Supports for Newcomers and Older English Learners with Limited Education

Analysis and Design Proposal

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The Problem

The Nebraska Department of Education (NDE) would like to provide support and resources to address concerns regarding older and newcomer English learners with limited education who are entering school districts throughout Nebraska. Currently, there are no or limited supports for school districts when dealing with newcomers and older English learners who have limited education. Teachers and district leaders across Nebraska have reached out to the Nebraska Department of Education (NDE) seeking support in working with these students in classrooms, however, NDE has yet to develop any training modules that would be of service in these scenarios. The desired goal would be to provide support for district leaders via an online instructional course that would facilitate resources and best practices when educating this population. These modules would address welcoming these students, their parents, and families, and provide scheduling and programming examples, as well as, guiding the instruction and best practices for working with these students in classrooms throughout Nebraska. The training courses will be asynchronous and will not initiate on a specific date nor end on a specific date, rather the initiation of use of the modules will be dependent on the user's timeline and need. Self-efficacy and motivation on the part of the user will need to be kept in mind when designing these modules.

Audience

The target audience would be teachers and district leaders across the state of Nebraska working with newcomers and older English learners with limited education. Additionally, a secondary audience would be newcomer and older English learner students and parents/families of these students in which modules would welcome these families and provide scheduling and

programming examples for these families. Lastly, an additional module may be created that would house resources from the federal government, CCSSO, and other states which would support both facilitators and newcomer and older English learner families. All audiences will need to practice self-efficacy and autonomy when completing the modules. Assistance will be made available via email or phone if the user requires technical assistance.

Training Strategy

In my role as the instructional designer, I plan to use the ADDIE model with an integration of Backward design in the Design phase of ADDIE. ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate which are the five phases of a systematic product development concept (Dempsey & Reiser, 2001). As mentioned, for the design phase I will be utilizing Backward design which is the process of deciding on objectives for the course first and then tracing backward to the authentic learning process. One chooses this method to ensure authentic practice takes place in the assessments, which is a focal point I am including in this instructional experience. Authentic Learning is a framework that provides authentic contexts that reflect real-world scenarios, which would be beneficial in this particular learning problem for newcomers and older English learning students with limited education (Dempsey & Reiser, 2001).

The associated learning theory that will be guiding the assessment development will be Constructivism. Constructivism is the theory that learning is acquired and constructed while learning takes place, which fits in nicely with our model. We are achieving authentic learning, which will require that we acknowledge that the learner has real-world experiences that will help construct the new knowledge they are about to take part in via these modules (Driscoll, 2005). Constructivism is a learner-centered theory in that the information is focused on the learner

participating in their construction of knowledge. Utilizing interactive experiences will enable us to properly utilize this aspect innate to constructivism. Lastly, we will be utilizing connect activities which assist in learners closing the gap between learning and their real-life situations. In this case, we will be focusing on authentic scenarios to facilitate a connection between the real-world situation of these learners and the training being utilized to effectively integrate these learners in a new district.

Instructional Technology to be used

At the request of the Nebraska Department of Education (NDE), Canvas by Instructure will be used to host the learning experience and training. All NDE training courses and modules are hosted via Canvas after being migrated from Moodle several years ago. Via the use of Canvas, we will be creating formative and summative assessments per module in the form of open-ended quizzes, true/false quizzes, and multiple-choice quizzes to knowledge check the user. We may look into the utilization of EdPuzzle which allows for interactive quizzing in the middle of video presentations. This method would allow for immediate knowledge checks in the manner of mini-formative assessments. We intend to utilize gamification in the assessment of learning as well. The details as to what software to be used and to what degree of use are still to be determined. One option is the use of Kahoot! which is a widely available tool to integrate gamification within quizzes and learning experiences.

The use of video with motion graphics and narration will also be a consideration for the bulk of the content to be learned. Mayer's twelve principles of media will be adhered to which will ensure the limitation of cognitive load and enhancement of knowledge retention. According to the twelve principles, when text, images, and narration are presented correctly, they will reduce visual and auditory load allowing for a greater retention of knowledge (Mayer, 2009).

Timeline

Phase	Date of Initiation	Date of Completion	Tasks
Analysis	2/17/25	3/2/25	▪ Determine instructional goal. ▪ Conduct instructional analysis of content to be taught ▪ Conduct a learner analysis of what they know already and learner characteristics
Design	3/3/25	3/16/25	▪ Choose course format ▪ Utilizing backward design – course objectives, assessments, and learning activities will be decided ▪ Create instructional strategy/method
Development	3/17/25	3/30/25	▪ Create a sample of learning materials ▪ Develop course materials ▪ Conduct Run-through
Implementation	3/31/25	4/13/25	▪ Train staff/instructor (if needed) ▪ Build Canvas modules

Evaluation	4/14/25	4/20/25	▪ Formative evaluation with authentic learners ▪ Summatively assess the instruction using satisfaction survey
Submission of Final Drafts		4/28/25	

Evaluation Plan for the Program

There will be a pre-test, post-test, and final satisfaction survey to evaluate the course's effectiveness. A pre-test will be conducted to gauge the district leader's overall level of knowledge when supporting newcomers and older English learners with limited education. Based on this analysis, resources, and training will be developed utilizing a backward design when developing assessments and desired outcomes. Once training has been implemented, a post-test will be conducted to analyze and identify learning gaps within the training support and resources. Once gaps have been mitigated, a final satisfaction survey will be conducted to remedy any further hindrances in the training modules, such as I.T. support.

Funding and Staffing Requirements

There will be no need for additional funding or staffing for this course.

References

Dempsey, J.V., & Reiser, R.A. (2018). *Trends and issues in instructional design and technology.*

    Pearson/Merrill Prentice Hall.

Driscoll, M.P. (2005). *Psychology of Learning for Instruction.* Pearson Education, Inc.

Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.