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**Setting Goals in Accelerated Reader**

**Unit Abstract**

The Accelerated Reader program was developed to encourage students to read books of their choosing and then provide a way for the students’ comprehension of the book to be measured by a multiple-choice quiz. The students earn points based on the quizzes they pass. Each student can be provided a unique goal based on his or her individual reading level.

John Doe Elementary School has no official Accelerated Reader (AR) coordinator, or any sort of training program for AR. Teachers are expected to use the program, but they all have varying levels of experience with the program. Training time for teachers is limited, and the ability to train them all at the same time in a seminar format would be counter- productive. Teachers familiar with the program would not benefit from hearing about the basics of the program, while teachers unfamiliar with AR would get little out of a 30-minute session (which would be the longest session possible based on the scheduling of staff development at the school). Much more time is needed for a beginner to understand the basics of the program. The website would allow teachers to begin learning by starting at his or her level of understanding. The website would also allow them to spend as much or as little time necessary learning about AR. The training would also focus on incorporating the program at our specific school. While the company that runs AR does have information on their website, I believe being able to design something specific for John Doe Elementary School would be beneficial on several levels. First, it would save teachers time by only including information that is relevant to their specific needs. Also, AR is such a massive program and each school administration has its own unique way of incorporating it. This training would be able to disseminate information on how the administration at John Doe Elementary School wants the program implemented.

The unit I plan to develop involves training K-12 teachers at John Doe Elementary School to set Accelerated Reader point goals with their students.

1. The teachers will be able to assist students when the students need to take AR quizzes, and will be able to interpret the data from the quizzes.
2. The format will be a self-paced, web-based instructional program.
3. The program will provide information to teachers who are on different levels of familiarity with Accelerated Reader.

**Target Audience**

The learners would be all K-12 language arts, reading, and English teachers at John Doe Elementary School (about 15 teachers). They are a diverse group of teachers with varying levels of teaching experience, technology experience, and experience with AR. The instructional unit will be implemented before the start of the school year.

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| Grade | Subject | Years Teaching |
| K | Reading | 8 |
| 1 | Reading | 2 |
| 1 | Reading | 5 |
| 2 | Reading | 3 |
| 3 | Reading | 1 |
| 4 | Reading | 14 |
| 5 | Language Arts | 7 |
| 7 | Language Arts | 2 |
| 8 | Language Arts | 6 |
| 8 | Language Arts | 9 |
| 8 | Language Arts | 3 |
| 9 | Language Arts | 1 |
| 11 | English | 15 |
| 11 | English | 4 |
| 12 | English | 9 |

**Learning Objectives**

1. Identify the three purposes of setting student AR goals
2. Identify the three distinct parts of the AR goal
3. Arrange the steps, in order, for setting AR goals

**Identification of Problem**

The Accelerated Reader (AR) program at John Doe Elementary School has the potential to benefit the entire student body. The school has the unique distinction of being a K-12 school, and the AR program spans all grades and affects all students. However, the implementation of the program has not been consistent, and there are no uniform procedures for teachers using the program.

The intended outcome of the instructional unit is to have teachers understand why individual AR goals are set and how to set them. The web-based program, if implemented properly, will provide teachers with the means to set AR goals for their students. The program will ultimately lead to students having personalized AR goals that are both challenging and appropriate to the individual student’s reading level. I believe that with the proper training program, the potential benefits will be seen at the school, and the attitude towards the program by students, staff, and administration will become more positive.

The teachers will complete an online survey and data will be collected from these surveys to determine the need for an instructional program. The goal will be to collect information from two categories: their attitude towards the program’s purpose and their level of understanding of how the program should be implemented. The online survey will consist of nine open-ended response questions and one question on the survey takers’ familiarity with the AR program. The online survey will gather information on the

following topics:

**The attitudes teachers have towards the AR program**

1. The teacher’s understanding of how to set goals

2. The perceived importance of setting goals in the program

3.The current depth of implementation of the AR program in the school

4.The attitudes of students towards the AR program

5.Concerns and questions they have about implementing the AR the program

Based on their responses to the survey, I will be able to assess if there is a need for some kind of program, and what that program should include. My objectives will need to be modified based on consistencies and trends I find in the feedback.

I will have five teachers complete the survey. I believe these teachers span the spectrum of participants with regard to technological ability and familiarity with AR. I have access to these people during the week and can meet with them on a daily basis if necessary. I can email them the link to the survey.

**Instruments**

Click [HERE](https://docs.google.com/spreadsheet/embeddedform?formkey=dGNVckZ6X0Y2U2Uta05IZ1J5bVRMNlE6MQ) for the online Google form.

**Needs Assessment Report**

The Accelerated Reader (AR) program at John Doe Elementary School has the potential to benefit the entire student body. The school has the unique distinction of being a K-12 school, and the AR program spans all grades and affects all students. However, the implementation of the program has not been consistent. The goal of the unit I will design will focus on instructing teachers on how to create goals for students and how to monitor and assist students towards their goals.

The data I have collected leads me to conclude that teachers are using the program but missing a crucial step. They are getting books to their students, they are having students take the tests, but they are doing a poor job of setting goals and monitoring the progress of their students. The setting of goals and monitoring students as they work towards their goals is the important last step of the program. The students need to be able to see that they are moving towards a destination, and the teacher needs to be able to know where the students are in the program and how to intervene if a student is falling short of his or her goal.

The needs assessment was necessary to discover if my hypothesis was accurate, and if training was needed. Also, it was important to understand the attitudes and perceptions of the teachers because those factors may mean that re-training is required, or that those attitudes would need to be addressed.

The two categories of stakeholders are teachers and students. While the students will not be directly trained, the success of the instructional unit will ultimately affect the students.

**Summary of the Process**

The study included administering an online survey to five teachers at John Doe Elementary School.