Rationale for Case Study 5 C-map

For this project, a district initiative utilizing an existing, CD-ROM based, math assessment framework, *321 Countdown,* I focused on developing an actual product rather than mapping the process or problem and approached this map from the viewpoint of teacher needs. Educators are frequently asked to implement strategies, programs, and curriculums by district and school administration, often resulting in failure and the targeted initiative being abandoned. Such failure may stem from a lack of resources - teacher interest, professional development, time, or practicality - rather than an initiative itself. Therefore, an attempt was made to provide direct, useful, and quick access to professional development materials as well as well classroom and data management resources.

The map is a mockup of what a teacher might see when they enter the program and is designed to make the information as easily accessible and customizable as possible. While not all resources were created (due to a limited amount of information regarding *321 Countdown*) an attempt was made to provide exemplars for several resources. Based upon personal experience, teachers rarely have time to "explore" a program or curriculum and the vast majority of knowledge is accumulated as a teacher works to accomplish various tasks required. Therefore, creating options to access content, such as lesson plans ideas, templates, and possible classroom scenarios, independently and directly was important. The more useful the program, the more viable it becomes as a tool to help the teacher and a teacher can utilize the program to whatever extent he/she finds the program relevant to their situation.

In addition, the program needs to be accessible with or without Internet access and must work with the *321 Countdown* software. I also included options to communicate with district personnel and other colleagues through electronic formats or regular mail ("snail mail") as well as printouts of all reports and documents is also an option.

References

Hedberg, J.G. (2007). Don Garthon and Susan Harper: Professional development for K-6 teachers in remote areas. In Ertmer, P. & Quinn, J. (Eds.), *The ID casebook: Case studies in instructional design.* (pp 43-49). Upper Saddle River, NJ: Pearson.

Reiser, R. & Dempsey, J. (Eds.). (2012). *Trends and issues on instructional design and technology.* Boston, MA: Pearson.

The ARCS Model found @ http://www.arcsmodel.com/index.html