GETTING IT DONE YESTERDAY:

Rapid Development Process for Tight Timelines

Lesley Reilly (lesley.reilly@wgu.edu)
Twitter: @lesreilly
Samantha Coen (samantha.coen@wgu.edu)
GETTING TO KNOW YOU!

Join this Survey at kahoot.it
OUR DEVELOPMENT TEAMS

• Project Manager (PM)
• Curriculum Program Manager (CPM)
• Instructional Designer (ID)
• Subject Matter Experts (SMEs) Internal/External
• Assessment Developer (AD)
• Learning Resource Specialists/Vendors
• Editor
• QA/Alpha Testers
The Blitz Challenge Challenge

17 courses to develop to meet state accreditation needs
Blitz kick-off on April 21st
State-Specific Requirements

Missouri – Implemented by August 1, 2017

• **Literacy Courses**: All programs needed 3 literacy courses (Elementary and Secondary Disciplinary Literacy, Secondary Literacy Interventions)
  
  Impacted all Undergraduate, Masters of Arts in Teaching Programs, Post-Bacc, Masters of Arts in Mathematics and Science programs

Utah - Implemented by September 1, 2017

• **Math Programs**: 2 additional content courses and 3 math pedagogy courses that were new for all Utah institutions.
  
  Impacted 8 math programs

• **Science Programs**: 7 new science courses and 2 redeveloped courses.
  
  Impacted 14 science programs
Plan of Attack

• A new process needed to be followed...AGILE method that implemented the ADDIE process into blitz timeframes.
• Daily scrum meetings to:
  – determine blockers
  – identify to do lists
  – report on progress
  – keep to due dates.
• One week “sprints” increments with a deliverable at the end of each week.
• ...yes, we worked overtime.
ADDIE...
AGILE...
ADDIE...AGILE...How about BOTH!
Collaborative Tools to the Rescue

- Microsoft Teams
- Google Sheets
- Atlassian JIRA
- Atlassian Confluence
- Adobe Connect
- Google Docs
- Trello

Kahoot! Ready to join?
"Blitz Bible"

<table>
<thead>
<tr>
<th>ID</th>
<th>5/19</th>
<th>AD</th>
<th>Editing</th>
<th>QA</th>
<th>Notes</th>
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<td>ID</td>
<td>5/19</td>
<td>AD</td>
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- Request LRPS-Link
- Submit Publication Ticket (Salesforce) with CDD for PAMS-entry
- Draft Getting-Started-Paragraph
- SME Review of Getting-Started Paragraph
- Draft Knowledge Checks for content that covers Competency 1: Understanding Disciplinary Literacy
- Prepare feedback for weekly meeting with G4E

- Collect task drafts from SMEs
- Build rubries for tasks
- Review tasks and rubries with SMEs

5/19 Submitted JIRA request to Blair Harris, SME Recruiter, for Ruby Willey-Rendon, Krista Zartman, and Patricia Jacobs (internal SME/CM), and 1 Evaluator. (Start date: June 1, End date: June 20)

- Complete Launch Page Request Form
- Submit SF-ticket for Launch Page (CoS-B)
- Review Content/Draft Knowledge Checks for Competency 2
- Prepare feedback for weekly meeting with G4E

- Locate/create sample les plans and case studies as appropriate
- Make any necessary edit tasks based on reviews

- Collect task drafts from SMEs
- Build rubries for tasks
- Review tasks and rubries with SMEs

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Writing Competencies

- Highest level of achievement/action students must demonstrate at the end of a course.
- Are written broadly enough to be a complete activity that the candidate can demonstrate upon course completion.
- Encompass several areas of knowledge and skill.

Master Verb List

<table>
<thead>
<tr>
<th>Cognitive Level: 1</th>
<th>Understand 2.3: Classifying</th>
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</thead>
<tbody>
<tr>
<td>align</td>
<td>to change (something) so that it agrees with or matches something else(^a)</td>
</tr>
<tr>
<td>assign</td>
<td>to allocate or designate (something) for a specific purpose(^b)  Better: classify, categorize, associate</td>
</tr>
<tr>
<td>associate</td>
<td>to communicate how something is connected to something else(^c)</td>
</tr>
<tr>
<td>categorize</td>
<td>to put (someone or something) into a group of similar people or things or into a specified category(^d)</td>
</tr>
<tr>
<td>classify</td>
<td>to arrange things into groups based on similarities or properties(^e)</td>
</tr>
</tbody>
</table>
| distinguish       | to communicate or describe a difference between people or things  
  Note: If the intent is to identify differences between things/people, consider this might be a “compare.” Lower level than “distinguish” at 4.1. This is a single difference, other level is multiple differences and relationship. |
| identify          | associate (someone) closely with; regard (someone) as having strong links with\(^f\)  Better: associate |
| relate            | to show or make a connection between (two or more things)\(^g\) |

# Competency Workshops

Note: remember the focus of the "disciplinary literacy courses" (EL and secondary) is on reading in different disciplines - cross-curricular literacy.

<table>
<thead>
<tr>
<th>Topics</th>
<th>LR Reference</th>
<th>Knowledge:</th>
<th>Skills/Abilities</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>The items below are the general topics for the course. (Each competency will have 2-3 Topics)</td>
<td></td>
<td>Please add items indicating the related facts students must know upon successfully completing the course. Add/delete rows as needed.</td>
<td>Add items indicating what students must be able to do after successfully completing this course. Add/delete rows as needed.</td>
<td>Consider the culminating actions/activities that students should be able to demonstrate upon completing this course. Draft competencies below that reflect those actions/activities. Remember that competencies should include several areas of knowledge/skill. Competencies should include an action, object, and purpose. After drafting your competencies, make notes about what test items aligned with the competency should and should not cover.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Know Disciplinary Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand how to develop critical reading and writing goals</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Know the five design principles to improve instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does Disciplinary Literacy Have a Place in Elementary School?</td>
<td>Ch. 2: Common Core State Standards in Literacy Series: Engaging Students in Disciplinary Literacy, K-6: Reading, Writing, and Teaching Tools for the Classroom</td>
<td>• Importance of Disciplinary Literacy in Elementary Classrooms</td>
<td>Explain the importance of Disciplinary Literacy</td>
<td>The graduate distinguishes between the basic strategies used to facilitate comprehension in the elementary content areas and the specialized reading practices needed to comprehend text in a specific discipline. (3, 4.1 Differentiating)</td>
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<tr>
<td></td>
<td></td>
<td>• Know the four central problems of implementing disciplinary literacy in the elementary classroom.</td>
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## Learning Objectives

- Discrete knowledge or skills that support or build up to each competency

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<thead>
<tr>
<th>Competency:</th>
<th>Understanding Disciplinary Literacy</th>
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<td>The graduate distinguishes between the basic strategies used to facilitate comprehension in the content areas and the specialized reading practices needed to comprehend text in a specific discipline.</td>
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<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Objective</th>
<th>LR Alignment</th>
<th>Standards Alignment</th>
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<tr>
<td></td>
<td>What is Disciplinary Literacy</td>
<td>Differentiate disciplinary literacy from content-area literacy.</td>
<td>This is Disciplinary Literacy eBook (Ch.1)</td>
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<tr>
<td></td>
<td>Give examples of the specialized reading practices required for comprehension and critical analysis within disciplinary texts.</td>
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</tr>
<tr>
<td></td>
<td>Recognize the impact of technology and the Internet on the way we read, write, communicate, and think across the disciplines.</td>
<td>This is Disciplinary Literacy eBook (Ch.1) and Annenberg Module 1) Disciplinary Literacy. <a href="http://eds.a.ebscohost.com.wgu.idm.oclc.org/eds/pdfviewer/pdfviewer?vid=1&amp;sid=09b17df-063f-457b-a253-d0aca0e97169%40sessionmgr4008&amp;hid=4208">http://eds.a.ebscohost.com.wgu.idm.oclc.org/eds/pdfviewer/pdfviewer?vid=1&amp;sid=09b17df-063f-457b-a253-d0aca0e97169%40sessionmgr4008&amp;hid=4208</a> (Educational Leadership; Feb 2017, Vol. 74 Issue 5, p16-22, 5p)</td>
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<table>
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<th>Standards Alignment</th>
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<td>Disciplinary Literacy and Standards</td>
<td>Give examples of Common Core State Standards that reinforce the importance of disciplinary literacy</td>
<td>This is Disciplinary Literacy eBook (Ch.1) and Annenberg Module 2) Draper, R. J. (2015). Using the Common Core State Standards to support disciplinary literacies. Voices from the Middle, 22(3), 59-62. (PDF in our folder)</td>
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Google Docs

- Course Design Document (CDD)
- Chunking Document
- Course Planning Document
Course Design Document

Teaching in the Middle School

Course Overview
- Assessment Overview
- SME Information
- WGU Course Stakeholders
- Selected Learning Resources
- Release Notes

Course Design Worksheet
- Competency 2039.1.1
- Competency 2039.1.2
- Competency 2039.1.3

Appendix
- Course Completion Status
- Assessment Blueprint
- Task Model Document
- Learning Design Level Summary
- ID Notes
Module 2: Introduction the Systematic Design of Instruction

Page: Instructional Systems Design

Instructional systems design (ISD) is traditionally taught as a process—an orderly set of activities performed to develop an instructional program. Although there are many ISD models, they all possess far more similarities than differences. For example, all models follow a systematic approach to designing performance-based instruction and the collection of data from students to revise the instruction.

- Instructional Design Overview (Presentation)
  - A Quick Overview Of Four Instructional Design Models
  - Case Study: Instructional Design Domain

Page: The Systems Approach Model

Instructional design involves the analysis, design, and development of an instructional unit created to help solve a problem or need. Identifying a problem that instruction will help improve is the starting point for understanding the systematic processes for the design of instruction. Read chapter 1 in The Systematic Design of Instruction to learn about the Systems Approach Model.

Required Reading: Chapter 1 Introduction to Instructional Design
- P. 1-5 (from The Dick and Carey Systems Approach Model for Designing Instruction up to Components of the Systems Approach Model)
  - Knowledge Check: Elements of Instruction, Cognitivist vs Constructivist
- P. 6-10 (from Components of the SA model to Professors and Instructors)
  - Knowledge check: Sequencing of process
**Course Planning Document**

#### Unit 3: Module 6
- Module: Geometry
- Page: Area, Perimeter, Volume, and...
- Page: Coordinate Geometry
- Page: Lines and Angles
- Page: Triangles
- Page: Triangles Continued
- Page: Quadrilaterals
- Page: Polygons
- Page: Circles

#### Unit 3: Module 7
- Module: Discrete Math and Matrices
- Page: Matrices and Discrete Mathematics

#### Unit 3: Module 8
- Module: Probability and Statistics
- Page: SMEs developing content

#### Unit 4: Module 9
- Module: Number Theory
- Page: SMEs developing content

#### Unit 4: Module 10
- Module: Trigonometry
- Page: SMEs developing content

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**Page Overview**

**Page: Triangles**

**Learning Objectives:**
210.6.1.02: Clarify essential concepts related to geometry, probability and statistics, and discrete mathematics.
210.6.2.04: Integrate essential concepts related to geometry, probability and statistics, and discrete mathematics.

**Introductory Text:**
Triangles are 3 sided figures whose interior angles add up to 180°. On this page, you will review the information you need to know about triangles.

**Visual Anchor Image Info and Alt-Text:**

---

**Essential Readings/Resources**

**Introductory Text:** Triangle Facts
Development of the Course

[Logos of various educational technologies and platforms]
# Quality Assurance

## C965 - Teaching in the Middle School v1 Feedback History

Created by Joan Converse, last modified on Dec 27, 2017

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<td>□ Module 2: Deni Page 12/3/2017</td>
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## Quality Assurance

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<td>changed all references of &quot;course mentor&quot; to &quot;co</td>
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<td>In TC, we link out to this</td>
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RESULTS

Kickoff 4/17
• Launch dates
• 8/1 (Math and literacy) Total working time: 15 weeks-105 days
• 9/1 (Science) Total working time: 18 weeks-126 days

• 26 standard paths
• 17 new courses (5 math, 3 literacy, 9 science)
• 2 redeveloped courses in Foundations of Teaching series
SUCCESS

• Utah – Met State Licensure Requirements for all Mathematic and Science programs.
• Missouri- Met State Licensure Requirements for Literacy courses in all Initial Licensure Programs (BA, Masters, Post-Bacc), Educational Core Foundation courses, and Clinical Hour Requirements (Virtual Classroom Videos)
• Team building and strong relationships with cross functional teams that e trust and ownership
• Implemented full A.D.D.I.E process with Agile methodology while maintaining quality of courses and improve program development processes