

## INSTRUCTIONAL STRATEGIES

### **W – Where We Are Going, Why, and What is Expected**

Discuss with workshop participants the reasons why the workshop was developed, especially the need for greater consistency in grade book usage throughout the Middle School (i.e. so that parents and students may be more comfortable with what is expected and how grades are calculated). State the specific objectives and ask teachers to contribute reasons why they think the learning will be beneficial to them individually and to the school as a whole. Give learners a brief overview of what they will be expected to do and how the instructor is going to help them do it.

### **H – Hook and Hold Student Interest**

Challenge – display a copy of a grade book screen shot on the LCD projector which contains calculation errors. Specifically, the following grades for a sample student will be shown: Homework = 5/10, Classwork = 6/10, Test = 90/100, Term Grade = 55% F. Ask participants to identify what, if anything, is wrong with this grade book and possible causes (the Homework and/or Classwork were weighted very heavily, the Test was weighted very lightly, or most probably, the Test was excluded entirely from the grade calculations).

### **E –Equip Students for Expected Performances**

The workshop will be presented almost entirely using the Direct Instruction model, though the learners will be presented with a “broken” example and asked to correct it (as an inductive learning exercise). For the main presentation, the instructor will model each skill using a computer and LCD projector, have each participant copy the steps one at a time in their own SIS grade books, and receive immediate feedback for each step completed (guided practice). At the conclusion of the presentation, the teachers will delete the grade books that were completed and will attempt to independently duplicate the same end results by following all of the steps outlined in the instruction. As a follow-up exercise, teachers will review a PowerPoint show that models each of the skills that they learned in the workshop. They will be able to choose which skills they want to review.

### **R –Help Students Rethink and Revise**

After instruction, we will have a group discussion. Teachers will share what they have learned and we will discuss whether any of them have thought of or used better methods of accomplishing the same results (i.e. different procedures to achieve the same end). We will also discuss what skills need further instruction or practice. If teachers have already created grade books for some classes prior to the workshop, they will be given the opportunity to go back to them and improve them based on their newly learned skills.

## **E –Self-Evaluation and Reflection**

On the back of the survey to be completed at the end of the workshop, the instructor will ask the participants to answer the following questions:

- How difficult for you were the tasks you were asked to complete?
- What are you most proud of accomplishing during this workshop? Why?
- What are you most disappointed in? Why?
- How has what you've learned changed your thinking?
- How does what you've learned relate to the present and future?
- What follow up work is needed?

After the above questions have been answered, we will take a few moments to let participants share and discuss some of their answers.

## **T –Tailor Learning to Various Needs, Interests, and Styles**

For the most part, the group of participants will be homogeneous in that they will all be teachers, most of them will have some prior experience with SIS, and most of them will be slightly to moderately comfortable with technology. Since our school always offers several workshop choices, the more advanced technology users will likely choose other PD workshops in which to participate. However, in the event that there are advanced users in the workshop, the instructor will employ them as co-teachers, giving them many opportunities to offer their insights and assist other learners. This way, they should not be bored and will be made to feel useful.

Furthermore, the entire workshop will be conducted in such a way that problems should be resolved quickly. By using frequent stop points for assessment, no teachers should become lost or frustrated. Instruction will be given step by step, and the instructor will make a point to “think out loud” during demonstrations so that the participants can see the thought process behind every step.

## **O –Organize and Sequence the Learning**

Being that the skills involved in this workshop are very linear, the instruction will follow the objectives in the sequence that they were presented in the Implementation and Assessment Plan. The sequence is as follows:

- 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 (Terminal Objective)