Portfolio Project

EDUC 765: Trends and Issues in Instructional Design

By: Cathleen A. Hernandez

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Project Proposal – Module 2

STUDENT INFORMATION SYSTEM TRAINING -NEW TEACHERS

SPONSORING ORGANIZATION

Generic School Name – Student Information System Team

The Student Information System team oversees the operation of the school's SIS and works to provide support, documentation, training, data extraction/reporting to district staff and governmental agencies.

PROJECT DESCRIPTION

The Student Information System is our teachers' primary tool to track student engagement, progress, and other vital information. Teachers will spend a considerable amount of time with the SIS, and their ability to successfully navigate the system is imperative to an efficient workflow. Currently, new teachers are primarily trained in this system by their regional coordinators, who may have varying degrees of time and resources to invest in this training. The creation of an asynchronous training module to train new teachers how to properly navigate the SIS will help to ensure that (1) every new teacher will receive the same training, and (2) that they are given the proper tools to confidently begin their new position.

AIM

To efficiently prepare new teachers to use the student information system.

TARGET AUDIENCE

- Newly hired teachers

DELIVERY OPTIONS

Instruction will be delivered in an asynchronous format. This method was selected as teachers may be hired at various times throughout the year, and the on-demand availability will enable new teachers to complete this training when it is convenient for them during their onboarding process.

Front-End Analysis: Instructional Need – Module 3

INSTRUCTIONAL NEED

During the last year, Generic School Name has seen an increase in teacher turnover. This increase in teacher turnover has led to a need to hire additional teachers. As newly hired teachers begin their jobs, they will need to be familiar with the school's Student Information System (SIS), as the system will be the teacher's primary method of documenting student attendance, assignment and work records, grades, and test scores. Currently and historically, newly hired teachers are trained on the SIS by their regional coordinator. However, due to the influx of newly hired teachers, along with increased workloads for regional coordinators due to teacher turnover and new state requirements, it would be beneficial to have training that newly hired teachers can complete on their own during the onboarding process that will prepare them to use the SIS in their day-to-day workflow.

In addition to the need to train the influx of new teachers efficiently, the impact of a non-uniform method of training teachers on the SIS has materialized as troubleshooting requests for the SIS team. Many of these requests often do not need SIS team intervention for the issues to be resolved. These types of requests may impede teacher workflows as they must wait for the SIS team to respond to their troubleshooting requests.

A secondary benefit of this training would be that it could serve as a refresher for current teachers who may seek to troubleshoot their issues with the SIS during times when the SIS team is not available.

In reference to the course reading (Morrison et al., 2019), this instructional project was derived from a felt need. As a member of the SIS team who is transitioning out of a position that worked closely with regional coordinators, it became evident that creating an asynchronous SIS training for new teachers would help to relieve regional

coordinators of their need to train new teachers on the SIS and would also help to alleviate the existing performance problems that result from inadequate knowledge of the SIS.

Front-End Analysis: Learner Characteristics – Module 3

LEARNER ANALYSIS

Primary Audience

- Newly hired teachers

Secondary Audience

- Current teachers

General Learner Characteristics

- Education level: Bachelors to Doctorate
- Age: 23-68; average age of 42
- Gender: Primarily female

Entry Characteristics

- Computer Skills:
    - Learners must have at least basic knowledge of how to use a computer and its primary peripherals (mouse, keyboard, etc.)
    - Learners must have at least basic knowledge of how to navigate the Chrome web browser
    - Learners must be able to download and view PDFs on their computer
- Experience/Knowledge:
    - Learners should understand the primary role of a student information system in relation to their position

Orienting Context

- Training will fulfill a mandated training
- Training will provide the skills necessary to navigate and utilize the features of the SIS
- Training will empower learners the use the SIS efficiently to not impede on their day-to-day tasks
- Failure to complete training may result in an inefficient workflow which may cause other performance issues that may lead to disciplinary actions
- Learners may perceive training as unnecessary if they have experience with a SIS from another school, which may not account for this SIS being created specifically for the Independent Study environment of this school

Instructional Context

- Training should take place during the learner's onboarding process
- As an Independent Study Charter School, learners are typically trained from home so environmental factors such as lighting, noise, temperature, seating, and accommodations may vary greatly but it is recommended that training is completed in an area free from distractions and excessive noise, learners may want to use headphones to cut down on ambient noises
- Learners may need a notepad/writing utensil to take notes if preferred

Technology Inventory

- Learners will have access to a school provided laptop

Transfer Context

- Learners will be able to utilize their knowledge from this training as soon as they are granted access to the SIS and will continue to utilize this knowledge daily
- Learners will have access to their regional coordinator, the SIS team, and supplementary guides in the teacher handbook for support after training

Instructional Impact Based Upon Learner Characteristics

APPLICATION OF LEARNING THEORIES

Learners for this instruction will be adults This indicates that they will likely be bringing in some knowledge related to student information systems and the processes they will be completing within the system. As the learners are adults, we must have the following considerations:

- Instruction must be concise and relevant to their expected job duties
- Instruction will be provided alongside other onboarding requirements, so instruction should not be excessively long as to not take away too much time from other onboarding requirements
- Potential previous knowledge of student information systems should be acknowledged and connected to this specific system
- Instruction should provide actionable feedback

APPLICATION OF MOTIVATIONAL THEORIES

[How will you apply motivational theories to your target audience – **mod 4**]

IMPACT OF A DIVERSE AUDIENCE ON INSTRUCTION

- The instruction will aim to adopt universal design principals to ensure content is accessible
- The age range of learners could range from 20's to 60+, so generational references will be limited
- As various generations may be utilizing this instruction, technological ability required for this instruction will be kept on the same level of required technological ability for the learner's position

- The instruction will aim to be culturally sensitive and inclusive as learners may have varied cultural backgrounds

Goal and Task Analysis – Module 5

GOAL ANALYSIS

- Learner will navigate to the student roster.
- Learner will generate master agreements for students on their rosters
- Learner will locate and review and document absences from student activity logs and utilize that information to claim attendance
- Learner will navigate to the appropriate archive section for a given learning period and archive student work samples
- Learner will navigate to their students' gradebooks where they can document assignments and work records for every learning period
- Learner will print the assignment and work records document (AWR) for each student to a PDF file and archive each document into the appropriate archive section

INSTRUCTIONAL GOAL

The learner will navigate the student information system to locate their student roster, generate master agreements, review activity logs and claim attendance, upload work samples to their appropriate archive section, document assignments and work records in each student's gradebook, and print and archive AWRs in their appropriate archive section.

TASK ANALYSIS METHOD

The method of analysis for this project will be the procedural task analysis. This method was chosen as the goals for this instruction will be primarily procedural and cognitive.

TASK ANALYSIS

[Expectation: Based on your method selection, paste your detailed task analysis here.]

Navigate to the student roster.
1. Log into SIS
2. Once the page has loaded, click Teachers tab
3. On the dropdown that appears, click PLS/Student Roster

Generate master agreements for students on their rosters
1. Log into SIS
2. Click Teachers
3. On the dropdown that appears, click PLS/Student Roster
4. Scroll down until you see the student you wish to generate the master agreement for
5. Click the blue arrow next to the student's name
6. Ctrl+Click the student's name to open their dashboard in a separate tab

7. Click the Reports tab
8. Click Master Agreement
9. Click Save Master Agreement (and Archive or Print)
10. Click Archive
11. Scroll down to the first signature box and click in the Invite email address field
12. Select the correct email address to request a signature from the student
    1. Discuss which email address the family would like to use prior to completing this
13. Scroll down to the next signature box and click the invite email address field
14. Select the correct email address to request a signature from the parent
15. Skip the teacher box
16. Assign other educational stakeholders by scrolling to the Other Sign Here signature box and clicking the Invite email address field and entering in an email address of the party you wish to request a signature from; you may repeat this up to 3 more times or disregard this step if no other educational stakeholder is required to sign the master agreement
17. Scroll to the bottom of the page and Send Invitations(s)/Submit Agreement
18. After the agreement has been sent, periodically (at least once a day) check your Sign Documents Compliance page to determine which contracts have been completed and are ready for your signature
    1. To navigate to the Sign Documents Compliance page, click the Teachers tab
    2. On the dropdown that appears, click Compliance
    3. On the Compliance submenu, click Sign Documents Compliance
    4. Once the page loads, select (Entire School Year) from the Enrollment Range dropdown menu and click Display
    5. Determine if a document is ready for your signature by checking if the assigned signatures were completed (Visual cue" emails will have a green checkmark vs a red checkmark)
    6. If the document is not ready for signature, follow up with the family to remind them to sign the document
    7. If the document is ready, click on finalize under the document's action column
    8. Once the document loads, scroll down to the teacher signature box and sign your name (using the onscreen signature pad or the built in text to signature feature)
    9. Type your full name under the signature box
    10. Scroll down to the bottom of the agreement
    11. Click the Send Invitation(s)/Submit Agreement button

Locate and review and document absences from student activity logs and utilize that information to claim attendance
1. Log into SIS
2. Click Teachers tab
3. On the dropdown that appears, click Compliance then Archive Compliance
4. Once the page has loaded, select GridLogCheck from the Report Title dropdown
5. Select --or without Archived Reports from the Include Students With dropdown
6. Select the appropriate learning period from the Range dropdown
7. Click Generate Report
8. Locate the first student with an activity log uploaded (Visual cue: The status will be set to either unapproved or accepted) and click the the magnifying glass next to the status dropdown
    1. If the student does not have a document status but rather a blue upload arrow in their row, they have not yet completed their attendance log
9. This will download the form to your computer
10. Once the download is complete, open the document in your PDF viewer

11. Review the document and note any non-activity days on a notepad (digital or physical)
12. Navigate back to your archive page and repeat for the next student with an activity log uploaded until your roster is completed
13. Once all students have submitted a log or one week after the end of the learning period, claim your attendance
    1. Navigate to your PLS/Student Roster
    2. Click Mass Print Reports
    3. Click the Attendance icon on the appropriate LP row
    4. Mark students' attendance appropriately, marking non-activity days as absent
       1. To change a day from present (Visual cue: Green and states IP) to absent (Visual cue: Red and states IA), click the day's box to change it to IA

e.   If a student has not completed an activity log, mark them as absent for the entire learning period and begin the non-compliance process (if not already started)
1.   Reach out to your regional coordinator for assistance with this process

f.   Once all the days are marked appropriately for each of your students, click Save to claim attendance

g.   On the next screen, click archive

h.   Sign in the designated signature box and submit your attendance by clicking on the Send Invitations/Submit box at the bottom of the page

Navigate to the appropriate archive section for a given learning period and archive student work samples
1. Log into SIS
2. Click Teachers
3. On the dropdown that appears, click PLS/Student Roster
4. Click Mass Print Reports
5. Locate the correct learning period for which you plan to upload samples on the left of the chart that appears
6. Follow that row to the right most column for Work Samples
7. Click the blue upload arrow icon for the correct row for the learning period
8. This will load your full roster archive page on the left with corresponding upload arrow icon on the right
9. Locate the first student you wish to upload a work sample for and click the blue upload arrow icon on their row
10. On the top Upload file section, click Choose File
11. Locate the correct file for this student on your computer from the Open window and click Open
12. Do not set a document status
13. Click Archive Files in the right-hand corner
14. On the next screen click Archive Files
15. Allow the page to reload to your roster archive page
16. Repeat for each student

Navigate to students' gradebooks and document assignments and work records for every learning period
Note this must be completed after the curriculum is added to your high schooler's classes, your TK-8 students will have their curriculum built into their classes. There is a separate training that occurs for this process
1. Log into SIS
2. Click Teachers
3. On the dropdown that appears, click PLS/Student Roster
4. Locate the student you wish to add an assignment to

5. Click the blue arrow next to their name
6. On the list of classes that appears, click the number icon next to the course that corresponds with the Learning Period you wish to add the assignments to, this will open the gradebook
7. Once the gradebook is open, you will be presented with the add/edit assignment popup
    1. You may add an assignment from the class curriculum by clicking through the curriculum topics presented on the first page and/or you may type in an assignment from the Edit/Add Custom tab
8. Once the assignments have been selected/added Click Assign
9. Repeat for each class for each student

Print the assignment and work records document (AWR) for each student to a PDF file and archive each document into the appropriate archive section
1. Log into SIS
2. Click Teachers
3. On the dropdown that appears, click PLS/Student Roster
4. Click Mass Print Reports
5. Click the AWR icon on the appropriate LP row (LP4 for first semester and LP8 for second semester)
6. In the Learning Period Range filter section, ensure that the checkboxes for LP1-LP4 are checked for the first semester and LP5-LP8 are checked for the second semester
7. Scroll down to the bottom of the page (after your student list) and click "Check All" twice to unselect all your students
8. Scroll back up to the first student and check their name
9. Click Print to download the file
10. Uncheck the first student and check the next student's name
11. Click print to download the file
12. Continue the process of unchecking the previous student's name and checking/printing the next AWR until your roster is complete
13. Once you have downloaded AWRs for each of your students, navigate to your archive section to upload the files
    1. Click Teachers
    2. Click Compliance
    3. Click Archive compliance
    4. Select AssignmentAndWorkRecords from the Report Title dropdown
    5. Select "--or without Students" from the Include Students With dropdown
    6. Select the appropriate LP from the Range dropdown (LP4 for first semester, LP8 for second semester)
    7. Click Generate report
    8. This will load your full roster archive page on the left with corresponding upload arrow icon on the right
    9. Locate the first student you wish to upload an AWR for and click the blue upload arrow icon on their row
    10. On the top Upload file section, click Choose File
    11. Locate the correct file for this student on your computer from the Open window and click Open
    12. Do not set a document status
    13. Click Archive Files in the right-hand corner
    14. On the next screen click Archive Files
    15. Allow the page to reload to your roster archive page
    16. Repeat for each student

Instructional Objectives – Module 5

TERMINAL OBJECTIVES AND ENABLING OBJECTIVES

Terminal Objective (Cognitive) Log into the student information system and locate the PLS/Student Roster

Terminal Objective: (Cognitive) Create and complete a Master Agreement in the SIS on the first attempt

Terminal Objective: (Cognitive) Locate student's activity logs in the SIS

Terminal Objective: (Cognitive) Claim attendance with 100% accuracy
    Enabling Objective: Locate student's activity logs in the SIS
    Enabling Objective: Given activity logs to review, document non-activity days with 100% accuracy
    Enabling Objective: Apply documented non-activity days to claimed attendance with 100% accuracy
    Enabling Objective: Given the lack of an activity log, claim all days as absent and begin non-compliance process (if not already started)

Terminal Objective: (Cognitive) Given an acceptable work sample, archive the work sample into the correct archive section for a student with 100% accuracy

Terminal Objective: (Cognitive) Given a student class with assigned curriculum, add assignments to a student's gradebook with 100% accuracy

Terminal Objectives: (Cognitive) download and file AWRs in the the correct archive section for a student with 100% accuracy

Enabling Objectives Matrix & Supporting Content – Module 6

[Paste your Enabling Objectives Matrix from Module 6 here]

Feel free to include your instructional content here or attach it as another document in the dropbox, as appropriate. It could be a PowerPoint, Word doc, video, etc.

References

Reference one – Please replace this text with references that you used outside of our course textbook.