

NEEDS ANALYSIS

Using Practice Structure to Improve Student Retention
(Practice Plan eLearning Module)

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Project Overview

Project Title & Description

Project Title: Using Practice Structure to Improve Student Retention

Description: A self-paced eLearning experience that trains PVMA music teachers on PVMA's process for conducting a quick student needs/practice-plan assessment and translating it into a tailored practice structure. The module is designed to improve student progress toward goals and increase retention by giving learners clear, measurable practice pathways.

Overarching Goals and Objectives

Why is the project important?

- Student retention improves when students see progress and understand exactly what to practice (clear, measurable, achievable steps).
- Teachers build consistency and accountability by using a shared PVMA practice-planning process across locations.
- Teachers new to franchise expectations gain confidence in pacing a needs assessment and building a plan quickly (within a 10-minute window).

Success: How will we know if the project is successful?

A. What are the business goals?

- Increase student retention by improving student progress and satisfaction with lessons.
- Increase franchise consistency by standardizing an industry-leading practice-planning method across new and existing locations.
- Improve teacher effectiveness and alignment to PVMA expectations for pedagogy/andragogy in a lessons business context.

B. What is the overall instructional goal of the project?

- Teachers can conduct a practice plan assessment in a simulated lesson scenario and confidently generate a tailored practice structure aligned to the student's goals.

Deliverables and Details

A. Deliverables

- Primary deliverable: Interactive eLearning module (Captivate 13 long-scroll or Storyline equivalent) with scenario-based practice.
- Formative checks: 1–2 non-multiple-choice interactions after each major section (e.g., matching, sequencing, short response).
- Summative assessment: Scenario-based practice-plan build (demonstrates understanding through application).

- Job aid(s): 1-page practice plan checklist and sample practice structures (downloadable PDF).
- Accessibility assets: Closed captions/transcripts in English, Vietnamese, Spanish, and Armenian (as feasible for portfolio scope).

B. Details related to the deliverables (technical resources, lack of live training, etc.)

- Delivery is on-demand; module should stand alone without requiring live facilitation.
- Responsive design is required (desktop/laptop and mobile).
- Sans serif fonts only; ensure contrast, keyboard navigation, and non-drag alternatives where feasible.
- Completion criteria target: 80%+ on summative (or rubric-based mastery threshold).

Potential Options

Are there certain things you would like to see integrated into the resources, if appropriate?

- Branching scenario moments (e.g., teacher chooses questions to ask and receives feedback).
- A “Practice Plan Builder” capstone that outputs a learner-created plan summary for download/screenshot.
- Optional coach view: reflection prompts that can be used in follow-up coaching sessions.
- Micro-examples across instruments/levels to support transfer (beginner, intermediate, advanced).

Larger Picture

What is the overall framework in which these resources “fit”?

- On-demand training: a standalone module housed in the PVMA learning library for teachers and franchisees.
- Part of a broader teacher onboarding + ongoing coaching framework (virtual role-play, observation, and feedback cycles).

What is the future plan for this overall framework or these resources?

- Integrate with ongoing PVMA home-office coaching sessions and lead-teacher observations.
- Expand module library with adjacent topics (goal-setting conversations, motivating practice, parent communication).
- Use retention data and observation feedback to refresh scenarios and examples periodically.

Influencing Factors: What factors besides training impact performance?

- Teacher buy-in and willingness to adopt a standardized process (resistance to “this is what I’ve always done”).
- Time constraints in lessons: ability to complete assessment + plan-building efficiently.
- Availability of consistent practice-plan templates and norms at each site.

- Franchise leadership reinforcement (lead teacher coaching, observation cadence, expectations).
- Student/caregiver follow-through and clarity of communication around practice expectations.

Audience Overview

Who is the audience? Describe the average person in detail.

- Primary learners: PVMA music teachers—highly skilled musicians, often with private studio experience, but frequently new to franchise expectations and consistent instructional processes.
- Secondary stakeholders: franchise owners (also musicians; business experience varies) who need consistent teacher practice-plan implementation to support retention.

How many people are in the audience and where are they located?

- Distributed across PVMA franchise locations; exact headcount varies by site and hiring cycle.
- Audience may be geographically dispersed; module must support remote access and flexible pacing.

Are they already familiar with any aspects of the content? If so, what?

- Most are familiar with teaching fundamentals and assigning practice in general.
- Many are not familiar with PVMA's specific practice-structure framework, the 10-minute assessment target, or standardized retention-focused expectations.

Are their needs roughly the same or are they very different?

- Needs are similar at a high level (consistent process), but vary by instrument, student age/level, and teacher prior business/teaching experience.
- Differentiated examples and optional paths will help learners transfer the process to their specific contexts.

Team Overview

Project Roles:

- Project Manager: Tim Hill (or designated L&D lead)
- Instructional Designer: Tim Hill
- Course Builder: Tim Hill (Captivate 13)
- SMEs: PVMA lead teachers; PVMA home office training staff; experienced franchise owners/center directors

SMEs: Who are the SMEs we can reach out to for support?

- SME of the handbook concepts / process owner: PVMA home office (training/operations)
- Recommended SME trainer contact: Lead teacher / master coach
- Recommended SME principal contact: Franchise owner or center director
- Recommended SME teacher contact: High-performing instructor with strong retention outcomes

Resources

Ramp-Up Resources

What tools and resources are available for familiarizing oneself with the project?

- Printed/Training materials: practice plan SOPs, templates, handbook excerpts (if available).
- Presentation materials: existing practice-plan presentation deck, sample practice plans, example student goal interviews.
- Operational context: retention expectations, lesson pacing norms, observation/coaching tools.

Tools

What tools and resources are available for building this course?

- Software: Adobe Captivate 13 (full license); supporting Adobe tools for graphics/audio as needed.
- Existing media resources: PVMA palette anchored on #0EA135; any existing brand visuals.
- Non-existing resources to create: custom icons/illustrations, scenario dialogue, downloadable job aids, multi-language captions/transcripts (scope-dependent).

Are there resources you would like for these courses/learning resources that don't currently exist?

- Short 'gold standard' demo videos of a 10-minute assessment + plan build (optional, high impact).
- A bank of anonymized sample practice plans across instruments/levels.
- A coach observation checklist aligned to the eLearning module (for follow-up).

Recommended Next Steps

- Confirm content accuracy with SMEs: validate PVMA practice-structure steps, timing expectations, and quality criteria for a “good” plan.
- Collect 3–5 realistic student personas and goals to drive scenarios (beginner/intermediate/advanced; different instruments).
- Define a mastery rubric for the capstone practice-plan build (what counts as “demonstrates understanding”).
- Build a rapid prototype (one section + one scenario + one formative check) and run SME review for tone and fidelity.
- Pilot with a small group of teachers; gather feedback on clarity and time-to-complete; revise.
- Publish and package for portfolio: include interaction samples, plan-output screenshot, and a short walkthrough video.