Professional Pathways: ESL Module 1

SME Project Plan

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Presented To

THEORETICAL NGO™

Presented By

JULIANNA DONAHER

This document will outline the SME hiring needs, onboarding plan, and evaluation strategy needed to execute the design plan and course implementation.

Project Brief

Summary
Theoretical NGO™ will fund the creation and implementation of English lessons for students already enrolled in their Professional Pathways program. As part of this initiative, TNGO's Tanzanian chapter already has a robust curriculum for Web Development. This module will kick off an initiative to maximize remote employment opportunities for these students by expanding their English language skills.

This first module will feature 20 hours of in-person coursework to be delivered in 2-hour increments each week to a pilot cohort of ten students.

Additional Details and Fast Facts
Stakeholder: Theoretical NGO™ supports on-the-ground skill-building opportunities for young adults in developing countries. It has considerable endowments from global donations and has recently built an education center in Dodoma, Tanzania for initiatives like this one. The site also features employee housing.

Audience: Students enrolled in the Professional Pathways program have attended coding lessons for 15 hours a week for the past 3 months. Each lesson is taught in Swahili, and most students do not have English Language literacy sufficient to emerge into the remote development market. Students are 18-30 years old. At present, all students are male.

Objective: Given 10 weeks of 2-hour English lessons, students will demonstrate beginner proficiency in conversational English.

Duration of Development: We estimate that 20 hours of content can be built in approximately 3.5 months. Hiring will begin immediately with a search for our instructional SMEs (detailed below). Hiring will coincide with the Analysis phase, and within one month, Development can begin with Implementation slated for January of 2023.

Hiring Needs:
Given the eventual creation of many subsequent modules in TNGO's English Language programming, our goal is to hire team members qualified for and interested in additional

Full-time project work. If need be, however, these positions can be filled by a candidate without long-term availability. The following roles are needed to achieve the project brief.

Table 1

Title	High-level Responsibilities	Full-time Remote?
(1x) Technical SME (Full-time)	Experienced ESL Educator, some web development knowledge would be a bonus	If Needed
(1x) Functional SME (Part-time)	Graphic design work and Articulate Storyline support to supplement in-class activities, exercises, and homework as assigned.	Yes
(1x) Instructional SME (Part-time)	Lead Facilitator of the course, native English speaker, primarily focused on implementation, but with input into milestone design prototypes.	No
(1x) Hybrid SME (Full-time)	Assistant Facilitator and culture consultant. Native Swahili, fluent English	No

Given TNGO's already a considerable network of ESL educators, we are open to remote applicants in the TSME role. Given the online and part-time nature of the FSME's work, this role may also be remote. All other roles (including that of the ID) will meet in person in the Dodoma facility for the majority of Development.

To acquire as many applicants as possible, we will follow the People team at TNGO and post the job descriptions for the following roles on the recommended platforms.

ESL Educator (Full-time, Remote)
Graphic Designer (Part-time, Remote)
ESL Instructor (Full-time, Dodoma, Tanzania)
Cultural Consultant and Assistant Instructor (Full-Time, Dodoma, Tanzania)

Each Interview Process will consist of three phases:
1) 10 minutes Zoom screening with a representative from TNGO's people team.
2) 30 minutes Interview with the ID.
3) Submission of a Trial Project
4) Group interview, or stakeholder & ID interview.

All roles (excluding the FSME) will require a third and final group interview with the candidates that have already been brought on board, a Stakeholder/Program Leader from TNGO, and the ID. The goal of this interview is to ensure cohesion, though the hiring decision ultimately lands with the ID.

The applicants will submit the following materials:

Table 2

Title	Stage of Application	Deliverable
ESL Educator (Full-time, Remote)	Application	Resume
	Application	Cover Letter: *What draws you to develop an ESL curriculum for underserved populations?*
	Following First Interview with ID	Trial Project: *Submit a 1 hr Lesson Plan with all needed materials on the past tense.*
Graphic Designer (Part-time, Remote)	Application	Resume
	Application	Portfolio (ideally containing educational materials)
ESL Instructor (Full-time, Dodoma, Tanzania)	Application	Resume
	Application	Cover Letter: *What draws you to teach English to underserved populations?*
	Following First Interview with ID	Trial Project: *Submit a 1 hr Lesson Plan with all needed materials on the past tense.* OR (if possible) *Teach a 15-minute trial ESL lesson on-site at the Dodoma facility/send a recording of you teaching a lesson in your*

		current facility.
	Following Final Group Interview	Two professional references from 1) a former manager and 2) a community leader or former student
Cultural Consultant and Educator (Full-Time, Dodoma, Tanzania)	Application	Resume
	Application	Cover Letter: *What characteristics make the Tanzania people special to you?*
	Following Final Group Interview	Two professional references from 1) a former manager and 2) a community leader or former student

To evaluate the candidates in each position, the ID will utilize the rubrics below. The TNGO stakeholder should also utilize this rubric following the final interview.

(Each role should have its own rubric with the candidates initial's in the name category. We've condensed the tool for reference in this document.

Table 3
Content-Based Criteria

Name	Relevance of Experience	Depth of Experience	Timeliness of Experience	Location of Experience	Teaching Experience	Swahili Proficiency	Web Dev knowledge	Total
TSME						N/A		
FSME					N/A	N/A		
ISME								
HSME						N/A		

Note: Adapted from *SMEs from the Ground Up* by C. Hodell, 2013, p. 21. Copyright ASTD Press.

All Candidates will be measured in each category on a scale of 0-3. 0 will indicate no evidence of the qualification, 1 minimum evidence, 2 average, and 3 indicating a highly qualified candidate. (Hodell, 2013)

- Relevance: Has the candidate performed similar duties to those dictated in the job description? (Has the TSME designed curriculum? Has the FSME built educational material? Have they designed for an audience with lower technical literacy? Has the ISME taught beginner English to a similar demographic? Has the HSME ever acted as a cultural consultant or translator?)
- Depth of Experience: Generally, does the candidate exhibit more than a surface-level understanding of their content area? Can they not only point to past experiences, but dictate what went well about them, and how they have grown their practice based on those experiences? This category will be especially important when assessing the HSME's understanding of Tanzanian culture and it's influence on curriculum and classroom expectations.
- Timeliness of Experience: Has the candidate performed the duties above recently enough to be abreast of current technologies? Will the TSME, ISME, and HSME be reasonably able to connect with today's students? (If a gap in this kind of work has lasted more than 3 years, given the changes the pandemic has created, it may be beneficial to explore this qualification more specifically in the interview process — ie, *how has the pandemic changed the way you teach?*)
Location of Experience: Has the candidate taught for or in a developing country such as Tanzania? (Does not pertain to the FSME)
- Teaching Experience: Plain and simple, how extensive is the candidate's resume when it comes to teaching experience?

*Proficiency in Swahili will only factor into the ISME role. It is considered a bonus if they are able to communicate in Swahili. Native Fluency is a requirement for the HSME role. Candidates will not be considered without it.

*Note: Knowledge of Coding and General Web Development are not needed for this module, but given the interest in maintaining the same team for future modules that *will* incorporate that content—it is considered a bonus.

Table 5

General-Skills Criteria

Name	Communication Ability	Writing Ability	Socialbility	Interest in future projects	Mission Aligned	Total
TSME						
FSME						
ISME						
HSME						

Note: Adapted from *SMEs from the Ground Up* by C. Hodell, 2013, p. 23. Copyright ASTD Press.

This rubric will follow the same 0-3 scale as table 4 above.

- Communication Ability: Does the candidate have the necessary English skills needed to collaborate with the team? How clearly are other candidates able to express their expertise in an accessible manner? Are they able to exercise brevity in some areas of conversation? Do they prioritize topics or expand on every detail at length?
- Writing Ability: Based on the cover letter (and trial project where applicable), can we reasonably ask this candidate to produce student-facing written content? Or will that content contain typos and misrepresent the expertise of the module creators?
- Sociability: Does the candidate show capacity for collaborative work? Are they a team player who can point to instances of problem-solving in the past? Are they comfortable working as a team member, and not as a manager? The personal and professional references should also point to these qualifications.

Note* Sociability is also very important in the ISME role, as the main differentiating factor between the TSME and ISME is how magnetic and captivating an educator the ISME is in-person. While it is key that the TSME indicate extensive experience, their teaching charisma is not as critical. On the contrary, the ISME might be less experience but exhibit considerable sociability.

SME Onboarding:
When the full team is hired, the following onboarding schedule will begin.

*Important Note: On-the-ground team members will attend the training in person,

however, if the TSME and even the FSME indicate interest in future projects, and have compatible travel arrangements (as determined by TNGO's People team)—the People team will finance travel and stay for the full onboarding week. Otherwise, the two will attend remotely.

Table 6
Onboarding Schedule

Sunday	- Pick Up at Dodoma Airport and Transportation to TNGO's Employee Housing - Team Dinner at a local restaurant, or employee housing
Monday	- First Day of training begins in the team's designated work room on site. - ID runs through the Welcome Document (distributed one week earlier)—1hr (**outlined below**) - TNGO's People Representative presents HR relevant information ranging from contacts in the event of a conflict, and Payroll Login information. - Lunch - ID runs ID Bootcamp outlining the ADDIE process and key strategies in curriculum design. Team members are left with a short reading guide summarizing the ADDIE process —3 hrs.
Tuesday	- Team attends a breakfast with the 10 students already in the TNGO Professional Pathways program. - ISME leads 15-minute English lesson with students. Team observes. - Team returns to work room. HSME remains and distributes written placement tests. ISME calls students out of the room 1 by 1 to administer the oral portion of the

	• placement test. • Full team attends lunch • Lesson Debrief: The team reflects on what they observed in this morning's lessons. How will it affect their design? • Technology onboarding: The full team receives any hardware needed to continue remote work. The ID leads the team through onboarding of the tools needed and ensures their log-in. • The ID briefly covers the naming conventions and version control protocol for ensuring consistency of documents. • Team Dinner (Blue Sky Brainstorming session is introduced, the team is encouraged to start thinking that night)
Wednesday	• Blue Sky Brainstorming Session: The full team shares ideas of features and tools they would apply to the 20 hrs of content if they had unlimited time and resources. All ideas are documented on a marker board, and on a FIGMA board to be shared remotely. • The ID leads the team through the developing objectives, assessments, and module outlines issued by the TNGO stakeholder and the ID. The day consists of workshopping that list and incorporating new ideas where possible. • Lunch. • The FSME leads a show and tell of design ideas and possible tools to implement, • A small remaining portion of the day consists of brainstorming and reflection on those tools.

Thursday	• The team spends the day honing the high-level syllabus and outline of the course. This is a dense, highly collaborative day with time increments and goals set by the ID. (First 5 modules outlined by 12 pm, etc) • Deliverable: High-level outline of the full course. • Team leaves, ID begins work assignments for each individual team member
Friday	• ID leads a presentation on work assignments to solidly carry the team through the first month, and a rough outline of what follows is also included. • Team begins individual work blocks with the chance to collaborate in person with those set to depart over the weekend. • ID meets in-person for the first round of weekly one-on-ones. These sessions are longer (max 45 mins) to allow for more significant big-picture reflections and concerns. • Final Team dinner before departures begins tomorrow, and the in-person team begins their normal schedule.

Welcome Document Outline: A comprehensive document will be presented one week before onboarding, and walked through on day one. The document will also be in a Google Doc with clickable links and features. It will contain some of the following elements, with more to be added as needed:

- Roles and Responsibilities for each team member
- Face Sheet with brief bios for each team member
- Project Brief and Fast Facts

- Background information: TNGO's mission and the Professional Pathways Web Development programming summary.
- Audience Analysis: Any information collected by the ID during the analysis of the 10 students slated for the program.
- Dodoma Does and Don'ts (provided by TNGO)
- Contact list (names and numbers on the team, as well as the HR contact information provided by TNGO, and the IT representative for troubleshooting)
- Technology Fast Facts: Tool Descriptions and Shared login info as needed
- Evaluation rubric: Summarizing the goal and rubric used in each monthly performance review.
- Safety Valve procedure: Link to an anonymous Google form for team members to share any frustrations anonymously with the ID. (Reminder that TNGO's People representative is also available)
- High-level schedule: containing important deadlines and meeting cadence.

Meeting Candence following Onboarding: The team will meet once a week on Mondays. Each team member will also meet weekly for a 1:1 with the ID (this number can reduce if applicable). Monthly, one of those 1:1s will be used for a performance evaluation using the rubric below.

Performance Evaluation

The ID will use the following process to identify and address issues in performance within the SME team. It is the goal of TNGO to maintain as many SMEs from this first English Learning module into implementation and design for later installments. These rubrics will help determine if a change needs to be made at the end of the 3.5-month process.

Each rubric will be completed prior to the monthly Performance Review.

As with hiring, we will use the following rubrics adapted from *SMEs from the Ground Up*. (Hodell, 2013, pp. 83-86).

Table 7
Performance Evaluation Rubric

Name	Reads & Reviews	Comments	Supplies	Deadlines	Returns Messages/ Calls	Attends Meetings	Total
[Initials]							

Each category will once again receive a score of 0-3. 0, in this case, will indicate no preparedness, 1 minimum preparedness, 2 average, and 3 superior.

- Reads & Reviews: The team member is up-to-date with the most current versions of the project and does not need additional time in meetings to cover what has been established. They are able to meaningfully contribute, based on this understanding.
- Comments: Signs off on documents and initials, indicating that they have read the materials by the deadline required.
- Supplies: Presents required deliverables by the date requested.
- Deadlines: Arrives at less tangible deliverables, such as decisions and ideas in the timeline needed to move the project forward and not create blockers for additional team members.
- Returns Messages/Calls: During working hours, the team member responds to inquiries and requests in a reasonable time period (minutes, not hours).
- Attends Meetings: Present, and on-camera during all hands and other touch bases as needed.

The above table will be presented to team members in the welcome packet, and at performance reviews. The next table will only be used internally to assess when intervention is needed.

Intangibles are similar to the Sociability bucket outlined during hiring. They will help us assess if a team member is added or detracting from a productive, collaborative atmosphere.

Table 8
Intangible Performance Evaluation Rubric

Name	Leadership	Team Player	Cooperative	Supportive	Volunteers	Focused	Total
[Initials]							

Intangibles are similar to the Sociability bucket outlined during hiring. They will help us assess if a team member is added or detracting from a productive, collaborative atmosphere.

In both of the above rubrics, the total number out of 18 will help us determine, what, if any, follow-up is needed.

Score of 18-15: Merits a gentle inquiry at check-in. Scores in this range should prompt curiosity from the ID—*how are you feeling about your role with the team? Do you have any concerns?*

Score of 15-10: Specifically targeted conversation with the ID during a performance review: "I've noticed X behavior, and I'd like to discuss how we can address it"

Scores of 10-0: At the first 1:1, this score follows the same procedure as above–a specific conversation with the ID, alerting the team member of the issue. At the second check-in, the ID will confer with the TNGO people representative and assess if an improvement plan is necessary, and what it might entail. If the third check-in (towards the end of the project) does not see improvement the ID will need to take steps to ensure that the product is complete, and a note will be made that the team member will not be continuing into the next module build.   If the ISME or HSME enter the third round of scores from 10-0, and interview process may begin to replace their roles during implementation.

Conclusion

The SMEs selected for this program will play a crucial role in supporting the mission of TNGO in Tanzania. It is crucial to the success of the project that these team members are fully supported and set up to succeed. With the above plan, we hope to ensure that success, as well as identify any obstacles that might stand in its way. Please don't hesitate to reach out with any questions, comments, or concerns!

Thank you,
Julianna Donaher
Instruction Designer
Theoretical NGO™