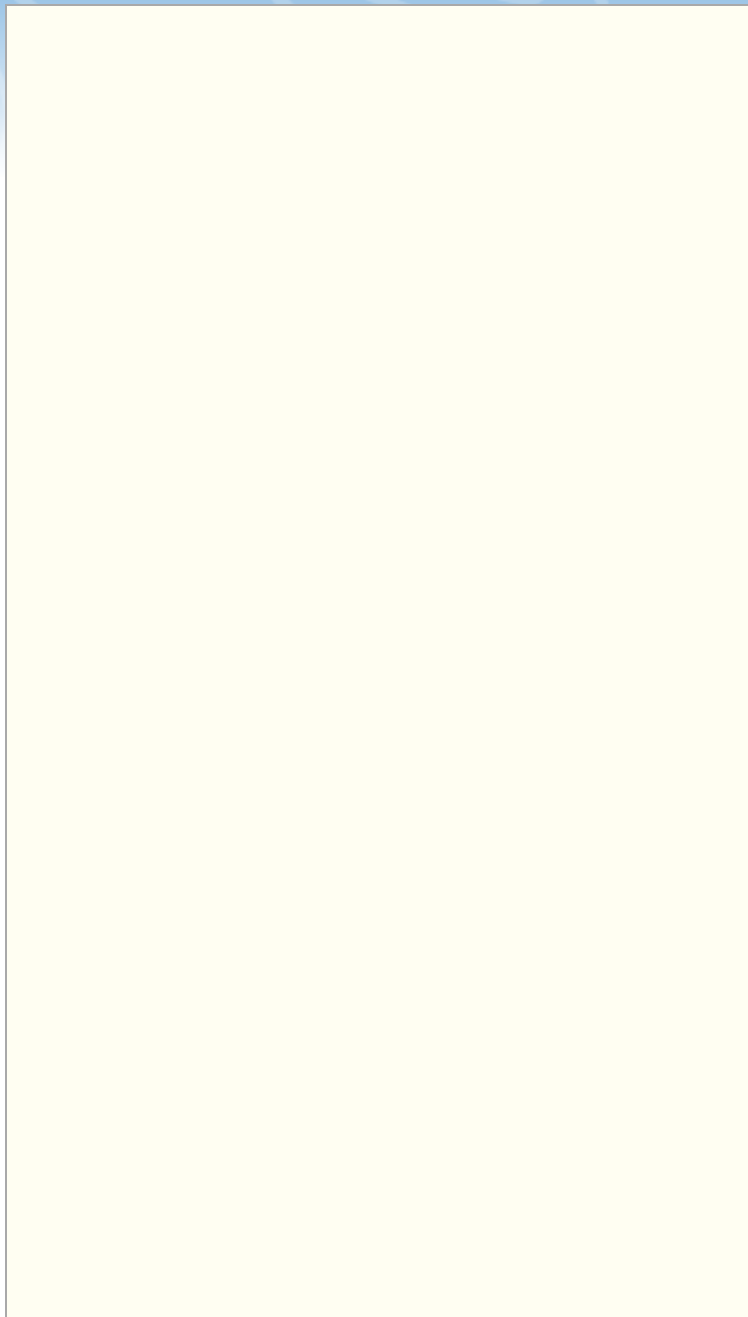
- Reading Paths for Educators
- Reading Paths for Students
- Reading Path Progress Report

## Notes

### Plan

**Use the space provided to record your answers to the following questions.**

1. How do you currently implement personalized reading plans for your students and/or differentiate reading experiences across your class?
  
  
  
  
  
  
  
  
  
  
2. How do you scaffold reading levels for your students?
  
  
  
  
  
  
  
  
  
  
3. How do you track student progress on assigned reading sequences?



## Apply

**Now that you've taken an in-depth look at Reading Paths, complete the following in the order listed:**

1. Read through the following scenarios. Complete both steps in the one you find most interesting to practice incorporating Reading Paths into your classroom instruction.

**Scenario A:**

You just finished scoring your third-grade students' second of the year unit test in reading. Four students scored very low for the second time in a row. To help these students meet their reading goals for the year, you use Reading Paths.

- Create a fixed Reading Path. Scaffold the titles' reading levels by sequencing at least three titles based on Lexile measure or reading level.
- Create a group of four students, and then assign it to the Reading Path.

**Scenario B:**

One of your students has regularly scored very high on his tests. To keep him engaged and challenged, you decide to create a personalized reading plan by setting up a Reading Path. This Reading Path will use different texts to expand his content knowledge.

- Create a Reading Path. Add at least three titles based on interest level.
- Create a group for the student, and then assign it to the Reading Path.

**Scenario C:**

You recently decided to divide your language arts class into reading groups based on reading level and assign them to a differentiated Reading Path.

- Create a Reading Path for the first group. Add at least two multi-user access titles.
- Create a group of 3–5 students, and then assign it to the Reading Path.

## Notes

- Review the following scenarios and associated reports to practice analyzing Reading Path Progress reports. Determine how you can use the information in the report to support student learning.

### Scenario A:

Last week, you assigned a Reading Path to two struggling readers. You asked them to read the first book in the Reading Path by today. You decide to run the Reading Path Progress report to confirm their progress on the Reading Path:

	A	B	C	D	E	F
1	Name	Reading Path Status	Title	Title Status	Total Reading Time	Total Number of Pages Read
2	Abbey, Glenn	Started	Jumanji	In Progress	0:06	1
3	Babbitt, Leslie	Started	Jumanji	Finished	00:54	35
4	Babbitt, Leslie	Started	The Miraculous Journey of Edward Tulane	In Progress	00:28	7

### Scenario B:

You created a flexible Reading Path that contains a historical fiction eBook and non-fiction eBooks on the same topic. This week for homework, students had to read one of the non-fiction eBooks to gain background information. Students must highlight at least three passages containing information that was new to them. You decide to run a Reading Path Progress report to get an idea of who completed the assignment:

	C	D	E	F	G
1	Title	Title Status	Total Reading Time	Total Number of Pages Read	Total Notes
2	The Dust Bowl	Finished	2:06	113	3
3	The great American dust bowl	Finished	00:12	8	3
4	The Dust Bowl	In Progress	01:34	65	3

- Share examples of how you will use Reading Paths and the Reading Path Progress report in your instruction.

### Ideas for Integrating Reading Paths into Your Instruction

#### There are countless other ways to enhance learning with Reading Paths:

- Create Reading Paths for struggling or advanced readers.
- Create Reading Paths on a specific topic for your class.
- Create multiple Reading Paths for differentiating the reading experience.
- Use Reading Path data to report on individual student reading.
- Use Reading Path data to measure class progress in a text and monitor eBook interactions.
- Use Reading Paths to support ESL students in building vocabulary and language skills.
- Create theme-based Reading Paths.
- Use Reading Paths and Lesson Messaging to gauge students' progress and measure their understanding.
- Use Reading Paths to support summer reading programs.
- Build Reading Paths with Lesson Messages to support test preparation.

Remember, Reading Paths can be even more powerful when you add Lesson Messages to the eBooks in the reading sequence. To learn more about Lesson Messages, refer to the *Creating and Sharing eBook Notes to Engage and Collaborate with Students* training guide.

**Assess**

Use the following rating scale to assess your level of understanding of the learning outcomes covered in this training.

**Rating Scale:**

- 1 - I need more help.
- 2 - I think I can figure it out with more practice.
- 3 - I am comfortable doing this on my own.
- 4 - I am proficient and can teach others.

Rating (1-4)	Learning Outcome
	Create a Reading Path.
	Add titles to a Reading Path.
	Create a group and assign it to a Reading Path.
	Plan ways to use Reading Paths to scaffold reading instruction.
	Plan ways to use Reading Paths to differentiate reading experiences.
	Run a Reading Path Progress report.
	View a Reading Path Progress report.
	Brainstorm ways you can use Reading Path Progress reports to enhance instruction.

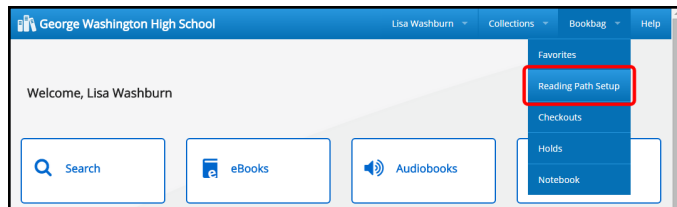
## Reading Paths for Educators

You can guide your students' reading experience by assigning a specific group of eBooks to them. Create a Fixed Reading Path to require students to read all eBooks in an assigned order. Or, create a Flexible Reading Path to choose a group of eBooks that can be read in any order. Then, assign students to read a specific number of eBooks from that Path.

**Important:** To view and access your Reading Paths, you must be connected to the Internet and logged in to Universal Search.

### To create a Reading Path from Universal Search:

1. Select **Bookbag > Reading Path Setup**.



2. Click **Add Reading Path**. The Add Reading Path pop-up appears.

The 'Add Reading Path' pop-up form has a blue header with a close button. It contains a 'Name' text input field with a character count '(Characters remaining: 50)'. Below this is a 'Type' section with two radio button options: 'Fixed' (selected) and 'Flexible'. The 'Fixed' option has the description 'Student must finish all titles in the specified order.' The 'Flexible' option has the description 'Student must finish a certain number of titles in no particular order.' and a 'Titles to finish:' dropdown menu set to '1'. A blue 'Save Reading Path' button is at the bottom right.

3. In the **Name** field, type a name for the Reading Path.

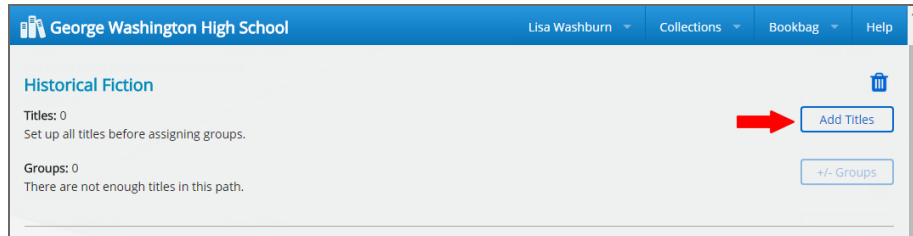
4. Use the following table to choose what you want to do:

If you want to:	Then...
Add a Reading Path where students are required to finish all titles in a specified order (Fixed Reading Path)	<ul style="list-style-type: none"> <li>■ Select <b>Fixed</b>.</li> </ul>
Add a Reading Path where students are required to finish a specified number of titles in no particular order (Flexible Reading Path)	<ul style="list-style-type: none"> <li>■ Select <b>Flexible</b>, and then use the <b>Titles to finish</b> drop-down to select the number of titles students are required to read.</li> </ul>

5. Click **Save Reading Path**.



6. Click **Add Titles**. A list of all Follett eBooks appears.



7. Find a title to add to your Reading Path. You can use the search field, **Filter by**, and **Sort by** options to narrow the search results.

8. Next to a Follett eBook you want to add, click **+Add to Path**.

9. When you are done adding books, click **Go Back**.

10. To review the titles in the Reading Path, click the **Show Titles** link. Use the arrows to re-order the eBooks in the Path.


### To assign students to a Reading Path:


**Important:** Once you assign students to a Reading Path, you can no longer edit the Reading Path type, titles, titles to finish, or order of titles.

1. If you are not already on the Reading Path Setup page, select **Bookbag > Reading Path Setup**.

2. Next to the name of the Reading Path you want to assign students to, click **+/- Groups**.

3. In the Adding Groups pop-up, read the message, and then select **Add Groups** to confirm you are ready to share the Reading Path with students.

If you want to:	Then...
Share with a group you already created	<ul style="list-style-type: none"> <li>Next to the group name, click <b>Add</b>.</li> </ul>  <p>The screenshot shows a 'Share Reading Path' dialog box. At the top, it says 'Add group to: Historical Fiction' and has a 'Manage Groups' button. Below that, there are two sections: 'Selected Groups' and 'Available Groups'. In the 'Selected Groups' section, 'Patrons' is listed with 'There are no selected groups.' below it. In the 'Available Groups' section, 'Blue Group' is listed with '2' next to it. The 'Add' button next to 'Blue Group' is highlighted with a red box.</p>
Share with a new group	<ol style="list-style-type: none"> <li>Click <b>Manage Groups</b>.</li> <li>From the drop-down, select <b>Create New Group</b>.</li> </ol>

If you want to:	Then...
	<p><b>Note:</b> You can add or remove students from a group from the Manage Groups page. Select the group from the drop-down, and then click <b>Edit</b>.</p> <div data-bbox="598 342 1365 537" style="border: 1px solid black; padding: 5px;"> <p><b>&lt; Manage Groups</b></p> <p>Select a Group      Group Name</p> <p>Create New Group      Type a group name      <b>Assign Patrons</b></p> <p>Make a selection</p> <p><b>Create New Group</b></p> <p>Blue Group</p> </div> <p>c. In the <b>Group Name</b> field, type a name, and then click <b>Assign Patrons</b>.</p> <p>d. Search for a student by typing a name in the search field, or narrow your results using the filters.</p> <p>e. To assign students to the group, click <b>Assign</b>. To remove any students, click <b>Unassign</b>.</p> <p>f. Click .</p> <p>g. Next to the group name you just created or edited, click <b>Start Sharing</b>.</p>

4. Click **Save**.

The Reading Path appears in the assigned students' Bookbags. From there, they can read the eBooks and record their progress. The Reading Path also remains in your Bookbag.

## Reading Paths for Students

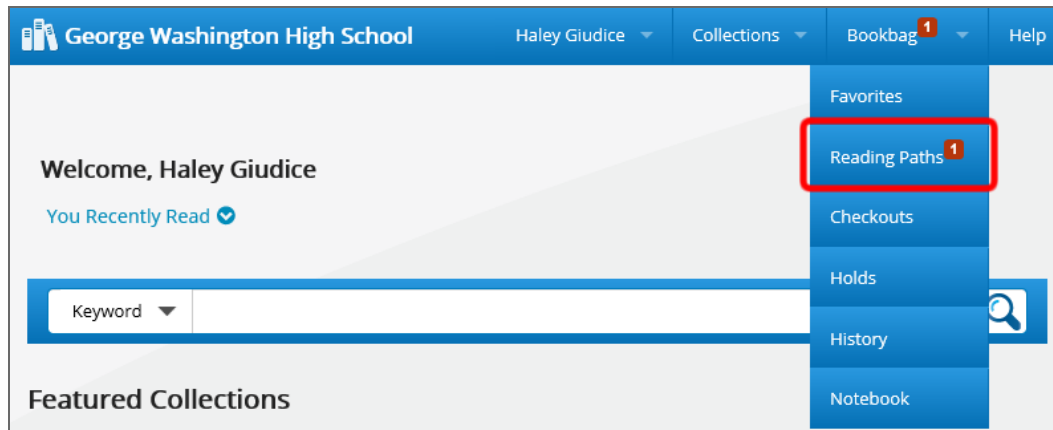
Once a teacher has assigned a Reading Path to you, you can begin reading the eBooks in that Path.

**Important:** To view and access your Reading Paths, you must be connected to the Internet.

### To follow a Reading Path:

1. Log in to Universal Search.
2. To see your Reading Path assignment, select **Bookbag > Reading Paths**.

**Note:** When there's a Reading Path assigned to you that you haven't started yet, you'll see a numbered alert icon next to your Bookbag and Reading Paths.



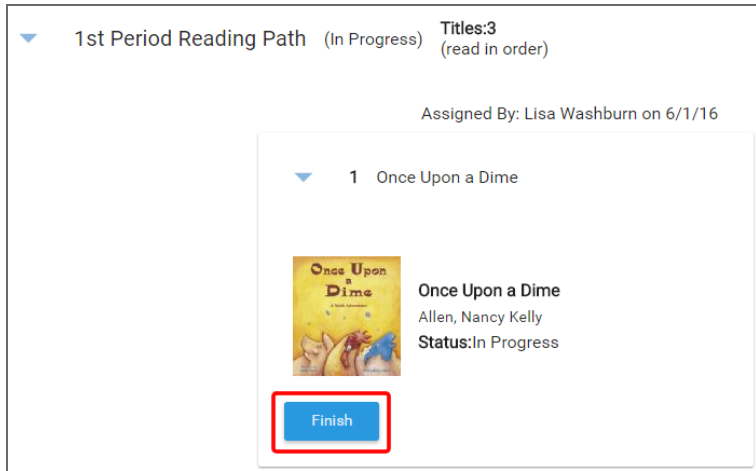
3. Next to the name of the Path you're going to work on, click ▶.

**Note:** If your teacher assigned you to read the eBooks in a specific order, you will only see the first title in the Reading Path. If you see all of the eBooks in the Path, as well as the number of titles you are assigned to read from that Path, you can read them in any order.

4. To begin reading, click **Start** next to an eBook.

**Note:** To check out an open eBook, select **Book > Check Out Title**.


5. When you finish a title, select **Bookbag > Reading Paths**, and then click **Finish** below the title you finished.



▼ 1st Period Reading Path (In Progress) Titles:3 (read in order)

Assigned By: Lisa Washburn on 6/1/16

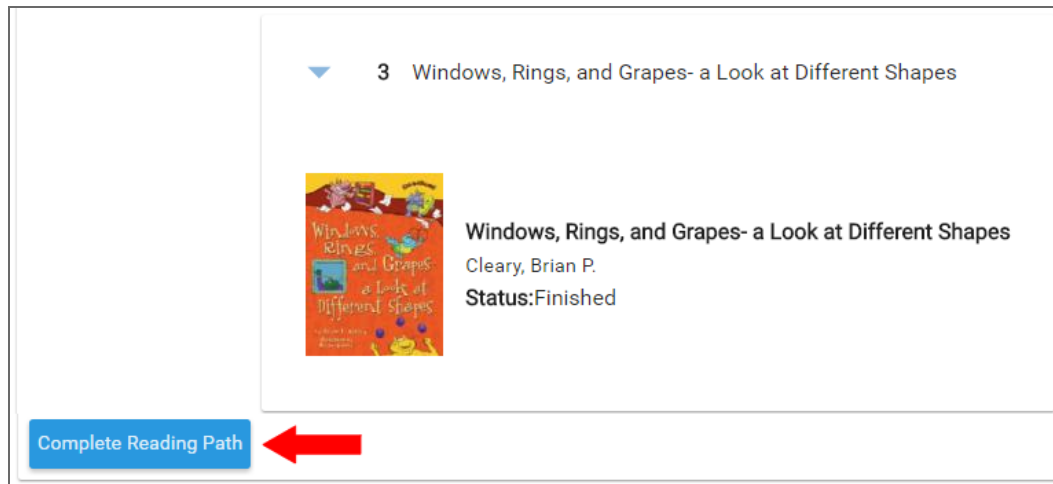
▼ 1 Once Upon a Dime



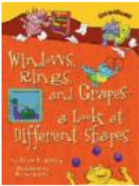
**Once Upon a Dime**  
Allen, Nancy Kelly  
**Status:**In Progress

Finish

6. When you finish your entire Reading Path assignment, click **Complete Reading Path**. This is only required if your teacher wants you to read all eBooks in a Reading Path.



▼ 3 Windows, Rings, and Grapes- a Look at Different Shapes



**Windows, Rings, and Grapes- a Look at Different Shapes**  
Cleary, Brian P.  
**Status:**Finished

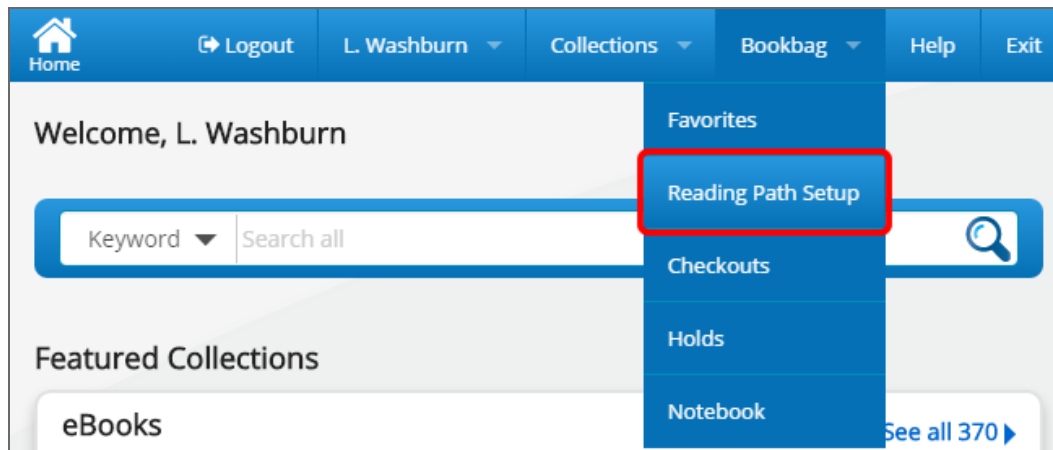
Complete Reading Path ←

## Reading Path Progress Report

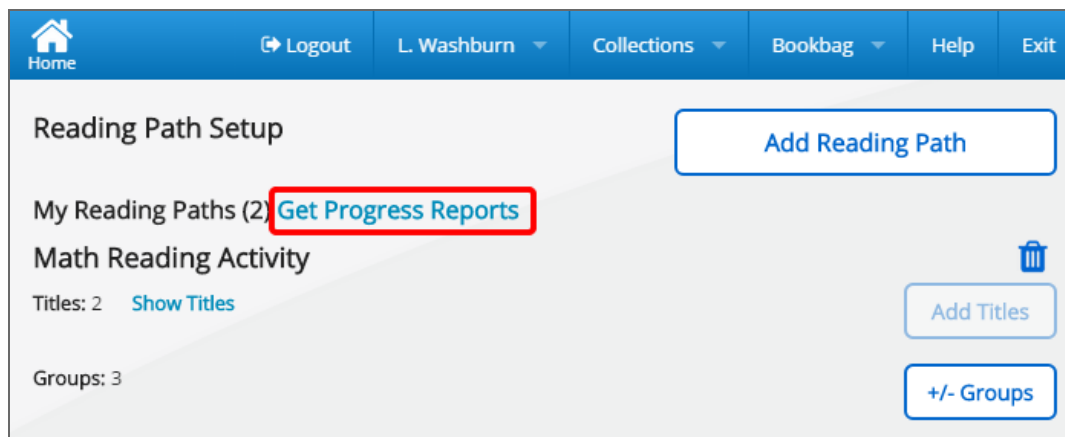
Educators can run a report to collect data about students' reading progress. Use the Reading Path Progress Report to see the number of eBooks a student read, time spent reading, number of pages read, and any highlighted text or notes taken for each eBook in the Reading Path.

**Important:** The data that appears on the Reading Path Progress Report is updated nightly.

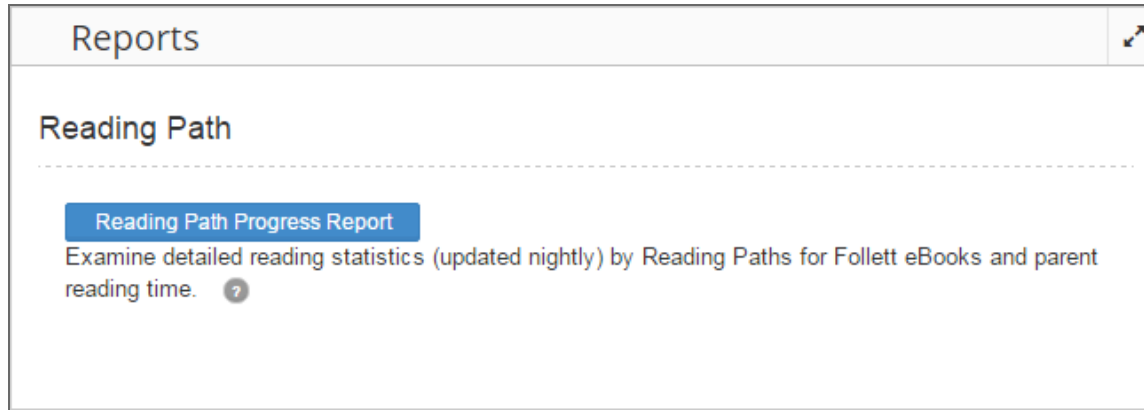
1. Select **Bookbag > Reading Path Setup**.



2. Click **Get Progress Reports**.



3. Click **Reading Path Progress Report**.



4. Use the drop-down to select a single Reading Path, or leave it at **All**.
5. Do one of the following:
  - To limit the report to an alphabetical range of patrons, type last names in the **From:** and **To:** fields.
  - To limit the report to a single name, type the same last name in both fields.
  - To run the report for all students, leave both fields blank.
6. Click **Run Report**.
7. In the Job Manager, once the status changes to **Completed**, use the **Action** drop-down to select **View**. The report downloads to your computer in XLS format.
8. Open the downloaded file to view the report. You can save the report locally to access it at anytime.

## How Do I Use the Report?

The following scenarios are examples of how you might use the data from the Reading Path Progress Report.

	A	B	C	D	E	F	G	H
1	Reading Path	Name	Username	Patron Type	Reading Path Status	Title	Title Status	Reading Level
2	Jupiter	Johnson, Jamie	jjohnson	Student	Not Started	Exploring the Solar System	In Progress	2.8
3	Jupiter	Johnson, Jamie	jjohnson	Student	Finished	Jupiter	Finished	2.3
4	Jupiter	Adams, Allison	aadams	Student	Started	Jupiter	In Progress	2.3

*Last week, Mrs. Trevino assigned a Reading Path to help two of her struggling readers. She told them to read the first book in the Reading Path by today. Now Mrs. Trevino decides to run the Reading Path Progress Report to confirm the students' progress on the Reading Path.*

As you can see in the report above, Alison Adams and Jamie Johnson were assigned to the Reading Path. The Title Status and Title columns show that Jamie finished the first eBook in the Reading Path and started the second. However, Alison has not yet finished the first title. Mrs. Trevino now has the data to guide her follow-up with the students.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Reading Path	Name	Username	Reading Level	Total Number of Pages	Average Words Per Page	Total Reading Time	Total Number of Pages Read	Total Bookmarks	Total Highlights	Total Notes				
2	Blue	Troche, Adam	atroche	5.3	423	93	3:18	378	6	12	30				
3															
4															

*Mr. Silva assigned his best reader, Adam, to a Reading Path two weeks ago. To challenge him, Mr. Silva required Adam to take summary notes on each chapter in the eBook. Now he wants to make sure Adam is on track to complete the first eBook by next week and take the required notes. He decides to run a Reading Path Progress Report.*

As you can see in the "Total Number of Pages," "Total Number of Pages Read," and Total Notes columns, Adam has read most of the eBook and taken 30 chapter summary notes. From this data, Mr. Silva can be confident that Adam will complete the eBook by next week.

# Creating and Sharing eBook Notes to Engage and Collaborate with Students

90 minutes

## Description

Wouldn't it be nice to ask questions, add comments, and check for understanding within the eBooks your students are reading? With Lesson Messaging, you can create and share Follett eBook notes with one student, a class, or the entire grade! Adapt content for classroom instruction, and create a personalized learning experience for your students.

Upon completion of this module, you will be able to create and reply to Lesson Messages, as well as adapt Follett eBook content for your classroom.

## Prerequisites

**Prior completion of the following training guide is recommended:**

Personalizing the Student Reading Experience with Reading Paths

## Participant Objectives

- Demonstrate how to create and share Lesson Messages.
- Explain how a student accesses and replies to Lesson Messages.
- Use the tagging feature to share different notes in the same eBook with different groups.
- Describe how you can use Lesson Messages to promote the close reading process.
- Explain how you can use Lesson Messages to support personalized learning.
- Identify how you can use Lesson Messages to measure reading comprehension.

## Activities

- Add notes to a title.
- Add tags to notes.
- Create and share Lesson Messages.



## Notes

### Resources

For more information on this lesson and to complete the *Plan* and *Apply* sections, refer to the resources listed below.

#### Video:

- Engaging Students About Their Reading with Lesson Messaging

#### Quick Reference Guides:

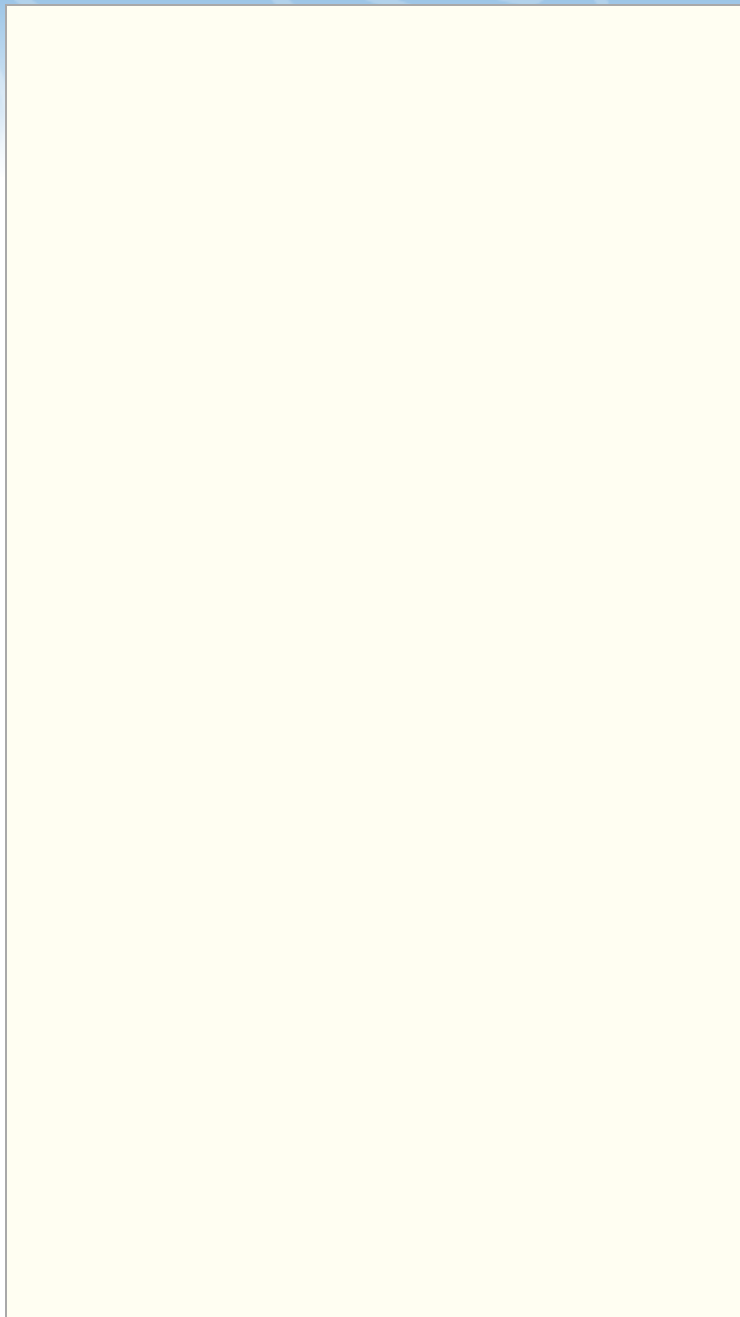
- Lesson Messaging for Educators
- Lesson Messaging for Students

## Plan

Use the space provided to record your answers to the following questions.

1. How do you provide guided reading support for students and encourage close reading practices when giving a reading assignment? What methods do you use to check for understanding of the assigned reading?
  
  
  
  
  
  
  
  
  
  
2. Are you using flipped classroom instruction strategies? In what way?
  
  
  
  
  
  
  
  
  
  
3. Do you scaffold your reading lessons? If so, how?

## Notes



## Apply

Now that you've taken an in-depth look at Lesson Messaging, complete the following in the order listed:

1. Create Lesson Messages for each of the following scenarios to practice incorporating them into your instructional practices. If you completed the *Personalizing the Student Reading Experience with Reading Paths* training guide, practice adding at least one of the Lesson Messages to a book in a Reading Path.

**Scenario A:**

Your class is reading a novel. You'd like to post reminders for students about pre-reading strategies and add notes about complex passages to encourage close reading.

- Select a Follett eBook, and create Lesson Messages that will help your students with reading comprehension. Assign the Lesson Messages to a group that includes all students in your class.
- You'd like to add additional notes about difficult vocabulary for the ELL students in your class. Add at least one additional note and tag it "ELL." Share the notes tagged with "ELL" with a group that includes only ELL students.

**Scenario B:**

To check for understanding, you decide to use Lesson Messages to have students answer a text-dependent question after each chapter in the Follett eBook they are reading. Create the Lesson Messages for two chapters in one of the assigned eBooks.

**Scenario C:**

You are starting a lesson on personification where students write a paragraph using personification and illustrate it. Using a flipped classroom approach, you will have students do some reading and watch a video about personification beforehand to give them background information for their assignment. Select a Follett eBook, and add a Lesson Message that includes a link to a video.

2. Share examples of how you will use Lesson Messages in your instruction.

## Ideas for Integrating Lesson Messages into Your Instruction

**There are countless other ways to enhance learning with Lesson Messaging:**

- Support reading with notes, highlights, and bookmarks.
- Customize an eBook reading experience for a single student.
- Customize an eBook reading experience for your class.
- Use Lesson Messaging for professional development.
- Use Lesson Messaging as a formative assessment device.
- Use Lesson Messaging for jigsaw activities.
- Share Lesson Messages within a Reading Path.
- Use Lesson Messaging to support ELL or special needs students.

**Assess**

Use the following rating scale to assess your level of understanding of the learning outcomes covered in this training.

**Rating Scale:**

- 1 - I need more help.
- 2 - I think I can figure it out with more practice.
- 3 - I am comfortable doing this on my own.
- 4 - I am proficient and can teach others.


Rating (1-4)	Learning Outcome
	Create a Lesson Message.
	Practice responding to a Lesson Message.
	Create a Lesson Message in an eBook that is part of a Reading Path (if applicable).
	Add a tag to a Lesson Message.
	Use tagging to share different notes in the same eBook with different groups.
	Use Lesson Messages to prompt students to identify key story aspects.
	Plan ways to use Lesson Messages to personalize instruction.
	Plan ways to use Lesson Messages to support the close reading process by providing text annotations, text-dependent questions, and other strategies.
	Plan ways to assess reading comprehension with Lesson Messages.
	Plan ways to use Lesson Messages to support a flipped lesson.

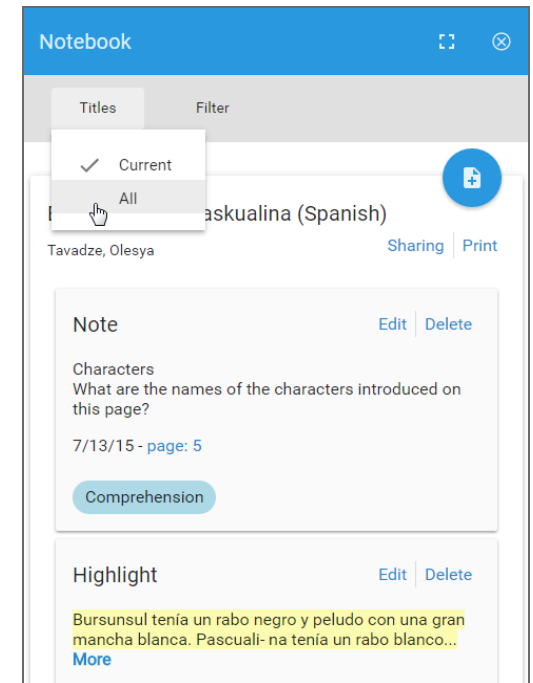
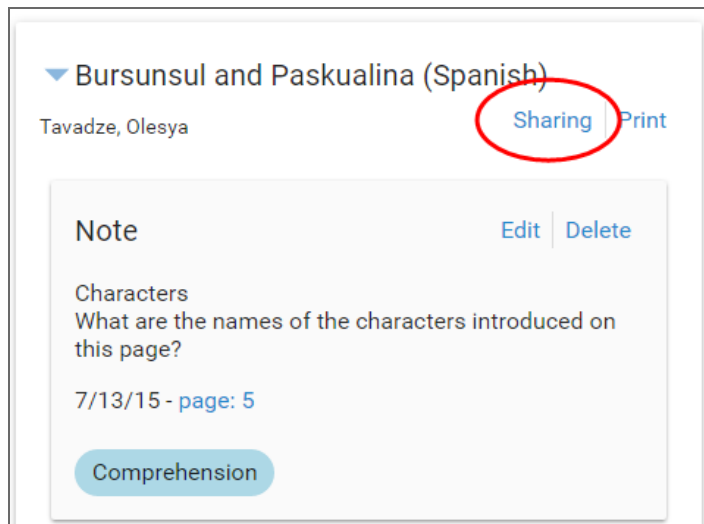
## Lesson Messaging For Educators

Educators can enhance learning with Follett eBooks by creating notes that ask critical-thinking questions, integrate writing activities, and supplement content. By sharing these with one or more students, the teacher and student can carry on a conversation within their Notebooks.

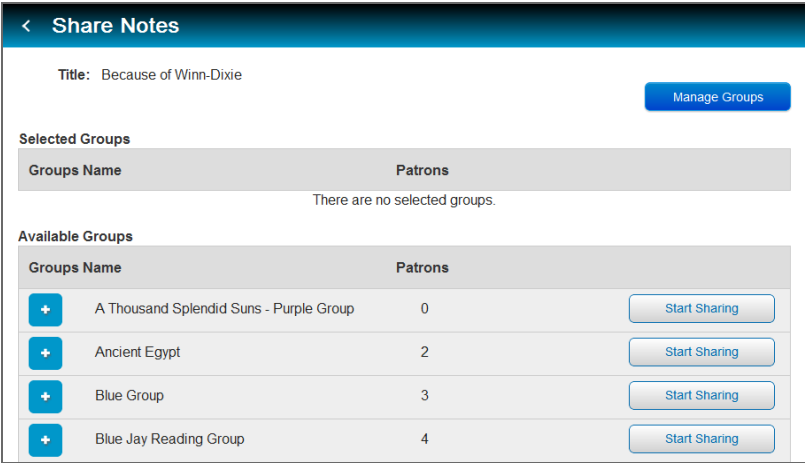
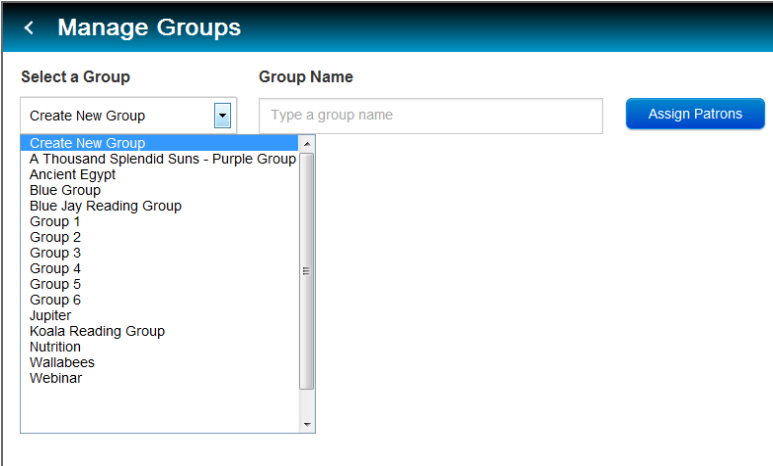
**Important:** You must be connected to the Internet and logged into Destiny's Universal Search to access your Notebook.

To send and receive lesson messages:

- Do one of the following to open your Notebook:
  - From an open eBook, click **Notebook**.
  - From any page in Universal Search, select **Bookbag > Notebook**.
- Depending on how you opened your Notebook, review your notes and highlights:
  - If you opened the Notebook from an open eBook, the notes for that title appear. You can access all of your notes by clicking **Titles**, and then **All**.
  - If you opened the Notebook from any page in Universal Search or Follett Shelf, the notes for all titles appear. To review notes for a specific title, click  to the left of the title. The section expands, and the arrow points down.
- To the right of the title you want to share notes for, select **Sharing**.



4. Use the following table to choose what you want to do:

If you want to...	Then...
<p>Share with a group you already created</p>	<p>Next to the group name, click <b>Start Sharing</b>.</p> 
<p>Share with a new group</p>	<ol style="list-style-type: none"> <li>1. Click <b>Manage Groups</b>.</li> <li>2. From the drop-down, select <b>Create New Group</b>.</li> </ol> 

If you want to...	Then...
	<p><b>Note:</b> You can add or remove students from a group from the Manage Groups page. Select the group from the drop-down, and click <b>Edit</b>.</p> <ol style="list-style-type: none"> <li>In the <b>Group Name</b> field, type a name, and then click <b>Assign Patrons</b>.</li> <li>Search for a student by typing a name in the search field, or narrow your results using the filters.           <p><b>Note:</b> You can only assign students who have previously logged in to Universal Search to a group.</p> </li> <li>To assign students to the group, click <b>Assign</b>. To remove any students, click <b>Unassign</b>.</li> <li>Use the back arrow to view all the groups.</li> <li>Next to the group name you just created or edited, click <b>Start Sharing</b>.</li> </ol>

5. From the Manage Sharing page, select the Tag Options you want the group to see.

**Note:** Tag options include all of your tags and highlight colors. All highlights and highlight notes have at least one tag, the description of the highlight color.



6. For more sharing options, click **Show Advanced Options**. Use the following table to select the appropriate checkboxes:

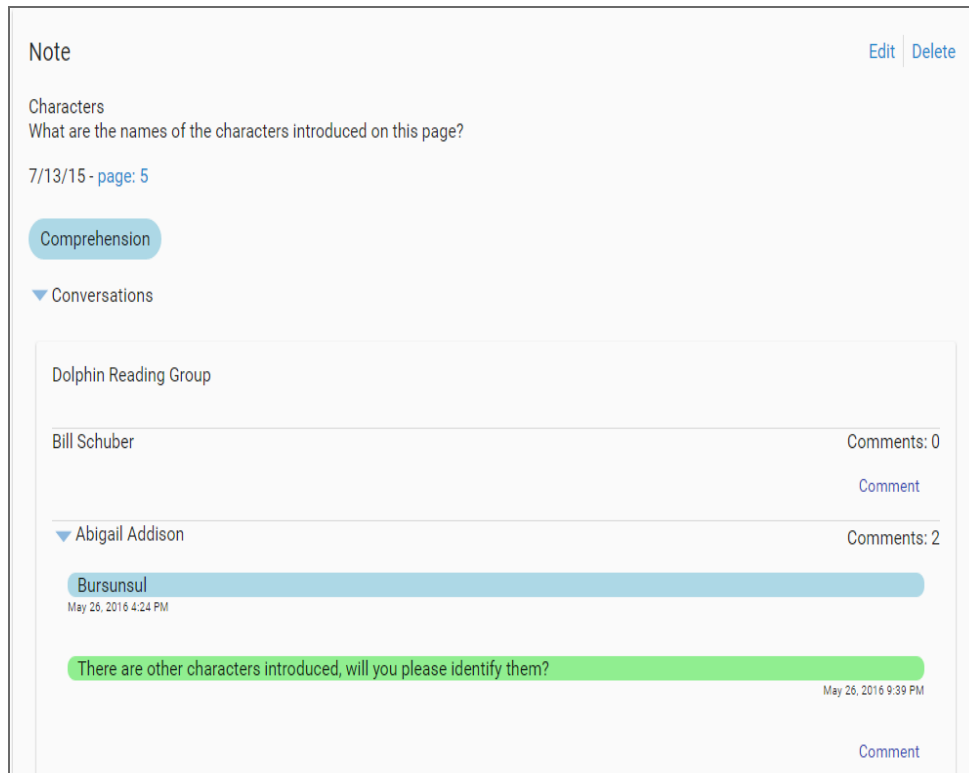
Checkbox	Definition	
<b>Highlights / Highlight Notes</b>	Deselect this checkbox if you do not want to share highlights/highlight notes.	<p><b>Share Options:</b></p> <p><input checked="" type="checkbox"/> Highlights / Highlight Notes <input checked="" type="checkbox"/> Page Notes <input checked="" type="checkbox"/> Show Tags With Shared Content</p> <p><b>Hints:</b> Tag Options includes all your tags and highlight colors. Some may not be used in this title.</p> <p>Only page notes can be "Notes without tags". All highlights and highlight notes have at least one tag: the description of the highlight color.</p> <p>If you don't want patrons to see the associated tags assigned to content, clear the "Show Tag with Shared Content" option.</p>
<b>Page Notes</b>	Deselect this checkbox if you do not want to share page notes.	
<b>Show Tags With Shared Content</b>	Deselect this checkbox if you do not want groups to see the associated tags assigned to highlights, highlight notes, or page notes.	

7. Click **Save**.



To view and reply to messages from students:

1. Do one of the following to open your Notebook:
  - From an open eBook, click **Notebook**.
  - From any page in Universal Search, select **Bookbag > Notebook**.
2. To see a comment from a student, click  to the left Conversations for a Note or Highlight.
3. To view a student's reply, click  next to his or her name.
4. To reply to the student's message, click **Comment**.
5. In the text box that appears, type your message.
6. To send your reply to the student, click **Save**. Your reply appears below the student's message.



Note Edit Delete

Characters  
What are the names of the characters introduced on this page?

7/13/15 - page: 5

Comprehension

▼ Conversations

Dolphin Reading Group

Bill Schuber Comments: 0  
Comment

▼ Abigail Addison Comments: 2

**Bursunsul**  
May 26, 2016 4:24 PM

There are other characters introduced, will you please identify them?  
May 26, 2016 9:39 PM  
Comment

## Lesson Messaging for Students

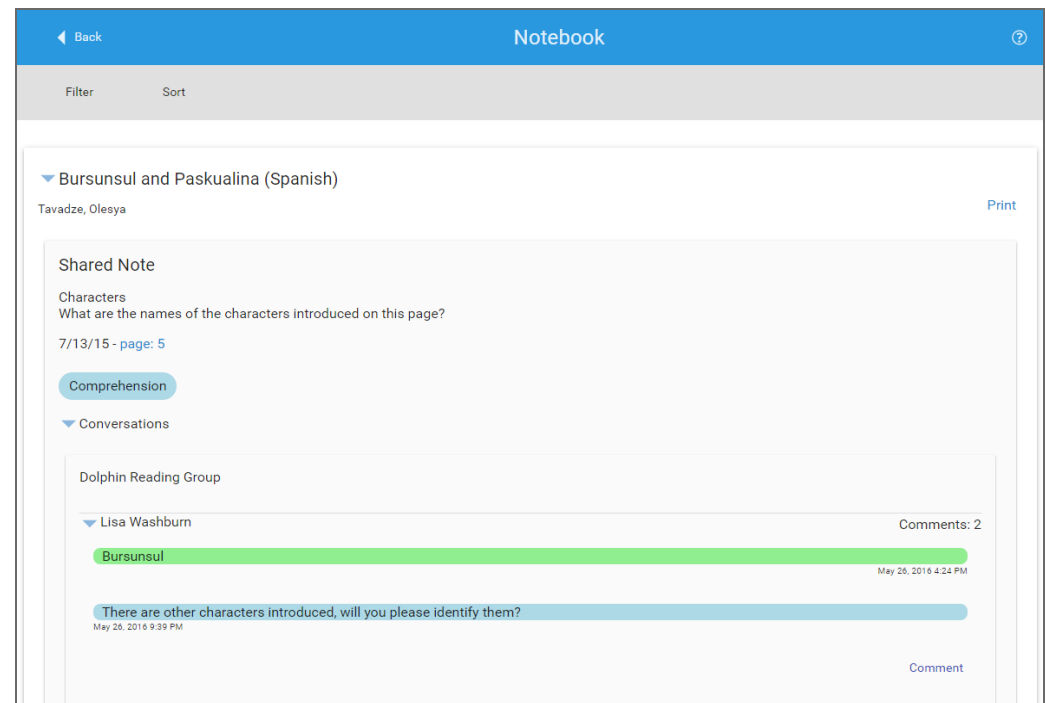
Once a teacher has shared notes with you through Lesson Messaging, you can reply through your Notebook.

**Important:** You must be connected to the Internet and logged in to Destiny's Universal Search to access your Notebook.

To read and reply to a shared note from your teacher:

1. Do one of the following to open the Notebook:
  - From the Universal Search Home page, select **Bookbag > Notebook**.
  - From an open eBook, click **Notebook**.
2. Depending on how you opened your Notebook, review your notes and highlights, and Shared Notes from your teacher:
  - If you opened the Notebook from any page in Universal Search, the notes for all titles appear. To review notes for a specific title, click ▶ to the left of the title. The section expands, and the arrow points down.
  - If you opened the Notebook from an open eBook, the notes for that title appear. You can access all of your notes by clicking **Titles**, and then **All**.
3. To reply to a Shared Note, click ▶ next to Conversations, and then **Comment**.
4. Type your reply in the text box that appears.
5. When you are done, click **Save** to send the reply to your teacher. Your reply appears nested below your teacher's note.

If your teacher asks another question, you can use these same steps to continue the conversation.



# Extending Learning and Supporting Reading with One Search and WebPath Express

60 minutes

## Description

Do your students struggle with having to use so many sources to find the digital content they need for research projects? Together with Follett eBooks, WebPath Express\* and One Search let students access your school's eBooks, database, and online resources in one easy search!

One Search supports many of the most common K-12 online subscription databases. Students can connect to any of the over 550 subscription and free, supported One Search databases that your school or district subscribes to. WebPath Express is a safe, fun, and familiar search engine that integrates over 85,000 trustworthy, credible websites into your Follett Shelf search results.

Upon completion of this module, you will be able to demonstrate how to use One Search and WebPath Express, as well as describe how One Search and WebPath Express can be used in your classroom.

\*WebPath Express requires a subscription.

## Participant Objectives

- Locate appropriate resources.
- Describe how to support students in building knowledge using multiple resources.
- Explain how to assist students with researching.
- Identify how you can use resources to promote digital literacy.

## Activities

- Conduct a search for digital resources.
- Search for digital resources to enhance an existing lesson plan.

## Notes

### Resources

For more information on this lesson and to complete the *Plan* and *Apply* sections, refer to the resources listed below.

#### Videos:

- Searching with One Search for Educators
- Searching with One Search for Students
- Searching with WebPath Express for Educators
- Searching with WebPath Express for Students

## Plan

Use the space provided to record your answers to the following questions.

1. How are you guiding your students to conduct research currently for projects, papers, and other school projects?
  
  
  
  
  
  
  
  
  
  
2. Do you provide a list of resources to your students? If so, how do you maintain that list?
  
  
  
  
  
  
  
  
  
  
3. How do your students currently do Internet research?

## Notes

## Apply

**Now that you've taken an in-depth look at One Search and WebPath Express, complete the following in the order listed:**

1. Think about an existing lesson plan that requires students to do research. Conduct a search for that topic. Note the eBook and online resources that are available. Set appropriate limiters for your students to refine their search.
  
2. Complete the following scenarios to practice how you might incorporate One Search and/or WebPath Express into your instructional practices.

**Scenario A:**

You decide to introduce a lesson to your fifth-grade students on discerning between a 'good' and a 'bad' online resource. Use One Search and/or WebPath Express to model how to find a 'good' source for students. Use an Internet search engine to find an example of a 'bad' source.

**Scenario B:**

You assigned your seventh-grade math class a biography report on any famous mathematician. To supplement your library's collection, you decide to give students a list of resources on various mathematicians. Using One Search and/or WebPath Express, find at least three resources for your students, including one video.

**Scenario C:**

You assign your eleventh-grade composition class an essay. For the assignment, they have to locate at least three first-hand accounts of a World War I battle of their choosing. After analyzing these accounts, students must write a first-person essay about being in a World War I battle. Conduct a One Search and/or WebPath Express search to explore the resources students will access.

3. Share examples of how you will use One Search and/or WebPath Express in your instruction.

## **Ideas for Integrating One Search and WebPath Express into Your Instruction**

**There are countless other ways to enhance instruction using One Search and WebPath Express:**

- Support standards-based writing instruction for researching and presenting knowledge by gathering information from credible, accurate sources.
- Provide students with enrichment resources for exploration.
- Support digital literacy by giving students experience with a variety of formats for information-gathering and research projects.
- Reinforce information literacy skills.
- Differentiate instruction for multiple levels of learners.
- Show how content from one subject directly connects to other content areas.

**Notes**

**Assess**

Use the following rating scale to assess your level of understanding of the learning outcomes covered in this training.

**Rating Scale:**

- 1 - I need more help.
- 2 - I think I can figure it out with more practice.
- 3 - I am comfortable doing this on my own.
- 4 - I am proficient and can teach others.

Rating (1-4)	Learning Outcomes
	Find resources with One Search and WebPath Express.
	Plan ways to use One Search and WebPath Express to assist students with research.
	Plan ways you can use One Search and WebPath Express to promote digital literacy with your students.



# Supporting Instruction with Follett Classroom Connections

75 minutes

## Description

Are you ready to take your lesson plans to the next level with tools that support both classroom instruction and digital learning? Will you be training other teachers and librarians at your school on Follett Classroom Connections? You've learned about the many features that Follett Classroom Connections offers. Now, bring it all together. Create a lesson plan you can immediately use in your classroom or a professional development training plan to help your peers use the features in their libraries or classrooms.

You will then present your lesson plan or training plan to the entire group to share ideas and tips on Follett Classroom Connections best practices. Upon completion of this exercise, you will be able to demonstrate how to incorporate Classroom Connections tools into your lesson plans to support instruction and digital learning.

## Prerequisites

**Be sure you have completed the following training guides:**

- Personalizing the Student Reading Experience with Reading Paths
- Creating and Sharing eBook Notes to Engage and Collaborate with Students

## Participant Objectives

Enhance an existing or future lesson plan or professional development workshop plan with Classroom Connections tools.

## Activities

Use Reading Paths, Lesson Messaging, Reading Path Progress and Time On Task reports, WebPath Express, and One Search to enhance a lesson plan or professional development workshop plan.

## Notes

### **Plan**

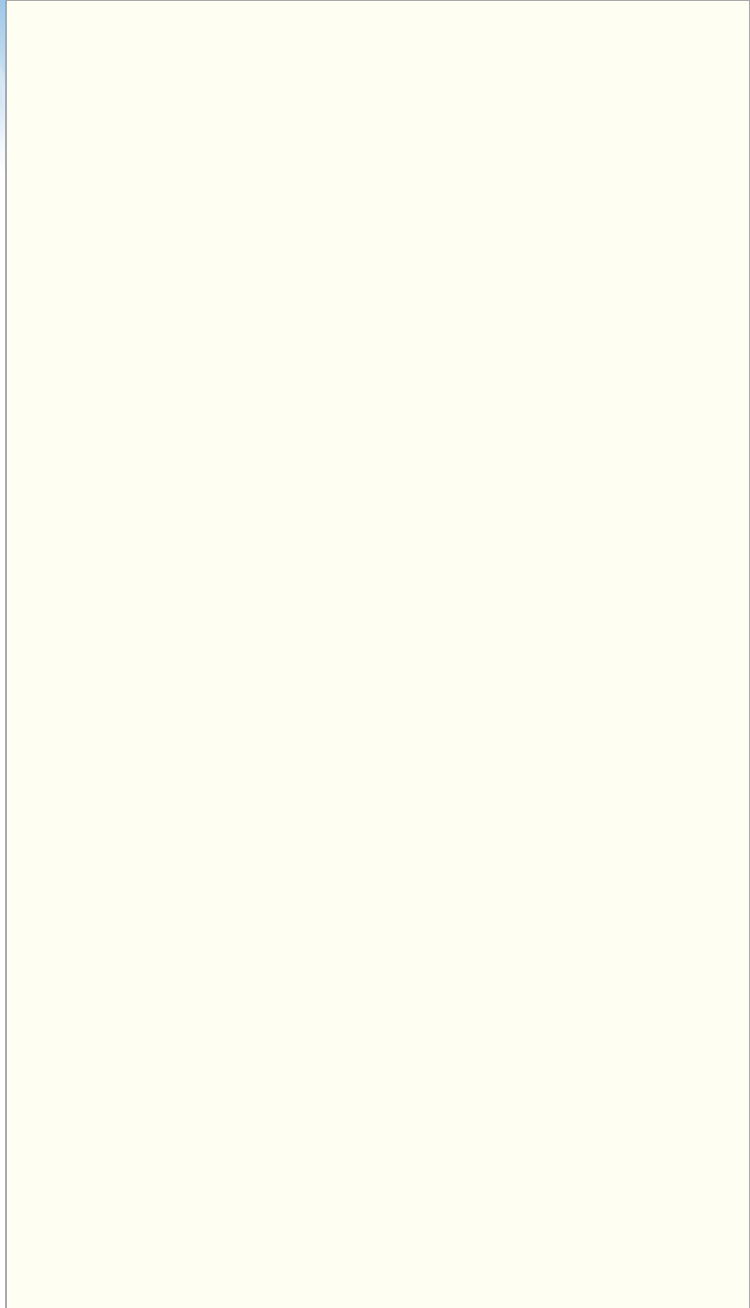
**In this session, you will complete one of the following activities. Select the activity that is most relevant to your job responsibilities.**

#### **Option 1:**

Integrate Classroom Connections tools into a lesson plan that you can immediately use with your students. Write the title of the lesson plan or unit topic here:

#### **Option 2:**

Plan a Follett Classroom Connections professional development workshop for teachers and/or librarians who are not at this training.



**Notes**

**Apply**

**Option 1: Create or Enhance a Lesson Plan**

Using the lesson plan or unit topic you identified in the Plan section, create a lesson plan that integrates at least two Follett Classroom Connections tools.

**Note:** For ideas, refer to the other Follett Classroom Connections training guides.

Log in and set up any Reading Paths or Lesson Messages that you are including in your lesson plan. Be prepared to present your lesson to the group, and participate in discussions on the presentations.

Lesson Planning Worksheet	
<b>Subject:</b>	<b>Grade Level:</b>
<b>Topic:</b>	<b>Length of Lesson:</b>
<b>Materials:</b>	
<b>eBooks:</b>	<b>Availability of eBook(s)</b> (Will each student have their own copy of the eBook, or will you be using the features on an interactive whiteboard?):

Use of Classroom Connections Tools		
Tool	Application in Lesson	Learning Outcome
Reading Path		
Lesson Messaging		
One Search		

## Notes

Use of Classroom Connections Tools		
WebPath Express		
Reports		
<b>Assessments:</b>		

**Option 2: Create a Professional Development Workshop Plan**

Using the other lesson plans and resources in this session, plan a Classroom Connections professional development workshop for the teachers at your school. We recommend using the Classroom Connections lesson plans to organize your workshop(s).

Start by answering the following questions. If time allows, you can begin setting up any examples you would like to demonstrate.

1. Who should be invited to the workshop? Check all that apply:
  - Teachers
  - Department chairs
  - Administration
  - Librarians
  - Library staff
  - Reading specialists
  - Media specialists
  - Technology staff
  - Other
2. When will you offer the workshop(s)? Will you offer one comprehensive session or multiple shorter sessions?
3. Where will you hold the workshop? Do participants need to bring their own laptops and/or mobile devices?
4. How will you let potential participants know about the workshop?
5. Do participants need to complete any tasks prior to the workshop or bring any materials? Check all that apply:
  - Log in to Destiny Universal Search (Destiny customers only).
  - Ask students to log in to Universal Search (Destiny customers only).

## Notes

- Review Follett Classroom Connections videos.
  - Bring an existing eBook lesson plan.
6. Do you need to complete any software setup activities prior to the workshop? Check all that apply:
- Activate Follett Classroom Connections Instructor functionality for participants.
  - Set up One Search.
  - Set up WebPath Express (if your school subscribes).
7. Do you need to create a PowerPoint or any other supporting documentation for your workshop?
8. Where can participants get more help after the workshop?

**Notes**

**Assess**

Use the following rating scale to assess your level of understanding of the learning outcomes covered in this training.

**Rating Scale:**

- 1 - I need more help.
- 2 - I think I can figure it out with more practice.
- 3 - I am comfortable doing this on my own.
- 4 - I am proficient and can teach others.

Rating (1-4)	Learning Outcomes
	Create or enhance a lesson plan using Follett Classroom Connections, or plan a professional development workshop.
	Present your lesson plan or professional development workshop plan to your peers.

# Appendices



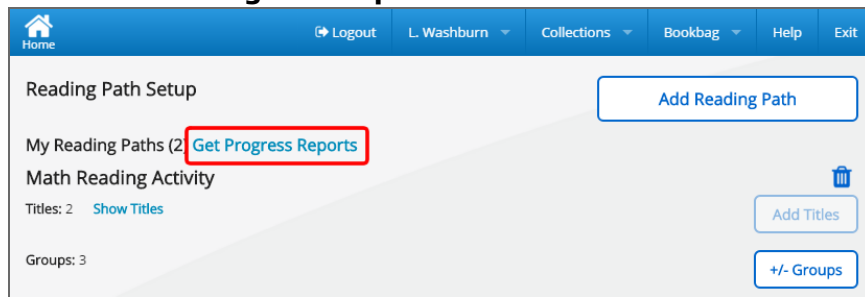
## "Time On Task" Reports—Reading Progress and Reading History

Educators can run reports to monitor students' reading progress and collect data about students and their eBook reading experience.

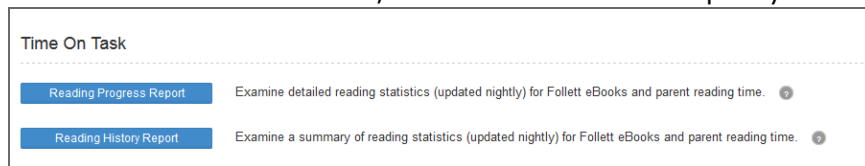
- The Reading Progress Report provides specific data on reading time, pages and number of eBooks read, number of annotations used, and more.
- The Reading History Report provides more general data on the number of eBooks and pages read, number of annotations used, and more.


**Important:** The data reported on the Reading Progress and Reading History reports is updated nightly.

1. From Universal Search, select **Bookbag > Reading Path Setup**.
2. Click the **Get Progress Reports** link.



3. In the Time On Task section, click the name of the report you want to run.



4. In the **From** and **To** fields, enter the dates you want to run the report for. Leaving the fields blank will run the report for all dates.
5. Use the **Patron Type** drop-down to select the patron type you want to collect the data for. The default patron type is **All**.
6. To limit the report to an alphabetical range of patrons, enter last names in the **From** and **To** fields. Entering the same last name in both fields limits the report to that name for the selected patron type. Leaving both fields blank runs the report for all patrons of the selected patron type.
7. Click **Run Report**.
8. In the Job Manager, click  to update the status of the report.

- Once the status changes to **Completed**, click the **Action** drop-down, and then click **View**. The report downloads to your computer in XLS format.
- Open the downloaded file to view the report. You can save the report locally to access it anytime.

### Which Report Do I Need?

	A	B	C	D	E	F	G	H	I
1	Name	Username	Patron Type	Date	Title	Reading Level	Reading Time	Number of Pages Read	Total Number of Pages
2	Davis, John	jdavis	Elementary Student	08/28/2013 8:39 AM	The Lightning Thief	4.9	0:18	7	377
3	Davis, John	jdavis	Elementary Student	8/28/2013 9:03 AM	The Lightning Thief	4.9	0:12	4	377
4	Davis, John	jdavis	Elementary Student	8/29/2013 12:15 PM	The Lightning Thief	4.9	0:05	2	377
5	Davis, John	jdavis	Elementary Student	8/30/2013 4:18 PM	Splendors and Glooms	5.1	0:23	8	384
6	Davis, John	jdavis	Elementary Student	9/1/2013 1:12 PM	Okay for Now	4.9	0:16	5	360
7	Davis, John	jdavis	Elementary Student	9/4/2013 8:43 AM	The Last Olympian	4.8	0:03	3	381

*Fourth grader John Davis recently accessed several higher reading level eBooks, according to the Reading History Report his teacher ran. However, he still seems to struggle with reading grade-level appropriate passages. His teacher, Mr. Greggs, is curious how much John actually read of the eBooks he accessed.*

Mr. Greggs ran the Reading Progress Report, limited to and from the last name 'Davis.' As you can see in the screenshot above, John Davis accessed several higher reading level eBooks. As noted in the Reading Time and "Number of Pages Read" columns, John neither spent much time reading the eBooks nor read many pages. Mr. Greggs now has the data to confirm that John is accessing but not reading the high reading level eBooks and can tailor his instruction accordingly.

	A	B	C	D	J	K	L	M	N
1	Name	Username	Patron Type	Date	Average Words Per Page	Last Page Read	Number of Bookmarks	Number of Highlights	Number of Notes
2	Dassouli, Austin	adassouli	High School Student	8/15/2013	239	147	0	2	17
3	Dassouli, Austin	adassouli	High School Student	8/17/2013	239	141	0	4	17
4	Dassouli, Austin	adassouli	High School Student	8/25/2013	239	141	0	0	17
5	Johnson, Kevin	kjohnson	High School Student	8/28/2013	239	178	0	1	17
6	Johnson, Kevin	kjohnson	High School Student	8/29/2013	239	141	0	6	17
7	Schuster, Danielle	dschuster	High School Student	8/25/2013	239	141	0	8	17

*Three weeks ago, Mrs. Coltrane tasked her students with reading the first 17 chapters of an eBook. After each chapter, they were to take summary notes in their Notebooks. The assignment was due yesterday, and she wants to confirm the students successfully read the eBooks and created the notes.*

Mrs. Coltrane ran the Reading Progress Report, limited to the assignment start and due dates. As you can see in the screenshot above, the three students each read the first 17 chapters of the eBook and created 17 notes. From this data, Mrs. Coltrane easily confirmed that the students successfully completed the assignment.

	A	B	C	D	E	F	G
1	<b>Name</b>	<b>Username</b>	<b>Patron Type</b>	<b>Date</b>	<b>Title</b>	<b>Reading Level</b>	<b>Reading Time</b>
2	Stevens, William	wstevens	Elementary Student	8/28/2013 8:39 AM	The Yangtze: China's Majestic River	7.6	0:18
3	Stevens, William	wstevens	Elementary Student	8/28/2013 9:03 AM	Chinese Culture	6.6	0:33
4	Stevens, William	wstevens	Elementary Student	8/29/2013 12:15 PM	If You Lived Here Houses of the World	6.6	0:16

*William Stevens is a bright fifth grader. He tells his teacher that all the eBooks are super easy to read and boring. His teacher, Mrs. Greene, wants to verify William's current reading level so she can recommend some titles that will challenge and engage him.*

Mrs. Greene ran the Reading Progress Report, limited to and from the last name 'Stevens.' As you can see in the screenshot above, William read three eBooks about China and other cultures. Each eBook is at the sixth and seventh grade reading level. With this data, Mrs. Greene is now able to effectively recommend new titles for William to investigate and read.

	A	B	C	D	E
1	<b>Name</b>	<b>Username</b>	<b>Patron Type</b>	<b>Total Number of Titles</b>	<b>Total Number of Pages (of all Titles)</b>
2	Ford, Susan	sford	High School Student	5	1802
3	Clark, Kelly	kclark	High School Student	6	1728
4	Fisher, John	jfisher	High School Student	4	789
5	Carlson, Magnus	mcarlson	High School Student	4	812
6	Lynfred, Winnie	wlynfred	High School Student	3	469

*Mr. Bell, a high school librarian, ran a school-wide reading contest for the month of April in honor of National Library week. Mr. Bell challenged interested students to read a minimum of four eBooks at or above grade level. Now that the contest is over, Mr. Bell wants to confirm which students succeeded in reading four or more grade-level eBooks.*

Mr. Bell ran the Reading History Report, limited the dates to the month of April and the patron type to High School Student. As you can see in the screenshot above, the first four students met the requirements of the challenge by reading at least four titles at or above grade level. The fifth student only read three titles, so she did not meet the contest requirements. With this data, Mr. Bell now has an accurate list of the students whom the contest rules and are eligible for the prize.

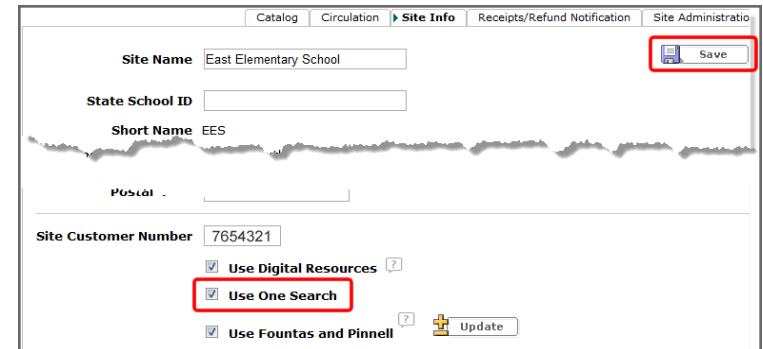
## Setting Up One Search

Your teachers and students can take advantage of your school’s subscription databases all in one place through Destiny® One Search™. One Search saves staff and patrons time and effort by letting them search the catalog and multiple free and subscription databases all at once with a single search request. In addition, patrons do not need to remember the URLs, usernames, and passwords for multiple databases.

### Prepare to Set Up One Search

**Before you begin the setup process, you need the following:**

- Your customer number, which can be found in your welcome letter.
- The URL location and the version of the web-based library catalogs you want to make available to your users.
- Usernames and passwords for paid subscription databases.
- IP addresses of your library web server for IP authenticated subscription databases, if applicable.
- A custom URL, if one is required, to access subscription databases.



### Set Up Site Configuration Settings

**To set up the One Search Site Configuration setting as the Destiny Administrator:**

1. On the district Welcome page, click **Setup**.
2. Click next to the site that will use One Search.
3. Confirm that the site’s customer number is correct.
4. Select the **Use One Search** checkbox.
5. Click **Save**.

**To set up the One Search Site Configuration setting as the Site Administrator:**


1. Select **Back Office > Site Configuration > Site Info**.
2. Confirm the customer number is correct. Click the **Use One Search** checkbox.
3. Click **Save**.

## Set Up One Search Access Levels


Those who will add and edit One Search databases need the correct permissions. Most likely the Library Administrator should have this access, but you can also give it to others, such as library staff.

The screenshot shows the 'Edit Library Administrator Access' page in the Follett system. The page is divided into several sections: 'Library Home Page', 'Library Circulation Access', and 'Library Catalog Search Access'. The 'Library Catalog Search Access' section is highlighted with a red box, and the 'Search One Search as' checkbox is checked with 'Staff' selected as the user role. Other sections include 'Library Home Page' and 'Library Circulation Access', each with various permissions checked or unchecked. The page also has a 'Save' button and a 'Cancel' button.


### To set up administrative access to One Search:

1. Select **Back Office > Access Levels**.
2. Click  next to **Library Administrator**.
3. Select the **Search One Search as** checkbox, and then select **Staff**.
4. Select the **Set up One Search** checkbox to let users add and edit One Search databases.
5. Click **Save**.

### To set up patron access to One Search:

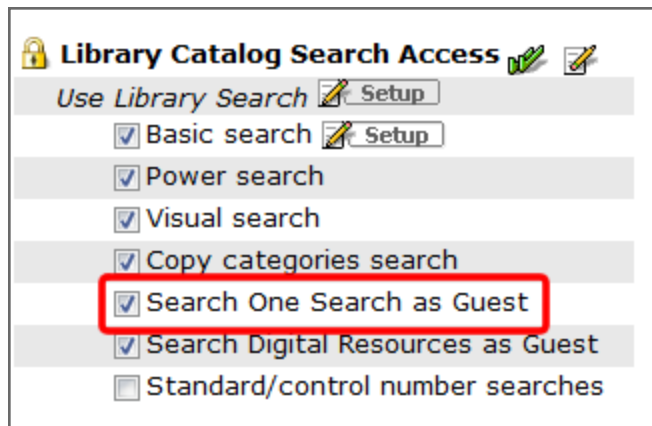
1. Click  next to **Patron**.
2. Select **Search One Search as**, and then select **Student**.
3. Click **Save**.

### To enable guests who access your library catalog to search One Search:

1. Click  next to **Guest**.
2. Select the **Search One Search as Guest** checkbox.


**Note:** It is important to make sure you understand your online subscription database license agreement before you allow public access. Anyone who can access your Destiny URL from inside or outside your network may be able to use One Search if you allow guest access. You are responsible for complying with the license terms of third-party content vendors.

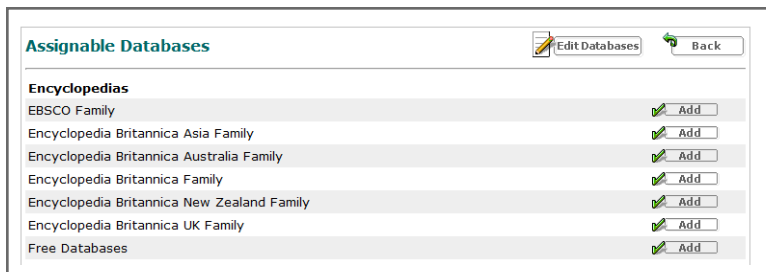
3. Click **Save** to complete or **Cancel** to leave without granting this access.



## Add One Search Databases

To add non-IP verified subscription databases to the One Search service:

1. Select **Catalog > Search Setup > Enriched Content Searches**.
2. Click  next to **One Search Database Information**.
3. Click **Add Databases**.
4. Click **Add** next to the database(s) you want to add.



**Note:** Each database you select might require you to enter different authentication information, such as a username, password, URL, or customer number. Obtain this information from the database vendor.

If you would like students to have access to search One Search databases away from school, ensure they log in to Destiny with a username and password.

You might see a list of multiple databases, such as if you select a subscription encyclopedia database. If that is the case, select the checkboxes to enable the databases you subscribe to.

**Add Databases** Test Save Cancel

The authentication information you enter will apply to all databases selected below.

**Configure Databases** Encyclopedia Britannica Family

**User Name**

**Password**

To configure a database for searching, check the box by its name.

	Preset selected	Allow Students	Allow Staff	Allow Guests
<input checked="" type="checkbox"/> Select All	<input checked="" type="checkbox"/> Select All	<input checked="" type="checkbox"/> Select All	<input checked="" type="checkbox"/> Select All	<input checked="" type="checkbox"/> Select All
<input checked="" type="checkbox"/> Clear All	<input checked="" type="checkbox"/> Clear All	<input checked="" type="checkbox"/> Clear All	<input checked="" type="checkbox"/> Clear All	<input checked="" type="checkbox"/> Clear All
<b>Encyclopedias</b>				
<input type="checkbox"/> Britannica - Annals of American History	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Britannica - Elementary School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Britannica - High School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Britannica - Image Search	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Britannica - Middle School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Britannica - Video Search	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Note:** Selecting the checkboxes under "Preset selected" tells Destiny to search this database by default whenever users perform a Basic library search and set the Material Type drop-down to Any Type. (Selecting Any Type ensures that the online databases are searched.) In Power Search, Destiny automatically selects the checkbox for the "Preset selected" databases under Include Online Resources. Patrons must manually select any database in Power Search not set as "Preset selected".

The **Allow Students**, **Allow Staff**, and **Allow Guests** options let you decide which groups of patrons—students, staff, or guests, respectively—can search specific databases. You need to enable the students, staff, and guest access levels to give these patron groups permission to search One Search.

Ensure your Third-Party Subscription Database licenses allow public access before permitting guests to search One Search. You are responsible for complying with the license terms.

5. Click **Save**.
6. Repeat the steps for the databases you want to include in One Search.
7. When you finish, close the window.

## Set Up IP Verified Subscriptions

### Download the Host Script

If your library has IP-verified database subscriptions, which use verified IP addresses to access the database information, your network administrator must download the One Search host script and configure your web server to access this file.

Have your network administrator (or the person in charge of your computer network) access the One Search host script through Destiny online Help and provide you with the complete path to the FSCPROXY.PL file, as you need to enter it in Destiny when setting up IP verified subscriptions.



The only difference in patron use of IP-verified database subscriptions and other One Search databases is that students with a Destiny login can search One Search databases from home, but they cannot click a search result in an IP-verified subscription to view it. Instead, students must save the search result(s) to a Resource List to view later at school.

### Configure a Web Server for IP-Verified Subscriptions

**To authenticate your site's subscription to IP verified subscription databases, you need one or more of the following:**

- User name and password
- Database IP address
- The server on which you install this proxy must connect to the Internet through an IP address that has been verified with the subscription service.
- Custom URL of the database

**Important:** Obtain this information from each database provider. Follett does not have access to this information.

You should also have the complete path to the `FSCPROXY.PL` file your network administrator provided after downloading the One Search host script and configuring your web server to access this file.

If you are setting up the `FSCPROXY.PL` host script to "tunnel" information through a proxy server, you need to edit the `FSCPROXY.PL` file once you download it:

1. Make sure Perl is configured on your web server. It is a free, cross-platform web server language you can download from numerous websites, including <http://aspn.activestate.com/ASPN/Downloads/ActivePerl/>.
2. Download the zipped [fscproxy.pl](#) file.
  - If you are using the Apache server, place the file in your `\cgi-bin` directory in `\WWW` root on the web server with Execute permissions.
  - If you are using IIS, place it in the `\Inetpub\Scripts` folder on the web server with Execute permissions.
3. Open the `FSCPROXY.PL` file in a text editor such as Notepad or ConTEXT.
4. Enter the IP address of your proxy server by replacing the lines

```
my $proxy_path
```

*with*

```
my $proxy_path="127.0.0.1"
```

*and replacing*

```
127.0.0.1.
```

*with*

```
your proxy server IP address
```

**Important:** Quotation marks are required around the IP address.

5. Enter the port on which your proxy server is listening by replacing the line

`my $proxy_port`

with

`my $proxy_port="8080"`

and entering the correct port number instead of 8080.

**Important:** Quotation marks are required around the port number.

6. Save and close the `FSCPROXY.PL` file.
7. Provide the site or library administrators with the complete path to the `FSCPROXY.PL` file as they must enter this path when setting up Destiny to access IP-verified subscriptions.


**Note:** All patron search requests are handled through [onesearch.fsc.follett.com](http://onesearch.fsc.follett.com), regardless of IP authentication settings. If IP authentication is enabled for a database, [onesearch.fsc.follett.com](http://onesearch.fsc.follett.com) calls the One Search IP authentication host script (`fscproxy.pl`), which in turn contacts the selected subscription databases.

**Important:** At a minimum, the web server hosting the `FSCPROXY.PL` script must allow requests from [onesearch.fsc.follett.com](http://onesearch.fsc.follett.com) and must allow outgoing HTTP connections to all supported subscription databases. Library patrons and outsiders do not need direct access to the machine hosting the `FSCPROXY.PL` script.

We recommend that you configure the web server to deny access to the `FSCPROXY.PL` script from all machines except <http://onesearch.fsc.follett.com/>.

## Enter the Host Script Path in Destiny


**To use IP verified subscriptions, enter the path to the `FSCPROXY.PL` host script:**

1. Select **Catalog > Search Setup > Enriched Content Searches**.
2. Click  next to IP Verified Subscriptions.
3. Enter the path to the `FSCPROXY.PL` host script in the path field.
4. Click **Test** to test the path.
5. Click **Save**.

## Set Up One Search for Multiple Sites

If your district purchases subscriptions to online databases for the entire district, you can push One Search database configurations to multiple sites. This provides a simple way to enter authentication information once and apply it to other schools in the district.

**To push One Search database configurations to another site or sites:**

1. Log in to Destiny as the Destiny Administrator.
2. Select **Setup > District Options**.
3. Click  next to One Search Database Information.
4. Select a school to be the source site.

The database configurations at the source site will be duplicated at other sites in the district. Therefore, you should set up the source site with every district subscription that you want to push to other sites.

5. Click **Configure**.

The push process only works for databases that use the same username and password for each school in the district. Any databases that require a unique username and password for each school need to be set up at the individual schools. Users at each school who have the Set up One Search permission can add or edit database configurations.

If any of the receiving schools already have databases configured that are not configured at the source site, those databases are not affected by the push. If the source school and any of the receiving schools have a database in common, the receiving school's configuration for that database will be overridden when the push is processed.

6. From the Push Configuration to drop-down, select the entire district, a site type, or a single site.

The push process will automatically enable the Use One Search checkbox in Site Configuration for any receiving sites that do not already have it enabled.

7. Click **Go**.
8. A message appears, notifying you which sites will receive the database configurations you set up at the source site. To proceed, click **Yes**.

## Setting Up WebPath Express

WebPath Express is a subscription service that gives students access to thousands of high quality, educator-reviewed websites. There are more than 90,000 websites and over 12,000 topic areas. The service adds between 1,500 and 2,000 professionally researched websites each month. Sites are monitored continuously to assure that content remains credible, current, appropriate, and accurate.

Typically, someone with site administrator or library administrator rights sets up WebPath Express.

## Enabling WebPath Express

1. Select **Back Office > Site Configuration > Site Info.**
2. Confirm the Site Customer Number is entered.
3. Select the **Use WebPath Express** checkbox.
4. Click **Save.**

The screenshot shows the 'Site Configuration' page with the 'Site Info' tab selected. The 'Site Customer Number' field is highlighted with a red box and contains the value '1234567'. Below it, the 'Use WebPath Express' checkbox is also highlighted with a red box and is checked. Other fields include Site Name (West Middle School), State School ID, Short Name (WMS), Products Installed (Library/Textbook/Asset Manager), Site Type (Middle Schools), Zone (MS Zone), Address (1391 Corporate Drive), City (McHenry), State/Province (IL), and Postal Code (60050). There are also checkboxes for 'Use Digital Resources', 'Use One Search', 'Use Standards', and 'Use TitlePeek', all of which are checked. An 'Update' button is located at the bottom right of the form.

## Setting Up Access Levels

For your patrons to search WebPath Express, you need to enable the appropriate permission.

1. Select **Back Office > Access Levels**.
2. Next to Patron (or appropriate access level), click **Edit**.
3. Select the **Search WebPath Express** checkbox.
4. Select the "Submit WebPath Express suggestions" permission to let users with the permission submit topic suggestions. It is advisable to only enable this permission for librarians, staff, and teachers.

Your Destiny Administrator will need to set up the SMTP (mail) server in order for the Submit a Suggestion link to appear on the WebPath Express home page and the WebPath Express Statistics report.

5. Click **Save**.

## Configuring WebPath Express

You can choose to limit WebPath Express search results by grade level, such as 3 to 5, or 9 to 12. This helps students find resources that are right for them. To limit by grade level:

1. Select **Catalog > Search Setup > Enriched Content Searches**.
2. Next to WebPath Express Settings, click **Edit**.
3. Select the appropriate grade levels.
4. To give patrons the option to see websites for all grade levels, select the **Allow Students to view all websites** checkbox.
5. Click **Save**.

Patrons will see the Monthly Themes and Spotlight features by default. To turn off these features:

1. Select **Back Office > Site Configuration > Catalog**.
2. Uncheck the **Show WebPath Express monthly themes and Spotlight** option.
3. Click **Save**.

## Wrap-up

Your comments are very important to us. The feedback you provide helps us to improve current and future courses to better meet your needs. Please take a moment to complete the survey.

## Technical Support

For help with Destiny configuration, operational issues, or troubleshooting, contact Technical Support via phone at 888.511.5114.

## Course Survey

Follett greatly appreciates your time and feedback. The feedback you provide us helps us improve current and future courses and better meet your needs. Please take a few minutes to complete a brief survey regarding the training today.

**Course Survey:** [www.follettsoftware.com/contactdata](http://www.follettsoftware.com/contactdata)

**Course Task ID (provided by instructor):** \_\_\_\_\_

**Zip Code (confirm with instructor):** \_\_\_\_\_