

# ***ADDIE*** Lesson Template

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## **Project Title: *Study Island Workshop for FLP Tutors***

This purpose of this workshop is to train the FLP tutors at Wesley Lakes Elementary School (WLES) in the basic administrative tasks associated with Study Island.

## ***Analysis***

### **Problem Identification**

As a Title 1 Focus School, the leadership at WLES has to implement a variety of supplemental learning experiences for the students. One of those supplemental strategies is called Flexible Learning Plans (FLP). One of the FLPs implemented involves supplemental instruction in math for all students, carried out by a group of certified tutors that were hired expressly for FLP implementation. Though certified, the tutors have little, if any, experience with Study Island, an online learning management system through which the supplemental instruction will be administered. This workshop will provide the FLP tutors with basic administrative skills in the Study Island platform.

### **Contextual Analysis (Where?)**

The workshop will be conducted in the computer lab at WLES in a single afternoon session.

### **Learner Analysis (Who?)**

The learners are 6 recently hired certified tutors who will be supplementing math instruction for students at WLES. Participants were polled to determine their preference between two short sessions on different days, or a single, longer session. They overwhelmingly requested a single session.

### **Content Analysis (What)**

Part of the responsibilities of the tutors will include implementation of the online learning management and diagnostic software, Study Island. The initial skills needed by the tutors are: adding users - both students and teachers, creating classes, populating classes, and de-activating students. Further training opportunities will be needed for student assessment tools, data mining strategies, lesson design and implementation.

### **Delivery Analysis (How?)**

The workshop will be conducted with a blended learning approach. Content will be delivered live by the trainer, as well as digitally via a support website developed by the trainer. Content will be presented in short durations, focused on individual objectives to be learned, then followed by guided, live practice. Each participant will have their own computer, so all hands will be on task. The supporting website will be designed so that it can serve as a stand-alone module to be used for review or for initial instruction with subsequent hires for the tutor positions.

### **Project Plan (When?)**

The training will occur the last week of February, with March 3 being the target date to begin the supplemental math instruction.

## ***Design***

### **Concept Statement**

The point and purpose of the training workshop is to prepare the tutors to be able to successfully implement the supplemental math instruction using Study Island as their instructional vehicle.

### **Rationale for Sequence**

The sequence of instruction is based on Gagne's Nine Events of Instruction, as well as the logical progression of the skills being utilized during the implementation of a Study Island-based intervention.

## ***Development***

### **Advance Organizer**

1. Introduction and Induction: Present Study Island YouTube video. Brief discussion. Ice breaker – Liar, Liar. Pre-lesson survey.
2. Learning Activities: For each objective, view video, have brief Q & A, then guided practice.

Sequence of objectives:

Adding Teachers

Creating Classes

Adding Individual Students

Adding Students by Uploading Rosters

Populating Classes

Deactivating Students

3. Extending Learning: Quick review and discussion of next level of SI skills.
4. Post-Lesson Survey

## Gagne's Nine Events of Instruction

	Describe how each instructional event will be addressed in your instructional unit.
1. Gain attention	An introductory video, produced by Edmentum, the producers of Study Island, will be viewed and briefly discussed. A brief ice-breaker activity will promote partnership learning in the activity.
2. Inform learners of objectives	An agenda of the workshop's activities and objectives will be presented in hard-copy and online.
3. Stimulate recall of prior learning	A pre-lesson survey will be used to determine if any of the participants have enough experience to express any prior learning they may have related to Study Island. The survey will be implemented as an open discussion.
4. Present the content	The workshop is going to utilize a blended presentation approach with content being presented online via NetOp, and in person via the presenter.
5. Guide learning	Participants will view content related videos, followed by quick question and answer periods leading up to skills practice.
6. Elicit performance (practice)	After each video and short discussion, participants will practice the skills presented in the videos with coaching from the presenter.
7. Provide feedback	Live, real-time feedback will be given to the participants as they practice.
8. Assess performance	Performance will be assessed by observation of the "deliverables" produced by each participant through live practice.
9. Enhance retention and transfer	A brief overview of the next level of Study Island admin skills will be conducted so participants will see the value in retaining the new skills and the way those skills are foundational to the subsequent skills they will learn and utilize in future trainings.

**Implementation Checklist:** Create a checklist of items and tasks that would need to be ready before this instructional unit is presented.

***Items and Tasks***

- ☐ **Hard copies of agenda**
- ☐ **Hard copies of Island Survival Tips**
- ☐ **Hard copies of teacher roles and students names**
- ☐ **Hard copies of screen shots**
- ☐ **Boot computers in first pod of computer lab**
- ☐ **Use NetOp to position all 6 computers on workshop website**

## Evaluation

The workshop will be evaluated through the use of a simple Post-Lesson Survey. It will be administered online so analysis of the survey can be performed efficiently. This is a screenshot of the survey instrument:

**Post Workshop Survey**

Page 1 of 1

Study Island Admin Tasks Workshop Feedback

1. Indicate your current level of comfort performing each of the following Study Island Admin tasks:

	Very Comfortable	Unsure	Not Comfortable At All
Adding Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adding Individual Users	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adding Lists of Users	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Populating Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deactivating Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If you took a similar workshop on the next level of Study Island, indicate which you would prefer:

☐ More instruction  
☐ More guided practice  
☐ No change to the format

3. Please elaborate on any aspect(s) of the workshop that stood out for you as either a strength or a weakness.

### References

ADDIE Model. (2014). In Wikipedia, The Free Encyclopedia. Retrieved from

[http://en.wikipedia.org/w/index.php?title=ADDIE\\_Model&oldid=603828557](http://en.wikipedia.org/w/index.php?title=ADDIE_Model&oldid=603828557)

Culatta, R. (2013). Conditions of learning (Robert Gagne). *Instructional Design*. Retrieved from:

<http://www.instructionaldesign.org/theories/conditions-learning.html>