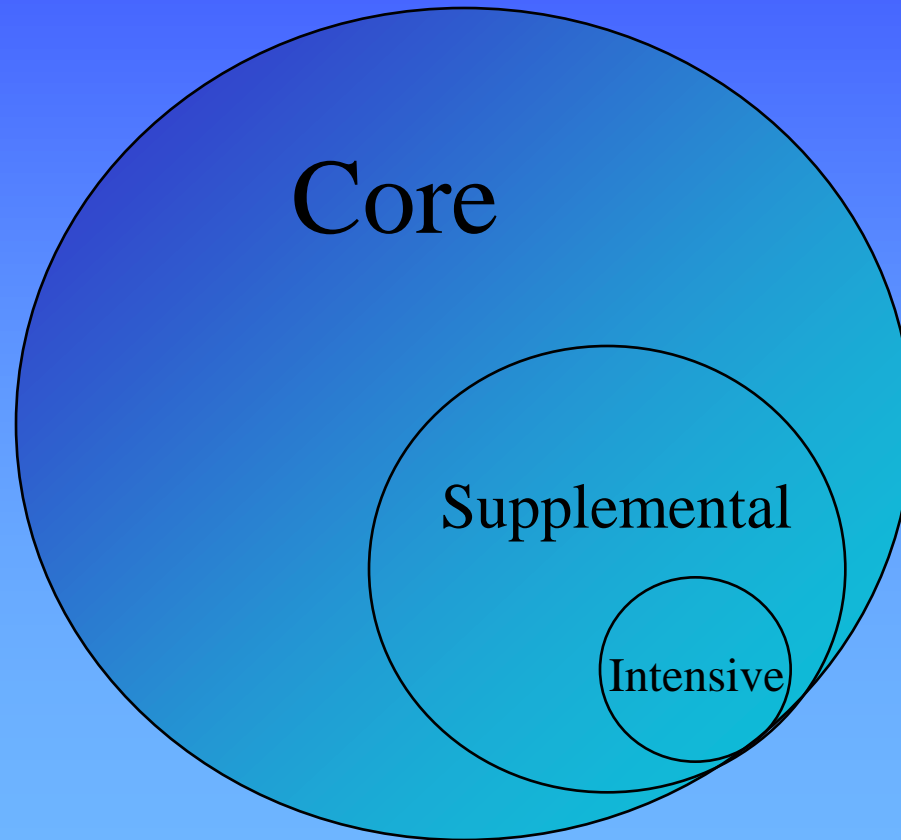


Instructional Decision Making



DE Staff

- Cynthia Knight
- Del Hoover
- Eric Neessen

Current Pilot Site Coaches

- Joe Ulman – retired AEA 3
- Neta Stevenson – retired AEA 6
- Lou Howell – DE
- Dominic Bonnanno – retired DMPS principal
- Eric Neessen – DE

Pilot Sites 2003-2004

- **Van Buren** 2 elementary schools
- **Corning** middle and high school
- **Ankeny** 7 elementary schools
- **Urbandale** middle school
- **Waterloo** 1 elementary school
- **Humboldt** middle school
- **Center Point-Urbana** elementary and middle
- **Clear Creek-Amana** high school

Introduction

- The Department advocates the use of IDM, but does not mandate the use.
- IDM is what good teachers do.
- IDM can be used by individual teachers or groups of teachers collaboratively.

- IDM is about instruction – appropriate instruction for each student.
- IDM places an emphasis on data-influenced decision making.
- IDM meshes well with other efforts – IPDM, SINA, and other initiatives.

Basic Understanding

Teachers and schools need to use data from their current system of assessment at the classroom, building and district level.

- Do not need to create new systems of assessment
- Ask if the current system is working.
- Use assessment information (formal and informal) to refine existing systems.

Rationale for IDM

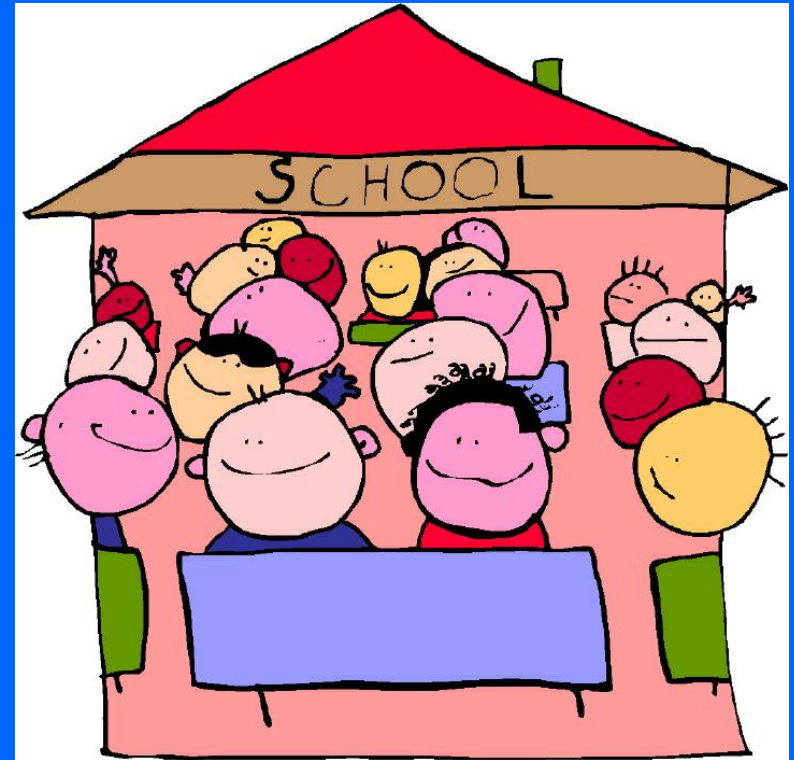
- Current research
- Accountability for all children under NCLB
- Reauthorization of IDEA
- Interrelationships with state-wide efforts
- Emphasis on a unified district-wide curriculum for all students

What is IDM?



Basic Premise

- ◆ All students are part of the general education system



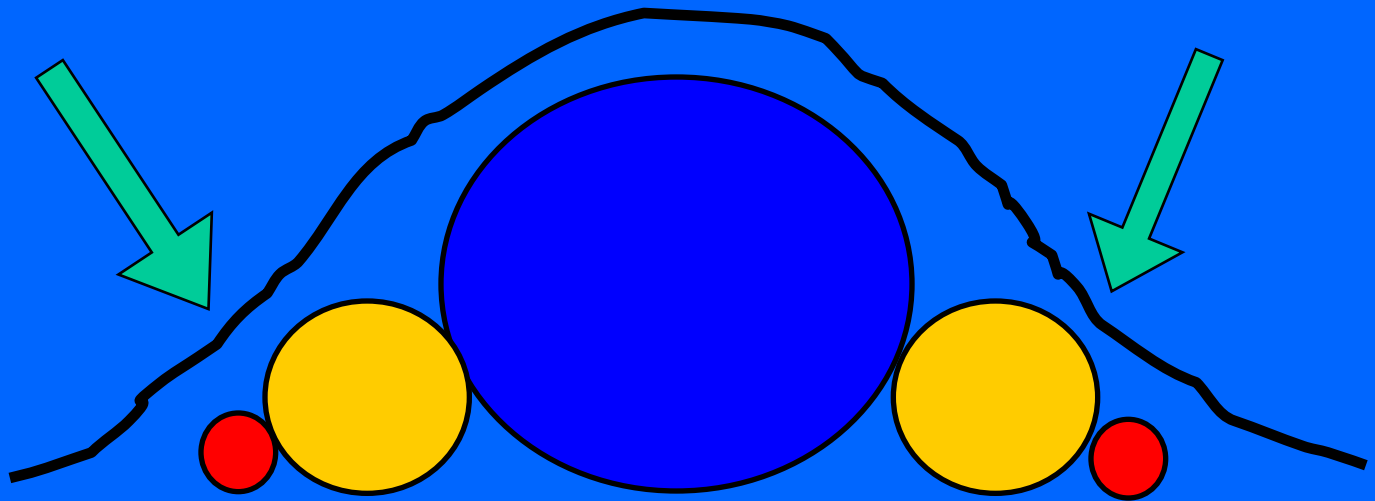
- IDM is a process that focuses on instruction for ALL students that uses formal and informal data.
- IDM is based on the proactive concept of early enrichment and early assistance.
- IDM is made up of three fluid and flexible instructional levels that should be thought of in terms of degrees of intensity.

Dell's Curve

**Struggling
students**

**Grade level
expectation**

**Accelerated
students**



BELL CURVE

Instructional Decision Making is NOT...

- »A recipe
- »A blind road map
- »A sorting system
- »A permanent grouping system

Guiding Principles

- ◆ All students require *INSTRUCTION* that is guaranteed, viable, rigorous, and relevant. Some may require additional support and instruction based on their abilities.

Guiding Principles

- ◆ All students are part of the general education system.
- ◆ There is shared responsibility for student achievement across the entire school community.
- ◆ The best way to address student learning abilities that exceed core instruction is to be proactive.

Guiding Principles

- ◆ Differentiated instruction is an essential part of the core instructional program.
- ◆ Accurate reliable assessment data are essential to determine the instructional abilities of all students.
- ◆ Instructional decisions are based on multiple sources of data.

Guiding Principles

- ◆ The effectiveness of instruction is routinely monitored; on-going formative data are used to indicate when changes in instruction are needed.
- ◆ Parents are vital members of the team to support students.
- ◆ Administrators and teacher leadership teams are vital in the instructional leadership and data based decision making of a district and school.

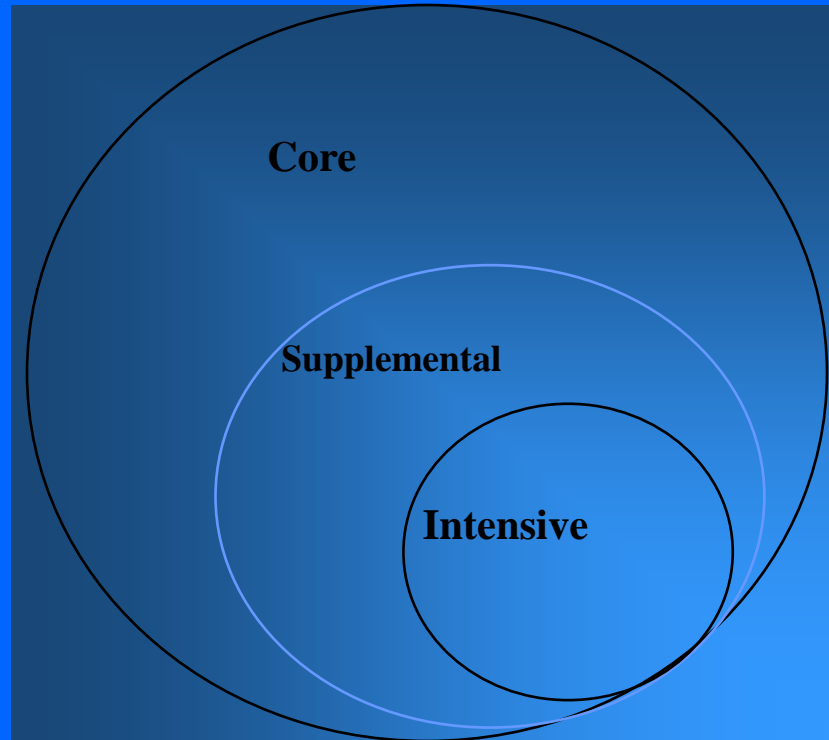
Guiding Principles

- ◆ Teachers have adequate tools, strategies, support, and resources to meet the needs of all students.
- ◆ Quality professional development is essential to support implementation of a systemic effort to support IDM.

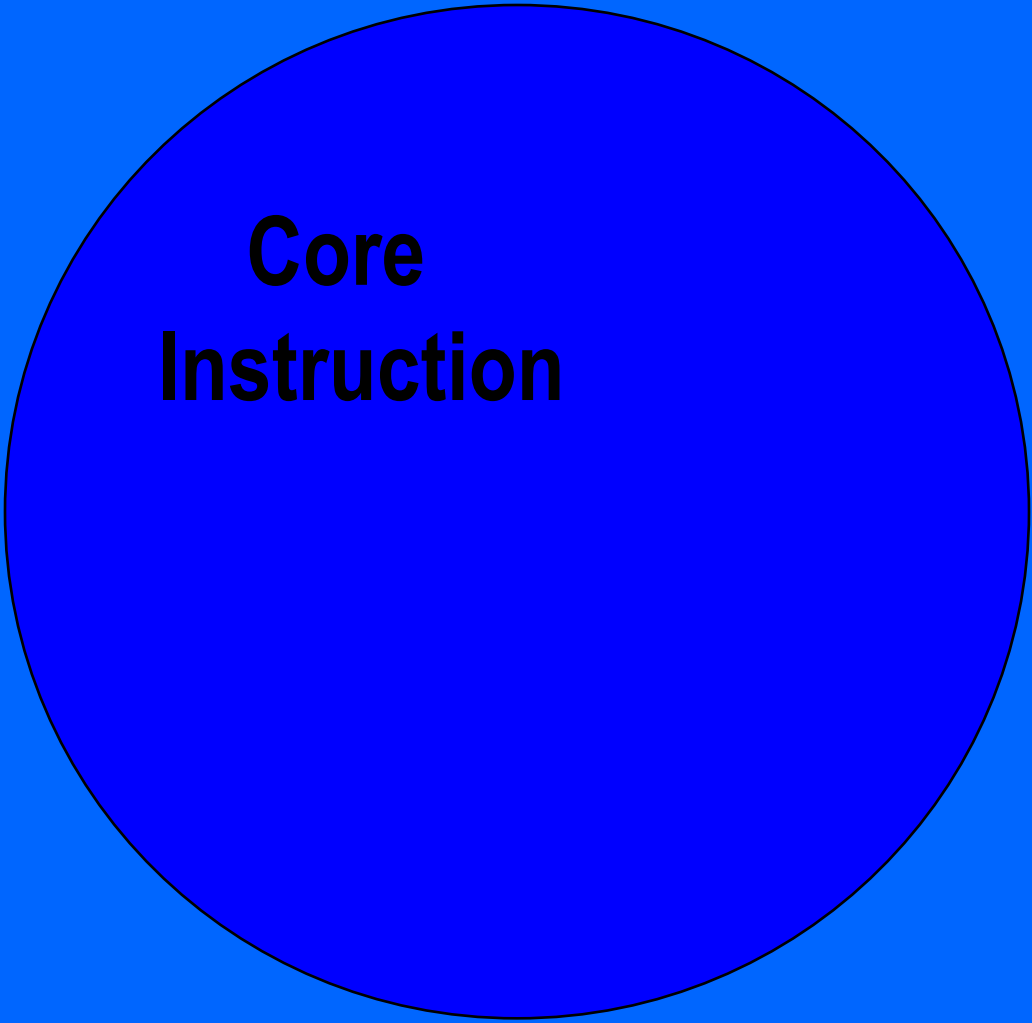
Collaboration

- Collaboration and communication occurs within and across grade levels
- Occurs among various roles within the school
- Structure and culture to support ongoing frequent and effective collaboration exists

Components of IDM



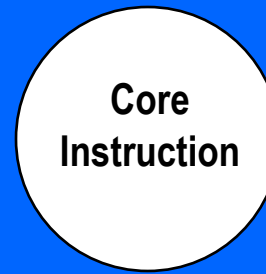
Core Instruction



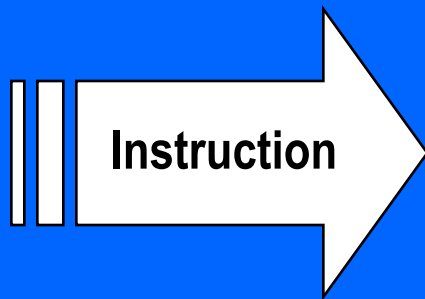
**Core
Instruction**

- ◆ **The district adopted comprehensive curriculum**
- ◆ **Provided for all students**
- ◆ **Screening and formative evaluations occur**

Components of the

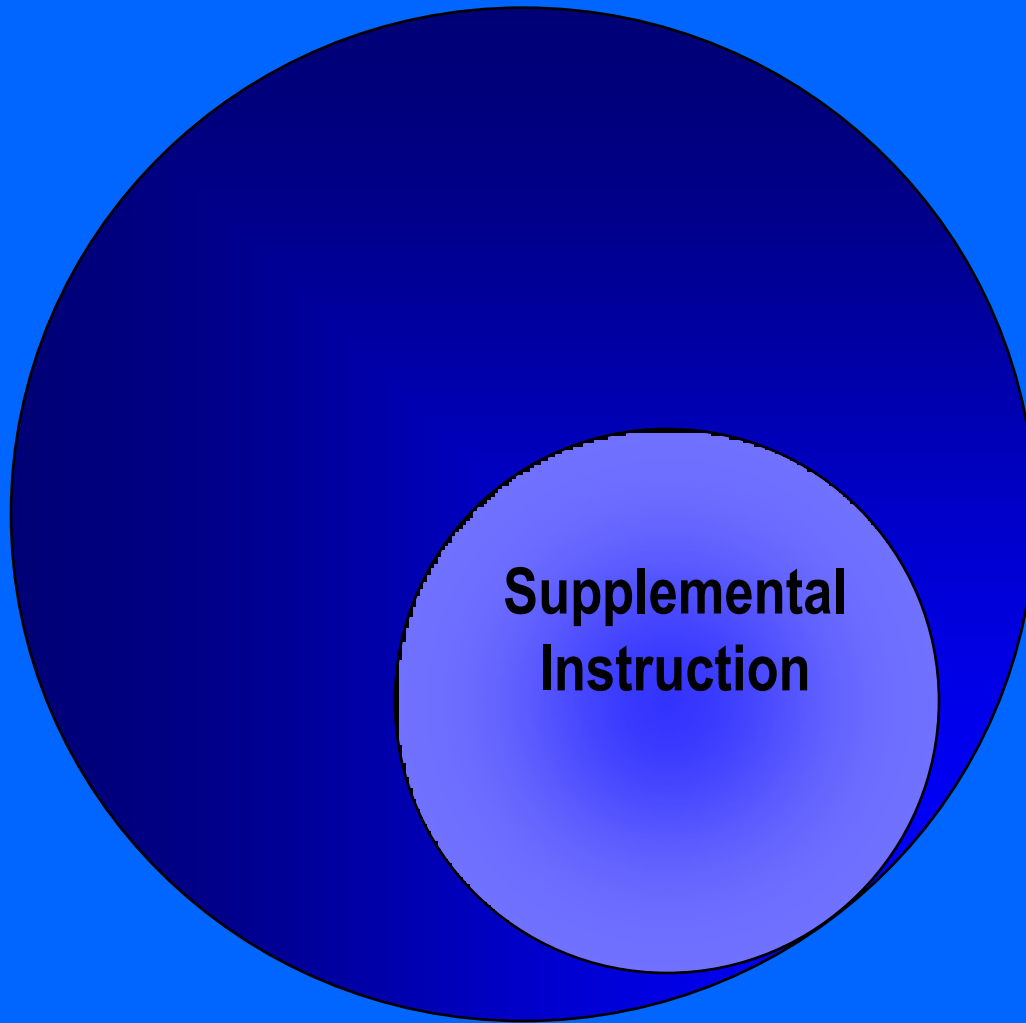


Cycle



- May be presented to the whole class.
- May be delivered through flexible grouping.
- May be presented differently to groups according to needs.

Supplemental Instruction

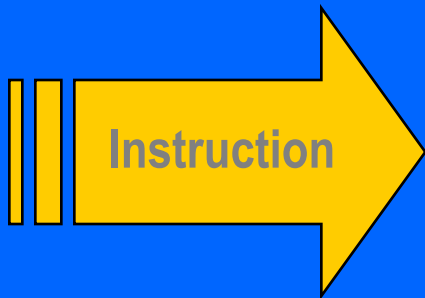


- ◆ Instruction that is available for students identified as exceeding or not meeting core- learning expectations
- ◆ Provided to smaller groups of students with similar needs
- ◆ Research based/evidence based strategies selected
- ◆ Targeted instruction in identified area
- ◆ **IN ADDITION TO CORE**

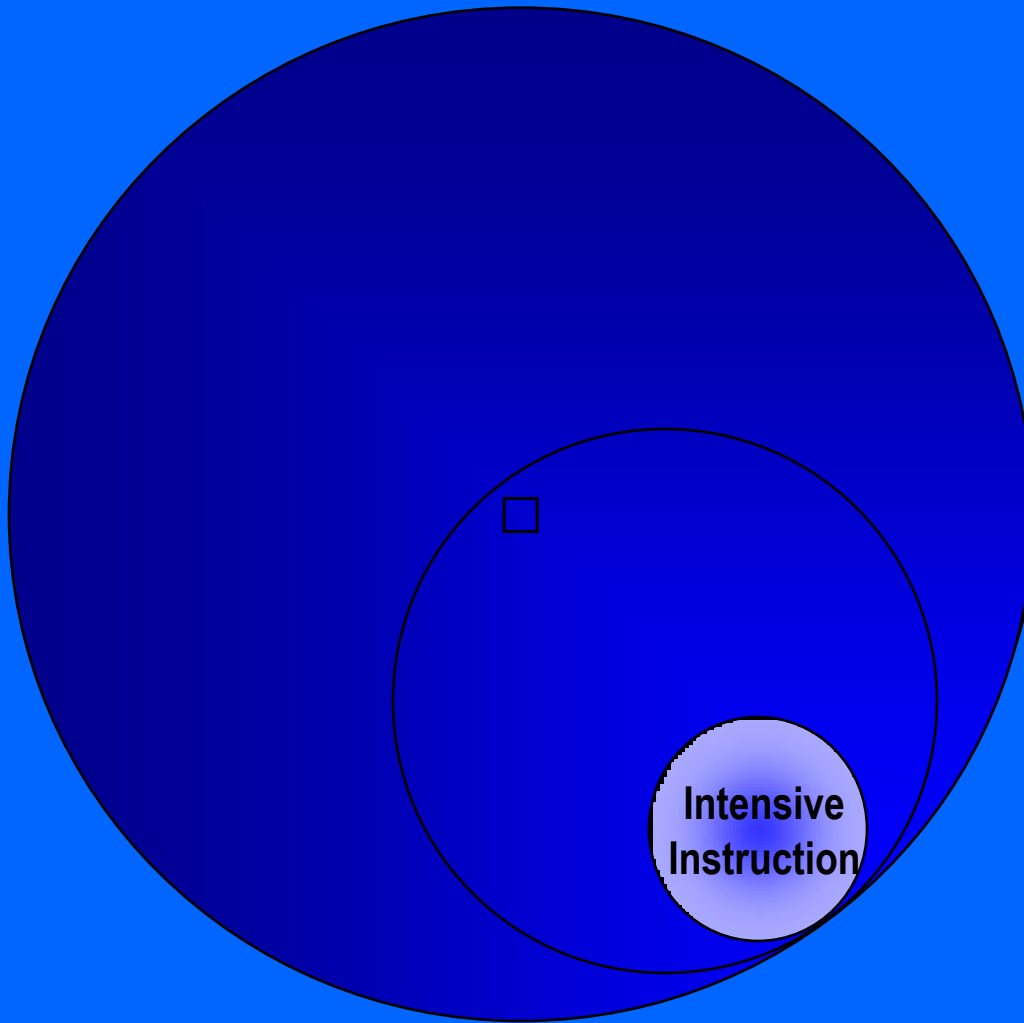
Components of the **Supplemental Instruction** Cycle

Supplemental
Instruction

- **Focus on the identified student learning needs**
- **May involve the use of additional resources within the classroom**
- **May be changes in, intensity, consistency, and immediacy of feedback**
- **May include a change in instructional strategy**

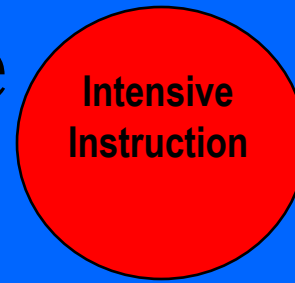


Intensive Instruction



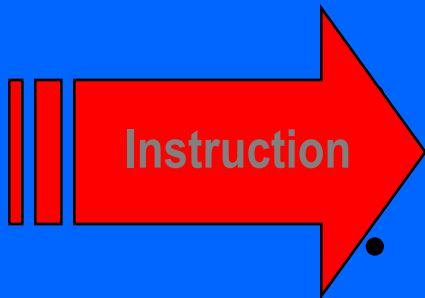
- ◆ Instruction that is available for students identified as significantly exceeding or not meeting core and/or supplemental learning expectations
- ◆ Provided to individuals or small groups of students with similar needs
- ◆ Research based/evidence based strategies selected
- ◆ **IN ADDITION TO CORE**

Components of the



Cycle

- Often includes different instructional strategies



Lesson plan prescribed for the individual

- Provided to individuals or small groups of students
- Often includes other support (AEA) personnel

Components of the

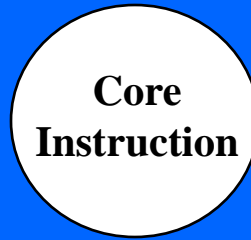
Core
Instruction

Cycle



- **Screening**
 - Given to all
 - Quick and easy to administer
 - Provides immediate data
 - Easy to interpret
 - May be administered more than once
- **Formative**
 - Naturally occurring
 - Authentic
 - Continuous and ongoing
 - Used to examine student performance over time
 - Used to adjust instruction

Components of the



Cycle

- Diagnostic

- Information gathered from multiple sources (comprehensive)
- Used to inform instruction
- Qualitative (anecdotal)

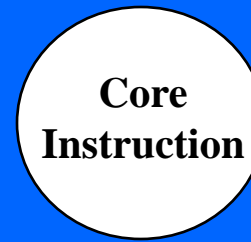
- Summative

- Measures program attainments
 - Achievement goals
 - Outcome of instruction
- Provides information on the program's efficacy



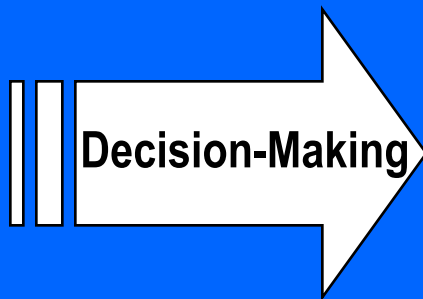
Assessment

Components of the



Cycle

Use of data to determine . . .



- Does the student continue to need Core Instruction without supplemental support?
- Does the student need Supplemental Instruction?
- Does the student need Intensive Instruction?

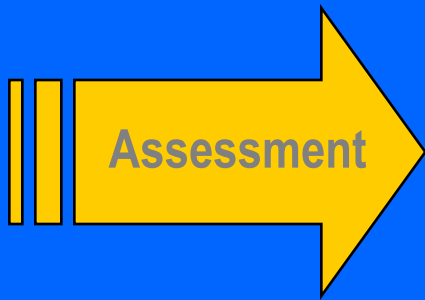
Components of the

Supplemental
Instruction

Cycle

Every student included in all screening and district-wide assessments

- Usually includes a diagnostic assessment



- Formative evaluation

- Students included in formative assessments given to the class
- Focus on measuring improvement in the targeted area of need
- May include performance monitoring/formative assessment

Components of the Cycle

Use of data to determine . . .



- Does the student need to continue in Supplemental Instruction?
- Does the student need Core Instruction without supplemental support?
- Does the student need Intensive Instruction?

Components of the

Intensive
Instruction

Cycle

Every student is included in all screening and district-wide assessments

■ Diagnostic Assessment

- Determine how the student interacts with the curriculum, instruction and environment
- Determine the conditions under which the student experiences the most success

■ Formative Assessment

- Plan regular, frequent analysis of learning growth and resulting instructional decisions
- Record expected learning target
- Record all instructional changes made to meet the target
- Determine the student's learning rate for targeted skill acquisition



Assessment

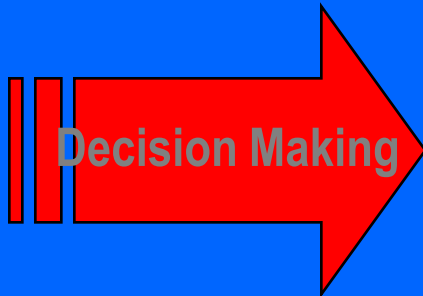
Components of the

Intensive
Instruction

Cycle

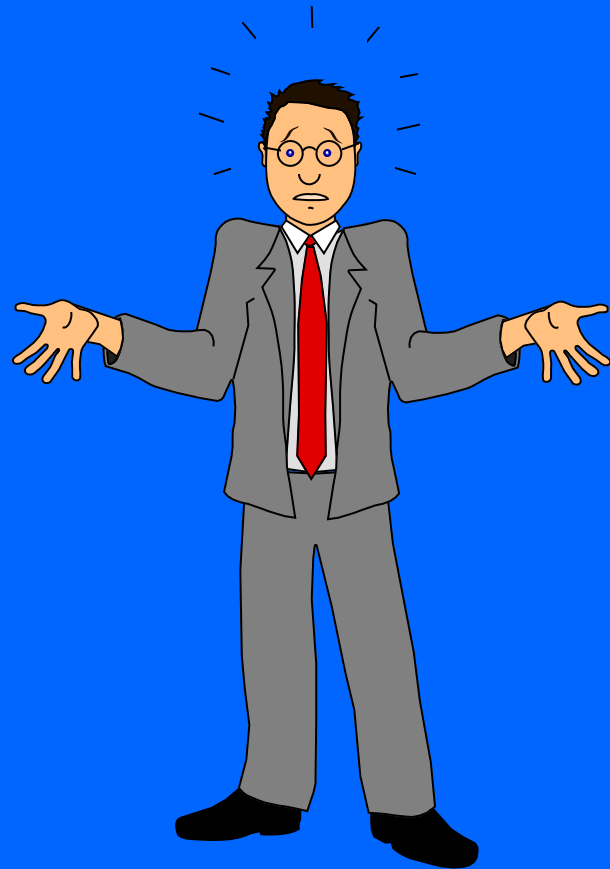
Use data to determine. . .

- Is the student making satisfactory progress?



- What actions have been taken that enable the student to learn?
- Is there a need for ongoing or additional support for instruction in order for the student to continue to learn?

Questions and Comments



Supplemental – in addition to Core

	Elementary	Middle	High
Beyond Core	Small group TAG Adv. Questions Relevant Situations	Small group TAG Adv. Questions Relevant Situations	Small group TAG Adv. Questions Relevant Situations
Not succeeding in Core	Small group More practice Different approach Basic Questioning	Small group More practice Different approach Basic Questioning	Small group More practice Different approach Basic Questioning

Intensive – More time, intensity, practice and immediacy of feedback

	Elementary	Middle	High
Beyond Supplemental	Curriculum Adv. Compacting Acceleration TAG	Curriculum Adv. Compacting Acceleration TAG	Curriculum Adv. Compacting Acceleration TAG AP College Classes Mentoring
Not succeeding in Supplemental	Math Group One on one work Extra Math class	Math Group One on one work Extra Math class	Math Group One on one work Extra Math class

One Schools' Data

Tools



- Monitoring Sheets
- Data Sheets
- IDM Website

<http://idmprocess.de.iowapages.org/>