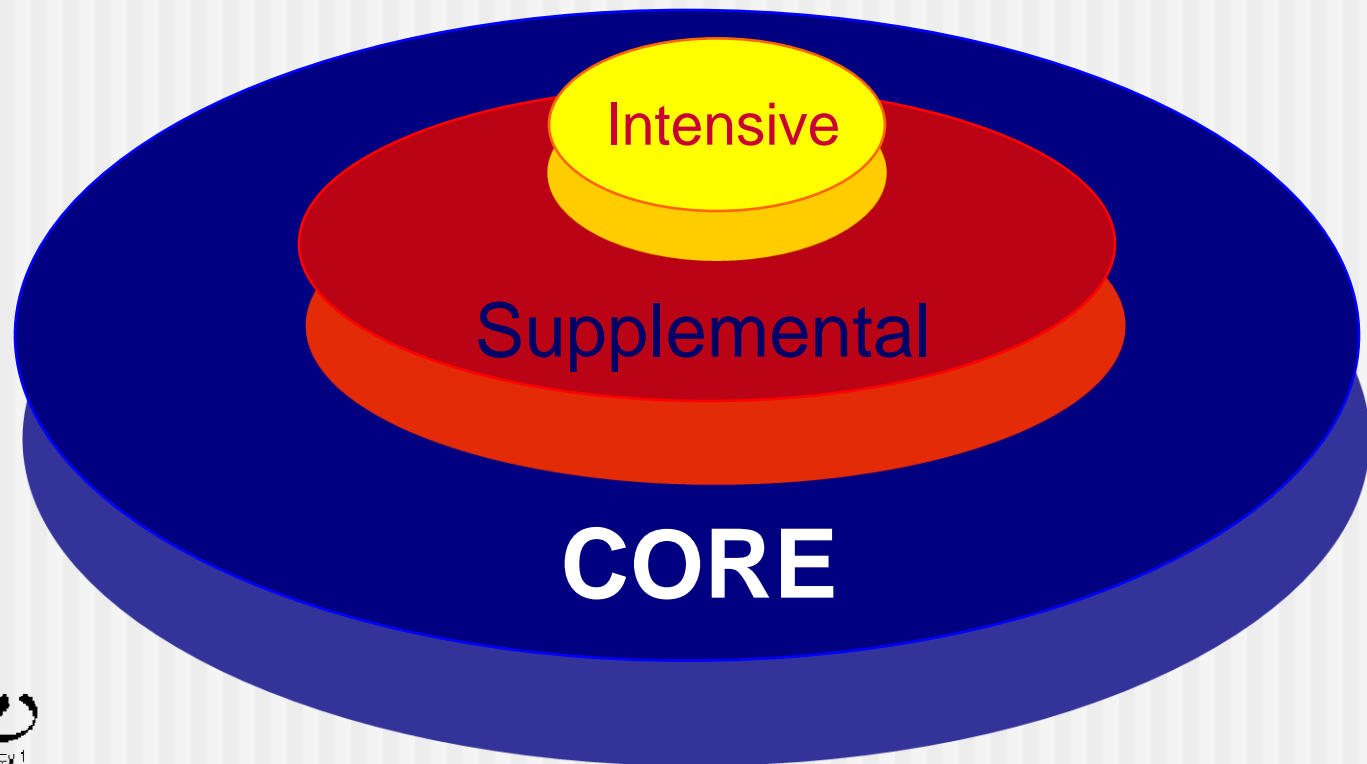


Instructional Decision Making

Session #3: Core Instruction Cycle



Instructional Decision Making

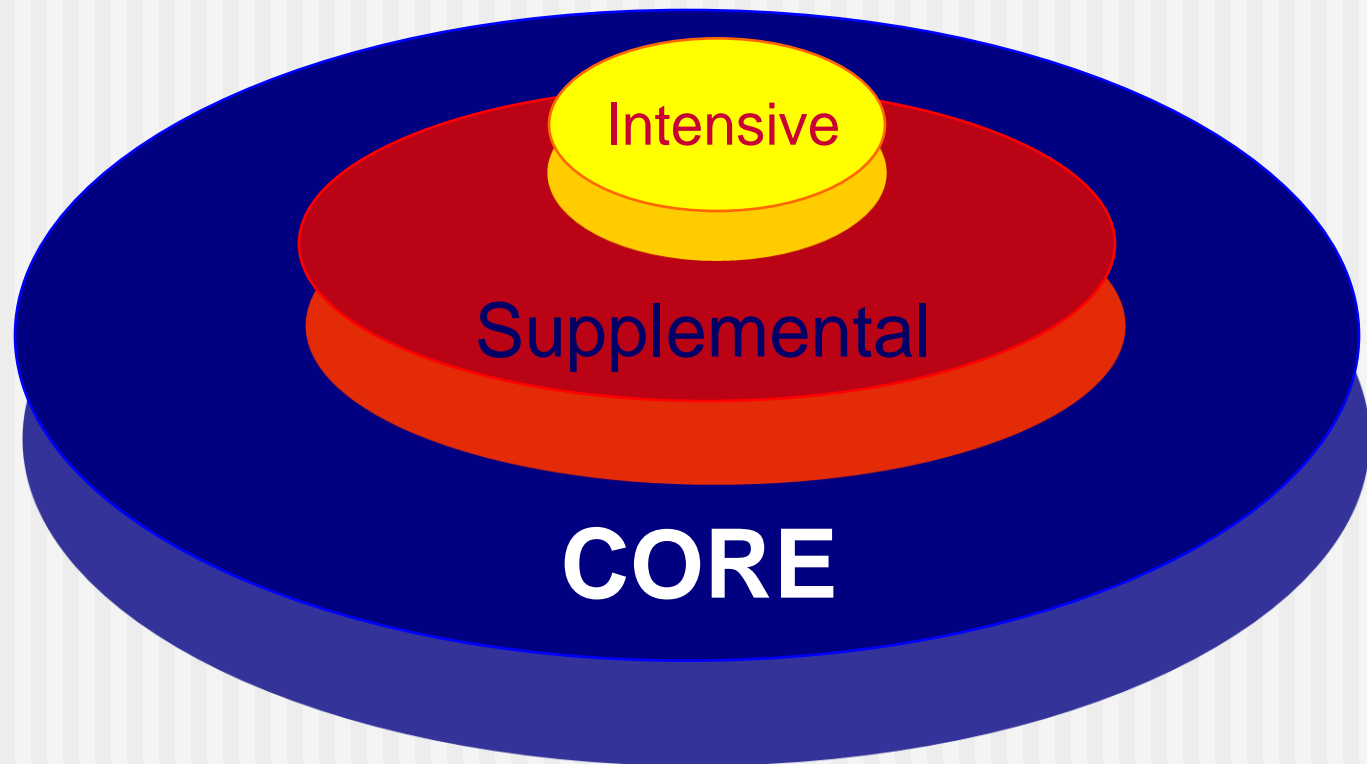
Session #3 Objectives:

Each participant will:

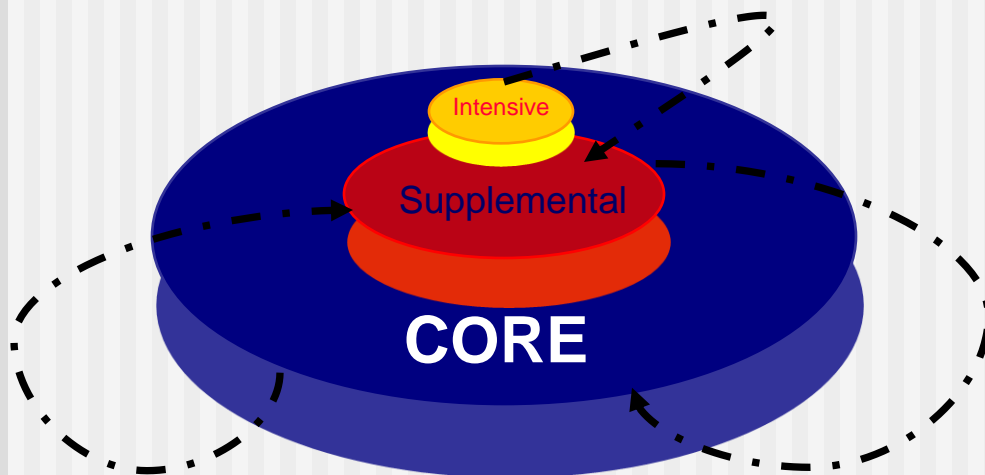
1. Articulate the steps of the Core Instruction Cycle.
2. Understand the decisions made in the Core Instruction Cycle.
3. Recognize that instructional decisions are ongoing and cyclical.

Instructional Decision Making

An Integrated System of Three Instructional Cycles



Instructional Decision Making

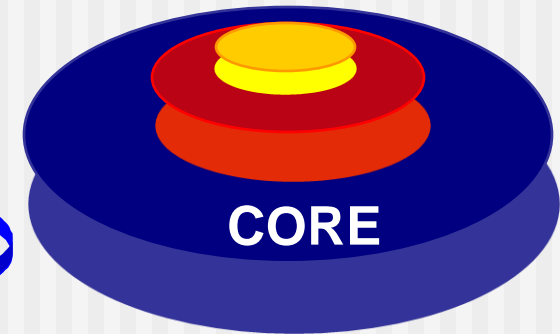
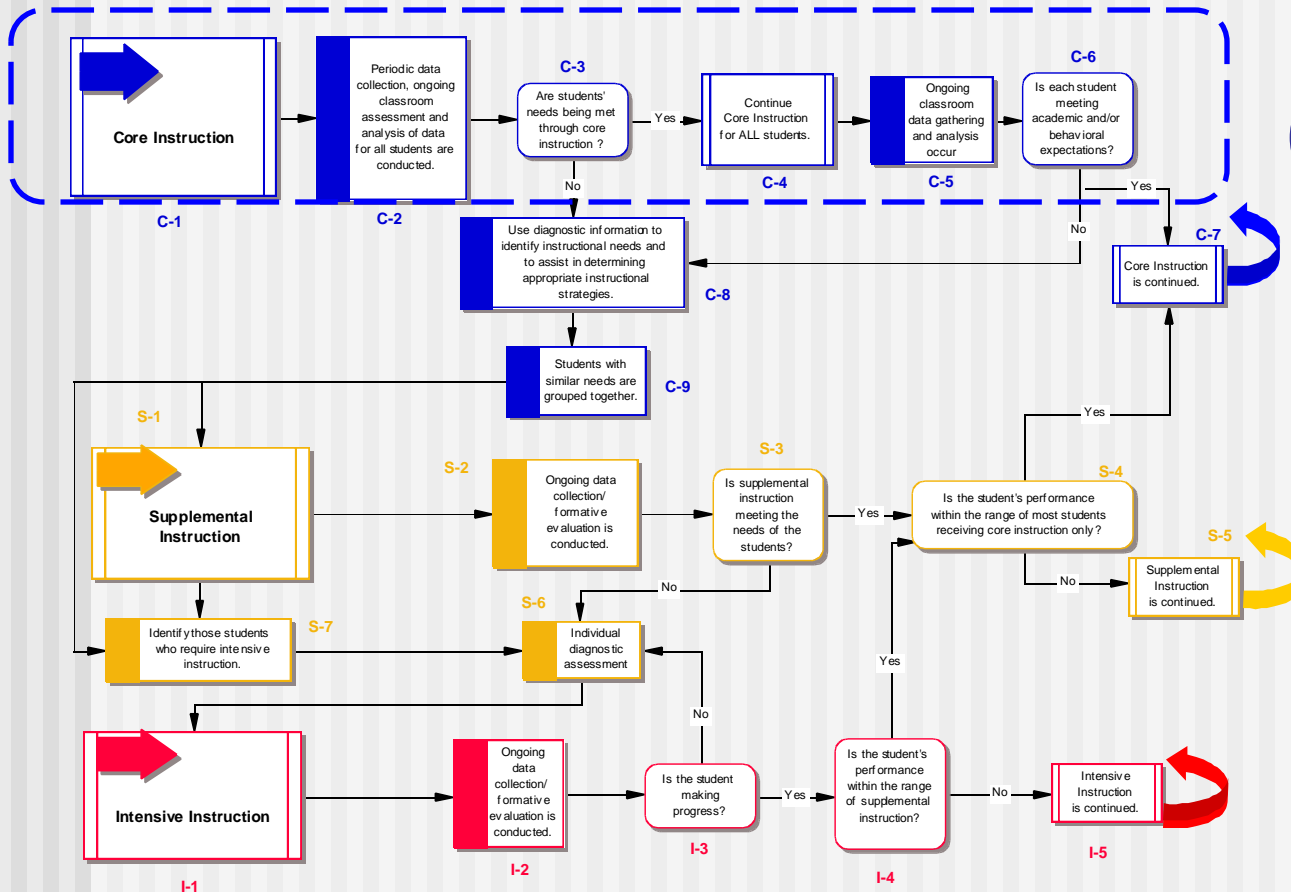


Students move between cycles based on data.

ALL students receive Core Instruction.

Instructional Decision Making

Focus for This Session: Core Instruction Cycle

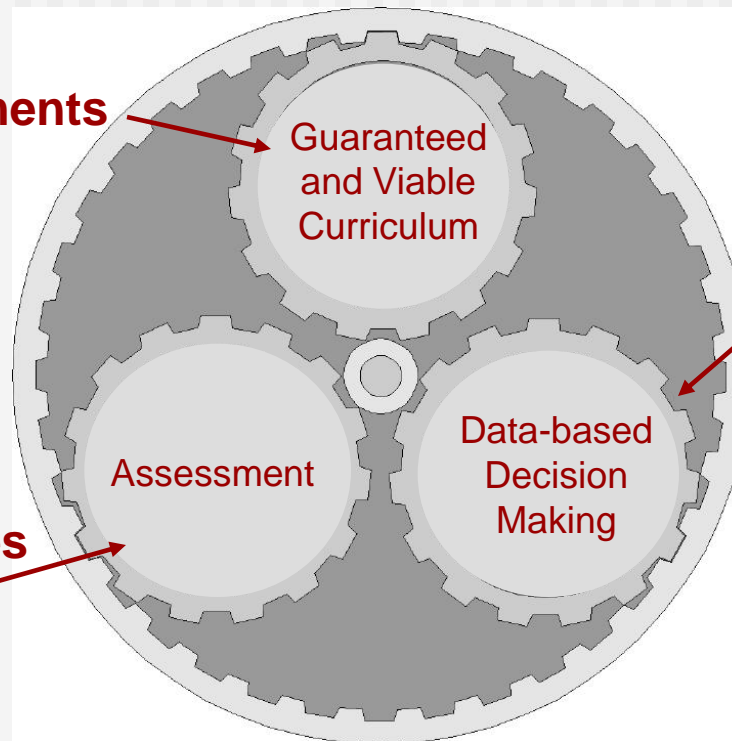


Activity: Review the Core Instruction Cycle on the flow chart. Explain the cycle to a colleague.

Instructional Decision Making

IDM is an ongoing process

Core Instruction implements



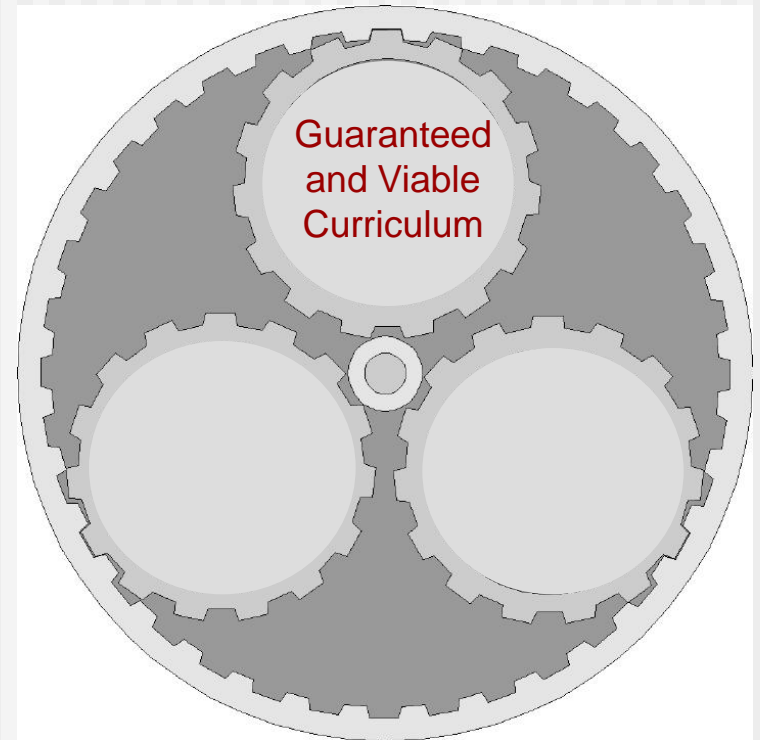
Multiple data sources determine student learning needs

A continuous decision making cycle repeats in order to identify students who are meeting, exceeding, or not meeting expectations.

Instructional Decision Making

What is Core Instruction?

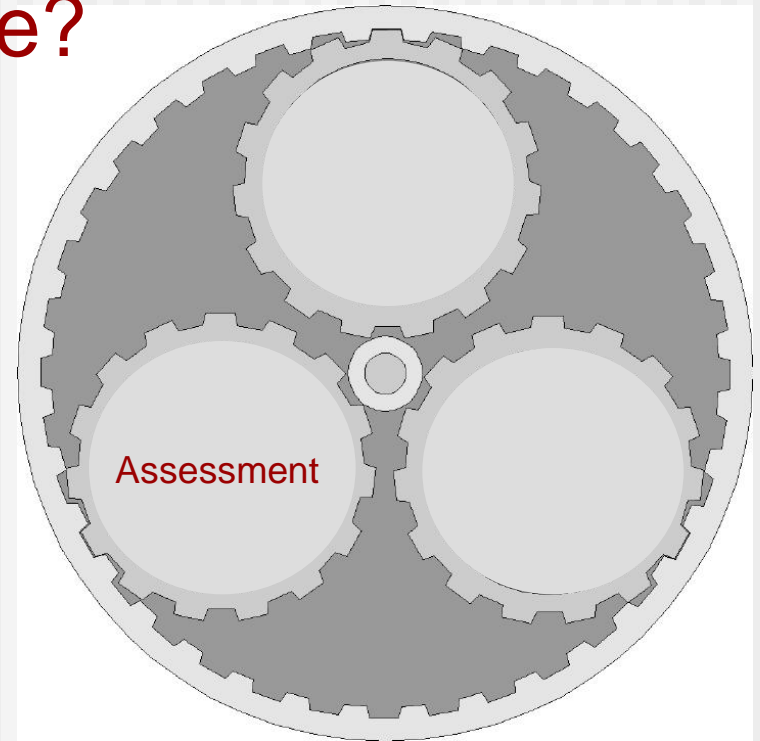
All of the instructional practices, materials, and strategies that comprise the instruction provided in the general education classroom.



Instructional Decision Making

What ongoing assessment data is used in the Core Instruction Cycle?

Classroom assessment
Periodic screenings
School-wide assessment
Classroom performance
Teacher observation

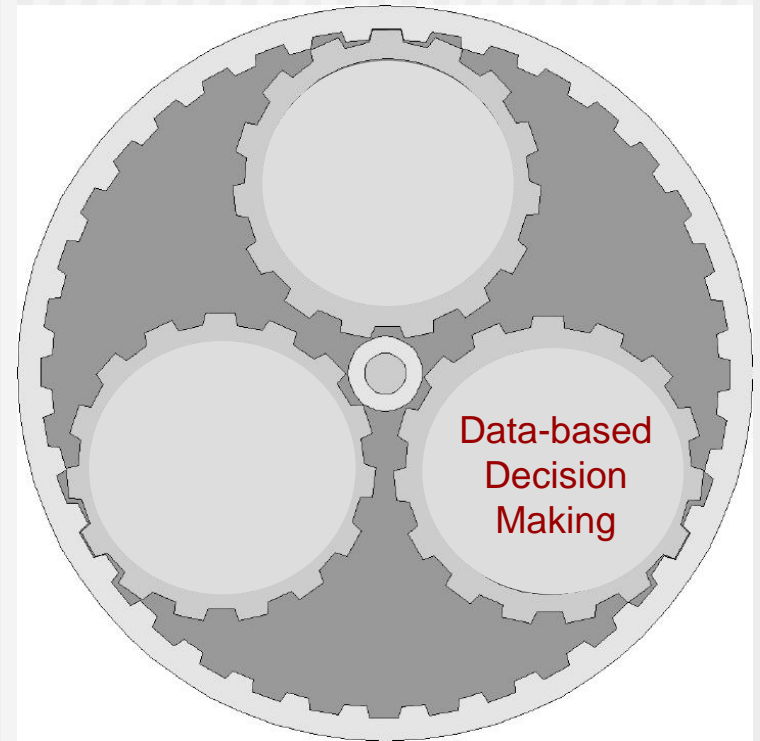


Instructional Decision Making

Are student needs being met through Core Instruction?

Identifies:

- *who is meeting?*
- *who is exceeding?*
- *who is not meeting?*



Instructional Decision Making

What if the data indicates that Core Instruction is not sufficiently meeting the needs of most students?

Efforts must focus on possible changes needed in:

Curriculum

Instruction

Assessment

Environment

Instructional Decision Making

Module #3 - Activity

Divide into 6 groups.

Instructional Decision Making

Module #3 - Activity, *continued*

For the benchmark printed at the top of your data sheet:

- Review the benchmark delineated in the curriculum.
- Discuss the prerequisite skills needed.
- Remember, these prerequisite skills should be embedded in the curriculum.

Instructional Decision Making

Module #3 - Activity, *continued*

As a teacher, discuss what the Core Instruction would entail for your group's benchmark.

Consider the following questions:

1. What strategies will be used?
2. Is the material provided by the district (textbook, etc.) sufficient to meet the instructional needs of the students so the benchmark is met? Are additional materials needed? (How would this be determined?)
3. Is Core Instruction differentiated and does it allow for various learning styles?
4. How can instruction be approached and the environment adapted so all students are engaged?
5. What has worked in the past?

Instructional Decision Making

Module #3 - Activity, *continued*

Assessment helps us determine if Core Instruction is effective.

This assessment should include:

1. Periodic screenings (three times a year).
2. Ongoing classroom assessment.

Instructional Decision Making

Module #3 - Activity, *continued*

Based on the benchmark and prerequisite skills you've discussed - develop three test items that could be included as part of your periodic screening or classroom assessment.

Record at the bottom of the data sheet.

Instructional Decision Making

Module #3 - Activity, *continued*

Each group is provided with the following data:

1. Screening Data
 2. ITBS/ITED NPR
 3. MAP/MISIC RIT Scores
- 1) Based on the screening data provided, for which students is Core Instruction appropriate? Which students need instructional supports in addition to Core Instruction? Place a checkmark in the column marked, “instruction in addition to core,” for students needing additional instruction. Assume that a score of 40-90 means that a student’s needs are being met by Core Instruction.
 - 2) Review and discuss the ITBS/ITED NPR and RIT Scores for each student. Determine if this data supports your decision that the student is in need of instruction in addition to the core.

Instructional Decision Making

Module #3 - Assignment

Preparing for April

- ❖ This module's assignment will prepare you for our April Sector Meeting and your team's presentation.
- ❖ Limit teams to five individuals.
- ❖ Presentation time: 10-12 minutes.
- ❖ Be creative in your presentations.
- ❖ The content of your presentation will need to be handed in in written format.