



PRINCIPLE ACADEMY C H A R T E R

A Polymath Managed School

Training Design Document

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Context/Problem Overview

Principle Academy Charter (PAC) is a K-6 public charter school educating 450 students and employing 80 staff members at one location in southern New Jersey. PAC is a regional school that attracts a student body that resides in multiple cities and townships within approximately a 20-mile radius. PAC faces a significant performance gap in effective communication and follow-through, which impacts staff satisfaction and overall organizational efficiency. The observed performance gap is evident in the feedback collected from the annual staff survey, which highlights issues such as last-minute communication about events, inadequate introductions of new staff members, and delayed fulfillment of promised incentives. This communication breakdown affects not only the day-to-day operations but also the morale and cohesion among the staff. As PAC serves a diverse student body from various cities and townships within a 20-mile radius, effective communication is crucial for maintaining a unified and well-informed teaching environment. Addressing this performance gap is essential to improve staff engagement, reduce burnout, and enhance the overall functioning of the school.

The impact of this communication gap on PAC is multifaceted and significant. Ineffective communication leads to confusion, frustration, and a sense of disconnect among staff members, which can contribute to higher turnover rates and decreased job satisfaction. With staff and students spending long hours at the school, including before and after regular school hours, clear and timely communication is crucial for smooth operations and supporting staff well-being. Additionally, not following through on commitments undermines trust and reliability, making staff even more dissatisfied. By addressing these communication challenges, PAC can foster a more supportive and collaborative environment, ultimately enhancing the quality of education provided to its 450 students and improving the overall effectiveness of the school.

Organization Analysis

Our team researched PAC by reviewing data and speaking with a member of the school's leadership team, as well as other staff members. The data reviewed included a recently administered staff survey in which staff were asked to provide responses to the Likert scale and open-ended questions soliciting suggestions for improvement. The School Climate Survey for School Staff examined various aspects of the school environment, including administrative support, instructional practices, and overall school culture. This survey was distributed using Google Forms, where all responses remained anonymous. Employees could either choose their response as an item from the Likert scale (Strongly Disagree - Strongly Agree) or fill in the textbox with written comments, depending on whether the question was open-ended. 64 employees responded to the survey.

Mission: PAC students will show mastery of a standards-driven, global, college preparatory curriculum, delivered through proven, research-based instruction. Students will develop positive values and social behaviors through a nurturing school climate.

The leadership team consists of several members of administration and several members of management. This team coordinates all aspects of daily school operations and long-term strategy. To help the school achieve its mission, PAC leadership is focused on supporting and retaining its instructional staff.

Training is identified as a priority by leadership, with each staff member setting individual goals and creating an annual professional development plan as part of the performance review process. Staff participate in at least five days of professional development leading up to the start of each school year, along with additional training that is scheduled throughout the year. Each staff member is provided with a laptop and given access to the Google for Education suite

of products. PAC's annual training budget includes up to \$250 per person in materials and supplies and up to \$4,000 per day for on-site training from external vendors.

Target Audience/Person Analysis

The training program at Principle Academy Charter (PAC) is designed for school administrators, who play a crucial role in addressing the existing gaps in communication and follow-through. This program will cater to a diverse group of administrators, varying from those who have recently joined PAC to those who have been part of the institution for a long duration. There are currently 8 administrators employed with PAC. Their varied experience affects their communication methods and adherence to protocols, highlighting the need for a customized training approach that respects these different backgrounds and perspectives.

Feedback from annual staff surveys shows that while the administrators generally meet overall performance standards, there are distinct areas where they fall short, particularly in communication and fulfilling commitments. This feedback doesn't suggest a deficiency in overall capability but highlights specific areas requiring improvement that are essential for their roles, like strategic communication and executing commitments—key for boosting staff morale and operational effectiveness. These administrators are comfortable with using technological tools, especially the Google for Education suite, which is integral to their daily tasks. This comfort with technology is beneficial as it allows the training to integrate digital tools, enhancing participation and the practical application of new skills.

Despite having an adequate base level of knowledge, there's a noticeable deficiency in skills directly associated with the issues being addressed. This situation underscores the need for focused training efforts. The administrators' readiness to participate in such training is apparent through their active engagement in setting personal goals and planning their professional

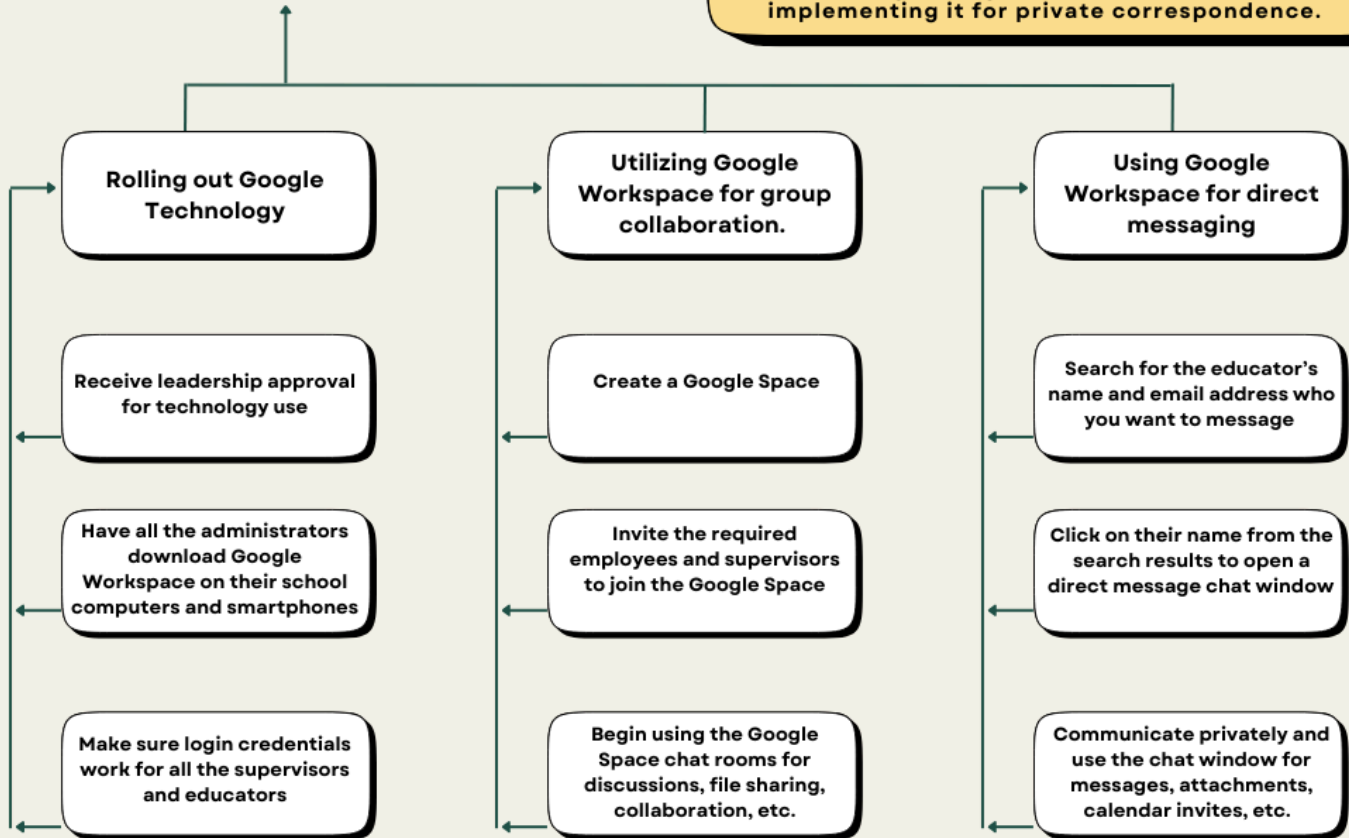
development, showing their willingness to adopt measures that could improve their performance. This understanding is crucial in developing a training program that not only targets the identified gaps but also builds on the administrators' existing strengths. Such a strategy ensures the relevance and efficacy of the training, aiming to improve communication and accountability, which are vital for enhancing the operational effectiveness of the school.

Task Analysis

To effectively address the communication and follow-through gaps at Principle Academy Charter (PAC), a comprehensive task analysis and skill hierarchy have been developed, focusing on the proficient use of Google Workspace Suite and Google Chat App by school administrators. This structured analysis aims to identify and sequence the essential skills administrators need to enhance their communication methods. The training program is designed to build upon administrators' existing familiarity with digital tools, facilitating the integration of advanced features and collaborative capabilities of Google Workspace. By the end of this training, administrators will be equipped to leverage Google Chat for both group collaboration and private communication, fostering a more cohesive and responsive school environment. The skill hierarchy ensures that each step in the learning process builds on the previous one, promoting the systematic and thorough development of communication competencies essential for improving operational efficiency and staff satisfaction at PAC.

Skill Hierarchy: Google Workspace for Administrators

Learning Objective: By the end of this training, school administrators should be able to implement more effective communication methods by rolling out Google Workspace Suite/Google Chat App, utilizing it for group collaboration, and implementing it for private correspondence.



Program Design

Introduction

Based on our findings in the training needs assessment, we recommend a virtual asynchronous e-learning approach for Principle Academy Charter (PAC). The goal is to administer this training during the summer while classes are out of session to avoid any disruption to instruction. Administrators will be required to complete this training by the beginning of August, ensuring educators have the opportunity to participate in the training during their planning week before classes start. To celebrate the completion of the training and gather valuable feedback, a catered luncheon will be sponsored for administrators upon completion of the program, where they can discuss the training and ask questions in person.

Prior to Training

In preparation for the training, it is important to set clear expectations and create a supportive environment to ensure participant engagement and readiness. The following steps should be taken:

Communication of Training Details:

- Inform administrators via email about the training program, its objectives, and the completion deadline by early August.
- Highlight the importance of completing the training before the staff roll-out and the start of the new school year.
- Emphasize the benefits of the training for improving communication and follow-through.
- Send a digital invitation that includes:
 - The approximate length of time needed to complete the training
 - Basic information about the training
 - Instructions on how to download Chat from Google Workspace
 - A request for participants to email in advance of the training with any questions

Technical Preparations:

- Ensure all participants have access to the necessary technology, including a laptop and access to PAC's Google Workspace for Education suite of products.
- Provide instructions on how to access the e-learning platform and navigate the training modules.

Pre-Training Activities:

- Distribute pre-training surveys to gather baseline data on administrators' current communication practices and expectations.
- Encourage participants to set personal goals for the training program, aligning them with the overall objectives.

Learning Objectives

Upon completion of the training, participants will be able to:

- Understand the impact of effective communication on school operations and staff morale.
- Develop strategic communication skills to ensure timely and clear messaging.
- Master advanced features of Google Workspace, including Google Chat, for better collaboration and efficiency.
- Develop and implement strategies to ensure follow-through on commitments and apply techniques for prioritizing tasks and managing time effectively.

Outline/Agenda

Module Component	Topic and Activities
<p>Introduction</p> <p>5 minutes</p>	<p>Welcome Participants</p> <ul style="list-style-type: none"> · Introduce participants to the new Google system · List the learning objectives · Give an outline of the module components and activities
<p>Section 1: Communication</p> <p>5-7 minutes</p>	<p>Explain to participants the importance of communication</p> <ul style="list-style-type: none"> · Give examples of the benefits of communication · Give examples of the negative workplace effects of inefficient communication

<p>Section Activity</p> <p>5 minutes</p>	<p>A digital True or False quiz testing the participants' knowledge of the section material</p>
<p>Section 2: Google Workspace</p> <p>5-7 minutes</p>	<p>Introduce Google Workspace to the participants</p> <ul style="list-style-type: none"> · Outline the different tools available in Google Workspace · Explain how Google Workspace can improve communication in the workplace · Give examples of workplaces where Google Workspace improved communication
<p>Section Activity</p> <p>5 minutes</p>	<p>Multiple choice activity where participants need to answer questions pertaining to Google Workspace and its benefits</p>
<p>Section 3: Google Chat</p> <p>10-15 minutes</p>	<p>Introduce participants to Google Chat and delve deeper into its qualities and functionalities</p> <ul style="list-style-type: none"> · Show participants a Camtasia tutorial on how to use Google Chat · Provide a step-by-step tutorial that is interactive and detailed
<p>Section Activity</p> <p>10-15 minutes</p>	<p>Conduct an interactive activity that will involve scenarios and have participants use interactive clicks and drag-and-drops to test their Google Chat proficiency</p>

<p>Section 4: Conclusion</p> <p>10-15 minutes</p>	<p>Explain how the participants will use Google Workspace in their workplace</p> <ul style="list-style-type: none"> · Go over exactly how Google Workspace will be used · Explain how this will help elevate workplace functionality and communication · Explain what is expected of participants after this training
<p>Final Quiz</p> <p>10 minutes</p>	<p>Provide participants with a digital final quiz consisting of different question types and interactivities that test their gained knowledge and their ability to apply their newly acquired skills</p>
<p>Feedback Form</p> <p>5 minutes</p>	<p>After successful completion of the quiz, email participants a digital certificate of completion and direct them to a feedback form which will serve as the Level One evaluation of the training program</p>

After Training

This training will be completed by August 12th, allowing administrators the opportunity to practice using Google Chat as a communication tool for two weeks after training but prior to the start of professional development for the instructional staff on August 26th.

Additional Recommendations

In addition to the training program, we recommend the following to ensure the pilot program is successful:

- A “how to” guide with information from this digital training should be made available in the school’s Google Drive for easy reference subsequent to the training.

- Email and print communications should continue to be utilized while staff are becoming accustomed to using Google Chat and attaining proficiency.
- The schoolwide use of Google Chat as an internal communications method should be promoted through the school's internal newsletter and digital graphics in the lobby/foyer.
- Google Chat training for the instructional staff should be completed on August 26th. This will allow administrators and instructional staff members ample time to gain proficiency using Google Chat before the school year begins for students.

Evaluation Strategy

The Kirkpatrick 4-Level Model was selected as the evaluation framework for our training intervention at Principle Academy Charter (PAC) due to its comprehensive and systematic approach to assessing training effectiveness. This model not only evaluates immediate reactions and knowledge acquisition but also examines changes in behavior and the overall impact on organizational performance. Given PAC's goal of addressing communication and follow-through gaps among administrators, the Kirkpatrick Model provides a robust structure to measure the training's success at multiple levels. This aligns seamlessly with our program design, which emphasizes both the initial uptake of skills and their long-term application in improving school operations and staff satisfaction. By utilizing the Kirkpatrick Model, we can ensure a thorough evaluation process that captures the nuances of training outcomes, facilitating continuous improvement and demonstrating tangible benefits to the organization.

Level 1: Reaction

Level 1 of the Kirkpatrick Model, which evaluates participants' immediate reactions to the training, will be implemented through a detailed post-training survey administered to all administrators upon the completion of the training program. This survey will include both quantitative and qualitative questions designed to gauge the participants' engagement, satisfaction, and perceived relevance of the training content. Questions will use a Likert scale to measure levels of satisfaction with various aspects of the training, such as the clarity of instruction, the usefulness of the materials, and the overall training environment. Additionally, open-ended questions will provide participants the opportunity to offer more detailed feedback on what they found most valuable and any suggestions for improvement. By collecting this immediate feedback, we can identify strengths and areas for enhancement, ensuring the training is well-received and relevant to the administrators' needs. The results will be analyzed to make any necessary adjustments to the training content or delivery methods, thereby improving future iterations of the program and enhancing overall participant satisfaction.

Level 2: Learning

Level 2 of the Kirkpatrick hierarchy deals with evaluating whether the required skills and knowledge were properly transmitted to the learner through the training initiative. By using an eLearning format, the L&D team was able to embed Level Two evaluation tools throughout the entire program. The activities, quizzes, and exams given to the learners after each of the different modules act as waypoints that inform the program designers whether or not the learners are adequately gaining the needed technology knowledge and skills. The final quiz given at the end of the module acts as the traditional Level Two indicator, providing learners with a score that will assess their knowledge of Google communications technology. If the scores are fairly low, this would indicate to the team that the learners are not absorbing the content efficiently. If the scores are fairly high, this shows that the learners did indeed learn what they were supposed to learn and have a solid foundational framework that will carry them into Level Three of the Kirkpatrick hierarchy.

Level 3: Behavior

Level 3 of the Kirkpatrick hierarchy essentially seeks to reveal whether the learners are applying what they learned from the training initiative in their actual roles. This step is paramount because if the learners aren't actively utilizing the knowledge and skills, much of the transmitted content will likely fade from their memory. In this step of the hierarchy, the L&D team needs to take an active role in assessing the utilization of skills and knowledge. First and foremost, one of the most important actions is observation. As the new communications system is rolled out, we will request that a member of the L&D team be added to each group chat so they can observe whether the administrators are utilizing the chat features as described in the training program. Additionally, we will have quick biweekly Qualtrics surveys for teachers, which will ask questions to assess whether the administrators are utilizing Google technology to communicate with them properly. We will also schedule monthly meetings with the administrators to check in, answer any questions they may have, and interview them about their use of the communications technology. Furthermore, we will have a helpline available in case the administrators have any questions or concerns. At the end of a six-month period, we will compile the qualitative data from the surveys and administrator interviews to see if there is an upward trend in the use of Google communications technology.

Level 4: Results

Level 4 of the Kirkpatrick Model aims to evaluate the impact of training on organization metrics. After an analysis of the concerns and areas of improvement that had been reported in the annual staff survey, PAC leadership agreed that it was essential to improve stakeholder satisfaction with school administrator follow-through and communication. Throughout the six

months following the training program, the L&D team will collect a plethora of qualitative data to gauge the implementation of the skills taught through the training program. Additionally, once this six month period ends, our team recommends a final survey series which will gauge whether the program has a positive return on expectations. This survey series will mirror the questions and data collected from staff and administrators during the needs analysis portion of this training initiative.

To measure the effectiveness of the training, we recommend collection of the following data:

- Staff communication response time data
- Staff satisfaction data
- Parent/guardian survey response data

The first measure – communication response time data – will show the speed with which Google Chat messages during a workday are answered relative to the speed with which email messages had been answered during a workday prior to the training.

The second and third measures – staff and parent/guardian survey response data – will collect post-training responses that can be compared to responses that were provided prior to the training. The staff satisfaction survey questions and parent/guardian survey responses will include Likert scale responses. The staff satisfaction survey questions will also include open-ended responses.

- Likert scale staff responses to the following statements:
 - School administrators and staff communicate with each other effectively
 - School administrators communicate effectively with others from diverse backgrounds
 - Parents are aware of what is expected of their child at this school
- Open-ended staff responses to the following statements:
 - I would like to see our school improve in these areas
 - Please provide at least one suggestion on how to improve our school
- Likert scale parent/guardian responses to the following statements:
 - School administrators communicate openly and honestly with parents/guardians.
 - Teachers and professional staff regularly communicate with the parent/guardian of the student.
 - School administrators communicate attendance policies and procedures effectively.

By comparing these responses to the prior survey responses, we can determine if the training and implementation of the Google Chat communication platform *has* effectively addressed the communication and follow-through gaps that had been identified.

Following the collection of the survey data, the L&D team will compile all the necessary qualitative information into a comprehensive report. This report will include the interviews and observations collected in the level three evaluation stage, and also an organized comparison of the survey results mentioned above. If this data indeed reveals that administrators utilized the communications technology frequently and that this led to a visible increase in staff satisfaction, then we can conclude that the training initiative led to a positive return on expectations.