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Innovative Model Report

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IDENTIFYING THE GAP

In today's classroom, teachers in public schools are required to implement and teach common core standards. According to the Common Core State Standards Initiative (2018), common core standards are the most effective standards from states across the United States and countries around the world. The standards form a guideline for teachers and school systems across the United State to follow in order for students to receive a continuous education across the states. School systems and teachers are still tasked with selecting curriculums that would guide the instruction and focus of lesson plans. Within these curriculums, there are some opportunities and time allotted in the curriculum to re-teach material if the majority of the students are struggling to retain the information.

According to Morrison (2013), educators need instructional skills to be fully effective with developing and implementing instruction. He mentioned that the gap is justified by the fact that there are materials that have been created for teachers that they can access by going to the bookstore or either online. But this theory does not account for every specific need for instruction, specially the need to re-teach information if it is

not being retained. However, there are a couple of instructional design models that have been made mention of as it relates to K-12 and instructional design which will be explained further below. But, there is not a that can be followed, for K-12 educators or instructional designs, that identifies a "re-teach" component. Therefore, an ideal model including this component has been developed.

RUBRIC

In an effort to arrive at the likelihood that previously developed models lacked the "re-teach" component. A rubric was developed to scale the differences between models and identify whether each model included a component that guided the instructor to re-teach a topic upon the lack of retention. Rubric was completed by selecting a yes or no response. Each model that is examined in the rubric can be easily used in K-12 learning environments.

	Model includes component to examine learner characteristics	Model includes component to identify or state objectives	Model includes component to implement instructional strategies	Model includes component to select technology, media, or other resources for instruction	Model includes component to re-teach objectives	Model includes component for evaluation or feedback
ASSURE Model	Yes	Yes	Yes	Yes	No	Yes
Gerlach/ Ery	Yes	Yes	Yes	Yes	No	Yes

Model						
Kemp Model	Yes	Yes	Yes	Yes	No	Yes
Gagne's Model	Yes	Yes	Yes	Yes	No	Yes

DEVELOPMENT OF IDEAL IDD MODEL

In a study (2013), preservice science teacher were included in the study for the purpose of identifying the perceptions about using instructional design models in terms of planning and developing their lesson plans. The teachers mostly all preferred the cognitive based instructional design models. The cognitive based models included were Bloom's Taxonomy, Gagne's Nine Events of Instruction, Dick and Carey's Model, and Kemp's Model. They identified these models as having more flexibility to make changes related to the planning process. WIth that being mentioned, including a "re-teach" component to either of these models would be more effective for a K-12 environment. This ideal model has six components and can be used for instruction in no particular order.

1. Gain the learner's attention
2. Inform learner of the objectives
3. Create and implement learner content
4. Re-teach content
5. Activate prior knowledge

6. Assess learners and receive feedback

Inform learner of the objectives

Gain the learner's attention

Each component can be used simultaneously with another component and does not have to used in a particular order. The goal is to achieve learner retention.

Create and implement learner content

Re- teach content

Assess learners and receive feedback

Activate prior knowledge
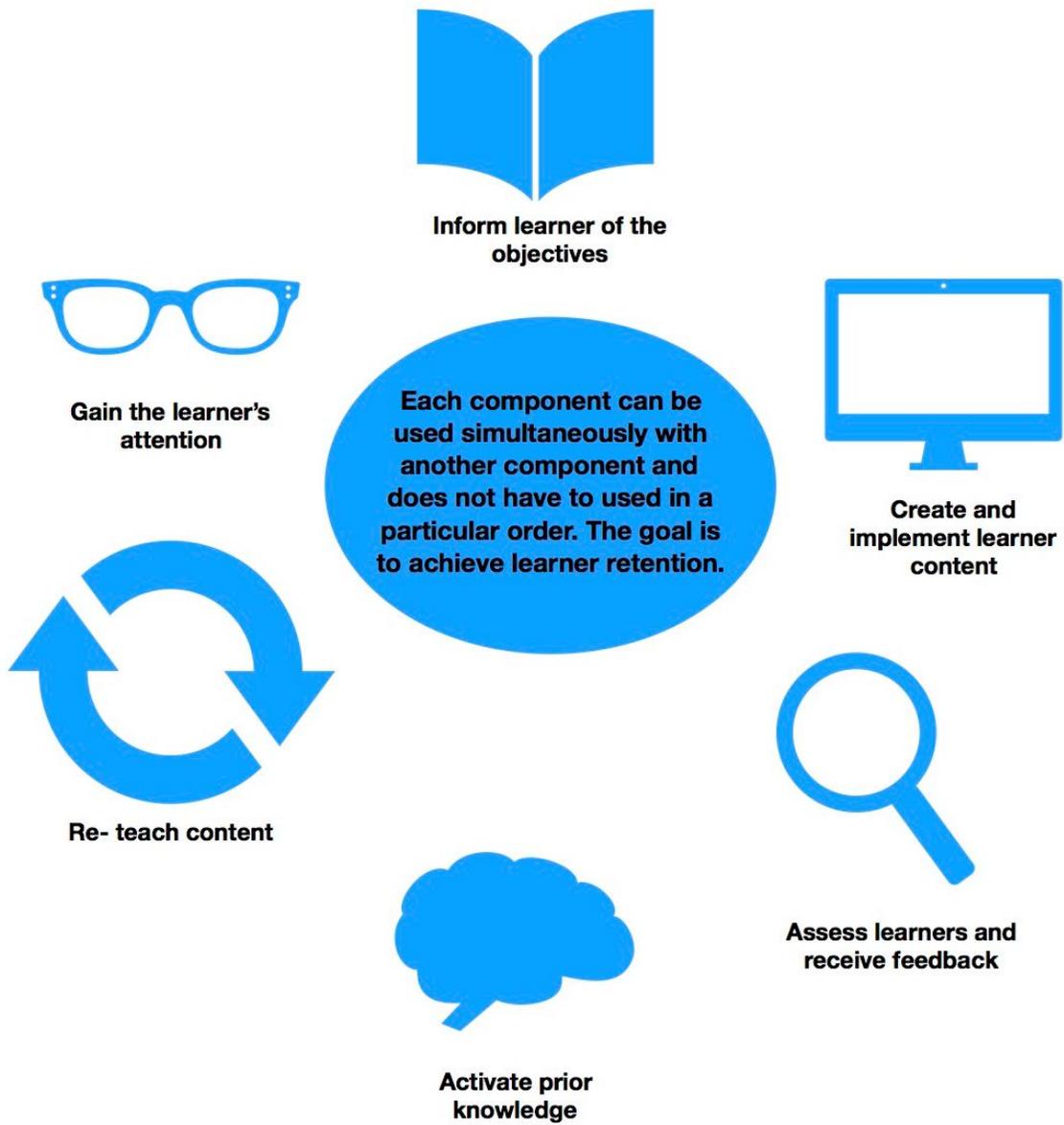
ANALYZING IDD MODELS

Assure Model

According to the Educational Technology organization (2015), this model aims to produce more effective teaching. It is broken down into six parts. A is for "analyze learners" which describes the process that the teacher should do. Teachers are guided to focus on the characteristics which are connected to the learning outcomes. The analysis should include the general attributes of the learners, prior competencies, and the learning their styles.

Next, this model focuses on "S for State Standards and objectives. Once the analysis has been completed, the teacher must give standards and objectives for teaching each learning module. The statements will be used as a blueprint to give the instructor direction and guidance of the instruction. It is as noted that well- developed objectives address the following ABCDs: Audience, Behavior, Conditions, & Degree.

The second "S" in the name ASSURE stands for select strategies, technology, media, and materials. In other words, it focuses on the the delivery method of your instruction. Once this is determined, then delivery method will be determined as it relates to it being a group discussion or cooperative group work.

The "U" refers to how the technology, media, or materials that have been selected are utilized. In an effort to simplify the process. The five "p's" process is used to achieve this as listed below:

1. Preview the technology, media, and materials

2. Prepare the technology, media, and materials

3. Prepare the environment

4. Prepare the learners

5. Provide the learning experience

Next, the "R" focuses on requiring learner participation. A learning experience is insufficient without the learner being able to regain knowledge. During this step, learners are given the opportunity to work with peer helpers, in small groups, one-on-one with the teacher, or even given the opportunity to interact with others while playing objective-based games in learning centers.

Lastly, the "E" represents the evaluation and revision phase. This step includes an evaluation of your teaching strategies, technology, media, materials, and learner retention. The remaining part of your evaluation should focus on getting feedback from the students. This part of the evaluation is needed to provide suggestions and possibly insight on areas of the instruction that could be changed or revised for my effectiveness.

Gerlach/ Ely Model

This particular model was created with the classroom teacher in mind. When paired with the inner workings of a public school general education classroom, it was found to be appropriate not only for the K-12 class, but it was also founded to be helpful for the higher education realm also. This model was created in 1971 by Vernom S.

Gerlach and Donald P. Ely. The focus of the Gerlach/ Ely Model is to determine the content and the objectives simultaneously. Usually the objectives are developed after the content has been determined (Grabowski, 2003).

The entry level skills are identified by a pre- assessment (Qureshi, 2004). This allows the objectives and the content to be developed at the same time and provides a framework for what is to come in the instruction. This model includes five fundamental elements. They are as follows: Determination of strategies, Organization of groups, Allocation of time and space, and Selection of resources. This model also includes an evaluation and feedback loop.

Morrison, Ross, and Kemp Model

According to Kurt (2016) the Morrison, Ross, and Kemp Model, more commonly known as the Kemp model, was created in an effect to adopt the continuous implementation and evaluation throughout the instructional design process. The Kemp model includes nine key elements to instructional design. They are as follows:

1. Identify instructional problems, and specify goals for designing an instructional design.
2. Identify characteristics of learners that should be taken into account during the planning process.
3. Clarify course content, and analyze the proposed task components in relation to the stated goals and purposes of the course
4. Define instructional objectives and desired learning outcomes

5. Ensure that the content for each instructional unit is structure sequentially and logically to facilitate learning

6. Design instructional strategies to enable individual learners to master the content, achieve desired learning outcomes.

7. Plan the instructional message and the appropriate mode of delivery

8. Develop evaluation instruments suitable for measuring and assessing learners' progress towards achieving course objectives

9. Choose the appropriate resources that will support teaching and learning activities.

Gagne's Nine Events of Instruction

Gagne's Nine Events of Instruction focuses on the, first, grabbing the learner's attention to make the instruction easier to absorb which leads to retention. This model includes nine events of instruction. According to the Pappas (2015), they are as follows:

1. Create an attention- grabbing introduction

2. Inform learner about the objectives of the eLearning course

3. Stimulate recall of prior knowledge.

4. Create goal- centered eLearning content

5. Provide online guidance.

6. Practice makes perfect

7. Offer timely feedback.

8. Assess early and often

9. Enhance transfer of knowledge by tying it to real world situations

CONCLUSION

In conclusion, analysis of the provided models show strengths in all areas needed to develop effective instruction for K-12 learners. However, none of the them provide a clear component that supports to need to re-teach instruction when there is a lack of retention. The feedback and results of assessments are in place to direct the teacher on whether to continue to the next learning objective or re-teach the previous objective. This instructional design model will help decrease the gap that is widening among learners who are getting left behind due to the strong push to implement the Common Core Standards. Further leading to the decline in K-12 learners qualifying and needing special education services.

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