**Scenario**

This scenario follows the ADDIE design process: analyze, develop, design, implement, evaluate.

Assessment scores across all grade levels declined during the last calendar year. Professional Development for the year did not yield the appropriate results. In response to this situation, all instructions received observations and interviews that analyzed their course and what activities and assignments were being completed during a class period. Students were also assessed during this time to assess the following items: skills, reading level, speed at which activities are completed and information retention. The following results were patterns found in observations: Observation Sheet is attached below

Educator Observations

* Teachers averaged 2-4 activities during a 90 minute class period
* None of the activities directly targeted growth in reading.
* Classroom management was inconsistent throughout the building
* Significant amounts of idle time in the classroom.
* Poor transitions between activities.

Student Observations

* Students on average read below grade level.
  + 9th grade nationwide average 1050. Building average 900.
* Student behaviors were erratic and followed no set pattern.
* There was no widespread discernable pattern in low scoring skills.

The common thread between students, teachers and instruction was the reading portion.

\*Reading scores are based on the Scholastic Reading Inventory which assesses vocabulary and reading comprehension and scores based on a lexile level. These levels extend through K-12.

Interview Questions: Interview document attached to the bottom of this document.

1. What do you believe is your strength as an educator?
2. What do you believe is an area of weakness that could be improved with professional development?
3. What do you feel is a strength of your students?
4. What is a common weakness you find in your students?
5. Why do you feel the scores dropped last year?

After gathering reading data for each grade level and studying the analytics, we found the reading deficiency was compounded each year, with students falling further behind grade level. We identified this pattern by pulling reading data from the previous three years. By 12th grade, student’s deficiency in reading moved from ~150 points below grade level to ~225 points by the time they leave high school.

Several potentials solutions were discussed, one of which was adding an additional class to focus on the extreme outliers, but, after considering cost, staff and student response to similar changes, the decision was made to start with a survey for the educators. The survey was created to gauge teacher’s willingness to teach reading and their level of confidence in teaching reading. The survey provided statements that were answered using a scale. At the end of the survey, teachers were asked to list the reading strategies they felt comfortable incorporating into their instruction.

\*Survey is attached at the bottom of this document.

After administering the survey, it became clear that the educators were not confident in teaching reading and the primary reason for this hesitance was the lack of knowledge when it came to instructional strategies.

The following E-Learning module were created to teach the educator what reading strategies were available to them and how to implement them in their classroom.

**Learning Targets**

Learning targets are created using the ABCD formula where A is the condition, B is the target learner, C is the action completed and D is the criteria for completion. The goal of these targets is to create actionable data.

Teacher: After completing the reading instruction module, the teacher will be able to identify the parts of each reading strategy with 100% accuracy.

After completing the instruction module, the teacher will incorporate a reading strategy each class period for 15 minutes.

Student: To be used later in the classroom - After reading for 15 minutes, the student will complete a reading strategy and provide an accurate summary of what was read with 100% accuracy.

Reading Strategies Covered: Chunking and Annotation

**Instructional Strategy: Gradual Release**

Gradual Release: In the gradual release model, the teacher follows the “I do”, “We Do”, and “You do” pattern of instruction.

I do – The teacher models the activity completely, the students watch and take notes, writing down questions they have about the process.

We do – The teacher and students work together to complete the reading strategy. The goal is to have the teacher and students share the responsibility of completing the task

You do – Students complete the task autonomously. This portion should be assessed so that data can be gathered and growth can be monitored.