

# STEPS TO SUCCESS AT LHS



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For: New Hanover County Schools

Submitted: May 3, 2006

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## **Executive Summary**

Lakeside Alternative High School (LAHS), operating under the umbrella of the New Hanover County School system is located in Wilmington, North Carolina. Lakeside is currently a ninth grade recovery school for those students who do not pass the eighth grade EOG (End of Grade) test, in either math or reading. The Lakeside student is allowed to return to a traditional school and enter the 9th grade after earning the required four credits and passing the competency test at Lakeside. In January 2006, a meeting was held with key personnel for New Hanover County Schools to determine where an immediate need might be within the school system.

Lakeside students retook the competency test in December of 2005. Only 11% of Lakeside students passed the exam and most scored lower on the December exam than on the first test taken in the traditional school. As a result, 89% of students were unable to transition back to their traditional school and had to continue at Lakeside. Surveys that were conducted to identify the problem indicated a lack of emotional support from the central office which appears to affect the attitudes of the teachers. Results of observations, interviews and questionnaires conclude there are three major factors contributing to the students low achievement scores. First: the reading skills of the students do not exceed the fifth grade level of comprehension and the majority of students maintain a second or third grade reading capability. Secondly: The teachers are not trained, nor skilled in the appropriate methods to differentiate instruction to address student's needs. There is no system in place to provide for pre and continuing assessment of student's scholastic capabilities. The student's are placed in the same group for instructional activities, regardless of their backgrounds and skills. This "same group" approach resulted in low motivation and failure in the traditional environment.

Three solutions became apparent and include (1) creating a summer training program for teachers focusing on assessment skills and differentiation of instruction, (2) improving reading skills by implementing reading software and (3) creating a task force to visit and observe other alternative schools within the state who have a high success rate.

A summer training session for teachers became the optimal choice for developing the necessary skills of differentiation for the LSHS environment. Only by addressing individual student deficiencies at Lakeside can the EOG passage rate be improved.

This proposal was designed after careful analysis of the multiple issues at Lakeside Alternative School. With the collaboration of LAHS faculty and personnel from Central Office we hope that by providing a training session in differentiation for the teachers, students reading/math scores will raise to a 21% passage rate. The following summarizes the content of the proposal.

### **Introduction**

Lakeside is one of the five high schools within the New Hanover County System. It is the only alternative school within the county. Teachers at Lakeside Alternative High School face unique challenges daily. Students who attend this school come from schools throughout the county and are of diverse backgrounds. As per teacher survey, the primary obstacle to learning has been identified as low reading skills which interfere with all aspects of learning.

This proposal focuses on training teachers to differentiate and individualizes instruction. Differentiation is a tool which personalizes the education for each student. As individual needs are met, students will be prepared to climb the steps to success.

### **The Problem**

Lakeside High School, a school within the New Hanover County School System, is currently a ninth grade recovery school. The school was created three years ago as a result of the No Child Left Behind mandate as an alternative high school. It became a ninth grade center for the students who were unable to pass the eighth grade EOG in 2005-2006 or students who were expelled for behavioral issues from their traditional school. The idea was for students to have one more year of intensive study, re-take the exam and transfer back into a traditional school. A large portion of the student population were failing in the traditional system and come from low-income families.

After 6 months of additional study, the first group of students re-took the 8th grade EOG (competency) test, without time limitations. Eleven percent of the students passed the repeat test and New Hanover County's goal is to improve the scores to 21% passage rate.

## **The Proposed Solution**

Currently, the best solution, based on analysis, would be for New Hanover County to implement a paid summer development program, focusing on improving teacher skills in providing individualized and differentiated instruction for the variety of students in the classroom.

Teachers at Lakeside have already begun the process of learning. Many are participating in an information study group reviewing a book by Carol A. Tomlinson entitled, *The Differentiated Classroom: Responding to the Needs of All Learners*. Differentiated instruction requires teachers to adapt their instruction based on student differences in reading, learning preferences and interests. However, in order to teach to the required individual needs, individual needs must first be properly assessed. Not only is proper assessment required at the beginning of instruction, but it must be continually monitored throughout instruction. All of these teacher skills are needed to assess student skills, and will be addressed within the summer program.

The program would need to be instructor led and support materials can be provided either in print base and/or through Internet activities. First we would need to identify the major components of the program to be established. These components may include but are not limited to, learning styles inventory, assessment skills and individualized instruction. For each section we will need to develop an instructor's and student manual, along with exercises promoting hands on activities within core subjects. As low reading skills have been identified as a major problem with Lakeside students, an emphasis should be placed on instructional activities within each core subject that not only address the learning objectives but also focuses on reading within the activity.

Lakeside High School has a certified reading specialist on the faculty who should be actively involved with presenting the materials and also be a source of further information and advice to teachers as they incorporate the material into their lessons.

The development system would be the Professional Development office of New Hanover County Schools and the program would be delivered by instructional design personnel within the county. All materials developed that are not included in the student manual, should be kept in the library or teachers lounge for further reference.

Poor reading skills have been identified as a major cause of low performance for Lakeside students. In a statement before the House Subcommittee on Education Reform, Dr. G.

Reid Lyon stated, "...the development of reading skills serves as *the* major foundational academic ability for all school-based learning. Without the ability to read, the opportunities for academic and occupational success are limited indeed. Moreover, because of its importance, difficulty in learning to read crushes the excitement and love for learning, which most children have when they enter school." ([http://www.nrrf.org/lyon\\_statement3-01.htm](http://www.nrrf.org/lyon_statement3-01.htm)) New Hanover County has the tools to improve reading skills of their students through assessment and identification of individual needs in conjunction with the implementation of differentiated teaching styles. These changes, if successfully implemented, can improve student reading skills and lead to a more productive life.

### **Review of Information on the Delivery System**

The Professional Development Office of New Hanover County Schools will provide personnel and develop instructional materials to meet the objectives for the change in pedagogy. County personnel from the Technology Department and Instructional Services have recently attended national conferences on differentiation of instruction and have received teaching materials, handouts and training aids. The New Hanover County School System has several instructional designers specializing in math/science, English and reading that will be directly involved in delivering the instruction.

The administrator from the Professional Development Office (PDO) of New Hanover County Schools will be in charge of supervising the development of the training program, including the implementation of materials and presentation. Higher approval is obtained directly from the Superintendent of Human Resources within the NHCS system, and ultimately from the Superintendent, who reports directly to the Board of Education.

The training program will be conducted in a NHCS facility, eliminating the cost of renting an alternative training site. New Hanover County can receive funding from the Federal government under Title II Act for teacher training. These federal funds are available for elementary and secondary educational needs and are highly targeted to low-income students and students with extra educational needs. These funds can be used not only for the development of the program but also can provide compensation for the teachers who attend. A detailed budget table is listed below.

Instructional equipment needed includes a classroom for presentation, a projector, screen, computer for PowerPoint presentation and dry erase board.

<b>Budget Details</b>	<b>#</b>	<b>Unit Cost</b>	<b>Total Cost</b>
Lakeside teachers stipend	12	\$ 250	\$ 3,000
Materials development and training from Project			\$ 113,993.60
Copies for Instructor materials ▪ 10 copies x 100 pages x 0.30/pages	10	\$ 30	\$ 300
Copies for Student materials (for Lakeside teachers) ▪ 20 copies x 50 pages x 0.30/pages	20	\$ 15	\$ 300
Awareness activities ▪ Graphics designer \$18/hour x 3 hrs ▪ Printing/folding/inserting	3 40	\$ 18 \$ .10	\$ 54 \$ 4
Formative and Summative evaluation materials ▪ Design and development \$25/hr x 3 hrs ▪ Copying	3 30	\$ 25 \$ 0.03	\$ 75 \$ 0.90
Lunch	20	\$ 10	\$ 200
<b>Total</b>			<b>\$117,927.50</b>

### **Rough Project Planning**

All materials are designed to meet the needs of the learner. Content knowledge is designed to be flexible for all levels of reading comprehension skills. Project planning identifies the components of the project which includes an instructor guide, PowerPoint presentation and student manual which includes a tear-off sheet for the purpose of tracking student performance for three years. The instructors guide will include testing materials with answers provided along with a formative evaluation sheet to be completed at the end of the workshop. The beginning of the instructors and students guides will include a list of all materials required for successful implementation of the training. Details of each component are listed in the table below.

<b>Instructors Guide</b>	<b>PowerPoint</b>	<b>Student Manual</b>	<b>Tear-Off Sheet</b>
<ul style="list-style-type: none"> <li>▪ Introduction page</li> <li>▪ Table of Contents</li> <li>▪ User friendly outline</li> <li>▪ Glossary of terms</li> <li>▪ Bibliography</li> <li>▪ List of suggested skills</li> <li>▪ Index</li> <li>▪ Formative evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Step by step lesson plan</li> <li>▪ Accountability suggestions for teachers</li> <li>▪ Written tests</li> <li>▪ Answer sheet</li> <li>▪ Reference to footnotes</li> <li>▪ Reference to other alternative schools</li> <li>▪ Timeline</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction page</li> <li>▪ Table of Contents</li> <li>▪ User friendly outline</li> <li>▪ Glossary of terms</li> <li>▪ Bibliography</li> <li>▪ List of suggested skills</li> <li>▪ Index</li> </ul>	<ul style="list-style-type: none"> <li>▪ Three year tracking</li> <li>▪ # of students per class</li> <li>▪ Age of students</li> <li>▪ Previous school attended</li> <li>▪ Graduated, yes or no</li> <li>▪ Grade level increase/decrease</li> <li>▪ Attendance accountability</li> </ul>

## **Staffing Plan**

The subsequent list consists of all members of the design and development team of the product, the development of the workshop, the conduction of the workshop, and summative evaluation to train the trainers in implementing differentiation in the Lakeside classroom. Individual tasks for each person are further specified within the Gantt and Pert charts.

### **Project Manager**

The Project Manager supervises the entire project. He works full time and participates in almost every phase of the project. He has knowledge in instructional design and is experienced in implementing training for school personnel. He also has experience working with project management.

### **Instructional Designers 1, 2, 3**

All three instructional designers are experienced in Instructional Design. They have experience in the implementation of instructor led training. They hold some form of responsibility within each phase of the project.

### **Subject Matter Expert**

The subject matter expert specializes in implementing differentiation into the classroom as well as designing and developing training sessions for educators. This full time position includes project and content planning, development of products, revising of deliverables, formative, and summative evaluations.

### **Instructor from Professional Development**

This person is a member of the professional development staff with New Hanover County Schools. He has experience working with school personnel. His job duties include project and content planning, developing products and awareness activities, developing and revising deliverables, planning the formative evaluation, and conducting the summative evaluation.



### Manager from Professional Development

The manager from the professional development office of NHCS has a role of leadership within the project. This position includes project planning, developing awareness activities, and revising project deliverables.

### Administrator from Professional Development

The administrator from the professional development system of NHCS has the authority over all the professional development team. His job responsibilities include project planning, and developing the first and second drafts of deliverables.

### Test Developer

The test developer is an expert in the field of creating assessment instruments. The focus of this position is to plan and develop the assessment materials to include in the instructional package.

### Writer/Editor

The writer/editor's experience lies within writing for instructional purpose and content editing. He has some knowledge regarding the educational field. The responsibilities for this individual include content planning, development of products, and developing the first draft of deliverables.

### Media Producer

The media producer includes roles such as the video grapher, if needed and the printing company. Their presence is needed in the following phases: content planning, development of products, and revising project deliverables.

### Graphics Designer

The graphic designer has experience in graphic design and formatting instructional materials. His primary responsibilities include development of products, awareness activities, first and second draft of deliverables.

### Administrator from New Hanover County Schools

The administrator from New Hanover County Schools is the superintendent. His job responsibilities are project planning, and completing the second draft of deliverables.

### Secretary

The secretary performs clerical and administrative duties related to the project. His duties include project and content planning, arranging for workshop time and space, and reserving presentation equipment. This is a full time position.

### Product Manager (Educator)

The product manager is an educator from Lakeside High School. His job responsibilities lie in development of products, first draft of deliverables, planning the formative evaluation, and conducting the summative evaluation. Their opinions and expertise are valued greatly within the project.

## **Phases of Development**

(Appendix A: Gantt Chart, Appendix B: Staffing Resources, Appendix C: Budget, Appendix D: Flowchart Reference)

Following are a list of phases representing the procedures of which the project will be designed, developed and implemented.

### **Phase One Project Planned**

January 22, 2007 – January 26, 2007

### **Steps in Flowchart:**

*Project Planning Meeting - Rough Draft of Project Development Plan - Project Development Plan Reviewed by NHCS.*

### **Team Members**

- Instructional Designer 1
- Instructional Designer 2
- Instructional Designer 3
- Subject Matter Expert
- Administrator from the Professional Development System
- Instructor from the Professional Development System
- Manager from the Professional Development System [50%],
- Administrator from NHCS

- Lakeside Teacher
- Test Developer and Analyst
- Project Manager
- Secretary

Phase one begins with a planning meeting to develop a rough draft for a plan to teach teachers the techniques of differentiation determining the objectives for instruction. Each team member is required to present “brainstorm” input regarding development and planning. The project planning will include scheduling and budgeting. The initial rough development plan is recorded by the secretary and a hard copy of the recorded minutes is presented to all team members.

The Administrator from the Professional Development System and the Administrator from New Hanover County Schools are to review the minutes of the meeting and submit revised suggestions of the plan to Instructional Designer 1. The Instructional Designer 1 will then schedule phase two beginning June 12, 2006 to include or disallow suggested content revisions.

### **Phase Two Content Planning**

January 29 – February 8, 2007

**Steps in Flowchart:** *Content Planning Meeting - Content and Task Analysis Completed - Objectives Determine - Assessment Items Determined.*

#### **Team Members**

- Instructional Designer 1
- Instructional Designer 2
- Instructional Designer 3
- Subject Matter Expert
- Administrator from the Professional Development System
- Instructor from the Professional Development System
- Manager from the Professional Development System [50%],
- Lakeside Teacher
- Project Manger
- Test Developer and Analyst

Phase two is concerned with the planning of content for teacher training. The Instructor, the Administrator, the Instructor from the Professional Development System will provide information as to which aspects of training will be necessary to cover specific points of

instruction needing to be considered. The Project Manager will enlighten the team as to adaptability procedures. The Subject Matter Expert, the Lakeside Teacher and the Instructional Designers 1, 2, and 3 will review the content for diffusion of product knowledge and deliverables to be used.

Upon completion of the content meeting, the Subject Matter Expert and Instructional Designer 1 will review the minutes of the content meeting prepared by the Secretary for clarity of subject matter and instructional content. The SME and ID 1 will develop a written outline for teacher training and prepare written procedure guides to be followed by the instructors and the teachers to insure desired results.

ID 1 and 2 will compile the content meeting data and distribute written copies to all team members for review and content accuracy. Approval of the objectives and product deliverables by all team members will allow phase three to begin July 6, 2006.

**Phase Three**  
**Development of Products**  
February 9, 2007 – May 1, 2007

**Steps in Flowchart:**

*Instructor Guide with Subsections: Develop Word Processing - Prepare Tables and Chart - Design Graphic - Formative Evaluation Planned - Formative Evaluation Conducted.*

*Student Manual with Subsections: Develop Word Processing - Prepare Tables and Chart - Design Graphic - Formative Evaluation Planned - Formative Evaluation Conducted.*

**Team Members:**

- Instructional Designer 1
- Instructional Designer 2
- Instructional Designer 3
- Writer/Editor
- Lakeside Teacher
- Graphics Designer

*Formative Evaluation Planned:*

Team Members

- Product Manager for instructional design activity (educator)
- Instructional Designer 2
- Instructional Designer 3

*Formative Evaluation Conducted:*

Team Members:

- Instructional Designer 2
- Instructional Designer 3

Phase three is dedicated to the development of an Instructor Guide and the development of a Student manual. The Instructor Guide and the Student Manual will initially execute identical procedures. The objectives content and deliverables for the Instructor Guide and the Student Manual is designed and approved in phase two by each phase two team member. Development of the Instructor Guide will precede the development of the Student Manual though each task will be planned and reviewed by Instructional Designers 1, 2, 3, a Teacher from Lakeside School and the Test Developer and Analyst.

The format for the Instructor Guide is written material in the form of a booklet, and will begin with an introduction page, followed by a table of contents, followed by a user friendly outline for successful differentiation in the classroom. The written material will also include a glossary of terms; a works cited page, a list of suggested skills, and an index for easy referencing.

The Instructor Guide will incorporate the following enhancement: The link to a PowerPoint presentation developed by a Graphics Designer, Instructional Designer 1, and a Lakeside Teacher.

The body of the Instructor guide will address step by step lesson plans for the teachers. The companion PowerPoint presentation will depict teachers successfully implementing differentiation in local and state wide schools. Each section of slides will reference accountability suggestions for teachers to take written tests and review with provided answer sheets. A referenced footnote in the slide will correlate to an extracted history of the displayed classroom and a list of suggested skills a teacher must apply in order to be successful with implementing differentiation. Each lesson will open with an estimated time to read and mentally absorb the instructional for objective content.

The Student manual will outline the goals and objectives to be step by step implemented and successfully achieved by the teachers. The layout for the guide is exactly the same as the Instructor guide: written material in the form of a booklet, an introduction page, a table of

contents, and a user friendly outline for successful differentiation in the classroom and a list of any materials or equipment needed. The written material also includes: a glossary of terms, a works cited page, a list of suggested skills in the form of self-testing materials, and an index for easy referencing.

The addition of a tear out sheet attached to the Student manual will have information to include tracking for a three year period. The tracking page will include information for: number of students, age of students, previous school attended, graduated yes/no, grade level increase/decrease, attendance accountability.

### ***Formative Evaluation Planned***

- Team Members:
- Instructional Designer 1
- Instructional Designer 2
- Instructional Designer 3
- Subject Matter Expert
- Instructor from the Professional Development System
- Product Manager for Instructional Design Activity (educator)
- Project Manager
- Secretary

After the Instructor guide and the Student manual has been developed there will be a formative evaluation planned by a Product Manager for Instructional Design Activity (educator), Instructional Designer 2, and Instructional Designer 3. The Formative evaluation is planned to include a survey sheet to determine the effectiveness of the guide, the value of the guide, suggestions for the guide, comments of grammatical structure for revisions to the guide, and a statement of privacy.

### ***Formative Evaluation Conducted***

- Team Members:
- Instructional Designer 1
- Instructional Designer 2
- Instructional Designer 3

Survey information of the Formative evaluation is compiled by ID's 1, 2 and 3 and all suggested revisions are made and recorded. Following, a second Formative evaluation is drafted

and presented to a small group of teachers for testing accuracy, content value, and suggestions for more intense differentiation planning. The results of the second formative evaluation are recorded, analyzed and revisions are made accordingly by ID's 2 and 3. Final revisions are recorded by the secretary and written copies are given to each team member.

Once the final revisions of the Instructors Guide and the Student Manual are finished and approved by all members of the team, phase four is ready to begin August 8, 2006.

**Phase Four**  
**Awareness Activities**  
April 24, 2007 – May 2, 2007

**Steps in Flowchart:**

*Awareness Material - Awareness Materials Developed - Awareness Materials Implemented*

**Team Members:**

- Instructor from Professional Development Office
- Manager from Professional Development Office
- Graphics Designer
- Instructional Designer 1
- Instructional Designer 2
- Instructional Designer 3

Awareness activities to be developed for this workshop include flyers to be placed in paycheck envelopes, articles placed in multiple issues of a Lakeside electronic newsletter, along with a space allocation on the NHCS Professional Development website. Flyers will need to be attractive in design and highlight the goals of differentiated and individualized instruction. As this is a paid summer development program, the information must be presented so that the participants' are clearly aware of the amount they will receive and how that check will be forthcoming. Available workshop dates and times along with the location of the workshop need to be clearly displayed. Flyers should be placed in employee's paycheck envelopes one to two months prior to the end of school. As the end of school is often a very hectic time for teachers, e-mail reminders could be also utilized.

This flyer should be developed by the team members as listed above. The instructional designers along with the instructor from Professional Development should arrange the basic layout of and key elements of the flyer. Graphics designer can assist with creative elements and

printing options (color, design, etc). The rough draft should be reviewed by the Manager of the Professional Development Office and once any changes have been corrected, it can be sent to payroll where it can be packaged with the paychecks at the appropriate time.

The Professional Development Office will list the training workshop on their website, making registration easy and convenient. All information also printed on the flyer will be displayed here, including how to register, dates of the workshop along with any requirements.

A Lakeside staff meeting prior to the end of school would be one possible avenue for disseminating information and increasing interest among Lakeside. Personnel from the Professional Development Office could be invited to discuss how differentiated/individualized instruction can improve student learning.

**Phase Five**  
**First Draft of Deliverables Completed**  
May 2, 2007 – May 4, 2007

**Steps in Flowchart:**

*First Draft of Deliverables Completed - Edited for Content - Edited for Grammar*

**Team Members:**

- Product Manager (educator)
- Instructional Designer 1
- Instructional Designer 2
- Instructional Designer 3
- Writer/Editor
- Graphics Designer
- Instructor from Professional Development
- Administrator from Professional Development
- Subject Matter Expert

This phase of the development will begin once the first draft of the deliverables has been completed. All team members as listed above, with the exception of the writer/editor, will be responsible for reviewing the instructor and student guides for content accuracy. A writer/editor will also be employed to review the materials for grammatical accuracy. All will be given a printed and electronic copy of the deliverables to review and on which to document any changes necessary.



**Phase Six**  
**Second Draft of Deliverables Completed**  
May 7, 2007 – May 22, 2007

**Steps in Flowchart:**

*Second Draft of Deliverables Complete - Deliverables Reviewed - Formative Evaluation Planned - Formative Evaluation Completed*

**Team Members:**

- Instructional Designer 1
- Instructional Designer 2
- Instructional Designer 3
- Product Manager (educator)
- Writer/Editor
- Graphics Designer
- Instructor from Professional Development
- Administrator from Professional Development
- Subject Matter Expert
- Project Manager

This phase of the development will begin once the second draft of the deliverables has been completed. All team members as listed will review the deliverables for content and grammar.

The formative evaluation will be planned by the instructional design team consisting of the three instructional designers, the product manager, project manager, subject matter expert along with the instructor from Professional Development. This will include randomly selecting teachers for the one-on-one evaluation to determine ease of use of the deliverables, learner understands of the material as related to content, practice exercises, tests directions, graphics and procedures. Small group evaluations will be planned with other teachers to determine efficacy of revisions and evaluate the instructional materials for a variety of learners. The three instructional designers will conduct the formative evaluation. Data obtained will be compiled in chart form for review by the instructional designers, subject matter experts and the instructor from the Professional Development Office.

**Phase Seven**  
**Project Deliverables Revised**  
May 23, 2007 – June 8, 2007

**Steps in Flowchart:**

*Final Draft Of Deliverables Completed - Project Materials Printed - Deliverables Completed*

**Team Members:**

- Instructional Designer 1
- Instructional Designer 2
- Instructional Designer 3
- SME
- Instructor from Professional Development Office
- Manager from Professional Development Office
- Secretary
- Media Producer

The student and instructor guide will be revised based on the information obtained from the one-on-one and small group evaluations. Instructional designers, subject matter experts and an instructor from the Professional Development will determine which changes are needed and how to implement those changes. Final approval will need to be obtained from the Manager in Professional Development. Secretarial skills will be used as needed.

A final draft of all deliverables will be printed by the media producer through the New Hanover County School System.

**Phase Eight**  
**Training the Trainers Workshop Developed/Determine Instructor from Professional Development**

February 09, 2007 – February 14, 2007 (Workshop)

February 12, 2007 – February 14, 2007 (Instructor)

**Steps for Workshop Development:** *Arrange Training Location - Arrange Workshop Space - Arrange Presentation Equipment*

**Team Members:**

- Secretary
- Instructional Designer 1

Because the training will take place within New Hanover County the workshop set-up will be kept to a minimum. The secretary will be responsible for notifying the approved location (most likely a school) of the workshop dates. She will then arrange the workshop space, making sure it will accommodate all of the trainers who are to be involved. The secretary will make sure that all presentation equipment is in full working order and available. Any equipment that is not working will be sent out for repair and he or she will be responsible for reserving any equipment needed from the outside.

**Steps for Determining Instructor:** *Determine Instructor from Professional Development*

**Team Members**

- Instructional Designer 2
- Manager from the Professional Development System

After speaking with several candidates from the Professional Development Office, the manager from the Professional Development System and instructional designer 2 will determine who is most qualified to conduct the Training the Trainers Workshop.

**Phase Nine**  
**Conduct Workshop**

June 11, 2007 – June 14, 2007

**Steps in Flowchart:** *Training the Trainers Workshop Conducted - Training Implemented - Training Completed*

**Team Members**

- Workshop Instructor (PDS)

The workshop to train the trainers is where all the materials are used by the instructor to teach the select educators the content so that they may conduct their own workshops within Lakeside. After the conduction, implementation and completion of the training, the subsequent trainers will have the necessary knowledge to train all other teachers.

**Phase Ten**  
**Formative Evaluation**

June 14, 2007 – June 26, 2007

**Steps in Flowchart:** *Formative Evaluation Planned - Formative Evaluation Conducted*

**Team Members**

- Instructional Designer
- Instructional Designer 2
- Instructional Designer 3
- Subject Matter Expert

- Instructor from the Professional Development System
- Product Manager for instructional design activity (educator)
- Project Manager

Within this phase the three instructional designers, the SME, the instructor from the Professional Development System, the project manager, and product manager meet to plan on how to carry out of the formative evaluation of the workshop. The formative evaluation will include one-on-one and small group meetings to determine if the training and products are acceptable to the projected users and fits known constraints of use and also if the training/products will lead to the learning that is targeted.

**Phase Eleven**  
**Summative Evaluation**  
June 27, 2007 – August 7, 2007

**Steps in Flowchart:** *Evaluation Completed - Information Compiled - Report Prepared - Report Submitted - Report Reviewed*

**Team Members**

- Instructional Designer 1
- Instructional Designer 2
- Instructional Designer 3
- Manager from the Professional Development System
- Workshop Instructor (PDS)
- Administrator from the Professional Development System
- Administrator from NHCS

This phase consists of planning and conducting the summative evaluation. The instructional designers will plan the design of the summative evaluation using one of many different models to establish the effectiveness of the instruction. The manager from PDS and the workshop instructor will carry out the evaluation after the workshop is completed. The results will be compiled and a final report will be written by the instructional designers. The instructor will then submit the report to New Hanover County schools for review.

## Appendix A – Gantt Chart

ID	Task Name	Duration	Start	Finish	Prede	Resource Names
1	Start project	0 days	Mon 1/22/07	Mon 1/22/07		
2	<b>Project planned</b>	<b>5 days</b>	<b>Mon 1/22/07</b>	<b>Fri 1/26/07</b>		
3	Project Planning Meeting	1 day	Mon 1/22/07	Mon 1/22/07		Instructional Designer 1,Instructional Designer 2,Manager from the Professional Development System
4	Rough Draft of Project Development Plan	3 days	Tue 1/23/07	Thu 1/25/07	3	Instructional Designer 1,Instructional Designer 2,Manager from the Professional Development System
5	Project Development Plan Reviewed by NHCS	1 day	Fri 1/26/07	Fri 1/26/07	4	Administrator from the Professional Development System,Administrator from NHCS
6	<b>Content Planning</b>	<b>9 days</b>	<b>Mon 1/29/07</b>	<b>Thu 2/8/07</b>	<b>5</b>	
7	Content Planning Meeting	1 day	Mon 1/29/07	Mon 1/29/07	5	Instructional Designer 1,Instructional Designer 2,Instructional Designer 3,Subject Matter Expert
8	Content and Task Analysis	3 days	Tue 1/30/07	Thu 2/1/07	7	Instructional Designer 1,Instructional Designer 2,Instructional Designer 3,Subject Matter Expert
9	Objectives Determined	3 days	Fri 2/2/07	Tue 2/6/07	8	Instructional Designer 3,Subject Matter Expert,Instructional Designer 2,Instructional Designer 1
10	Assessment Items Determined	2 days	Wed 2/7/07	Thu 2/8/07	9	Instructional Designer 3,Test Developer and Analyst,Instructional Designer 1,Instructional Designer 2
11	<b>Development of Products</b>	<b>58 days</b>	<b>Tue 2/9/07</b>	<b>Tue 5/1/07</b>	<b>10</b>	
12	<b>Instructor Guide</b>	<b>29 days</b>	<b>Fri 2/9/07</b>	<b>Wed 3/21/07</b>	<b>10</b>	
13	Develop word processing	10 days	Fri 2/9/07	Thu 2/22/07	10	Instructional Designer 1(75%),Instructional Designer 2(75%),Instructional Designer 3(75%),Subject Matter Expert
14	Prepare tables and charts	5 days	Fri 2/23/07	Thu 3/1/07	13	Instructional Designer 1,Instructional Designer 2,Instructional Designer 3,Instructor from the Professional Development System
15	Design graphics	5 days	Fri 3/2/07	Thu 3/8/07	14	Graphics Designer,Instructional Designer 1,Lakeside Teacher
16	Formative Evaluation Planned	3 days	Fri 3/9/07	Tue 3/13/07	15	Product Manager for instructional design activity (educator),Instructional Designer 2,Instructional Designer 1
17	Formative Evaluation Conducted	6 days	Wed 3/14/07	Wed 3/21/07	16	Instructional Designer 2,Instructional Designer 3,Instructional Designer 1
18	<b>Student Guide</b>	<b>29 days</b>	<b>Thu 3/22/07</b>	<b>Tue 5/1/07</b>	<b>15</b>	
19	Develop word processing	10 days	Thu 3/22/07	Wed 4/4/07	17	Instructional Designer 1,Instructional Designer 2,Instructional Designer 3,Instructor from the Professional Development System
20	Prepare tables and charts	5 days	Thu 4/5/07	Wed 4/11/07	19	Instructional Designer 1,Instructional Designer 2,Instructional Designer 3,Instructor from the Professional Development System
21	Design graphics	5 days	Thu 4/12/07	Wed 4/18/07	20	Graphics Designer,Instructional Designer 1,Lakeside Teacher
22	Formative Evaluation Planned	3 days	Thu 4/19/07	Mon 4/23/07	21	Instructional Designer 2,Instructional Designer 3,Instructional Designer 1,Product Manager for instructional design activity (educator)
23	Formative Evaluation Conducted	6 days	Tue 4/24/07	Tue 5/1/07	22	Instructional Designer 2(80%),Instructional Designer 3(80%),Instructional Designer 1(80%)
24	<b>Awareness Materials</b>	<b>7 days</b>	<b>Tue 4/24/07</b>	<b>Wed 5/2/07</b>		
25	Awareness Materials Developed	2 days	Tue 4/24/07	Wed 4/25/07	22	Instructor from the Professional Development System,Manager from the Professional Development System
26	Awareness Materials Implemented	3 days	Mon 4/30/07	Wed 5/2/07	27	Instructor from the Professional Development System(50%),Manager from the Professional Development System
27	<b>First draft of Deliverables Completed</b>	<b>3 days</b>	<b>Wed 5/2/07</b>	<b>Fri 5/4/07</b>	<b>21</b>	
28	Edited for Content	3 days	Wed 5/2/07	Fri 5/4/07	21	Product Manager for instructional design activity (educator),Graphics Designer,Instructor from the Professional Development System
29	Edited for Grammar	3 days	Wed 5/2/07	Fri 5/4/07		Writer/Editor
30	<b>Second draft of deliverables completed</b>	<b>12 days</b>	<b>Mon 5/7/07</b>	<b>Tue 5/22/07</b>		
31	Deliverables reviewed	3 days	Mon 5/7/07	Wed 5/9/07		Instructional Designer 1,Instructional Designer 2,Instructional Designer 3,Product Manager for instructional design activity (educator)
32	Formative Evaluation Planned	3 days	Thu 5/10/07	Mon 5/14/07	31	Instructional Designer 1,Instructional Designer 2(75%),Instructional Designer 3,Product Manager for instructional design activity (educator)
33	Formative Evaluation Conducted	6 days	Tue 5/15/07	Tue 5/22/07	32	Instructional Designer 1,Instructional Designer 2(75%),Instructional Designer 3
34	<b>Project Deliverables Revised</b>	<b>13 days</b>	<b>Wed 5/23/07</b>	<b>Fri 6/8/07</b>		
35	Final Draft of Deliverables	3 days	Wed 5/23/07	Fri 5/25/07	33	Instructional Designer 1,Instructional Designer 2,Instructional Designer 3,Subject Matter Expert
36	Project Materials Printed	10 days	Mon 5/28/07	Fri 6/8/07	35	Media Producer
37	Final Preparation Completed	0 days	Fri 6/8/07	Fri 6/8/07	36	
38	<b>Training Workshop Developed</b>	<b>3.13 days</b>	<b>Fri 2/9/07</b>	<b>Wed 2/14/07</b>		
39	Arrange training location	4 hrs	Fri 2/9/07	Fri 2/9/07	10	Secretary,Instructional Designer 1(10%)
40	Arrange workshop space	5 hrs	Fri 2/9/07	Mon 2/12/07	39	Secretary,Instructional Designer 1(20%)
41	Arrange presentation equipment	2 days	Mon 2/12/07	Wed 2/14/07	40	Instructional Designer 1(15%),Secretary
42	Select Instructor (PDS)	2 days	Mon 5/14/07	Tue 5/15/07		Instructional Designer 2(25%),Manager from the Professional Development System(50%)
43	<b>Conduct workshop</b>	<b>3 days</b>	<b>Mon 6/11/07</b>	<b>Thu 6/14/07</b>		
44	Training implemented	3 days	Mon 6/11/07	Wed 6/13/07	37	Workshop Instructor (PDS)
45	Training Completed	0 days	Thu 6/14/07	Thu 6/14/07	44	
46	Formative Evaluation Planned	3 days	Thu 6/14/07	Mon 6/18/07	45	Instructional Designer 1,Instructional Designer 2,Instructional Designer 3,Product Manager for instructional design activity (educator)
47	Formative Evaluation Conducted	6 days	Tue 6/19/07	Tue 6/26/07	46	Instructional Designer 1,Instructional Designer 2,Instructional Designer 3
48	<b>Summative evaluation</b>	<b>30 days</b>	<b>Wed 6/27/07</b>	<b>Tue 8/7/07</b>	<b>45</b>	
49	Evaluation conducted	5 days	Wed 6/27/07	Tue 7/3/07	47	Workshop Instructor (PDS), Manager from the Professional Development System(50%)
50	Information compiled	10 days	Wed 7/4/07	Tue 7/17/07	49	Instructional Designer 1,Instructional Designer 2,Instructional Designer 3
51	Report prepared	10 days	Wed 7/18/07	Tue 7/31/07	50	Instructional Designer 1,Instructional Designer 2,Instructional Designer 3
52	Report submitted	0 days	Wed 8/1/07	Wed 8/1/07	51	Instructional Designer 1,Instructional Designer 2,Instructional Designer 3
53	Report reviewed	5 days	Wed 8/1/07	Tue 8/7/07	52	Administrator from NHCS,Administrator from the Professional Development System

## Appendix B – Staffing Resources

ID	Resource Name	Type	Initials	Max Units	Std. Rate	Ovt. Rate	Cost/Use	Accrue At	Base Ca
1	Instructional Designer 1	Work	ID1	100%	\$25.00/hr	\$40.00/hr	\$0.00	Prorated	Standar
2	Instructional Designer 2	Work	ID2	100%	\$25.00/hr	\$40.00/hr	\$0.00	Prorated	Standar
3	Instructional Designer 3	Work	I	100%	\$25.00/hr	\$40.00/hr	\$0.00	Prorated	Standar
4	Subject Matter Expert	Work	SME	100%	\$17.00/hr	\$25.00/hr	\$0.00	Prorated	Standar
5	Instructor from the Professional Development System	Work	IPDS	100%	\$20.00/hr	\$30.00/hr	\$0.00	Prorated	Standar
6	Administrator from the Professional Development System	Work	APDS	100%	\$25.00/hr	\$40.00/hr	\$0.00	Prorated	Standar
7	Manager from the Professional Development System	Work	MPDS	50%	\$23.00/hr	\$35.00/hr	\$0.00	Prorated	Standar
8	Lakeside Teacher	Work	LT	100%	\$17.00/hr	\$25.00/hr	\$0.00	Prorated	Standar
9	Writer/Editor	Work	WE	100%	\$22.00/hr	\$33.00/hr	\$0.00	Prorated	Standar
10	Graphics Designer	Work	GD	100%	\$18.00/hr	\$27.00/hr	\$0.00	Prorated	Standar
11	Media Producer	Work	MP	100%	\$15.00/hr	\$24.00/hr	\$0.00	Prorated	Standar
12	Administrator from NHCS	Work	ADM	100%	\$30.00/hr	\$45.00/hr	\$0.00	Prorated	Standar
13	Test Developer and Analyst	Work	TDA	100%	\$17.00/hr	\$25.00/hr	\$0.00	Prorated	Standar
14	Product Manager for instructional design activity (educator)	Work	PMIDA	100%	\$17.00/hr	\$25.00/hr	\$0.00	Prorated	Standar
15	Project Manager	Work	PM	100%	\$35.00/hr	\$53.00/hr	\$0.00	Prorated	Standar
16	Secretary	Work	SEC	100%	\$13.00/hr	\$22.00/hr	\$0.00	Prorated	Standar
17	Workshop Instructor (PDS)	Work	W	100%	\$0.00/hr	\$0.00/hr	\$0.00	Prorated	Standar

## Appendix C – Budget

Budget Report as of Wed 5/3/06  
Project 1

ID	Task Name	Fixed Cost	Fixed Cost Accrual	Total Cost	Baseline	Variance
19	Develop word processing	\$0.00	Prorated	\$14,880.00	\$0.00	\$14,880.00
13	Develop word processing	\$0.00	Prorated	\$13,380.00	\$0.00	\$13,380.00
50	Information compiled	\$0.00	Prorated	\$6,000.00	\$0.00	\$6,000.00
51	Report prepared	\$0.00	Prorated	\$6,000.00	\$0.00	\$6,000.00
14	Prepare tables and charts	\$0.00	Prorated	\$4,480.00	\$0.00	\$4,480.00
20	Prepare tables and charts	\$0.00	Prorated	\$4,480.00	\$0.00	\$4,480.00
31	Deliverables reviewed	\$0.00	Prorated	\$4,248.00	\$0.00	\$4,248.00
16	Formative Evaluation Planned	\$0.00	Prorated	\$3,936.00	\$0.00	\$3,936.00
22	Formative Evaluation Planned	\$0.00	Prorated	\$3,936.00	\$0.00	\$3,936.00
46	Formative Evaluation Planned	\$0.00	Prorated	\$3,936.00	\$0.00	\$3,936.00
32	Formative Evaluation Planned	\$0.00	Prorated	\$3,786.00	\$0.00	\$3,786.00
17	Formative Evaluation Conducted	\$0.00	Prorated	\$3,600.00	\$0.00	\$3,600.00
47	Formative Evaluation Conducted	\$0.00	Prorated	\$3,600.00	\$0.00	\$3,600.00
28	Edited for Content	\$0.00	Prorated	\$3,480.00	\$0.00	\$3,480.00
4	Rough Draft of Project Development P	\$0.00	Prorated	\$3,307.50	\$0.00	\$3,307.50
33	Formative Evaluation Conducted	\$0.00	Prorated	\$3,300.00	\$0.00	\$3,300.00
35	Final Draft of Deliverables	\$0.00	Prorated	\$3,276.00	\$0.00	\$3,276.00
23	Formative Evaluation Conducted	\$0.00	Prorated	\$2,880.00	\$0.00	\$2,880.00
15	Design graphics	\$0.00	Prorated	\$2,400.00	\$0.00	\$2,400.00
21	Design graphics	\$0.00	Prorated	\$2,400.00	\$0.00	\$2,400.00
8	Content and Task Analysis	\$0.00	Prorated	\$2,208.00	\$0.00	\$2,208.00
9	Objectives Determined	\$0.00	Prorated	\$2,208.00	\$0.00	\$2,208.00
53	Report reviewed	\$0.00	Prorated	\$2,200.00	\$0.00	\$2,200.00
3	Project Planning Meeting	\$0.00	Prorated	\$1,844.00	\$0.00	\$1,844.00
10	Assessment Items Determined	\$0.00	Prorated	\$1,744.00	\$0.00	\$1,744.00
7	Content Planning Meeting	\$0.00	Prorated	\$1,604.00	\$0.00	\$1,604.00
36	Project Materials Printed	\$0.00	Prorated	\$1,200.00	\$0.00	\$1,200.00
25	Awareness Materials Developed	\$0.00	Prorated	\$1,032.00	\$0.00	\$1,032.00
29	Edited for Grammar	\$0.00	Prorated	\$528.00	\$0.00	\$528.00
26	Awareness Materials Implemented	\$0.00	Prorated	\$516.00	\$0.00	\$516.00
49	Evaluation conducted	\$0.00	Prorated	\$460.00	\$0.00	\$460.00
5	Project Development Plan Reviewed by	\$0.00	Prorated	\$440.00	\$0.00	\$440.00
42	Select Instructor (PDS)	\$0.00	Prorated	\$284.00	\$0.00	\$284.00
41	Arrange presentation equipment	\$0.00	Prorated	\$268.00	\$0.00	\$268.00
40	Arrange workshop space	\$0.00	Prorated	\$90.00	\$0.00	\$90.00
39	Arrange training location	\$0.00	Prorated	\$62.00	\$0.00	\$62.00
1	Start project	\$0.00	Prorated	\$0.00	\$0.00	\$0.00
37	Final Preparation Completed	\$0.00	Prorated	\$0.00	\$0.00	\$0.00
44	Training Implemented	\$0.00	Prorated	\$0.00	\$0.00	\$0.00
45	Training Completed	\$0.00	Prorated	\$0.00	\$0.00	\$0.00
52	Report submitted	\$0.00	Prorated	\$0.00	\$0.00	\$0.00
		<u>\$0.00</u>		<u>\$118,888.60</u>	<u>\$0.00</u>	<u>\$118,888.60</u>

## Appendix D – Flow Chart (Please refer to Microsoft Project document sent via WebCt e-mail)