Michaela Mabe	Challenge #7	3/20/23	EDCI 60002b	Spring '23
SUPRA-BADGE:	Design and Development			
SUB-BADGE:	Instructional Design and Development Process			
CHALLENGE:	Select or create an instructional design process based on the nature of the project			
ARTIFACT:	Design Documents and Final Project from EDCI 572			
CRITERIA:	**Criteria for successful completion of this challenge:** Evidence of using an instructional design model (ADDIE, Dick and Carey, Assure, Arcs, etc.) that aligns with a project. **Reflection must address:** How you determined which instructional design model to use and why – list specific examples (state of development, using learning objectives as a reference point, resources available, input from your company, etc.).			

Competency and artifact identification

My **Design Documents and Final Project** from EDCI 572 provide the evidence for the sub-badge, Instructional Design and Development Process, and the challenge, "Select or create an instructional design process based on the nature of the project". This artifact provides evidence that I am able to select an instructional design process and create instructional materials based on the instructional design model to implement.

Description of how the artifact supports the competency

I decided to choose the Design Documents for this challenge because they show that I am able to choose an instructional design model, for this project it was the Dick and Carey Model, to create my own instructional materials. Following the Dick and Carey Model, I was able to focus on including each section to make sure that I was creating a product with that each section would align. I was able to complete a goal analysis, learner analysis, learner and performance context, assessment plan, performance objectives, design evaluation chart, instructional strategy alignment, and an implementation plan for the Game of Life Project. The project document itself shows the product I was able to create by following the Dick and Carey Model.

Competency alignment with prior knowledge and experience

I have had some prior knowledge in choosing a process to complete a project, but before this class, I hadn't used the Dick and Carey Model. I did have some experience using ADDIE and learning about other instructional design models and the best situations to implement them. In my middle school classroom, I use the inquiry model of teaching daily because it is the model our school uses. My lesson plans in the classroom use inquiry model instructional strategies such as a wonder wall, question formulation techniques, guided inquiry, and inquiry projects. I've also been able to use different teaching models to create lesson plans, worksheets, and projects for my students.

Reflection on experiences

Overall, this challenge has been a great way to reflect on how I choose an instructional design model to solve a problem or create a project. The thing that helps when I'm learning about the instructional design models is we are given a chance to learn about them and then implement them in context to solve a problem or complete a project. This will help when I start working independently to select an instructional design model to complete a project for a stakeholder. I will also be able to use this skill in my middle school classroom to choose a model of teaching and instructional strategies that work best to help engage my students and retain the content.

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EDCI 572
Summer 2022

Design Document Part #1

Project Overview

The Game of Life Project is a project that I made my first year of teaching middle school students with special needs when I saw how many deficits there were in the area of life skills. I have also been modifying it every year depending on the students that I have in my classroom but there are some key components. A focus on Education and Employment, Independent Living, Budgeting, and a Simulated Month in The Life.

It will be utilized as a unit plan for a Social Studies class that can also be cross-curricular if multiple teachers work together in different subjects (Budgeting Day could be in Math). To identify the goal of the project, I utilized the Ohio Learning Standards for Social Studies and the Ohio Extended Standards for students with disabilities. For this project, I used a Subject Level Expert approach since this is for a unit plan for teachers to utilize, and I also used a Content Outline Approach to go from the educational standards to a project outline. Below is the Gap Analysis for the project.

Desired Status	-	Actual Status	=	Need
Middle school students in an MD/AU classroom will be able to identify a desired career, where they are going to live, how they are going to spend and save their money and live a simulated "month in the life".	-	Currently, middle school students need to work on life skills such as money, reading, writing, and identifying their personal information. To help students with disabilities gain life skills and to identify where they want to be after high school, currently they only have a vague idea of this information and its usually after a lot of prompting.	=	A way for students to learn about careers, living situations, and budgeting in a controlled learning module that it guided to help them learn information that they will be able to use and retain.

Identification of Instructional Goal

By the end of the learning module, the students will gain a basic understanding of life skills in the categories of employment, education, and independent living. They will also be able to identify a personal economic decision and identify the difference between a want and a need, which fall under Ohio Educational Standards of SS.8.24b and SS.8.24c.

This learning module can be used with middle school or high school students, they don't specifically have to have learning deficits, but I wanted to make sure that I was planning for my demographic of my students in mind. By the end of the lesson, the students will be able to identify multiple moving pieces of what living in the world entails and get a basic understanding of how what they are doing now can help them in the future.

This will be taught as a unit plan for Social Studies, right after teaching about wants and needs, different types of jobs, and making sure to cover money skills in mathematics so that they will be prepared. The tools available to the learners will be a computer for finding information, guided worksheets, and graphic organizers to help the students and guide their learning, a notebook (physical or digital) to gather all of their information, and a project rubric to make sure that they understand the assignment and the components.

Creation of a Goal Analysis Diagram

The main steps leading to the goal happen day by day in a Social Studies unit. Day one will be the day for the students to research a career, which includes finding the

job title, salary, job requirements, education requirements, 3 facts about the job, and 3 pictures of the job.

Day two will be daily living and transportation, which includes where they want to live, house or apartment, how many beds and bathrooms, cost per month for rent, cost of utilities, the vicinity of what is close to the house, and for transportation, it is the type of transportation, and the cost of whichever mode is chosen.
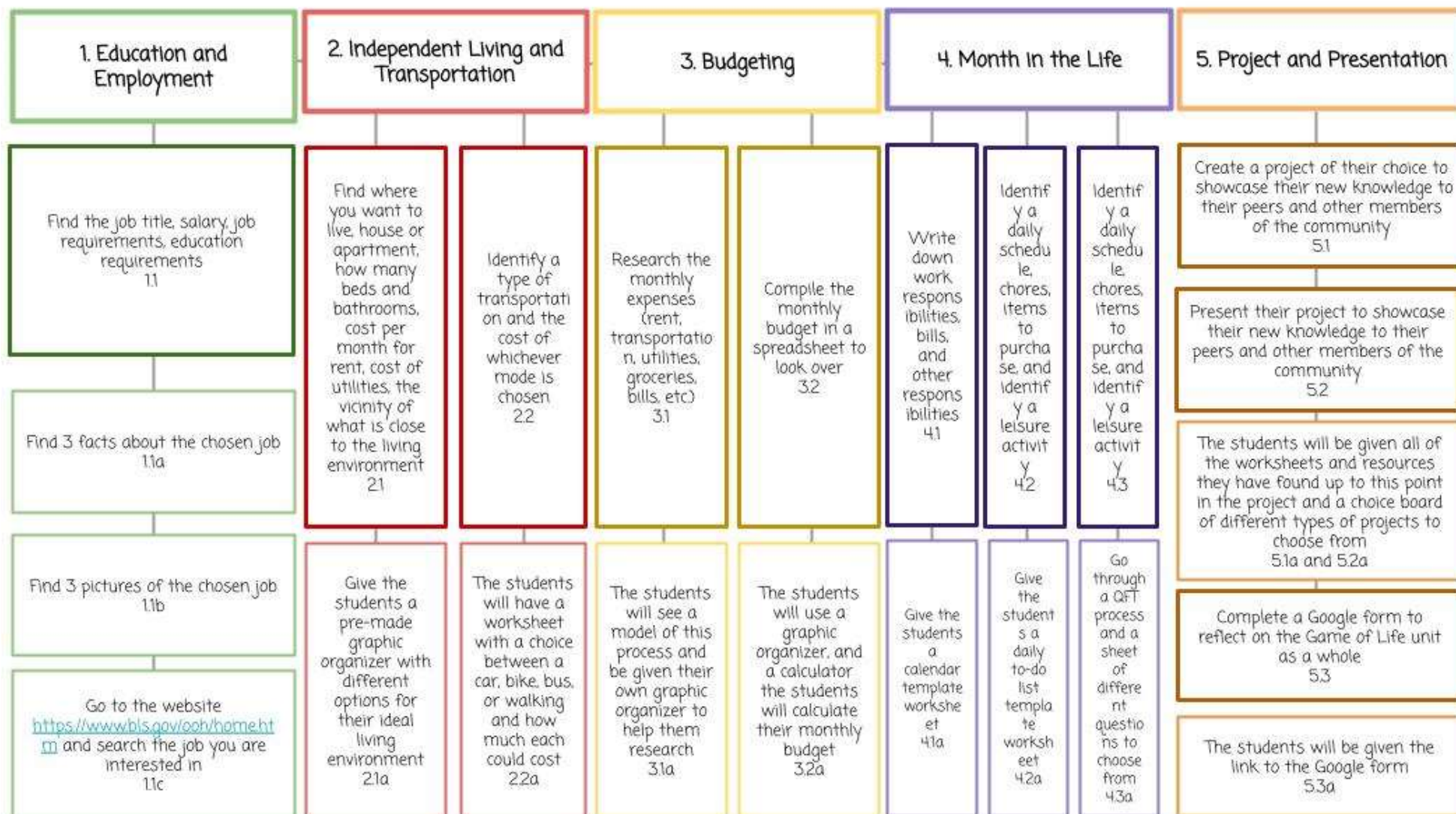
Day three is the budget, which consists of having the monthly salary and subtracting the rent, transportation, utilities, groceries, bills, and compiling the monthly budget in a spreadsheet to look over.

Day four is a simulated month in the life using all of the information gathered so far, there is a calendar for the month given so they can plan out their days of work, bills, and other responsibilities, and there is a to-do list for the week consisting of chores, purchases that need to be made, work tasks, leisure tasks, and the other category for anything else.

Game of Life Learning Module

Entry Skills: Understanding the basic premise of what a job/career is, job skills, money skills, daily living, and awareness of their daily life in and out of their home

Project Goal: By the end of the learning module, the students will learn a basic understanding of life skills in the categories of employment, education, and independent living by completing a guided research project consisting of identifying a job and researching information about that job, identifying a place to live and the requirements to live there, identify transportation and the requirements of that, create a budget based off of that information, and live a simulated month in the life with all of the information they have gained up to that point in the week. They will also complete a project, presentation, and reflection with all the information they obtained.

1. Education and Employment

Find the job title, salary, job requirements, education requirements
1.1

Find 3 facts about the chosen job
1.1a

Find 3 pictures of the chosen job
1.1b

Go to the website https://www.bls.gov/ooh/home.htm and search the job you are interested in
1.1c

2. Independent Living and Transportation

Find where you want to live, house or apartment, how many beds and bathrooms, cost per month for rent, cost of utilities, the vicinity of what is close to the living environment
2.1

Give the students a pre-made graphic organizer with different options for their ideal living environment
2.1a

Identify a type of transportation and the cost of whichever mode is chosen
2.2

The students will have a worksheet with a choice between a car, bike, bus, or walking and how much each could cost
2.2a

3. Budgeting

Research the monthly expenses (rent, transportation, utilities, groceries, bills, etc)
3.1

The students will see a model of this process and be given their own graphic organizer to help them research
3.1a

Compile the monthly budget in a spreadsheet to look over
3.2

The students will use a graphic organizer, and a calculator the students will calculate their monthly budget
3.2a

4. Month in the Life

Write down work responsibilities, bills, and other responsibilities
4.1

Give the students a calendar template worksheet
4.1a

Identify a daily schedule, chores, items to purchase, and identify a leisure activity
4.2

Give the students a daily to-do list template worksheet
4.2a

Identify a daily schedule, chores, items to purchase, and identify a leisure activity
4.3

Go through a QFT process and a sheet of different questions to choose from
4.3a

5. Project and Presentation

Create a project of their choice to showcase their new knowledge to their peers and other members of the community
5.1

Present their project to showcase their new knowledge to their peers and other members of the community
5.2

The students will be given all of the worksheets and resources they have found up to this point in the project and a choice board of different types of projects to choose from
5.1a and 5.2a

Complete a Google form to reflect on the Game of Life unit as a whole
5.3

The students will be given the link to the Google form
5.3a

Instructional Designer Reflection

Up to this point in the project, things that are going well was the original idea for the project, since it is something that I have used in my professional career. I also think that the beginning of the goal analysis went well. Some things that I have struggled with so far is mostly the goal analysis, specifically the subordinate skills, for some reason those aren't clicking for me fully. I also had some issues setting up the goal analysis diagram the exact way that I wanted it, but all in all I think that I was overthinking some aspects of the project.

The peer feedback process was a good way to get more eyes on the work and to get suggestions about how to make it better. One of my peers mentioned adding more subordinate skills and the entry skills and clarifying some of the skills, which I was able to include. Another of my peers suggested adding in numbers to each of the boxes in the diagram which I was also able to include to improve the work. Overall, I tried to incorporate all of the feedback because it made since and improved my writing and planning for this assignment.

Resources

Ohio Department of Education. (2022, January 19). *Ohio's learning standards for Social Studies*. Ohio's Learning Standards for Social Studies. Retrieved July 10, 2022, from https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies/SSFinalStandards01019.pdf.aspx?lang=en-US

Dick, W., Carey, L., & Carey, J.O. (2015). *The systematic design of instruction* (8th ed.). Upper Saddle River, NJ: Pearson.

Design Document Part #2

Learner Analysis

This target population to utilize the online learning module will be middle school teachers and middle school special education teachers. The teaching unit will be used for students in a middle school general education or special education classroom, ages 11-14, to teach them different life skills. The learners will have had prior instruction about the difference between wants and needs, different types of jobs, types of living and transportation, the basics of shopping, and making sure to cover money skills in mathematics so that they will be prepared. The data for this learning module is from prior years of teaching this type of module to students with special needs, so it is mostly observation.

Information Categories	Data Sources	Learner Characteristics
Entry Skills	Observation and Anecdotal Evidence	Learners will be able to add and subtract within 100, write independently or based on a model, and fill out a worksheet or graphic organizer when given verbal directions, and be able to complete guided research independently or with guidance from the teacher
Prior Knowledge	Observation and Anecdotal Evidence	Learners will be able to identify a want and a need, different types of jobs, basic skills of shopping, and be able to count and identify money
Attitude Towards Content	Observation and Anecdotal Evidence	The attitude can vary based on how the content is introduced to the learners, but all in all the learners are interested in

		learning more about life skills and information that can be applied to a real world context
Attitude Towards Delivery System	Observation and Anecdotal Evidence	The learners enjoy being able to utilize their devices to find information, no matter what academic level they are at. The learners also enjoy working in a guided inquiry process and working on an online learning module format when given the right supports and information to succeed
Motivation For Instruction	Observation and Anecdotal Evidence	The learners are motivated to find more information about these topics because they get to choose what they want to learn more about and are able to apply it to their lives. They also get to use technology which based on my experience increases engagement and motivation
Education and Ability Levels	Observation and Anecdotal Evidence	While teaching this unit, there will need to be changes made based on the needs of the learners and how much they progress through each day of the unit. The education level and ability level of the learners will change with each group that this unit is taught with
General Learning Preference	Observation and Anecdotal Evidence	The learners that I have worked with have preferred hands on learning, the use of technology, student choice, and being able to present and talk about what they learned

Attitude Towards Training Organization	Observation and Anecdotal Evidence	The learners' attitude towards school currently is that they are just told what to do and what to learn day by day and would like to have a voice and choice in their learning
General Group Characteristics	Observation and Anecdotal Evidence	If the class is special needs, there should be no more than 8 students with 2 professionals in the classroom to work with them and one to one technology and accommodations and modifications that come from their IEP's If the class is general education, the class size and number of professionals in the class will change but there should be support for the unit and time dedicated in the classroom to work on this project and report out what they learned

Learning Context

The unit will take place in a Social Studies classroom, preferably inclusion or a self-contained MD/AU classroom. There will be a Clevertouch or projector at the front of the classroom where the daily expectations will be presented and the rubric for the daily tasks. The classroom will have one to one technology (either an iPad or laptop) and the students will be working independently in their seats in the classroom completing research, filling out their graphic organizers and worksheets, and creating their

presentations. They will have time at the end of each class period to ask questions or

report out what they learned from the day.

Information Categories	Data Sources	Learning Site Characteristics
Number/Nature of Sites	Observation and Anecdotal Evidence	The unit will be completed in a classroom environment with one to one technology and desks or flexible seating for each of the learners
Site Compatibility with Instructional Needs	Observation and Anecdotal Evidence	The classroom is compatible with all of the needed components for the unit. There will be devices and chargers for each student and teacher in the classroom, adequate seating, and a Clevertouch or projector for the teacher
Site Compatibility with Learner Needs	Observation and Anecdotal Evidence	The classroom is compatible with the learners needs, there will be visuals for students who need them, a consistent schedule for each of the days, flexible seating, and any other accommodations and modifications based on each individual learner
Feasibility for Simulating Performance Site	Observation and Anecdotal Evidence	The unit being digital gives some feasibility for simulating some of the instruction in the unit, but there should be some follow up lessons for some of the learning objectives, such as grocery shopping and job training (or even classroom jobs)

Performance Context

The performance context for the learners will be presenting the information they've learned about the different life skills. They will be able to take all the information gathered and create a presentation for the class to show what they learned about a job, independent living, transportation, and budgeting. This can be as big or small as the school wants it to be, it could be in a science fair format or gallery walk where they are each walking around and talking to each other about their projects or doing a class presentation in the Social Studies class at the end of the unit.

Information Categories	Data Sources	Performance Site Characteristics
Managerial/Supervisory Support	Observation and Anecdotal Evidence	The teachers are very supportive to each other and can even co-teach to complete this unit with the students. There can be support from administrators as well to help motivate the students and to orchestrate a school wide presentation of their learning
Physical Aspects of the Site	Observation and Anecdotal Evidence	The presentation will either take place in the classroom or in a hallway gallery walk setting which will be set up for each of the learners to have a place to present either on their device or on a poster/diorama and will have the needed amount of space to let the students present their learning and work
Social Aspects of the Site	Observation and Anecdotal Evidence	The learners will be able to support each other and receive support from their teachers, administrators,

		and possibly parents on the work that they put into this unit and they will be able to show pride and engagement in their work and use it in the future to prepare them for high school and the future
Relevance of Skills to the Workplace	Observation and Anecdotal Evidence	Each of the skills gained from this unit will help prepare the students in different aspects of their future in school and in their lives. They will gain more information and curiosity of the world around them and they will gain research and presentation skills that they will be able to use from that project forward in their academic careers

Assessment Plan

Entry Skills Test

The students will be given a math test to assess their ability to add and subtract within 100 that will consist of 20 addition/subtraction questions given to them in math class to be looked over by the teacher doing this unit and will be graded based on accuracy. The students need to be able to score at least a 90% on the test to start the project with accommodations or modifications as needed. They will also be given a mini research assignment to assess whether they are able to complete guided research and fill out a graphic organizer at the beginning of the year to refresh and go over the needed information for completing research correctly. The students will need to be able to complete all of the components of the research assignment with 90% accuracy to make sure that they are able to have the necessary skills to complete this unit.

Pretest

The mini research assignment discussed in the entry skills test section can also be used as a pretest to assess if the students have improved in their research skills and presentation of the information gained from the research.

Practice Tests

Each day of the unit will have a practice test embedded in the unit. Day one, the practice test will be an exit slip asking the students which job they chose and one fact they learned about the job through their research. Day two, the practice test will be an exit slip asking the students which housing option and transportation option they chose and one fact about each. Day three, the practice test will be an exit slip asking the students to submit their budget. Day four, the practice test will be an exit slip asking the students to write a paragraph about what they learned the most from the Month in the Life. Day five will be the posttest, or the presentation.

Posttest

The posttest will be the whole project submission along with the presentation. This will show what the students have learned in each of the life skills categories. This will also allow the students to reflect on what they thought about how living as an adult would be before and after doing the project. They will also get a chance to present their learning to their peers, teachers, parents, and possibly administrators. The learners will be assessed based on a rubric, one for the project and one for the presentation. The goal is for the students to score an 80% or more on the project and presentation.

Performance Objectives

Goal: By the end of the learning module, the students will learn a basic understanding of life skills in the categories of employment, education, and independent living by completing a guided research project consisting of identifying a job and researching information about that job, identifying a place to live and the requirements to live there, identify transportation and the requirements of that, create a budget based off of that information, and live a simulated month in the life with all of the information they have gained up to that point in the week. They will also complete a project, presentation, and reflection with all the information they obtained.		
Terminal Objective: Middle school students will be able to identify a career of choice and the information about that career, choose their independent living situation and form of transportation, be able to calculate a monthly budget, and be able to use a virtual or classroom exercise to live a simulated life in the month of their future selves, using different resources, manipulatives, and technology to evaluate different aspects of transition skills that they will need in high school and afterward.		
Performance Objective #1: Given the website https://www.bls.gov/ooh/home.htm, the students will be able to fill out a worksheet identifying basic information about a career of their choosing with an 80% accuracy using the provided rubric.		
	Subordinate Objective 1.1: Given the website https://www.bls.gov/ooh/home.htm, the students will fill out the section of the worksheet asking for 3 facts about the career of their choosing to analyze that career with an 80% accuracy using the provided rubric.	
	Subordinate Objective 1.2: Given the website https://www.bls.gov/ooh/home.htm, the students will fill out the section of the worksheet asking for 3 pictures about the career of their choosing to analyze that career with an 80% accuracy using the provided rubric.	
	Subordinate Objective 1.3: Given the website https://www.bls.gov/ooh/home.htm, the students will write the job title, salary, and job requirements to analyze that career with an 80% accuracy using the provided rubric.	
Performance Objective #2: Given a pre-made graphic organizer with different options for living environments, the students will identify what type of home they want to live in, how many beds and bathrooms, cost per month for rent, number and type of utilities, and three important resources close to the living environment to identify and analyze their preferences of independent living options with an		

80% accuracy using the provided rubric.		
	Subordinate Objective 2.1: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify what type of home they want to live in to identify their preferred living environment with an 80% accuracy using the provided rubric.	
	Subordinate Objective 2.2: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify their preference of how many bedrooms and bathrooms they would need in their home to analyze their preferred living environment with an 80% accuracy using the provided rubric.	
	Subordinate Objective 2.3: Given a pre-made graphic organizer with different options for their ideal living environment, the student will research the availability and cost of utilities to identify information about their preferred living environment with an 80% accuracy using the provided rubric.	
	Subordinate Objective 2.4: Given a pre-made graphic organizer with different options for their ideal living environment, the students will find the cost per month for rent to analyze information about their preferred living environment with an 80% accuracy using the provided rubric.	
	Subordinate Objective 2.5: Given a pre-made graphic organizer with different options for their ideal living environment, the students will research to find three resources close to their preferred living environment to identify resources they would need in the vicinity of the living environment with an 80% accuracy using the provided rubric.	
Performance Objective #3: Given a worksheet of transportation choices (car, bike, bus, or walking) and how much each could cost, the students will be able to choose two different types of transportation and complete a Venn Diagram comparing and contrasting the types and chose their preferred type of transportation with an 80% accuracy using the provided rubric.		
	Subordinate Objective 3.1: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose a method of transportation, research three facts about that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric.	
	Subordinate Objective 3.2: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose a second method of transportation, research three facts about	

	that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric.
	Subordinate Objective 3.3: Given the Venn Diagram with the two modes of transportation and the independent sections completed, the students will be able to identify three similarities between the modes and fill it into the middle of the Venn Diagram with an 80% accuracy using the provided rubric.
	Subordinate Objective 3.4: Given the completed Venn Diagram, the students will be able to identify their preferred method of transportation with an 80% accuracy using the provided rubric.
Performance Objective #4: Given a model of a budget and given a graphic organizer to calculate a budget, the students will be able to research their monthly expenses in the graphic organizer and calculate their monthly budget for students examine money management and budgeting with an 80% accuracy using the provided rubric.	
	Subordinate Objective 4.1: Given a model of a budget and given a graphic organizer to input their expenses, the students will be able to research their monthly expenses and write them down in the graphic organizer for students to analyze a budget with an 80% accuracy using the provided rubric.
	Subordinate Objective 4.2: Given a model of a budget and given a graphic organizer to calculate their expenses, the students will calculate their monthly budget and input the numbers into the graphic organizer for the students to analyze budgeting with an 80% accuracy using the provided rubric.
Performance Objective #5: Given a calendar worksheet and a daily to-do list worksheet to fill out, the students will fill out the calendar worksheet to plan out the work responsibilities, bills, and other responsibilities, fill out the daily to-do list for students to analyze how to manage their time and responsibilities, and make/answer situational questions about living a month in this lifestyle with an 80% accuracy using the provided rubric.	
	Subordinate Objective 5.1: Given a calendar worksheet, the students will write down work responsibilities, bills, and other responsibilities for the students to analyze and manage their time with an 80% accuracy using the provided rubric.

	Subordinate Objective 5.2: Given a daily to-do list worksheet to fill out, the students will identify a daily schedule, chores, items to purchase, and identify a leisure activity for students to analyze and manage how they would need to spend their time with an 80% accuracy using a rubric.
	Subordinate Objective 5.3: Given a classroom QFT going over different types of situational questions about the lifestyle choices made during their research and a sheet of different types of questions, the students will make and answer five situational questions on a worksheet with an 80% accuracy using the provided rubric.
Performance Objective 6: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of their community, present the project, and complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.	
	Subordinate Objective 6.1: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric.
	Subordinate Objective 6.2: Given all of the graphic organizers, worksheets, and research conducted, the students will present their project to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric.
	Subordinate Objective 6.3: Given all of the graphic organizers, worksheets, and research conducted, the students will complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.

Game of Life Project Rubrics

	Section #1: Job Search Rubric
	Did You? (Check what you did for the project)
☐	Type/Write the Job Title on the Worksheet
☐	Type/Write the Job Salary on the Worksheet
☐	Type/Write the Job Requirements on the Worksheet
☐	Insert/Find 3 Pictures for the Worksheet
☐	Type/Write 3 Facts on the Worksheet

	Section #2: Future Home Rubric
	Did You? (Check what you did for the project)
☐	Type/Write what type of house they want to live in on the Worksheet
☐	Type/Write how many bed/bath the home has on the Worksheet
☐	Type/Write the included/not included home utilities on the Worksheet
☐	Type/Write the monthly rent on the Worksheet
☐	Type/Write 3 resources in the vicinity to the home on the Worksheet

	Section #3: Transportation Search Rubric
	Did You? (Check what you did for the project)
☐	Type/Write one choice of transportation in the Venn Diagram
☐	Type/Write a second choice of transportation in the Venn Diagram
☐	Compare the two types of transportations of things that are similar and different
☐	Choose a method of tranportation you prefer
☐	Give 3 facts about the type of transportation you chose

	Section #4: Personal Budgeting Rubric
	Did You? (Check what you did for the project)
☐	Find the cost of monthly expenses (vary based on student)
☐	Input the monthly expenses into the graphic organizer
☐	Calculate the monthly budget (can use a calculator)
☐	Fill those numbers into the graphic organizer
☐	Answer the questions on the worksheet about the budget

	Section #5: Simulated Month in the Life Rubric
	Did You? (Check what you did for the project)
☐	Create one sample responsibility to be added to a class list
☐	Fill out the monthly to-do list with your responsibilities
☐	Fill out the daily list of your responsibilities
☐	Create a situational question based on the classroom model
☐	Answer 5 situational questions based on your monthly and daily lists

	Section #6: Project / Presentation Rubric
	Did You? (Check what you did for the project)
☐	Choose a type of project or presentation on the choice board
☐	Create an outline for your project
☐	Create a final draft of your project
☐	Present your project to the class
☐	Reflect on your project on the form

Instructional Designer Reflection

Up to this point in this project things are pretty aligned with what I thought this project should look like. There are some things that I've had to change and adapt but I think that is just making it better. I like being able to figure out all of the aspects of this unit and flesh everything out. It is easier for me to talk about it rather than type everything out in all of the boxes. It may be easier for me to do a brain dump on paper or with somebody before putting it all in the design document, but it is a fun challenge. I think the most challenging thing for me so far on this project is to deep dive everything. I'm so used to it just being explained then I move onto the next project, rather than going in depth for every aspect of a project. It isn't something that I expected going into instructional design and it is something I need to work on. I feel like there is a line between over explaining and not explaining enough and I want to get it all right the first time even though I have never worked on a project like this before.

The peer feedback process was a great way to have other people take a look at my work and make sure it makes sense. One of my peers suggested clarifying my assessment and the way it will be graded. Another of my peers suggested making my objectives more measurable. Both pieces of feedback and all of the other feedback they've given me so far are helpful so that I can improve my work and make sure that my final project make sense and is a great final product for this class and a great practice product as a professional.

Design Document Part #3

Design Evaluation Chart

Note: The Assessment will be graded using the project rubric on Page #17 of this

document or it is hyperlinked here:

Goal / Step / Subordinate Skill	Performance Objectives	Parallel Test Items
Instructional Goal: By the end of the learning module, the students will learn a basic understanding of life skills in the categories of employment, education, and independent living by completing a guided research project consisting of identifying a job and researching information about that job, identifying a place to live and the requirements to live there, identify transportation and the requirements of that, create a budget based off of that information, and live a simulated month in the life with all of the information they have gained up to that point in the week. They will also complete a project, presentation, and reflection with all the information they obtained.	Terminal Objective: Middle school students will be able to identify a career of choice and the information about that career, choose their independent living situation and form of transportation, be able to calculate a monthly budget, and be able to use a virtual or classroom exercise to live a simulated life in the month of their future selves, using different resources, manipulatives, and technology to evaluate different aspects of transition skills that they will need in high school and afterward.	
Main Step	**Performance Objective**	**Assessment**
1: Future Job Research	1: Given the website https://www.bls.gov/ooh/home.htm, the students will be able to fill out a worksheet identifying basic information about a career of their	

		choosing with an 80% accuracy using the provided rubric.	Completed Job Research Worksheet
Subordinate Step		Subordinate Objectives	Selected a preferred future job and analyzed it
1.1: Write 3 Facts on the Job Research Worksheet		1.1: Given the website https://www.bls.gov/ooh/home.htm, the students will fill out the section of the worksheet asking for 3 facts about the career of their choice to analyze that career with an 80% accuracy using the provided rubric.	*Graded using the Game of Life Project rubric
1.2: Find 3 pictures to attach to the Job Research Worksheet		1.2: Given the website https://www.bls.gov/ooh/home.htm, the students will fill out the section of the worksheet asking for 3 pictures about the career of their choice to analyze that career with an 80% accuracy using the provided rubric.	
1.3: Write down the job title, salary, and job requirements		1.3: Given the website https://www.bls.gov/ooh/home.htm, the students will write the job title, salary, and job requirements to analyze that career with an 80% accuracy using the provided rubric.	
Main Step		Performance Objective	Assessment
2: Future Home Research		2: Given a pre-made graphic organizer with different options for living environments, the students will identify what type of home they want to live in, how many beds and bathrooms, the cost per month for rent, the number and type of utilities, and three important resources close to the living environment to identify and analyze their preferences of independent living options with an 80% accuracy using the provided rubric.	
Subordinate Step		Subordinate Objectives	
2.1: Identify the type of home they want to live in		2.1: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify what type of home they want to live in to identify their preferred living environment with an 80% accuracy using the provided rubric.	Completed Future Home Worksheet Completed Guided Research Worksheet
2.2: Identify their preference of the number		2.2: Given a pre-made graphic organizer with different options for	

of bedrooms and bathrooms	their ideal living environment, the students will identify their preference of how many bedrooms and bathrooms they would need in their home to analyze their preferred living environment with an 80% accuracy using the provided rubric.	Identified a preferred living environment and analyzed information about that learning environment

*Graded using the Game of Life Project rubric |
2.3: Research the utilities available to them, ones that they would need, and the monthly cost	2.3: Given a pre-made graphic organizer with different options for their ideal living environment, the student will research the availability and cost of utilities to identify information about their preferred living environment with an 80% accuracy using the provided rubric.	
2.4: Research the average cost per month of rent/mortgage for the type of home they chose	2.4: Given a pre-made graphic organizer with different options for their ideal living environment, the students will find the cost per month for rent to analyze information about their preferred living environment with an 80% accuracy using the provided rubric.	
2.5: Find three resources close to the home of their choice (grocery, bank, work, laundry, etc.)	2.5: Given a pre-made graphic organizer with different options for their ideal living environment, the students will research to find three resources close to their preferred living environment to identify resources they would need in the vicinity of the living environment with an 80% accuracy using the provided rubric.	
Main Step	**Performance Objective**	**Assessment**
3: Future Transportation Research	3: Given a worksheet of transportation choices (car, bike, bus, or walking) and how much each could cost, the students will be able to choose two different types of transportation and complete a Venn Diagram comparing and contrasting the types and choose their preferred type of transportation with an 80% accuracy using the provided rubric.	
Subordinate Step	**Subordinate Objectives**	

3.1: Choose one mode of transportation and three facts about it	3.1: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose a method of transportation, research three facts about that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric.	Completed Transportation Venn Diagram Worksheet

Compared and contrasted two different modes of Transportation

Chosen a preferred method of transportation

*Graded using the Game of Life Project rubric |
3.2: Choose another mode of transportation and three facts about it	3.2: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose the second method of transportation, research three facts about that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric.	
3.3: Identify three similarities between the modes of transportation	3.3: Given the Venn Diagram with the two modes of transportation and the independent sections completed, the students will be able to identify three similarities between the modes and fill it into the middle of the Venn Diagram with an 80% accuracy using the provided rubric.	
3.4: Write down the chosen option of a mode of transportation	3.4: Given the completed Venn Diagram, the students will be able to identify their preferred method of transportation with an 80% accuracy using the provided rubric.	
Main Step	Performance Objective	Assessment
4: Future Budget Research and Calculations	4: Given a model of a budget and given a graphic organizer to calculate a budget, the students will be able to research their monthly expenses in the graphic organizer and calculate their monthly budget for students to examine money management and budgeting with an 80% accuracy using the provided rubric.	Completed Guided Research Budget Worksheet

Researched different monthly expenses for their budget

Completed the Budget Graphic Organizer |
| Subordinate Step | Subordinate Objectives | |
| 4.1: Research their monthly expenses | 4.1: Given a model of a budget and given a graphic organizer to input their expenses, the students will be able to research their | |

	monthly expenses and write them down in the graphic organizer for students to analyze a budget with an 80% accuracy using the provided rubric.	Calculated their personal monthly budget
4.2: Calculate their monthly expenses	4.2: Given a model of a budget and given a graphic organizer to calculate their expenses, the students will calculate their monthly budget and input the numbers into the graphic organizer for the students to analyze budgeting with an 80% accuracy using the provided rubric.	*Graded using the Game of Life Project rubric
Main Step	**Performance Objective**	**Assessment**
5: Time Management Research: Calendar and Daily To-Do List	5: Given a calendar worksheet and a daily to-do list worksheet to fill out, the students will fill out the calendar worksheet to plan out the work responsibilities, bills, and other responsibilities, and fill out the daily to-do list for students to analyze how to manage their time and responsibilities and make/answer situational questions about living a month in this lifestyle with an 80% accuracy using the provided rubric.	
Subordinate Step	**Subordinate Objectives**	Completed Monthly Tasks Worksheet
5.1: Write down their monthly responsibilities on a calendar	5.1: Given a calendar worksheet, the students will write down work responsibilities, bills, and other responsibilities for the students to analyze and manage their time with an 80% accuracy using the provided rubric.	Completed Daily To-Do List Worksheet

Analyzed time management strategies on a monthly and daily basis |
| 5.2: Write down their daily responsibilities | 5.2: Given a daily to-do list worksheet to fill out, the students will identify a daily schedule, chores, items to purchase, and identify a leisure activity for students to analyze and manage how they would need to spend their time with an 80% accuracy using a rubric. | Completed Situational Question and Answer Worksheet

Created situational questions about the lifestyle they researched in the project |
| 5.3: Create three situational questions about their life in the project and write down the answers | 5.3: Given a classroom QFT going over different types of situational questions about the lifestyle choices made during their research and a sheet of different | *Graded using the Game of Life Project rubric |

Main Step	Performance Objective	Assessment
	types of questions, the students will make and answer five situational questions on a worksheet with an 80% accuracy using the provided rubric.	
6: Final Project, Presentation, and Reflection	6: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of their community, present the project, and complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.	Chosen a project format Created Game of Life Project Showcased their Game of Life Project and presented it to an audience Reflected on their project by completing an End of Project Reflection Google Form *Graded using the Game of Life Project rubric
Subordinate Step	**Subordinate Objectives**	
6.1: Choose a project format and complete the project	6.1: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric.	
6.2: Present the project to a specified audience	6.2: Given all of the graphic organizers, worksheets, and research conducted, the students will present their project to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric.	
6.3: Complete the Google Form Reflection	6.3: Given all of the graphic organizers, worksheets, and research conducted, the students will complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.	

Instructional Strategy Alignment

Learning Component	Design Plan
Cluster #1: Future Job Research	**Objectives**

Given the website https://www.bls.gov/ooh/home.htm, the students will be able to fill out a worksheet identifying basic information about a career of their choosing with an 80% accuracy using the provided rubric.

<u>Content Presentation</u>
Content
1. Go over the objective, I can statement, and essential question with the students
2. Go over the Game of Life Project and the project timeline
3. Explain what today's lesson will be (researching a job of their choosing)
4. Ask the students what types of jobs that they are interested and which ones they aren't interested in
5. Write them on the board
6. Watch the video 20 Jobs You Never Knew Existed https://www.youtube.com/watch?v=PcZTEo-1cUA
7. Ask the students if they have any questions about the video
8. Talk to the students about different career clusters (True2U worksheet)
9. Ask the students what jobs they want to learn more about today
10. Write them on the board
11. Go over the research worksheet and the information they need to find and put on their papers (show the example and non-example)
12. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)
13. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found
14. Talk to the students about what they accomplished for that lesson and show them the project timeline
15. Go over the next day's objective briefly (tomorrow you are going to investigate what type of home you want to live in and find more information about it)

Example- Model of the worksheet completed beforehand by the teacher, list of career clusters
Nonexample- Model of how not to complete the worksheet

Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their worksheet independently, then get into small groups to go over their research

The media used for this cluster of the project will be the following video: 20 Jobs You Never Knew Existed
https://www.youtube.com/watch?v=PcZTEo-1cUA

<u>Student Participation</u>

	Practice Items and Participation- The students will get a chance to practice identifying different types of jobs and information about the jobs with the teacher at the beginning of the lesson and will get to practice their research skills by completing the guided research worksheet. Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the worksheet and presenting it to their group members. Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)
Cluster #2: Future Home Research	**Objectives** Given a pre-made graphic organizer with different options for living environments, the students will identify what type of home they want to live in, how many beds and bathrooms, the cost per month for rent, the number and type of utilities, and three important resources close to the living environment to identify and analyze their preferences of independent living options with an 80% accuracy using the provided rubric. Content Presentation Content 1. Go over the objective, I can statement, and essential question with the students 2. Go over the Game of Life Project and the project timeline 3. Explain what today's lesson will be (researching a living environment-home of their choosing) 4. Ask the students what types of homes they live in and talk about what type of home you live in 5. Show the students different types of homes on Google Earth and different resources by the houses (they can look up their house on there too) 6. Ask the students if they have any questions about Google Earth or what we looked at 7. Show the students a list of different types of homes with a brief description and a picture of each 8. Ask the students what types of homes they want to learn more about today 9. Write them on the board 10. Go over the graphic organizer and the information they need to find and put on their papers (show the example and non-example) 11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)

	12. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found 13. Talk to the students about what they accomplished for that lesson and show them the project timeline 14. Go over the next day's objective briefly (tomorrow you are going to investigate what type of transportation you want to use to get places when you're older and find more information about it) Example- Model of the graphic organizer completed beforehand by the teacher, list of types of homes Nonexample- Model of how not to complete the graphic organizer Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their worksheet independently, then get into small groups to go over their research The media used for this cluster of the project will be Google Earth https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t,0r <u>Student Participation</u> Practice Items and Participation- The students will get a chance to practice identifying different types of homes and information about the homes with the teacher at the beginning of the lesson and will get to practice their research skills by completing the graphic organizer worksheet. Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the graphic organizer and presenting it to their group members. Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)
Cluster #3: Future Transportation Research	**Objectives** Given a worksheet of transportation choices (car, bike, bus, or walking) and how much each could cost, the students will be able to choose two different types of transportation and complete a Venn Diagram comparing and contrasting the types and choose their preferred type of transportation with an 80% accuracy using the provided rubric. <u>Content Presentation</u> Content 1. Go over the objective, I can statement, and essential question with the students

2. Go over the Game of Life Project and the project timeline
3. Explain what today's lesson will be (researching a mode of daily transportation of their choosing)
4. Ask the students how they get different places and talk about how you get to work
5. Show the students the NYC's Best & Worst Ways to Commute video and discuss it afterwards
6. Ask the students if they have any questions about the video
7. Show the students a list of different types of transportation with a brief description, picture, and cost of each
8. Ask the students what types of transportation they want to learn more about today
9. Write them on the board
10. Go over the Venn Diagram worksheet and the information they need to find and put on their papers (show the example and non-example)
11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)
12. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found
13. Talk to the students about what they accomplished for that lesson and show them the project timeline
14. Go over the next day's objective briefly (tomorrow you are going to investigate how much your monthly expenses will be and calculate your monthly budget)

Example- Model of the Venn Diagram completed beforehand by the teacher, list of types of homes
Nonexample- Model of how not to complete the Venn Diagram

Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their worksheet independently, then get into small groups to go over their research

The media used for this cluster of the project will be NYC's Best & Worst Ways to Commute-
https://www.youtube.com/watch?v=V6ubAFnhluo&ab_channel=WIRED

Student Participation
Practice Items and Participation- The students will get a chance to practice identifying different types of transportation and information about the modes of transportation with the teacher at the beginning of the lesson and will get to practice their research skills by completing the Venn Diagram

	Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the Venn Diagram and presenting it to their group members. Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)
Cluster #4: Future Budget Research and Calculations	**Objectives** Given a model of a budget and given a graphic organizer to calculate a budget, the students will be able to research their monthly expenses in the graphic organizer and calculate their monthly budget for students to examine money management and budgeting with an 80% accuracy using the provided rubric. Content 1. Go over the objective, I can statement, and essential question with the students 2. Go over the Game of Life Project and the project timeline 3. Explain what today's lesson will be (researching their monthly expenses and calculating their monthly budget) 4. Ask the students how they get money and how they spend their money (can also give examples if they are having trouble coming up with examples) 5. Show the students the Budgeting Basics! video and discuss it afterwards 6. Ask the students if they have any questions about the video 7. Show the students a model budget and a list of different monthly expenses they can look up and add to their budget worksheet 8. Ask the students what expenses they want to research today 9. Write them on the board 10. Go over the Monthly Expenses Research worksheet and the information they need to find and put on their papers (show the example and non-example) 11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms) 12. After the timer goes off, have the students use the expenses they found to calculate their monthly budget and write it down on their worksheet 13. Then have the students get into small groups and talk about each of their budgets and why they may look different from each other 14. Talk to the students about what they accomplished for that lesson and show them the project timeline

	15. Go over the next day's objective briefly (tomorrow you are going to explore how to live day to day in the life you created and see what a month looks like) Example- Model of the Monthly Expenses Research Worksheet and the Monthly Budget completed beforehand by the teacher Nonexample- Model of how not to complete the Monthly Expenses Worksheet and the Monthly Budget Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do the research worksheet and monthly budget independently, then get into small groups to go over the worksheets The media used for this cluster of the project will be Budgeting Basics! https://www.youtube.com/watch?v=sVKQn2I4HDM&ab_channel=TwoCents Student Participation Practice Items and Participation- The students will get a chance to practice identifying monthly expenses and a budget with the teacher at the beginning of the lesson and will get to practice their research skills and math skills by completing the research worksheet and the monthly budget Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the research worksheet, monthly budget, and presenting it to their group members. Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)
Cluster #5: Time Management Research: Calendar and Daily To-Do List	**Objectives** Given a calendar worksheet and a daily to-do list worksheet to fill out, the students will fill out the calendar worksheet to plan out the work responsibilities, bills, and other responsibilities, and fill out the daily to-do list for students to analyze how to manage their time and responsibilities and make/answer situational questions about living a month in this lifestyle with an 80% accuracy using the provided rubric. Content Presentation Content 1. Go over the objective, I can statement, and essential question with the students 2. Go over the Game of Life Project and the project timeline

3. Explain what today's lesson will be (identifying their daily and monthly responsibilities and time management)
4. Ask the students how they spend their time at home (after school or on the weekends) and if they think about how they spend their time (give an example of how you manage your time)
5. Show the students the How to manage your time more effectively (according to machines) video and discuss it afterwards
6. Ask the students if they have any questions about the video
7. Show the students an example calendar with responsibilities, a daily to do list, and a list of responsibilities they can add to their calendar or daily to-do list
8. Ask the students what responsibilities they want to add to their calendar and daily to-do list
9. Write them on the board
10. Go over the Calendar worksheet and Daily To-Do List Worksheet and the information they need to find and put on their papers (show the example and non-example)
11. Set a timer for 20 minutes on the board and let the students start filling out the worksheets (give more time or less time as needed for different classrooms)
12. After the timer goes off, have the students get into small groups and talk about each of their calendar worksheets and daily to-do list worksheets
13. Talk to the students about what they accomplished for that lesson and show them the project timeline
14. Go over the next day's objective briefly (tomorrow you are going to choose a format to create a project with all of the information you've learned and next week present it!)

Example- Model of the Calendar worksheet and Daily To-Do List Worksheet completed beforehand by the teacher
Nonexample- Model of how not to complete the Calendar worksheet and Daily To-Do List Worksheet

Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do the Calendar worksheet and Daily To-Do List Worksheet independently, then get into small groups to go over the worksheets

The media used for this cluster of the project will be How to manage your time more effectively (according to machines)
https://www.youtube.com/watch?v=iDbdXTMnOmE&ab_channel=TED-Ed

	<u>Student Participation</u> Practice Items and Participation- The students will get a chance to practice identifying a Calendar and Daily To-Do List with the teacher at the beginning of the lesson and will get to practice managing their time and making a to-do list Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the Calendar worksheet and Daily To-Do List Worksheet and presenting it to their group members. Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)
Cluster #6: Final Project, Presentation, and Reflection	**Objectives** Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of their community, present the project, and complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric. <u>Content Presentation</u> Content 1. Go over the objective, I can statement, and essential question with the students 2. Go over the Game of Life Project and the project timeline 3. Explain what today's lesson will be (choosing a project format from the choice board and starting to work on it) 4. Ask the students how they spend their time at home (after school or on the weekends) and if they think about how they spend their time (give an example of how you manage your time) 5. Show the students the project format choice board and ask the students if they have any others they want to add 6. Have the students choose their project format and get started 7. Set a timer for 40 minutes on the board and let the students start making their projects (give more time or less time as needed for different classrooms) 8. After the timer goes off and if the students were able to get their project done without additional time needed, have the students sign up for presentation time slots 9. Set aside the next few days for presentations of the students work in whatever format you choose (classroom, school building, present to families) 10. The day after presentations are done, send the End of Project Reflection Google Form to the students to complete

	Example- Model of the Game of Life Project beforehand by the teacher Nonexample- Model of how not to complete the Game of Life Project

Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their individual projects, then get in front of the class for their presentations

The media used for this cluster of the project will be anything that the students make and present

<u>Student Participation</u>
Practice Items and Participation- The students will get a chance to practice their project by creating an outline of their project and asking questions about which format of project they choose

Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the project and presentation, listening and being active participants in the project presentations, and completing the reflection form

Student Grouping and Media Usage- The students will not be in groups for the cluster of activities, they will be working independently |

Implementation Plan

      To implement this learning module pilot test, I will reach out to colleagues that are also educators in the Cleveland area that have implemented projects like this in their classrooms before. To conduct the test, I will meet with them over Zoom and talk about the learning module and have them complete the daily learning activities/assessments and give feedback on the learning module as a whole and the learning activities and assessments.

Evaluation Plan

I will complete an interview with each pilot tester and "grade" the learning activities and assessments based on the learning module rubric to collect formative evaluation data about the learning module.

<u>Interview Questions</u>

1. Would you implement this type of project to your students?

2. How would you adapt this project for your population of students?

3. Do you think this project has a logical flow?

4. What would you do to improve this project?

5. What do you like about this project?

6. Is this learning module and activities clear to an instructor and students?

7. Is the project rubric appropriate for the learning activities?

Instructional Designer Reflection

In this section, what went the best was categorizing the different parts of the learning module and going into more depth on how each day of the unit will be taught to the students. I had to go back to clarify my performance objectives, the rubrics, and the Goal Analysis Diagram to make sure that it reflected the different parts of the learning module and to make sure that everything aligned. The most challenging thing about this section of the design document was the Design Evaluation Chart. This was mostly because I felt like I was repeating myself too much and that it was too specific. I understand the importance of aligning assessment to the objective and making sure everything connected, but it felt odd going into that much depth. Being in the classroom, that is something that I don't usually have the time to do for each lesson and activity and

it ends up being condensed or streamlined based on my classroom day to day. I think this project has helped me get better at writing out my design process, but it is definitely something that I will have to work on using different types of projects and modules. I like that it gets me out of my professional and personal comfort zone and that I'm learning new things every week.

The peer review process for this section was very helpful. My peers gave me suggestions to help me be more specific and clarify some things that were clear to them at first. They also were able to give me encouragement that I was on the right track. The best pieces of feedback that I have gotten from my classmates for this design document was from the Capturing Media discussion board where my peers suggested doing a reflection after showing the media to the students and asking the students to look at what they would want to do in the future and what they know they don't want to do. The best piece of feedback from my K-12 peers, was that I include and make sure to clarify my rubric so that it aligns with the different sections of the project, which I was able to incorporate into this document. Overall, it has been great being able to get feedback from peers who are familiar with the type of setting this learning module would be used in and peers who aren't as familiar with it to make sure that this module is clear and effective.

Training Evaluation and Report
PowerSchool Learning Path: Special Programs: Teachers
Monica Fumarolo & Michaela Mabe
M&M Consulting

Table of Contents

Executive Summary

Purpose of the Evaluation

An evaluation was conducted by M&M Consulting on behalf of Springfield School District to help determine if the investment of time and financial resources into PowerSchool's Learning Path training system, specifically the _Learning Path Special Programs: Teachers modules_, would be beneficial or if current in-house training methods suffice. To remedy the issues that the district and educators were having, M&M Consulting was recruited to do an evaluation of a new program for case management in the district and its attached professional development learning platform. To determine the return of investment and quality of the professional development training modules, M&M Consulting completed 4 levels of evaluation based on the Kirkpatrick Model of Evaluation.

Data/Key Findings

- **Level 1 Reaction Evaluation**

The pilot testers were able to use some information from the video modules but overall it was not favorable in terms of knowledge and skills learned. It did not meet the success criteria that the district, stakeholders, and M&M Consulting were hoping for.

- **Level 2 Learning Evaluation**

The results from the survey indicated that the pilot testers did not think they gained enough information and skills from just the video modules alone. More skills than not were checked as needing more information and clarification before the pilot testers felt comfortable using the system. Overall, the pilot testers identified that the information from the video modules needed more clarification by using the platform with guidance and prior use of the platform. The information provided by the video modules wasn't enough to use the platform right away with confidence.

Overall, the pilot staff scored an average of 90% accuracy, which exceeded the success criteria of 70%. This success was identified as being a result of prior use of the platform, not information gained from the training videos.

- **Level 3 Behavior Evaluation**

The results of the survey indicated that they haven't seen a significant reduction in the time it took to run PowerSchool reports as a result of the training videos. The pilot testers also unanimously identified that the training videos did not significantly affect or improve their comfortability or efficiency when using PowerSchool Special Programs. The results of the requests for validation yielded similar results..

- **Level 4 Results Evaluation**

There was not any significant growth for the pilot testers from the training videos. A significant portion of the pilot testers also indicated that they would not recommend the PowerSchool Learning Path training modules to another school or district for training purposes. There was not a significant return of investments from the Learning Path training modules because the staff didn't experience a

significant growth or change in behaviors and no new knowledge was gained that had not been previously learned from a no to low cost informal, in house training.

Recommendations
Both parties identified that the behaviors after the training were not meeting the success criteria set up by M&M Consulting and the stakeholders and there was not new knowledge or skills gained from the training videos that most of the staff didn't already have from using the program the second half of the prior school year and informal trainings from their colleagues.

- Discontinue the use of the PowerSchool Learning Path program to save money and time. Instead, focus on having teachers and support staff who are comfortable using PowerSchool Special Programs mentor and coach their peers and ask questions as needed throughout the school year. Also, dedicate a coaching session at the beginning of the school year for new and returning staff as a guided workshop where the staff will get a chance to follow along with the facilitator to learn the basics of the program.

General Background Information

M&M Consulting was hired to evaluate the improved quality and efficiency of educators in the Springfield School District when using the recently purchased PowerSchool Suite, specifically PowerSchool: Special Programs, after completing the provided professional development, Special Programs Learning Path. Powerschool is a provider of cloud-based software for K-12 education in North America and provides programs to manage "state reporting and related compliance, special education, finance, human resources, talent, enrollment, attendance, funding, learning, instruction, grading, assessments, and analytics" in one platform. (PowerSchool, "Why PowerSchool", 2022)

The goals for M&M Consulting were to assess whether educators and related service providers in Springfield School District can access and utilize the Special Programs Learning Path on PD+ and whether the training provided by PowerSchool was more effective in educating the users to correctly use Special Programs and all of the features included than current in-house training that is provided by the district.

Evaluation Purpose, Goals, Objectives, and Scope

The evaluation was conducted to help this district determine if the investment of time and financial resources into PowerSchool's Learning Path training system, specifically the Special Programs: Teachers modules, would be beneficial or if current in-house training methods suffice. For the last few years, the district has been getting complaints about their prior system for managing special education paperwork and how confusing that system was even with professional development training. To remedy the issues that the district and educators were having, M&M Consulting was recruited to do an evaluation of a new program for case management in the district and its attached professional development learning platform. To assess whether these objectives were met from the learning module, M&M Consulting completed 4 levels of evaluation based on the Kirkpatrick Model of Evaluation.

After completing the PowerSchool Learning Path: Special Programs: Teachers training modules, the primary objectives of the training are as follows.
- Educators find the modules to be easy to navigate and full of useful information.
- Educators are significantly more confident in their ability to utilize PowerSchool.
- Educators know which reports and data-entering features are most useful for monitoring student progress in the short and long term.

Springfield School District's success criteria for PowerSchool Learning Path are:
- 80% of pilot teachers reporting that their knowledge of PowerSchool skills has increased by 20%
- 80% of pilot teachers reporting a reduction in the amount of time spent running necessary reports or locating necessary Special Programs information by 25%
- 95% of pilot teachers were able to access the website for the PD+ training easily to begin their training

The evaluation process will last the entire school year with the pilot staff; classroom teachers, special education teachers, and school support personnel.

Description of Evaluation Process - **Revised & Updated**

Evaluation began with a meeting of stakeholders interested in one core idea: would investing in PowerSchool Learning Path: Special Programs training result in teachers being more comfortable and more efficient running PowerSchool reports than they are with the current training provided in-house by the Springfield School District? Once questions and success criteria were established, M&M developed a timeline and action plan for data collection (Table 1). To be able to accurately assess initial attitudes and eventual growth, various surveys were to be completed before, during, and within one week of completing PowerSchool training to gauge staff's immediate reactions to the training (see Appendix B for Level 1 surveys). The training was administered asynchronously via PowerSchool's website, with pilot staff (classroom teachers, special education teachers, and student services personnel) given 1 week to complete the 2.5 hours of training videos. M&M gathered data via electronic surveys created in Google Forms that participating pilot staff accessed via email or our website hub. These pulse checks and assessments informed stakeholders on the relevance and engagement of the training videos. Participants ranked their opinions on a scale of 1 to 5, and were also asked to explain their rationale behind each of their rankings. Level 2 data was gathered through a quiz administered through Google Forms (see Appendix B for Level 2 survey and quiz). These inquiries asked pilot staff to reflect not only on their impressions of the training videos (Level 1), but also assessed the knowledge they gained from the training. The success criteria for this level was 100% of participants responding and 70% of participants scoring a 70% or above on the practical use knowledge check. This success criteria was exceeded by pilot staff, with 95% of participants scoring above 90% (Appendix C). To ascertain if behaviors were changing as skills were being put to use, surveys were administered and 6 and 12 weeks after the video training window closed, giving pilot staff enough time to implement skills. It was through these surveys (Appendix B) that it was revealed the majority of staff, 85%, had not seen any significant reduction in the amount of time it took them to run PowerSchool reports since before the training (Appendix C). School and district admin who have pilot staff report to them were also asked for requests of validation of the training, and their replies at Weeks 8 and 14 corroborated pilot staff survey answers. Individual and small group interviews were done with pilot staff to gain a more nuanced understanding of their performance with ongoing use of the introduced skills, and each time answers remained consistent reporting that behaviors were not meeting success criteria for growth since training did not provide new knowledge or skills beyond what experienced staff already had, therefore behaviors could not change. At the conclusion of the grading period, pilot staff completed a final survey as well as being invited to an additional discussion/interview to share their overall impressions, experiences of the training modules, and skills they were expected to apply to running student reports (Appendix B). These discussions provided information that supplemented the qualitative data M&M has collected over the evaluation period. Following the completion of this report, stakeholders will be invited to be part of analysis discussions, and all stakeholder subgroups will be represented in these discussions. The overall timeline of the evaluation

timeline can be seen in Appendix A, and Table 1 provides an overview of the data source at each level of evaluation. At the conclusion of the evaluation process, data was compiled and a final analysis was presented to stakeholders and the Springfield School District School Board in the form of a final report. The ultimate conclusion from this evaluation process was that PowerSchool Learning Paths training did not result in a return on investment or expectations, with staff exhibiting little growth or change in behaviors since no new knowledge or skills were presented in the video modules that had not already been learned and applied from in-house PowerSchool training at a significantly lower cost.

   To ensure data-gathering tools were accessible to all those involved, the following considerations were made: Google Forms was selected as our survey tool of choice due to Springfield School District being a Google Education District, and therefore being a familiar tool to users. Google Forms is also accessible in terms of display, it's ability to be enlarged on various devices, and can be filled in using a talk-to-text extension. Plain fonts were utilized on all digital and print materials created by M&M, and color blind friendly colors were used to articulate data. In the case of interviews and group discussions, the M&M team member leading the conversation took notes on topics discussed as well as recorded the conversation for future reference and additional reflection. This allowed stakeholders giving answers to focus only on their thoughts and allowed for a more organic experience with ample time allowed for individuals to articulate themselves. Discussion questions were closely reflective of survey questions, meaning individuals who were more comfortable sharing their thoughts in writing had the opportunity to do so. When necessary, M&M allowed individuals to submit video responses via email and a M&M team member manually entered the data provided into a Google Form, compiling all information into one central place.

Table 1 - Overview of Data Sources & Timing
Additional information concerning the evaluation timeline can be seen in the Gantt chart (Appendix A).
*Levels refer to Kirkpatrick's Four Levels of Training Evaluation

Level*	Objective	Data Collection	Data Source	Timing
1	**Reaction** - What skills/knowledge are teachers hoping to gain from PowerSchool training? What are Pilot Teachers' immediate reaction to the training modules & content?	Surveys	Pilot Staff (Classroom &, Resource Teachers, Student Services) School Admin District Admin	Prior to training (Week 1) and immediately after completing training (Week 3)
2	**Learning** - What skills/ knowledge from the training are understood and being applied?	Surveys/ Questionnaires Quiz	Pilot Staff	Pulse check during training (Week 2), 1 week after training window closes

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				(Week 3)
3	**Behavior** - How is what was learned during the training being used consistently? Are the necessary drivers in place for success?	Surveys, interviews, requests for validation	Pilot Staff School Admin District Admin	Weeks 8 and 14
4	**Results** - To what degree are goals being met and behaviors changed?	Surveys, interviews, discussion roundtable	Pilot Staff School Admin District Admin	End of grading period

Stakeholder Involvement - **Revised & Updated**

The stakeholders who participated in and most affected by this evaluation process were:

- Classroom Teachers (Part of the Pilot Staff group)
  - Interested classroom teachers participated in the Special Programs: Teachers training program. There was at least one classroom teacher from each grade level.
  - Shortly after completing the training, teachers were evaluated on Kirkpatrick Levels 1 and 2, and eventually Level 3: their reaction to the program, skills they learned, their ability to implement skills, behaviors supporting the investment in this training program, and changed behaviors as a result of the training, specifically speed and accuracy with which reports were completed. These results informed the Level 4 analysis of program success overall.
- Special Education Teachers (Part of the Pilot Staff group)
  - As the teachers most commonly running reports and Special Programs such as 504 and RTI management software, all special education teachers were encouraged to participate in the Special Programs: Teachers training, and evaluated on the same elements as classroom teachers listed previously on all Kirkpatrick Levels (PowerSchool, Special Programs, 2022).
- Student Services Personnel (Guidance Counselors, Social Workers, Speech Pathologists, etc., Part of the Pilot Staff group)
  - As those commonly working with students requiring Special Programs such as 504 and RTI solutions, all student services faculty were encouraged to participate in the Special Programs: Teachers training, and evaluated on the same elements as classroom teachers listed previously on all Kirkpatrick Levels (PowerSchool, Special Programs, 2022).
- School Administrators/Leadership
  - School leadership needs to know if the investment in terms of teachers' limited time was worthwhile for this training, and if the resulting reports meet the information needs for

tracking and planning for students' success. These stakeholders provided feedback and input at Kirkpatrick Levels 1, 3, and 4. They need to be aware of how to use PowerSchool's features, but in a different capacity, therefore the training wouldn't apply to them but did apply to those who report to them.

- Special Education & District Administrators
  - As those who would be financing this additional program, leadership at the district level needed to be aware of the financial cost of access to training and if there was a significant return on that investment and the predetermined expectations. In the special education department, administrators would be utilizing PowerSchool in a different capacity but in a different capacity, therefore the training wouldn't apply to them but did apply to those who report to them. These stakeholders provided feedback and input at Kirkpatrick Levels 1, 3, and 4.
- Instructional Coaches/Technology Integration Specialists (TIS)
  - As those who are responsible for troubleshooting and problem solving when technology questions arise, these individuals provide current PowerSchool support and helped determine if the training program aids in actual report running and goal behaviors. These individuals underwent the training and mainly provided Level 1 feedback, but were utilized as sources of data for how many people utilized them as resources to aid in their learning and changing their behaviors (Levels 2 and 3).
- M&M Evaluation Team
  - M&M planned and conducted the evaluation of this product, collecting, storing, and analyzing the data collected.

Each of the above stakeholder subgroups were represented in the early planning portion of the evaluation, particularly when defining program outcomes and determining what success would look like for Springfield School District. These conversations took place around the district at in-person meetings scheduled around the district. Remote Zoom meetings were also held for those stakeholders involved who will not have a meeting hosted at their school building. Teachers and student services personnel were involved in the actual evaluation itself as the primary sources of data since they went through the training modules. M&M compiled the data in this report for stakeholders. After the report was completed, all stakeholders were invited to participate in discussion roundtables analyzing what the data discloses about Learning Path and its measure of success in Springfield School District. As before, every subgroup of stakeholders were represented during discussions.

Measurement Instruments, Descriptions, and Data Collection - **Revised & Updated**

All instruments can be found in Appendix B at the end of this report, while Table 2 provides an overview of each instrument.

Level 1: Pre- and Post-Training Surveys - Springfield School District staff who would be participating in the training were to complete two surveys to document their initial reactions to training: one

immediately prior to the process, and the other directly after going through the video modules. Links to the surveys were sent directly to staff via their school email accounts and were also made available on the M&M website. The surveys gathered information about pilot staff's initial attitudes towards the training and comfort level navigating PowerSchool. Respondents did provide their names and school positions, allowing M&M to see if there were trends across grade levels, but names were not shared with school or district administration when results were shared with them.

Level 2: Post-Training Learning Survey and Post-Training Knowledge Check Quiz - One week after completing the training, a follow-up survey was sent to pilot staff's school email accounts as well as posted to the M&M website. The survey collected information on what skills pilot staff learned from the video modules they completed while the knowledge check quiz required staff to demonstrate knowledge shared during the training. Respondents did provide their names and school positions, allowing M&M to see if there were trends across grade levels, but names were not shared with school or district administration when results were shared with them.

Level 3: Post-Training Progress Surveys, Interviews, and Requests for Validation - For Level 3, school and district administrators became more active in the evaluation process. In addition to pilot staff filling out progress surveys at Weeks 8 and 14, administrators with pilot staff members who report to them were asked to reply to requests for validation. All data collected at this time was centered on recording changes in staff behavior utilizing PowerSchool as well as noting the amount of time staff reported spending on pulling PowerSchool reports.

Level 4: Program Survey, Interview & Discussion Roundtables - Level 4 data was gathered at the end of the grading period, with pilot staff filling out a final program survey in Google Forms. All stakeholders came together for discussion roundtables as well with conversations led by an M&M team member for a more robust and in-depth exploration to Level 3 behaviors and Level 4 success criteria being met or missed. The ultimate conclusion from this evaluation process was that PowerSchool Learning Paths training did not result in a return on investment or expectations, with staff exhibiting little growth or change in behaviors since no new knowledge or skills were presented in the video modules that had not already been learned and applied from in-house PowerSchool training at a significantly lower cost.

Table 2: Levels 1-4 Evaluation Instruments

Instrument	Instrument Design	Rationale for Instrument Design	Administered Procedures	Data be Collection Procedures
Pre-Training Survey Level 1	Google Form with two demographic questions and four reaction questions	Using Google Forms makes it accessible and universal for all of the participants to be able to	Email link to the staff in the district who will complete the Special Programs Learning Path Module	The data was collected from a generated Google Sheets from the completed surveys

		complete it when it is sent out Including the demographic questions gives data on the different professionals completing the training The reaction questions help get a pulse check before the training even starts	Send during Week 1	Success Criteria: The completed survey from 100% of the participants
Post-Training Survey Level 1	Google Form with two demographic questions and 11 reaction questions	Using Google Forms makes it accessible and universal for all of the participants to be able to complete it when it is sent out Including the demographic questions gives data on the different professionals completing the training The reaction questions help get a pulse check after the training has been completed	Email link to the staff in the district who will complete the Special Programs Learning Path Module Send immediately after the training has been completed (Week 2)	The data was collected from a generated Google Sheets from the completed surveys Success Criteria: The completed survey from 100% of the participants, and 60% of participants report increased confidence between pre and post training.
Post-Training Learning Survey Level 2	Google Form with two demographic questions and three learning questions	Using Google Forms makes it accessible and universal for all of the participants to be able to complete it when it is sent out	Email link to the staff in the district who will complete the Special Programs Learning Path Module	The data was collected from a generated Google Sheets from the completed surveys

		Including the demographic questions gives data on the different professionals completing the training	Send up to one week after the training has been completed (Week 3)	Success Criteria: The completed survey from 100% of the participants
		The learning questions help get a pulse check of the skills and information learned after the training has been completed		
Post-Training Knowledge Check Quiz Level 2	Google Form Quiz with two demographic questions and eight knowledge questions centered around the skills taught in the video modules	Using Google Forms makes it accessible and universal for all of the participants to be able to complete it when it is sent out	Email link to the staff in the district who will complete the Special Programs Learning Path Module	The data was collected from a generated Google Sheets from the completed surveys
		Including the demographic questions gives data on the different professionals completing the training	Send up to one week after the training has been completed (Week 3)	Success Criteria: The completed quiz from 100% of the participants, with 70% of participants achieving an 87% or higher accuracy on the quiz (7 out of 8 questions completed correctly)
		The learning questions help us and the stakeholders know what information the users understood		
Post-Training Progress Surveys Level 3	Google Form with two demographic questions and	Using Google Forms makes it accessible and universal for all of the participants to	Email link to the staff in the district who will complete the Special	The data was collected from a generated Google Sheets from the

| | 10 learning questions | be able to complete it when it is sent out

Including the demographic questions gives data on the different professionals completing the training | Programs Learning Path Module

Complete during Week 8 | completed surveys

Success Criteria: The completed survey from 100% of participants, and participants reporting increased comfort and efficiency with PowerSchool (60% by Week 8, 80% by Week 14) |
|---|---|---|---|---|
| Interviews Level 3 | In person or on Zoom | Interviews allow responders to express themselves verbally with the opportunity for follow-up questions and extended responses | Complete during Week 8 | The M&M group leader will take notes on topics discussed as well as record the conversation for future reference and additional reflection. |
| Requests for Validation Level 3 | Email asking respondents to reply to 3 questions | Requests for validation allow for an outside perspective on the progress and performance of learners, bringing additional meaning to other data | Email School and District Admin with pilot staff who report to them, Instructional Coaches, & TIS who provide support

Complete during Week 8 | Data will be collected via email and information will be sorted into categories based on recurring themes or topics brought up in answers |
| Program Survey Level 4 | Google Form with two demographic questions and 8 learning questions | Using Google Forms makes it accessible and universal for all of the participants to be able to complete it when it is sent out | Email link to the staff in the district who will complete the Special Programs Learning Path Module | The data was collected from a generated Google Sheets from the completed surveys. information will be sorted into categories based |

		Including the demographic questions gives data on the different professionals completing the training		on recurring themes or topics brought up in answers.
Interviews & Discussion Roundtables Level 4	In person or on Zoom	Interviews and roundtables allow responders to express themselves verbally with the opportunity for follow-up questions and extended responses, feeding off of one another for an organic impression	Complete at the end of the grading period Schedule & location will be coordinated by Springfield School District on next available Institute Day	Roundtable groups will be created prior to meeting, aiming to have a diverse representation of stakeholders and grade levels present in each group. The M&M group leader will take notes on topics discussed as well as record the conversation for future reference and aJR0j4 additional reflection.

Data Analysis and Reporting Process - New

Listed below are descriptions of how the data from the instruments was collected during the school year, how it was analyzed, and how the data was reported to the stakeholders.

Data Analysis

Level 1 Reaction Evaluation
Data from the Level 1 evaluation instruments will give M&M Consulting an idea of the relevance and engagement before and after the training and to communicate to the stakeholders. By giving the pilot testers a survey before the training, we can get information about the initial attitudes towards the training and the pilot staff's comfortability with navigating PowerSchool Special Programs. By giving a survey after the training module, it gives us an idea of how the pilot testers felt about the training and

what knowledge they thought was useful to them and their comfortability navigating and using PowerSchool Special Programs. The data from the survey can be seen in the reporting section (Appendix C).

Level 2 Learning Evaluation

Data from the Level 2 evaluation instruments will give M&M Consulting an idea of what information and skills the pilot staff members learned from the video modules. By giving the pilot testers a survey of what skills they learned from the training, it gives us an opportunity to get an insight directly from the source of the skills they gained and what skills they still had questions about. The knowledge check quiz will help us understand how accurately the pilot testers can recall specific information from the video modules. The data from the survey and quiz can be seen in the reporting section (Appendix C).

Level 3 Behavior Evaluation

Data from the Level 3 evaluation instruments will give M&M Consulting an idea of how the pilot testers behavior changed as a result of completing the video modules. It was also used to see if the video modules helped decrease the time it took the pilot testers to generate, fill, and run reports on PowerSchool Special Programs. The post-training progress survey gives us a chance to see the skills that the pilot testers were the most and least comfortable with, the time it took them to run reports, comfortability using the platform, and efficiency using the different functions. This helped us because the pilot testers were able to have a chance to self-identify their behavior and changes in their behavior as a result of the video modules. The other instrument to gain more information and data was the requests for validation. This consisted of having the administrators fill out a document to tell us if they have seen a change or improvement in the pilot testers ability to utilize PowerSchool Special Programs and their comfortability accessing and watching the training videos. The data from the survey and request for validation can be seen in the reporting section (Appendix C).

Level 4 Results Evaluation

Data from Level 4 evaluation instruments will give M&M Consulting a more nuanced understanding of how the pilot testers performed on PowerSchool Special Programs with its ongoing use. To measure this, we needed to give the pilot testers time to use the skills and knowledge learned in the video modules. One of the instruments used was a program survey to assess efficiency and comfortability from the pilot testers. Another instrument for this level is interviews and roundtable discussions with different groups that were a part of the pilot test and stakeholders. This gave us a chance to communicate with all parties to get a more robust and in-depth explanation of how well the success criteria was being met or missed. The data from the survey and request for validation can be seen in the reporting section (Appendix C).

Reporting Process

Level 1 Reaction Evaluation

The Level 1 pre and post reaction surveys were included in our presentation to the stakeholders. It was presented as a chart detailing how each member of the pilot test team responded and data trends from the surveys. It was also important to outline if there was a change or improvement of the reaction to the video modules after its completion.

The results from the pre and post survey showed that overall, the pilot testers learned the most from Module #2. They also communicated from the survey that there was a lot of information that there was some confusion still surrounding and they needed clarification. The pilot testers were able to use some information from the video modules but overall it was not favorable in terms of knowledge and skills learned. It did not meet the success criteria that the district, stakeholders, and M&M Consulting were hoping for.

Level 2 Learning Evaluation
The Level 2 survey and knowledge check was included in our presentation to the stakeholders. The survey was shown as a chart outlining how the pilot testers responded and any trends in the data. The knowledge check was communicated as a graph of how the pilot testers answered and how many were correct and incorrect. This helped us and the stakeholders see if the PowerSchool Special Programs video modules affected the skills and knowledge gained or if the pilot testers were not able to learn, retain, and use the information from the modules to improve their experience on the platform.

The results from the survey indicated that the pilot testers did not think they gained enough information and skills from just the video modules alone. More skills than not were checked as needing more information and clarification before the pilot testers felt comfortable using the system. Overall, the pilot testers identified that the information from the video modules needed more clarification by using the platform with guidance and prior use of the platform. The information provided by the video modules wasn't enough to use the platform right away with confidence.

The results from the knowledge check proved that the pilot testers did have a solid foundation of knowledge but not from the video modules, from prior use of the PowerSchool Special Programs platform before the training was able to be completed by the staff. Overall, the pilot staff scored an average of 90% accuracy, which exceeded the success criteria of 70%. This success was identified as being a result of prior use of the platform, not information gained from the training videos.

Level 3 Behavior Evaluation
The Level 3 survey and request for validation was included in our presentation to the stakeholders. The survey was shown as a chart outlining how the pilot testers responded and if there were any data trends. The request for validation was presented by showing the responses in the presentation and any common threads in the information presented by the stakeholders and by the pilot testers.

The results of the survey indicated that they haven't seen a significant reduction in the time it took to run PowerSchool reports as a result of the training videos. The pilot testers also unanimously identified

that the training videos did not significantly affect or improve their comfortability or efficiency when using PowerSchool Special Programs.

The results of the requests for validation yielded similar results. The school and district administration looked at the PowerSchool Special Programs data and didn't see a significant change in the time it took to make and run reports. They also identified getting communication from district staff talking about their confusion and frustration with the training video modules.

Both parties identified that the behaviors after the training were not meeting the success criteria set up by M&M Consulting and the stakeholders and there was not new knowledge or skills gained from the training videos that most of the staff didn't already have from using the program the second half of the prior school year and informal trainings from their colleagues.

Level 4 Results Evaluation
The Level 4 survey and interviews/roundtable discussions were included in our presentation to the stakeholders. The survey was shown as a chart outlining how the pilot testers responded and any trends in the data from the survey. The interviews/roundtable discussions were analyzed and reported based on common themes, knowledge and skills gained or not, and information from each subgroup of stakeholders about the training module as a whole.

The results of the survey indicated similar information from the information learned from the Level 3 survey. There was not any significant growth for the pilot testers from the training videos. A significant portion of the pilot testers also indicated that they would not recommend the PowerSchool Learning Path training modules to another school or district for training purposes.

The results of the interviews and roundtable discussions indicated that there was not a significant return of investments from the Learning Path training modules because the staff didn't experience a significant growth or change in behaviors and no new knowledge was gained that had not been previously learned from a no to low cost informal, in house training.

References

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Appendix A

Gantt Chart - **Revised & Updated**

- [Link to timeline spreadsheet](#)

Level/Phase & Objective	Participants	Instrument Administration	Instrument Accessibility Features	Evaluators Responsible	Week 1	2	3	4 5 6 7	8	9 10 11 12 13	14	End of Grading Period
Level #1: Reaction - What skills/ knowledge are teachers hoping to gain from PowerSchool training? What are Pilot Teachers' immediate reaction to the training modules & content?	• Pilot Staff (Classroom & Special Education Teachers, Student Services) • School Admin • District Admin	• Surveys	Google Forms includes accessibility features such as; screen reader help, keyboard shortcuts, and an accessbility report (Follow Link for Info)	Training Facilitator (From PowerSchool) M&M Consulting	Pre-Training Survey		Post- Training Survey					
Level #2: Learning - What skills/ knowledge from the training are understood and being applied?	• Pilot Staff	• Surveys/ Questionnaires • Quiz	Google Forms includes accessibility features such as; screen reader help, keyboard shortcuts, and an accessbility report (Follow Link for Info)	Training Facilitator (From PowerSchool) M&M Consulting			Post-Training Learning Survey and Post-Training Knowledge Check Quiz					
Level #3: Behavior - How is what was learned during the training being used consistently? Are the necessary drivers in place for success?	• Pilot Staff • School Admin • District Admin	• Surveys • Interviews • Requests for Validation	Google Forms includes accessibility features such as; screen reader help, keyboard shortcuts, and an accessbility report (Follow Link for Info) Interviews allow responders to express themselves verbally with the opportunity for follow-up questions and extended responses Requests for validation were sent via email allowing for enlarged viewing features or having text read through an app, and responses could be sent by typing or talk-to-text at the validator's pace	M&M Consulting		Training Week			Post-Training Progress Surveys & Interviews, Request for Validation Surveys from Admin		Post-Training Progress Surveys & Interviews, Request for Validation Surveys from Admin	
Level #4: Results - To what degree are goals being met and behaviors changed?	• Pilot Staff • School Admin • District Admin	• Surveys • Interviews • Discussion Roundtables	Google Forms includes accessibility features such as; screen reader help, keyboard shortcuts, and an accessbility report (Follow Link for Info) Interviews & discussions allow responders to express themselves verbally with the opportunity for follow-up questions and extended responses	M&M Consulting								Program Survey, Interviews, & Discussion Roundtables, Final Reporting to Stakeholders

Figure 1 - M&M Consulting Evaluation Timeline for Springfield School District

All evaluation instruments were custom-made by M&M Consulting for Springfield School District including all surveys, quizzes, interview & discussion roundtable questions and request for validation form letters. Surveys and quizzes were all created utilizing Google Forms which subsequently broke down quantitative data into visual representations (graphs, charts, etc.). For subjective data collected, responses were sorted into thematic categories by an M&M team member for further analysis. Levels 1, 2, and 4 instruments were created prior to the start of the evaluation once success criteria were established by stakeholders, whereas Level 3 instruments were modified upon Level 1 and 2 results. This change was in light of the Level 1 and 2 feedback from pilot staff.

Appendix B

Measurement Instruments - **Revised & Updated**

<u>Level 1 Assessments</u>

[Assessment #1: Pre-Training Survey](#)

[Assessment #2: Post-Training Survey](#)

<u>Level 2 Assessments</u>

[Assessment #1: Post-Training Learning Survey](#)

[Assessment #2: Post-Training Knowledge Check](#)

Assessment #2 Answer Key

Question #1: Checkboxes 1 and 3
Question #2: Multiple choice answer 2
Question #3: Multiple choice answer 3
Question #4: Multiple choice answer 1
Question #5: Checkboxes 1 and 2
Question #6: Multiple choice answer 2
Question #7: Multiple choice answer 1
Question #8: Multiple choice answer 3

<u>Level 3 Assessments</u>

[Post-Training Progress Survey](#)

Interview Questions

- In what ways has the training and applying that knowledge changed your opinion of PowerSchool?
- The district is considering switching to PowerSchool Learning Paths for all PowerSchool training needs. How do you feel the modules compare to the in-house and on-the-job training previously provided?
- Which refreshers or job aids have been the most useful to you?
- What is a job aid for PowerSchool that doesn't currently exist that would help you perform these skills and behaviors more accurately/efficiently?

Format for Request for Validation Letter

Dear Colleague,

Prior to the start of this school year, members of your staff participated in PowerSchool Learning Path: Special Programs training. Springfield School District is interested in determining the value of that training and if it has met our success criteria.
Please take a few minutes to answer the following questions:

1. *Have you seen any change in the speed and/or quality with which staff members have been able to utilize PowerSchool, specifically Special Reports? If so, please provide examples or details.*
2. *Are you able to attribute any of those changes to the training that your staff members participated in? If so, do you have evidence to support your conclusion? Please provide evidence.*
3. *Would you be willing to talk with us further about your staff's use of PowerSchool during this grading period?*

We thank you for your time and input.

Sincerely,
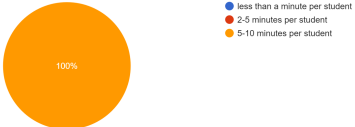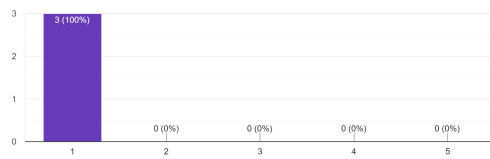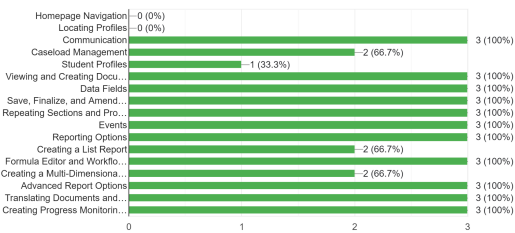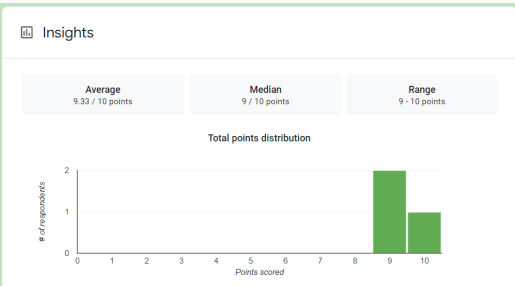*M&M Consulting*

Level 4 Assessments
Program Survey

Discussion Roundtable Questions
- On average, how much time are you spending when running PowerSchool reports for students?
- Which skill do you believe you have improved the most since the training?
- To what degree do you feel your comfort level with PowerSchool has changed as a result of the training?
- To what degree do you feel you are more efficient using PowerSchool as a result of the training?
- What are your overall impressions of PowerSchool Learning Path training now that you have utilized PowerSchool for the entire grading period?
- Would you recommend PowerSchool Learning Path to another school/school district for training purposes?

Appendix C

Mock Data & Results - **New**

	Results	Visuals
Pre-Training Survey Level 1	[Link to Results](#)	[Link to Chart/Graph](#) How much time does it currently take you to pull PowerSchool reports for special programs? 4 responses ● less than a minute per student ● 2-5 minutes per student ● 5-10 minutes per student 100%
Post-Training Survey Level 1	[Link to Results](#)	[Link to Chart/Graph](#) To what degree do you feel like you learned new skills in this module? 3 responses 3 (100%) 0 (0%) 0 (0%) 0 (0%) 0 (0%)
Post-Training Learning Survey Level 2	[Link to Results](#)	[Link to Chart/Graph](#) What skills do you need more training to feel proficient? 3 responses Homepage Navigation 0 (0%) Locating Profiles 0 (0%) Communication 3 (100%) Caseload Management 2 (66.7%) Student Profiles 1 (33.3%) Viewing and Creating Docu... 3 (100%) Data Fields 3 (100%) Save, Finalize, and Amend... 3 (100%) Repeating Sections and Pro... 3 (100%) Events 3 (100%) Reporting Options 3 (100%) Creating a List Report 2 (66.7%) Formula Editor and Workflo... 3 (100%) Creating a Multi-Dimensiona... 2 (66.7%) Advanced Report Options 3 (100%) Translating Documents and... 3 (100%) Creating Progress Monitorin... 3 (100%)
Post-Training Knowledge Check Quiz Level 2	[Link to Results](#)	[Link to Chart/Graph](#) 📊 Insights Average 9.33 / 10 points	Median 9 / 10 points	Range 9 - 10 points Total points distribution # of respondents / Points scored

Post-Training Progress Surveys Level 3	[Link to Results](#)	[Link to Chart/Graph](#)
		To what degree do you feel your comfort level with PowerSchool has changed as a result of the training? 3 responses 3 — 3 (100%) 2 1 0 — 0 (0%) 0 (0%) 0 (0%) 0 (0%) 1 2 3 4 5
Interviews Level 3	Notes: Interviewed each member of the pilot test and gained insight of their experience with the training modules Common Themes: Negative opinion of the training videos, little to no value seen, in-house training was more effective	
Requests for Validation Level 3	Notes: Sent to the school and district administration to determine value of the program Common Themes: No change in speed and quality from the training, talked about the value of in-house training with staff that were already familiar with the PowerSchool Special Training Program	
Program Survey Level 4	[Link to Results](#)	[Link to Chart/Graph](#)
		Would you recommend PowerSchool Learning Path to another school/school district for training purposes? 3 responses ● Yes ● Mostly Yes ● Mostly No ● No 100%
Interviews & Discussion Roundtables Level 4	Notes: Interviewed all of the pilot staff and the stakeholders about the perceived value of the training videos Common Themes: Would not recommend the training videos to help learn more about the PowerSchool Program, there was not a benefit or value seen from the videos alone, there needed to be more differentiated types of training and more opportunities for coaching	

Rubric

Students' Names:

CONTENT	GUIDELINES				Pts.
	Excellent—9-10	**Good—6-8**	**Satisfactory—3-5**	**Major Revisions--0-2**	
Executive Summary (New!)	1–2-page Executive Summary is included. Includes key findings and recommendations (use mock/dummy data placeholders).	Executive summary is included. Includes most critical information.	Executive summary is included but lacks key information; is not cohesive.	Executive summary missing or incoherent.	/ 10 Pts.
	Excellent—5	**Good—4**	**Satisfactory--2-3**	**Major Revisions--0-1**	
Identification of Evaluation Goals, Purpose, Objectives and Scope	There is a clear, well-focused project, program, course, or other solution. It is defined in terms of goal(s), purpose, objectives, stakeholders, and target performers (audience). Clearly written goal statement, purpose statement, and objectives. A clear description of the project, program or course that was evaluated	Project is clear but a piece(s) of key supporting information is missing or too general. One of the following is missing: goal statement, purpose statement, and objectives, stakeholders, or target audience.	Project is somewhat clear but there is a need for more supporting information. Two or more of the following is missing: goal statement, purpose statement, and objectives, stakeholders, or target audience.	Project is not clear. There is a seemingly random collection of information.	Must be included (and revised if needed from instructor feedback). If not included, 5 point deduction. (- 5pts).
	Excellent--5	**Good--4**	**Satisfactory--2-3**	**Major Revisions--0-1**	

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Description of the Evaluation Process (Update)	Specific processes to complete evaluation are outlined and included within a timeline or Gantt Chart or other chart included in Appendix A. Rationale for evaluator decisions is provided as necessary. Accessibility considerations described	Processes are outlined in general and included in a timeline or Gantt Chart or other chart included in Appendix A. Rationale for evaluator decisions is provided, as necessary.	Processes are outlined in general and either timeline is missing or errors or other omissions. Necessary rationale for evaluator decisions is missing.	Incomplete or missing process outline. No timeline.	/10 Pts.
	Excellent--5	**Good--4**	**Satisfactory--2-3**	**Major Revisions-- 0-1**	
Stakeholder Involvement (Update!)	Overall stakeholder involvement is described well. Stakeholder involvement is described for each of the processes and steps of the evaluation.	Stakeholder involvement is described overall, and also mentioned in each of the processes and steps of the evaluation.	Stakeholder involvement is mentioned, but it is not clearly described, or it is not included in each of the processes and steps.	Stakeholder involvement is missing from most or all the report.	/5 Pts.
	Excellent—9-10	**Good—6-8**	**Satisfactory—3-4**	**Major Revisions-- 0-2**	
Measurement Instrument Descriptions (Update!)	Instruments for levels 1-4 are created as appropriate and are ready for use in the evaluation setting (Instruments are included in Appendix B). Complete descriptions of each instrument are provided (body of report).	Includes instruments for all levels. Some instruments may not be ready for use (drafts). Rationale for selection of instrument attributes is not	Includes essential information but there are 1-2 omissions, errors, incomplete descriptions, or no rationale.	Content is minimal OR there are several omissions or errors.	/15 Pts.

	Rationale for selection of instrument attributes is clear. Accessibility considerations described	clear or not convincing.			
	Excellent—9-10	**Good—6-8**	**Satisfactory—3-4**	**Major Revisions-- 0-2**	
Data Collection **(Update!)**	A description of the procedures (steps) used to gather the data in the proposed setting. A very detailed and clear description was provided for the data collection procedures. Data collection was included in the Gantt Chart or timeline.	Description of the procedures (steps) included. Enough detail was provided for the procedures that another person could conduct the evaluation of the instructional product, but a little more detail would be helpful. Data collection steps are noted in the Gantt Chart or Timeline.	Includes essential information but there are 1-2 omissions, errors, incomplete descriptions, or no rationale. Procedures could be clearer or more detailed or rational. Significant detail of the data collection is not clear. Data collection steps are not clear in the Gantt Chart or Timeline.	Content is minimal OR there are several omissions or errors. Procedures are not clear, complete, or rational. Significant detail of the data collection is not clear. Data collection missing from timeline/Gantt Chart	/15Pts
	Excellent—13-15	**Good—9-12**	**Satisfactory—5-8**	**Major Revisions--0- 4**	
Data Analysis **(Update!)**	Evaluation data is provided and summarized for each level (1-4) relative to target or expected measures. (Most likely dummy data.) Method used to analyze results for all	Data is provided and summarized for each level or described as it would be collected. One key part of the method for analyzing results	Some data is summarized for each level or described as it would be collected. More than one key part of the analysis process is missing or incomplete.	Data and logic are less than credible (suspect). Multiple components of the analysis process are missing.	/15 Pts.

	Excellent—13-15	Good—9-12	Satisfactory—5-8	Major Revisions--0-4	
	instruments identified. Methods to control for other factors identified. Rationale for decisions provided.	is weak. Method to control for other factors is weak. Rationale is weak.	Methods to control for other factors are missing. Rationale for some analysis is missing.		
	Excellent—13-15	**Good—9-12**	**Satisfactory—5-8**	**Major Revisions--0-4**	
Reporting Process (Update!)	A description of the reporting process is provided for Levels 1-4. A description of how the data, results, and recommendations is provided for levels 1-4 Examples are provided Features added to ensure reporting was accessible to stakeholders	A description of the reporting process for Levels 1-4 is provided, but could be more detailed A description of how the data, results, and recommendations is provided for levels 1-4 is provided, but could be more detailed Examples are provided Consideration of accessibility for reporting is weak	A description of the reporting process for Levels 1-4 is weak A description of how the data, results, and recommendations is provided for levels 1-4 is weak Few if any examples are provided and are weak Consideration of accessibility for reporting is missing	Descriptions of the reporting process are minimal or multiple components of the reporting process are missing	/15pts
	Excellent—13-15	**Good—9-12**	**Satisfactory—5-8**	**Major Revisions--0-4**	
Appendices (Instruments and other items) (Update!)	Appendix A - Timeline/Gantt Chart/ Other Project Management Tool is provided	Appendix A - Timeline is provided, but could be more detailed	Appendix A - Timeline minimal detail is provided	Appendix A - Timeline very weak or missing	/15pts

	Appendix B - level 1-4 instruments and administration procedures are provided Answer key for level 2 Appendix C - Mock data results examples (tables, charts, graphs, other visuals) Appendices are referenced and explained in the text of the body of the paper.	Appendix B - instruments and administration procedures are provided but could be more detailed Answer key for level 2 Appendix C - Mock data results examples (tables, charts, graphs, other visuals) are provided but could be more detailed Appendices are referenced and explained in the text of the body of the paper.	Appendix B - instruments and administration procedures provided lack in quality and/or detail. Answer key for level 2 is missing or missing details Appendix C - Mock data results provided lack in quality and/or detail. Appendices are mentioned in the body of the paper.	Appendix B - instruments and administration procedures are very weak or missing Answer key for level 2 is missing Appendix C - Mock data results are very weak or missing One or more Appendices are not mentioned in the body of the paper.	
Formatting - grammatical, punctuation, spelling, and some APA items	Professionally written paper, without organizational, grammatical, punctuation, spelling errors, and with some APA required items. Up to 10 points may be deducted for writing and formatting errors				
Total					**/ 100 Pts**

Instructor Comments: