

IMPLEMENTATION AND ASSESSMENT PLAN

Objectives (Learning Goals)

Teachers will:

- set up a new grade book with grade calculation in SIS
- set up weighted individual assignments in SIS
- copy and paste an assignment between grade books
- print student progress reports with enough information to be meaningful and understandable to parents or other non-SIS users
- define special marks and create custom categories in SIS
- continue using the above skills through the next grading term and beyond

Pilot Subjects

The first pilot subject whom I have chosen is “Alice”. Alice is in her late twenties, is a non-teacher, and as such has no familiarity with the SIS program. However, she does meet the established prerequisites as far as basic computer skills are concerned. I will provide her with the access that she needs to the SIS program on the Middle School server. I chose her because all teachers currently at the Middle School have some experience with SIS as it is a required tool for teachers to use for grade books and attendance. New teachers who will be hired next year would have the same experience level as Alice, but since those new teachers are currently unknown, I had to choose a pilot subject who would best match their experience level.

My second pilot subject, and intermediate SIS user, is “Betty”. Betty is in her fifties and has been teaching at Sullivan Middle School for over 20 years. She currently teaches math, 6th grade art, and MAP test preparation. I have worked with Betty on a number of occasions and she often comes to me with very basic computer questions. On the whole, Betty is impressed by technology and she certainly sees the benefits that it can bring to the classroom, but she seems to be somewhat intimidated by it. She has a couple of student computers in her classroom, but she mostly uses them as a reward for completed work rather than a primary instructional tool.

The final pilot subject is “Carol”. Carol is an expert SIS user with experience equal to or exceeding my own. Like me, Carol is in her 6th year of teaching, all of which have been spent at Sullivan Middle School. Carol teaches 8th grade science and is in her forties. I have worked very closely with Carol on the matters of concern that led to the development of this workshop. I chose her because she will be best qualified to identify any procedural mistakes that I may have made or learner needs that I may have overlooked.

Process

At this point, I am planning on delivering my pilot testing in the Middle School library after school (3:15pm), depending on the schedules of the pilot subjects. I intend to have all three pilot

subjects present at the same time so that instruction can be delivered simultaneously. While the actual workshop will be around 60 minutes, I am planning to spend only about 20-30 minutes with the pilot subjects. The instruction will be slightly condensed, but most of the time will be made up in that I will only have to evaluate and assist 3 people rather than the full workshop's 20-25 learners.

Instructional Materials

Students will need a computer workstation with access to the Middle School server and the SIS software. Instructions will be delivered verbally and demonstrated visually. While no printed handouts will be provided, participants will have access to a PowerPoint presentation as a review tool. It is important to note that this presentation will be accessible only through the Middle School server, **not** through the Internet. It will run through the PowerPoint software itself, not in Internet Explorer. While PowerPoint presentations can be posted online, the functionality of the software is greatly limited and very linear when running through Internet Explorer. By having the presentation run through PowerPoint, I will be able to provide buttons, custom animations, and a versatile navigation structure allowing for better interactivity. In my experience, I will be able to create a much more functional presentation than I would by using HTML or an Internet based PowerPoint.

The above mentioned PowerPoint presentation has not been included as an Appendix to this document at present. Completion of the PowerPoint required me to have access to the SIS program to obtain screenshots and to walk through the directions. As Sullivan Middle School has been on Spring Break all week and teachers have been instructed not enter the buildings during long vacations, I was unable to access the complete the PowerPoint at this time.

Assessment and Evaluation

In the direct instruction portion of the workshop, teachers will be following specific steps to accomplish specific tasks. After each step, I will informally check each computer for the desired result, offering on the spot correction and assistance. Or, if more appropriate, I will display an LCD projection of how the desired results should look on their monitor, and let them check their own results against the example. This way, I can address any errors immediately at the point they are committed, thus preventing an accumulation of mistakes leading to unsalvageable results.

In the second part of the workshop, teachers will be given time to apply their newly learned techniques to their own individual grade books. I will again circulate around the room, offering assistance as needed. Participants will also be displayed a "broken" example in which they will need to make note of the mistakes on their own paper. Upon completion, I will ask to see each teacher's grade book and evaluate the results using the Grade Book Checklist (see Appendix A). I will also include the Feedback (attitude) Questionnaire to be completed by the workshop participants (see Appendix B).

Before final grades are due at the end of the grading term, I will arrange to meet individually with a few workshop participants and examine their grade books with them. Given the number

of participants, I will likely be unable to meet with all of them, so I will focus on six teachers. To choose the six targeted participants, I will use the Grade Book Checklist (Appendix A) and select two from each of the bottom, middle, and high performance ranges. I will also offer assistance to any interested workshop participants to make sure their grades are in order before they are submitted. After meeting with the teachers, I will use the Workshop Effectiveness Checklist (see Appendix C) to determine if instruction was effective (i.e. whether the teachers continued to use the techniques they learned throughout the grading term or whether they reverted to their previous bad habits). Due to the deferred timeframe, this portion of the assessment will not be completed with the pilot group.

Media Analysis

Instructional media will include:

- Computer workstations as outlined above in “Instructional Materials”
- Instructor computer with SIS software
- LCD projector attached to instructor computer for demonstration and learner self-checking
- Projector screen or SmartBoard
- Microsoft Office PowerPoint 2003

References

Most materials were self created with the exception of the following:

- Feedback Questionnaire (Appendix B) adapted from Smith & Ragan’s Example Attitude Questionnaire (page 336, figure 19.4)
- SIS Software Suite developed by School Information Systems, Inc. (<http://www.sisk12.com>)

GRADE BOOK CHECKLIST

Directions: To be completed by the workshop instructor. Next to each participant's name, place a checkmark for each criterion achieved, then total the number of checks at the bottom. Print extra checklists as needed.

Criteria	Participants' Names											
1. New grade book created successfully												
2. End-of-Term grade calculations set up properly												
3. At least two assignment columns included												
4. At least one assignment has weighted value												
5. Assignment successfully copied from one grade book to another												
6. Student progress report printed												
7. Only necessary information included on progress report												
8. One special mark created and/or modified												
9. One custom category added AND included in grade calculations												
10. Broken example mistakes identified with 80% accuracy												
TOTALS (8 or more indicates mastery)												

FEEDBACK QUESTIONNAIRE

Directions: Please place a check mark by the phrases below that match your opinion of the SIS Gradebook Workshop. You may include any comments you have about any of the questions. Please be candid in your comments so this workshop can be improved in the future. Thanks!

1. Overall, how difficult was this workshop?

Too easy About right Too difficult

Comments:

2. How was the instructor's technology vocabulary to understand?

Too easy About right Too difficult

Comments:

3. How was the length of the workshop?

Too long About right Too short

Comments:

4. How were the practice exercises?

a. Too easy About right Too difficult

b. Too few About right Too many

Comments:

5. Did the exercises match the things taught in the lesson?

Yes Sometimes No

Comments:

6. How were the directions?

Very clear Okay Confusing

Comments:

FEEDBACK QUESTIONNAIRE (Continued)

7. What did you think about the examples and demonstrations?
a. Very clear Okay Confusing
b. Too few About right Too many
Comments:

8. Do you think the supplemental PowerPoint troubleshooting guide will be useful to you?
 Yes Maybe No
Comments:

9. Would you like to receive instruction in this form again?
 Yes Maybe No
Comments:

10. How do you like using computers?
 Love it It's okay Hate it
Comments:

11. How do you like using SIS here at the Middle School?
 Love it It's okay Hate it I'm new here
Comments:

12. Do you think you could explain to another teacher how to use SIS as demonstrated today?
 Yes Maybe No
Comments:

WORKSHOP EFFECTIVENESS CHECKLIST

Directions: To be completed by the workshop instructor at the end of the next grading term after instruction. Choose six workshop participants, two from each of the bottom, middle, and high performance ranges on the Grade Book Checklist. Put their names and Grade Book Checklist scores on the grid. Next to each participant’s name, place a checkmark for each criterion achieved, then total the number of checks at the bottom.

	Participants’ Names and Scores							
Criteria								
1. End-of-Term grades calculated properly								
2. Assignment values adjusted with points or weight formula								
3. Student progress report printed and sent home to parents								
4. One special mark used in grade book								
5. Custom category used on additional assignments								
6. Says they are still using the skills obtained from the workshop								
7. Intends to continue using their acquired skills in perpetuity								
Individual Subtotals								
Combined Grand Total (Target = 36+ or 85%)								