

Part 1: E-Learning Module Proposal

Lydia Hernandez

UTRGV

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Introduction

Small-group instruction allows teachers to provide targeted support based on student needs. On my campus, teachers have access to student data from exit tickets, assessments, and daily student work. However, there are inconsistencies in how teachers use this information to create groups, determine what to teach, decide whether students need reteaching or additional practice, and adjust groups as students make progress. Some teachers have avoided small-group instruction altogether because they are unsure of how to effectively plan and implement it.

Our campus is preparing to implement Texas Math Catalyst, increasing the need for teachers to be confident and efficient with small-group instruction. As we implement new curricula, teachers will need to use student data to quickly identify student needs, form groups, and plan targeted instruction without small-group planning becoming an additional burden.

To address this challenge, I will develop a web-based course focused on effective small-group instruction. The course will guide teachers through using student data to create purposeful groups, determine what students need, plan targeted instruction, and monitor progress. The online format will allow teachers to complete the training at their own pace and revisit the content as needed.

Instructional Goal and Objectives

Instructional Goal

A teacher successfully completing this e-learning course will be able to use student data and evidence of learning to plan, deliver, monitor, and adjust small-group instruction based on student needs.

Sub-Goal 1: Using Data to Create Purposeful Groups

Teachers will use student performance data to identify common learning needs in students and create purposeful small groups.

After completing this lesson, teachers will be able to:

- Objective 1.1: Identify specific areas of student need using student performance data.
- Objective 1.2: Identify students who share a common instructional need.
- Objective 1.3: Create purposeful small groups based on identified student needs.

Sub-Goal 2: Determining What Students Need

Teachers will use evidence of student understanding to determine what students need during small-group instruction.

After completing this lesson, teachers will be able to:

- Objective 2.1: Determine whether students need reteaching or additional practice based on evidence of student understanding.
- Objective 2.2: Identify the specific skill, concept, or misconception that needs to be addressed.
- Objective 2.3: Determine the appropriate next instructional step based on the identified student need.

Sub-Goal 3: Planning and Delivering Small-Group Instruction

Teachers will plan and deliver targeted small-group instruction based on an identified student need.

After completing this lesson, teachers will be able to:

- Objective 3.1: Develop a clear instructional objective for a small-group lesson based on an identified student need.
- Objective 3.2: Select an appropriate strategy, task, or resource aligned to the instructional objective.
- Objective 3.3: Plan a small-group lesson that includes targeted instruction, student practice, and a check for understanding.

Sub-Goal 4: Monitoring Progress and Adjusting Groups

Teachers will use evidence collected during and after small-group instruction to determine student progress and adjust groups.

After completing this lesson, teachers will be able to:

- Objective 4.1: Evaluate student responses to determine progress toward the small-group instructional objective.
- Objective 4.2: Determine whether students need continued support, additional practice, or are ready to exit the group.
- Objective 4.3: Regroup students based on evidence of student progress.

Intended Audience

The intended audience for this e-learning course is elementary teachers who provide small-group instruction as part of their daily instruction. Teachers on my campus range from those beginning their second year of teaching to TIA-designated Master Teachers in their seventh year of teaching. Because of this range in experience and expertise, teachers have different levels of confidence and experience with planning and delivering small-group instruction. The course will provide a consistent process that can support newer teachers while still providing experienced teachers with opportunities to strengthen their small-group practices.

Teachers also have varying levels of experience using student data to determine instructional next steps. The course will use realistic student data and examples so teachers can practice making small-group decisions that can be applied in their classrooms. Because teachers have limited professional development and planning time, the course will be divided into focused modules that can be completed at their own pace and revisited as needed.

Learning Environment and Context

This web-based course will be developed in Canvas and can be accessed at school or at home using a device with Internet access. Teachers will complete the four modules independently and at their own pace. Each module will follow a consistent structure and include clear directions, multimedia, examples, practice opportunities, and assessments. The asynchronous format will support teachers with different levels of experience. It will also allow them to complete the training around their schedule.

Summary

This e-learning course will provide elementary teachers with an efficient process for creating and delivering small-group instruction. Teachers will learn how to use student data to create purposeful groups, determine what students need, plan targeted instruction, and monitor progress. The course can be used for professional development or as an ongoing resource teachers can revisit when planning small-group instruction.

Declaration of AI Use in the Writing Process

This project was developed with support from AI tools. ChatGPT was used to refine grammar, punctuation, sentence structure, and flow, but did not contribute to the writing, analysis, or interpretation of the material.