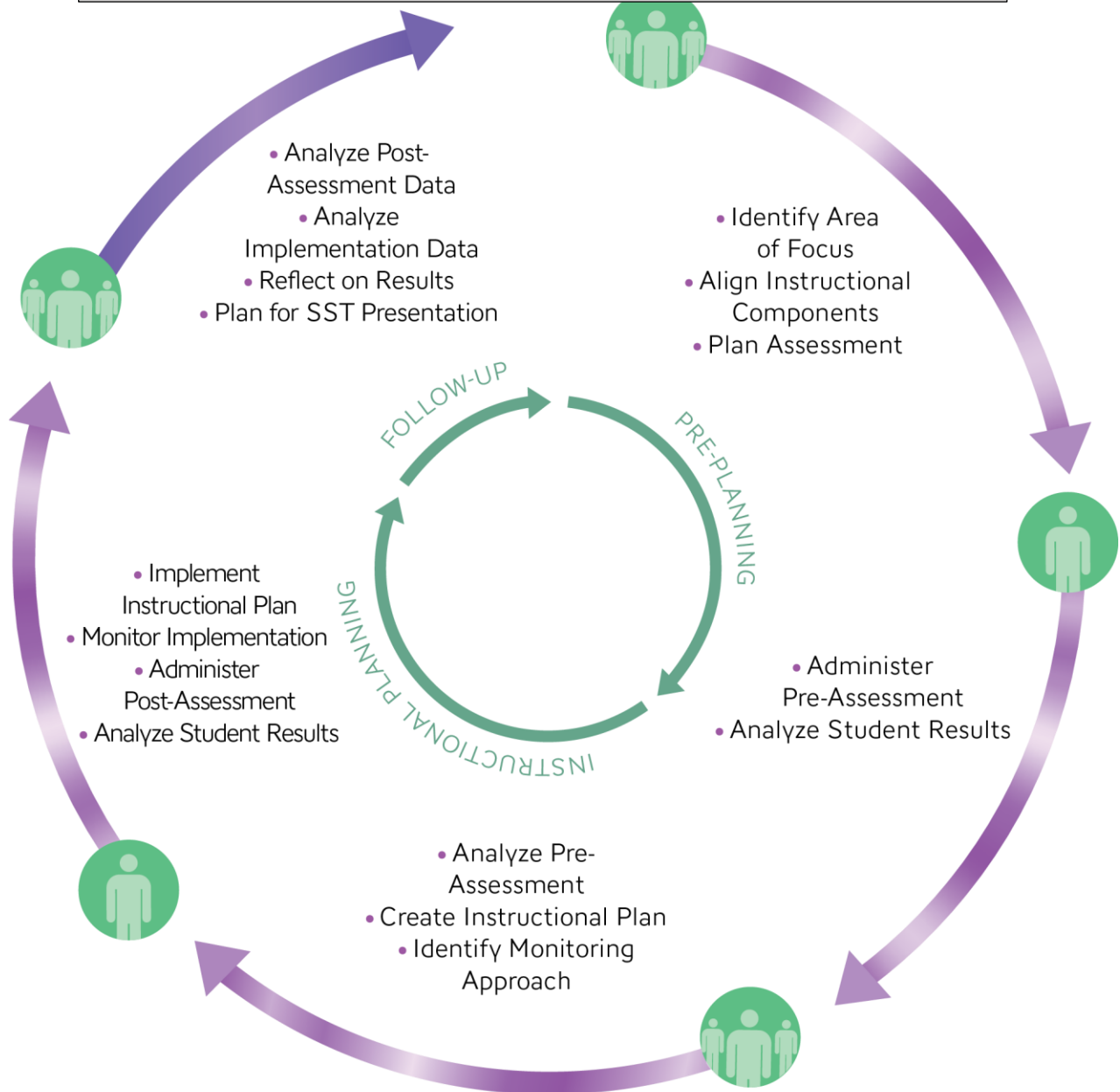


Instructional Learning Cycle

IMPLEMENTING EFFECTIVE INSTRUCTION

GUIDE with SUGGESTIONS by S. Lenzi



School Name:	Principal:	Grade Level or Content Area:
Team Members:	Date:	



Pre-Planning

Identify Area of Focus

- 1. What are we supposed to be teaching during the next 3-5 weeks? Identify cycle begin and end dates.**

What skill are you teaching the students?

What are the beginning dates and ending dates for the cycle?

Align Instructional Components

- 2. What are the state standard(s) we will be addressing that also connect to our R/R Plan?**

- 3. Based on data, what learning targets from the identified state standard(s) will we emphasize during the next 3-5 weeks?**

What is the short-term OBJECTIVE you hope to achieve in this cycle?

Who (and how many/what percentage) will be able to do what by when as measured by what?

CONSIDER including a "growth" target/short-term OBJECTIVE...in addition to the overall, short-term, proficiency objective you wish to achieve during this cycle.

Plan Assessment

- 4. How do we assess the identified learning targets?**



Describe the assessment(s)—pre and post--and the number of items in the assessment.

If using a rubric to judge student work, describe that.

Keep in mind that, for ILC reporting purposes, it is wise to only include the results of students who have been present to take the PRE and POST assessments—so that the final results are not skewed by participants who weren't present for both. HOWEVER, that being said, that does not mean that the results of those students should be ignored.

- 5. What does proficient student work look like for the identified learning targets?**

What score will be "proficient", "close to proficient" and "far from proficient"? Describe all THREE in preparation for the reporting on the next page.

ACTIONS	 At End of Meeting	Dates	 In Classroom
		<ul style="list-style-type: none"> Identify Pre-Assessment Date Identify Instructional Planning Meeting Date 	



Classroom Results Pre-Assessment

Teacher name	Class	Date
Learning Targets:		
Students at or above Proficient		
Number of students =	Percent of Students =	
Student Names and Strengths	Challenges and next steps <i>WHAT WILL THE TEACHER DO FOR THESE STUDENTS DURING THIS LEARNING CYCLE? How will the teacher(s) address this group since they have already met the target/objective? What will the teacher(s) do <u>differently</u> for this group?</i>	
Students Close to Proficient		
Number of students =	Percent of Students =	
Student Names and Strengths	Challenges and next steps <i>WHAT WILL THE TEACHER DO FOR THESE STUDENTS DURING THIS LEARNING CYCLE? How will the teacher(s) meet individual needs in this group to ensure that the short team objective (aka "target") is met? What will the teacher(s) do <u>differently</u> for this group?</i>	
Students Far from Proficient		
Number of students =	Percent of Students =	
Student Names and Strengths	Challenges and next steps <i>WHAT WILL THE TEACHER DO FOR THESE STUDENTS DURING THIS LEARNING CYCLE? How will the teacher(s) meet individual needs in this group to ensure that the short team objective (aka "target") is met? What will the teacher(s) do <u>differently</u> for this group?</i>	



Instructional Planning

Analyze Pre-Assessment Data

1. Record individual teacher results and combined results on pre-assessment

Description of group	Individual classroom results	Individual classroom results	Individual classroom results	Individual classroom results	Combined classroom results
% of Students at or above proficient					
% of Students close to proficient					
% of Students far from proficient					

2. What patterns emerged from our pre-assessment data? Do our data confirm that this area needs to stay a focus of the ILC?

Once you examine the PRE-assessment results, you might need to adjust the short-term learning objective ("target") if these results are extremely low or extremely high.

Create Instructional Plan

3. Based on student data, what content will be used and what instructional strategies will be implemented to achieve the learning targets? How will the chosen instructional strategies be implemented?

Describe your teaching techniques—and how they will be delivered, how often. What is the teaching strategy that you expect to be successful to reach the short-term objective?

What will your principal see during walk-throughs, in lesson plans, etc.

4. How will we plan differently for students who are already proficient, close to proficient and far from proficient?

Refer to your chart that recorded student results.

Identify Monitoring Approach

5. How will we monitor how closely we follow our instructional plan? What data will we collect on adult implementation?

DESCRIBE what will be done to hold the teacher(s) accountable to carry out this ILC. What will be collected? Who will hold the teacher(s) accountable for full implementation as described in #3 above?



At End of Meeting	Dates	In Classroom
<ul style="list-style-type: none"> Identify Post-Assessment Date Identify Date for Follow-up Meeting 		<ul style="list-style-type: none"> Implement Instructional Plan Monitor Implementation Administer Post Assessment Analyze Student Results



Classroom Results Post-Assessment

Teacher name	Class	Date
Learning Targets:		
Students at or above Proficient		
Number of students =	Percent of Students =	
Student Names and Strengths	Challenges and next steps <i>WHAT WILL THE TEACHER DO FOR THESE STUDENTS BASED ON THESE RESULTS? What will the teacher(s) do <u>differently</u> for this group now that they have demonstrated proficiency?</i>	
Students Close to Proficient		
Number of students =	Percent of Students =	
Student Names and Strengths	Challenges and next steps <i>WHAT WILL THE TEACHER DO FOR THESE STUDENTS BASED ON THESE RESULTS? How will the teacher(s) meet individual needs with this group to ensure that they become proficient with "extra" help?</i>	
Students Far from Proficient		
Number of students =	Percent of Students =	
Student Names and Strengths	Challenges and next steps <i>WHAT WILL THE TEACHER DO FOR THESE STUDENTS BASED ON THESE RESULTS? How will the teacher(s) meet individual needs with this group to ensure that the remediation is provided? What will the teacher(s) do <u>differently</u> for this group?</i>	



Analyze Post Assessment Data

1. Record individual teacher results and combined results.

Description of group	Individual classroom results	Individual classroom results	Individual classroom results	Individual classroom results	Combined classroom results	Change in proficiency
Students at or above proficient						
Students close to proficient						
Students far from proficient						

2. What conclusions can we draw about student learning based on our data?

3. Describe the movement of students between proficiency levels from the pre to post assessment.

Analyze Implementation Data

4. Record data collected on monitoring of implementation

LIST and describe the types of EVIDENCE that was collected, observed, examined, heard, etc. to ensure that the teacher(s) implementing this ILC were actually implementing the strategies/teaching techniques as described in the PREVIOUS section under #5 (in other words, "with fidelity").

Teacher Name	Evidence of Implementation (Refer to Instructional Planning Document)

*Or insert your own table that captures your implementation data

5. What did we learn from our implementation data?

What worked or didn't work with the implementation? How did students respond to the approach? What did the evidence above reveal about the teaching—and learning?

Reflect on Results

6. How did the way we actually implemented the instructional plan influence our student results?

7. What did we learn from this process about student learning and teacher practice?

8. What are our next steps? Are we ready to move on to a new area of focus? Or do we need to adjust our instructional plan and re-teach?



At End of Meeting

- Identify Next Steps (based on #8)
- Plan for SST Quarterly Meeting Presentation (or set date to do so)