

JOT2 Task 1: Learner Analysis

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### **Instructional Setting and Content Area**

The learners are 17 public school teachers in the United States. Due to the distance this training will be completed virtually. The teachers all expressed interest on my initial Teacher survey in participating in the training. They have a wide range of teaching experience; ranging from 2 years to 30 years. There is also a wide range of grade levels/subjects taught; ranging from 2<sup>nd</sup> grade to 11<sup>th</sup> grade and all of the core subjects (math, science, social studies, English) as well as technical education and special education. Although they are all teaching virtually; the setup varies school to school and region to region.

The teachers will be working on improving their own virtually classroom community. The focus will be on taking what they learn and applying or adapting it to the needs of their specific students and parents.

### **Instructional Problem**

When teaching virtually, teachers are struggling with how to create a classroom community. They are aware that creating a successful community takes many steps and involves multiple stakeholders. They know their classroom community is not as developed as previous in person communities but lack the training on how to create it in a virtual setting.

### **Instructional Goal Statement**

Teachers will be able to build a more developed classroom community for the virtual setting. They will be provided with the tools, strategies and resources they need to strengthen their teacher-student, student-student, and teacher-parent interactions.

### **Requisite Entry-Level Knowledge and Skills**

In order to focus on the instructional goal of building a more developed classroom community, teachers should have some basic knowledge and practice with their school's video conferencing system; such as zoom, google meets, or Microsoft teams. Additionally, teachers should have knowledge of their schools learning management systems; such as Canvas or Schoology.

### **Prior Knowledge and Skills**

Teachers have previously learned about classroom community or have experience creating an in-person classroom community. These skills will help them as they transition to the virtual setting because they know what level of engagement they would like to see from their students and parents. Some of the teachers also have some experience teaching virtual during the Spring of 2020 when most schools switched from in person learning to virtual. The set up was different in the spring but did help provide those teachers with some experience in the virtual setting.

### **Learner Group Unique Characteristics**

My learner group is composed of teachers who are teaching in a virtual setting for the start of the 2020-2021 school year. Although they are very similar in the sense that they are teaching virtually there are some differences to be aware of. Culturally they bring different experiences with them because they live in different regions of the United States, they teach different grade levels/subjects, they have taught for varying lengths of time and they bring their own personal background to their individual classrooms. From my needs assessment, I have learned that these teachers are highly motivated to be successful at this task. I know this because they took the time, out of their already busy start to the school year, to complete my survey and

wrote extensively about their experiences and hopes for virtual teaching. They know that their virtual community needs to improve and want to do whatever it takes to make it successful. That being said, there are a mix of attitudes towards virtual teaching in general. Some of the teachers have expressed that they are less comfortable with their systems and their ability to reach students in the virtual setting. Since all of my learners are classroom teachers, I will need to design my instruction to work around their teaching schedule.

### **Accommodating Unique Characteristics**

To ensure all of my learners gain from this experience I need to ensure that I am addressing the different cultural needs of my teachers. I will need to share with them material and training that can be applied across grade levels and subject. Although they are motivated I need to remember to respect the value of their time, by presenting material that will help them reach their goal. To address the concern of time, I will need to give clear instructions and directions throughout so they do not get frustrated.

### **Performance Context**

The teacher will begin to immediately apply what they learn to their own virtual classroom. They can start trying individual ideas to build up their community and continue to add more as they experience success. From their own success, they can then share their new knowledge and skills with their fellow coworkers to help them improve their community as well.