ADDIE Instructional Model Template

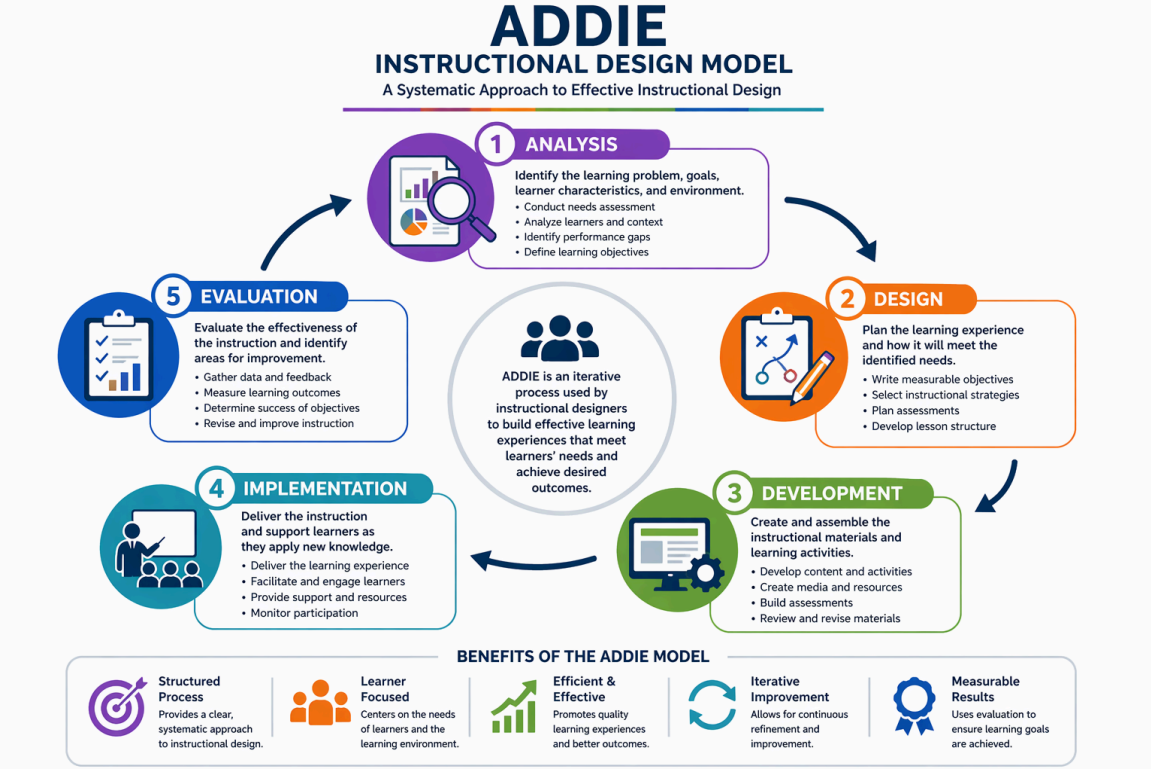
ADDIE's Principles	Description of Implementation
Analysis - Survey results showed that teachers requested professional development on interactive lesson design, differentiation, and engagement strategies. These findings supported the selection of Nearpod as the focus of the instructional coaching workshop.	During the analysis phase, teacher survey data from KIPP DC Spring Academy was reviewed to identify immediate professional development needs related to educational technology integration. A total of **11 staff members** participated in the survey. Results showed that **72.7% of teachers requested professional development on creating interactive lessons**, while **63.6% indicated a need for support using technology for differentiation**. Additionally, **54.5% of respondents identified student engagement strategies as an important focus area for professional learning. Survey responses also highlighted several instructional challenges. **45.5% of teachers reported difficulty differentiating instruction using technology**, and **36.4% reported challenges maintaining student engagement** during lessons. These results indicate a clear need for structured professional development focused on interactive tools that support engagement and differentiation. Nearly half of respondents (**45.5%**) expressed interest in one-on-one instructional coaching, demonstrating a willingness among staff to receive additional support. Teachers reported an average confidence level of **4.18 out of 5** when integrating technology, suggesting that teachers are familiar with technology tools but would benefit from targeted training that improves instructional application. Based on these findings, **creating interactive lessons using Nearpod** was identified as an instructional priority that could be implemented immediately to support engagement, differentiation, and formative assessment practices.
Design - Learning objectives were created to support teacher development in creating interactive Nearpod lessons, using	**Plan learning objectives, instructional strategies, and assessments based on identified needs** During the design phase, learning objectives and instructional strategies were developed based on survey data collected from staff at KIPP DC Spring Academy. Results showed that **72.7%**

formative assessments, and improving student engagement.	**of teachers requested support with creating interactive lessons**, **63.6% identified differentiation as a priority**, and **54.5% reported student engagement as an area of need**. These findings supported the design of a workshop focused on using Nearpod to create interactive lessons that support engagement and differentiation. Learning objectives were developed to guide teacher learning. By the end of the workshop, teachers will be able to: ● Identify at least three Nearpod features that support student engagement ● Create an interactive Nearpod lesson aligned to grade-level standards ● Use formative assessment tools to monitor student understanding ● Plan how to implement the lesson in their classroom Instructional strategies include modeling, guided practice, collaboration, and reflection to support adult learning. Teachers will observe demonstrations, practice creating lessons, and share their work with peers. Assessment methods include teacher-created Nearpod lessons, peer feedback, and written reflection to measure understanding and readiness for implementation.
Development - Workshop materials were created including sample Nearpod lessons, instructional guides, and reflection tools.	**Create instructional materials, resources, and tools to support learning** During the development phase, instructional materials were created to support teacher learning and participation in the workshop. Materials were designed based on survey results that identified interactive lesson design and differentiation as priority areas. Key materials developed include: ● A **sample Nearpod lesson** demonstrating engagement strategies such as Time to Climb, Collaborative Board, and formative assessment activities ● A **presentation slide deck** to guide instruction and model lesson creation ● A **step-by-step instruction guide** to support teachers with different levels of technology experience

	● A **lesson planning template** to help teachers design interactive lessons aligned to standards ● A **reflection form** to encourage teacher reflection and planning for classroom implementation Technology tools used include Nearpod, Chromebooks, Google Classroom, and presentation software. All materials were tested before the workshop to ensure they function properly and support teacher success. Differentiation supports were included by providing structured templates for beginner users and extension opportunities for teachers ready to explore advanced features.
Implementation - The workshop will be delivered during scheduled professional development sessions using modeling, guided practice, and peer collaboration.	**Deliver instruction and support teacher participation** During the implementation phase, the instructional coaching workshop will be delivered during scheduled professional development time at KIPP DC Spring Academy. Teachers will participate in hands-on learning activities that allow them to explore Nearpod features and create their own interactive lessons. The workshop will begin with an introduction to Nearpod and demonstration of key features that support engagement and formative assessment. Teachers will then participate in guided practice to create interactive slides aligned to their grade-level content. Independent work time will allow teachers to build their own Nearpod lesson, followed by peer sharing and feedback to support collaboration and improvement. Ongoing support will be provided after the workshop through instructional coaching sessions and troubleshooting assistance. Teachers will be encouraged to implement their Nearpod lesson within two weeks of the workshop and share their experiences during future team meetings or professional learning communities.
Evaluation - The effectiveness of the workshop will be evaluated using teacher feedback, student engagement observations, and	**Measure effectiveness and use data to improve future instruction** During the evaluation phase, multiple methods will be used to measure the effectiveness of the instructional coaching workshop and determine whether teachers successfully apply

lesson implementation data.	new strategies in their classrooms. Evaluation will focus on both teacher learning and student engagement outcomes. Teacher learning will be evaluated through the completion of an interactive Nearpod lesson created during the workshop. Each lesson will be reviewed to ensure it includes at least one engagement feature and one formative assessment activity. Teachers will also complete a reflection form describing how the lesson supports student engagement and differentiation. Participant feedback surveys will be used to gather information about teacher experiences during the workshop. These surveys will measure teacher confidence using Nearpod, perceived usefulness of the strategies, and readiness to implement interactive lessons in their classrooms. Follow-up evaluation will occur after teachers implement their lessons. Instructional coaching sessions and informal classroom observations will be used to monitor how teachers use Nearpod during instruction. Observations will focus on student engagement, participation levels, and the use of formative assessment strategies. Student engagement indicators will also be reviewed to determine the impact of the workshop. Indicators may include student participation during Nearpod activities, completion rates, and teacher-reported improvements in student engagement and understanding. The results collected during this phase will be used to improve future professional development sessions and identify additional coaching needs. If teachers report ongoing challenges, additional support sessions or refresher workshops may be planned to strengthen implementation and ensure long-term success.

Narrative Summary	I selected the ADDIE instructional design model because it provides a structured process for planning professional learning experiences. The model allowed me to analyze teacher needs, design clear learning objectives, develop meaningful materials, implement structured learning activities, and evaluate outcomes. One strength of ADDIE is its clear organization and focus on evaluation. One limitation is the time required to develop materials. I also reviewed Merrill's Principles of Instruction, which focuses strongly on demonstration and application, but ADDIE provided a broader planning structure that supported long-term instructional design.



References

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