**Implementation of Digital Formative Assessment Platforms Workshop**

**Instructional System Design**

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**The intended purpose of this training is to provide adequate support, resources and professional development to gain a proficiency and application of digital platforms that specialize in both formative assessments and feedback. In this process, all parties will be able to create, modify, manage and implement digital formative assessments to identify academic achievement gaps and implement and drive instruction. For this professional development workshop, our primary audience members are certified K-12 teachers.**

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**SECTION 1: DESIRED RESULTS**

**1. Broad Goals and Big Ideas**

In school districts across the country, one-to-one technology is becoming a common initiative. There are questions that many stakeholders involved in this process are asking. “How can we effectively implement technology that enhances instruction... provide resources to meet our student’s needs... and help provide computing skills that can go beyond a classroom?” These are all valid questions and as educators and educator leaders, there is an opportunity for us to implement technology into the classroom that can be a positive solution to these questions.

One way to implement technology into the classroom is through the use of digital formative assessment platforms. Over the last 50 years, there have been over 600 research studies assessing the impact of formative assessments. Foundational studies published by Black and Wiliam’s (1998a), Bennett (2011), Dunn & Mulvonen (2009), Kingston and Nash (2011) and Bloom et al. (2008) have illustrated the benefits of formative assessments. At the lower end of the achievement spectrum, we know that there can be a .20SD up to a .70SD unit impact (Kingston and Nash, 2011) (Black and Wiliam, 1998a)

One feature that all of these platforms offer is immediate feedback to both the learner and the student. This immediate feedback has the potential to catalyze intrinsic motivation, independent improvements and personal connections; all being an integral part of the learning process. Regardless of the methodology, the results are beyond motivating for an educator to “buy-in” to this. A major research study showed up to a .70 SD impact on positive academic achievement when immediate feedback is provided. Now, the catch… the immediate feedback must be aligned with the class goals and has a focus on achievement (Hattie, 2012). In short, using the platforms independently *will not* give you the growth we are all looking for. Using these platforms as a tool to drive instruction and meet learning targets *will* allow you to obtain the growth that we are all looking for.

Digital formative assessment platforms speed up the age-old process of formative assessments by providing immediate results, data and feedback. In addition, the format of the platform can have a positive impact on motivation, student participation and accuracy of data. Having quick and accurate data that is automatically aggregated is a powerful tool. This can allow an educator to immediately determine the strengths and weaknesses specific to identified learning targets and to provide the appropriate interventions to students that are not meeting learning targets. In the end, teachers are more effective at using data to drive their instruction.

The final addition that most digital formative assessment platforms offer is a different approach. These platforms offer a game-based learning strategy. Ryan Dellos published research supporting that game-based learning is viewed as one of the leading practices in education (2015). This strategy is also supported by Icard when engaging students. “Creating an atmosphere where students are critically thinking and engaged is essential for students’ learning…” (Icard, 2014). Finding ways that keep students engaged is a challenge when trying to effectively determine their current level of understanding. Using technology opens a new way to engage learners (Chien-Hung, YuChang, Bin-Shyan, & Yen-Teh, 2014). From making a game like atmosphere, allowing self-expression, and providing feedback, students are engaged in many ways that are different experiences compared to traditional formative assessments such as “thumbs up, thumbs down” or exit-slips.

The struggle that many leaders in education face is the failure to construct an action plan that provides an emphasis on this area, meets the needs of the stakeholders and the adequate professional development necessary to be successful. To achieve success for implementing digital formative assessments, driving instruction, and having a positive impact on classroom climate all require a methodical action plan.

Our goal is to provide a multi-session professional development seminar that is split into two sessions. By the conclusion of session one, we will have determined the needs of our audience, illustrated how this research-based approach supports the effectiveness of the educational process and to engage everyone in a variety of digital platforms that illustrate the features of each platform. After a break, session two will be dedicated to teaching the functions, applications, management and implementation of three platforms.

Along the way, participants will be grouped based on content. This will allow groups to receive the proper resources to meet their needs. Here, they will construct and/or modify different platforms dedicated to the specific learning targets in their content. At the end of this workshop, everyone will leave with products and a plan to implement this into their lessons.

Later, teachers will share their products and experiences on a shared drive and will assess the impact that this has had on their professional development. This information will help the educational leadership team determine the next steps necessary to meet the needs of their educators and to increase the success of this action plan. All of this fits into three main goals listed below.

**Goal 1:** Educators will be able to evaluate multiple digital formative assessment platforms that meet the needs of their classroom objectives. This falls into our first session.

**Goal 2:** Educators will be able to create one or more digital formative assessment tool that meets the needs of their classroom objectives. This falls into our second session.

**Goal 3:** Educators can implement a digital formative assessment platform to effectively drive instruction and track student progress. This falls into our second session and post-workshop portion.

To achieve these goals, each goal will be broken down into a series of learning targets.

**2.** **Learning Objectives**

**Goal 1:** Educators will be able to evaluate multiple digital formative assessment platforms that meet the needs of their classroom objectives. This falls into our first session.

**Objective 1.0** Following a presentation and demonstration of five digital formative assessment platforms, K-12 educators will determine technology required to implement the various educational platforms by completing a *Platform Evaluation Survey* with 100% accuracy ([See Appendix A2](#A2_Session1_Platform_eval)).

1.0.1 Educators can determine compatible devices for each platform.

1.0.2 Educators can determine availability and access to compatible devices necessary to utilize the various platforms toward obtaining their classroom objectives.

1.0.3 Educators can determine access to and reliability of the learning

environment’s internet connectivity.

**Objective 1.1** Following a presentation and demonstration of five digital formative assessment platforms, K-12 educators will determine usability factors as assessed by completing a *Platform Evaluation Survey* with 100% accuracy ([See Appendix A2](#A2_Session1_Platform_eval)).

1.1.1 Educators can determine platform intuitiveness and navigation

features, anticipating potential supports needed for introduction of the

platform to their target learners.

1.1.2 Educators can determine platform accessibility factors such as audio

support, alternative text scripts, color contrast, and closed captioning

to meet the learning needs of their target audience.

**Objective** **1.2** Following a presentation and demonstration of five digital formative assessment platforms, K-12 educators will determine what level of academic content is available by completing a *Platform Evaluation Survey* with 100% accuracy ([See Appendix A2](#A2_Session1_Platform_eval)).

1.2.1 Educators can evaluate the appropriateness of existing platform

content either by subject, standard, topic, or grade level as relevant to

their curriculum.

1.2.2 Educators can determine the degree to which they may use existing

content or create original content for use in the platform.

**Objective** **1.3** Following a presentation and demonstration of five digital formative assessment platforms, K-12 educators will determine what level of user management is required by completing a *Platform Evaluation Survey* with 100% accuracy ([See Appendix A2](#A2_Session1_Platform_eval)).

1.3.1 Educators can determine compatible Learning Management Systems

(LMS) for each platform as compared to their district’s LMS.

1.3.2 Educators can determine the complexity involved in setting up and

maintaining the functions of the platform including managing class

enrollment, assigning content, assessing learning, providing feedback, and accessing data.

1.3.3 Educators can locate the platform’s *Help* and support

features.

**Goal 2:** Educators will be able to create three digital formative assessment tools that meet the needs of their classroom objectives. This falls into our second session.

**Objective 2.0** Given electronic tutorials with live instructor support,educators

participating in the professional development workshop will set up a digital

platform account as measured by the *Platform Rubric,* achieving Mastery Level

([See Appendix A3](#A3_Platform_Rubric)).

2.0.1 Educators navigate to the correct website.

2.0.2 Educators create an account using Google Sign In or filling in the form.

**Objective 2.1** Given electronic tutorials with live instructor support,educators

participating in the professional development workshop will create a

classroom or group in the digital platform as measured by the *Platform Rubric,*

achieving Mastery Level ([See Appendix A3](#A3_Platform_Rubric)).

2.1.1 Educators import classes from Google Classroom or LMS as

supported by the platform or create classes manually by filling out the

form.

**Objective 2.2** Given electronic tutorials with live instructor support,educators

participating in the professional development workshop will invite or enroll

students into the previously created class within the digital platform as measured by

the *Platform Rubric,* achieving Mastery Level ([See Appendix A3](#A3_Platform_Rubric)).

2.2.1Educators can show evidence of enrolling students or peers into a

created class.

**Objective 2.3** Given electronic tutorials with live instructor support,educators

participating in the professional development workshop will design content for use in

the digital formative assessment platform as measured by the

*Platform Rubric,* achieving Mastery Level ([See Appendix A3](#A3_Platform_Rubric)).

2.3.1 Educators formulate a learning objective for their target learners

aligned with their curriculum.

2.3.2 Educators can search for and locate existing content by subject,

standard, and/or topic as relevant to their curriculum.

2.3.3 Educators create content within the digital formative assessment

platform(s) of choice to meet the learning objective.

**Objective 2.4** Given electronic tutorials with live instructor support,educators

participating in the professional development workshop will assign students or classes a lesson in the digital platform as measured by

the *Platform Rubric,* achieving Mastery Level ([See Appendix A3](#A3_Platform_Rubric)).

2.4.1 Educators can assign a lesson to individual students.

2.4.2 Educators can assign a lesson to a single class.

2.4.3 Educators can assign a lesson to all classes.

**Objective 2.5** Given electronic tutorials with live instructor support,educators

participating in the professional development workshop show Mastery in procedural

and platform features as measured by the *Platform Rubric* achieving, Mastery Level

([See Appendix A3](#A3_Platform_Rubric)).

2.5.1 Educators can add platform features, increasing interactivity or

differentiation to their digital lesson and assessment as relevant to the

chosen digital platform and stated on the rubric.

**Goal 3:** Educators can implement a digital formative assessment platform to effectively drive instruction and track student progress. This falls into our second session and post-workshop portion.

**Objective 3.0** Following completion of the workshop with platform *Help* features and facilitator contact as support, K-12 educators will use digital formative assessment data to determine students’ current level of understanding for the lesson learning objective with 100% proficiency when evaluated with a *Class Usability Survey* ([See Appendix A2](#A2_Dig_FA_Class_Usability)).

3.0.1 Educators can locate appropriate baseline data for students in the

educational platform after administering the first attempt at the formative assessment.

**Objective 3.1** Following completion of the workshop with platform *Help* features and facilitator contact as support, K-12 educators will use digital formative assessment data to identify achievement gaps with 100% proficiency when evaluated with a *Class Usability Survey* ([See Appendix A2](#A2_Dig_FA_Class_Usability)).

3.1.1 Educators can evaluate baseline data against learning objective

criteria to determine the optimal versus actual performance of the

class or individual students.

**Objective 3.2** Following completion of the workshop with platform *Help* features and facilitator contact as support, K-12 educators will use digital formative assessment data to drive instruction with 100% proficiency when evaluated with a *Class Usability Survey* ([See Appendix A2](#A2_Dig_FA_Class_Usability)).

3.2.1 Educators implement whole group instruction, small group

remediation, or individual intervention based on data revealing students falling below learning target criteria.

**Objective 3.3** Following completion of the workshop with platform *Help* features and facilitator contact as support, K-12 educators will use digital formative assessment data to evaluate effectiveness of instruction, remediation, or intervention with 100% proficiency when evaluated with a *Class Usability Survey* ([See Appendix A2](#A2_Dig_FA_Class_Usability)).

3.3.1 Educators administer a second assessment through the digital platform after instruction, remediation, and/or intervention.

3.3.2 Educators calculate and track student growth based on data

changes between the first and second assessment.

3.3.3 Educators use the data to inform further instruction or preparedness

for summative assessment.

**3.** **Needs Assessment**

**Planning**

***Stakeholders***

The school district administration seeks to provide teachers the resources and training necessary to use technology in data-informed instruction which can be easily collected and reported. The organization’s goal is to improve student engagement, motivation, and learning to support yearly progress as evidenced by student growth on district and state assessments.

District-wide, certified classroom teachers are being offered an opportunity to gain knowledge and skills directly applicable to classroom instruction as informed by various digital formative assessments. As the target audience and managers of the digital platform use in their respective classrooms, the K-12 educators are the primary stakeholder whose experience, value, and feelings greatly impact the design of the training.

While this professional development opportunity is being designed for educators, the end user of the platform’s learning activities and assessments is the K-12 student. The student experience with digital formative assessments to meet learning objectives designed for these learners makes them a valuable stakeholder.

Due to K-12 students being minors, parents will be informed of the initiative to encourage use of digital learning and assessments with evidence of the value of immediate feedback in student growth. Parents will be invited to send questions, comments, or concerns to school leadership.

***Target Audience***

This training targets teachers with varying degrees of experience and comfort using technology in the classroom to aid in instruction and assessment. Participants will vary from those with little to no experience using digital formative assessment platforms to teachers advanced at using these resources. The training is available district-wide, so participants will be educators from grades K-12 across content areas and with varying years of teaching experience.

Training will be divided into two sessions which may be applied over the course of one or two days of professional development. Session one will focus on presenting an overview of the features, uses, data, and analytics available in five separate web-based educational platforms in a whole group setting ([See Appendix B1](#B1_Session1_Presentation)). Session two offers breakout workshop sessions for each platform where teachers will have the opportunity to create fully functioning lessons in up to three platforms of their choice. The groups will be mixed ability, based on the educational platform teachers choose with consideration to content area and grade-level in scheduling. Tutorials will be compiled into electronic resources allowing more advanced users to self-pace quickly through the workshops ([See Appendix B](#B1_Session2_Presentation)1).

***Strategy***

Designers will meet with and conduct interviews with school administration, including representative board members, noted herein as *leadership*, and the district information technology staff. Leadership interviews will focus on the organization goals, expectations for the training outcomes, perception of the need for training, view of motivation level, resources currently available to teachers for implementation, any factors that may hinder the implementation in classrooms, and possible incentives for integrating the platforms ([See Appendix A1](#A1_Leadership_Interview)). Information Technology (IT) department staff will be asked about currently available technological resources and the reliability of resources available to the workshop facilitators for training and available to the teachers for implementation of digital formative assessments in the classroom on a regular basis ([See Appendix A1](#A1_INFO_TECH_INTERVIEW)).

Facilitators will conduct a needs assessment through a confidential electronic survey sent to the teachers to gather information on participants' attitudes toward and experience level in using formative assessments in general ([See Appendix A1](#A1_Teacher_Survey)). Further, the instrument will ask about practice with and motivation toward using digital formative assessments. Additional survey items will determine computer skill level, interest in and expectations of training on the topic, perceived administrator support, and technology resource availability. Facilitators will use the data to design instruction for the educators in creating and using digital formative assessments to measure student growth and inform whole group instruction, small group remediation, and individual intervention.

Facilitators will create a student survey based on the formative assessment methods reportedly used by teachers in the building to gather the students’ attitudes and motivation surrounding the various measurements ([See Appendix A1](#A1_Student_Survey)). This will inform facilitators of features the students find engaging and how they respond to immediate feedback of digital formative tools which are being used prior to the workshop.

Leadership will inform parents through an electronic newsletter of the district’s intent to encourage increased use of digital formative assessments ([See Appendix A1](#A1_Parent_Newsletter)). Information will include explanation of the positive effects of immediate formative assessment feedback, the types of data collected and stored, and the purpose of the data to inform instruction, remediation, and intervention. Parents will be invited to send questions, comments, or concerns to school leadership. Should the need arise given parent questions and concerns, leadership may choose to add the item to a board meeting agenda. Furthermore, the intent of parent communication is to create transparency as to the collection, purpose, and use of data, clarifying to parents that it is for classroom teacher use to monitor progress and increase student growth through more individualized and targeted instruction.

***Participants***

The professional development participants will include the training facilitators, K-12 educators, school administration, and possibly support staff as determined by the building principals. The technology department will schedule staff to be available throughout training to troubleshoot.

**Data Collection**

**Sample Size**

The administration interviews should minimally include a board representative, central office representative, and each building principal as these members represent the decision-making trust of most K-12 districts. Technology interviews should include a member of information technology management and a person on point or knowledgeable of the technology resources and challenges in each building.

The teacher survey should be sent to all teachers as potential attendees as this is a district-wide professional development opportunity to support school improvement goals. Prior to finalizing the survey, it will be sent to a small pilot group with usability observations and interviews informing potential modifications ([See Appendix A1](#A1_Teacher_Srvey_Usab_Interview)). The usability observations and interviews provide the opportunity to gather additional information developers may have overlooked but that may be important considerations in the process.

Assumptions: The pilot group for instrument efficacy testing will include teachers from multiple grade levels and subjects across the district. Based on cross-selection of the pilot group, the developers assume the sample is representative of the full district participants who will be surveyed and attend the training.

Student surveys will be developed with age appropriate language and be administered across the grade-levels and content areas to a representative sample from each building.

Assumptions: Based on cross-selection of the student group, the developers assume the sample is representative of student attitudes and motivation toward pre-workshop formative assessment methods.

**Scheduling**

The leadership and technology interviews will be conducted at least 16 weeks prior to the training to allow for teacher survey revision, follow-up interviews as necessary, opportunities for technology acquisition or improvements, and facility and materials preparation.

The teacher survey pilot test will be administered at least 14 weeks prior to the scheduled professional development training with a deadline of 2 weeks. Usability observations and interviews will be conducted within these pilot test weeks. The full confidential survey will be administered to the district teachers at least 10 weeks prior to the scheduled professional development training to allow review of the data, student survey preparation, revision to presentations, and the potential to compile results to share in the training.

The student survey based on the types of formative assessments reported in the teacher survey will be sent at least 6 weeks prior to the event with a 10-day deadline for completion. Parent communication should be sent at least 12 weeks prior to training to provide adequate time to address concerns fully.

**Tools**

Interviews for leadership and tech staff will be conducted in person or over the phone from a predetermined questionnaire. The pilot surveys will be electronic Google Form surveys with the usability observations and interviews being conducted in person with a select group using a predetermined form. The teacher and student surveys will be created in Google Forms to allow easy distribution, collection, and data compilation. Electronic surveys offer flexibility for user completion and allow large amounts of data to be collected quickly. Parent communication will be an electronic newsletter with a comment bar to centralize parent input.

**Data Analysis**

Qualitative data will be collected during interviews based on a questionnaire for uniformity in administering and analyzing them with additional areas for interviewer notes. Data will be uniformly organized in a spreadsheet by question and color coded by speaker to determine emerging themes and differing points of view among peers in the same stakeholder group and across the stakeholder groups.

Surveys will be administered electronically through Google forms to allow collection of both quantitative and qualitative data. The quantitative reporting features in Google Forms will be used to create charts and graphs where appropriate. Qualitative data on open-ended questions will be analyzed in the same manner as the interviews.

The following table organizes the types and sources of information sought, the procedures and instruments used to gain information, and the relevance of the information to determining the goals, skills, knowledge, experiences, feelings, causes, vision, and suggestions of multiple stakeholders invested in student learning. Instruments appear in the Appendices ([See Appendix A1](#SectionA1_Appendix)).

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| **Types of Information** | **What do you need to know?** | **Why do you need to know this?** | **Information Sources** | **Types of Procedures (Instruments)** |
| **Optimals** | How does the district see using formative assessment data?  How does the district believe digital formative assessments support the district’s goals?  What evidence of effective formative assessment use does the district want to see? | This aids in the establishment of workshop objectives and evaluation measures. | Leadership | Interview (Questionnaire) |
| What technological resources are needed for this training and to implement digital formative assessments regularly in a classroom? | This reveals the technology resources which must be present to make the training and the digital formative assessment initiative a success. | Technology | Interview (Questionnaire) |
| What are the expectations of the teachers as the target learners of the training opportunity? | This aids in the establishment of workshop objectives and evaluation measures to ensure participants value and engage in the training. | Teachers | Survey (Google Form) |
| What *learning checks* (i.e. formative assessments) do the students think help them most?  What are the characteristics of the *learning checks* they find most helpful? | These questions help identify the formatives students perceive to be most helpful and characteristics of the instruments.  These questions help reveal whether the assumption that digital platforms increase student engagement is true and warrants district-wide training. | Students | Survey (Google Form) |

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| **Types of Information** | **What do you need to know?** | **Why do you need to know this?** | **Information Sources** | **Types of Procedures (Instruments)** |
| **Actuals** | How is the district using formative assessment data currently?  Does the district currently require classroom formative data be reported in any manner? | This reveals the gap between what the district would like to see and current practices to determine workshop activities to meet objectives. | Leadership | Interview (Questionnaire) |
| Are any of the needed technological resources for this training and to implement digital formative assessments regularly in a classroom lacking in availability or reliability? | This reveals whether adequate and reliable technological resources are available or can be acquired for the workshop and for teachers to use the digital assessment in their classrooms post-training. | Technology | Interview (Questionnaire) |
| Are there known issues with technology availability or reliability?    What formative assessments, if any, are teachers currently using and are any of them digital?    What are the teachers’ technical skill levels with regards to computer use? | This reveals gaps which may exist between actual technology availability and performance and what IT believes is available.  This facilitates planning the types and degree of training needed to move from current practice to expected practice.  This facilitates planning the types and degree of training needed to move from current technical skill to competency needed for digital assessments. | Teachers | Survey (Google Form) |
| Are there known issues with technology availability or reliability in the students’ experience?    What *learning checks* (i.e. formative assessments) are currently being used in the classroom?    What do the students feel is their level of computer use skills? | This reveals gaps which may exist between actual technology availability and performance and what IT believes is available.  This shows what the end user currently interacts with and perceptions of what constitutes a learning check. This may expose the need to make learning checks and their purpose more defined and transparent to students as part of implementation.  This reveals the readiness of students to successfully navigate digital formative assessments to help guide teachers in evaluating and determining how much support students will need and the best available digital platforms to use as explored in the workshop training. | Students | Survey (Google Form) |

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| **Types of Information** | **What do you need to know?** | **Why do you need to know this?** | **Information Sources** | **Types of Procedures (Instruments)** |
| **Determining Causes** | Why does the district seek to increase the use of digital formative assessments? | This aids in exploring whether digital formative assessment is the right solution.  If training is developed, this informs the purpose and benefits of the training which should be made clear to participants. | Leadership | Interview (Questionnaire) |
| Are teachers aware that digital formative assessments exist and the benefits?  Do teachers have adequate technology regularly and reliably available? | This reveals if lack of awareness or lack of technology affect the teachers’ readiness to use digital formative assessments. | Teachers | Survey (Google Form) |
| How do students interact with digital versus paper assessments? | This shows if there is a difference in students’ actions and use between digital and more traditional assessment formats. | Students | Survey (Google Form) |

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| **Types of Information** | **What do you need to know?** | **Why do you need to know this?** | **Information Sources** | **Types of Procedures Instruments)** |
| **Feelings** | Do administration and leadership believe the teachers will use digital formative assessments to a degree that warrants the training?  Are any incentives in place or to be developed to encourage the use of digital formative assessments? | These questions reveal the attitudes, relationships, and context in which the administration and teachers operate currently and if there are issues within these factors to address before, during, or after training and implementation of digital formative assessments. | Leadership | Interview (Questionnaire) |
| Do teachers have daily access to necessary technological resources to use digital formative assessments? | This explores whether issues with technology impede the teachers’ desire to use digital education tools. | Technology | Interview (Questionnaire) |
| What level of importance do teachers place on formative assessments to drive instruction and track student growth?  How confident do teachers feel in using digital formative assessments?    Are teachers interested in being provided training on digital formative assessment?    Do teachers feel supported in using digital formative assessments in their classrooms? | This aids in planning the degree to which the training should include evidence of the value of formative assessments.  This aids in determining the level of support needed during training activities and post-workshop for implementation.  This reveals the current motivation level of teachers to attend training and invest in the outcomes. This may be an area to address pre-workshop or as a prominent focus for the introduction of the topic and sessions.  This information can provide potential need for incentives and reparation of this perception before, during, and after training. | Teachers | Survey (Google Form) |
| Do students have a preference with digital versus paper assessments? | Investigating student preference reveals whether leadership and developer assumptions regarding engagement and motivation related to digital formative assessment are accurate. | Students | Survey (Google Form) |
| Do parents see strengths or have concerns with the initiative? | Providing transparent information to parents and allowing a feedback opportunity may reveal the need for further parent involvement or information sharing in the move to include digital formative assessments. | Parents | Electronic newsletter with comment bar |

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| **Types of Information** | **What do you need to know?** | **Why do you need to know this?** | **Information Sources** | **Types of Procedures (Instruments)** |
| **Possible Solutions** | How does the implementation of digital formative assessments contribute to organization goals? | This helps determine if training and use of digital formative assessments is needed as the solution prior to development and use of significant district resources. | Leadership | Interview (Questionnaire) |
| If technology is lacking or unreliable, do the means exist to provide or update it? | If adequate technology cannot be obtained to support digital formative assessments, training should not be developed at this time. | Technology | Interview (Questionnaire) |
| What do teachers report to needing in order to incorporate digital formative assessments regularly into their classrooms? | This may reveal additional or alternate solutions that leadership and developers have not previously considered or motivation concerns to be addressed before, during, and after the workshop. | Teachers | Survey (Google Form) |
| What would students include in *learning checks* (i.e. formative assessments) to make them interesting and to show students how they are growing in their learning? | This can inform which digital formative assessments may appeal most to students across the content areas and grade levels, informing developers as to which should be included in the workshop training content. | Students | Survey (Google Form) |

**4.** **Task Analysis**

**Goal 1:** Educators will be able to evaluate multiple digital formative assessment platforms that meet the needs of the target learners’ objectives. This falls into our first session.

1.0. Determine what technology is required.

1. 0. 1. Explore three platforms

1. 0. 2. Compare each platform with one another

1. 0. 3. Explore pros and cons of each platform

1. 0. 4. Choose the technology that best suits the learning objectives

1.1. Determine what usability requirements.

1. 1. 1. Is the platform easy to use?

1. 1. 2. Is the platform intuitive?

1. 1. 3. Is the platform accessible?

1. 1. 4. Is the platform easy to navigate?

1. 1. 5. Does the platform have a help section?

1.2. Determine what level of academic content is available.

1. 2. 1. Who is the target audience?

1. 2. 2. What kind of content can be created?

1. 2. 3. Skills needed to create the content

1.3. Determine what level of user management is required.

1. 3. 1. Provide platform tutorials

1. 3. 2. Provide help to the users

**Goal 2:** Educators will be able to create one digital formative assessment tool that meets the needs of the target learners’ objectives. This falls into our second session.

1.0. Educators can set up a digital platform account

1. 0. 1. Access get.plickers.com on a web browser

1. 0. 1. 1. Download Plickers app if necessary

1. 0. 1. 2. Look for 'Signup for free'

1. 0. 1. 2. 1. Click on 'Signup for free'

1. 0. 2. 2. Enter your Gmail credentials

1. 0. 2. 3. Fill the form

1. 0. 2.4. Click on 'Continue with Email'

1. 1. Access Gimkit.com on a web browser

1. 1. 1. Download Gimkit app if necessary

1. 1. 1. 1. Look for 'Signup'

1. 1. 1. 2. Click on 'Signup'

1. 1. 1. 2. 1. Click on 'Gimkit' Basic

1. 1. 1. 2. 1. 0. Enter your Gmail

1. 1. 1. 2. 1. 1. Enter your email

1. 1. 1. 2. 1. 2. Click on 'Continue'

1. 1. 1. 2. 2. Click on Gimkit Pro

1. 1. 1. 2. 3. Click on Gimkit Groups

1. 2. Access classkick.com on a web browser

1. 2. 1. Download Classkick app if necessary

1. 2. 1. 1. Look for 'Sign up, it's free’

1. 2. 1. 2. Click on 'Sign up, it's free’'

1. 2. 1. 2. 1.Click on 'Teacher'

1. 2. 1. 2. 1. 0. Enter Gmail credentials

1. 2. 1. 2. 1. 1. Enter clever credentials

1. 2. 1. 2. 1. 2. Signup with your email

1. 3. Access Nerapod.com on a web browser

1. 3. 1. Download Nearpod app if necessary

1. 3. 1. 1. Look for 'Sign up for free'

1. 3. 1. 2. Click on 'Sign up for free'

1. 3. 1. 2. 1. Enter your Gmail credentials

1. 3. 1. 2. 2. Enter details into the form

1. 3. 1. 2. 3. Click on 'Sign up'

1. 4. Access EdPuzzle.com on web browser

1. 4. 1. Download EdPuzzle app if necessary

1. 4. 1. 1. Look for 'Signup'

1. 4. 1. 2. Click on 'Signup'

1. 4. 1. 2. 1. Select 'I'm a Teacher'

1. 4. 1. 2. 0. Enter your Gmail

1. 4. 1. 2. 1. Sign up with Edpuzzle

1. 4. 1. 2. 2. Enter details into form

1. 4. 1. 2. 3. Click on 'Create an account'

2. 0. Educators can create a classroom in the digital platform

2. 1. Login 'get.plickers.com'

2. 1. 1. Click on ‘New Class’

2. 1. 2. ‘Add Students’

2. 1. 3. ‘Add questions to ask’

2. 1. 3. 0. Click on ‘Library’

2. 1. 3. 1. Click on class of your choice

2. 1. 3. 1. 0. Click on ‘Play Now’

2. 1. 3. 1. 1. Click on ‘Edit’

2. 2. Login 'Gimkit.com'

2. 2. 1. Click on ‘Classes’

2. 2. 2. Click on ‘New Class’

2. 2. 2. 0. Click on ‘Class with student accounts’

2. 2. 2. 1. Click on ‘Class without student accounts’

2. 2. 2. 2. Give class name

2. 2. 2. 3. Assign class color

2. 2. 2. 4. Click on ‘Create Class’

2. 2. 3. Click on ‘Kits’

2. 2. 4. Click on ‘New Kits’

2. 2. 4. 0. Give the kit a name, select language, subject.

2. 2. 4. 1. Click next and choose a picture for the kit

2. 2. 4. 2. Click on ‘Add question’

2. 2. 4. 3. Choose format (Multiple choice/text input)

2. 2. 4. 4. Write your question and answer choices.

2. 2. 4. 5. Click on ‘Finish Kit’

2. 2. 5. Click on ‘Kits’

2. 2. 5. 1. Search for Kits

2. 2. 5. 2. Click on Kit

2. 2. 5. 3. Click on ‘Copy’

2. 2. 6. Click on Kits

2. 2. 6. 1. Click on the kit you want to modify

2. 2. 6. 2. Click on Edit

2. 2. 6. 3. Click on question Chlorophyll

2. 2. 6. 4. Click Delete to remove the question

2. 2. 6. 5. Click on Edit to change question or Answer

2. 2. 6. 6. Click on Finish kit.

2. 2. 7. Click on ‘Assignments’

2. 2. 7. 1. Click on ‘New Assignment’

2. 2. 7. 2. Select your kit, assign the date and class(es)

2. 2. 7. 3. Determine target & start cash, max time, title

2. 2. 7. 4. Click on ‘Create Assignment’

2. 3. Login 'Classcick.com'

2. 3. 1. Click on ‘Assignments’

2. 3. 2. Click on ‘New Blank Assignment’

2. 3. 3. Give Name and Description

2. 3. 4. Choose Subject and Grade

2. 3. 5. Give Access to Students

2. 3. 6. Give Access to Colleagues

2. 3. 7. Click on plus sign to add more slides

2. 3. 8. Click on a slide to Edit

2. 3. 9. Insert content, text images, videos

2. 4. Login 'Nearpod.com'

2. 4. 1. Click on ‘Lesson in Nearpod’

2. 4. 2. Click on ‘Add Slide’

2. 4. 2. 1 Click on ‘Add content’

2. 4. 2. 2. Click on ‘Add Web content’

2. 4. 2. 3. Add Activity

2. 4. 3. Select content to add

2. 4. 4. Click on Save and Exit

2. 4. 5. Give Lesson Name and Description

2. 4. 6. Give subject and Grade

2. 4. 7. Click on Save and Exit

2. 4. 8. Launch the lesson

2. 4. 8. 1. Mouseover to the lesson created

2. 4. 8. 2. Launch a Live session

2. 4. 8. 2. 1. Share code with students

2. 4. 8. 3. Launch Student Paced lesson

2. 4. 8. 3. 1. Share code with students

2. 4. 9. Click on’ Reports’

2. 4. 9. 1. Choose a lesson

2. 4. 9. 2. Choose a session

2. 4. 9. 2. 1. Choose student row

2. 4. 9. 2. 2. Choose lesson type

2. 5. Login 'EdPuzzle.com'

2. 5. 1. Click on ‘My Classes’

2. 5. 2. Click on ‘Add New Class’

2. 5. 2. 1. Give Name and Description’

2. 5. 2. 2. Choose Class type

2. 5. 2. 3. Click on ‘Create Class’

2. 5. 3. Click on ‘Invite Students’

2. 5. 3. 1. Share the code

2. 5. 4. Click on Students tab for existing classes

2. 5. 4. 1. Click on ‘Invite Students’

2. 5. 5. Search a video from search bar

2. 5. 5. 1. Click on EdPuzzle

2. 5. 5. 2. Find the video by typing video name

2. 5. 5. 3. Click on the video to check preview

2. 5. 5. 4. Click to copy to add to the content

2. 5. 5. 5. Edit the video and click on Save

2. 5. 5. 6. Click on Assign

2. 5. 5. 7. Choose students and assign to the class

2. 5. 5. 8. Click on YouTube

2. 5. 5. 9. Copy and paste the link in search bar

2. 5. 5. 10. Edit it directly

2. 1. Educators can design the content that will be used in the digital

    formative assessment platforms

2. 2. Educators use four integration features in their digital platform.

**Goal 3:** Educators can implement a digital formative assessment platform to

effectively drive instruction. This falls into our second session and post-workshop

portion.

1. 0. Educators can use data to determine students’ current level of understanding for learning targets.

1. 1. Educators can use data to identify any gaps

1. 2. Educators can implement an intervention strategy using the data to identify \students not meeting learning targets

1.3. Educators can integrate a platform that works with their current LMS.

**SECTION 2: Evidence of Acceptable Results**

**1****. Formative Evaluation**

It is crucial to perform formative evaluations as they inform the target learners' place in the course of training. Formative Evaluations will give a chance to make changes in a way to lead the learners towards their goals and any pitfalls can be tracked in early stages of the training. The evaluation will be conducted to test the effectiveness of the workshop training program. It will determine the prior experience of the target audience with the technology, what changes need to be made, and whether or not the participants are able to deliver their instruction as they envisioned successfully with help of training provided through the workshop. Data will be gathered through a workshop electronic survey. The surveys will be administered before and after the workshop session one and after the workshop session two. The following are key questions that will be pursued in the formative evaluation.

***Key Questions:***

1. What is the experience of participants with the formative assessment tools?

2. How much of an impact does this process have on their ability to drive instruction and increase student achievement.

3. Were the workshop sessions advantageous to the participants?

4. How helpful and useful was the workshop in achieving the objectives presented?

5. Are the participants willing to use these digital formative assessment platforms for the instruction?

6. How much support participants needed to successfully reach their goals with the use of digital formative assessment tools?

The electronic surveys were designed using Google forms and will be distributed to the participants pre and post the workshop sessions accordingly.

*Pre-Survey:* Electronic Survey one is a Digital Formative Assessment Pre-Workshop Survey that will be given as a pre-survey of the workshop session one, the survey focused on the prior experience of the participants with the formative assessment tools and their functionalities ([See Appendix A1](#A1_DigFA_PreWS_Reg_Form)).

*Post-Surveys:* Survey two is Platform Evaluation and Survey and will be distributed at the end of session one ([See Appendix A2](#A2_Session1_Platform_eval)). Survey three is Digital Formative Assessment Workshop Teacher Feedback Survey and survey four is Digital Formative Assessment Usability ([See Appendix A2](#DigFA_Workshop_Teach_Feed)). These two forms will be distributed after the workshop session two as post-surveys and are designed focusing on the usefulness of the workshop to deepen the knowledge on the tools and the instructor’s readiness for the participant questions and the impact of process on the participant.

**2.** **Summative Evaluation (Including assessment of learning)**

At the conclusion of Session two, there will be a tool used to evaluate the effectiveness of the professional development workshop. The tool is a platform rubric that will be used to assess each individual’s current level of understanding and application in relation to the competencies for a particular platform. The “Platform Rubric” is formatted specifically towards the mechanics that were taught in session II. There are five different versions of this “Rubric” as there are five different Digital Formative Assessment Platforms. Since each teacher has signed up for three platforms, they will be assessed with two of these rubrics in relation to what their two platforms were.

The rubric uses a point system in which you earn one point for successfully completing one task. At the end, the points are tallied and converted into a percent. You are placed into a proficiency group based on your results. A 100-~88% is “Mastery”, ~87-~75% is “Proficient”, <~75% is “Emerging”. Four of the five platforms have eight tasks while one has seven. As a result, each group may seem to have a wide distribution based on the percent, but in reality, there is not. This is best illustrated when an individual earns seven of the eight points possible. This equates to an 88% in which the person would be considered to be at a “Mastery” level. Twelve percentage points may seem like a wide range, but is only equated to one task that was not completed correctly.

The five platform rubrics (one for each platform) can be found in the Appendices ([See Appendix A3](#A3_Platform_Rubric))

**SECTION 3: Learning Experiences and/or Instruction**

**1.** **Learner Analysis**

Our Professional Development workshops will be targeting K-12 educators and support staff. We will be using a two- stage format to gather information about our audience. This serves two purposes:

1. Allow administrators and presenters to have an understanding on the current climate and stance in relation towards this initiative.
2. Allow presenters and facilitators of this workshop to design, structure and construct lessons that engage our target audience, spark interests, and objectively challenge each individual.

In the first stage, a “whole-group” district-wide needs assessment is conducted. Afterwards, individuals from the “whole-group” will register for this workshop. Upon registration, they will complete a pre-workshop registration survey. Before the conference begins, we will be conducting a district-wide needs assessment. This assessment uses a Google Form format and is labeled “Teacher Survey” ([See Appendix A1](#A1_Teacher_Survey)).

This form assesses the following areas:

* Grade, subject, number of years teaching
* Personal viewpoint on formative assessments
* Personal use and application of formative assessments
* Current number of formative assessments available
* Usability of current formative assessments

This information will provide us with the background of our potential target audience, as well as identify current needs that are specific to this initiative. Having a better perspective of the current situation will allow administration to understand the current climate, experience and needs within each building throughout the district. In addition, in a large district, that data can be used to determine the individual needs and begin to group these needs and plan a course of action. (*Who, Where, When, etc.*)

Now that we have a district-wide perspective, we can begin enrolling individuals into our Professional Development Workshop. Upon doing so, data will be collected on each participant in two fashions. The first involves us using data that is already at our disposal from DESE and Tyler SIS. The second involves each individual completing a Google Form labeled “Digital Formative Assessment Pre-Workshop Survey” ([See Appendix A1](#A1_DigFA_PreWS_Reg_Form)). The information and data gathered at this point will allow us to focus on our audience’s background, enabling us to have an accurate perspective. From building to building, this can be entirely different. Having an accurate perspective will allow us as presenters and facilitators to begin formulating a methodology to effectively approach our audience.

This data and information collected focuses on the following areas:

* Grade level
* Motivation
* Preferred Learning Style
* Incentive(s)
* Feelings
* Computer skills
* Current usage of Formatives
* Current application of Formatives

Between the two stages of collecting data, we will be able to conduct a learner analysis that is divided into four main categories:

* Learner Characteristics
* Individual Competencies
* Learning Styles
* Personal Characteristics

To begin, the “Learner Characteristics” category will focus on four criteria to better understand the diversity of our target audience. The four criteria in this section include:

|  |  |
| --- | --- |
| **Criteria:** | **Data collection tool:** |
| * Number of years served as a certified teacher | DESE, Needs Assessment |
| * Number of years served in district | DESE |
| * Current level of education | DESE |
| * Content Area / Certification | Tyler SIS, Registration Survey |

The “Individual Competencies” involves more extensive criteria that will allow us to gauge both the skillset and needs of our audience. This will enable presenters and facilitators to identify strengths and weaknesses and then construct adequate resources and support measures. The criteria are:

|  |  |
| --- | --- |
| **Criteria:** | **Data collection tool:** |
| * Use digital formative assessments | Needs Assessment |
| * Use of formative assessments to drive instruction | Needs Assessment |
| * Confidence in using digital formative assessments in driving instruction | Needs Assessment |
| * Number of formative assessment tools available | Needs Assessment |
| * Current technology available | Needs Assessment |
| * Current computer skills | Workshop Registration |

The “Learning Styles” of our target audience will be used for presenters and facilitators to craft presentations, resources and teaching styles that effectively meet the audience’s needs. In the process, this will maximize the effectiveness of the presentation and efforts to meet learning objectives. The learning styles are categorized into three criteria:

|  |  |
| --- | --- |
| **Criteria:** | **Data collection tool:** |
| * Feeling towards using technology | Needs Assessment |
| * Comfortability with using formative assessments | Needs Assessment |
| * Preferred learning style in based on one of the three main domains: visual, auditory, kinesthetic | Workshop Registration |

The “Personal Characteristics” of our target audience will be used to construct both the content and delivery approaches in an effort to maximize audience engagement. Having a better understanding of our audience’s personal characteristics will enable us to determine what level of motivation they currently have and if there is a potential barrier that we could remove. The criteria that we will use to determine the personal characteristics includes four main areas:

|  |  |
| --- | --- |
| **Criteria:** | **Data collection tool:** |
| * Reason for talking this workshop (Personal motivation vs Required) | Workshop Registration |
| * Expectations for this workshop | Workshop Registration |
| * Incentive for taking this workshop | Workshop Registration |
| * Feeling toward technology workshops | Workshop Registration |
| * Feeling towards the use of digital formative assessments. | Needs assessment |

**2.** **Contextual Analysis**

In addition to the Learner Analysis Pre-Registration Form, further data will be collected in the following ways throughout the workshop.

* Data Collection #1: Needs Assessment

([See Appendix A1](#A1_Teacher_Survey))

* Data Collection #2: Observation of Media Center Prior to Workshop
* Data Collection #3: Workshop Registration Form

([See Appendix A1](#A1_DigFA_PreWS_Reg_Form))

* Data Collection #4: Session 1: Platform Evaluation and Survey

([See Appendix A2](#A2_Session1_Platform_eval))

* Data Collection #5: Session 2: Teacher Feedback Survey

([See Appendix A2](#DigFA_Workshop_Teach_Feed))

* Data Collection #6: Pre-Workshop Interview with School Technology Representative

([See Appendix A1](#A1_INFO_TECH_INTERVIEW))

* Data Collection #7: Post-Workshop Classroom Usability Follow-Up Survey

([See Appendix A2](#A2_Dig_FA_Class_Usability))

|  |  |
| --- | --- |
| **Orienting Context** | **Data Collection for Information** |
| **Immediate Environmental Factors**  *Social Support*   * Do teachers feel administration will support their use of digital formative assessment applications in the classroom?   **Organizational Factors**  *Incentives*   * Are there incentives in place to motivate teachers to attend the workshop?   *Learning Culture*   * How have the teachers responded to previously offered training programs which have incorporated technology?   **Learner Factors**  *Adequate Skills*   * Do the teachers have basic computer skills (file management, mouse skills, cut and paste)?   **Learner Factors**  *Learner Profile*   * What subject and grade level does the teacher teach? * How many years of teaching experience does the teacher have? * How much does the teacher know about digital formative assessment applications? * What is the teacher’s attitude toward learning new things associated with technology? * Has the teacher had previous training on digital formative assessment applications?   *Goal Setting*   * What are the teacher’s goals for attending the workshop?   *Perceived Utility*   * Is the teacher interested in attending the training for professional reasons? Personal reasons? Other reasons?   *Perceived Accountability*   * How is the teacher held accountable for what he/she learns? | **Data Collection #1:**  Pre-Workshop Needs Analysis in Google Survey |
|
| **Immediate Environmental Factors**  *Sensory Conditions*   * Is the room a comfortable temperature?   *Seating*   * Are the chairs comfortable? * Are the chairs easily maneuvered?   *Computers*   * Are there enough computers for teachers to have 1:1 access during the workshop on day 2? | **Data Collection #2:**  Observation of Media Center Prior to Workshop |
| *Motivation*   * What is the learner’s purpose for participating in this workshop? * Were there incentives involved in motivating the learner’s attendance?   *Learning Style*   * What learning style(s) does your learner prefer?   *Knowledge*   * What level of computer skills do your learners have? * How often do they use digital formative assessments in their classrooms already? | **Data Collection #3**  Workshop Pre-Registration Form |
| **Instructor Role Perception**  *Knowledgeable*   * Is the learner able to select two digital platforms to focus on in the next session? * Which features of the digital platform are most appealing to the learner for their target learners? | **Data Collection #4:**  1st Day Workshop Platform Evaluation in Google Survey |
| **Instructor Role Perception**  *Knowledgeable*   * Did the instructor appear to be knowledgeable about digital formative assessment applications?   *Empathy*   * Did the instructor appear to be empathetic to the needs of the teachers?   *Approachable*   * Was the instructor approachable for asking questions and getting help when needed? | **Data Collection #5:**  2nd Day Workshop Teacher Feedback Survey in Google Survey |
| **Organizational Factors**  *Learning Support*   * Is technical support available on site?   *Teaching Support*   * Is a projector and screen, or smartboard, available? * Is a media center available with 1:1 access for the teachers? | **Data Collection #6:**  Pre-Workshop Interview with School Technology Representative |
| **Learner Factors**  *Utility Perceptions*   * Are teachers making use of digital formative assessment applications in their classrooms? * Are teachers utilizing the data reports that come with their assessment tool to track student growth?   *Experiential Background*   * Are some teachers finding digital formative assessment easier to incorporate into their lesson plans than others? * Can these teachers be used as school mentors? | **Data Collection #7:**  Post-Workshop Classroom Usability Follow-Up Survey in Google Survey |

**3****. Design Assumptions**

As we will not be able to actually complete the pre-registration surveys, we will make the following assumptions to design our workshop. We expect all attendees to be certified K-12 teachers. We also expect to have a variety of subject matter expertise, as well as teaching experience. We will design our workshop for teachers with only basic computer skills. However, those teachers with more computer experience will find the workshop applicable as well, as they will have time to survey multiple digital platforms during the workshop rather than only one.

We will also assume we have a media center and adjacent rooms with a projector and screen, or a smartboard, available to us. In addition, we expect most teachers to have smart phones with them during the workshop. Devices will be provided for teachers if needed.

**4. Types of Learning Experiences and/or Instruction**

This training will take place in a school media center and adjacent rooms over the course of two sessions and one follow-up survey. The first session will last half day and the second session will last half day. The sessions can be offered back to back in one day, with a break in between. Or they can be offered over the course of two consecutive days. The follow-up survey will be conducted two weeks after the workshop to evaluate teachers’ use of digital formative assessment applications in their own classrooms. Learning will consist of a combination of lecture, reading, demonstration, and independent practice. Attendees will have the opportunity to continue learning about digital formative assessment using their experience and notes long after this workshop ends.

|  |  |  |  |
| --- | --- | --- | --- |
| **Behavioral Objectives for Learners** | **Type of Learning** | **Instructional Strategies** | **Rationale** |
| Teachers will demonstrate the ability to determine what technology is required for a digital formative assessment application. | Concept-  Application | Explanation  Demonstration  Recall | Teachers will know what technology they will need for the digital assessment platform they choose. |
| Teachers will demonstrate the ability to determine usability requirements for a digital formative assessment application. | Concept-  Application | Explanation  Demonstration  Recall | Teachers will know how usable a formative assessment piece will be in their classroom. |
| Teachers will demonstrate the ability to determine what level of academic content is available in a digital formative assessment application. | Concept-  Application | Explanation  Demonstration  Recall | Teachers will know if the chosen platform is applicable to the grade level and subject matter they teach. |
| Teachers will demonstrate the ability to determine what level of user management will be required of them in a platform. | Concept-  Application | Explanation  Demonstration  Recall | Teachers will know if they are personally equipped to use a digital formative assessment application or not. |
| Teachers will be able to set up a digital formative assessment platform account. | Procedure-  Application | Individual-  Instruction  Demonstration  Recall  Practice | Teachers will have taken the first step in using digital formative assessment in their classrooms. |
| Teachers will be able to create a classroom in the digital formative assessment platform they have chosen. | Procedure-  Application | Individual-  Instruction  Demonstration  Recall  Practice | Teachers will use workshop time to do this sometimes-difficult task in the event they should need help. |
| Teachers will be able to design content that will be used in the digital formative assessment platform they have chosen. | Procedure-  Application | Individual-  Instruction  Demonstration  Recall  Practice | Teachers will learn how to create question sets for their chosen platform. |
| Teachers will be able to use at least four of the integration features in their digital platform. | Procedure-  Application | Individual-  Instruction  Demonstration  Recall  Practice | Teachers will be comfortable using their chosen platform. |
| Teachers will be able to use data to determine students’ current level of understanding for learning targets. | Procedure-  Application | Recall  Practice | Teachers will become familiar with the reports available in their chosen platform. |
| Teachers will be able to use data to identify gaps in their students’ learning. | Procedure-  Application | Recall  Practice | Teachers will be able to use reports to see where learning gaps exist. |
| Teachers will be able to implement an intervention strategy using the data to identify students not meeting learning targets. | Procedure-  Application | Recall  Practice | Teachers will have yet another tool for RTI, as well as better targeted classroom instruction. |

**5. Materials for Training Program or Learning System**

The materials needed for this training program are listed below and located in Appendix B:

**SESSION ONE**

Google Slide Presentation, which includes the following:

Introduction, Plickers overview, Gimkit overview, Nearpod overview, Classkick overview, Edpuzzle overview

Participants will also have access to these presentations (during the session as well as after) through a view-only link.

**SESSION TWO**

Google Slide Presentation:

Plickers, Gimkit, Nearpod, Classkick, Edpuzzle

Devices available for those who do not have one. Laptops or tablets for Gimkit, Nearpod, Classkick, and Edpuzzle, and tablets for Plickers.

**FOLLOW UP**

Summative assessment for facilitators to evaluate participant learning and use of their chosen digital platform.

**6. Implementation Plan for Your Product (Including Schedule & Logistics)**

The Digital Formative Assessment Platforms Workshop will be implemented over two sessions, with an additional follow up after completing training. The two sessions would be completed over one day, with session one in the morning and session two in the afternoon. The follow up survey would be sent out two weeks after training. The training would occur in a school, with the morning session in the media center and the afternoon session in 5 adjacent classrooms.

The first session will be trainers presenting the five digital platforms to workshop attendees. The goal of the second session is to have attendees create a formative assessment in three of the platforms that they can use in their own classroom. The follow up is to see how teachers are implementing the various formative assessment platforms and support where is needed.

**SESSION ONE**

**Equipment Required:** seating for participants, screen to project the Google Slide presentations (smart board, projector and screen, etc.), devices for teachers who do not have their own (laptop or iPad)

Session I will be a three-hour session in the morning, with Session II in the afternoon. This can be done over two days if necessary. Participants will first learn about the benefits of digital formative assessment, including research to support and outcomes they could expect in their classroom. Facilitators will then take turns presenting their specific digital formative assessment platform. Participants will learn what the platforms can do, as well as other important information about the platforms. Finally, participants will prepare for Session II by thinking through which digital formative platform would work best for their classroom, and which three rounds (each a different platform) they will attend during Session II.

The detailed outline for Session I can be found in Appendix B.

**SESSION TWO**

**Equipment Required:** There will be three rounds of five sessions, using five classrooms. (This could also be different areas of a media center if needed). Participants choose three sessions they would like to attend, based on their classroom needs. The classrooms will need a way to project (smart board, screen and projector, etc.). Participants will also need a device. There will need to be extra devices (iPads or laptops) for teachers who do not have one. The Plickers session (Room 1) will have one iPad per participant, as Plickers is not supported on laptop browsers.

Each facilitator will lead their session three times, with a ten-minute break in between each session. Facilitators will be walking participants through creating their own digital formative assessment. Participants will go to three digital platform presentations of their choice. The schedule and room assignments will be posted in multiple places for teachers to use to get to the right room for their chosen three sessions. The detailed schedule can be found in Appendix B. Room assignments are listed below. (next page)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Round 1**  **1:00-1:50** | **Round 2**  **2:00-2:50** | **Round 3**  **3:00-3:50** |
| **Room 1** | Plickers | Plickers | Plickers |
| **Room 2** | Gimkit | Gimkit | Gimkit |
| **Room 3** | Nearpod | Nearpod | Nearpod |
| **Room 4** | Classkick | Classkick | Classkick |
| **Room 5** | EdPuzzle | EdPuzzle | EdPuzzle |

**FOLLOW UP**

Participants will be sent a survey to complete two weeks after training. This will be used to evaluate participant learning and classroom use of formative assessment using a digital platform. Facilitators will use this to adjust session one and session two to best support participants in the future. The survey can be found in Appendix A2.

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**Appendices**

**Appendix A - Needs Assessment Instruments and Evaluation Materials**

**A1 Needs Assessment Instruments**

**[Leadership Interview Questionnaire](https://drive.google.com/open?id=1UfuvVk2zHmNEysVqOr1C0TDeWTQ3FxiXKL5_xcQywRo)**

At a minimum, interviewees should include a representative board member, a central office administrator, and the principal from each school.

Interview Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewee Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewee Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of years in the position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of years in the district: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of years in education: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Certification(s) held: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why does the district seek to increase the use of digital formative assessments?
2. How does the implementation of digital formative assessments contribute to organization goals?
3. How is the district using formative assessment data currently?
4. Does the district currently require classroom formative data be reported in any manner?
5. How does the district see using formative assessment data?
6. Do administration and leadership believe the teachers will use digital formative assessments to a degree that warrants the professional development training?
7. What evidence of effective formative assessment use does the district want to see?
8. Are any incentives in place or to be developed to encourage the use of digital formative assessments?
9. What technology do you believe is needed to implement regular use of digital formative assessments?
10. Do you believe the teachers have the necessary reliable technology available daily to seamlessly integrate the digital platforms?
11. How will you communicate the encouragement of digital formative assessments to parents?
12. Are there any factors you see that may hinder implementation of regular use of digital formative assessments into classrooms?
13. If yes, are there plans or resources available to help remove these factors?

Additional notes:

**[Information Technology Interview Questionnaire](https://drive.google.com/open?id=198BekB23F7SI5hAKTbT-N4FeHTxu_C6oCkDVu8yGSFA)**

At a minimum, technology interviews should include a member of information technology management and a person on point or knowledgeable of the technology resources and challenges in each building.

Interview Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewee Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewee Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of years in the position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of years in the district: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of year in education technology: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IT Certification(s) held: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What technological resources are needed for teachers to implement digital formative assessments in a classroom?
2. Are any of the needed technological resources to implement digital formative assessments regularly in a classroom lacking in availability or reliability?
3. Do teachers have daily access to necessary technological resources to use digital formative assessments?
4. If technology is lacking or unreliable, do the means exist to provide or update it?
5. What technological resources are needed for this training?
6. Are any of the needed technological resources for this training lacking in availability or reliability?
7. Are there enough IT support personnel available to have a person present in each building on the day of training to troubleshoot technology issues?

Additional Notes:

**[Teacher Survey](https://drive.google.com/open?id=1tzxSF1jILqmSIUvB6FTpNzmRzaS1cB3YuwmqPTRggHU)**

Instructions:

Please answer the questions below accurately. This will have ZERO effect on your formal evaluations and your responses will remain anonymous.

**What grade level or levels do you teach? Mark all that apply.**

K 1 2 3 4 5 6 7 8 9 10 11 12

**What subject(s) do you teach? Check all that apply.**

Math

ELA

Science

Social Sciences

Physical Education/Health/Fitness

Fine Arts Elective

Industrial or Technical Arts/Skills Elective

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How many years of certified teaching experience do you have?**

1-2  3-4  5-6  7-8  9-10  11-12  13-14  15-16  17-18  19-20  more than 20 years

    I am in a support role for our students.

**On a scale from one to five with five being the greatest, how important do you find formative assessments when tracking student growth?**

1- I do not find this important or necessary.

2- I think it is useful, but do not use it.

3- I think it is useful and occasionally use it.

4- I use it at least once every unit.

5- I use it multiple times throughout a unit.

**On a scale from one to five with five being the greatest, how important do you find formative assessments when driving instruction?**

1- I do not find this important or necessary.

2- I think it is useful, but do not use it.

3- I think it is useful and occasionally use it.

4- I use it at least once every unit.

5- I use it multiple times throughout a unit.

**On a scale from one to five with five being the greatest, how confident are you in using formative assessments to track student growth and drive your instruction?**

Not at all confident - 1  2  3  4  5 - Extremely confident

**How many tools do you use for formative assessments?**

1   2   3   4   5   I use 6 or more

**Of your formative assessment tools, how many of them quickly provide data that can be stored digitally?**

0   1   2   3   4   5   6 or more

**Of your formative assessment tools, how many of them provide instant feedback to your students?**

0   1   2   3   4   5   6 or more

**On a scale of 1-5 with one being the lowest and five being the greatest, how comfortable are you with using a digital formative assessment online?**

1 (Very uncomfortable)

2 (A little uncomfortable)

3 (I have no feeling either way)

4 (I am a little comfortable)

5 (I am very comfortable)

**Are you aware that there are digital formative assessments that can instantly assess, aggregate and store data, and provide feedback to your students?**

Yes

No

**Are you interested in attending a workshop that showcases different digital formative assessments, explains features, and engages you in learning how to use, implement, and manage them?**

Yes, I am interested.

I'm not sure at this time.

No, I am not interested.

**If you were to attend a workshop on digital formative assessments, what would be your expectations? Check all that apply and add additional responses. "If I were attending a digital formative assessment workshop, I would expect to. . ."**

-learn what a formative assessment is and why I should care to use it.

-learn what a digital formative assessment is and why I should care to use it.

-learn what I can get from using digital formative assessments that I can't get from my current assessments.

-learn about different digital platforms and how to evaluate them for use in my classroom.

-create an account in a digital educational platform and set it up to use with my classes.

-create a lesson with a formative assessment in a digital educational platform.

-assign a lesson in a digital educational platform.

-learn how to access student results and provide feedback in the platform.

-learn how to locate student progress data within the platform.

**Do you feel administration will support your use of digital formative assessment applications in the classroom?**

Yes

No

Maybe

**Do you have adequate technology available in your building or classroom to perform digital formative assessments?**

Yes. I have one-to-one devices.

Yes. I have a classroom set of devices.

Partially. I have access to reserving a cart or lab.

Limited. I have limited school-provided devices.

No. I do not have access to school-provided devices.

No. I have unreliable internet connectivity.

**How would you rate your computer skills on a scale of 1 to 5, 1 being very little and 5 being completely adequate for any task.**

Very Little - 1   2   3   4   5 - Completely Adequate

**What would be limiting factors in you using digital formative assessments in your classroom regularly?**

(your answer here)

**[Teacher Survey Pilot - Usability Observation and Interview](https://drive.google.com/open?id=1upl50esji5k8gYrMWd4WjCGHbhOM6GRMYJK15476fuU)**

Computer/device type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Browser: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Previous Google Form experience level: Novice 1  2  3  4  5 Expert

**Observer introduction to observee:**

Thanks for allowing this observation as you complete the survey. This information will contribute to improvements in this instrument prior to sending it out district wide. If anything seems confusing or difficult, it is not a reflection on your ability but provides insight into changes to the survey.

As you locate, open, complete, and submit the survey, please verbalize what you are thinking about while you are doing something. If you are confused, say what confuses you and why. If you like something, say what you like and why. Basically, verbalize both the action(s) you are attempting, and what you are thinking while attempting it. Try to perform the task(s) to the best of your ability. If you are truly stuck, you can ask a question after attempting to figure it out.

Any questions before getting started?

|  |  |
| --- | --- |
| Task Directions: Open the Link to the Google Form survey titled *Digital Platform Training - Needs Assessment Survey* sent through email to the pilot group participants. Complete the survey, sharing your thoughts aloud as you answer each item. | |
| Task/Question | Observation Notes (include errors/problems encountered and user comments/suggestions)  Observer Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Start Time / End Time |  |
| Locating form in email and opening the survey |  |
| Opening the survey form |  |
| What grade level or levels do you teach? Mark all that apply.  (K-12 horizontal checkboxes) |  |
| What subject(s) do you teach? Check all that apply.  (Subject list vertical checkboxes) |  |
| How many years of certified teaching experience do you have?  (Dropdown list: years by 2) |  |
| On a scale from one to five with five being the greatest, how important do you find formative assessments when tracking student growth?  (Vertical multiple-choice scale with descriptor statements) |  |
| On a scale from one to five with five being the greatest, how important do you find formative assessments when driving instruction?  (Vertical multiple-choice scale with descriptor statements) |  |
| On a scale from one to five with five being the greatest, how confident are you in using formative assessments to track student growth and drive your instruction?  (Linear scale: 1=Not at all confident, 5=Extremely confident) |  |
| How many tools do you use for formative assessments?  (Vertical multiple choice with descriptor statements or number) |  |
| Of your formative assessment tools, how many of them quickly provide data that can be stored digitally?  (Vertical multiple choice with a number 0-6 or more) |  |
| Of your formative assessment tools, how many of them provide instant feedback to your students?  (Vertical multiple choice with a number 0-6 or more) |  |
| On a scale of 1-5 with one being the lowest and five being the greatest, how comfortable are you with using a digital formative assessment online?  (Vertical multiple-choice scale with descriptor statements) |  |
| Are you aware that there are digital formative assessments that can instantly assess, aggregate and store data, and provide feedback to your students?  (Vertical multiple choice: Yes, No) |  |
| Are you interested in attending a workshop that showcases different digital formative assessments, explains features, and engages you in learning how to use, implement, and manage them?  (Vertical multiple choice with descriptor statements: Yes, Not sure, No) |  |
| If you were to attend a workshop on digital formative assessments, what would be your expectations? Check all that apply and add additional responses. "If I were attending a digital formative assessment workshop, I would expect to. . ."  (Vertical multiple choice with descriptor statements) |  |
| Do you feel administration will support your use of digital formative assessment applications in the classroom?  (Vertical multiple choice: Yes, No, Maybe) |  |
| Do you have adequate technology available in your building or classroom to perform digital formative assessments?  (Vertical multiple choice with descriptor statements) |  |
| How would you rate your computer skills on a scale of 1 to 5, 1 being very little and 5 being completely adequate for any task.  (Linear scale: 1 Very Little, 5 Completely Adequate) |  |
| What would be limiting factors in you using digital formative assessments in your classroom regularly? |  |
| Submitting the survey |  |

**Observer interview to administer to observee:**

Now that you have completed the survey tasks, there are a few follow up questions I would like to ask. Please be honest to help with improvement to the form.

1. Do you feel the survey form was easy or difficult to use?
2. When completing the tasks, did you feel that you had to stop and think to figure out how to perform the task, or any steps in a task?
3. Did the form work the way you expected?
4. Could you give me an example of the most frustrating or difficult task I asked you to perform?
5. Could you give me an example of the most pleasing or easiest task?
6. What is your overall feeling about the form or questions?
7. Are there any questions you would add in attempting to gain complete and honest feedback from educators regarding the potential training and use of digital formative assessments in a classroom setting?

**[Student Survey Example](https://drive.google.com/open?id=1_w7-zdeo8uciZZMv-m4Kv2C4OdVU-nIj8DZht7FNpvA)**

The student survey is a shell only. The survey should be tailored to the appropriate

vocabulary and difficulty level to match the student grade level. For example, for younger students, the form may be created for each grade level rather than having the grade level selection question. For very young students, allowing verbal responses may be necessary.

**Student Survey on Learning Checks**

Directions: Please take your time to answer each question to your best understanding. You may ask your teacher to clarify the meaning of words. Your name is not on this survey, so be honest, and this is not for a grade.

**What grade are you in?**

K  1  2  3  4  5  6  7  8  9  10  11  12

**What learning checks do your teachers use?**

FACILITATOR NOTE: LIST OPTIONS WILL COME FROM TEACHER SURVEY (for young kids, you can use an image list)

**What learning checks do you think help you fix up your thinking?**

FACILITATOR NOTE: LIST OPTIONS WILL COME FROM TEACHER SURVEY (for young kids, you can use an image list)

**Mark as many as you think complete the sentence. "I think learning checks help me most when . . .**

they are on paper.

they are on the computer.

my teacher puts a score on them.

my teacher writes comments on them.

I get to rework questions I missed.

I get the score or comments right away.

Other

**Do you like to take learning checks on paper or on a device like a computer or tablet?**

Paper

Device (computer or tablet)

It does not matter to me

I like both.

**Mark any that are true for you. Do you treat paper and computer learning checks differently?**

I concentrate better on paper learning checks.

I concentrate better on computer learning checks.

I look at just the score on paper checks.

I look at just the score on computer checks.

I look at each question and the right answer on paper checks.

I look at each question and the right answer on computer checks.

I ask my teacher about missed questions on paper checks.

I ask my teacher about missed questions on computer checks.

**How good are you at using electronic devices (computers or tablets) for school? 1 means using devices for school is confusing. 5 means using devices for school is easy.**

Using devices for school is confusing 1  2  3  4  5 Using devices for school is easy

**Does the technology in your classes work right?**

We do not have computers or devices to use at all.

We do not have computers or devices to use very often.

We have computers or devices to use lots of the time.

We have computers or devices to use every day.

We have computers or devices, but the wi-fi does not work all the time.

**What would students include in learning checks (e.g. formative assessments) to make them interesting and to show students how they are growing in their learning?** (your answer here)

[**Parent Newsletter Example**](https://drive.google.com/open?id=1vI-SkbFxsieg4XNhyk3ezO13lTfLZPYOLtOxmWY1yTs)

**The parent newsletter example includes basic talking points.**

|  |
| --- |
| Parent eNote |
| School name |
| Date |
| Dear Parents,  The \_\_\_\_\_\_\_\_\_\_ School District consistently looks for ways to improve our students’ learning. This year, one focus for our teachers’ professional development will be exploring best methods to gather and use formative assessment data.  Educators have always used instruments to measure student understanding and progress toward learning objectives to meet larger goals. Since the 1960s, these learning checks have been termed formative assessments. The purpose of formative assessments is to understand where a student is currently performing in order to plan instruction and activities that will help the student achieve learning objectives, moving toward their goals.  Research has shown that immediate feedback to a learner that is aligned to learning objectives and goals is a highly effective method to increase student learning ([visit John Hattie Visible Learning](https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)). Approaching formative assessments in a manner that provides immediate feedback increases the potential effect of the assessments. Digital assessments are a powerful tool to help educators provide immediate feedback, and educational programs are engaging to students, helping to keep students motivated.  Furthermore, the intent of this parent communication is to create transparency as to the collection, purpose, and use of formative assessment data; it is for classroom teacher use to monitor progress and increase student growth through more individualized and targeted instruction.  Please take the opportunity to provide your feedback or questions in the area below.  Sincerely, |
| We value parent feedback. Please include any comments or questions in the following box about the district encouraging teachers to use more digital formative assessments in the classroom.   |  | | --- | |  | |

[**Digital Formative Assessment Pre-Workshop Registration Form**](https://docs.google.com/forms/d/e/1FAIpQLSdOUvlimWwOAQ4A2PdrB32eGWl--SzGDZvF74u3V5DiGMPEBA/viewform)

**What grade and subject do you teach?**

(your answer here)

**What is your reason for taking this workshop?**

\_\_\_\_\_ Required

\_\_\_\_\_ Optional

**What is your preferred learning style?**

\_\_\_\_\_ Auditory

\_\_\_\_\_ Visual

\_\_\_\_\_ Kinesthetic

**Was there an incentive used to get you to attend this workshop?**

\_\_\_\_\_ Yes

\_\_\_\_\_ No

**How have you felt about previous training workshops that**

**incorporated technology?**

(Your answer here)

**How would you rate your computer skills on a scale of 1 to 5, 1**

**being very little and 5 being completely adequate for any task.**

Very Little 1 2 3 4 5 Completely Adequate

**Do you currently use digital formative assessment applications in your teaching?**

\_\_\_\_\_ Yes

\_\_\_\_\_ No

**If yes, how often?**

\_\_\_\_\_ Less than once a week

\_\_\_\_\_ 1 time a week

\_\_\_\_\_2 times a week

\_\_\_\_\_3 times a week

\_\_\_\_\_4 times a week

\_\_\_\_\_ Daily

**A2  FORMATIVE EVALUATION MATERIALS**

**[Session 1: Platform Evaluation Survey](https://docs.google.com/forms/d/e/1FAIpQLSe_OzGESDqZZJO2VwVNpEDbdQkjQ2LaiRMBMuiyODmux8LoOw/viewform?usp=sf_link)**

Instructions: After participating in the Session 1 instruction and

demonstrations of the five digital formative assessment platforms,

please complete the following survey to summarize the features of the

three platforms you would like to learn further in the session 2.

**First Choice Platform**

Instructions: Please choose the platform session you are most interested in attending for the Session 2 breakout workshops to create a digital lesson and formative assessment for your class.

**Which platform is your first choice?**

Gimkit

Plickers

Classkick

Nearpod

Edpuzzle

**For which grade do you want to use this platform?**

K  1  2  3  4  5  6  7  8  9  10  11  12

**For which subject would you like to develop the lesson?**

Math

ELA

Science

Social Sciences

Physical Education/Health/Fitness

Fine Arts Elective

Industrial or Technical Arts/Skills Elective

Other

**What technological requirements are needed to use this platform successfully in your classroom?**

Teacher computer

Teacher device

Student computer

Student device

Projector or Interactive Board

Internet Access

Apple Only Devices

Clickers

Other

**Do you have access to required technology and reliable internet connectivity to run this platform effectively in your classroom?**

All the time.

Some of the time.

Not very often.

Not at all.

Other

**How intuitive is this platform for users?**

No at all intuitive 1   2   3   4   5 Extremely intuitive

**Do you anticipate any additional supports or special instruction your students will need to use this platform?**

(Your answer here)

**What usability features are available to support learners using accommodations to**

**access the curriculum?**

audio

closed captioning

color contrast

other

**What usability features are missing to support learners using accommodations to**

**access the curriculum in your classes?**

(Your answer here)

**What existing content or features for creating content in this platform make it**

**appropriate for your subject, grade level, or standards related to your learners and curriculum?**

(Your answer here)

**Does this platform work with your Learning Management System (LMS)?**

Yes

No

Not applicable for my location

I don't know

**How difficult do you perceive the set up and continued use and management of**

**this platform to be in relation to areas such as managing class enrollment,**

**assigning content, assessing learning, providing feedback, and accessing data.**

1 Not at all - I've got this and will use HELP when needed

2

3

4

5 Extremely difficult - I don't know if I will be able to use it after the first lesson

**Are there questions you have regarding this platform that were not covered in the**

**introduction and demonstration?**

(Your answer here)

**NOTE: *Repeated Sections for Second Choice Platform and Third Choice Platform***

**Additional Questions or Feedback?**

**Please let your facilitators know of additional questions or feedback you would**

**like them to know before beginning Session 2.**

(Your answer here)

**[Digital Formative Assessment Workshop Teacher Feedback Survey](https://docs.google.com/forms/d/e/1FAIpQLSewSYEVJ3YBP-kolXHuB56N_OKSmHSzAK2_8R0UpvwwuF4B9w/viewform)**

**Did the instructor appear to be knowledgeable about digital formative assessment platforms?**

\_\_\_\_\_ Yes

\_\_\_\_\_ No

**Did the instructor appear to be empathetic to the needs of teachers?**

\_\_\_\_\_ Yes

\_\_\_\_\_ No

**Was the instructor approachable for asking questions and getting help when you**

**needed it?**

\_\_\_\_\_ yes

\_\_\_\_\_ No

**On a scale of 1 to 5 with 5 being the greatest, how helpful was this workshop in**

**achieving the objectives presented to you?**

Not Helpful  1 2 3 4 5  Very Helpful

**How many digital "products" did you end up creating?**

1 2 3 4 5 or more

**How much support do you think you will need through this process?**

No support  1 2 3 4 5  Weekly Support

**How much of an impact do you think this process has on your ability to drive**

**instruction and increase student achievement?**

Little Impact  1 2 3 4 5  Tremendous Impact

**What did you enjoy most about this workshop?**

(Your answer here)

**What support do you need to be proficient at this process?**

(Your answer here)

**[Digital Formative Assessment Classroom Usability Feedback Form](https://docs.google.com/forms/d/e/1FAIpQLSfFMD_opOhZeM7J2pxNz-l2E1qGMd_HXwaekmsQS5ynXiRGdw/viewform)**

**Now that you have completed a cycle, how helpful was this workshop in achieving the objectives presented to you?**

Not Helpful  1 2 3 4 5  Very Helpful

**How many digital "products" did you end up creating?**

1 2 3 4 5 or more

**How much support did you require during this process?**

1 - I did not need any support with this process.

2

3 - I used some support every other week.

4

5 - I needed support every week.

**How much of an impact did you find that this process had on your ability to drive instruction and increase student achievement?**

Very Little Impact  1 2 3 4 5  Tremendous Impact

**What impact did this workshop have on your ability to conduct digital formative assessments for your class?**

(Your answer here)

**If you found it easy to use digital formative assessment in your classroom, would**

**you be willing to be a mentor for other teachers in your building?**

\_\_\_\_ Yes

\_\_\_\_ No

**A3 SUMMATIVE EVALUATION MATERIALS**

**[Platform Rubric](https://docs.google.com/document/d/1g7XqzdmFXd2yPEM0pO8K1hy8myFd_McWiHZH40stju8/edit)**

**Digital Formative Assessment Rubric:**

**Creator: Martha Hensel**

**Platform: Classkick**

|  |  |
| --- | --- |
| **Procedure Implemented or Feature Used** | **Present in platform**  **Yes = 1**  **No = 0** |
| Created one or more class rosters |  |
| Created or modified an assignment |  |
| Assign work to one or more class rosters |  |
| Comment on student work, either individually or whole class |  |
| Grade student work within the app |  |
| Use a custom sticker to provide student feedback |  |
| Use the hide thumbnail tool and student work window to make data informed instructional decisions |  |
| TOTAL Point Value | **/ 7** |
| Percentage | **%** |
| Proficiency Scale **l** Mastery=85-100% Proficient=71-84% Emerging= <71% | |

**Creator: Kenneth Higgins**

**Platform:** [**Gimkit**](https://www.gimkit.com/)

|  |  |
| --- | --- |
| **Procedure Implemented or Feature Used** | **Present in platform**  **Yes = 1**  **No = 0** |
| Created a class. |  |
| Shared a link connecting students to class created. |  |
| Copied a kit into personal kits. |  |
| Modified a kit to assess specific learning targets. |  |
| Created a kit to assess specific learning targets. |  |
| Imported a set from Quizlet into Gimkit as flash cards. |  |
| Accessed *or* printed a **student**, **General** or **Breakdown** report. |  |
| Assign a kit as homework *or* live in class. |  |
| TOTAL Point Value | **/ 8** |
| Percentage | **%** |
| Proficiency Scale **l** Mastery=88-100% Proficient=75-87% Emerging= <75% | |

**Creator: Melinda James**

**Platform:** [**Edpuzzle**](https://edpuzzle.com/)

|  |  |
| --- | --- |
| **Procedure Implemented or Feature Used** | **Present in platform**  **Yes = 1**  **No = 0** |
| Successful creation of classes manually or through Google Classroom |  |
| Multiple choice question in interactive video lesson |  |
| Open-ended question in interactive video lesson |  |
| Hyperlink or image created within a *Note* in interactive video lesson |  |
| Audio support recorded for a *Note* in in interactive video lesson |  |
| Successful creation of open class and video lesson assignment for peer review |  |
| Successfully access data reports on peer completed video lesson and discuss lesson edits and implications for further instruction/intervention based on data |  |
| Successful creation of assignment for students after final edits of video lesson |  |
| TOTAL Point Value | **/ 8** |
| Percentage | **%** |
| Proficiency Scale **l** Mastery=88-100% Proficient=75-87% Emerging= <75% | |

**Creator: Tonette Kellett**

**Platform: Plickers**

|  |  |
| --- | --- |
| **Procedure Implemented or Feature Used** | **Present in platform**  **Yes = 1**  **No = 0** |
| Create a class. |  |
| Create a set of 5 questions. |  |
| Print a set of Plickers cards for your class. |  |
| Assign the Plickers cards to your students. |  |
| Download the Plickers app to your smartphone or tablet. |  |
| Assign the questions to your class. |  |
| Practice running through the questions on your phone. |  |
| Access the reports for your practice digital assessment. |  |
| TOTAL Point Value | **/ 8** |
| Percentage | **%** |
| Proficiency Scale **l** Mastery=88-100% Proficient=75-87% Emerging= <75% | |

**Creator: Gayathri Salanala**

**Platform: NearPod**

|  |  |
| --- | --- |
| **Procedure Implemented or Feature Used** | **Present in platform**  **Yes = 1**  **No = 0** |
| Created a Nearpod account |  |
| Create a Lesson |  |
| Launch a live lesson |  |
| Launch a student paced lesson |  |
| Share the class access code using email or directly |  |
| Created Open ended question for the class |  |
| Imported image to present in the class |  |
| Accessed class and individual and reports for the launched lessons. |  |
| TOTAL Point Value | **/ 8** |
| Percentage | **%** |
| Proficiency Scale **l** Mastery=88-100% Proficient=75-87% Emerging= <75% | |

**Appendix B - Materials, Schedules, Outlines, etc.**

**B1 Artifacts of Materials for Training Program**

* 1. **[Session I Presentations](https://docs.google.com/presentation/d/1eHzikDxmNWvtVjZnJaklyH4K76vzjJvh1cvIq0OnJT4/edit" \l "slide=id.gc6f80d1ff_0_0)**

* 1. **[Session II Presentations](https://docs.google.com/presentation/d/1GlzYbkeOHjEh-UShT1lkrIiz8YlueoWAENPLazhti24/edit" \l "slide=id.gc6f80d1ff_0_0)**

* 1. **[How to Edpuzzle: Workshop Reference Guide](https://drive.google.com/open?id=1PGVVrfHMnFqfshsS2-Hn46hG3xz8c8OX)**

**B2 Implementation Schedule and Room Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session I** | **9:00-9:20** | **9:20-11:10** | **11:10-11:30** |
| **Media Center** | Introduction | Plickers | Preview for Session II |
| *Including a 10 minute break when needed.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Session II** | **Round 1**  **1:00-1:50** | **Round 2**  **2:00-2:50** | **Round 3**  **3:00-3:50** |
| **Room 1** | Plickers | Plickers | Plickers |
| **Room 2** | Gimkit | Gimkit | Gimkit |
| **Room 3** | Nearpod | Nearpod | Nearpod |
| **Room 4** | Classkick | Classkick | Classkick |
| **Room 5** | EdPuzzle | EdPuzzle | EdPuzzle |

**B3 Detailed Learning Outline**

**SESSION I**

**1.a Introduction Slides.** Using Google Slides, facilitators will share the research that supports formative assessment. There will be a specific emphasis on the outcome of a 20% increase in student achievement when using formative assessment. Facilitators will also discuss the benefit of doing formative assessment digitally to increase teacher interest in utilizing technology. Facilitators will also share the five digital formative assessment platforms that will be highlighted during the workshop.

**1.b Plickers.** Tonette will lead using the Plickers Google Slide. Participants will learn what Plickers is, see a sample teacher screen, review a sample report of student data, and learn the costs involved in using the app.

**1.c Gimkit.** Ken will lead using the Gimkit Google Slide. Participants will learn what Gimkit is, see sample data reports, review ideas of what to use the platform for, learn the costs involved, and try out a practice Gimkit activity.

**1.d Nearpod.** Gayathri will lead using the Nearpod Google Slide. Participants will learn what Nearpod is, see features and options for content creation within the app, and learn the costs involved.

**1.e Classkick.** Martha will lead using the Classkick Google Slide. Participants will learn what Classkick is, see features and ideas for content creation within the app, see a sample teacher screen and how a teacher might view the data, and learn the costs involved.

**1.f EdPuzzle.** Mindy will lead using the Edpuzzle Google Slide. Participants will learn what Edpuzzle is, see sample screens and the different data view options, learn the costs involved, and try a sample Edpuzzle.

**1h Preview for Session Two.** Session two will consist of participants choosing three digital formative assessment platforms that best fit their classroom needs. Participants will be asked to think about which three platform sessions they will attend. Participants will also confirm their contact information to be used for the follow up survey. They will also take the Platform Evaluation Survey. This will help facilitators estimate session sizes for session two, depending on interest in each of the platforms.

**SESSION II**

**ROOM 1 - PLICKERS**

**2.a Review.** The facilitator will briefly review what Plickers is.

**2.b Create an Account.** Participants will download the app (if on their personal device) and create a Plickers account.

**2.c Create a Question Set.** Participants will be walked through creating a question set. This should be something they can use in their own classroom, so each set will be unique to their subject and grade level.

**2.d Choose class.** Participants will assign their question set to their class.

**2.e Review.** The facilitator will review different classes using Plickers, showing the engagement as well as how it would be used in a real classroom. Participants will also learn about different data that Plickers will show them when students are finished.

**ROOM 2 - GIMKIT**

**2.a Create an Account.** Participants will download the app (if on tablet), and create a Gimkit account, with full support and instruction from the facilitator.

**2b Set up a Class.** Participants will create a class in Gimkit. This will preferably be the class they will use with their actual class, but can be a sample class if need be.

**2.c Create a Kit.** The facilitator will teach participants different options for creating kits, including creating a new kit, copying a kit, modifying a copied kit, and using Quizlet to create a kit.

**2.d Assigning a Kit.** Participants will assign their kit to their class(es).

**2.e Data Overview and Question Breakdown.** The facilitator will teach participants the different options for viewing and using student data from Gimkit. This includes data from kits played both in class and outside of class, and the difference between an overview and a question breakdown.

**ROOM 3 - NEARPOD**

**2.a Overview of Skills to be Taught.** Facilitator will preview the different skills to be taught, including creating an account, creating a lesson, inviting students, launching lessons, and access reports.

**2.b Creating an Account.** Participants will download the app (if using a tablet), and create a Nearpod account.

**2.c Creating a Nearpod Lesson.** The facilitator will lead participants in creating a Nearpod lesson, using a video for support.

**2.d Launching and Sharing the Lesson.** The facilitator will walk participants through launching the lesson, and how to get students connected and on the correct lesson.

**2.e Accessing Reports.** Participants will see where to access reports, including example screens on what it could look like after students finish a Nearpod lesson.

**ROOM 4 - CLASSKICK**

**2.a Classkick Practice.** Participants will work through a practice Classkick. The facilitator will support using the different features, as well as responding to participant questions using the different Classkick features.

**2.b Classkick Assignment Ideas.** The facilitator will show several examples of Classkick assignments, including various grade levels and subjects. Participants should begin brainstorming what type of assignment they could create for their own classroom.

**2.c Create an Account and a Roster.** Participants will download the app (if using a tablet), create an account, and create a roster. They can use a sample roster is they are unsure of what class to use with Classkick.

**2.d Creating an Assignment.** Using a video for support, participants will create an assignment in Classkick. They may not finish within the time, but should get a good start and learn how to

use the different assignment creation features.

**2.e Managing Students.** Participants will see a sample teacher screen, showing the teacher’s view of students working. They will also go over how they would interact with student screens while they are working.

**2.e Grading and Student Data.** Using a Classkick created video, participants will learn how to view student data within Classkick, as well as grade student assignments.

**ROOM 5 - EDPUZZLE**

**2.a Review Session Objectives.** Participants will see what they will be doing during the Edpuzzle session, as well as how they will achieve those objectives.

**2.b Create an Account.** Participants will use Edpuzzle to view a tutorial of creating an account, then create their own account.

**2.c Create a Class and Invite students.** Participants will use Edpuzzle to view a tutorial of creating a class and inviting students, then follow the steps to do so themselves.

**2.d Find, Edit, and Assign Video Lessons.** Participants will use Edpuzzle to view a tutorial of finding, editing, and assigning a video to their created class. They will work alongside the tutorial video to work on creating their own video lesson.

**2.e Feedback and Analytics.** Participants will use Edpuzzle to view a tutorial on giving student feedback and viewing analytics.

**2.f Implementation and Follow Up.** The facilitator will walk through what participants should do in their own classroom to use Edpuzzle, as well as what facilitators will be looking for when we follow up with participants.