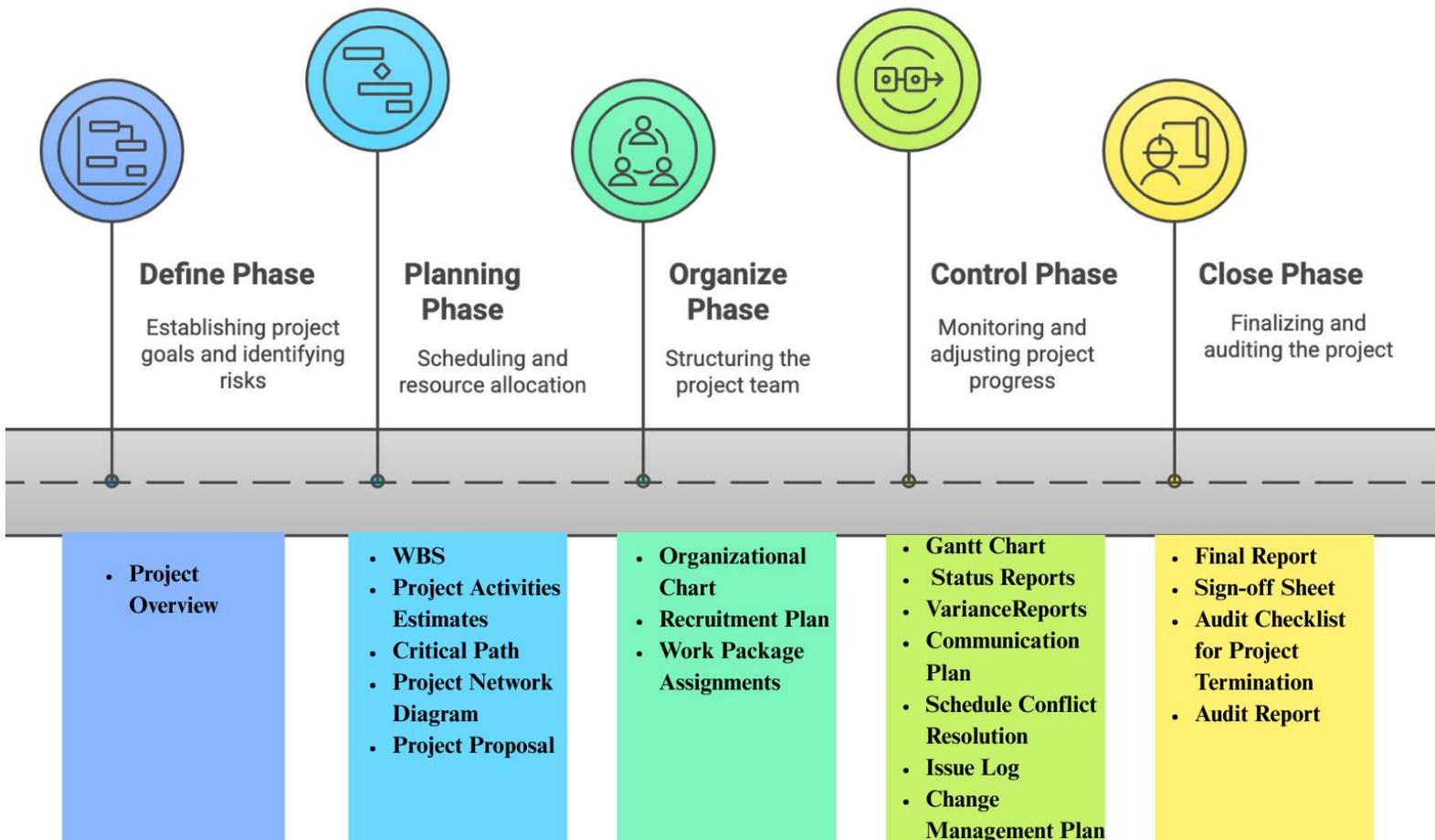


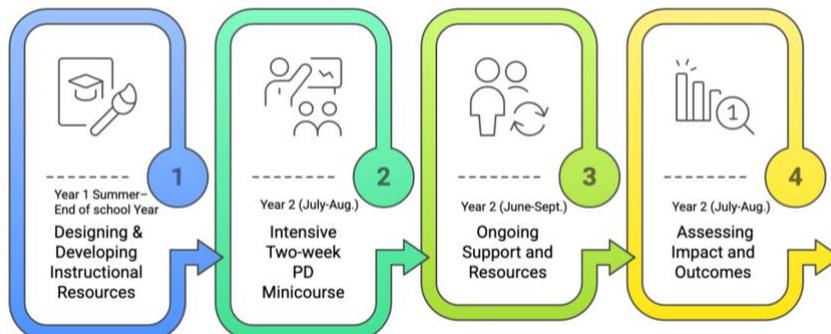


PROJECT MANAGEMENT PLAN 2025

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Project Management Process





EXECUTIVE SUMMARY: The purpose of this project is to develop a Project Management Plan (PMP) to guide the design, development, implementation, and evaluation of a K-12 Professional Development (PD) program for middle school teachers. Initiated by the middle school administrator (client), this program aims to enhance teachers' ability to integrate and effectively use educational technologies in their classrooms, ultimately improving student learning outcomes. Currently, teachers face challenges in integrating technology into daily teaching, operating new tools, and modifying lesson plans and assessments using technology. The project is structured over a two-year cycle. The first year focuses on designing and developing instructional resources, while the second year is dedicated to implementing and evaluating the PD sessions. To guide the project's execution, this report integrates the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to structure the Professional Development (PD) program's design and delivery. This will be combined with five project management phases: DEFINE, PLAN, ORGANIZE, CONTROL, and CLOSE. These phases will ensure a structured approach to project initiation, planning, execution, monitoring, and closure. The report will be presented to the client in separate sections for clarity, with each portion providing a brief explanation and visual representations to assist in comprehending the full project management plan (PMP). At the conclusion of the report, a complete binder will be provided to the client, containing the full, detailed version of the PMP for further review and implementation.

DEFINE: Establish project goals, objectives, stakeholders, resources, assumptions, and risks to set a clear foundation.

PLAN: Outline critical tasks, create work breakdown structures, estimated activity times and sequencing, and a brief summary project of the project proposal.

ORGANIZE: Assign roles, define work packages, lay out overall personnel requirements including work packages and an organization chart showing reporting relationships.

CONTROL: Implement monitoring strategies, communication plans, risk mitigation, and status tracking tools to keep the project on track.

CLOSE: Conduct project debriefing, deliver final outputs, evaluate outcomes, and provide recommendations for future improvements.

The PD program includes media-rich presentations, instructional videos, lesson plan templates, collaborative activities, technology guides, and evaluation rubrics. Two-week intensive minicourse, at different times, will be offered through summer intensives and two monthly PD sessions (on Friday the second and fourth week of each month), with ongoing technical support provided throughout the process.

This PMP ensures the PD initiative is executed efficiently and effectively within the plan.

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DEFINE PHASE

During the define stage, a project charter is used to thoroughly outline the scope, problem, goals, objectives, resources, assumptions, and risks. It also establishes general timelines, end products, and identifies stakeholders. The project's limits are clearly specified within this stage.

Problem/Opportunity

Middle school teachers currently struggle to effectively integrate the variety of educational technologies into their classroom practices, operate new technologies, and modify lessons using these resources. This gap in knowledge and skills impedes their ability to create meaningful learning experiences for students and to effectively support student learning. Once the school has approved an instructional professional development (PD) plan, a structured project management plan (PMP) is required to ensure the design, development, implementation, and evaluation of this instructional solution occur successfully over the next two years.

Project Goals

- To successfully design, develop and implement a professional development (PD) program that enables teachers to effectively integrate, operate, and modify lessons using educational technologies, ensuring they can support student learning;
- To provide teachers with the necessary training, resources, and support to improve classroom technology integration and student engagement;
- To evaluate the effectiveness of the PD program and provide data-driven recommendations for continuous improvement in future iterations. This program will be completed by September 2027.

Project Objectives

Year 1: Design & Development

Objective: Prepare instructional content, resources, and logistics for PD implementation. Plan and Organize Activities—Define team roles, finalize the schedule, and conduct stakeholder meetings. Milestone: Schedule finalized.

1. Plan and Organize Activities – Define team roles, finalize the schedule, and conduct stakeholder meetings. The deliverable is project timeline. Milestone: Schedule finalized.
2. Design PD Sessions—Develop training in three areas:
 - a. Technology integration in teaching.
 - b. Operating educational tools (interactive boards, tablets, software).
 - c. Modifying lessons and assessments with technology. The deliverable is PD curriculum framework. Milestone: Curriculum approved.
3. Develop Instructional Materials—Create presentations, videos, handbooks, and rubrics. The deliverable is a full set of PD materials. Milestone: Materials finalized.
4. Set Up Technology—Install and test interactive whiteboards, tablets, and software in classrooms. The deliverable is a fully equipped training environment. Milestone: Technology setup completed.

Year 2: Implementation & Evaluation

Objective: Deliver training, provide support, and assess impact.

5. Conduct Summer PD Sessions—Implement four two-week hands-on training sessions. The deliverable is session reports, attendance records. Milestone: 90% of teachers complete at least one session.

6. Implement Monthly PD Sessions—Conduct two sessions per month for continuous learning. The deliverable is teacher progress tracking. Milestone: 75% of teachers consistently use technology.
7. Provide Ongoing Support—Offer coaching, help desks, and classroom observations. The deliverable is support logs, observation reports. Milestone: Increased teacher proficiency.
8. Evaluate Effectiveness—Use surveys, focus groups, and assessments to measure outcomes. The deliverable is the final evaluation report. Milestone: 85% of teachers report improved confidence in technology use.

Success Criteria

To measure quality outcomes includes:

- Training completion rate—At least 90% of teachers complete the PD sessions;
- Skill improvement—Teachers demonstrate measurable improvement in technology integration skills;
- Classroom adoption—At least 75% of teachers integrate new technology-based instructional methods;
- Satisfaction scores—Achieve an average satisfaction rating of 4.5/5 from teachers on training effectiveness;
- Sustainability—Establish a framework for continued PD beyond the two-year cycle.

Assumptions

- Teachers will actively participate in the PD program.
- Adequate funding and administrative support will remain available.
- The project will adhere to the planned timeline without major delays.
- Access to necessary technology and facilities will be maintained.
- School district leadership will continue to support technology integration efforts.

Risks

- Time constraints – Teachers may have scheduling conflicts due to competing priorities, standardized testing and other academic responsibilities.
- Engagement variability – Teachers may have different levels of experience and willingness to integrate technology, requiring differentiated instruction.
- Technical challenges – Unforeseen issues with software, hardware, or internet connectivity may arise.
- Weather disruptions – Potential power outages or transportation issues (January–March) could affect training sessions.
- Staff turnover – Changes in key personnel (administrators, trainers, or teachers) could disrupt project continuity.
- Unforeseen costs, budget shortfalls or policy changes may delay the project, requiring flexible strategies to manage these challenges effectively

Scope of the Project

- **Purpose:** PD program for middle school teachers (grades 6-8) to improve technology integration.
- **Components:** Instructional materials, resources, and logistical support.
- **Structure:** Intensive summer mini-courses followed by two monthly school-year sessions.
- **Participants:** All subject-area teachers.
- **Focus:** Enhancing skills in operating and incorporating existing technologies into lessons.

- **Technology Use:** Utilizes current school technologies; not involve the purchase of new technologies, highly specialized technologies, or infrastructure upgrades.
- **Support:** Ongoing support from technical staff and integration specialists.
- **Evaluation:** Program effectiveness evaluated through teacher feedback and assessments during the second summer.

PLAN PHASE

Project Management Resources

Human Resources: Instructional Designers, Program Evaluation Specialist, Technology Specialists, Videographers & Graphic Artists, Educational Project Manager, Educational Technology/Programmers, Superintendent, Principal, Librarians, Teachers, Middle school Technology Coordinator/ Specialist, Technical Support Staff, District Curriculum Specialists.

The following other resources are available for this project:

- Access to online resources for supporting instruction (e.g., school / district sites and resources)
- Access to digital cameras, video equipment, etc.
- Full access to academic facilities (e.g., classrooms, study areas, meeting rooms, labs, etc.)
- Printing & multimedia resources for instructional materials,
- Data analysis resources to analyze evaluative data
- Educational technology tools (interactive whiteboards, software, tablets, etc.)
- Funding for substitute teachers, summer training compensation, and development costs

Work Breakdown Structures

Our team carefully analyzed the key characteristics and requirements of the K-12 Professional Development Project to develop this initial Work Breakdown Structure (WBS). The primary focus was to ensure a clear and logical organization of tasks that align with the project’s goals, eight key project objectives, and deliverables. Below is a brief visual representation of the WBS. The WBS ensures clear organization, accountability, and efficient execution by breaking down complex tasks into smaller, measurable, manageable, integrable and independent activities and sub-activities. Key considerations include:

Task Clarity: Each deliverable is clearly defined and assigned.

Efficient Sequencing: Tasks are structured for smooth workflow and timely completion.

Cost & Time Management: Activities include estimated timelines and cost-effective execution.

Collaboration & Feedback: Stakeholder engagement ensures continuous improvement.

1-Status/completion measurable; 2-Clear start/end date event; 3-Time/cost easily estimated; 4- Manageable/measurable/integratable/independent

Activity No.	Activity Description	Characteristics			
		1	2	3	4
1	Plan and Organize Project Management Activities	Y	Y	Y	Y
1.1 (A)	Conduct team orientation and define team roles, and set up communication protocols (EPM)	Y	Y	Y	Y
1.2 (B)	Conduct stakeholder meetings, review the completed needs analysis, identify resources and provide project updates (EPM,P)	Y	Y	Y	Y
1.3 (C)	Develop a project schedule with key milestones for PD session planning and implementation. (EPM)	Y	Y	Y	Y

2	Design Professional Development (PD) Sessions	Y	Y	Y	Y
2.1 (D)	Define learning outcomes and content (DCS)	Y	Y	Y	Y
2.2 (E)	Design training structure for technology integration in teaching (ID)	Y	Y	Y	Y
2.3 (F)	Design training for operating educational tools (interactive whiteboards, software, tablets) (ID)	Y	Y	Y	Y
2.4 (G)	Design training for modifying lesson plans and assessments using technology (ID)	Y	Y	Y	Y
2.5 (H)	Design assessment methods and rubrics (ID)	Y	Y	Y	Y
3	Develop Instructional Materials and Resources	Y	Y	Y	Y
3.1 (I)	Create training materials (presentations, instructional videos, handbooks, lesson templates, rubrics) (ID,VG,GA)	Y	Y	Y	Y
3.2 (J)	Pilot materials with selected teachers and students, and refine them based on feedback. (ID)	Y	Y	Y	Y
3.3 (K)	Develop a technical support plan to assist trainers before and during training (MSTC)	Y	Y	Y	Y
3.4 (L)	First program status review (EPM,S)	Y	Y	Y	Y
4	Install and Test Technology for Classrooms & Training Rooms	Y	Y	Y	Y
4.1 (M)	Install interactive whiteboards, computers, and tablets in classrooms to ensure they work (ETP,MSTC)	Y	Y	Y	Y
4.2 (N)	Equip PD training rooms with necessary technology (ETP,MSTC)	Y	Y	Y	Y
4.3 (O)	Test all installed technology for functionality and usability (ETP,MSTC)	Y	Y	Y	Y
4.4 (P)	Second program status review (EPM,S)	Y	Y	Y	Y
5	Conduct Intensive Summer PD Training	Y	Y	Y	Y
5.1(Q)	Deliver PD sessions with hands-on classroom application (P,T)	Y	Y	Y	Y
5.2 (R)	Gather real-time teacher feedback to refine training content (T)	Y	Y	Y	Y
5.3 (S)	Third program status review (EPM,S)	Y	Y	Y	Y
6	Implement Monthly PD Sessions	Y	Y	Y	Y
6.1 (T)	Conduct the first PD session on the second Friday of each month to support continued learning and reinforcement. (T)	Y	Y	Y	Y
6.2 (U)	Conduct the second PD session on the fourth Friday of each month for continued learning and reinforcement (T)	Y	Y	Y	Y
6.3 (V)	Facilitate collaborative workshops, skill-building activities, and best practice sharing (T,MSL,HSESL)	Y	Y	Y	Y
6.4 (W)	Organize substitute teachers to enable full participation (P,MSL)	Y	Y	Y	Y
7	Provide Ongoing Technology Support and Collect Evaluation Data	Y	Y	Y	Y
7.1 (X)	Set up technical support systems, coaching, and peer mentoring programs.(ETP,MSTC)	Y	Y	Y	Y
7.2 (Y)	Conduct classroom observations to assess technology adoption and collect evaluation data (PES)	Y	Y	Y	Y
8	Evaluate PD Program Effectiveness	Y	Y	Y	Y
8.1 (Z)	Conduct a comprehensive evaluation of the PD program based on teacher feedback and performance assessments (PES)	Y	Y	Y	Y
8.2 (AA)	Compile results and analyze the effectiveness of the program, identifying areas for improvement (DCS)	Y	Y	Y	Y
8.3 (AB)	Finalize program adjustments based on evaluation and prepare final reporting (PES)	Y	Y	Y	Y
8.4 (AC)	Submit final program evaluation report and make recommendations for future PD initiatives (PES)	Y	Y	Y	Y

Personnel with Abbreviations:

- **Instructional Designers (ID)**—design/develop instructional materials, learning assessment
- **Program Evaluation Specialists (PES)**—design, develop, implement, analyze evaluations
- **Videographers (VG)**—create scripts, shoot video, edit video
- **Graphic Artists (GA)**—create graphic images, advise on graphic design and visuals

- **Educational Technology/Programmers (ETP)**—web and technology-based site and resources, testing and troubleshooting
- **Educational Project Manager (EPM)**—specialist in managing educational/ID projects
- **Superintendent (S)**—sponsor, very limited time, only for occasional ½ hr key review meetings/sign off
- **Principal (P)**— limited time, subject matter expertise: teacher schedules, teacher evaluations, technology use expectations
- **Teachers/Trainers (T)** (noted successful tech users in each grade)—(full time summer, ¼ time academic year) subject matter expertise: their curriculum, school tech uses, student learning at their level, variety of pedagogy, grade subject matter.
- **Middle School Librarian (MSL)**—resources, media specialist, professional development planning/coordination
- **High School and Elementary School Librarians (HESL)**—advisory, school resources, media specialist, professional development planning
- **Middle School Technology Coordinator (MSTC)**—(1/4 time to this project) school technology resources, vendor contacts, operation of technology (e.g. computer, ipads, software, assistive technologies)
- **District Curriculum Specialists (DCS)**—(1/5 time to this project) limited time, subject matter expertise on curriculum and testing across the district

Project Activities Estimates

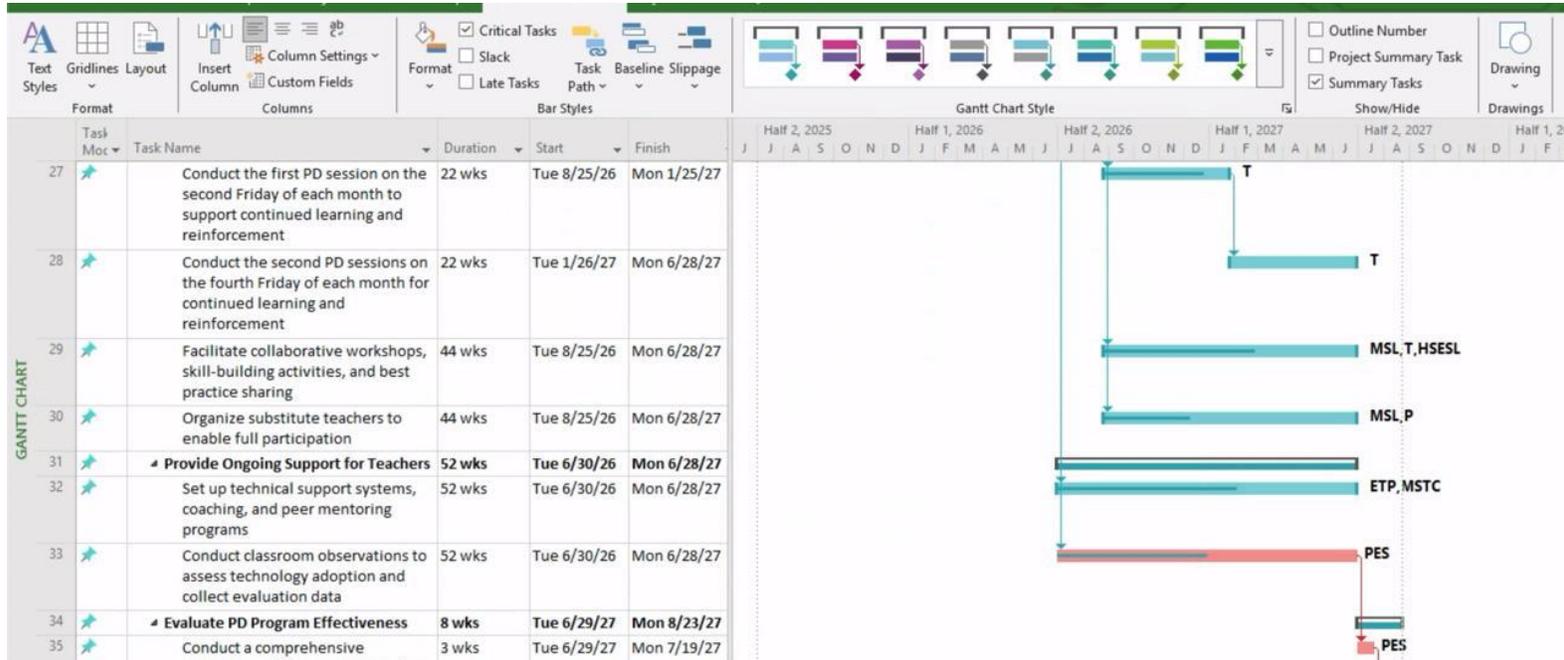
Our team developed the Estimated Activity Times and Sequencing table to provide a clear and structured timeline for the K-12 Professional Development Project. The tasks and their corresponding numbers in this table align with the Work Breakdown Structure (WBS), ensuring consistency across all project planning documents. Time is measured in weeks, with each period representing four weeks within the two-year-and-two-month project timeline.

The primary purpose of this table is to illustrate the sequence of tasks, their dependencies, the time required for each task, and the starting period for each activity. For example, Activity 1.3 (Develop a project schedule) must be completed before Activity 2 (Design PD Sessions) begins, ensuring a smooth workflow. Tasks are planned to optimize resource allocation and efficiency, allowing for seamless project execution. Below is a visual representation of the Project Activity Estimates, highlighting task dependencies and timelines.

Activity No.	Activity Description	Sequence relationships		Estimated Time/Start	
		After	Before	Week	Period
1	Plan and Organize Project Management Activities			8	
1.1 (A)	Conduct team orientation and define team roles, and set up communication protocols (EPM)	N/A	B	2	1
1.2 (B)	Conduct stakeholder meetings, review the completed needs analysis, identify resources and provide project updates (EPM,P)	A	C	4	1
1.3 (C)	Develop a project schedule with key milestones for PD session planning and implementation. (EPM)	B	D	2	2
2	Design Professional Development (PD) Sessions			14	
2.1 (D)	Define learning outcomes and content (DCS)	C	E	2	3

2.2 (E)	Design training structure for technology integration in teaching (ID)	D	F	3	3
2.3 (F)	Design training for operating educational tools (interactive whiteboards, software, tablets) (ID)	E	G	3	4
2.4 (G)	Design training for modifying lesson plans and assessments using technology (ID)	F	H	4	5
2.5 (H)	Design assessment methods and rubrics (ID)	G	I	2	6
3	Develop Instructional Materials and Resources			19	
3.1 (I)	Create training materials (presentations, instructional videos, handbooks, lesson templates, rubrics) (ID,VG,GA)	H	J	8	6
3.2 (J)	Pilot materials with selected teachers and students, and refine them based on feedback. (ID)	I	K	6	8
3.3 (K)	Develop a technical support plan to assist trainers before and during training (MSTC)	J	L	4	10
3.4 (L)	First program status review (EPM,S)	K	M	1	11
4	Install and Test Technology for Classrooms & Training Rooms			12	
4.1 (M)	Install interactive whiteboards, computers, and tablets in classrooms to ensure they work (ETP,MSTC)	K	N	4	11
4.2 (N)	Equip PD training rooms with necessary technology (ETP,MSTC)	M	O	4	12
4.3 (O)	Test all installed technology for functionality and usability (ETP,MSTC)	N	P	3	13
4.4 (P)	Second program status review (EPM,S)	O	Q	1	13
5	Conduct Intensive Summer PD Training			8	
5.1(Q)	Deliver PD sessions with hands-on classroom application (P,T)	P	R	4	14
5.2 (R)	Gather real-time teacher feedback to refine training content (T)	Q	S	2	15
5.3 (S)	Third program status review (EPM,S)	R	T	2	15
6	Implement Monthly PD Sessions			44	
6.1 (T)	Conduct the first PD session on the second Friday of each month to support continued learning and reinforcement. (T)	S	U	22	16
6.2 (U)	Conduct the second PD session on the fourth Friday of each month for continued learning and reinforcement (T)	T	Z	22	21
6.3 (V)	Facilitate collaborative workshops, skill-building activities, and best practice sharing (T,MSL,HESL)	S	Z	44	16
6.4 (W)	Organize substitute teachers to enable full participation (P,MSL)	S	Z	44	16
7	Provide Ongoing Technology Support and Collect Evaluation Data			52	
7.1 (X)	Set up technical support systems, coaching, and peer mentoring programs. (ETP,MSTC)	P	Z	52	14
7.2 (Y)	Conduct classroom observations to assess technology adoption and collect evaluation data (PES)	P	Z	52	14
8	Evaluate PD Program Effectiveness			8	
8.1 (Z)	Conduct a comprehensive evaluation of the PD program based on teacher feedback and performance assessments (PES)	Y	AA	3	27
8.2 (AA)	Compile results and analyze the effectiveness of the program, identifying areas for improvement (DCS)	Z	AB	3	27
8.3 (AB)	Finalize program adjustments based on evaluation and prepare final reporting (PES)	AA	AC	1	28
8.4 (AC)	Submit final program evaluation report and make recommendations for future PD initiatives (PES)	AB	N/A	1	28

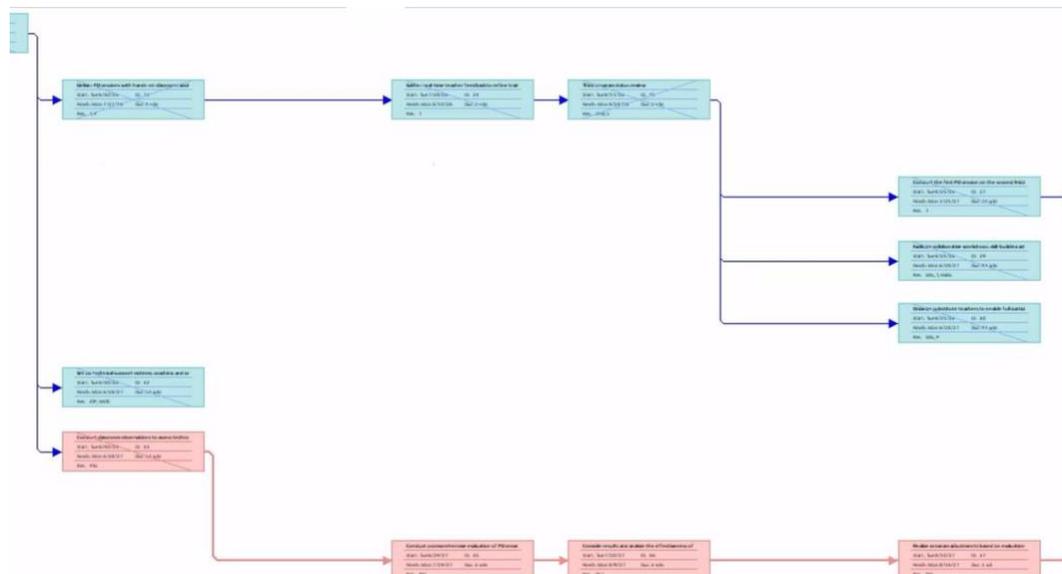
Critical Path



The critical path is considered the sequence of activities with the longest estimated completion time for the project to be completed as expected. Our team used the methods described in the book, Five-phases of Project Management as described by Joseph W. Weiss and Robert K. Wysocki. Some of the activities in the network diagram can be completed simultaneously without disrupting the workflow of the project. Our team carefully examined each activity to ensure workload was manageable and ensure the project remains on schedule, within budget, and within specifications.

Network Diagram

The network diagram shows the earliest start (ES), earliest finish (EF), latest start (LS), and the latest finish (LF) times. Below is a brief visual representation of the network diagram completed by our team, showing part of the critical path for this project. The chart below shows which path is considered as the critical path (longest estimated route).



Critical Path	Duration
A,B,C,D,E,F,G,H,I,J,K,M,N,O,P,Y,Z,AA,AB,AC	56 periods

Project Proposal

The K-12 Professional Development Project aims to enhance middle school teachers’ ability to integrate existing technologies into their lessons to improve teaching effectiveness and student engagement. By providing essential skills, knowledge, and tools through a sustainable PD program, the project seeks to address current gaps in technology utilization and empower teachers to use educational technologies effectively.

To achieve this, the project will focus on three main objectives:

1. developing and implementing intensive summer training sessions focused on technology integration, operation and modifications of assessment to ensure an effective and meaningful learning environment for students (July and August).
2. providing ongoing academic year support through 2 monthly PD workshops.
3. evaluating the program’s effectiveness through surveys, feedback, and classroom observations.

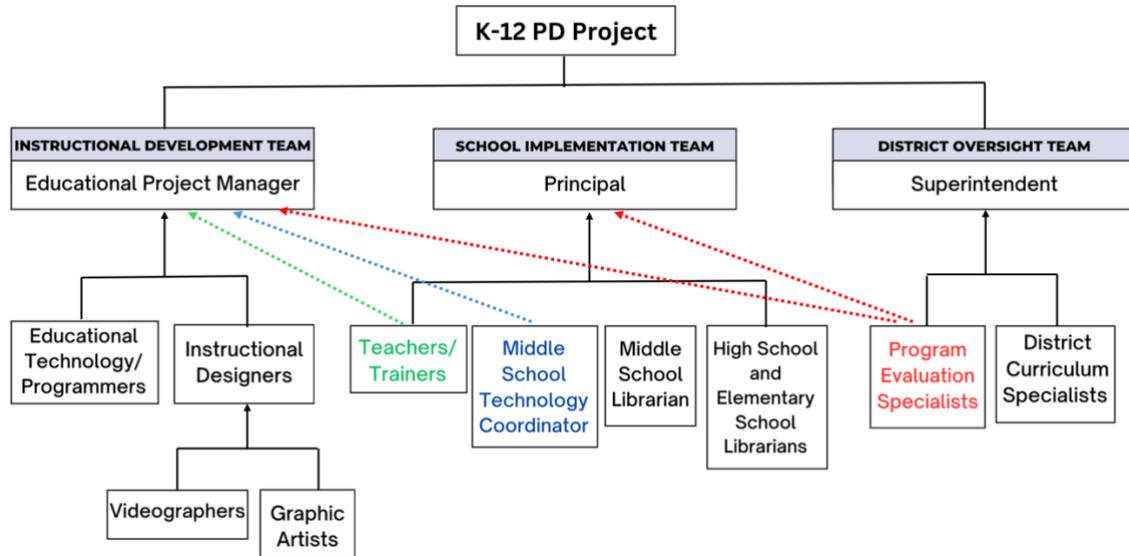
The primary goal of the project is to deliver a **Project Management Plan (PMP)** that ensures the PD program is completed within the designated time-frame, stays within budget, and meets the educational objectives for integrating technology.

To manage this project effectively, a Work Breakdown Structure (WBS) will be used to break down the overall project into smaller, measurable, manageable, integrable and independent tasks. A Critical Path Method (CPM) will ensure that critical tasks are completed on schedule and that dependencies are managed. Additionally, a Gantt Chart will visually map out the project timeline, tracking milestones, deadlines, and resource allocation. Project Work Packages will define specific tasks and responsibilities, while clear goals, objectives, activities, and tasks will ensure all project components are clearly defined, identified and achievable. An organizational chart will outline roles and responsibilities, ensuring proper communication and coordination among team members. Success will be determined by the on-time completion of PD sessions, adherence to the budget, timeline and improvements in teacher proficiency with technology, as measured by post-session assessments and classroom observations. Potential risks, such as scheduling conflicts, varying levels of teacher proficiency, and technical issues, are expected to be mitigated through flexible scheduling, adequate resources, and robust technical support.

ORGANIZE PHASE

Organizational Chart

Project Organizational Chart is a critical tool that visually defines the structure of authority, communication flows, and functional relationships within the project team. It ensures clarity in roles and responsibilities, minimizes overlaps or gaps in tasks, and establishes a clear chain of command for decision-making. By mapping out team hierarchies and reporting lines, the chart streamlines coordination and aligns all stakeholders toward common project goals.



Human Resources Recruitment Plan

Our team designed a recruitment plan to align with the K-12 PD project’s ADDIE timeline and cross-functional collaboration needs, prioritizing roles critical to each phase.

Position	Quantity	Qualifications & Requirements	Time Commitment
Educational Project Manager	1	<ul style="list-style-type: none"> ● PMP certification or equivalent project management qualification. ● 5+ years managing educational/instructional design projects. ● Experience coordinating cross-functional teams (IDs, teachers, admins). ● Strong budgeting and timeline management skills. 	Full-time (Entire 2-year-and-two month project)
Instructional Designer(s)	1-2	<ul style="list-style-type: none"> ● Bachelor’s/Master’s in Instructional Design, Education, or related field. ● 3+ years’ experience designing K-12 PD or ed-tech materials. ● Proficiency in LMS (e.g., Blackboard, Moodle) and authoring tools (Articulate, Captivate). ● Strong collaboration skills with teachers/SMEs. 	Full-time (Year 1: Design/Dev; Year 2: Support)
Videographer(s)	1-2	<ul style="list-style-type: none"> ● Portfolio demonstration educational video production (e.g., tutorials, demos). ● Skills in scripting, filming, and editing (Adobe Premiere/Camtasia). ● Ability to simplify technical concepts visually. 	Part-time (Peak Dev Phases)
Graphic Artist(s)	1	<ul style="list-style-type: none"> ● Expertise in visual design for education (infographics, icons, templates). ● Proficiency in Adobe Creative Suite/Canva. ● Experience adhering to brand/accessibility guidelines (WCAG). 	Part-time (As Needed)
Educational Technologist/ Programmer	1	<ul style="list-style-type: none"> ● Experience building web-based learning resources (HTML/CSS, LMS integration). ● Knowledge of interactive tools (H5P, SCORM). ● Troubleshooting skills for ed-tech tools. 	Full-time (Year 1-2)
Program Evaluation Specialist	1	<ul style="list-style-type: none"> ● Background in educational assessment/data analysis. ● Experience designing PD evaluation frameworks (surveys, rubrics, KPIs). ● Strong reporting skills (quantitative/qualitative). 	Part-time (Year 2 and Focus)

Project Work Packages

Our team developed the following Project Work Packages table to clearly define the responsibilities, timeline, and required expertise for each role involved in the project. By systematically aligning personnel with specific activities, we ensure that tasks are assigned based on relevant skills and availability, optimizing both efficiency and effectiveness.

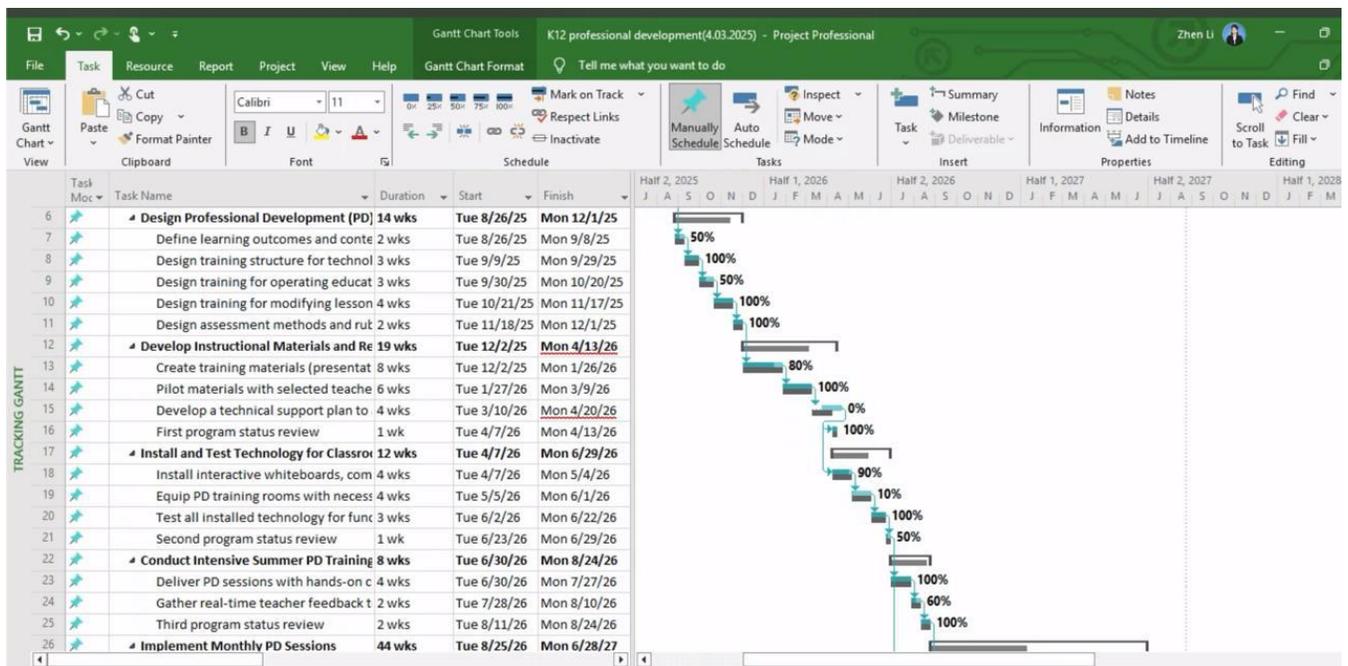
Personnel	Activity ID	Activity Description	Timeframe (period)	Duration
Educational Project Manager	1.1 (A)	Conduct team orientation and define team roles, and set up communication protocols	P1	2 Weeks
	1.2 (B)	Conduct stakeholder meetings, review needs analysis, identify resources, provide updates	P1-2	4 Weeks
	1.3 (C)	Develop project schedule with key milestones	P2	2 Weeks
	3.4 (L)	First Program Status Review	P11	1 Week
	4.4 (P)	Second Program Status Review	P13	1 Week
	5.3 (S)	Third Program Status Review	P15	2 Weeks
District Curriculum Specialists	2.1 (D)	Define learning outcomes and content	P3	2 Weeks
	8.2 (AA)	Compile results, analyze effectiveness, and identify areas for improvement	P27-28	3 Weeks
Instructional Designer(s)	2.2 (E)	Design training structure for technology integration in teaching	P3-4	3 Weeks
	2.3 (F)	Design training for operating educational tools	P4	3 Weeks
	2.4 (G)	Design training for modifying lesson plans and assessments	P5	4 Weeks
	2.5 (H)	Design assessment methods and rubrics	P6	2 Weeks
	3.1 (I)	Create training materials (presentations, videos, handbooks, lesson templates, rubrics)	P6-8	8 Weeks
	3.2 (J)	Pilot materials with selected teachers and students, refine based on feedback	P8-9	6 Weeks
Teachers/Trainers (Tech-Experienced)	5.1 (Q)	Deliver PD sessions with hands-on classroom application	P14	4 Weeks
	5.2 (R)	Gather real-time teacher feedback to refine training content	P15	2 Weeks
	6.1 (T)	Conduct the first PD session on the second Friday of each month	P16-21	22 Weeks
	6.2 (U)	Conduct the second PD session on the fourth Friday of each month	P21-26	22 Weeks
	6.3 (V)	Facilitate collaborative workshops, skill-building activities, and best practice sharing	P16-26	44 Weeks
Educational Technology/Programmers	4.1 (M)	Install interactive whiteboards, computers, and tablets	P11	4 Weeks
	4.2 (N)	Equip PD training rooms with necessary technology	P12	4 Weeks
	4.3 (O)	Test all installed technology for functionality and usability	P13	3 Weeks
	7.1 (X)	Set up technical support systems, coaching, peer mentoring	P14-26	52 Weeks
Program Evaluation Specialists	7.2 (Y)	Conduct classroom observations to assess technology adoption, collect data	P14-26	52 Weeks
	8.1 (Z)	Conduct comprehensive evaluation based on feedback, assessments	P27	3 Weeks
	8.3 (AB)	Finalize program adjustments and prepare final reporting	P28	1 Week
	8.4 (AC)	Submit final program evaluation report and make recommendations	P28	1 Week
Principal	1.2 (B)	Participate in stakeholder meetings, provide oversight	P1-2	4 Weeks
	5.1 (Q)	Curriculum Oversight & Technology Integration	P14	4 Weeks
	6.4 ()	Organize substitute teachers	P16-26	44 Weeks
Superintendent	3.4 (L)	First Program Status Review	P11	1 Week
	4.4 (P)	Second Program Status Review	P13	1 Week
	5.3 (S)	Third Program Status Review	P15	2 Weeks
Graphic Artists & Videographers	3.1 (I)	Create training materials	P6-8	8 Weeks
Middle School Librarian	6.3 (V)	Research Assistance & Resource Coordination	P16-26	44 Weeks
	6.4 ((W))	Organize substitute teachers	P16-28	44 Weeks
High/Ele School Librarians	6.3 (V)	Research Assistance & Resource Coordination	P16-26	44 Weeks
Middle School Technology Coordinator	3.3 (K)	Develop a technical support plan	P10	4 Weeks
	4.1 (M)	Install interactive whiteboards, computers, and tablets	P11	4 Weeks
	4.2 (N)	Equip PD training rooms with necessary technology	P12	4 Weeks
	4.3 (O)	Test all installed technology for functionality and usability	P13	3 Weeks
	7.1 (X)	Set up technical support systems, coaching, peer mentoring	P14-26	52 Weeks

CONTROL PHASE

The CONTROL phase serves as the operational backbone of the K-12 PD project, ensuring continuous monitoring and adherence to schedules, resource plans, and quality standards. During the transition from planning to execution, it safeguards goal-deliverable alignment, enables early risk detection, and drives corrective actions. By establishing clear communication, documentation, and reporting protocols, it promotes transparency, accountability, and shared accountability across teams.

Gantt chart

The Gantt chart functions as the central scheduling and progress-tracking tool for the entire two-year (and two-month evaluation) K-12 Professional Development (PD) project. It visually maps all key tasks, their timelines, and dependencies. It enables progress monitoring and critical path identification while empowering the EPM and team leads to track real-time status, reallocate resources, and mitigate delays through regular updates. As a dynamic planning and execution tool, it ensures data-driven decisions and stakeholder alignment across the project lifecycle.



The Gantt chart uses color-coded status bars to indicate whether each task is on schedule, delayed, or completed, providing a quick visual overview of project progress. Tasks on the critical path are marked with red borders to highlight time-sensitive activities that directly impact the project's timely completion. Weekly time markers, shown as orange vertical lines, enable real-time tracking of progress within the two-year-and-two-month timeline. The chart also illustrates task dependencies and relationships, supporting effective resource planning and coordination. It is reviewed bi-weekly and updated by the Educational Project Manager (EPM) based on status reports submitted by activity leads.

Status Report

Status reports are the cornerstone of project monitoring. Each report is generated using a standardized system template and includes essential project data such as the project name and specific ID number, reporting period, activity name and task ID number, assigned team or lead, planned and actual start and end dates, completion percentage, and a status indicator (green/yellow/red). See a few examples in the appendix.

Variance Report

When task delays exceed 5 working days, Project Online automatically generates a structured variance report containing root cause classification (resources/technical/external), impact analysis on the overall timeline. See a few examples in the appendix.

Communication Plan

Strong communication protocols underpin the effectiveness of the CONTROL phase. To ensure coordinated efforts and timely information exchange, the project team established a multi-tiered communication strategy that includes routine reports, milestone reviews, and stakeholder updates.

Stakeholder Name	Method of Communication	Purpose of Communication	Team Member Responsible	Frequency of Communication	Notes
Instructional Designers (ID)	Meetings, Emails, Instant Messaging, Project Management Software (e.g., Jira, Trello)	Share progress on curriculum design, assessments, instructional materials	Instructional Designer Lead	Monthly (First Monday of each month)	Ensure curriculum readiness for PD sessions
Program Evaluation Specialists (PES)	Meetings, Emails, Project Management Software, Reports	Share evaluation findings, provide recommendations, track progress	Program Evaluation Specialist Lead	Bi-Weekly (Every 2nd and 4th Friday)	Data-driven insights and recommendations
Educational Technology Specialists (ETS)	Meetings, Emails, Instant Messaging, Project Management Software	Report technology readiness, troubleshooting progress, support status	Educational Technology Specialist Lead	Bi-Weekly (Every 1st and 3rd Wednesday)	Ensure technology readiness and functionality
Teacher Trainers (TT)	Workshops, Meetings, Emails, Instant Messaging, Project Management Software	Report training delivery, teacher feedback, workshop outcomes	Teacher Trainer Lead	Monthly (Last Friday of each month)	Training progress and feedback
District Curriculum Specialists (DCS)	Formal Meetings, Emails, Reports, Presentations	Provide curriculum alignment, ensure consistency across subjects	District Curriculum Specialist Lead	Monthly (Mid-month Check-In)	Ensure alignment with educational standards
Middle School Technology Coordinator (MSTS/MSTC)	Meetings, Emails, Instant Messaging, Project Management Software	Report technology integration, maintenance, and classroom readiness	MSTC Lead	Monthly (First Monday of each month)	Technology setup and maintenance updates
Technical Support Staff (TSS)	Instant Messaging, Emails, Technical Meetings, Documentation	Report ongoing technical support and troubleshooting efforts	Technical Support Staff Lead	As needed (Based on issue urgency)	Ensure uninterrupted technology support
Educational Project Manager (EPM)	Meetings, Emails, Instant Messaging, Phone Calls, Project Management Software, Monthly Reports	Oversee overall progress, monitor risks, ensure adherence to timeline and budget	Client	Monthly, Quarterly (Project Reviews)	Maintain project alignment and effectiveness

Schedule Conflict Resolution

Upon identification of any schedule deviation—whether flagged through bi-weekly status reports or real-time monitoring alerts—the system initiates a structured resolution protocol: The EPM immediately convenes a working session with relevant activity leads to conduct impact analysis, during which solutions such as resource reallocation, task resequencing, or scope adjustments are evaluated to protect critical path integrity. Approved changes are systematically implemented and reflected in real-time Gantt chart updates, with follow-up monitoring embedded in subsequent status reports. This closed-loop management approach combines rapid response mechanisms with ongoing progress verification, enabling the team to resolve conflicts within 48 hours of detection—a proactive strategy that has demonstrated 30% improvement in delay prevention compared to traditional reactive methods, while maintaining full auditability through automated documentation in Project Online's change log.

Issue Log

The Issue Log systematically records and monitors project issues to ensure accountability, transparency, and efficiency. It tracks issue impacts on scope, budget, and schedule, providing clear documentation of resolutions to prevent recurring problems and support continuous improvement.

Issue Name	Issue Type	Raised by	Date Raised	Description	Priority (H/M/L)	Assigned to	Target Resolution Date	Status/Action Taken	Description of Final Solution
Teacher Availability	Resource Availability	Principal	07/10/2025	Limited teacher availability for PD sessions due to conflicting schedules and academic responsibilities.	High	Educational Project Manager	08/15/2025	Adjusted training schedule; offered alternative dates.	Achieved 90% attendance through flexible scheduling.
Technical Issues	Technology	Tech Staff	09/15/2025	Malfunctioning tablets and interactive whiteboards during training sessions.	High	Tech Support Staff	09/30/2025	Immediate troubleshooting; replaced faulty devices.	Technology was fully operational before the next session.
Teacher Engagement	Performance	Program Eval. Specialist	10/10/2025	Some teachers demonstrated low engagement with new technologies during PD sessions.	Medium	Instructional Designer	11/10/2025	Implemented peer mentoring and collaborative workshops.	Engagement improved through targeted support.
Schedule Conflicts	Scheduling	Project Manager	01/10/2026	Monthly PD sessions overlapping with other school activities.	Medium	Project Manager	01/25/2026	Rescheduled sessions to avoid conflicts.	New schedule agreed upon by stakeholders.
Budget Constraint	Financial	Project Manager	04/15/2026	Insufficient funding for additional training materials.	High	Project Manager	05/15/2026	Reallocated budget from non-critical tasks.	Funding issue resolved through reallocation.

Change Management Plan

The **Change Management Plan** ensures that any client-requested changes impacting the scope, budget, or schedule of the K-12 Professional Development Project are documented, evaluated, approved, and implemented systematically. It provides a clear process for assessing changes related to training sessions, ongoing workshops, or evaluation procedures. By tracking changes and their impacts, the plan maintains accountability, ensures alignment with project goals, and protects against scope creep. It enables stakeholders to understand how modifications affect the

timeline, resources, and outcomes, promoting transparency and maintaining the integrity of the original project plan. See Change Management Plan Form in the appendix.

CLOSE PHASE

Project Termination Logistics

The project termination logistics addressed key closure activities to ensure all deliverables, financial obligations, and team assignments were formally concluded. This step included scheduling final client meetings, ensuring proper documentation, and addressing final team-related activities to close the project efficiently.

Executive Summary

The project concluded successfully within budget and schedule, achieving its objectives of enhancing teacher proficiency in educational technologies. Evidence of success included improved classroom practices, positive teacher feedback, and effective technology integration. Key deliverables such as instructional guides, training resources, and evaluation tools were distributed to stakeholders to support ongoing use.

During the Define Phase, the project team conducted extensive stakeholder consultations to gather insights and align objectives with the institution's needs. Project goals were clearly defined to equip teachers with skills to integrate, operate, and modify lessons using educational technologies. Key assumptions regarding teachers' familiarity with basic technology tools informed the design of instructional materials. Risks such as potential resistance to new technologies were identified early, prompting proactive strategies such as personalized support during training sessions. The Define Phase concluded with finalized timelines, defined success criteria, and stakeholder alignment to ensure smooth project execution.

The Plan Phase outlines critical tasks, creates work breakdown structures, estimates activity durations, sequences tasks, and develops the project proposal. It ensures efficient resource allocation, clear timelines, and cohesive planning for project execution, monitoring, and closure, following the ADDIE model and project management phases.

The Organize Phase assigns roles, defines work packages, establishes reporting relationships, and creates an organizational chart. It ensures accountability, clarity in roles, streamlined communication, and effective resource allocation for project execution and control.

The Control Phase focused on maintaining project progress and adapting strategies when challenges arose. For instance, when unforeseen school closures delayed professional development (PD) sessions, the team rescheduled affected activities to minimize disruption. Additionally, resources were strategically reallocated to manage budget concerns, ensuring key materials were secured on time. Adjustments were also made to training delivery methods based on teacher feedback to improve clarity and engagement. By proactively managing risks and adapting strategies, the project achieved its objectives while remaining on schedule and within budget.

The Close Phase ensured that all project deliverables were reviewed, approved, and formally accepted by the client (Middle School Administrator). The project team conducted a thorough evaluation of key materials, including instructional guides, training resources, and technology equipment, ensuring they met project objectives. A comprehensive checklist was utilized to verify that all deliverables were completed, financial obligations were settled, and outstanding tasks were closed. The project team held a final meeting with the client to present outcomes, secure formal

acceptance, and ensure all concerns were addressed. All documentation was archived for future reference.

Present products to Client / Client Sign-off Procedures

The client sign-off process was designed to ensure that all project deliverables met expectations and satisfied stakeholder needs.

1. **Meeting with Client:** A dedicated meeting was scheduled with the client, including the Middle School Administrator and key stakeholders. The team presented project outcomes, demonstrating the value of resources such as instructional materials, training guides, and assessment rubrics.
2. **Final Report and Presentation:** The team summarized the project's timeline, deliverables, and measurable outcomes. The presentation incorporated teacher feedback, improved student engagement data, and client recommendations for future improvements.
3. **Sign-Off and Documentation:** The project team provided a checklist of completed deliverables for client review and prepared signature pages to formalize the project's closure. Any additional concerns were addressed through scheduled follow-up actions. See the example of the sheet in the appendix.

Post Project Audit/Debrief

The post-project audit and debrief served as a structured reflection on project performance, providing valuable insights for future initiatives. Key tools such as **checklists**, **Gantt charts**, and **surveys** were utilized to assess outcomes and guide continuous improvement.

1. **Debrief Session:** The team held a dedicated debrief session where members reflected on project successes, challenges faced, and lessons learned. Team members identified practices that contributed to positive outcomes and documented strategies for future improvements.
2. **Final Report Distribution:** Copies of the final report were prepared and distributed to key stakeholders, including school administrators, teachers, and technical support staff.
3. **Feedback Protocol:** A structured feedback form was developed to gather client and teacher perspectives on the project's effectiveness, resource quality, and implementation process.
4. **Celebrating Achievements:** The project concluded with a brief celebration to recognize team members, educators, and stakeholders for their contributions.
5. **Final Performance Evaluations:** Individual performance evaluations were conducted for project team members to provide constructive feedback and recognize notable contributions. These insights were compiled into a comprehensive improvement report, ensuring that best practices were captured for future projects.
6. **Audit Checklist for project termination:** According to Meredith and Shafer (2018, p. 500), effective project termination requires thorough evaluation of deliverables, financial reconciliations, and compliance with contractual obligations. The audit checklist confirmed that all deliverables, financial reconciliations, and contractual obligations were completed before officially closing the project. See the example in the appendix.

Management Issues and Recommendations

To enhance future project outcomes, the following management strategies were identified:

1. **Recruiting the Team**

The recruitment process prioritized individuals with relevant expertise in educational technology and middle school instruction to ensure alignment with project objectives. Future projects may benefit from further emphasizing candidates' adaptability and experience in managing educational technology tools.

2. **Team Building**

The project team fostered collaboration through regular check-ins, clear communication, and proactive problem-solving. Future projects may incorporate additional team-building exercises to improve team adaptability during unexpected changes.

3. **Project Changes and Quality Assurance (QA)**

All project adjustments were documented, reviewed, and approved before implementation to manage scope changes effectively. The team ensured that QA procedures, such as milestone reviews, maintained high-quality deliverables.

4. **Rewarding Successes and Learning from Failures**

As Weiss and Wysocki (1992) recommend, the project included a structured debriefing process to assess achievements and identify growth opportunities. Checklists, Gantt charts, and survey data were used to analyze performance and guide future improvements.

5. **Evaluation Results and Success Criteria Achievement:**

The evaluation review confirms that the project's outcomes meet the success criteria established during the design phase. Specifically, at least 90% of teachers completed the PD sessions, 75% effectively integrated technology-based methods, and teachers reported measurable skill improvement. Satisfaction ratings averaged 4.5/5, indicating high training effectiveness. Additionally, a sustainable framework for ongoing professional development has been established, ensuring continued progress beyond the two-year cycle. These results demonstrate successful achievement of the project's defined objectives

CONCLUSION

This project successfully achieved its objectives by enhancing teacher proficiency in educational technologies, improving classroom practices, and ensuring successful integration of educational tools. The structured debriefing process provided valuable insights for future improvements. By documenting outcomes, celebrating achievements, and refining strategies, this project lays a strong foundation for sustained professional development and improved educational outcomes in middle schools.

REFERENCE

- Meredith, J. R., & Shafer, S. M. (2018). *Project management: A strategic managerial approach* (10th ed., Chapter 13, p. 500). Wiley. <https://nibmehub.com/opac-service/pdf/read/Project%20Management.pdf>
- Smartsheet. (2025, March 30). *Free Change Log Templates*. Smartsheet. <https://www.smartsheet.com/content/change-log-templates>
- Weiss, J. W., & Wysocki, R. K. (1992). *5-Phase Project Management: A Practical Planning & Implementation Guide*. Perseus Books.

APPENDIX

Issue Log

Issue Name	Issue Type	Raised by	Date Raised	Description	Priority (H/M/L)	Assigned to	Target Resolution Date	Status/Action Taken	Description of Final Solution	Date Resolved	Notes

Change Management Plan Form

Re. No.: _____ Project Name: _____ Date: _____ Proposal of Change: <ul style="list-style-type: none"> ● Description: _____ ● Impact on Budget (in dollars): _____ ● Impact on Schedule (Date and Time): _____ Approval: <ul style="list-style-type: none"> ● Project Manager: _____ Date: _____ ● Client: _____ Date: _____
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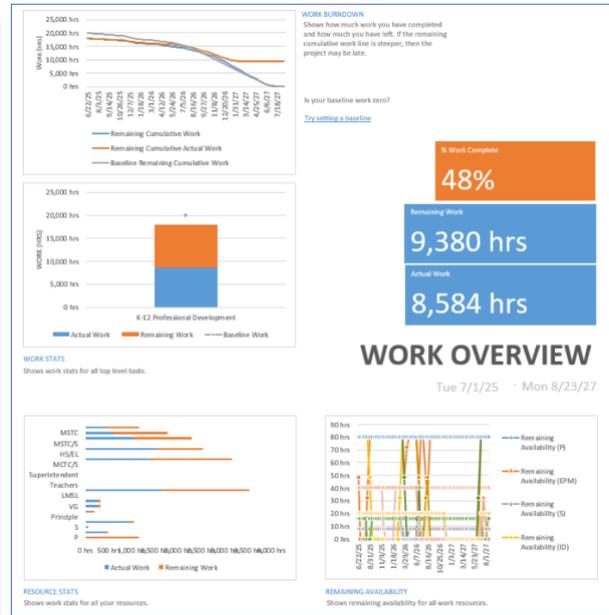
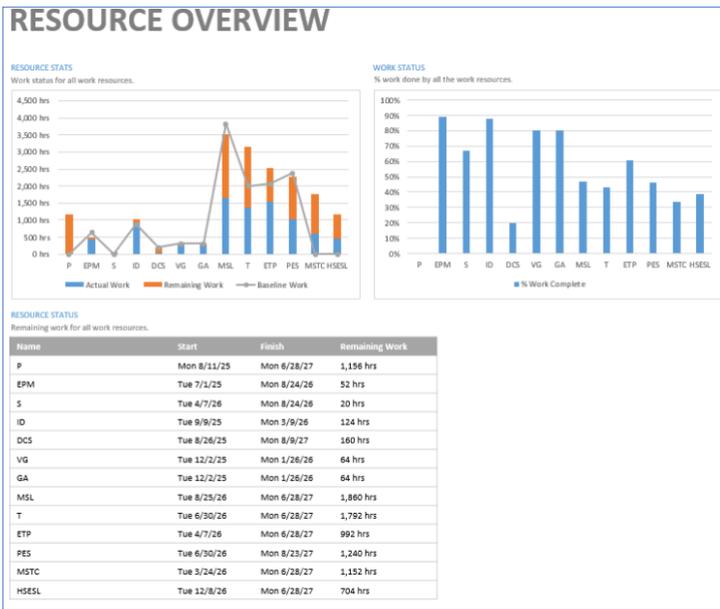
Sign-Off Sheet

Deliverable Name: _____ Deliverable No. _____ of _____ Delivery Date: _____ Client/Designated Client Representative Name: _____ Approving Client Representative: _____ Project Manager Name: _____ Design Project Lead: _____ DELIVERABLE APPROVAL By signing this document, the client or authorized representative affirms satisfaction with the completed deliverable and acknowledges its successful completion in all aspects. Client Signature: _____ Date: _____ Project Manager Signature: _____ Date: _____
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Audit Checklist for Project Termination

Category	Question	Evidence Required
Alignment with Organizational Goals	1. Is the project consistent with the organization's goals and financial capacity?	Strategic Plan, Budget Reports, Financial Statements
Practicality & Usefulness	2. Is the project practical, useful, and innovative?	Evaluation Reports, Lessons Learned Documents
Management Support	3. Is management enthusiastic and supportive of the project?	Feedback Reports, Approval Documents
Scope & Financial Consistency	4. Is the scope realistic within the organization's financial strength?	Budget Reports, Scope Statements
Balanced Program	5. Does the project align with technical interests, age, and cost considerations?	Project Reports, Financial Analysis
Departmental Support	6. Does the project have sufficient support from all departments?	Meeting Minutes, Support Logs
Resource Allocation	7. Are resources sufficient and not overstretched?	Resource Utilization Reports, Status Reports
Technological Relevance	8. Is the project an appropriate technological advancement?	Technology Reports, Innovation Assessments
Project Team Qualifications	9. Is the team adequately qualified and enthusiastic?	Performance Reports, Feedback Surveys
Knowledge Protection	10. Can new knowledge be legally protected?	Copyrights, Patents, Documentation Records
Outsourcing Considerations	11. Can the project be subcontracted without compromising quality?	Vendor Assessment Reports, Quality Control Records
Skills Availability	12. Does the organization have the skills for full implementation?	Skills Assessment Reports, Training Records
Knowledge Saturation	13. Has the project area been thoroughly explored?	Literature Reviews, Competitor Analysis
Loss of Key Personnel	14. Has the project lost essential team members or champions?	Staff Reports, Organizational Charts
Cost Efficiency	15. Is in-house development more efficient than outsourcing?	Cost-Benefit Analysis, Budget Reports
Minimum Goals Achievement	16. Is the project likely to achieve its goals profitably and timely?	Final Reports, Project Evaluation Documents
Termination Approval	17. Has termination approval been obtained from stakeholders?	Approval Documents, Sign-off Sheets
Post-Implementation Audit	18. Has the project been evaluated against objectives and standards?	Audit Reports, Evaluation Summaries
Lessons Learned Documentation	19. Are strengths, weaknesses, and recommendations documented?	Lessons Learned Reports, Feedback Forms

Status Report



Variance Report

