James Rinehart
April 1, 2010
Instructional Design

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Unit: Staff Development In-service Training

Rationale

Each year employees within the Ohio Department of
Rehabilitation and Corrections are required to complete 40
hours of in-service training. In the past, the home
institution provided all 40 hours of instruction for this
training to the employees. Through policy revisions, the
home institution is now only required to provide 25 hours of
training. This was started with the current fiscal year.
This meant that employees are required to find ways to make-
up the other 15 hours of training. The education
administration decided to provide its staff with 8 hours of
training through a staff development day.

Wanting the training to be most effective for staff
members, the education administration sent a survey to all
teachers for ideas/topics for discussion. We (the
administration) wanted to make sure that the needs of the
staff members were met. Maslow's Hierarchy of Needs (Human
Relations Contributors, pg.1) provided the focal point in
addressing the needs of the teachers. It was determined by

the administration that if we were able to meet the needs of the staff then the needs of the students would be met in the classroom. The administration believed this would provide for increased motivation by the teachers as well as the students in the classroom.

The surveys were collected and areas/topics of interests were compiled. These areas/topics were working with difficult students, students with disabilities, and motivation. The administration viewed these responses as all being linked together by the common factors of effective classroom management and increased performance of students. Motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized (Huitt, 2001). Motivation is the foundation to success not only in the classroom but also outside the classroom. There are a variety of specific actions that teachers can take to increase motivation on classroom tasks (Huitt, 2001).

Teachers must possess the skills and knowledge to effectively manage their classrooms. This would include the students within the class. Effective managerial skills will be needed to meet the needs and provide motivation to all types of students found in the classroom. This instructional design is intended to provide teachers and administration with tools that will increase productivity in

and outside the classroom for staff and students. The design will be an eight hour in-service training session for approximately 30 staff members.

Unit 1 Outcomes: Students with disabilities and difficult
                        students

- Teachers will become associated with the new IEP process from ODE and techniques to deal with difficult students (Blooms' Analysis)
- Teachers will discuss issues dealing with difficult students and ones with disabilities to plan management techniques (Bloom's Synthesis)
- Teachers will create support systems for classroom management techniques (Bloom's Synthesis)
- Teachers will evaluate current classroom management techniques on practices within classroom (Bloom's Evaluation)
- Teachers will be introduced to different forms of accommodations that can be used in the classroom for students with disabilities (Bloom' Analysis)

Pre Assessment

1. Rate the following areas

Areas of Classroom Management	Need help		Can do
Rules and Expectations	0 1 2	3 4 5	6 7 8
Goals	0 1 2	3 4 5	6 7 8
Positive Learning Environment	0 1 2	3 4 5	6 7 8
Classroom Environment Factors	0 1 2	3 4 5	6 7 8
Discipline	0 1 2	3 4 5	6 7 8
Consequences	0 1 2	3 4 5	6 7 8
Student Behaviors	0 1 2	3 4 5	6 7 8
Student Achievement	0 1 2	3 4 5	6 7 8
IEP Process	0 1 2	3 4 5	6 7 8
Accommodations	0 1 2	3 4 5	6 7 8

2. List areas of concern with discipline procedures:

• _____

• _____

• _____

• _____

3. Describe your current classroom discipline strategy.

_____

_____

_____

4. Rate your current discipline strategy.

Needs improvement   Adequate   Effective

5. Rate the effectiveness of your current discipline strategy.

Needs improvement   Adequate   Successful

6. Rate your understanding of the new IEP Process.

Needs Improvement   Adequate   Effective

7. Rate your understanding of providing accommodations for disable students.

Needs Improvement   Adequate   Effective

Lesson Plan: Session One
(2.0 Hours)

I.   **Concepts to be Learned**:

- Classroom Management tools with emphasis on disruptive and disabled students.

- IEP process and RTI information will be reviewed

II. **Objectives**:

- Teachers will be introduced to several classroom management techniques that can be used in the classroom to minimize disruptions.

- Teachers will have a better understanding of the IEP process and will be able to utilize resources for intervention techniques.

III. **Procedure**:

- An outside speaker will come and talk with the staff. Topics will cover managing disruptive students and the new IEP process.

- A question/answer period will follow the speaker's presentation.

- Teachers will be divided into groups. ABE/Literacy teachers in one group, Pre-GED and GED teachers in a group, and vocational teachers in the final group.

- Each group will be given several situations that cover disruptive students and students that have an IEP. The groups will be asked to develop strategies that will eliminate the situations with disruptive behavior and will then also develop accommodations for the student on the IEP.

- The different groups will then describe the strategies that they developed for their situations from their group.

- An open discussion will follow to discuss strategies that were developed by each group.

Evaluation:

The teachers will be asked to list things that they learned from the presentation and from the group activity that they can incorporate into their classroom.

Resources:

Huitt, W. (2007). Maslow's hierarchy of needs. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved 02/21/2010 from http://www.edpsycinteractive.org/topics/resys/maslow.html

Huitt, W. (2001). Motivation to Learn: An Overview. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved 02/21/2010 from http://www.edpsycinteractive.org/col/motivation/motivate.html

Human Relations Contributors. Retrieved 02/18/2010 from
http://www.accel-team.com/human_relations/hrel_02_Maslow.html

<u>Unit 2 Outcomes</u>: Team Building and Motivation

• Teachers will be introduced to various motivational techniques for their students (Bloom's Application)

• Teachers will be able to develop positive classroom environments that promote student motivation (Bloom's Synthesis)

• Teachers will be able to look at current motivation techniques used in classroom to see if they are adequate or need to be changed/updated (Bloom's Evaluation)

• Teachers will be able to relate current classroom practices with other teachers teaching the same level (Bloom's Evaluation)

• Teachers will be able to utilize various motivational techniques depending on current student's needs (Bloom's Synthesis)

• Teachers will develop team building techniques that will help with motivational techniques that can be used in the classroom. (Bloom's Synthesis)

Pre Assessment

1.   Rate the following statements

Motivational techniques are used   never   sometimes   always

Students are motivated to succeed   never   sometimes   always

I am willing to make changes   never   sometimes   always

I am willing to do new things   never   sometimes   always

I am aware of my student's needs   never   sometimes   always

I feel that I am part of a team   never   sometimes   always

I contribute to the team   never   sometimes   always

The team is important to me   never   sometimes   always

2.   List at least 3 motivational techniques that you currently use in your classroom

_____

_____

_____

3.   List 2 motivational techniques that you currently use in your personal life

_____

_____

4.   What contributions do I give to better the team (education department)

_____

_____

_____

Lesson Plan: Session 2

(1.5 hours)

I. **Concepts to be Learned**:

   - Motivational techniques and team building techniques
   that teachers can use in the classroom for students as
   well as for themselves to provide a positive learning
   environment.

   - Collaboration time between teachers from the
   designated groups from session 1. Staff members can
   see what works in similar classes that they may use in
   their classroom.

II. **Objectives**:

   - Teachers will be able to utilize motivational
   techniques to increase the performance of students in
   their classroom.

   - Teachers will be introduced to motivational
   techniques that they can use in their daily life.
   These techniques can be used to help the individual in
   any aspect of their life.

   - Teachers will develop team building techniques that
   will help with motivational techniques to use in the
   classroom

   - Teachers will realize the importance of other staff
   members in the educational department

III. **Procedure**:

- Teachers will stay in their groups from lesson 1
(approximately 8 members per group)

- Team building activities will be done

1st **Activity**   **Rope Knots Game** (20 minutes)

Objective: For each person to contribute to the
overall success of the group by doing his/her individual
part and by helping others when they need it.

Materials: one long rope per group

Description: Tie an overhand knot at 2 feet intervals
on the rope. Instruct group members to select a knot
on the rope and stand by it. Then tell them to grab
the rope on either side of the knot with one hand. Now
challenge the group to untie all the knots without
anyone letting go of the rope. Group members may only
use their free hand to untie the knots

Discussion Prompts:

-     When your side of the rope was untied, did you
help the others on your team in any way, or did you
just hang out? Why?

-     Are you ever on a team where two or more different
groups are working separate of each other?

-    Is this a positive thing for a team?

2nd Activity   Turning letters into Words Game (30 minutes)

Objective: For group members to work together to accomplish a goal.

Materials: 3x5 index cards
              Pens/markers
              Tablet paper

Description: Give each member of a group 5 index cards and a pen/marker. Instruct them to write 5 letters from the alphabet on the cards (one letter per card) and to not show the letters to the other members of the group. After this is done, have the groups put the cards into a pile. Challenge the teams to use their cards to make as many words as possible, using each card only once. [A variation that can also be used is once the letters are written on the cards, groups will exchange their letters with another group]

Discussion Prompts:

-    Did the letters you chose hurt or help the group?

-    Did the helpfulness of the letters you chose depend on the letters that others chose?

-    Do you sometimes do a lot of work for a group and then find out later it wasn't needed? How do you feel when this happens?

Group Activity: (40 minutes)

After these 2 activities are completed, teachers will be
allowed to meet with their groups to discuss the team
building activities and develop motivational techniques that
can be used in their classroom that were derived from these
activities. After the group discussion, the groups will
report to the other groups on their findings.

Resources:

Rope Knots Game found at

http://www.teambuildingportal.com/games/rope-knots-game

Turning Letters into Words Game found at

http://www.teambuildingportal.com/games/turning-letters-words

Evaluation: The teachers will be asked to list
things that they learned from the presentation and from the
group activity that they can incorporate into their
classroom.

Unit 3 Outcomes: Licensure Discussion and new IPDP
                       process

• Teachers will be introduced to the new Ohio Department of
  Education requirements for renewal/initial licensure
  applications (Bloom's Application)

- Teachers will be introduced to the new Individual Professional Development Plan (IPDP) as used by the education staff within the prison system (Bloom's Application)

- Teachers will be able to fill out licensure applications for renewal/initial licenses (Bloom's Synthesis)

- Teachers will know to chose course work and professional development to meet the standards set by ODE for license renewal (Bloom's Evaluation)

- Teachers will understand the fingerprinting process and how it relates to their individual teaching license/certificate (Bloom's Application)

Pre Assessment

1. I am familiar with new requirements for teaching licenses

    Not at all   Somewhat   Confident

2. I am familiar with the new fingerprinting process

    Not at all   Somewhat   Confident

3. I am familiar with the new IPDP process

    Not at all   Somewhat   Confident

4. I know the members of the IPDP committee for DRC teachers

Not at all   Somewhat   Confident

5. I know where to find the requirements for licensure
renewal/initial procedures on ODE's website

Not at all   Somewhat   Confident

6. I know when I need to renew my current teaching license

Not at all   Somewhat   Confident

Lesson Plan: Session 3

(1.5 hours)

I.   Concepts to be learned:

-       New ODE licensure practices
-       New IPDP process
-       Fingerprinting Process for license/certificates

II.   Objectives:

-       Teachers will be introduced to new teaching
application process set by ODE (Ohio Department of
Education)

-       Teachers will be introduced to the new
fingerprinting process as it relates to teaching
licenses/certificates

-       The teachers will be introduced to the new IPDP
(Individual Professional development Plan) for

licensure renewal within the prison system

-    Teachers will become familiar with members of the current IPDP committee (as this does change)

-    Teachers will become familiar with the standards set by ODE for license renewal and how this relates to the IPDP process

III. Procedure:

-    A representative from ODE will be present to discuss the changes that have taken place in licensure applications.

-    Teachers will be given the booklet <u>Organizing For High Quality Professional Development</u>: *For Educators and Local Professional Development Committees* provided by Ohio Department of Education (Resource)

-    A representative from the LPDP committee (from the prison system) will be present to discuss the new IPDP process for the teachers. This representative will also provide staff with the names of other members of this committee.

-    A question/answer period will be held after each representative has discuss their topic concerning the new licensure process.

-    Teachers will be given information on how to find answers to questions that they may have from the ODE website.

Post Assessment

1.   I found the topics today to be very relevant.

        Not at all   Somewhat   Strongly agree

2.   The speakers were well organized and informative.

        Not at all   Somewhat   Strongly agree

3.   I received information that I can use in my classroom.

        Not at all   Somewhat   Strongly agree

Please list the information that you can use in your classroom.

_____
_____
_____
_____

4.   I found the activities worthwhile as they related to the topics discussed.

        Not at all   Somewhat   Strongly agree

5.   I found this professional development day to be useful and informative.

        Not at all   Somewhat   Strongly agree

6.   The location of the meeting met my standards.

     Not at all   Somewhat   Strongly agree

Please list any changes that you would make.

_____

_____

_____

_____

7.   I would continue to want the administration to provide
     opportunities of staff development as we did today.

     Not at all   Somewhat   Strongly agree

8.   List any changes that you would make for future
     professional development days.

_____

_____

_____

_____

_____

9.   List any topics that you would like to have discussed
     at future professional development activities.

_____

_____

_____

_____

_____