

EC&I834 ADDIE TEMPLATE

Important - Just fill out the first two sections (Analysis & Design). Just review the other three.

ANALYSIS

The prompt
<p><i>Describe the problem or insight that inspires a need for instruction. You may also consider the potential consequences if the needs are not addressed.</i></p> <p><i>Learner Analysis</i></p> <p><i>The staff teach across a broad range of curricula and plan for predominantly triple grade splits. The school has a vulnerable designation and many students come from low SES backgrounds and suffer from trauma and opportunity gaps. There are few services available to students, so quite often the staff fill those gaps through volunteer hours. The staff is busy with extracurricular opportunities that all must be done after school due to transportation barriers. The staff also has children and grandchildren of their own with extracurricular commitments that require their time after school. Surveying staff throughout the year indicates that while the culture of the building is positive, the culture of the profession is burnt out due to increasing classroom complexity. Staff feel that they neglect their professional development to spend time on their students' development or community needs. As such, staff often do not have time to positively network with staff, keep up with best practice in education or build skills required to meet the needs of increasingly complex classrooms. This results in frustration and hopelessness. Meetings must be purposeful, concise and flexible. Meetings must support staff in understanding policy and vision rationale, allow for co-construction of continued goals, as well as provide relational opportunities to network, collaborate and find hope.</i></p> <p><i>Instructional Problem:</i></p> <p><i>Desired Status: Staff committed to professional growth and learning improvement - Actual Status: Staff neglecting professional growth due to time constraints and workload, but committed to learning improvement = Need: Renew focus and capitalize on time for staff professional development so that staff have the skills to intentionally design instruction, thus becoming more effective in learning improvement.</i></p>
Learner personas
<p><i>Create fictional personas that summarize the key features and needs of your target audience.</i></p> <p><i>Fictional Personas:</i></p> <p><i>Jane: 20 Years of service, professional, polite and articulate. Struggles with all technology.</i></p> <p><i>Rita: 30 Years of service, artsy, tech savvy, all about the tech tools. Thrives on creative expression.</i></p> <p><i>Fred: 15 Years of service, busy parent, long commute, many extra-curricular and personal commitments</i></p> <p><i>Claire- 10 Years of service, passionate educator, attends all meeting and plans additional</i></p>

collaboration frequently, dedicated to school improvement

Sandra- 7 years of service, life of the party, passionate about school improvement, takes action to plan events and bring community together

Stan- 2nd Years of service, the students are akin to his children, runs PAA and outdoor learning experiences, committed to professional growth, beginning of learning journey with tech

Angela- 5 years of service, plans and attends professional learning, strong leader, strong teacher, actively utilizing own blended learning/flipped classroom, busy with extra-curr

Kassy 5 years of service, Quiet, patient, tech buff, long commute, single parent, EAL Pro

Jessie- 10 Years of service, Hands on/holistic learning pro, single parent, many community and personal commitments

Summary: Diverse adult learners with a broad range of experience to participate in mandatory professional development as per conditions of employment, with a range of commitment levels, passions and personal/professional growth required.

Course overview

Describe the major themes that this course will cover.

Professional Development in Instructional Design

- 1) Community Building and Relational Capital*
- 2) Learning Improvement Framework*
- 3) Response to Intervention & Student Connection*
- 4) Assessment and Reporting*
- 5) Factors Affecting Student Success and Graduation*
- 6) Culturally Responsive Instruction*
- 7) Local Data Analysis and Learning Improvement Plan*

Learning environment

Explore opportunities and limitations based on the following perspectives:

- **Learners:**
 - Opportunities: More flexible scheduling is an option, as well as catching up when missing a meeting. Planning is prepared in advance so that teachers' attendance at meetings can improve. Staff will have the opportunity to provide feedback throughout the course to set direction and adjust the learning plan. Teaching staff will participate in the course using time allocated for professional development and as professional obligation. Support staff will use Unassigned Block Hours to be paid for attendance.
 - Limitations: Some staff are new to technology and there may be a learning curve at the start.
- **Facilitators:**
 - Opportunities: Blended format will allow flexibility for busy learners managing complex personal and professional workloads. Organizing the professional development plan/course in advance will help learners with long term planning, and provide the option to work towards professional growth and collective

teacher efficacy, whether they are able to make it to the meeting or not.

- Limitations: The learners are diverse! The education level ranges from learners with a Grade 12 education to learners with a Masters of Education. There are diverse learning preferences. Some prefer hands on, some like to view/observe, some like to collaborate and some like to work alone. In this course, I hope to address these diverse needs by utilizing different learning domains and providing equal opportunities for everyone to learn within and outside their comfort level in one way or another throughout the course.
- The domain and discipline
 - Opportunities: More inclusive planning due to early organization allows for support staff to be more included in Learning Improvement Conversations and professional development. The topic applies to everyone and will support understanding of the bigger picture and the co-construction of improvement planning. There will be the opportunity for learners to have choice in how they engage in the monthly topic and choice in their PLC project. The course provides instruction through both cognitive and affective domains.
 - Limitations: Some staff will struggle with connecting through technology. There are not as many options available to meet learning needs in the sensory domain.
- Learning technologies
 - Opportunities: We will have the opportunity to try new learning technologies in this course which may help staff build confidence in using those same tools for their classes.
 - Limitations: Staff will need to “buy-in” and participate for these technologies to be used effectively
- Access and cost
 - Opportunities: Technology will be provided by the school. There is professional development funding available for subscriptions or additional required technology.
 - Limitations: None

DESIGN

Course-level objectives
<p><i>Describe the most significant learning outcomes/objectives of your course.</i></p> <p>Goal Assessment</p> <p><i>Aim: To empower adult learners to enact complex change and educational reform to create equitable conditions for student learning.</i></p> <p><i>Throughout the course, the learner will build knowledge of best practice in education with regards to complex change and educational reform, as well as key provincial and local learning improvement frameworks. Through collaboration with a professional learning community, the learner will construct two professional growth goals applicable to their context to implement at the school and/or classroom level. At the conclusion of the course, the learner will reflect on the effect of the goals and report back to the school learning improvement plan.</i></p> <ol style="list-style-type: none"><i>1) Take Action to Build Community and Relational Capital</i><i>2) Appraise Learning Improvement Framework and Construct Professional Goals</i><i>3) Understand and Apply Response to Intervention and Plan for Student Connection</i><i>4) Evaluate and Implement Supporting Student Assessment in Saskatchewan</i><i>5) Collaborate to Design Student Advisory blocks using the Framework for Student Success, Achievement and Graduation</i><i>6) Explore and Implement Culturally Responsive Instruction</i><i>7) Review Local Data, Critique Learning Improvement Goals and Compose a Report to the Learning Improvement Plan</i>
Instructional approach
<p><i>Summarize the types of learning experiences or activities that learners will experience during the course.</i></p> <ul style="list-style-type: none"><i>- Storytelling</i><i>- Project-Based Learning (PLC)</i><i>- Brainstorming/Concept Mapping</i><i>- Case Studies/ Reading for Meaning</i><i>- Field Trips/Service Learning</i><i>- Games</i><i>- Debate/Fishbowl/Group Discussions/Think-Pair-Share</i><i>- Journalling</i><i>- Jigsaw</i> <p><i>Describe the use of assessments (formative and summative) that will be used in the course.</i></p> <ul style="list-style-type: none"><i>- Formative: Surveys, Games, Anecdotal observation</i><i>- Summative: Professional Learning Community Reports, Teacher Professional Growth</i>

Plans, Employee Professional Growth Plans, Learning Improvement Plan Goal Reporting		
Major platforms		Educational technologies
List the LMS and/or other educational technologies that will be used. <ul style="list-style-type: none"> - Google Classroom - Multimeter - Kahoot - Padlet - Edsby - Google Jamboard - Google Docs - Flipgrid - Teams 		List the ways that the platform and other educational technologies will be used to support student learning. <ul style="list-style-type: none"> - Participate in a blended learning classroom and complete required assignments/documentation in the google classroom - Participate in both synchronous and asynchronous monthly learning opportunities as scheduled - Engage in learning activities through the platforms indicated as well as through in-person learning experiences
Course design pre-planning		
Learning objective	Assessment	Learning material
Take Action to Build Community and Relational Capital	Edsby Welcome Newsletter	<i>The Art of Coaching Teams - Elina Aguilar and The Listening Leader- Shane Safir</i>
Appraise Learning Improvement Framework and Construct Professional Goals	Teacher and Employee Professional Growth Plans	<i>Provincial, division, school and personal level Instructional Design Hattie- Effect Size Backwards By Design Year Planning & Assessment Plan</i>
Understand and Apply Response to Intervention and Plan for Student Connection	Behavior Matrix and Classroom Contract	Division Framework: Interventions Together <i>Reclaiming Youth at Risk: Futures of Promise- Larry K Brendro, Martin Brokenleg and Steve Van Bockern</i>
Evaluate and Implement Supporting Student Assessment in Saskatchewan	4 Modules Jigsaw Report Card Comment Peer Assessment	Provincial Document: Supporting Student Assessment in Saskatchewan

Collaborate to Design Student Advisory blocks using the Framework for Student Success, Achievement and Graduation	<i>Advisory Plan Using: Circle of Courage Circle of Power and Respect Soft Starts</i>	Division Framework: Factors Affecting Student Success and Graduation Framework
Explore and Implement Culturally Responsive Instruction	<i>Inspiring Success: The Indigenous Education Responsibility Framework (IERF) Rubric</i>	<i>Key Resources: Teaching Each Other- Keith and Linda Goulet Provincial Document: Inspiring Success: First Nation and Metis PreK- 12 Education Policy Framework</i>
Review Local Data, Critique Learning Improvement Goals and Compose a Report to the Learning Improvement Plan	Creation of PLC & Quarterly reporting	<i>Local Document: PLC Communication Form Local Data Summary Booklets</i>

Note that designers often use UbD principles to support the design phase. See [this template](#).

DEVELOPMENT

Development is the most difficult and time-consuming part of the ADDIE process. For the purposes of this class, I would suggest learning more about constructive alignment. Here's [a short video on the topic](#) from the University of Saskatchewan.

IMPLEMENT

Quality assurance is important, especially during the design and implementation phases. This [is an excellent checklist for assessing course quality](#).

EVALUATE

If you haven't already, check out [the Evaluate section of ADDIE Explained](#). It's an excellent overview of various approaches used in various sectors.