Instructional Decision Making
Instructional Decision Making: Answer Important Questions

1. Exactly what is it we want all students to learn?
2. How will we know when each student has acquired the essential knowledge and skills?
3. What happens in our school when a student does not learn?

Whatever It Takes: Dufour, Dufour, Eaker, and Karhanek
Instructional Decision Making

- A statewide effort to build capacity in instructional decision making
  - Pilot schools learning, planning, and implementing instructional decision-making practices
  - AEA personnel increasing skills to support all schools
Effective Instructional Program

- All students require *INSTRUCTION* that is:
  - guaranteed,
  - viable,
  - rigorous,
  - relevant.

- Some may require additional support and instruction based on their needs.
Three Levels of Instruction: One System

Core

Supplemental

Intensive
Frequent Assessment of Student Performance

- Accurate, reliable, assessment data is essential to make good instructional decisions
Frequent Assessment of Student Performance

- Three types of assessments needed to guide instruction
  - Screening
  - Diagnostic
  - Formative Assessment
Use of Data to Make Instructional Decisions

- Continuous Improvement Cycle
Assessing Needs
Planning
Implementing
Evaluating
Continuous Improvement
Guiding Questions

- A set of questions will be used to guide the IDM process (See handout).
- The monthly training for pilot sites and their DBT member(s) will be based on assisting them in answering these questions.
Use of Data to Make Instructional Decisions

- Occurs at many levels:
  - Individual
  - Classroom
  - Building
  - District
How Does This Align with Other Initiatives?

- The Department advocates the use of IDM, but does not mandate its use.
- IDM is what good teachers do.
- IDM uses all teachers in a collaborative effort.

Department of Education Overview
How Does This Align with Other Initiatives?

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

Department of Education Overview
How Does This Align with Other Initiatives?

- Schools need to examine their current system of assessment
  - Do not need to create a new system of assessment
  - Do ask if the current system has the elements of IDM (Do ask if the current system is working?)
  - Do use assessment information to refine existing system
How Does This Align with Other Initiatives?

- All use data to assess needs
- All develop plans to improve student achievement
- All monitor implementation of plans
- All evaluate to determine if student learning is increased
How is this Different?

Focus is at the student level

- Plans are developed to ensure appropriate instruction for all students
  - Core, supplemental, and intensive
- Structure allows immediate feedback re: effects
- Process is repeated frequently throughout school year
- Data are used to match students with similar needs to resources and strategies to meet those needs.
- Not just all children….but each child.
Rationale for Instructional Decision Making

- Based on guiding principles that are aligned with the proactive concepts of early assistance and matching resources to student needs within an integrated system supporting the common goal of increasing student achievement.
What Supports Will Heartland Staff Provide?

- Assist in providing and facilitating quality professional development
- Provide content expertise on an ongoing basis
- Assist in investigating options for instruction by matching to student needs
- Provide support for assessment and implementation monitoring.
What Supports Will Heartland Staff Provide?

- Support leadership teams and assist with capacity building
- Help facilitate collaborative efforts so time can be used efficiently
By using a school wide model for instructional decision making, we have been able to meet student needs more efficiently and effectively. By identifying students with similar needs we are able to group them for interventions that support their specific instructional needs. Grouping for interventions has enabled us to use our resources more efficiently. All staff have been trained in implementing strategies for interventions and they carry them out diligently. Students benefit greatly as is demonstrated in their performance data. The model has increased the integrity of our instruction and curriculum as well as the way that we meet our student needs.
Lowell Ernst, Director of Instruction, Pella

- Districts are all faced with limited resources—people, program and time. Instructional Decision Making allows us to make the best decisions in identifying the specific needs of students and matching those needs with resources.

- Because we use data we are able to make a better match between student needs and program options. Data collected as we monitor progress allow us to make adjustments which support student learning.
To Teach All Children, We Must Teach Each Child

- When the learning demands and amount to learn accelerate, then the quality of what is selected and how it is implemented becomes increasingly critical.
Jigsaw Activity

- Get into groups of four.
- Each person will read either page 2, 3, 4, or 5 of the brochure (Differentiation Through Instructional Decision Making). Take notes on your reading using the 4-box organizer.
- After reading your assigned part, get back together as a group and summarize your reading. As each person is summarizing record their information to complete your 4-box organizer.
How Will this Impact My Work?

- **DBT members**
  - Your support will be needed
    - Data analysis
    - Professional development
    - Monitoring of implementation
  - Collaborative effort (allow for school choice, ownership, and leadership of the effort)
  - Strengthened partnership with the school
  - Change to the referral process
    - BAT will function differently
    - No “waiting for referrals”
    - More “standard treatments”
How Will this Impact My Work?

- Student Specific Resource Staff
  - BATs will function differently
  - Need to clearly understand the way that your services will be accessed
  - The DBT’s you work with will be engaged in new and different types of support activities
  - A strong focus on “intensive” needs at the tip of the triangle needs to be maintained
How Will This Impact My Work?

Agency-Wide Resource Staff

- Layers of support will be designed
  - Trainers, Assessment Consultants, RCs, Supervisors Research
- Content specific assistance will be needed in some situations
  - Professional Development, Curriculum Consultants, Instructional Materials, Technology Consultants, and Goal Groups,
- Support for DBTs and understanding of how they are working needed
What is the Agency’s Support for this Initiative?

- It directly aligns and supports our agency goals. (It is in the School Improvement Goal action plan.)
- It supports other agency initiatives (SINA, IPDM, CSIP, E2T2, CAB etc)
- It is AGENCY WIDE!
  - Many hands have been involved in planning (see next slides for committees)
  - Many hands will be needed to support
Goal Three Work Group

- Sharon Kurns
- Steve Fey
- David Tilly
- Cheryl Modlin
- Molly House
- Mari Stirler
- Tinna Wahlberg
- Shannon Harken
- Jeri Gustafson
- Kristi Upah
- Pam Adkinson
- Elizabeth Jankowski
- Jason Volmer
- Cheryl Risen
- Steve Linduska
- Sheila Fay
- Brad Niebling
- Mary Schmidt
IDM Advisory

- Jim Stumme
- Kim Thuente
- Steve Iverson
- Grace Bargstadt
- Sandy Nelson
- Karla Jones
- Randy Allison
- Lynn McCartney
- Julie Hukee
- Steve Fey
- Sharon Kurns
- Ron Lorenz
- David Tilly
- Cherly Risen
- Kristi Upah
- Kristen Stanford (Urbandale)
- Pat Sievers (Ankeny)
- Linda Dittmer (Knoxville)
Agency Support

- As with any initiative…
  - Support each other
  - Communicate positively to school and district personnel
  - Communicate concerns internally
  - Help those in planning and work groups to identify ways to make it better!!!
  - This is direction we are heading for the future