

# NEEDS ANALYSIS

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

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## Table of Contents

1. Project Overview
2. Audience Overview
3. Team Overview
4. Resources
5. Recommended Next Steps

## 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 (Captive 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.