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MIT 520

Work Breakdown Structure

1.0 Organization of Project
  1.1 Determine the need
  1.2 Establish desired outcomes
  1.3 Sell process to the Director of Instruction for New Hanover County School
  1.4 Identify teams and team leaders for each phase of the project
    1.4.1 Establish member roles
    1.4.2 Establish lines of communication
      1.4.2.1 Develop communication materials
      1.4.2.2 Review communication materials
      1.4.2.3 Approve communication materials/strategies
    1.4.3 Establish schedule of meetings
  1.5 Estimate the time schedule
    1.5.1 Generate a timeline
  1.6 Determine the costs
    1.6.1 Generate a budget

2.0 Needs Assessment and Gap Analysis
  2.1 Begin Front End Analysis
    2.1.1 Hold orientation meeting
    2.1.2 Establish logistics for Front End Team
      2.1.2.1 Establish member roles
      2.1.2.2 Establish lines of communication
      2.1.2.3 Establish meeting dates
      2.1.2.4 Generate a timeline
      2.1.2.5 Generate a budget
  2.2 Identify strategies and steps for front-end data collection
    2.2.1 Identify strategies to determine "What Is?"
    2.2.2 Identify strategies to determine "What Should Be?"
    2.2.3 Identify the cause of the Gaps
      2.2.2.1 Categorize the Gap
      2.2.2.2 Determine the Rational of the Gaps
      2.2.2.3 Determine the Cost of the Gaps

3.0 Conduct Instructional Analysis
  3.1 Classify the learning goal into a domain of learning that of intellectual and attitudinal
  3.2 List the skills and knowledge the learner would need to have to perform this task
    3.2.1 How to interpret the standards and requirements for promotion based on the local, state and federal guidelines

3.2.2 How to collect data from student records

3.2.3 How to use a database

3.3 Describe what the learner would be doing if they already possessed these skills in a step-by-step manner

3.3.1 Identify entry behaviors

3.4 Describe the attitude the learner should possess to positively complete the task

3.4.1 Identify the barriers that are present influencing the attitude of the learners

3.4.2.1 Conduct informal interviews

3.4.2.2 Administer a survey

3.4.2.3 Identify the consequences, incentives and/or rewards

3.4.2.4 Identify the expectations required

4.0 Analyze Learners

4.1-Identify the personnel responsible for analyzing, collecting and sharing information

4.2-Gather information about learners

4.2.1-Identify whether or not learners possess entry behaviors necessary

4.2.2-Identify learners' knowledge of the local, state and federal standards

4.2.3-Identify learners' attitudes toward the process of collecting pertinent student data

4.2.4-Identify learners' attitudes toward organization providing training

5.0 Context Analysis of Learning Environment

5.1-Collect data for context analysis in the performance setting

5.1.1-Observe performance environment where skills will be used

5.1.2-Describe the physical and organizational environment where the skills will be used

5.2-Collect Data for Context Analysis

5.2.1-Review current situation

5.2.1.1-Obserive learning environment

5.2.1.2-Interview with potential learners

5.2.2-Review what should be at the learning environment to properly support the instruction

5.3-Analyze what is and what should be

4.3.1 Compatibility of site with instructional requirements

4.3.2 Adaptability for delivery approaches

6.0 Write Performance Objectives

6.1-Review scope statement

6.1.1-Ensure that what is stated in the scope statement describes exact content that the learner will gain through instruction

6.2-Write terminal objective – *describe the conditions for performing the goal at the end of the instruction.*

6.3-Write objectives for each step in the goal as well as sub-steps
6.4 Write objectives for entry behaviors if necessary

7.0 Develop Assessment Instruments
7.1-Design criterion-referenced test
      7.1.1 Determine mastery level for each objective
      7.1.2 Write Test Items
            7.1.2.1 Write test items to match the exact behavior described
      7.1.3-Developing the Instrument
            7.1.3.1 Identify the elements to be evaluated
            7.1.3.2 Sequence the elements on the instrument
      7.1.4 Write test directions
            7.1.4.1 Write a brief statement explaining the objectives to be
            learned through the training
      7.1.5 Send test out for validation

8.0 Develop Instructional Strategies
8.1 Choose an instructional delivery system
      8.1.1 Consider the learner characteristics as well as the objectives and
      assessment requirements.
      8.1.2. Review the instructional analysis with objectives taught in sequence
      8.1.3. Plan the learning components that will be used in the instruction.
      8.1.4. Specify effective media and materials to be used
      8.1.5 Select or develop a delivery system for success
8.2 Specify the sequence of objectives
8.3 Specify the content to be presented for each objective
8.4 Review the sequence of objectives

9.0 Develop and Select Instructional Materials
9.1 Review the instructional strategy for each objective
9.2 Consider adopting or adapting available materials if available
9.3-Design new material if necessary
9.4-Review analysis of learners and for each lesson

10.0 Design and Conduct Formative Evaluation
10.1 Design formative evaluation
10.2 Conduct formative evaluation
      10.2.1 Observations – one-to-one evaluation
            10.2.2.1 Time estimate for evaluation
      10.2.2 Field testing
            10.2.2.1 Time estimate for evaluation
      10.2.3 Analyze formative evaluation data
10.3 Revise the instructional product as necessary

11.0 Design and Conduct Summative Evaluation

11.1 Design summative evaluation

11.2 Conduct summative evaluation

11.2.1 Identify the impacts on learner- are learners able to transfer information, skills and attitudes from the instructional setting to the job setting?

11.2.2 Identify the impact on the organization – are learners changed behaviors and attitudes making a positive difference in the organization?

11.3 Implement the summative evaluation