

## Evaluation Document:

### Learner Reaction

- What was the learners' reaction to your GradPoint Training?
  - Through teacher course evaluations, observations, Discussion Based Assessments (DBA's), and emails demonstrate teachers' opinions of the beginning GradPoint training.
- What did they like?
  - All the options of the curriculum course pathways to help customize student learning, especially to help with struggling students.
  - Opportunities for flexible learning environments.
  - Student data reports to help free up time for more teaching and mentoring and immediate student feedback.
  - The task list for GradPoint success (Objectives/Best Practices)
  - Scheduling and instructing one-on-one site training.
  - Supportive material being accessible after training concluded.
  - Having enough computers to have successful hands on experiences.
- What didn't they like?
  - Too much content for too little of time.
  - Networking issues that keep GradPoint from working consistently.
  - Huge gaps in learning the material (GradPoint).
  - Some teachers felt they didn't need some of the topics presented. I.e. registering students'.
- The nature of this training and the accomplished GradPoint tasks (objectives) are a built in "rubric" to help create student and teacher success in GradPoint.

### Meeting Objectives

- How well did the teachers meet the objectives of this training?
  - Assessed through the teacher evaluations, observations, DBA's and email correspondence – our staff has offered support after the training concluded. The information we used throughout this training is available on the "Resource Tab" in GradPoint and my [website](#).
  - The teachers did not reach a 100% accuracy of navigating the different features of GradPoint and meeting the objectives/tasks to a successful GradPoint experience. This is due to not finishing all the training due to too much content, too little time.
- Evaluation from the perspective of the Instructor
  - My assistant and I have collaborated on this section together. We will evaluate how the teachers are reacting to the discussions and evaluations. We will also have a final debrief to discuss some suggestions for the follow-up training.

- From the instructor's perspective, what worked and what didn't?
  - We are listing some of the problems at the conclusion of the training. Some issues are:
    - Network issues that keep GradPoint from working consistently
    - Too many different job titles and responsibilities for GradPoint at the training. Need to provide different training levels and training responsibilities.
    - Side bar conversations.
  - Some of the things that worked:
    - Allowing the teachers to access GradPoint materials from my website instead of going through MyTrainingConnection. Less Stress.
    - Providing information prior to the training to give teachers some login time to GradPoint to explore, and availability of the agenda and other materials prior to the training.
    - Having two assistants to help me teach and troubleshoot as the training continues.
  - What would you change?
    - We were surprised by the number of teachers that were not very savvy. Need to send out a survey prior to the training so we can take those more advanced needs into consideration.
    - It would be nice to have a conversation with the teachers at the beginning of the training and more clearly outline the overall plan for the training beyond the first one.
    - We need more level trainings. I want to work more closely with my site Ed. Tech for assistance.
    - Remember even with adults, I need to present the rules and housekeeping items before training begins.

### **Evaluation of the Materials or Technology**

- Were the materials or technologies effective and appropriate?
  - The materials allowed access to GradPoint training and information 24/7.
  - The projector, clicker, additional speakers were all effective and appropriate. Maybe have a little bit bigger speakers.
- What worked and what didn't?
  - Corresponding with teachers by email seemed fast and effective when there was a problem or question.

- I would like to be more mobile while presenting. Try my iPad instead of laptop.
- What would you change?
  - I would provide more online support – perhaps provide more documentation links.
  - Have training on accessing GradPoint by iPad. The pros and cons with the browsers and flash. We had a lot of inquires to this.
  - I would like to experiment with my iPad instead of my notebook for presenting and training.
  - More frequent trainings are needed to cover the basics of Gradpoint.

### **Evaluation of the Environment (room size, arrangement)**

- Could the teaching space be modified in any way to improve instruction?
  - We have seen that the NovaNet lab is not the ideal lab setup. Some of the computers are in the way of the white screen and teachers have their backs to us during training.
- What would you change?
  - Probably the lab location. We have other labs on campus that would be more conducive to trainings.
  - Have a fan for air circulation. It was stuffy in the lab.

### **Continuity and Conformity of Implementation with the design plan**

- What changes would you make to the design plan to make this training more effective?
  - The design phase has been a good anchor for the training. We would probably change the way we originally assess the teachers. I would like to do something before the training begins to help guide the pace of the training even more.
  - Create different training levels. (Beg, Inter, Adv)

**Below are a collage of slides relating to this assignment.**



- Too much content
- Networking issues
- Learning Curve
- Additional time management

## Dislikes for Teachers



- Time management, organization

- Increased personal responsibility (could also be a pro!)

- Harder content

- Access to computer/internet

## Dislikes for Students



## Likes for Teachers cont.....

### • Student Data

Student	Score	Grade	Pass	Fail	Drop	Withdraw	Other
Student One	20%	F					
Student Three	80%	A					
Student Two	80%	X					

## Likes for Teachers



- Working w/Students one on one
- Frees up time for more teaching and mentoring
- Flexible Environment
- Task List/Hands-on experience
- One on One Training @ sites
- Supportive Material after training
- Customized Learning

# GradPoint Quiz

## How do you...

- Monitoring student work in lessons and tests
- Supporting students who appear on the Critical Student Panel
- Excusing students from lessons and/or tests
- Allowing retries for tests
- Adjusting student overall course scores when pretests are mastered
- Viewing students test items
- Assisting students with questions about moving through courses
- Manually grading activities and portions of some tests for GS courses
- Motivating and coaching students
- Communicating with counselors and parents
- Helping students reach their educational goals in GradPoint

What I learned and will change.....

Student-Centric classrooms will increase the demand for new technology

Regular schedule teacher PD and collaboration focused on technology

Focus less on Analysis and more on what I am going to do.

We know that each student learns in a different way - so if needed we customize the lesson so that each student learns.

Technology seems to be the best path to customize student learning - and effective technology integration provides

- active engagement
- participation in groups
- frequent interaction and feedback
- connection to real-world experts



Every Student Connected with a Computer and Internet Access

**\* Customized learning will help many more students succeed in school**



ADDIE Experience?

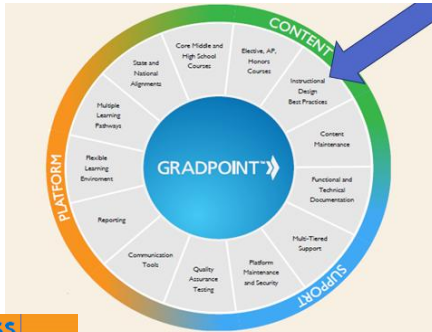


Likes for Students



- Less distractions more focus
- Flexibility
- Increased options for students
- More teacher contact
- Immediate Feedback

Objective ID	Mastery	Description
en1.ENG2018-2.1.1	1	Use presenting and drafting strategies when writing a descriptive piece; Revise, edit, proofread, publish, and present a descriptive piece
en1.ENG2018-2.1.1	2	Use presenting and drafting strategies when writing an advertisement; Revise, edit, proofread, publish, and present an advertisement
en1.ENG2018-2.1.1	3	Use presenting and drafting strategies when writing a persuasive essay; Revise, edit, proofread, publish, and present a persuasive essay



FRUSTRATED

How do I feel about the ADDIE MODE



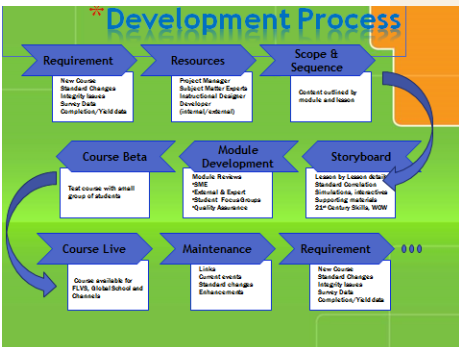
Scared



Worried



Excited



**\* Any TIME  
Any PLACE  
Any PACE  
Any STUDENT**

**\* Instructional Design at its core is simply a more efficient way to pass knowledge**