Michaela Mabe	Challenge #7	10/24/22	EDCI 60002
SUPRA-BADGE:	Planning and Analysis		
SUB-BADGE:	Gap Analysis		
CHALLENGE:	Conducting a gap analysis		
ARTIFACT:	Design Document from EDCI 572		
CRITERIA:	**Criteria for successful completion of this challenge:** This challenge focuses on conducting a gap analysis to describe the nature of a learning or performance problem and propose a potential instructional and/or non-instructional solutions and strategies. Gap analysis is a process of determining the gap between actual situation and desired situation as well as the root causes of this gap. **Reflection must address:** How did you determine or identify the learning or performance problem, including data sources you used? How did your artifact demonstrate your competence in each of the performance statements?		

Competency and artifact identification

My **Design Documents** for EDCI 572 provide evidence for the sub-badge, Gap Analysis, and the challenge, "Conducting a gap analysis." To complete the Game of Life Design Project, I made and completed a gap analysis to begin finding a gap that I could fill with a learning module. I was able to use my current job experience to discuss the actual status in my classroom and where an area of need is. I was also able to identify the desired status of where we can get the students and where the need is. This is all specific to my school and my classroom, but it was an opportunity to see where an area of need is and identify a way to improve that area of need.

Description of how the artifact supports the competency

The design documents support the competency that I am able to create a gap analysis and identify the current status, desired status, and a need to bridge the gap. I identified the actual status of a middle school special education classroom and the students I've worked with and the actual state of their knowledge of different transition skills. I was able to do this from multiple sources of data. I've had observations and assessments with my students over the last few years about different life skills. I've also given them assessments about their preferences for learning, which was utilizing more technology and real-life examples in the classroom. Another data source was the student's IEP data from their transition section which specifies the life skills goals the students are working on. From there, I was able to identify the desired status of the student's knowledge of transition skills such as education, employment, and independent living. These categories are also taken from the Ohio IEP form. From there, I was able to identify the need for an instructional designer, which was a way for the students to build those transition skills in a scaffolded way to make sure the students understand and retain the information they learned.

Competency alignment with prior knowledge and experience

I have had some prior knowledge of conducting something similar to a gap analysis, but I just didn't know what it was called. For teaching. I conduct pre-assessments to gain an understanding of the student's current level of knowledge of the content and any misconceptions and knowledge gaps they may have that I would need to address before beginning the lesson or unit. I usually do this in an informal way, just by having a discussion with the students about the subject matter, what they know about it, and if they have any specific questions about it. I need to improve my pre-assessment process and make it more systematic, but with my student population there are so many individualized needs and knowledge gaps that if I started every student at the exact level, they are at, I wouldn't be able to teach everything I need to. This is why I also look at the actual status of where they are at and what accommodations and modifications I can make to the content to make it the most accessible to all of the students in my class. For instructional design, this is the first gap analysis I've ever conducted.

Reflection on experiences

Overall, this challenge has been a great way to reflect on how I assess needs and work to fill those needs with instruction, whether it be a learning module or a lesson. By learning to create a gap analysis, I was able to use a more systemic way of seeing where my students are and the best way to approach teaching them. I was also able to use the gap analysis for my design documents and the Game of Life learning module as a jumping-off point for the design of the project as a whole. It would have been harder to create a product without first completing the gap analysis to see what issue I can provide a solution to. I will be able to use everything from the design documents and gap analysis in my teaching job and in the instructional design courses that I'll take in the future. In the classroom, I can use something like a gap analysis to plan out units and lessons. For instructional design, I can create a gap analysis for different projects I work on when I am trying to identify the need that the learning or training module I'm creating is addressing.

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EDCI 572
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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 gain an understanding of life skills in the categories of employment, education, and independent living by completing a project that covers each of these areas.

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
  - Give the students a choice between a car, bike, bus, or walking and how much each could cost
    2.2a

3. Budgeting

- Calculate the monthly salary and subtracting the rent, transportation, utilities, groceries, bills, and other
  3.1
  - The students will see a model of this process and be given their own graphic organizer to help them calculate
    3.1a
- Compile the monthly budget in a spreadsheet to look over
  3.2
  - Utilizing a graphic organizer, the students will input all of the necessary information into a budget to use
    3.2a

4. Month in the Life

- Fill out the calendar for the month to plan out the days of work, bills, and other responsibilities
  4.1
  - The students will be given a calendar worksheet to help them
    4.1a
- Fill out the 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
  4.2
  - The student will receive a to-do list form to fill out
    4.2a

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.