The instructional goals I have developed for my work in this course are as follows:

1. Teachers at Overton Public School will demonstrate whiteboarding, graphic organizers, Web browsing, and file annotation while teaching a lesson of their choosing with the SMART Board interactive touch panel.
2. Teachers at Overton Public School will use the Lumio software platform to embed resources and create lesson content to use for anticipatory sets/bell-ringers, checks for understanding/assessment, enrichment, and closure in a lesson of their choosing.
3. Teachers at Overton Public School will provide opportunities for students to participate interactively with lesson content through touch-based activities individually or in small groups using the SMART Board interactive touch panel during a lesson of their choosing.
4. Teachers at Overton Public School will use the Lumio software platform to provide opportunities for students to participate interactively with lesson content from their own device during a lesson of their choosing.
5. Teachers at Overton Public School will use the Lumio software platform and the SMART Board interactive touch panel to ensure that all students successfully connect their device to the Lumio software platform, manage the flow of learning activities, and moderate content during a lesson of their choosing.
6. Teachers at Overton Public School will access the Help and Tips resources on the SMART Board interactive touch panel and the SMART website, and the lesson repository on the Lumio software platform when they are in need of support or lesson ideas.

The process of identifying and developing the instructional goals of my chosen learning program was more challenging than I had initially expected it to be. Given that the first goal I drafted was, “Teachers will more seamlessly embed technology into their instruction using the SMART Board,” I appreciated Dick and Carey’s process of clarifying “fuzzy” instructional goals. Using their process to identify the core behaviors I wanted to see from my teacher-learners, I was able to discern six separate goals ranging from simple device operation and how to seek support to content creation and lesson flow in the classroom. After analyzing each of these behaviors through the lens of the performance context, I was able to word each goal in a way that each statement described the learners, their context, what they would be able to do in their context, and the tools that would be available to them to perform the expected behavior.

Prior to selecting these instructional goals, some informal front-end analysis needed to be conducted to ensure that my assumptions were correct about the needs of my learners and that

those needs could be addressed through instruction. Portions of this analysis actually began almost one year ago, when determing whether to purchase these boards at all, and how to address teacher training.

In the past two months, my school has taken delivery of thirteen SMART Board interactive touch panels for use in the classroom. These were meant to replace older models of SMART Boards in each classroom. A problem that I identified early on in the purchasing process (March 2021) was that teachers were not using most of the features of the old SMART Boards that they already had. Teachers thought that their Boards were dysfunctional, that the touch capabilities did not work or were inaccurate, and that the markers did not work. However, most of these boards did work – the problem was that teachers were not adequately trained how to use the features of the SMART Board and so they did not bother with it. This was borne out by financial and IT data that indicated the district had spent thousands of dollars over the preceding ten years on digital software licensing to accompany the SMART Boards, but it had not even been activated by current teachers. In some cases, the required software was not even installed on the teachers' computers.

The most cost-effective solution to this problem may have been to delay the purchase of new SMART Boards until teachers had been trained to use what they already had. However, it was discovered that some boards were incompatible with newer computers, teachers and substitutes were wasting valuable class time struggling to match video inputs with stereo audio inputs, and projectors were failing. To mitigate some of these issues, it was decided to use federal stimulus funding to purchase thirteen new SMART Board interactive touch panels (enough to fill about one third of the classrooms). This time, however, the purchase was contingent on providing adequate training and support for teachers to ensure that they can take full advantage of the opportunities a new SMART board would provide them.

A brief job analysis using the district's Teacher Competency Manual reveals that teachers are expected to: "promote active student engagement in learning, development, and achievement," "engage students by using varied activities, assignments, groupings, structure, and pacing," and "use existing and emerging technologies as needed to support and promote student learning." If teachers were instructed how to use and teach with the new SMART Board, and if afterwards they could successfully exhibit the behaviors outlined in the instructional goals, it would be clear that this instructional program has met a need for the organization.