

DESIGN SKETCHPAD

Stage 1: Learning Goals (Desired Results)

The teachers should be able to successfully and effectively use the SIS system to maintain their grade books. They should be able set up grade calculation and individual assignment grade weighting in SIS as well as copy and paste assignments between grade books and print student progress reports. More advanced SIS users should be able to define special marks, create custom categories, and assign category weighting formulas.

Stage 2: Assessment Evidence

Student grades will be correctly calculated and individual assignments will be weighted according to importance and level of difficulty. Teachers will create an assignment in one grade book, then copy and paste it into another. They will also print a progress report containing relevant student grade information. Advanced SIS users will create a special mark in their own grade books, create or redefine an assignment category, and will construct a new grade calculation formula using assignment category weighting.

Stage 3: Instructional Strategies

Teachers will participate in a formal SIS basic skills workshop at the beginning of the school year. In this workshop, teachers will be seated at individual workstations with the SIS software loaded. The presenter will utilize an LCD projector and a computer workstation to demonstrate all techniques as the learners perform the tasks in their own grade books. For reinforcement, the teachers will also be able to view a self-directed PowerPoint presentation which will also demonstrate the same skills taught in the workshops. This presentation will be available through the school server so that teachers can view technique demonstrations at any time. A secondary self-directed PowerPoint presentation will also be provided to demonstrate more advanced techniques not covered in the initial workshop.

Stage 4: Reflections/ Special Topics

I believe the greatest challenge for my learners will be retaining the information covered in the workshop. Many of these teachers are technophobes who have convinced themselves that they are unable to learn to use computers effectively. Furthermore, many of them have a certain degree of learned helplessness in that they have become dependent on the computer savvy teachers to do for them that which they cannot do for themselves. As such, they will sometimes disregard technology related professional development rationalizing that they can always get help from a coworker when they need it.