

(EXECUTIVE SUMMARY)

Within this set of documents is a proposed method of improving the achievement gap between white and black students in New Hanover county US history courses. The information in this proposal is based on data from New Hanover County's end of grade exam scores in US History. According to the data, there has been average percentage gap of 30% over the past three years, with white students maintaining a higher average. This proposal will display the layout of the New Hanover County School system, the problem at hand, and the proposed solution to the problem.

Overview of New Hanover County Schools System: (REWORD)

New Hanover County Schools (LEA), which ranks among the top ten largest school systems in the NC Department of Public Instruction (DPI), operates five high schools with an enrollment of approximately 6500 students in grades 9-12. The approximate racial composition is 70% white, 25% black and 5% other minorities.

An elected board of directors who in turn oversees the system superintendent governs the system. Each high school falls under the umbrella of the system superintendent and administration that provide strategic direction and support services. However, each school is managed as an individual unit by site based principals and staff. (Appendix 1). This decentralized management structure creates a situation where instructional development and instructional delivery are the primary responsibility of individual teachers at each school (Appendix 2).

The stated mission of New Hanover County Schools (NHCS) is “ provide a high QUALITY education that prepares all students to be productive and contributing citizens of a global society”. This mission lacks any all-inclusive quantitative measures of performance. SAT scores, which include approx 65% of high school students, are the primary published measures of performance. These measures show NHCS to be ranked in top 5 LEA's in NC and slightly above the national average.

In an attempt to establish more all inclusive quantitative measures of educational progress, the North Carolina Department of Public Instruction (NCDPI) has established standardized end of grade (EOG) tests for both core curriculum and selected electives which are mandated for all students enrolled in the designated subject areas each year. NC DPI, which provides approx 40% of NHCS funding, is utilizing these measures to identify individual schools whose performance fails to meet established goals. Recent federal legislation (No Child Left Behind) also has focused on these performance measures for school funding decisions. Subsequently the primary unstated mission of all NC LEA's has become to **Achieve targeted levels in these EOG tests County-wide as evidenced by per-cent of students achieving EOG "proficiency".**

(PROBLEM STATEMENT)

Problem:

An analysis of the (EOG) tests from New Hanover High School Profiles indicates a consistent pattern of the scores of black students falling significantly behind the scores of the white students, which is the "achievement gap". Students scores were analyzed in 5 core courses that are required for graduation along with several elective courses.

Performance measures have indicated.

- Black students scored lower on all core subjects at New Hanover
- Other minority groups while still lower than white students did not have as great a gap with the exception of English. (Due to increasing enrollment of Hispanic students)
- Black students' scores showed significant improvement especially in English but have not improved in US History.

The Focus Area is US History. Of the 88 black students that were enrolled in US History only 24 % of those students rated proficient according to the testing data. Of the 203 white students that were enrolled 61.5% of those students rated proficient.

This achievement gap is not a problem that can only be confined to New Hanover High School. It is in fact an issue that all high schools in the county and across the state are facing as well. The achievement gap is fast becoming one of the most important issues facing the education system.

(PROPOSED SOLUTION AND RATIONALE)

Proposed Solution:

The instructional program that will be developed will focus on two areas. First the program will focus on training for the teachers in the classroom on the theory of Multiple Intelligence. Training teachers on the tenants of Multiple Intelligence will greatly impact their individual classrooms because it will allow teachers to see and recognize the many different learning styles in today's students. Training teachers on the importance of Multiple Intelligence will aid them in how make the vast amounts of material they cover more appealing and thus relatable to their students. Training for these teachers will consist of a series of workshops that will be conducted prior to the start of the school year. They will receive information on the formation of the Multiple Intelligence Theory, its roots and who first formulated this theory. During the course of these workshops the teachers will be tested to measure their comprehension of the theory itself. The workshops will also consist of role-playing events to help the teachers better recognize the varying styles of learning. Refresher courses will also be offered on a yearly basis when new teachers are added or whenever current staff needs assistance.

(PRODUCTS)

Products

The instructional design team will strive to create materials that are comprehensive and user friendly. The following products will be developed for the instructor-led training of Multiple Intelligence.

- *Assessment Items:*
 - based on objectives and included in instructor and student manuals
- *Instructor's Guide:*
 - loose-leaf binder, contains annotated student manual, master copies and references
- *Materials for Instructor Use:*
 - PowerPoint Presentation, link to NHCS web site where PowerPoint will be located, computers in lab
- *Formative Evaluation Materials – Instructor Guide/Materials:*
 - surveys, questionnaires, observation check-sheet
- *Instructional Guides/Materials for Students:*
 - loose-leaf binder containing modules, glossary, quick reference sheet
- *Formative Evaluation Materials – Student Materials:*
 - pre-tests, post-tests, surveys, observation check-sheet
- *Awareness Activities Materials:*
 - flyer, newsletter, email, county website
- *Summative Evaluation Materials:*
 - information collected will provide independent evaluator with data for the summative evaluation.

(PROJECT DESCRIPTION)

In order to conduct the project, major steps will need to be done to assure proper organization. Below is a list of the anticipated tasks:

A. Designing the Instructional Materials

1. The first step necessary to design the instruction is to consider the overall goals and objectives of the project. In order to understand the overall goals, a needs assessment will be conducted and information gathered to see what we need to focus on. The needs assessment will come mainly from the overview of the system, the problem at hand, and interviews and surveys from administrators and teachers involved in the US History process. The goals will be planned out, written, then checked over before confirming. The procedure will occur in this fashion descriptions of each position can be found in Appendix 2:

i. **Goal Planning:**

- a) **Persons Involved:** The Project Manager, The Training Manager, The Training Specialist, Educational Consultant, Instructional Designer/Curriculum Director
- b) During this phase, the involved persons will take a look at the problem, the information gathered, and the planned outcome, and come up with the goals necessary.

ii. **Goal Creation:**

- a) **Persons Involved:** The Training Manager, The Training Specialist, Educational Consultant, Instructional Designer/Curriculum Director
- b) During this phase, the involved persons will utilize the information gathered during the planning stage and devise a set of goals to be focused on throughout the project. It is best to have the goals typed up for record and reference throughout the project.

iii. **Check Goals**

- a) **Persons Involved:** The Project Manager, Training Manager, Training Specialist, Educational Consultant

- b) During this phase, the involved persons will evaluate the goals and assure they are suitable to meet the information gathered during the needs assessment and other information. Once they are checked off they are official and then other procedures can begin.

(In conducting the above phase, it will be necessary to know the proposed goal which is to eliminate the achievement gap through the use of Multiple Intelligence training and diversity awareness training. Therefore the design process must be centered around ensuring that the objectives are met).

- 2. Once we have the goals in place for the project, we can begin conducting an analysis of the learners. During this process, we will gather information about the students (US History teachers) in an effort to center our instructional materials around their learning styles (We will use a learning style survey available on line).

- i. **Analysis Plan:**

- a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Educational Consultant, Social and Behavioral Experts
 - b) During this phase, the persons involved will make sure the learning style survey is suitable for gathering necessary information. They will also, make sure that nothing is omitted from the information.

- ii. **Analysis Conducted:**

- a) **Persons Involved:** Training Manager, Training Specialist, Instructional Designer/Curriculum Director, Social and Behavioral Experts
 - b) During this phase the survey is submitted to learners and then retrieved for analysis. The final analysis occurs in the next phase.

- iii. **Analysis Check:**

- a) **Persons Involved:** Project Manager, Training Manager, Instructional Designer/Curriculum Director, Social and Behavioral Experts
 - b) During this phase the results from the survey are analyzed and finalized to be used as a means of creating materials for instruction. These results will allow for the creation of a task analysis.
3. Another procedure would be to decide the flow of the project, the components of the instructional material and the method of delivery. In doing so, it will need to be decided what will be needed and what steps need to be taken to assure the completion. This will be in the form of a task analysis conducted in the following manner. In doing so, we need to designate each task with a certain time frame and make sure each person knows what they are doing and when it is due. Not only do we need to think of the steps to complete, but the overall format and also what points we want to include assessment and evaluation items. (A flow chart of events is located in Appendix 1 of this proposal which lays out the schedule of the project. The staffing plan is located in Appendix 2 of this proposal which describes each persons' duties.). Once we have the order of events, we can move on to actually developing the materials.
4.
 - i. **Planning Task Analysis:**
 - a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Educational Consultant, Instructional Designer/Curriculum Director
 - b) During this phase, the persons involved will use information from the creation of goals and the learner analysis to plan out the steps to constructing the actual project.

ii. **Task Analysis Creation:**

- a) **Persons Involved:** Training Manager, Training Specialist, Instructional Designer/Curriculum Director
- b) During this phase the persons involved will actually construct a flow chart in Inspiration that lays out the flow of tasks throughout the entire project using the information from the goals and learner analysis.

iii. **Checking Task Analysis:**

- a) **Persons Involved:** Project Manager, Training Manager, Educational Consultant, Instructional Designer
- b) During this phase, the persons involved will check over the devised task analysis to make sure that it will be suitable for what they are trying to accomplish. If any changes need to be made, they can be done at this time. Once the task analysis is agreed upon, the group can create the final objectives this begin developing the materials for the project.
- c) Before we can develop the instructional materials we must consider how much we plan on allotting towards the cost of the project. A budget is necessary because we want to try and limit the costs as much as possible, and the overall size and components of the instructional material will determine the cost. This will also determine if more changes need to be made to the task analysis because the budget will have an affect on what we can actually accomplish. An actual budget is located in Appendix 3 of this proposal. Please refer to the appendix for a summary of the intended costs.

B. Developing Instructional Materials

- 1. As was stated in the previous section on designing the instructional materials, the objectives of the project must be considered during the development stage to make sure that the goals are being met through the

materials created. In considering the objectives, the tasks of development need to be divided into chronological milestone activities to assure completion (Can be seen in Appendix 1).

2. Once the agenda is placed the development of the rough draft items can be started. As previously in the products section and design phase, the following instructional materials need to be created in this order:

- *Assessment Items*
- *Instructor's Guide*
- *Materials for Instructor Use*
- *Formative Evaluation Materials – Instructor Guide/Materials*
- *Instructional Guides/Materials for Students*
- *Formative Evaluation Materials – Student Materials*
- *Awareness Activities Materials*
- *Summative Evaluation Materials*

i. The first item to be developed should be the assessment items. This will allow the remainder of the materials to be centered around the assessments which are centered around the goals and objectives of the project. The assessment items will be included in the PowerPoint, the instructor manual, and the student manuals for reference.

a) **Planning Assessment Items:**

- a. **Persons Involved:** Project Manager, Training Manager, Training Specialist, Educational Consultant, Instructional Designer/Curriculum Director
- b. During this phase, the persons involved will gather thoughts based on the objectives and create assessment items centered around students understanding Multiple Intelligences and diversity

awareness. The objectives will be listed and ways of creating appropriate questions will be devised.

b) Creating Assessment Items:

- a. **Persons Involved:** Training Manager, Training Specialist, Researcher, Educational Consultant, Instructional Designer/Curriculum Director
- b. During this phase, the persons involved will take the list of objectives and prepare questions centered around achieving those objectives. The assessment items will be in the form of multiple choice questions, fill in the blank, matching, and short answer.

c) Checking Assessment Items:

- a. **Persons Involved:** Project Manager, Training Manager, Researcher, Instructional Designer/Curriculum Director.
- b. During this phase, the persons involved will make sure the assessment items match the objectives. If changes need to be made, they can be done. Once the group agrees, the assessment items can be finalized.

3. The next step to before creating the actual instructional materials is to decide upon the Instructional Strategy. This is the phase where it will be decided when, where, and how the information will be presented.

i. Planning Strategy:

- a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Educational Consultant, Instructional Designer/Curriculum Director, Social and Behavioral Experts
- b) During this phase, the persons involved will decide the best method of presenting the information for instruction. They

will decide the setting, the materials, and means of delivery.

ii. **Strategy Development:**

- a) **Persons Involved:** Training Manager, Training Specialist, Educational Consultant, Instructional Designer/Curriculum Director
- b) During this stage the method of interactive PowerPoint is decided upon as the major means of instruction.

iii. **Strategy Checking:**

- a) **Persons Involved:** Project Manager, Training Manager, Educational Consultant, Instructional Designer/Curriculum Director, Social and Behavioral Experts
- b) During this phase, the persons involved get together and make sure that the strategy is agreed upon. Once the strategy is agreed upon, the creation of the materials to be delivered can begin.

4. Once the strategy is complete, the production of instructor materials can begin.

i. **Plan Instructional Materials:**

- a) **Persons Involved:** Project Manager, Training Manager, Graphic Designer, Educational Consultant, Instructional Designer, Social and Behavioral Experts
- b) During this phase, the persons involved will analyze the needs and utilize all planning stages prior to this one to begin deciding what needs to be in the instructors' materials to assure the students reach the goals.

ii. **Develop Instructional Materials:**

- a) **Persons Involved:** Training Manager, Training Specialist, Graphic Designer, Educational Consultant, Instructional Designer, Social and Behavioral Experts

b) During this phase, the persons involved will begin developing the materials to be used by the instructors in delivering instruction. The materials include the instructor guide (Stapled, black and white packet with annotated student manual) and the PowerPoint presentation linked to NHCS website). The Graphic Designer is responsible for the majority of the construction with the Instructional Designer close at hand. The other members give insight to the procedure.

iii. **Check Instructional Material:**

a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Educational Consultant, Instructional Designer

b) During this phase, the persons involved analyze the materials created and finalize all processes before delivering for evaluation.

5. Once the materials are created, they are ready to be delivered to the persons who will be training to be evaluated. Prior to this though, the project team needs to create formative evaluation materials.

i. **Plan Formative Evaluation:**

a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Educational Consultant, Instructional Designer, Social and Behavioral Experts

b) During this phase, the persons involved decide what information needs to be present in the formative evaluation material, and what materials need to be created. The materials created are listed above in the products section (Surveys, Questionnaires, observation check sheet).

ii. **Develop Formative Evaluation Materials:**

a) **Persons Involved:** Training Manager, Training Specialist, Instructional Designer, Social and Behavioral Experts

- b) During this phase, the persons involved develop the surveys, questionnaires, and check sheets needed to present to the individuals conducting the evaluation for feedback on the project thus far.

iii. **Check Formative Evaluation Materials:**

- a) **Persons Involved:** Project Manager, Training Manager, Instructional Designer, Social and Behavioral Experts
- b) During this phase, the persons involved make sure everything is accurate and ready to be presented to the persons involved in the evaluation.

6. Now that the materials are ready to deliver, the individuals can do the one-on-one evaluations.

i. **Plan Formative Evaluation:**

- a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Educational Consultant, Instructional Designer
- b) During this phase, the persons involved will decide who they will get to conduct the evaluation and the means of presenting the evaluation.

ii. **Conduct Formative Evaluation:**

- a) **Persons Involved:** Training Manager, Training Specialist, Instructional Designer
- b) During this phase, the persons involved are those most familiar with presenting instruction. They will perform the test on the individuals one at a time in the means that the individuals should present once they have been trained. The main purpose here is to gather information about the process and product thus far.

iii. **Check Formative Evaluation:**

- a) **Persons Involved:** Project Manager, Training Manager, Educational Consultant, Instructional Designer

- b) During this phase, the persons involved will gather the information from the evaluations to decide what needs to be changed, and/or whether or not the project can proceed further at the moment.
- 7. Now that the information is gathered, the project team can revise the instructor material to meet the needs of the instructors based on the information from the formative evaluation.
 - i. **Plan Revision:**
 - a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Educational Consultant, Instructional Designer
 - b) This is the moment where the persons involved decide on the steps of revision and what needs to be done to meet the needs of the instructors based on the information gathered from the results of the formative evaluation.
 - ii. **Revise Instructor Materials:**
 - a) **Persons Involved:** Training Manager, Training Specialist, Editor, Educational Consultant, Instructional Designer
 - b) During this phase, whatever revisions need to be made are done. The editor makes the majority of the changes based on input from the evaluations and the other members involved in this phase.
 - iii. **Check Revisions:**
 - a) **Persons Involved:** Project Manager, Training Manager, Editor, Instructional Designer, Social and Behavioral Experts
 - b) During this phase, the persons involved double check the revisions in an effort to satisfy the needs of the instructors. The Editor double checks all spelling and grammatical errors.

8. Once the instructional materials are created, the student materials can be created based upon the information in the instructors' materials. The student manuals will be similar to the instructors manuals, but will have the solutions to assessments in different locations and some of the notes in the instructors' materials will be omitted from the student materials.

i. Plan Student Materials:

- a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Graphic Designer, Researcher, Educational Consultant, Instructional Designer/Curriculum Director
- b) During this phase, the persons involved will plan out the materials needed for the students' learning process. They will decide upon the materials to go into the student manuals as well as the component of the PowerPoint based on all the previously gathered information.

ii. Develop student Materials:

- a) **Persons Involved:** Training Manager, Training Specialist, Graphic Designer, Researcher, Educational Consultant, Instructional Designer, Social and Behavioral Experts
- b) During this phase the plan is put into motion. The material is presented to the graphic designer who constructs the materials in an appealing manner. All the persons involved monitor the graphic designers input to assure that all objectives are met by the materials created.

iii. Check Student Materials:

- a) **Persons Involved:** Project Manager, Training Manager, Researcher, Instructional Designer, Social and Behavioral Experts
- b) During this phase, the persons involved check over the the materials for accuracy and suitability. The managers make

sure the goals are met and everything is appropriate. The other members give a second look to the products.

9. Once the materials are created, formative evaluations of materials need to be conducted. During this time, students will be asked to utilize the materials and give feedback on the quality of instruction. The evaluations will be conducted similar to those of instructor material.

- i. **Plan Formative Evaluations:**

- a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Educational Consultant, Instructional Designer, Social and Behavioral Experts
 - b) During this phase, the persons involved will decide who they will get to conduct the evaluation and the means of presenting the evaluation.

- ii. **Conduct Formative Evaluations:**

- a) **Persons Involved:** Training Manager, Training Specialist, Educational Consultant, Instructional Designer
 - b) During this phase, the persons involved are those most familiar with presenting instruction. They will perform the test on the individuals one at a time to assess whether the student materials are suitable for the students to meet the objectives. The main purpose here is to gather information about the process and product thus far.

- iii. **Check Formative Evaluations:**

- a) **Persons Involved:** Project Manager, Training Manager, Educational Consultant, Instructional Designer, Social and Behavioral Experts
 - b) During this phase, the persons involved will gather the information from the evaluations to decide what needs to be changed, and/or whether or not the project can proceed further at the moment.

10. Once the evaluations are conducted, any necessary revisions can be made to the student materials, to assure that the needs and goals are met.

i. **Plan Revision:**

- a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Researcher, Educational Consultant, Instructional Designer
- b) This is the moment where the persons involved decide on the steps of revision and what needs to be done to meet the needs of the students based on the information gathered from the results of the formative evaluation.

ii. **Revise Student Materials:**

- a) **Persons Involved:** Training Manager, Training Specialist, Editor, Researcher, Educational Consultant, Instructional Designer
- b) During this phase, whatever revisions need to be made are done. The editor makes the majority of the changes based on input from the evaluations and the other members involved in this phase.

iii. **Check Revisions:**

- a) **Persons Involved:** Project Manager, Training Manager, Editor, Instructional Designer, Social and Behavioral Experts
- b) During this phase, the persons involved double check the revisions in an effort to satisfy the needs of the students. The Editor double checks all spelling and grammatical errors.

C. Implementing Instructional Materials

1. The first step in implementing the instructional materials is to conduct awareness activities to get the word out and for reminders.

i. **Planning Awareness Activities Materials:**

- a) **Persons Involved:** Project Manager, Training Manager, Graphic Designer, Editor, Researcher, Public Relations
- b) During this phase, the persons involved decide on the best means of getting the word out to the relevant persons. The public relations person decides on the best methods of getting the word out from their expertise and everyone else gives input to the graphic designer on what needs to be created.

ii. **Creating Awareness Materials:**

- a) **Persons Involved:** Graphic Designer, Public Relations
- b) During this phase, the persons involved create the documents necessary to get the word out. The Public Relations person gives the ideas and the graphic designer creates them. The items will be in the form of newsletters, flyers, emails, and postings on the county website.

iii. **Check Awareness Materials:**

- a) **Persons Involved:** Project Manager, Training Manager, Editor
- b) At this point the awareness materials are checked for accuracy and appropriateness.

2. Going simultaneously with the Awareness activities is everything involved in the location of the training site. This information will be on the awareness announcements.

i. **Planning Training Site Location for 1st Part**

- a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Instructional Designer, Public Relations
- b) During this phase, the persons involved will decide on the best location to conduct the training. This will be based on the materials available at certain locations as well as the availability of them. The project team will need access to

computers and enough space to accommodate 12 people.
The public relations person will be used to help pass the word on about the location.

ii. **Locate Training Site for 1st Part:**

- a) **Persons Involved:** Training Specialist, Public Relations
- b) During this phase, the training specialist sets up the location they feel suits the objectives the best and designates it. The PR person is again used as word of mouth.

iii. **Check Training Site**

- a) **Persons Involved:** Project Manager, Training Manager
- b) At this time, the persons involved make sure everything is available in the location, and assure that it is suitable.

3. Once the location is decided on, it is necessary to set up equipment that will be used and make sure there are no flaws.

i. **Plan Set up:**

- a) **Persons Involved:** Project Manager, Training Manager, Training Specialist
- b) During this phase, the persons involved draw out the necessities for the training site. They make sure everything is in the right place and all equipment is accessible.

ii. **Set up equipment for training 1st Part:**

- a) **Persons Involved:** Training Manager, Training Specialist
- b) During this phase, the persons most experienced with conducting training, set up equipment where it needs to be and assures that each student will be able to access the equipment equally

iii. **Check the set up of equipment:**

- a) **Persons Involved:** Project Manager, Training Manager, Public Relations
- b) At this point, everything is double checked so that when the time comes to conduct training, everything is in order.

4. Now that everything is in order to conduct the training, the materials need to be printed out that the students and instructors will use.

i. **Plan Printing:**

- a) **Persons Involved:** Project Manager, Training Manager, Graphic Designer, Editor, Print Production, Public Relations
- b) At this point, all persons involved, go through the materials and make sure they match the specifications set earlier in the project and explain them to the Print Production persons so that everyone is on the same page.

ii. **Print Training Materials 1st Part:**

- a) **Persons Involved:** Print Production
- b) During this phase, the print production team prints the documents based on the specifications of the project team.

iii. **Check Printed Materials 1st Part:**

- a) **Persons Involved:** Project Manager, Training Manager, Graphic Designer, Editor, Print Production, Public Relations
- b) At this point prior to conducting the workshop, each person involved makes sure the printed materials are ready to go. The editor checks all corrections, the graphic designer compares to what they had, the team members make sure that each page is there and that there are enough materials. Now they are ready to conduct the first part of training.

5. Now that all steps have been put in place leading up to training, the project team can actually conduct the first training workshop.

i. **Plan Workshop 1st part:**

- a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Educational Consultant, Instructional Designer

- b) During this phase, the persons involved double check to make sure everything is ready for conducting training. A sequential agenda is put in place to make sure everything flows smoothly.
 - ii. **Conduct Workshop:**
 - a) **Persons Involved:** Training Specialist
 - b) During this phase, the training specialist conducts training utilizing all the materials created, and based on the criteria developed by the project team.
 - iii. **Check Workshop:**
 - a) **Persons Involved:** Project Manager, Training Manager, Instructional Designer, Social and Behavioral Experts
 - b) At this point, the persons involved check to make sure all objectives were met and get an overview of the workshop.
- 6. After any training session has occurred, it is always necessary to conduct formative evaluation to see what needs to be changed or assess how well it went.
 - i. **Plan Formative Evaluation of Training 1st Part:**
 - a) **Persons Involved:** Project Manager, Training Manager, Instructional Designer, Social and Behavioral Experts
 - b) At this point, the persons involved make sure all evaluation materials are in place and decide how to present. The formative evaluation will be given to the entire group that underwent training immediately after the workshop.
 - ii. **Conduct Formative Evaluation of 1st Part:**
 - a) **Persons Involved:** Training Manager
 - b) At this point, the training manager gives the trainees the information they need to conduct the evaluation, then collects the data once completed.
 - iii. **Check Formative Evaluations:**

- a) **Persons Involved:** Project Manager, Training Manager, Instructional Designer, Social and Behavioral Experts
 - b) During this phase, the data from the formative evaluation is collected and the overall evaluation is analyzed.
7. Once the data is collected, any necessary revisions to the workshop can be made.
 - i. **Plan Revisions:**
 - a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Researcher, Educational Consultant, Instructional Designer
 - b) During this phase, the persons involved gather the data from the evaluations and analyze the information. They decide what they need to change, if anything, and what they need to keep.
 - ii. **Revise Workshop:**
 - a) **Persons Involved:** Training Manager, Training Specialist, Editor, Instructional Designer
 - b) During this phase, the persons involved use the analysis of the formative evaluation as a means to begin revising the workshop. Any changes to procedures and/or materials will be done at this time.
 - iii. **Check Revisions:**
 - a) **Persons Involved:** Project Manager, Training Manager, Editor, Instructional Designer, Social and Behavioral Experts
 - b) During this phase, everyone involved double checks the revisions to make sure they meet the needs of the trainees based on the information from the formative evaluations.
8. After the 1st part of the workshop are completed and revised, the same steps are to be taken to conduct a second workshop.....

D. Evaluating the Impact of the Instruction on the Learners and the Operating System

1. Once the second workshop is conducted and revised, if necessary, the final range of data can be conducted. During this phase data for supporting implementation, implementation of training, and summative evaluations are to be prepared and conducted. First the data must be prepared.

- i. **Plan implementation data:**

- a) **Persons Involved:** Project Manager, Training Manager, Researcher, Educational Consultant, Instructional Designer, Social and Behavioral Experts
 - b) During this phase information is gathered that would suit the trainers training abilities

- ii. **Prepare data for support of implementation:**

- a) **Persons Involved:** Training Manager, Researcher, Education Consultant, Instructional Designer, Social and Behavioral Experts
 - b) During this phase, the information is chosen and prepared for trainers to use

- iii. **Check data**

- a) **Persons Involved:** Project Manager, Training Manager, Instructional Designer, Social and Behavioral Experts
 - b) During this phase, the information is double checked prior to implementation

2. Next the prepared data is ready to use for implementing training.

- i. **Plan Implementation:**

- a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Instructional Designer, Public Relations

- ii. **Implement Training:**

- a) **Persons Involved:** Training Specialist

- b) The training specialist uses all information and procedures to conduct the training
 - iii. **Check Implementation of Training:**
 - a) **Persons Involved:** Project Manager, Training Manager, Educational Consultant, Instructional Designer
 - b) At this point, the implementation process is monitored and analyzed in an effort to begin the summative evaluations
 - 3. The next step necessary is to prepare the summative evaluation materials to get an overview of the entire process.
 - i. **Plan Summative Evaluation Materials:**
 - a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Instructional Designer, Social and Behavioral Experts
 - b) At this point, the plans are put in place as to what to use as means of formative evaluations and how to deliver them
 - ii. **Prepare Evaluation Materials:**
 - a) **Persons Involved:** Training Specialist, Instructional Designer, Social and Behavioral Experts
 - b) During this phase, the actual materials to be delivered for summative evaluations are created based on suggestions from project team
 - iii. **Check Evaluation Materials:**
 - a) **Persons Involved:** Project Manager, Training Manager
 - b) This stage is used to double check the evaluation materials prior to delivery
 - 4. Now that all training has been conducted and evaluation materials prepared, the final summative evaluation can be conducted to get an overview of the entire project.
 - i. **Plan Summative Evaluation:**

- a) **Persons Involved:** Project Manager, Training Manager, Training Specialist, Educational Consultant, Instructional Designer
- b) During this phase ,the summative materials are again checked to make sure there are enough. All accommodations are also checked to secure accuracy.

ii. **Conduct Summative Evaluation:**

- a) **Persons Involved:** Educational Consultant, Instructional Designer
- b) During this phase, the persons involved deliver the summative evaluation materials and then collect them for analysis

iii. **Check Summative Evaluation:**

- a) **Persons Involved:** Project Manager, Training Manager, Educational Consultant, Instructional Designer
- b) This phase in the project is the final phase. It involves analyzing the results of all the processes and evaluations to get an overview of the project.

APPENDIX 1: MILESTONE EVENTS AND ACTIVITIES (FLOWCHART)

APPENDIX 2: STAFFING PLAN

Staff Planning Guide

Major Event	Activity	Project	Manager	Training	Manager	Training	Specialist 1	Graphic	Designer	Editor	Print	Production	Researcher	1	Education	Consultant	Instruction	Designer	Social/	Behavior	events	Public	Relations
		Write Goals	Plan	X	X												X	X					
Do				X	X										X	X							
Check	X		X	X											X	X							
Analyze Learners and context	Plan	X	X	X											X	X		X					
	Do			X	X												X	X					
	Check	X	X														X	X					
Create Task Analysis	Plan	X	X	X											X	X							
	Do			X	X												X						
	Check	X	X												X	X							
Write Objectives	Plan	X	X	X											X	X							
	Do			X	X										X	X							

Develop Assessment Items	Check	X	X							X		
	Plan	X	X	X					X	X		
	Do		X	X				X	X	X		
Develop Instructional Strategy	Check	X	X					X		X		
	Plan	X	X	X					X	X	X	
	Do		X	X					X	X		
Develop Instructor's Guide	Check	X	X						X	X	X	
	Plan	X	X	X				X	X	X		
	Do		X	X				X	X	X		
	Check	X	X							X		

Major Event	Activity	Project Manager Training Manager Training Specialist 1	Graphic Designer Editor	Print Production Researcher	Education Consultant Instruction Designer Social/Behavior	Public Relations
Develop Instructional materials for instructor	Plan	X	X	X	X	X
	Do		X	X	X	X
	Check	X	X	X	X	X
Develop Formative Evaluation	Plan	X	X	X	X	X
	Do		X	X	X	X

	Check	X	X						X	X		
Conduct 1-1 Formative Evaluation of Instructor Materials	Plan	X	X	X					X	X		
	Do		X	X						X		
	Check	X	X						X	X		
Revise Instructor Material	Plan	X	X	X					X	X		
	Do		X	X		X			X	X		
	Check	X	X			X				X	X	
Develop student instructional Material	Plan	X	X	X	X				X	X		
	Do		X	X	X			X	X	X	X	
	Check	X	X					X		X	X	
Conduct 1-1 formative evaluation of student material	Plan	X	X	X					X	X	X	
	Do		X	X					X	X		
	Check	X	X						X	X	X	
Revise Instructional Materials for students	Plan	X	X	X				X	X	X		
	Do		X	X		X		X	X	X		
	Check	X	X			X				X	X	

	Check	X	X							X	X	
Revise Workshop	Plan	X	X	X					X	X	X	
	Do		X	X			X				X	
	Check	X	X				X				X	X

Major Event	Activity	Project Manager	Training Manager	Training Specialist 1	Graphic Designer	Editor	Print Production	Researcher	1	Education Consultant	Instruction Designer	Social/Behavior events	Public Relations
Locate Training Site-2 nd Round	Plan	X	X	X									X
	Do			X									X
	Check	X	X										
Set up equipment for training site-2 nd Round	Plan	X	X	X									
	Do			X									
	Check	X	X										
Print Training Materials-2 nd Round	Plan	X	X	X	X	X	X						X
	Do						X						
	Check	X	X		X	X	X						X

Conduct workshop-2 nd Round	Plan	X	X	X				X	X		
	Do			X							
	Check	X	X						X		
Conduct Formative Evaluation of Training- 2 nd Round	Plan	X	X	X				X	X	X	
	Do		X								
	Check	X	X						X	X	
Revise Workshop- 2 nd Round	Plan	X	X	X	X	X			X	X	
	Do		X	X	X				X		
	Check	X	X		X				X	X	
Prepare data for support of implementation	Plan	X	X				X	X	X	X	
	Do		X				X	X	X		
	Check	X	X						X	X	

Major Event	Activity	Project Manager	Training Manager	Training Specialist 1	Graphic Designer	Editor	Print Production Researcher	1	Education Consultant	Instruction Designer	Social/ Behavior change	Public Relations
Implement Training	Plan	X	X	X						X		X
	Do			X								
	Check	X	X						X	X		
Summative Evaluation Materials	Plan	X	X	X						X	X	
	Do			X						X	X	
	Check	X	X									
Conduct Summative Evaluation	Plan	X	X	X					X	X		
	Do								X	X		
	Check	X	X						X	X		

Staffing Plan

The following is a list of team members who will work on the Multiple Intelligence design for decreasing the achievement gap. While most of the personnel are full-time employees of New Hanover County Schools, they will not be available to spend all of their time completely devoted to Multiple Intelligence Training. Some team members will only be used on a limited basis depending on the nature of the task assigned to them.

Project Manager

The Project Manager is a full-time employee with the experience to manage multiple tasks and oversee the entire project from beginning to end. He will have strong management and interpersonal skills and have the ability to build solid relationships within the team. The Project Manager must have an understanding of what the goal is and be committed to achieving the stated objective.

Graphic Designer

The Graphic Designer is an independent contractor responsible for designing the lay out for the student and trainer manuals for this project. They will be hired on a part-time basis to fulfill the role of taking all the information provided by the team and creating the manual.

Secretary

The Secretary will be full-time NHCS employee working directly with the Project Manager and will assist the Project Manager in staying on task and scheduling meetings.

Consultant: Social and Behavioral Experts

These experts will be independent contractors hired to provide critical insight to the cultural diversity aspect of this project. They will provide in time guidance and expertise to the Project Manager and team. Their role will be mostly one of an advisor to make certain the goals of cultural diversity are being met within the scope of this project.

Editor

The Editor will be an independent contractor hired to proof read the manuals and all other documents generated for this project. They will be charged with making any grammatical changes and corrections that are needed. Their role will become more apparent as the project draws to completion.

Print Production Coordinator

The Print Production Coordinator will be a full-time NHCS employee. They will be primarily be working in conjunction with the Graphic Designer and Editor. They will be responsible for overseeing the final product that goes to press. They will also be responsible for insuring that the completed manuals are ready for presentation at the workshops.

Training Manager

The Training Manager will be a full-time NHCS employee. They will be responsible for coordinating the efforts of the training specialist themselves and insuring that the training specialist selected to conduct the training is completely knowledgeable on Multiple Intelligence training. They will have a role in the design of the training and will be responsible to make sure that it is being carried out per the perimeters of the project.

Training Specialist I

The Training Specialist can be a full-time NHCS employee but if a qualified candidate cannot be located then the position will be contracted out on a part time basis. The Training Specialist will be responsible for conducting the training sessions and will also be required to sit on all meetings and planning session related to the training and design of instruction.

Educational Consultant

The Educational Consultant will be an independent contractor and will be hired on a part-time basis to conduct the summative evaluation. He will collect information and produce a report as to the effectiveness of the training in question.

Researcher 1 – Academic

The Researcher will be a full-time NHCS employee who will be responsible for gathering any background information on Multiple Intelligence as well as staying current on any new developments that occur in the field of Multiple Intelligence. They will update the Project Manager and team on any new developments and will serve as a resource should any questions or roadblocks occur along the way.

Instructional Designer/ Curriculum Director

The Instructional Designer will be a full-time employee of NHCS. If the position cannot be filled internally then the position will be independently contracted with the contractor becoming a permanent part of the NHCS school system. They will have extensive knowledge and expertise in the field of Multiple Intelligence and serve in the chief role of designing the instruction for this project. They will work closely with the Training Manager and Training Specialist to form a cohesive unit and insure that the instruction is of the highest quality.

Public Relations Specialist

The Public Relations Specialist will be a full-time NHCS employee and will serve as the principal mouthpiece to coordinate all activities as they relate to notifying the teachers that this training will be taking place. They will field all questions that relate to this project that will arise from outside to project team. Strong communication skills as well as excellent interpersonal skills are a must for this position.