Developing E-Learning with Rapid Prototyping

Final Project Report for EDCI 56900 Introduction to eLearning

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ANALYSIS PHASE PART 1

Project Background:

Subject

The subject of the training will be on the reading and writing workshop model's structure and its components. The American Embassy School (AES) in New Delhi, India is not an official Teacher's College workshop school; however, the school views the workshop as part of their pedagogy and has adopted the model and uses its program resources. The training will teach pre-kindergarten to grade five teachers at AES why the workshop model is important to teaching and learning, what the structure and components are, and when and how they are used.

The administration has identified a need at AES to adapt to teacher turnover and improve student achievement as well as improving inclusive educational practices and collaboration. To meet their needs, the school firsts needs to clearly articulate their pedagogy to create a common understanding of teh school's desired method and practice of teaching (i.e., the workshop model). This shared understanding is particularly important because the school hires teachers with varying pedagogies and experiences, which make adapting to teacher turnover and collaboration challenges. Teacher planning meetings are often spent discussing each other's approach before coming to a final agreement, or time is spent teaching one another about the approach versus planning effectively. Another reason articulation and training are essential is that each teacher works with a teacher assistant. These teacher assistants support the implementation of instruction but have little understanding of the workshop model. AES hosts reading and writing workshop consultants; however, the training is often ineffective, as they are not based on teachers' needs.

Curricular committees, such as the literacy committee, are developing teaching beliefs and practices towards teaching methods; however, they aren't sharing this information in a manner that the staff can access quickly and put to use. An eLearning module on foundational pedagogies, such as the reading and writing workshop structure and its components that I will create will result in a cohesive understanding of common practices and how they are implemented. The eLearning module will introduce and review concepts. After going through the module, there will be opportunities to follow-up with learning coaches, committee meetings, and consultants. Furthermore, the school will meet its broader goal of adapting to teacher turnover and improving inclusive practices and collaboration.

Learning Context

The module will be a standalone course as well as a referring to eLearning resources course for teachers with a sideways sequence. Standalone eLearning is effective in achieving explicit knowledge, which will be the foundation of the module. It is essential that the users understand the foundations before learning how to implement that knowledge. The more advanced learners will be able to fill in gaps where needed and access reliable references, which allow learners to research further on their own accord. Each topic will have a combination of Absorb, Do, and Connect activities (Horton, 2012). The eLearning module will be authored using Adobe Captivate.

Project Scope

The following needs to occur before the project is published (McGriff, 2000):

- Weeks 1 -2 Analysis

  - Identify organizational goal & training need
  - Select topic
  - Identify SMEs
  - Create and Distribute needs & performance assessment
  - Create the learner profile
  - Write task analysis
- Weeks 2 to 3 Design
  - Create objectives & sub-objectives
  - Identify test items
  - Decide instructional sequence
  - Decide instructional approaches & methods
  - Locate content resources
  - Choose authoring tools & platform
- Weeks 2 to 7 - Development
  - Write storyboard
  - Create test items
  - Create content
  - Try module with a select group of teachers & revise
- Week 8 - Implement
  - Create an evaluation
  - Launch module
- Week 12 - Evaluate
  - Gather feedback & results
  - Analysis of feedback & results

The project will consist of the following topics:
- Purpose of the reading and writing workshop, along with the module's purpose
- Workshop's fundamental structure/Defining characteristics
- Elements of the components
- Workshop lesson planning – mini-lesson, work-time, share
- Independent work-time planning – planning strategy, guided reading/writing lessons, and conferencing

ANALYSIS PHASE PART 2

Front End Analysis:

Client and Other Targeted Learners

Clients:
- Principals at AES's Pre-Kindergarten (pre-K) to fifth-grade elementary school
- Literacy coach at AES's elementary school
- Head of Teaching and Learning at AES from pre-K to grade twelve

Audience: Instruction is designed explicitly for elementary homeroom teachers, teacher assistants (TAs), support teachers, and English as Additional Language (EAL) teachers. All of the teachers, despite their particular title, have varying backgrounds with a strong desire to learn.

They are used to a lot of voice in determining what they learn and demand flexibility in their approaches.

Analysis: I will conduct an analysis to gain information about knowledge and performance gaps, as well as areas of more specific interest within the topic of co-teaching models. The analysis will offer a comparison between the desired knowledge and performance to the actual knowledge and performance to determine gaps.

Learner Analysis:

	Data Sources	Learner Characteristics
Entry Skills	Questionnaire: Likert Scale	Teachers can describe the benefits of the workshop model. Teachers have used the lessons in the Teacher College resources.
Prior Knowledge	Questionnaire: Likert Scale	Teachers can name the components of the workshop structure and give a general explanation of the components of the workshop.
Attitudes toward Content	Questionnaire: Likert Scale	All teachers understand and believe there is value in the workshop model.
Attitudes toward eLearning	Questionnaire: Likert Scale, along with an explanation of the response	All teachers have positive attitudes towards the delivery systems for the following reasons: • Flexible time is given during working hours • Self-paced • Incentive is included
Motivation for Instruction	Questionnaire	• Teachers are interested • Teachers see the value in creating a common pedagogies • Teachers feel like they can successfully learn the components of the workshop in reading and writing • Teachers would feel accomplished attempting to apply the components during reading and writing time
Education and Ability Levels	Questionnaire	Teachers have had some exposure to the workshop model and/or training, but few have attended formal training.
General Learning Preferences	A questionnaire with open response	Teachers want to have some direct instruction and be provided with supports. They want to be taught practical concepts that are easily put into practice.

- **Desired performance:** Teachers use the workshop structure and its various components in the manner they are intended at least 95% of the time for teaching reading and writing.
- **Actual Performance:** Teachers have some understanding of the workshop model, and others know it but don't consistently teach using the model as it was intended.
- **Gap:** All teachers need to be reminded of the workshop model's components and consistently implement these components. Some teachers need to be taught the structure and the components.

Learning Environment

I will introduce the plan for the module at a staff meeting designated for allowing the literacy committee to share the school's established literacy beliefs and practices at new teacher orientation. The administration will provide a timeframe for the module to be completed, as well as possible times they can work on this during work hours. Once the module is complete, teachers will have the option to use programmatic funding to attend professional development opportunities pertaining to reading and writing workshop.

Delivery Method/Potential Technologies for E-Learning

The module created using Adobe Captivate will be accessible on teachers' laptops via a website. The module will be published to HTML5 then hosted on AmazonS3, where it can be accessed through a web browser. Other technologies that will be used to create content will be iMovie for the various videos the teachers will watch. The videos can be easily embedded into Adobe Captivate. Google Form will be used to create the questionnaire for the needs and performance analysis.

Intended Instruction

Presentation of instruction (Horton, 2012):

- Standalone self-paced module created in Adobe Captivate
- Sideways sequence
- Some referring to additional eLearning resources

Entry Skills: Having taught literacy and recognize the value in teaching using the workshop approach.

LEARNING OBJECTIVES

Goal/Steps	Performance Objectives
Module's Instructional Goal	**Module's Terminal Objective**
During reading and writing times, teachers will use the workshop model and implement its components to teach reading and writing.	After the module, teachers will be able to plan a lesson for reading or writing instructional unit that includes all of the elements of that workshop model component.
Main Step in Instructional Goal	Objective
1. Purpose of the reading and writing workshop, along with the module's purpose	After listening to the introduction, teachers will provide reasons that support the value of having a shared understanding of the workshop model, then will rate their level of support using a Likert-type scale.
2. Workshop's basic structure	After referencing a website, teachers will recall and accurately describe the basic structure of the workshop.
3. Mini Lesson - Components	After watching four videos, each comprised of an element of a mini-lesson and reading about the components, teachers will be able to accurately match the component titles, big ideas and order of the components to the correct video.
4. Work – time Component: conferring	After watching a video on the research portion part of a conference, the teacher will be able to select appropriate compliments for the learner and cite reasons the decided teaching point is in the student's zone of proximal development.
5. Work – time Component: Strategy Groups	After reading a definition of a strategy group and reading various scenarios of when other teachers have used strategy groups, teachers (users) will be able to accurately identify characteristics of opportunities to make effective use of strategy groups.
6. Work – Time Component: Guided Reading Group	After watching and reading "What is Guided Reading?" and reviewing a lesson plan on "Take a look at resources for Fountas and Pinnell Classroom Guided Reading Collection" teachers will correctly identify the components of a guided reading lesson and correct any inaccurate or missing components.
7. Share	After reading what Share is and some suggestions for what to do during Share, teachers will be able to correctly answer true and false questions about Share content, benefits, and applications.
8. Application See the appendices for the checklist for evaluating that will be used to evaluate the users' applications.	When planning a component of the workshop that would be implemented in the classroom, teachers will be able to apply what they learned from the module to create a lesson plan for a workshop component that accurately reflects each element of that particular component.

The objectives are written in the style of Robert F. Mager (1984).

Assessment Plan

Objective 1 Test: Teacher's dispositions will be gathered using a check-in to gauge the learners' disposition to the model and the module. The user would respond to a question such as, how do you feel about the workshop model and the module? – I'm excited to learn more about the workshop model! – I'm doing this because I recognize the importance of having a common understanding of shared pedagogies. – I think my time is better spent elsewhere. – Other.

Objective 2 Formative Test: Using a word bank, teachers will have to select and order the components of the workshop model. They will then be given a place to describe the basic structure of that component. After describing, they can compare their responses to a Teacher's College resource. In the end, they will be prompted to reflect their responses to that of the Teacher's College.

Objective 3 Test: Teachers will identify the activity for each element in that component. Then suggest what could have been modified using an alternative approach. Their suggestions will be compared to a document called Additional Approaches that I will make.

Objective 4 Test: Teachers will receive feedback on their lessons.

Objective 5 Test: Teachers will receive feedback on their lesson plan.

Summative Test: This will be an analysis of the kinds of feedback they received in objectives 4 and 5, as well as the survey teachers will complete after the module and their confidence for the content and implementing the workshop model and its components.

DIGITAL PROTOTYPE

URL: http://moodle.aes.ac.in/course/view.php?id=9
Username: login as a guest
Password: RWWindia@aes2019
Technology:

- Adobe Captivate 2019
- iMovie
- YouTube

FORMAL EVALUATION OF DIGITAL PROTOTYPE

The reviewers considered the following strengths of my module:

- The user can intuitively interact through the module without interruption or distraction from things such as grammatical errors.
- The design is clean, and as a result, the information is easy to absorb and comprehend.
- The module content and activities align the objectives and support that application of knowledge.
- The assessment was varied, and the user felt it was timed well, so they didn't have to hold on to too much knowledge before being tested.

- The choice of having this module be self-paced was highly appropriate.
- The narration is of high quality and benefits each module slide that includes it.
- There is enough of a variety of interactions that it doesn't feel like an overload of content.

The reviews identified the following as areas of improvement:

- Make sure all links and video widgets work consistently. I fixed these.
- The feedback on incorrect answers in some of the tests made the user feel like they were being yelled yet. I revised to read, Try again!
- For a novice to go through each topic module, it may potentially take them longer than 10 min because of the amount of information given in each topic module. I will not revise this feedback at this point. Once more users with varying backgrounds with the workshop module go through the module, this feedback will be given more thought.
- The videos are essential to the user understanding the content in practice but aren't of a high quality due mostly to the sound. There is background noise, and sometimes the speaker is high pitched. Due to time, I will not revise this feedback at this point but will redo the videos for a future version of the module.

EXPERIENCES REPORT

Summary

The biggest turn around with my direction was when I realized I should use the Dick and Carey Instructional model to approach this project. When thinking back, I wish I had used it right from the beginning because once I did, I was able to approach the project with much more clarity. Before using the model, I spent too much time trying to understand my direction and approach, along with what needs to be accomplished.

Early on I decided to expand the scope of my project from a five objective course to an eight objective course because I didn't see how I could achieve the same overall module objective in just five sub-objectives.

Many of my design decisions were changed due to not understanding the software and not having the time to create everything I wanted to. As a result, I often found myself thinking about what do I already know how to do with the software and what is the most straightforward approach right now. For example, I had to do this with the guided reading portion module. I originally had intended to have myself filmed; however, that would have required a lot of time because I wanted to brush up on my skills and receive feedback before being filmed as an exemplar. Therefore I relied on using resources from guided reading field experts. I originally wanted to include the students' writing in the conferring module. However, the sound wasn't right for many of the conferring videos I took. Therefore I used the video I did, but the student hadn't started writing much of anything. As a result, I didn't include it in the module and therefore didn't include parts of the text for the reading conference either. Another aspect I planned on incorporating but didn't were photos. I had taken some photos for the module but didn't get around to taking all of the photos I needed. Not having the time to learn new features or getting done what I wanted was a bit frustrating for me, but it is probably a genuine reality for an instructional designer. I realize that I cannot expect myself to do instructional design work and keep up with my demanding teaching job at the Embassy school.

Instruction Accessibility

The following are things that I have done to make my course accessible:

- Slides, buttons, text boxes, shapes, question slides, etc. have all been enabled with Adobe Captivate's accessibility feature with a name and description.
- Closed captioning is included for all original audio narration.
- The original YouTubes were all meant to have subtitles; however, I never got around to editing the subtitles in time.
- Some information is audio, while other information is text or video, so the user is not relying on only one sense.
- The module is self-paced.
- Text size is large with comfortable to read fonts.
- The layout has a simple, clean color palette.
- The module is printable.

Successes

1. The first success was designing the flow of the module and visual layout in the software. This success was helpful because I was able to get a grasp of the software and start visualizing the module. It was also motivating to see the initial design skeleton. I created the format by using AES's organizational RGB colors and logo. Then I came up with a design that was consistent with AES's branding. Afterward, I mapped out the topics modules and created the navigation. This success helped me because it allowed me to see the framework of what I needed to create my content within. Having the basic design, navigation, and framework provided a focus and structure for me to build the content within.
2. The other success was having the content written. This was a demanding and time-consuming task but helped to be able to revise the activities and see opportunities to do things somewhat differently. Having the content written also allowed me to proceed with the design. Until it was written I felt like I had hit a kind roadblock.
3. Another noteworthy success was designing the tests. This success was helpful because I was now able to measure the users' performance for each topic module. It also helped add meaning to the objectives. I felt successful in designing it because it was an area I struggled with not knowing the best options for creating these. I was also very reluctant to use multiple-choice formats, which are considered proscribed for many teachers. I did, however, get over that and took a different approach by sometime using them as reflection versus incorrect or correct. I also discovered a few different approaches to assessment, such as the drag and drop. My assessments are still not a strong area of the module and need improvement, but I did feel successful from discovering alternatives to what might be considered a common assessment.

Challenges

1. One challenging aspect was choosing the software and learning how to use the software. Selecting the software was a challenge because I wasn't familiar with many design software options that I could design a module with besides Microsoft Office and Google office products. I didn't feel confident in my knowledge in Microsoft or Google capabilities to design this module and felt that even they would present a steep learning curve. Despite having zero experience with Adobe Captivate, I chose this software because it is widely used by instructional designers and firms, along with Articulate Storyline; however, Captivate is available on a Mac. Therefore if I was going to invest

the time into learning new software, I felt Captivate would be the best investment of my time. I overcame my challenges by dedicating a tremendous amount of time into learning the software through watching tutorials and finding professionals to ask questions to who have experience with Captivate. However, these design software tools are very tedious, and there are so many details to consider that many hours are easily spent doing what should be straightforward tasks. Then when you think they work, they don't work consistently. Again, having time to do this work was a challenge.

2. Creating the storyboard was challenging for a variety of reasons. The initial challenge was choosing a storyboard layout that made the most sense with the project. However, I wasn't entirely sure of which aspects I needed to include in the storyboard; therefore, despite looking at a variety of options, I settled on one I had used previously with slight revisions. The next challenge was creating the storyboard and deciding what to put in the storyboard. When I first started making the storyboard, I was unfamiliar with the software; therefore, I felt like I was making ideas up that weren't necessarily a possibility. Then, as I was learning aspects of the software and started designing a prototype, I felt what I was putting in my storyboard was redundant. Mainly because I was going back-and-forth between my storyboard, design in the software and my project proposal making sure all aspects were consistent. I feel as an instructional designer also playing the role of the developer and the project manager, there will always be this level of redundancy. I also think having a better knowledge of the software when creating a storyboard is also a helpful aspect, so you do it "correctly" the first time.
3. The last major struggle I had was with writing the learning objectives. Writing objectives is an area I have always felt very confident in, as I write them daily in my teaching. But for whatever reason, I had to revise mine so many times for this project. I think a big part of my struggle in writing effective objectives was that I was so unfamiliar with eLearning, especially asynchronous and how I could evaluate the users in an online format to show a variety of higher order thinking skills. I was unaware of the software capabilities and very unsure of how to build authentic interactions without it being synchronous or within the context of the classroom. I overcame this struggle by constantly revising my objectives as I became more familiar with the software, but this process is not ideal for completing a design.

Course Activities

The following course activities were the most beneficial in helping me design my module:

- **Absorb, Do, and Connect Activities:** Reading about these different activities helped envision how I could best scaffold the learning for my user to accomplish the objective. Having to write these activities in relation to the objective was also helpful to receive feedback on them. When writing these, I did find it difficult to write different kinds of activities without being familiar with the software capabilities. If I were to do this again, I think I would have a better idea of how to best incorporate and better execute the different kinds of activities in the module.
- **Objective writing:** This was extremely helpful because it focused the project and chunked the project into more digestible mini-projects. I ended up coming back to these often to revise and refocus my module. Though I realize too that the scope of my module expanded beyond what I had the time to design effectively. I will remember this lesson-learned when I get into budgeting for real work assignments.

- **Content Writing:** The content writing, which was required for the Design Part 2 assignment, gave me a real sense of the module and I was able to make better decisions about what information to include/not to include, as well as better decisions about the activities.
- **Tests:** Once I had a grasp of the kinds of tests I could implement, I found myself having to revise the objectives I wrote. In retrospect, I probably should have started with designing the tests sooner. I created my tests because I found it difficult to find ready-made test features that were available in Captivate, which appealed to higher order thinking skills.

Peer feedback

Requirements of peer feedback activities: It was very beneficial to de-privatize our work to see examples of other people's work and thinking, which allowed us opportunities to learn from each other and see how others are interpreting the same directions and/or information. Most of the activities aligned very well to what work we had to do to get our module complete or what we needed to do for our project proposal. Using authentic activities gave purpose to work and provided opportunities for useful feedback.

Providing feedback: The article, "Giving and Receiving Feedback" was extremely helpful to read at the beginning of the class because it provided a lens for self-reflection when giving feedback. I was able to consider what feedback would be most helpful to the user at this given time and what feedback isn't necessary.

Receiving feedback: Giving authentic, constructive feedback is not easy because people generally want to avoid cognitive conflict to be considered polite. The feedback I found most valuable when an area of growth was pointed out was followed by an explanation of why it could be better and how to improve it. I wish this kind of feedback were provided more often because I had a better idea of how to improve my work versus continually having to revise the same aspect over again, but not understanding the criteria I was aiming for.

Time is another factor in receiving valuable feedback. To receive constructive feedback, you want to put your best work forward, however, this takes a lot of time, which is not always available in the time-frame to receive the feedback you desire or need. Again, I think if I did not have a separate full-time job in the demanding Delhi living environment, I could have done much better.

Lessons learned

The lessons that I learned from this project are:

- To be sure to factor in the necessary budget (especially time resources) when scoping the design.
- To follow an instructional model from the beginning.
- Write clear and focused objectives using a particular format (i.e., Horton, Dick and Carey, Mager).
- Think of the test options that align with objectives and what your software is capable of performing.
- Do not underestimate the amount of time the technology aspect takes, especially when you are learning something brand new.

- Meet with your clients often to get their feedback.

Continuation of knowledge and skills

I will continue to explore Captivate and other software to design mini-modules going through a rapid design process to become more adept in understanding the critical elements of the process. This is also so I have a breadth of possible technologies that could be the vehicle for my learning objectives. I will also continue to read more about Do, Absorb, and Connect activities so that I can readily identify them when designing a module (Horton, 2012).

SELF EVALUATION

Merrill's 5 Star Rating

Stage	Criteria	Explanation
★PROBLEM Is the courseware presented in the context of real-world problems?	Does the courseware show learners the task they will be able to do or the problem they will be able to solve as a result of completing a module or course?	The use of videos shows the learner the task which they are supposed to do. Other places I have broken the task into descriptive steps to help the learner see the whole picture. The learner is occasionally prompted with a rhetorical question to think about their practice. The user is also asked to analyze different sources of information and explain their understanding of the information. There are from 1-3 activities for the user to complete before engaging in a formative assessment.
	Are students engaged at the problem or task level, not just the operation or action levels?	
	Does the courseware involve a progression of problems rather than a single problem?	
RATING FOR PROBLEM STAGE:		Silver: If I find opportunities to make things consistently more authentic throughout the course, I will be gold.
★ACTIVATION Does the courseware attempt to activate relevant prior knowledge or experience?	Does the courseware direct learners to recall, relate, describe, or apply knowledge from relevant past experience that can be used as a foundation for new knowledge?	There are a few opportunities with the module that the user's prior knowledge is activated. There are some comparisons made between new knowledge and other knowledge they may have or had just learned/reviewed. The module begins with giving users the

Stage	Criteria	Explanation
	Does the courseware provide a relevant experience that can be used as a foundation for the new knowledge?	foundational information they will need to proceed through the rest of the module. Some of this information or aspects will be a refresher for the user. If the user already has a decent understanding of the workshop, they are encouraged to explore the module as they please. This way users can refresh themselves with the knowledge they need. For more novice learners, there is a recommended sequence the module should be taken in.
	If learners already know some of the content are they given an opportunity to demonstrate their previously acquired knowledge or skill?	
RATING FOR ACTIVATION STAGE:		Bronze: If I incorporated a pre-test, my rating would improve.
DEMONSTRATION Are the demonstrations (examples) consistent with the content being taught?	Are the demonstrations (examples) consistent with the content being taught? • Examples and non-examples for concepts? • Demonstrations for procedures? • Visualizations for processes? • Modeling for behavior?	The activities align very well with the objectives; however, I often repeat text box answers, which I feel might bore the user after a while. I need more variety within my course for it to be more engaging. The module is strong in that it provides a lot of information; however, more representations should be provided. There aren't many opportunities for the user to compare pre and post knowledge. I could have incorporated opportunities for users to think about what they used to know and compare that to their new knowledge. But didn't know how to do that without using another text box. The videos provided an opportunity to see how things are done. If I had incorporated pictures and more visuals, the user would have had a better understanding of some of the concepts.
	Are at least some of the following learner guidance techniques employed? • Learners are directed to relevant information? • Multiple representations are used for the demonstrations? • Multiple demonstrations are explicitly compared?	
	Is media relevant to the content and used to enhance learning?	
RATING FOR DEMONSTRATION STAGE:		bronze

Stage	Criteria	Explanation
APPLICATION Are the application (practice) and the posttest consistent with the stated or implied objectives?	Are the application (practice) and the posttest consistent with the stated or implied objectives? • Information about practice requires learners to recall or recognize the information. • Parts-of practice requires the learners to locate, name, and/or describe each part. • Kinds-of practice requires learners to identify new examples of each kind. • How-to practice requires learners to do the procedure. • What-happens practice requires learners to predict a consequence of a process given conditions, or to find faulted conditions given an unexpected consequence.	The application was complicated because I wasn't sure how the user could apply their knowledge within the module. I have some ideas now, but I don't necessarily know how to execute those ideas within the software. If I had learned more about different ways to enhance the application through more applications versus knowledge activities, my rating would improve. Users receive some corrective feedback but in my opinion at a fundamental level, such as with the multiple-choice tests. There are other times the users are required to apply their knowledge to formulate teaching points, lesson plans, or analyze a lesson. There is then follow-up for the user to reflect on their decisions. There are many opportunities for the user to make decisions using their new knowledge. The user is always able to go back to check information or check sources.
	Does the courseware require learners to use new knowledge or skill to solve a varied sequence of problems and do learners receive corrective feedback on their performance?	
	In most application or practice activities, are learners able to access context sensitive help or guidance when having difficulty with the instructional materials? Is this coaching gradually diminished as the instruction progresses?	

Stage	Criteria	Explanation
RATING FOR APPLICATION STAGE:		Bronze: This area would improve with a pretest and more reflections on new knowledge.
 INTEGRATION Does the courseware provide techniques that encourage learners to integrate (transfer) the new knowledge or skill into their everyday life?	Does the courseware provide an opportunity for learners to publicly demonstrate their new knowledge or skill?	At the end of the module, teachers will be able to share their lesson plans that reflect their understanding. They will also receive in-person feedback from a learning coach on the plan they submitted. The information the user provides in the text box is an opportunity for them to express their new knowledge. However, it is only public with a learning coach. This rating would improve if there were opportunities for discussions and questions the user could ask or information to debate. The module needs opportunities for the user to use their knowledge in practical and authentic ways.
	Does the courseware provide an opportunity for learners to reflect-on, discuss, and defend their new knowledge or skill?	
	Does the courseware provide an opportunity for learners to create, invent, or explore new and personal ways to use their new knowledge or skill?	
RATING FOR INTEGRATION STAGE:		bronze

APPENDICES

Classroom Application Evaluation Checklists

Mini-lesson Evaluation Checklist (Calkins and Colleagues, 2019)			
	yes	**somewhat**	**no**
The **connection** activates prior knowledge and introduces a teaching point within 1 min.	notes:	notes:	notes:
The **teaching** is done through means of something such as modeling, demonstration, example, and/or anchor chart within 5 min.	notes:	notes:	notes:
The **engagement** provides an opportunity for active practice of the teaching point within 2 to 3 min.	notes:	notes:	notes:
The **link** concludes the lesson and repeats the teaching point for the day's work.	notes:	notes:	notes:

Conferring Evaluation Checklist (Anderson, 2009)			
	yes	**somewhat**	**no**
Research is conducted to determine a teaching point within the student's zone of proximal development.	notes:	notes:	notes:
The compliment is clear and specific to what the student is doing well.	notes:	notes:	notes:
Teaching point that is determined to be within the student's reach is taught through something such as modeling, demonstration, or an example.	notes:	notes:	notes:
The link releases the learner back work on the teaching point independently.	notes:	notes:	notes:

Strategy Group Evaluation Checklist (Cockerville, 2016)			
	yes	**somewhat**	**no**
The **small group** is determined by **data** and focuses on a skill.	notes:	notes:	notes:
Students bring their work to the group.	notes:	notes:	notes:
The strategy group lesson includes a **connection** activates prior knowledge and introduces teaching point within 1 min.	notes:	notes:	notes:
The strategy group lesson includes **teaching** that is done through means of something such as modeling, demonstration, example, and/or anchor chart within 5 min.	notes:	notes:	notes:
The strategy group lesson includes **engagement** that provides an opportunity for active practice of the teaching point within 2 to 3 min.	notes:	notes:	notes:
The strategy group lesson is concluded with a **link** that repeats/reinforces the teaching point.	notes:	notes:	notes:

Guided Reading Evaluation Checklist (Fountas and Pinnell, 2012)			
	yes	**somewhat**	**no**
Small groups are determined by students' independent reading levels.	notes:	notes:	notes:
The same instructional leveled text is provided for all students in the group.	notes:	notes:	notes:
Text introduction is given.	notes:	notes:	notes:
Students read the text.	notes:	notes:	notes:
Students discuss the text.	notes:	notes:	notes:
The teaching point is communication and relates to reading accuracy, fluency, comprehension, or vocabulary.	notes:	notes:	notes:
Students practice phonics through word solving.	notes:	notes:	notes:
The is an opportunity for students to apply their understanding beyond the text.	notes:	notes:	notes:

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