YouPrep: An Online Course for New Educators

by

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Overview of the Capstone

Instructional design is the systematic process in which materials that support learning are designed, developed, and delivered. The instructional need of the course and the learning environment are also heavily taken into consideration in order to establish effective instruction. Instructional designers translate the principles and theories of learning and instruction in order to plan and create instructional materials, informational resources, and effective evaluation. Smith and Ragan (2005), compare instructional designers to engineers:

"Both plan their work based upon principles that have been successful in the past—the engineer on the laws of physics and the designer on basic principles of instruction and learning. Both try to design solutions that are not only functional but also attractive or appealing to the end-user. Both the engineer and instructional designer have established problem-solving procedures that they use to guide them in making decisions about their designs (p. 4).

Effective instructional design is imperative to the success of any course, training program, or instructional materials intended to have positive learning results.

YouPrep: An Online Course for New Educators was designed using the ADDIE Model which is the most common model for creating instructional design materials. ADDIE stands for analyze, design, develop, implement, and evaluate. Refer to Figure 1 below for a concise breakdown of each step. YouPrep thus far has mainly focused on the first three steps of the ADDIE model, as it has not yet been implemented.

During the analysis portion I conducted a needs assessment of Fulton Elementary School as well as a learner profile and an overview of the learning environment. In the learner profile I

analyzed the characteristics of the participants in the course, from their prior knowledge through the use or surveys and pre-assessments, to their demographic information in order to ensure instruction was appropriate. Expectations for the course were created and learning goals were finalized. The available learning environment was taken into account as well as the available resources.

The step which followed was the design of the course. Here I began to consider which learning strategies would be best for the participants in the course including delivery and instructional methods, instructional materials, and pace of the course as it could not take longer than five weeks to complete since the new school year was set to begin soon. Because of this it was decided to create a blended and flipped instruction course. During the design process I also chose the appropriate media which would assist in the delivery of the course as well as the creation of different assessments which would be both formative and summative throughout the course.

Once the design phase had been completed, it was time to develop the course and all instructional materials. A plan of instruction was created which detailed which topics each module would consist of and in what order they would be delivered to participants. As the course would consist of weekly online modules it was necessary to research and decide which learning management system and content creator program would be best suitable and then a storyboard was created and reviewed for the recorded lectures of the modules. Assessment items were finalized and incorporated into the online modules as well as the physical meetings. Finally all instructional materials were finalized and reviewed one last time.
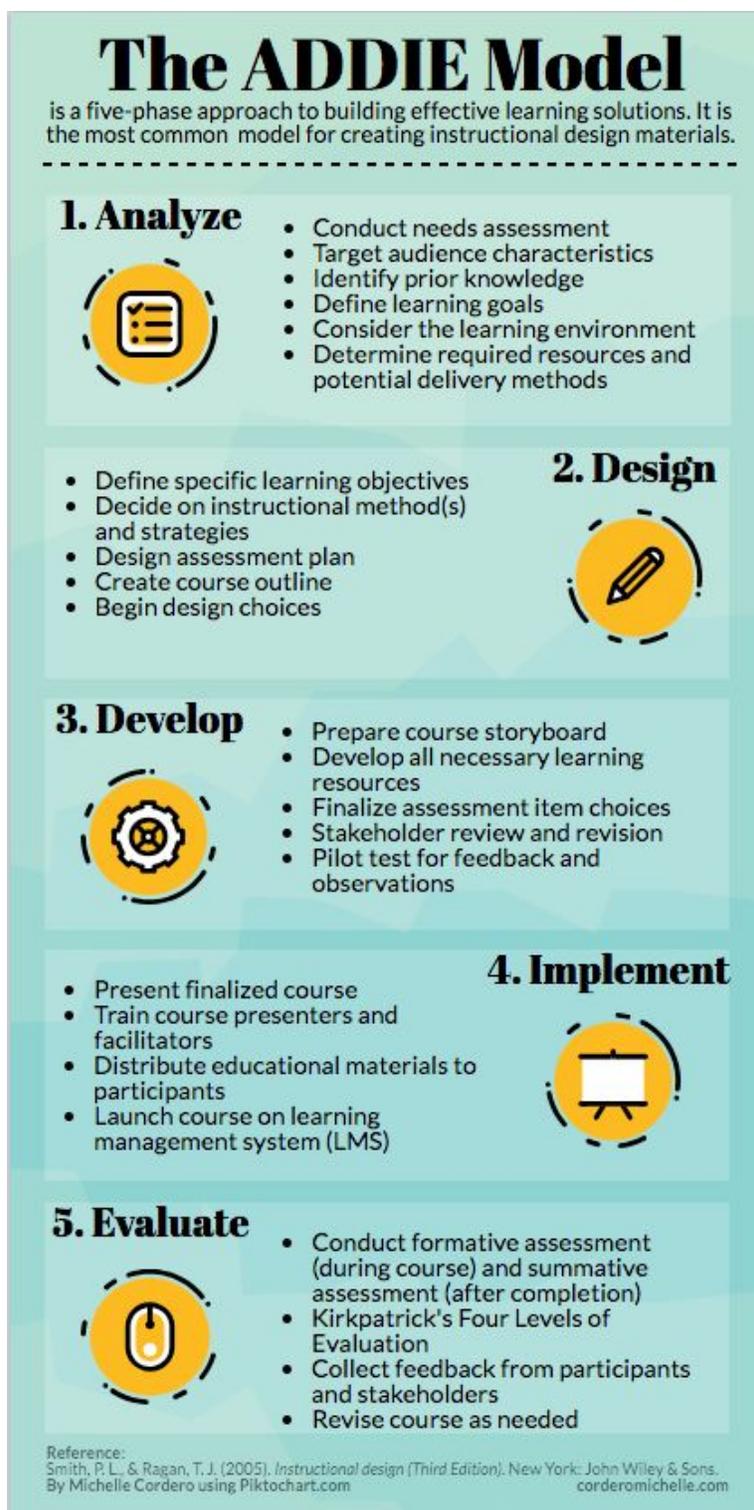
The ADDIE Model

is a five-phase approach to building effective learning solutions. It is the most common model for creating instructional design materials.

1. Analyze
- Conduct needs assessment
- Target audience characteristics
- Identify prior knowledge
- Define learning goals
- Consider the learning environment
- Determine required resources and potential delivery methods

2. Design
- Define specific learning objectives
- Decide on instructional method(s) and strategies
- Design assessment plan
- Create course outline
- Begin design choices

3. Develop
- Prepare course storyboard
- Develop all necessary learning resources
- Finalize assessment item choices
- Stakeholder review and revision
- Pilot test for feedback and observations

4. Implement
- Present finalized course
- Train course presenters and facilitators
- Distribute educational materials to participants
- Launch course on learning management system (LMS)

5. Evaluate
- Conduct formative assessment (during course) and summative assessment (after completion)
- Kirkpatrick's Four Levels of Evaluation
- Collect feedback from participants and stakeholders
- Revise course as needed

Reference:
Smith, P. L., & Ragan, T. J. (2005). *Instructional design (Third Edition)*. New York: John Wiley & Sons.
By Michelle Cordero using Piktochart.com   corderomichelle.com

Figure 1. The ADDIE Model by M. Cordero, 2019

Instructional Needs Assessment

Teachers are an integral part of the structure of our country. Without teachers, we would have no one to educate, inspire, and guide the youth of our nation into their chosen careers. Teachers train for years, learning best practices to incorporate into their classrooms, and strategies to effectively teach children of different ages and abilities. During their undergraduate education, future teachers must pass many courses such as Educational Psychology, Language and Literature Development, and Classroom Management, as well as complete a student teaching internship. Upon completion of the teaching internship future teachers must take the three Florida Teacher Certification Exams (FTCE). These include the General Knowledge exam which tests basic skills, the Professional Education exam which tests pedagogy and professional practices, and the Elementary K-6 Subject Area exam, which tests knowledge students acquire up to sixth grade. These courses and exams are meant to prepare future educators for all the tasks and challenges they will experience when in the classroom and test their knowledge before entering their own classroom. Yet, as classrooms in the United States continue to be overcrowded, and teacher shortages continue to grow, more people are obtaining their teaching certifications without having an education background. Major reasons for this occurrence are teacher pay and underfunded schools. Social media and news outlets are flooded with stories of teachers raising money or using their own for school supplies. According to a Miami Herald article by Kyra Gurney (2017), "A first-year Miami teacher sharing a two bedroom apartment in Miami with a roommate might spend 36 percent of their salary on housing." Salary stagnation has caused many teachers to move north where housing is not as expensive.

As a teacher myself with a Bachelor of Science in Elementary Education, I have

witnessed first hand the large influx of new teachers without pedagogical prior knowledge, who were not trained in a teacher preparatory course and the struggles they, and their students, have faced. They are coming from careers in management, retail, and many others. According to the Florida Department of Education (2018), the new requirements to become an elementary school teacher only include that the person must have at least a bachelor's degree, and they must pass the prior mentioned Elementary K-6 Subject Area exam. This exam tests a person's knowledge of math, reading, language arts, science, and social studies up to the sixth grade level. It does not test for classroom management skills, lesson planning knowledge, or pedagogical methods. This is in stark contrast to the past where teachers were required to have obtained a degree in education, or have taken part in a teacher preparation course. Currently there is no program available in the district to induct these new educators. The responsibility falls on the school where they are hired. These new teachers who are just beginning their career, do not have the knowledge teachers need to be entirely successful in the classroom their first year. Without having an education background, they are forced to "learn on the fly" as they go through the year. This causes a great deal of stress and a strong feeling of burnout for the teacher, as well as loss of instructional time for the students, who may then fall behind in comparison to students in other classes. The Online Educator Preparation Course will assist teachers in gaining important knowledge required to be successful in the classroom. This in turn will ease their stress and create a better learning environment for their students. This would be an innovation-based instructional needs assessment model as no program such as this has been previously used in the school and will add goals to the organization. According to Smith and Ragan (2005, p.45), "The innovation model examines changes or innovations in the educational system or organization."

This is the appropriate model for the context of this course because "there has been a change in the learner population" (Smith and Ragan, 2005) as well as the policies for teachers entering the field.

While schools usually try to aid the new teachers by having them attend a one-to-three day introductory course which quickly informs them of everything they need to know and do, this usually makes the teacher feel overwhelmed and is done with no structure in place. An online, self-paced course with multiple learning modules would alleviate this issue and allow new teachers to learn the much needed skills required to be successful in the classroom at their own pace. It would also allow the teachers to return to the modules as often as they need to and provide the school's administration with data when new teachers have completed the module's assessment. By designing a course for newly certified teachers who do not have an education background or pedagogical prior knowledge, learners will be able to: (1) analyze parts of an educational standard, (2) plan an explicit lesson, (3) create a classroom management plan, and (4) feel confident in their abilities in the classroom. It is of utmost importance that this course be implemented for all new teachers who do not have an education background. There is often no one to teach and assist them throughout their first year as other teachers are incredibly busy with their own classrooms and responsibilities. Many things which may seem like common sense to those with an education background, are not even mentioned to them. This can include setting up classroom procedures and creating a class behavior management system. All of this added stress impacts the students who will be at a disadvantage to their peers. Based on information collected from teachers and administrators, it was decided that it is imperative new teachers accrue these skills as soon as possible.

Learner Profile

Demographic Characteristics

Participants in the Online Educator Preparation Course have varying levels of socioeconomic status, but are not considered to be living in poverty. In Florida, this means that a family of four is bringing home at least $25,100 a month ("Federal Poverty Level", 2018). The majority of learners are female (about 95%) between the ages of 21 and 40. Ethnic and racial backgrounds include white ,black, or hispanic/latino.

Cognitive Characteristics

Participants have a four-year bachelor's degree from an accredited institution. The degree is not in education. A fourth of the participants also have a master's degree. The learners have proficient reading skills, knowledge comprehension, skills of communication, and computer literacy. These participants can communicate with partners and small groups. They can follow along with an online learning module and email the instructor when they have any questions or would like further clarification. All learners have surpassed Piaget's Formal Operational Stage (Santrock, 2018) and are capable of hypothetical and deductive reasoning.

Physiological Characteristics

Considering the intended learners, the general instruction of the course will be effective for the majority, without accommodations being necessary. The modules will allow learners to learn at their own pace, pause, and rewind as needed for comprehension. Pre-recorded lectures are narrated which allows those with visual impairments access by giving them the opportunity to listen to the course. The modules also have subtitles and transcripts available for those who need them such as someone with a hearing impairment. Physical impairments should

not impact the learner's performance in this course as learners will access modules from their own homes and technological devices. The physical portion of the course takes place in a school which abides by ADA standards.

Prior Knowledge

Examining the prior knowledge of the learners is critical in order to ensure the content in this course is appropriate for the audience. For example, knowing how to use a computer, type, and access different websites are crucial knowledge which the learner must have before the initial online module. In order to successfully complete this course and be able to obtain all of the information presented, learners have working knowledge of Microsoft Office programs. These programs will be used for lesson planning, data interpretation, and more. participants have knowledge of building relationships and speaking with with children, whether their own, those of a family member, or a friend. As stated previously, all learners have passed the Elementary K-6 Subject Area state teaching exam. This ensures they have the prior knowledge of the subjects they will be teaching their students.

Motivation

Participants in the Online Educator Preparation Course Course are motivated to master the skills being taught. They are motivated by clearly set goals, positive expectancies, and because they find value in the tasks. While learners have varied interest in some of the modules presented, most feel eager to gain knowledge which will make their first classroom teaching experience a better one.

Value. Learners who are transitioning to this new career path may feel apprehensive about all of the tasks which a teacher is required to do. Teaching elementary school may be quite

different than what they studied in college or practices in their previous career. Learners value the schedule teaching offers but do not realize the amount of preparation required during their off hours before they even enter the classroom. This includes creating lesson plans, attending professional developments, grading assignments, and having meetings with parents. It will be made clear that by completing these modules they are saving time and guesswork they would have otherwise had to deal with. While this is a mandatory course, learners are intrinsically motivated because they want to help the children they teach in their classrooms to the best of their abilities and so they will be rated as an effective teacher.

Self-efficacy. Self-efficacy plays a major role in motivation as it is the learner's confidence in their ability to accomplish the tasks presented to them. If the learner has low self-efficacy about the course, they are less likely to participate and more likely to fail. The instructor must gauge the learner's self-efficacy before the start of the course. Learners will be asked to evaluate their level of self-efficacy through the use of a Likert-scale questionnaire with questions such as, "I can confidently plan an effective reading lesson". Based on the data accrued instructional strategies may be shifted. A similar questionnaire will be given at the end of the course.

Overview of the Learning Environment

Organizational Mission and Goals

The first school where YouPrep: An online Course for New Educators will be implemented is an elementary school in Homestead, Florida by the name of Fulton Elementary School. The school has about 500 students ranging from kindergarten through fifth grade. It is a free public charter school in Miami-Dade County and is currently in its tenth year of operation.

Their records indicate that 76% of their students take part in the free or reduced lunch program, making them a Title 1 school. According to their website, they follow the Florida Sunshine State Standards curriculum while infusing the arts. As of 2018, their website also states that their mission is to:

> Educate children to their fullest potential following core academic curriculum set by state while raising self-esteem and artistic development. Somerset City Arts Conservatory will integrate visual arts, dance, drama and music into a strong academic program to enhance instruction and improve learning for all students.

Organizational Stakeholders

The most significant stakeholders are the parents of the children attending the school. These parents are expecting their child to receive the best education possible. Other stakeholders include the school administrators, fellow faculty and staff, community members, and of course, the students.

Organizational Resources

The self-directed virtual component of the course requires participants to use their own technology from home, but it can also be accessed from the laptops and computers available at the school which have a high speed internet connection. The physical portion of the course is instructor led in different classrooms throughout the school. In the classrooms there is access to laptops for each participant, headphones, desks, chairs, a large whiteboard with markers, and a large Promethean SmartBoard with high speed internet connection. The school also has a copy machine available for use.

Primary and Supporting Typologies

YouPrep is a non-formal course where the learning environment will primarily be asynchronous and virtual. Learners will conduct most of the course on their own from their homes or wherever they chose using their own technological devices. While completing the online modules, participants will be required to watch specified pre-recorded lectures, participate in online discussions, and complete assessments during a given time period. Once a week participants will meet together with the instructor in a pre-specified classroom of Fulton Elementary School for the physical synchronous portion of the course. During this time they will collaborate and discuss their findings and takeaways from the previous week. Each classroom used has a different layout, but all have the same furniture available. This includes five to six large tables and 25 chairs, as well as a one-to-one laptop ratio. Figure 2 and 3 below demonstrate the layout of the first and second classroom set to be used. Stakeholders will be able to give input on their thoughts of the course and what they feel should be incorporated.

Figure 2

Furniture layout of first physical classroom learning environment

Figure 3

Furniture layout of second physical classroom learning environment

Design Elements that Promote Learning

YouPrep is a blended flipped instruction course. Participants will be required to

complete four different asynchronous online modules virtually at home. These modules will

contain required and recommended readings, a pre-recorded lecture which includes formative

assessment questions, a weekly discussion post, and a summative assessment. It was decided to

use the flipped instruction model as it gives participants the freedom to complete the coursework

at their own pace. This gives them the ability to review information, take notes, and understand

the information without the rush of an in-person classroom environment where they would be

forced to take notes and listen while the instructor speaks, causing them to miss certain important

information. All of the participants in the course are college educated individuals who own technology at home and busy schedules, therefore the flipped method is the best approach. The pre-recorded lectures have slides which contribute to knowledge acquisition and minimize extraneous cognitive overload which contributes to learner motivation and self-efficacy. Each slide will focus on just one piece of information and be appealing to the eye while not drawing attention away from the information being presented. Tables and charts will be clearly labeled and simplified as much as possible in order to increase knowledge retention. Learners will be able to pause and rewind the modules to review anything they feel they missed. There will be short self-checks spread throughout each module which will help learners test their knowledge as they go in a formative manner before taking the module's summative assessment, creating an easy and effective way to track student progress throughout the course.

Once a week at the end of each module participants will physically meet in pre-selected classrooms of the school, creating a blended approach of virtual and physical learning environments. It was decided to make YouPrep a blended course because while the virtual environment allows freedom of time and location, teaching in a classroom does not. Therefore participants in the program must also become accustomed to working in a physical classroom with time and material restrictions. During the physical instructor-led session, participants will have the opportunity to discuss the current module, collaborate with peers during class activities, clear up and misconceptions, and share best practices with each other. Giving them the opportunity to share and collaborate gives participants increased motivation and gives the opportunity to show what they know.

Constraints and Limitations

The largest inherited constraint of creating YouPrep: An Online Course for New Educators is is the amount of time given for the course. Teaching others how to essentially be a teacher can require significant time, but this course cannot exceed four weeks, as after that the school year begins and the new educators must begin their teaching careers. This constraint was overcome by focusing on just a few main learning tasks which will be essential for a new teacher to have a firm grasp of. These learning tasks were then grouped into four logical modules and placed in an order which allows them to build upon themselves. Another major limitation is the physical learning environment. Different rooms are being used so that no one teacher feels put out of their space each week. Four different classrooms are to be used, therefore materials cannot be left in a particular room and must be mobile.

Although meeting in a physical environment may cause constraints on participants and the instructor, it is important for participants to become comfortable in the classroom and speak with their peers about their knowledge, experiences, and best practices.

<center>**Task Analysis and Overall Learning Goal**</center>

Prior to the development of each module in YouPrep: An Online Course for New Educators, the overall goals, outcomes, and assessments were developed. These are essential to the success of the course and are described in detail below. The overall goal of YouPrep is that by the end of this course participants will be able to become an effective teacher as per their district teacher evaluation

Participants will be able to manage behavior efficiently, plan and execute effective lessons, and complete other tasks required in order to be an effective teacher. This would be

classified as an intellectual skill outcome as per Gagne's learning outcome types. Specifically, this would be an intellectual procedural outcome. According to Smith and Ragan (2006, p. 80), "This type of learning outcome differs from declarative knowledge objectives in that students learn now only how to recall, but also how to apply knowledge to instances not encountered during instruction."

Course Outcomes

By the end of the course, learners will be able to:

1. Create a classroom behavior plan and daily schedule which fosters learning. (Procedural/create)

2. Demonstrate the steps required to plan an explicit lesson. (procedural/apply)

3. Use the school technology to establish parent communication. (Procedural/apply)

4. Increase beliefs about the importance of planning ahead in the classroom by providing three reasons. (motivation-value)

5. Increase confidence in their ability to manage behavior efficiently, plan and execute effective lessons (Motivation-self-efficacy)

Cognitive Task Analysis

A cognitive task analysis (CTA) was conducted in order to gather knowledge on how to complete this overall goal. The subject matter expert (SME) interviewed is a 15 year veteran teacher who transitioned to the role of curriculum coach six years prior. They are on the school's leadership team and firmly believe in helping educators be the best they can in the classroom. The subject matter expert has a Master of Education degree in Curriculum Development, as well as a Master of Education degree in Educational Leadership. They have experience creating and

administering professional development courses for educators and mentoring first year teachers.

A survey was also sent to the rest of the teachers at the school with questions as to what they

believe are the most important things new teachers must be able do.

The results of the CTA with the subject matter expert, as well as the results from the

surveyed teachers were the foundation for the major tasks.

Major Tasks

The following major tasks have been identified as essential to the success of a first year

teacher. They have been placed in order of importance in terms of what new teachers must know

how to do first before progressing on to the next task. For instance, having the knowledge of how

to input student grades would be useless if the new teacher could not yet plan an explicit lesson.

1. Set daily class procedures

2. Establish realistic daily schedule

3. Create a class behavior plan

4. Access and interpret pacing guides

5. Create a learning goal

6. Plan explicit lesson

7. Establish parent communication

8. Input student grades

Assessment and Evaluation Plan

A comprehensive assessment and evaluation plan was created in order to assess all parts

of this course. According to Smith and Ragan (2005), including evaluation is an integral part of

instructional design as it allows us to "assess individual students' performances and to provide

information about what kinds of revisions are needed in the instructional materials." In this section we will present the assessment and evaluation plan for YouPrep: An Online Course for New Educators pertaining to the overall learning goal previously stated. This will include pre-assessment, formative assessments, and the final summative assessment. Conducting a pre-assessment demonstrates what participants know prior to beginning the course and can assist the instructor in organizing the material they will be teaching. Formative assessments show the progression of learning while summative assessment conclude the course and informs participants and the instructor if the knowledge presented was acquired.

It is important to assess at every stage of learning in order to make the most of educational time and resources. If only a summative assessment is conducted at the end of the course, the instructor loses valuable data points along the way to both assess the students and gauge the effectiveness of the course before, during, and after.

Overview of Approach to Assessment and Evaluation

The following matrix presents the different types of assessment and evaluation conducted for the Online Educator Preparation Course. It is presented in a comprehensive manner according to Kirkpatrick's (2006) Four Levels of Evaluation model. Level 1 of the Kirkpatrick model measures reaction and collects only attitude data related to motivation after the learning experience. Level 2 measures knowledge and collects data measuring learning during and immediately after the learning experience, determining if participants have acquired the knowledge presented in the course. Level 3 measures transfer, or evaluations that gather job performance over time and in a novel context than the training environment, such as each participant's own classroom. This level measures if learners are capable of applying the newly

learned information to other situations. Finally, Level 4 measures impact. This can also be

referred to as "evaluation of payoff" as it demonstrates the long term impact of the course on the

overall organization and the problem of practice it was intended to solve. (Smith & Ragan,

2005, p. 347). Table 1 demonstrates the data collection methods used for assessment and

evaluation of the course before, during, after, and beyond instruction.

Table 1

Assessment and Evaluation Matrix

			LEARNING (Knowledge and Skills)					MOTIVATION		
			Survey		Interview	Observation	Document and data analysis	Behavioral data (choice, persistence, effort)	Self-report (Self-efficacy, value)	
			Close-ended	Open-ended					Likert-type	Inter-view
ASSESSMENT	Prior to instruction	Pre-assessment	x	x	x			x	x	x
	During instruction	Formative Assessment				x				x
EVALUATION	End of instruction	Level 1 (Reaction)							x	
		Level 2 (Knowledge)	x	x	x	x				
	Beyond instruction	Level 3 (Transfer)				x	x			
		Level 4 (Impact)				x	x			
		Level 5 Return on Investment (ROI)								

Assessment and Evaluation Protocols

The following sections will review the protocols used for the different types of data

collection used in the assessment and evaluation of the course. These protocols include survey,

interview, observation, product review, and data analysis protocols.

Survey protocols. Surveys will be conducted via Qualtrics during pre-assessment and at

Levels 1 and 2. The survey protocols below are intended to measure the learner's motivation

(self-efficacy and value) and knowledge in regard to establishing effective classroom procedures

and routines, as well as their knowledge of creating effective lessons. The same survey will be administered both times.

Pre-assessment and Level 1. The motivation scale surveys are comprised of 14 Likert style questions adapted from Bandura (2006). Responses will range from: [Strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), strongly agree (5)]

motivation (self-efficacy) scale.

1. I believe I will receive an excellent evaluation in this course.

2. I'm certain I can understand the most difficult material presented in this course.

3. I'm confident I can understand the basic concepts taught in this course.

4. I'm confident I can understand the most complex material presented in this course.

5. I'm confident I can do an excellent job on the assignments and tests in this course.

6. I expect to do well in this course.

7. I'm certain I can master the skills being taught in this course.

8. Considering the difficulty of this course, the instructor, and my skills, I think I will do well in this course.

motivation (value) scale.

1. I think I will be able to use what I learn in this course in the future.

2. It is important for me to learn the material of this course.

3. I am very interested in the content of this course.

4. I think the material in this course is useful for me to learn.

5. I like the subject matter of this course.

6. Understanding the subject matter of this course is very important to me.

Pre-assessment and Level 2. Knowledge will be measured via five multiple-choice, true or false, and fill in the blank questions.

1. (T or F) Students who have teachers who openly communicate with their parents are more likely to do well in their classes.

2. (T or F) Class behavior plans should consist only of negative consequences.

3. An effective learning goal should be specific and _____.

4. District pacing guides can be found online through _____.

5. Setting daily classroom procedures cuts down on wasted instructional time by an average of:

    a. 20 minutes

    b. One hour

    c. Two hours

    d. Two hours and thirty minutes

Interview protocols. Interviews will be conducted as a pre-assessment and at Level 2. The interview protocols are qualitative questions which are entirely open ended and allow the learner to speak without restrictions. The intent is to understand why the learner feels or thinks a certain way and discover more information about them, their beliefs, and understanding. This interview contains five pre-assessment questions and two interview questions which will be given after instruction during Level 2. Three questions measuring value, two which measure self efficacy, and two which measure knowledge.

Pre-Assessment.

Motivation/Value items:

1. Could you tell me how important it is for you to plan successful lessons?

2. How valuable is it for you to establish parent communication?

3. Could you discuss some of your reasons for not establishing classroom procedures?

Motivation/Self-efficacy items:

1. How confident are you in your ability to teach alone in your class?

2. How confident are you in your ability to use district pacing guides?

Level 2.

1. What would you consider a realistic daily schedule?

2. Give me two examples of learning goals for a reading lesson.

Observation protocols. Observations will be conducted throughout the Online Teacher Preparation Course as a formative assessment and used to correct participants' misconceptions as well as ensure knowledge acquisition. A rubric was designed specifically for the task of creating a class behavior plan and will be administered after completion of that module. This is a major learning objective in the course and mastery is judged during Level 2 after instruction to test knowledge participants have acquired. Observations will be conducted during instruction (Level 2) and at Levels 3 4 for all learning tasks such as planning an explicit lesson, establishing realistic class procedures, and establishing parent communication.

Data and document analysis protocols. Data and document analysis were conducted during Level 3 and Level 4.

Level 3. Lesson plans will be analyzed in order to determine if the learner has mastered analyzing the district pacing guides, creating a learning goal, and planning an explicit lesson. The effective lesson plan rubric will be used in order to properly assess quality of work as seen

in Table 2 below. This will be done three months after instruction and in their own classroom in order to gauge transfer. Student assignments and grades were also analyzed to determine success of instructor.

Table 2

Effective Lesson Plan Rubric

Component	LEVEL OF PERFORMANCE		
	Emerging (1)	Developing (2)	Arrived (3)
Lesson Plan Structure • Readability • Cognitive Load • Simplicity • Organization • Length	Appropriate lesson plan structure not followed. Many run-on sentences, very lengthy with extraneous information. Lesson plan shows little to no organization of thoughts. Either too long and time consuming or too short.	Appropriate lesson plan structure is somewhat followed. A few run-on sentences. 1-2 instances of extraneous information. Timed somewhat appropriately. Some extraneous information.	Lesson plan organization follows appropriate structure organization. Appropriate sections included. Body is in correct order. Short and to the point. No extraneous information.
Learning goals • Appropriate • Professional • Varying levels	No learning goals. If learning goals are present they are inappropriate for age or lesson. Unmeasurable. Do not vary.	Learning goals are present. Some variation. Somewhat appropriate for lesson and age of students.	Entirely appropriate for lesson and age of students. Measureable. Vary in type and level.
Activities • Appropriate • Effective • Vary	Does not get point or question across. Not understandable. Inappropriate lessons.	Gets point or question somewhat across. Somewhat understandable and appropriate lessons. Partly follows "I do, we do, you do" format	Gets point across easily. Easily understandable.Appropriate for age and lesson. Follows "I Do, we do, you do" format.

Level 4. Six months after instruction evaluations will be conducted as part of the principal's annual teacher evaluations. During this observation the principal of the school will observe the teacher during a regular school day with a checklist and rubric provided by the district. This checklist observes behaviors and expectations for teachers including classroom environment and professional practices. Based on this evaluation and standardized state test scores, teachers are given a rating. The checklist being used includes items such as "teaching methods are implemented in logical sequence, gives instruction and adjusts instruction based on student needs", "designs instruction to achieve mastery", and "evidence of group discussion, problem solving, and creative thinking". This checklist will be provided to participants prior to observations being conducted.

General Instructional Methods Approach

The overall approach to this course will be generally supplantive during instruction while using generative strategies in the in-person sessions. According to Smith and Ragan (2005), generative instructional strategies have a low level of scaffolding while more supplantive strategies require a higher level of scaffolding by the instructor. Generative activities are best for learners who possess high prior knowledge, when the task is simple, and when there is ample time. Supplantive activities are best used when the opposite is true. It was decided to use generally supplantive strategies because of the fast-paced style of the course as well as the need for instruction and implementation to happen as soon as possible. Supplantive strategies are also best when learner prior knowledge is limited, as participants in this course lack instruction on teaching best practices. The modules have been separated into similar tasks in order to manage cognitive load. While some tasks have been placed together due to how they compliment each

other, others such as creating a classroom behavior management plan, have been left to their own module due to complexity. The order and organization of these modules was also based on learner characteristics and their low prior knowledge.

<div align="center">**Description of Specific Learning Activities**</div>

The units described below are sequenced in the order recommended by the SME and veteran teachers. In Module 1, learners are introduced to setting daily procedures and establishing realistic daily schedules. In Module 2, participants will learn how to create a classroom behavior management plan. In Module 3 learners will be guided through accessing and understanding district pacing guides. Module 4 will introduce learning goals and planning explicit lessons. Finally, Module 5 will cover establishing parent communication and inputting student grades. Table 3 is a scope and sequence chart that summarizes the introduction, reinforcement, and mastery of the skills being covered in the course.

Table 3

Scope and Sequence

	Module 1		Module 2		Module 3		Module 4		Module 5		Summative Assessment
	Online	In-Person	Online	In-Person	Online	In-Person	Online	In-Person	Online	In-Person	
Set daily classroom procedures	I	R									M
establish realistic daily schedule	I	R		R				R		R	M
Create a classroom behavior management plan			I	R		R				R	M
Access and interpret pacing guides					I	R		R			M
Create a learning goal							I	R			M
Plan an explicit lesson							I	R		R	M
Establish parent communication									I	R	M
Input student grades									I	R	M
	I = Introduced			R = Reinforced			M = Mastery				

Module One: Daily Schedule and Procedures

      Learning objectives. By the completion of Module One, learners will be able to:

- Set a minimum of five daily procedures for their classroom.

- Plan a daily schedule for a two hour reading block that includes length of each planned portion.

- Increase their value about the importance of having a daily plan for time management.

      Learning activities. Table 4 outlines the key learning activities as well as an explanation of the instructor's and learners' respective action and decision steps in relation to the learning activity for module one.

Table 4

Learning Activities for Module One

Instructional Sequence	Description of the Learning Activity	Instructor Action/Decision (Supplantive)	Learner Action/ Decision (Generative)
Gain Attention	Provide activities to introduce and gain learner attention to the topic of time management and scheduling.	**Recorded Asynchronous** Instructor will project various quotes and memes about what time management is like as a teacher. After will ask learners to reflect on them. **Live Synchronous** Instructor will redisplay memes on board and ask learners to share aloud what thoughts and feelings came to mind when they first saw them.	**Recorded Asynchronous** The learners will write a discussion post that connects the one of the quotes or memes with the way they feel. Learners will then need to comment on two other classmate's post. **Live Synchronous** Based on what learners wrote on the discussion post, they will be asked to set a goal for themselves during that session.
Learning Objectives	After sharing the learning objective and topic, an advance organizer will be used to help stimulate the recall of relevant prior knowledge.	**Recorded Asynchronous** Instructor will share the learning objectives on a slide and ask students to read the objectives to themselves. Instructor's voice will say that if they have any questions to write them down and bring them to the live session.	**Recorded Asynchronous** Learners will read the learning objective and reflect on them. **Live Synchronous** Learners will share any questions they have about the learning objectives. They will demonstrate their

		Live Synchronous During live session after objectives are repeated, instructor will ask if there are any questions about the learning outcomes. Instructor will ask students to create their own advance organizer via a cause and effect chart provided to them.	understanding by creating their own advance organizer via a cause and effect chart provided to them.
Reasons for Learning - Benefits - Risks	Benefits: being able to manage time efficiently through use of daily procedures and creation of a realistic daily schedule. Plan sufficient activities for the school day. Cut down on wasted instructional time. Risks Avoided: Wasted instructional time. Overplanning or under planning activities in the school day.	**Recorded Asynchronous** Instructor states the reasons for learning the material and the risk avoided. Key points will be stated aloud while others will be bullet points on the virtual presentation. **Live Synchronous** Instructor will reiterate the benefits of learning and using the material. Will ask participants if they can think of any other benefits not stated in the presentation.	**Recorded Asynchronous** Learners will read the reasons for learning from screen. They will self-report one experience based on how they matched benefits and risks in the previous activity and bring to live session. **Live Synchronous** During live session learners will share how they matched the benefits and risks in small breakout groups.
Overview -**Prior Knowledge** (what you already know) -**New Knowledge** (what you are going to learn) -**Learning Strategies** (how you are going to learn it)	Course Overview was a written document emailed to participants which they were required to read prior to Module one. It introduced the concepts and goals which will be taught in module one about setting daily classroom procedures and establishing a realistic daily schedule. This was done through a scenario that told the story two different teachers going about their days differently.	**Recorded Asynchronous** A scenario will be played out about two teachers going about their days differently. One teacher has set daily procedures and has a realistic schedule, while the other has not set procedures. There will be a second scenario about two teachers including one who over planned and one who under planned their schedules. **Live Synchronous** During live session instructor will ask learners to share previous theories and strategies used for setting daily procedures and establishing daily schedules. The instructor will ask if others have tried these and how it fared, or how they think it would go.	**Recorded Asynchronous** Learners will be asked to post on a discussion board using an image with which of the scenario teachers they currently most identify with and why. **Live Synchronous** The learners will share any clarifying questions they may have. Learners will revisit graphic organizer and organize a pros and cons list on the back to using these best practices.

		The instructor will share the focus of the lesson, and the methods for learning.	
Learning Guidance - Lecture - Demo.	Direct instruction via a pre-recorded lecture will be used to provide an overview on strategies for setting daily procedures and establishing realistic schedules.	**Recorded Asynchronous** The narrator will provide the link to a pre-recorded lecture. The narrator in the lecture will demonstrate how to set a realistic daily schedule and set daily routines for a one and a half hour reading block. **Live Synchronous** During the live session the topics will be revisited far less in depth. Questions and notes will be reviewed.	**Recorded Asynchronous** While watching the pre-recorded lecture each participant will take notes. **Live Synchronous** Participants will work in pairs to complete first draft of a mock reading block and possible daily procedures with the use of a worked example.
Practice and Feedback	Organized discourse will help learners further process the information. Students will share their insights with each other. Provide time for practice and feedback for learners to complete their drafts of a mock reading block.	**Recorded Asynchronous** Instructor will demonstrate a worked example of some daily classroom procedures as well as a model of a one and a half hour reading block. **Live Synchronous** The instructor will conduct a sharing session for learners to share key insights from the pre-recorded lecture, in person session, and practice material in order to develop their thinking on the topic. Instructor will give feedback to each pair of participants on their first drafts of the mock reading block and classroom procedures.	**Recorded Asynchronous** Learners will respond to formative assessment questions throughout the module to check their knowledge. Program will provide them with feedback on their responses. **Live Synchronous** Learners will conduct peer feedback on their first drafts of the mock reading block in pairs. They will do this using a rubric and checklist for self-assessment and peer assessment. Learners will have time to edit their mock reading block schedules and procedures based on peer and instructor feedback.
Authentic Assessment	See Assessment and Evaluation Plan		
Retention and Transfer	Provide opportunities to transfer knowledge by planning how to introduce daily classroom procedures the next day in their classrooms while keeping to a realistic daily schedule.	**Live Synchronous** The instructor will assist each participant with their plans and provide adequate feedback to promote application.	**Live Synchronous** Learners will revise their plans as needed in order to implement the following day.
Big Ideas	Review and re-motivate: Review the "take-aways" from this unit and the	**Live Synchronous** Instructor asks the	**Live Synchronous** Instructor asks the

	expectations for the assessment. Connect the importance of the procedural knowledge to the goals of the unit and course.	learners to generate three reasons for why time management in the classroom through daily procedures and realistic scheduling are beneficial. They will share with other participants.	learners to generate three reasons for why time management in the classroom through daily procedures and realistic scheduling are beneficial. They will share this with other participants in breakout groups and discuss ways to apply these practices in the classroom.
Advance Organizer for the Next Unit	Connections made between procedural knowledge of why setting daily procedures and establishing a realistic schedule are being implemented to procedural knowledge for creating a classroom behavior management plan—the next module in the course.	**Recorded Asynchronous** Instructor "previews" next lesson by drawing connections between the procedures learned in this lesson and the procedures from the next unit **Live Synchronous** Instructor revisits "preview" of next lesson from the recorded lecture in order to prepare learners.	**Recorded Asynchronous** Learners brainstorm at least one question about the next unit based on the preview provided. **Live Synchronous** Learners brainstorm at least one question about the next unit based on the preview provided. Share with class.

Delivery Media Selection

Media Versus Instructional Methods

It is important to note that media incorporation into instruction can be quite useful, but instruction should not be chosen based on the media. According to Clark, Yates, Early, and Moulton (2010), "While media provide economic benefits for training organizations, they have not and will not influence learning, motivation, or work performance" (p. 74). It is of utmost importance to first decide on instruction methods, then decide what would be the best way to deliver it. Media and instructional methods are words often used interchangeably, but it is important to note their key differences. Media "are mere vehicles that delivers instruction but do not influence student achievement, anymore than a truck that delivers our groceries causes changes in our nutrition" (Clark, 1983, p. 445).

Instructional methods, on the other hand, are "any way to shape information that (supports) … the cognitive processes necessary for achievement" (Clark, 1991, p. 34). While there may be many effective ways to deliver instructional methods, it is important to consider economic restraints, the learners, and what is readily available before choosing the media.

Key Considerations in Choosing Media

There are three main factors which should be taken into consideration when choosing what media will be chosen to deliver instructional methods. First, it must be determined if the media chosen adequately depict the conditions required for learners to apply their new learning. This is referred to as *conceptual authenticity* (Clark, Yates, Early, and Moulton, 2010). Next when choosing media, designers must conclude whether the media option allows for adequate feedback. Is the feedback immediate and corrective, or delayed. It is important to consider which method would be best for the learners and the type of instruction. Lastly, it is imperative to consider special sensory requirements. Some tasks require more than just visual and aural instruction. Knowing what will be required for effective instruction when choosing the media will allow for smoother course design. Table 5 describes how these three considerations pertain to the media chosen for YouPrep: An Online Course for New Educators.

Table 5

Key Considerations for Media Selection

Key Consideration	Media Considerations for "*YouPrep: An Online Course for New Educators*"
Conceptual Authenticity	• Media must deliver content in asynchronous online environments which allow learners to absorb information at their own pace. • Media must enhance learning during

	physical live sessions. ● Media must allow real-world application.
Immediate Feedback	● Media must allow knowledge "Self-checks" throughout asynchronous portion of the course. ● Assignments and discussions must allow for formative assessment. ● Instructor feedback must be given both through synchronous and asynchronous means during virtual and physical portions of the course.
Special Sensory Requirements	● Media must present course in multiple forms. (e.g. visual, aural, kinesthetic) ● Media must allow physical and asynchronous environments.

General Instructional Platform Selection

YouPrep: An Online Course for New Educators is considered a blended/flipped course. A flipped course is defined as one where learners access course content through weekly online modules asynchronously while applying what they learn and practice in the weekly live sessions, thus blending virtual and physical learning environments. The asynchronous and virtual learning environment is represented by the Moodle learning management system while different classrooms in the school represent the synchronous physical environment.

Specific Media Choices

As previously mentioned, YouPrep is a blended/flipped course. Table 6 (p.34-35) highlights the tools which are used to create and administer the YouPrep course.

Flipping YouPrep required the use of a learning management system, in this case MoodleCloud. This allows participants to access course content, including, but not limited to, YouTube videos, pre-recorded lectures, and scholarly articles at their own pace. MoodleCloud

also allows for assignment submissions and discussion forums. PowerPoint presentations and

Adobe Captivate were used for flipped sessions, allowing a method for pre-recorded lectures and

knowledge self-checks. PowerPoint presentations were also used for creation of live session

presentations where the course instructor could facilitate discussion and guide instruction. Live

courses are presented through the use of Promethean Boards available in each classroom.

Table 6

Media Choices in YouPrep: An Online Course for New Educators

Media	Purpose	Benefits
MoodleCloud	• Delivers asynchronous instruction	• Learning platform which is simple to navigate and familiar to many. • Can host an array of media (upload articles, embed videos, include self-check questions) • Supports course discussion questions. • Tracks course progress • Free or affordable prices. • Allows students to pause, rewind, and continue forward at their own pace.
Embedded YouTube Videos	• Delivers asynchronous instruction	• Can be embedded into course content. • Allows learners to view instructional videos as often as they need. • Free.
Scholarly Articles	• Delivers asynchronous instruction • Enhances discussion	• Can be uploaded to Moodle LMS. • Allows for research based instruction. • Enhances discussion on asynchronous platform and during physical sessions.

Adobe Captivate	● Delivers asynchronous instruction	● Allows for the creation of pre-recorded lectures with knowledge self-checks. ● Participants can progress at their own pace. ● Affordable.
PowerPoint	● Delivers synchronous and live instruction	● Can be used to create videos which can be embedded into course as well as present information during live sessions. ● Allows a visual component to the course. ● Many media forms can be embedded into Powerpoint (e.g. text, photos, videos, aural).
Course Instructor	● Guides learners through LMS instruction. ● Presents and facilitates live sessions. ● Guides learners through multitude of learning activities.	● Guides learners through individual and collaborative learning activities. ● Provides formative feedback. ● Promotes learning through a variety of methods such as questioning, probing, and clarifying. ● Promotes attention and engagement. ● Emphasizes key content.
Promethean SmartBoard	● Delivers live instruction	● Presents course content during physical live sessions. ● Available in every classroom.

Conclusion

The creation of this capstone project was equal parts informative, exciting, eye-opening and exhausting. It was one of the greatest learning experiences I have ever had and quite frankly

the longest amount of time I have ever spent on a singular project. Throughout it though I have learned an array of important and necessary skills. The most valuable skill I learned was how to speak and gather the correct knowledge required from a subject matter expert. I have been known to be quite shy, and speaking to others, especially people whom I feel have a greater depth of knowledge than I do, has often caused my anxiety. The creation of this capstone project helped me overcome this fear, know what questions to ask, and conduct a comprehensive cognitive task analysis.

The most difficult aspect of creating my capstone project was truly understanding all of the steps of the ADDIE model and following it correctly and diligently. The ADDIE model while incredibly useful, can be quite exhaustive in its many steps and requirements. I often found myself returning to the Smith and Regan (2005) text to make sure I was doing it correctly. This learning process, while not necessarily easy, is one i'm incredibly grateful for. I feel confident in my abilities to use the ADDIE model to create other courses, especially those outside of my realm of expertise and experience. The portion of the capstone which was most time consuming was the creation of the learning activities. Each module in this course contains learning tasks which can be successful in many different ways, so choosing the one way which it would be taught was a challenge. In hindsight, the most critical step to create effective design is to constantly review your work and not stray from your learning goals. Throughout the creation of a course many wonderful ideas might come to mind, but if they cannot be aligned with the goals already established, then they are useless and should not be included. I also found I had to constantly return to previous sections of the capstone and update information which was later

altered such as the order of the learning tasks, the number of modules, and the assessment questions and types.

       If I could do anything differently it would have been to take the time and experiment with different media, instructional tools, and content creation websites prior to choosing which one would definitely be used. There are so many options out there and all of them offer different abilities and create multitude of learning experiences. Going forward, the next steps in regard to my capstone are to complete to ADDIE process by implementing and evaluating the course at the elementary school where I work. The school has already hired two new educators for the upcoming school year who do not have educational backgrounds or degrees. This course will be instrumental in preparing them for their first-year teaching experiences.

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