

Instructional Design Project Report-1 Pre-Instructional Component

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EDIT 700

September 22, 2019

Instructional Analysis Context:

I will conduct a two hour collaboration session that will enable east set of grade level math teachers at Whittemore Park Middle School (WPM) to utilize Edulastic to create a combination of multiple choice, short answer, matching, and or open ended questions that each grade level math team can use for a common assessment of each mathematical unit. This collaboration session is being conducted because the district (Horry County Schools) will soon require common assessments for each grade level subject area. Majority of math educators at my school are worried that they are not given ample amount of time to collaborate. This session would provide additional time for each set of math teachers (6th, 7th, and 8th) at WPM to collaborate and create common assessments for their grade level math units. The session will be held at WPM, which is a Title 1 school, in my 6th grade classroom located on the 6th grade hallway Room 119. The classroom has its own WIFI router along with the other classrooms and rooms in the building. Additionally, there is an interactive smartboard with speakers and a projector in the classroom that we will be utilizing. Along the backside of the classroom is a chromebook docking stations that house 24 chromebooks. Each classroom at WPM has chromebook docking stations that hold students school issued devices for charging and storage.

Rationale:

Horry County Schools is pushing towards having common assessments in each grade level. This will allow for more continuity across the board in terms of teachers in the same grade level holding students to the same standard. This is slowly being implemented by each individual school with an overall goal of shared common assessments district wide. The math teachers at Whittemore Park feel as though they lack enough collaboration time and experience to create common assessments for each unit. A collaboration session that enables each set of

grade level math teacher at WPM to have more time to collaborate and have more time to work on common assessments would resolve the issue of the math teachers feeling as though they do not sufficient amount of time and experience to collaborate and create common assessments.

Description of Context:

- Edulastic is a free online assessment web tool
- Edulastic allows instructors to create or select pre-loaded assessment questions based on standards
- Allows instructor to choose from K-12 standards
- Gives instructors choice of creating classic question types (multiple choice, true false, short answer, etc) and math technology enhanced questions (graphing, matching table, drag and drop, etc)
- Gives instructor choice to save and publish assessments to a private, shared, or district collection
- Allows instructor to create classes and assign specific test to each class or the same assessment to all classes
- Allows for google integration
- Edulastic auto grades assessment questions
- Edulastic provides instant data for differentiation
- Edulastic gives options for paper-based testing

Description of Learners

Educator & Gender	Age	Ethnicity	Experience Years	Highest Degree Held	Type of Learner	Comfortability with collaboration when planning (scale 1-5)	Experience with creating common assessment	Enough time for collaboration in creating common assessments
CH-M	27	Black	5	Masters	Visual	5	No	No
RD-F	28	Caucasian	5	Bachelor s	Hands on	4	No	No
RR-M	24	Black	0.5	Bachelor s	Hands on	4	No	No
DB-F	47	Caucasian	11	M.A.T Math 5- 12	Visual	5	Yes	No
AL-M	37	Bi-racial	12	M.Ed.	Visuals	5	Yes	Yes
DM-F	46	Caucasian	7	Masters	Hands on	3	No	No
HH-F	57	Caucasian	34	Masters	Hands on	5	Yes	Yes
MW-F	44	Caucasian	9	Bachelor s	Hands on	4	No	No

Through a google survey I was able to compile information about my learners. The learners expressed that they are comfortable with collaboration except for one learner. I will communicate with this learner's math team and make sure he/she receives enough support. I can assume that my learners are excited about our collaboration session for creating common assessments based on their prompt action in taking this optional survey. My learners are a combination of visual and hands on learners. I will use this data to better serve this group of teachers during our session.

Performance Context of Learners and Implications for Instruction

There is a total of 8 learners(teachers) who be taking part in my two-hour collaboration session. The ages of these learners range from 24 years to 57 years with 5 females and 4 males. There is one learner (teacher) who is a beginning teacher with little experience. He may need a little more guidance. I'll be sure to address his math grade level team and ensure he gets help or questions answered that he may have. In terms of collaboration based on a scale of 1-5 most of the learns feel comfortable with collaboration. The is issue is 75% of the teachers feel there is not enough allocated time during school hours to collaborate with grade level math teams and create common assessments and 63% are not comfortable with creating common assessments.

To remedy this issue, I have devised a two-hour collaboration session with the math department at my school to give extra collaboration time and instruction on how to create common assessments using Edulastic. Through interview I know they are visual and hands on learners. Also, through interview my learners express that they all are somewhat knowledge of Edulastic. With the teachers having some pre knowledge of Edulastic, this should allow for an easier instructional session. As a result of the workshop learners will be able to 1) sign in to Edulastic using google, 2) create classes specific to their class schedule link with google, 3) work

collectively as a grade level math team to decipher between which standards will be address in which test, 4) collectively as a grade level math team insert a min of 15 questions (based on standard(s) being tested) consisting of multiple question types (technology enhanced questions, multiple choice, drag/drop items, etc), 5) save common assessment to school library and district library file and assign assessment to each learners specific classes created in goal 2, thusly giving time and instruction on collaborating and creating common assessments within their grade level math team.

There are ample support/resources available to each learner once our session is over. At school we have curriculum coaches, librarian specialist, a digital integration specialist (visits twice a month), fellow tech savvy colleagues, and their grade level team. Each learner's classroom is equipped with WIFI and chrome books for each student making taking the common assessment easy.

Instructional Goal Statement

Each grade level math team at WPM will be able to utilize Edulastic to 1) sign in to Edulastic using google, 2) create classes specific to their class schedule link with google, 3) work collectively as a grade level math team to decipher between which standards will be address in which test, 4) collectively as a grade level math team insert a min of 15 questions (based on standard(s) being tested) consisting of multiple question types (technology enhanced questions, multiple choice, drag/drop items, etc), 5) save common assessment to school library and district library file and assign assessment to each learners specific classes created in goal 2 to they may take the common assessment.

Goal Analysis

Based on the instructional goal, learners will be able to

- Login to Edulastic using google
- Create classes in Edulastic
- Collectively as a grade level team look over standards that need to be addressed
- Collectively create/insert 15 questions consisting on multiple types
- Save common assessment to school/district library and assign common assessment to their specified classes they created in Edulastic

Subskills Analysis:

Based on the instructional goal, learners will be able to do the following

1. Sign in to Edulastic using google
 - a. Find for Edulastic.com
 - b. Click link titled sign in with google
 - c. Use your Gmail login information
2. Create classes specific to their class schedules and link with google classroom
 - a. Create classes in google classroom (i.e. Block 1, Block 2, etc)
 - b. Go to Edulastic, click dashboard, then manage class
 - c. Click sync with google classroom
 - d. Chooses the google classroom classes that you would like to insert into Edulastic.
 - e. Make sure all students names are selected and click sync
3. Work collectively as a grade level math team to decipher between what content needs to be addressed on each assessment

- a. Collectively look over consensus document (standards breakdowns) and see what standards need to be covered on this assessment
4. Collectively as a grade level math team insert a minimum of 15 assessment questions consisting of multiple question types
 - a. Click assessments and click new/create from scratch (assessment is built on one computer that may be projected for other to see)
 - b. Title the assessment
 - c. Under grade select grade level, subject area, and math standard
 - d. Select question types drop bar to see various question types pertaining to the standard selected
 - e. Select what level of depth of knowledge and difficulty for questions
 - f. Collectively decide which questions will work and click add to assessment
 - g. Click review to see questions selected thus far
 5. Save common assessments to school library and district library file and assign assessment to each learner's specific classes created in goal 2
 - a. Click Save/Publish (top right)
 - b. Click save to school library and district library (middle of screen)
 - c. Each learner will click on assessments on their Edulastic account (left side of dashboard)
 - d. Search for the title of the assessment they created collectively
 - e. Once found, each learner will click assign and assign the assessment to the classes that google classroom preloaded giving each learners students access to the newly created common assessment

Entry Behaviors Analysis

Learners can already

1. Navigate to edualstic.com and use an internet browser
2. Pick out standards that need to be addressed on certain assessments
3. Work collaboratively
4. Create general assessments