Module 1 Analysis

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DL5803 – Evaluation and Assessment of Instructional Design

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INTRODUCTION

Collaboration, communication, and teamwork are essential qualities to the success of any business or school. Unfortunately, there is very little time set aside for secondary teachers to collaborate and communicate with one another. With more and more being put on the plates of teachers, there is an opportunity for schools to allow for easier communication and collaboration between teachers in the building. This holds especially true when referring to particular students and their behavior and performance in specific courses. When there are a few students struggling or misbehaving in any particular course, it is helpful for teachers to know if it is localized to just their class, or if it similar across the board. However, taking the time to email, call or walk down to five other teachers is very time consuming. This problem, lack of common time for teachers to collaborate and discuss students' performance and behavior, is something that can be remediated with the use of an online course.

STEP 2. DETERMINE THE WORKPLACE SETTING

The online platform, a course that teaches teachers how to use a step plan for student intervention, should take no more than 30 minutes to complete within the time allotted for a staff meeting. The audience, all teachers, counselors, administrators and ancillary staff at the secondary school, will be the users of this course.

STEP 3. IDENTIFY THE LEARNING THEORY

The learning theory that will be used to design the learning theory is Constructivism. The Constructivist approach to learning allows learners to interact with new material using prior knowledge to scaffold their learning; time for reflection and group discussion solidifies and deepens the understanding of the new material (Olusegun, 2015). This learning theory pairs perfectly with

this training as teachers will interact with the step plan document and the shared area in which the documents will be located.

STEP 4. SELECT THE INSTRUCTIONAL DESIGN MODEL

The instructional design method that will be used to design the course is the ADDIE Model. The ADDIE Model uses a systematic approach for the instructional designer to create a quality course that meets the needs of the learners. One great feature of the ADDIE Model is its focus on continual improvement. The evaluation stage of the model requests feedback from all stakeholders, which will ensure the content is relevant and up-to-date (Jackson, 2022). As the step plan evolves based on recommendations from teachers, the positive behavior and intervention support team will make modifications to the plan; these modifications will be implemented within the online training to keep it relevant and up-to-date.

STEP 5. SELECT THE INSTRUCTIONAL DESIGN MODEL

The goal of the training is to help improve the culture and climate within the school. An effective step plan used by all stakeholders will provide support to students who are not meeting school expectations. The online training course will have two learning targets.

- Learning target 1: I will be able to create a new step plan for a student.

- Learning target 2L: I will be able to update an existing step plan and notify the correct stakeholders if escalation is required.

STEP 6. ENGAGEMENTS AND ASSESSMENTS

Since the online training is meant to be completed within 30 minutes, the course will have two assignments. The course will have two summative assessments at the end of the training. The following four paragraphs will summarize the assignments and assessments.

The first assignment is to familiarize learners with the step plan. Teachers will be asked to create a new step plan for a student and teachers will be asked to make new entries on an existing step plan. This assignment is beneficial since the teacher might have to create a new step plan for a student if he or she does not have one and save it in the shared area. A teacher will have to access the shared area and see if a step plan exists first before making one. If a step plan exists for that student, the teacher will see what step that student is on, make a new entry, and contact the necessary stakeholders if necessary.
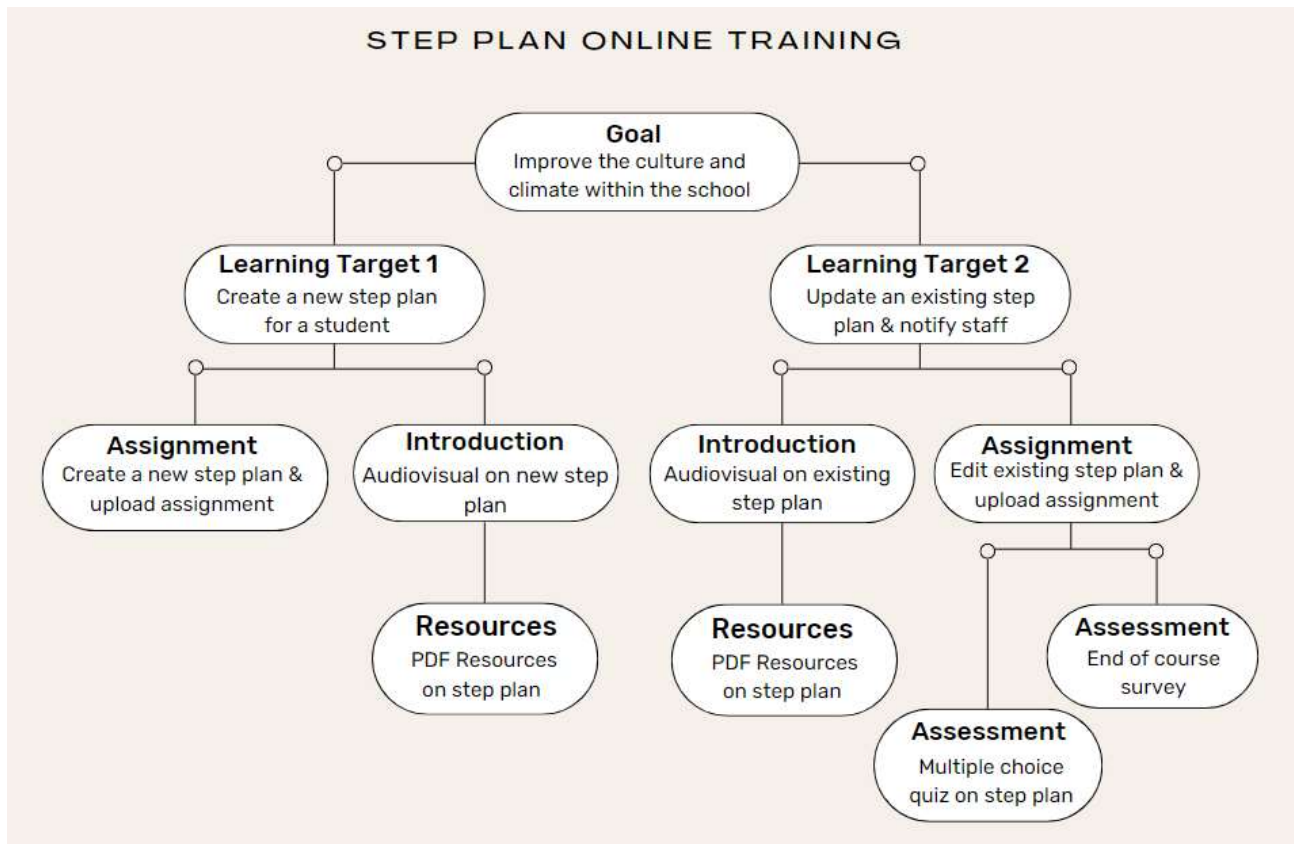
The second assignment will ask teachers to answer a prompt in Padlet and respond to a minimum of one colleague. The Social Development Theory supports this assignment. Personal reflection of the online training and collaboration with colleagues will give teachers the opportunity to share their thoughts about the step plan, post questions and comments about the plan, and engage in meaningful conversations to improve the plan (Yarbrough, 2018). This assignment focuses on reflection and collaboration, which will increase teacher participation in the initiative and will improve the step plan itself.

The first summative assessment will be roughly five questions long and will be multiple choice. Each question will present a scenario for the teacher; the teacher will use what they learned about the step plan to answer the questions. Teachers will need to score a 4/5 or 5/5 to successfully complete this portion of the training. Teachers will have four attempts on this assessment.

The second summative assessment will be an end of course survey. The survey will ask teachers to give feedback about the online training and the step plan itself. Since the goal of online training course is to improve the culture and climate within the school, authentic feedback gathered from the survey will improve the online training and step plan itself. The instructional designer, in conjunction with the positive behavior and intervention support team, will use the process of continual improvement to achieve the goal of the course.

STEP 7. FLOWCHART ACTION PLAN

The image below is the flow chart for the online training for the step plan.

STEP PLAN ONLINE TRAINING

Goal — Improve the culture and climate within the school

Learning Target 1 — Create a new step plan for a student

Learning Target 2 — Update an existing step plan & notify staff

Assignment — Create a new step plan & upload assignment

Introduction — Audiovisual on new step plan

Introduction — Audiovisual on existing step plan

Assignment — Edit existing step plan & upload assignment

Resources — PDF Resources on step plan

Resources — PDF Resources on step plan

Assessment — End of course survey

Assessment — Multiple choice quiz on step plan

CONCLUSION

Setting high expectations for staff and students is vital for the success of any school. In order to meet these expectations, proper training and support systems need to be in place. The online training for the step system is the support staff needs to learn about the process and implement it in the building. The step system itself will support students who are having a difficult time meeting the expectations set forth by the school.   Using a constructivist approach to the online training will allow teachers to work hands-on with the content, which will hopefully make it more impactful and meaningful for staff members. The online training, if done correctly, can have a positive impact on the culture and climate of the school.

References

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