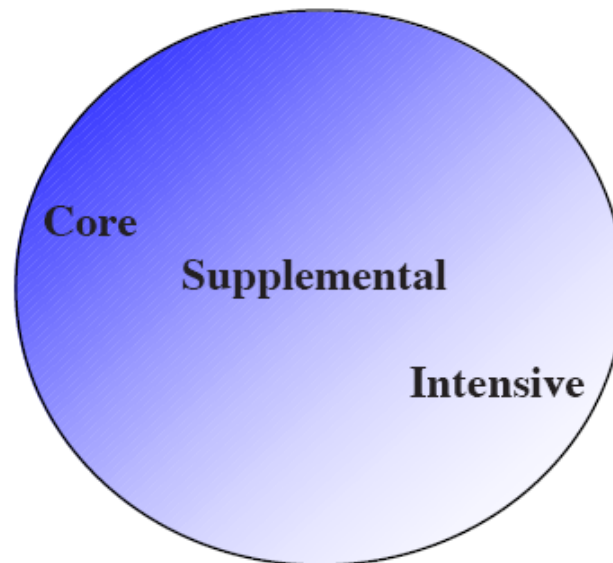


Instructional Decision Making (IDM)



July 2007

NOTE: This document provides basic IDM terminology, concepts and tools for those who have participated in IDM orientation workshops. This guidebook will not enable school personnel to implement IDM without appropriate training. For further information, contact the IDM lead person at your AEA. You may also contact Dr. Cynthia Knight and/or Eric Neessen at the Department of Education.

IOWA DEPARTMENT OF EDUCATION

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Section I: OVERVIEW

As Iowa schools face continuing challenges to meet the needs of **each** student, the resources of the entire educational community will need to function as an integrated system to support the common goal of increased student achievement. This will require educators to work differently to respond to the students' curriculum and instructional needs (academic and behavioral) and make quality decisions about the use of educational resources.

The IDM process focuses on data regarding students' responses to instruction to guide future educational decisions. It drives how curriculum is delivered through instruction. This is a proactive process. The Iowa Department of Education supports, but does not mandate, this process.

The purpose of this document is to provide basic IDM terminology, concepts and tools for those who have participated in IDM orientation workshops. It provides the principles, concepts and essential elements of the IDM process.

Guiding Principles

The following principles are the foundation for IDM.

- Each student is part of the general education system and has the means to: 1) access to the general education curriculum, or 2) demonstrate mastery of and receive an enriched/accelerated version of the curriculum.
- There is shared responsibility for student learning and achievement across the entire school community.
- The best way to address student learning is to be proactive; therefore, any process of instructional decision-making must allow for the earliest possible differentiation.
- Differentiated instruction* is essential to meet the needs of all learners. Differentiated instruction necessitates thoughtful planning of instructional tasks with regard to pacing, content, process, product and environment.

A word followed by an asterisk indicates that the word is defined in the glossary.

- Accurate reliable data are essential to determine the instructional needs of all students and to match resources to those needs.
- Multiple sources of data are needed to effectively inform instructional decisions.
- The effectiveness of instruction is routinely monitored; continuously collected 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.

- Quality professional development is required to support implementation of a systemic effort to support IDM and to ensure that teachers have adequate tools and strategies to meet diverse student learning needs.
- Administration must provide teachers with the necessary supports and resources to meet the needs of all students.

Key Features

Although the IDM process is implemented differently in various school settings, there are key features to the systemic decision-making process that are necessary if each student is to progress.

The IDM process begins with each student having access to, as well as the opportunity to demonstrate mastery of, a guaranteed* and viable curriculum* which demonstrates rigor* and relevance*. Assessment data are gathered on a regular basis and each student's response to instruction and curriculum is evaluated in order to make informed instructional and curricular decisions. As performance is monitored, students move from one cycle of instruction to another as indicated by the data. In this fluid and flexible process, each student receives instruction to address his/her unique learning needs. Such instruction may vary for students who are learning English as a second language, students who are highly proficient, students who are less than proficient and students who are at risk.

The IDM process assists general classroom teachers and administrators in meeting the academic and affective needs of students. It also assists curriculum and instructional specialists, e.g., school counselors, gifted programming coordinators, special education staff, at-risk coordinators, and ELL instructors in determining if and when additional assistance beyond that being provided in the general education setting is needed to meet an individual student's needs.

Throughout this document you will be reminded that the supports needed for students who are less than proficient may look different from those supports needed for students who are highly proficient. For example, students who are less than proficient will require instructional and curricular supports through the core*, in addition to supplemental* or intensive* cycles of support. For students who are highly proficient, the instructional and curricular supports may extend beyond the student's current core into an accelerated / advanced core appropriate to those students' academic levels.

Sufficient Data for Instructional Decisions

Assessment data help determine the instruction needed to enhance student learning. The processes of data gathering and analysis help identify each student's strengths and weaknesses in order to guide appropriate instruction and curriculum. The specific data necessary to inform continuing instructional decisions may vary from student to student. The rigor of the assessments used matches the significance of the instructional decisions made. For some students, federal and state rules and regulations determine educational placement decisions.

Proactive Instruction

This process neither waits for students to fail nor impedes the progress of highly proficient students. The intent of IDM is to be proactive in the response to instructional needs rather than reactive. The key is frequent, continuing data collection to inform instructional decisions, rather than waiting for summative end-of-year or end-of-unit data.

Seamless Process

It is necessary to have a seamless process of decision-making across all levels of student instructional need (proficient, highly proficient, less than proficient). A seamless process emphasizes shared responsibility for the students within a school. It creates a seamless response to students using various resources, programs, and services developed for those with similar instructional needs. This occurs with collaboration and communication across content areas, services and programs within the educational system with parents as partners.

Evidence-Based*

The IDM process complements the Iowa Professional Development Model's (IPDM) decision-making process for adopting evidenced-based research practices. Such practices appropriately match the needs of students and in the IDM process, implementation of those practices occurs as intended. IPDM provides professional development when the data indicate that the core cycle, supplemental cycle and/or intensive cycle of instruction and /or curriculum could be more effective. When evidence-based research practices are not available, it is prudent to utilize known best practice while continuing to explore the external knowledge base for more powerful instructional strategies.

Summary

The IDM process is

- focused on appropriate instruction.
- focused on each and every student.
- data driven.
- a collaborative effort.
- proactive.
- a seamless continuum of instructional delivery.
- fluid, interactive and responsive.

IDM is a process that provides a common framework and a standardized communication mechanism for instructional decision making. It aligns with and supports all services and programs within a school.

Brief Summary

Core Cycle: The core cycle includes instruction, curriculum and assessment. The core cycle combines research-based/evidence based instructional practices, a guaranteed, viable, rigorous and relevant curriculum and a positive learning environment. Curriculum and assessments align with the standards and benchmarks of the school district. The core cycle is what students learn and what is accessible.

It is important to have high expectations for every student. Students may require differentiated instruction, differentiated curriculum, more resources, additional instruction, a change in instructional pace and/or advanced instruction in order to experience success.

- ◆ Curriculum: A guaranteed and viable curriculum is implemented in the core cycle with rigor and relevance.
 - Guaranteed curriculum - is well articulated and taught in the way it is intended to be taught.
 - Viable curriculum - is effectively sequenced and paced content adequately addressed in the time available.
 - Rigorous curriculum – challenges all students. “Rigor is... helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.” (Richard W. Strong, Harvey F. Silver, Matthew J. Perini, 2001, p.7)
 - Relevant curriculum – connects students to real life situations.

- ◆ Instruction: Instruction is composed of evidence based teaching techniques, materials and strategies provided within the general education classroom. To meet the needs of all students, instructional practices within the general education setting should include differentiation, appropriate resources, supplemental and intensive instruction, and changing the pace. Inherent in this process is the understanding that students respond differently to instruction, and data collected regarding student performance must guide instruction.

- ◆ Assessment: District assessment data may indicate that the core cycle is not sufficiently meeting the needs of most students, or that the core cycle is more than meeting the needs of most students. In either case, improvement efforts must focus on studying and refining the core cycle, while still examining individual student performance. Changes can occur in the area of curriculum, instruction, assessment, environment and/or within the overall system. Data collection and analysis provide information regarding students’ responsiveness to the core cycle. This information identifies students who need a supplemental cycle or intensive cycle.
 - For students who are less than proficient the supplemental cycle or intensive cycle occurs in addition to the age/grade level core cycle.
 - For students who are highly proficient the supplemental cycle or intensive cycle may occur in place of the age/grade level core cycle. Above grade level assessments* may be appropriate at this time.

The continual analysis of available data determines the need to continue, discontinue, or change the curriculum and/or instruction.

 - Screening assessments –Screening is a method of collecting data for determining how each student is performing in a given area. Screening reveals the low and high performing students. Screening is an initial step in instructional decision-making and is necessary to identify needs early. Screening assessment activities provide data to help determine if there are systemic needs in the core cycle: curriculum, instruction, environment and/or within the overall system itself. Screening occurs at many levels and includes district screening, building screening, grade level screening, and classroom screening.
 - Diagnostic assessments - Diagnostic assessment involves gathering information from multiple sources to determine why students are not benefiting from the core cycle. Diagnostic assessment activities provide data to help determine why and what changes need to take place.

- Formative assessments –Formative assessment ensures the regular and systematic collection of data relevant to the stated goal.
 - For students who are *less than proficient* ask these questions: (a) What is the progress compared to past performance? (b) How does the progress compare to expected performance? and (c) Is the student responding to curriculum/instruction?
 - For students who are *highly proficient* formative assessments are administered frequently enough to answer: (a) What is the progress compared to past performance? (b) How does the progress compare to expected performance? (c) Is the student responding to curriculum/instruction?, and (d) Does the student show proficiency in the stated goals?

Supplemental Cycle: The supplemental cycle provides supports that go beyond the instructional and differentiation practices that occur in the general education setting of the core cycle. The supplemental cycle utilizes a combination of research-based/evidence-based instructional practices; a guaranteed, viable, rigorous and relevant curriculum; a positive learning environment; and frequent assessment.

◆ Curriculum:

- For students who are less than proficient, access to the general education curriculum is crucial. Curriculum for these students is based upon the same standards and benchmarks as for all students; however, prerequisite benchmarks may be needed. Consider contacting the appropriate teacher in your school/district for instructional assistance if needed.
- For students who are highly proficient, curriculum means standards and benchmarks that match the learning needs and provide opportunities to meet his/her academic potential. Consider contacting the appropriate teacher in your school/district for instructional assistance if needed.

◆ Instruction: The instruction is based on individual student data and matches identified student needs. When appropriate, group students with similar needs for instruction. The continual analysis of data determines the need to continue, discontinue or change instruction.

- For students who are less than proficient, the supplemental cycle occurs in addition to the core cycle. It extends the core cycle and provides more intensity, immediacy of feedback and consistency of support. It is not a pullout program and does not replace the curriculum and instruction found within the core cycle.
- For students who are highly proficient and may demonstrate mastery of the core cycle, the supplemental cycle may occur in place of or beyond the core cycle. Alignment with learner needs and quality differentiation and grouping within, across and/or outside the classroom occurs.

◆ Assessment:

- Diagnostic assessments: The results provide sufficient information to understand what skills need teaching as well as to identify alternative curricular materials or instructional strategies.
- Formative assessments: The regular and systematic collection of data identifies if students are making progress and identifies if instruction needs adjustment.
 - For students who are less than proficient, ask these questions: (a) What is the progress compared to past performance? (b) How does the progress compare to expected performance? and (c) Is the student responding to

curriculum/instruction?

- For students who are highly proficient, formative assessments are administered frequently enough to answer: (a) What is the progress compared to past performance? (b) How does the progress compare to expected performance? (c) Is the student responding to curriculum/instruction? and (d) Does the student show proficiency in the stated goals?

Intensive cycle: The intensive cycle provides supports that go beyond the instructional and differentiated practices that occur in the core or supplemental cycles. The intensive cycle utilizes a combination of research-based/evidence-based instructional practices; a guaranteed, viable, rigorous and relevant curriculum; a positive learning environment; and frequent assessment.

◆ Curriculum:

- For students who are less than proficient, access to the general education curriculum is crucial. Curriculum for these students is based upon the same standards and benchmarks as for all students; however, prerequisite benchmarks may be needed. Consider contacting the appropriate teacher in your school/district for instructional assistance, if needed.
- For students who are highly proficient, curriculum means standards and benchmarks, which match the learning needs and provide for advancement of his/her academic potential. Consider contacting the appropriate teacher in your school/district for instructional assistance if needed.

◆ Instruction: Intensive instruction is designed to match identified student needs and is based on individual student data. It is instruction available for students identified as less than proficient or highly proficient. When appropriate, students with similar needs are grouped for instruction. The intensive cycle extends the core cycle, and is systematic and explicit. The intensive cycle may provide more time, intensity, practice, and immediacy of feedback than found within the supplemental cycle. The continual analysis of data determines the need to continue, discontinue or change instruction.

- For students who are less than proficient, instruction occurs in addition to the core cycle instruction. It extends the core cycle instruction and provides more intensity, immediacy of feedback and consistency of support. Typically, for students who require intensive instruction, the gap is greater between what the student knows and what the student needs to know. It is not a pullout program and does not replace the core cycle instruction.
- For students who are highly proficient and may demonstrate mastery of the core cycle, the intensive cycle of instruction/curriculum requires advanced levels of the curriculum, enrichment*, acceleration* options, and instruction that take into account the student's unique skills and needs. Alignment with learner needs; quality differentiation; and grouping within, across and/or outside the classroom occurs. This instruction may not be possible with the student's same age/grade peers.

◆ Assessment:

- Diagnostic assessments – The results provide sufficient information to understand what skills need to be taught as well as to identify alternative curricular materials or instructional strategies.
- Formative assessments –The regular and systematic collection of data identifies if students are making progress and identifies if instruction needs adjustment. Formative

assessments answer the questions (a) What is the progress compared to past performance? (b) How does the progress compare to expected performance? and (c) Are the students responding to curriculum/instruction?

- For students who are less proficient, formative assessments are administered more frequently in the intensive cycle, but only as often as the skill being taught can be improved upon (i.e. 2 word increase in fluency per week, would not be assessed daily). For students who are less than proficient, ask these questions: (a) What is the progress compared to past performance? (b) How does the progress compare to expected performance? and (c) Is the student responding to curriculum/instruction?
- For students who are highly proficient, formative assessments are administered frequently enough to answer: (a) What is the progress compared to past performance? (b) How does the progress compare to expected performance? (c) Is the student responding to curriculum/instruction? and (d) Does the student show proficiency in the stated goals?

Note: *All students are part of the IDM process and can participate in supplemental cycle and intensive cycle groups; however, for some students additional rules and regulations inform their education. Please refer to the documents and procedures that govern special subgroups.*

Glossary

Above Grade Level Assessment

Above grade level assessments are measures that do not create a ceiling for highly proficient students.

Acceleration

“Acceleration is an educational intervention that moves students through an educational program at a faster than usual rate or younger than typical age. Acceleration includes single-subject acceleration, whole-grade-skipping ... and Advanced Placement (AP) courses” (Colangelo, 2004, p.5). There are 18 identified types of acceleration.

Affective

The term affective refers to the behavioral, social, and emotional needs of students.

Core Cycle

The core cycle includes curriculum, instruction and assessment. The core cycle combines research-based/evidence based instructional practices; a guaranteed, viable, rigorous and relevant curriculum; and a positive learning environment. Curriculum and assessments align with the standards and benchmarks of the school district. The core cycle addresses what each student learns and what is accessible to all.

Differentiated Instruction

Differentiated instruction is instruction that meets a student’s academic or affective* learning needs. It may occur within the core, supplemental or intensive cycles. Differentiated instruction is essential to meet the needs of all learners and necessitates thoughtful planning of instructional tasks according to pacing, content, process, product and environment.

Enrichment

Enrichment is the “skills and knowledge, beyond what is contained in the common core curriculum, that are required for students to begin to become producers and not merely consumers of knowledge” (Borland, 1989, p.177).

Environment

The learning environment includes all the factors within the setting that may potentially influence learning; for example, physical structures, climate, culture, gender, behavioral expectations, routines, etc.

Evidence-Based Research

Evidence-based research applies rigorous and objective procedures to obtain valid knowledge through systematic empirical methods. It also draws upon observation or experimentation and involves rigorous data analyses that are adequate to test hypotheses. Acceptance by a peer-reviewed journal or approval by a panel of independent experts through a comparably rigorous objective scientific review determines evidence-based research.

Guaranteed Curriculum

A guaranteed curriculum is well articulated and taught in the way it is intended to be taught.

Intensive Cycle

The intensive cycle provides supports that go beyond the instructional and differentiated practices that occur in the general education setting of the core cycle or the supplemental cycle. The intensive cycle utilizes a combination of research-based/evidence-based instructional practices; a guaranteed, viable, rigorous and relevant curriculum; a positive learning environment; and frequent assessment.

Relevance

Relevance refers to a curriculum that connects students to real life situations.

Rigor

Rigor refers to a curriculum that challenges all students. A rigorous curriculum is one that is complex, ambiguous, provocative, and personally or emotionally challenging.

Supplemental Cycle

The supplemental cycle provides supports that go beyond the instructional and differentiated practices that occur in the general education setting of the core cycle. The supplemental cycle utilizes a combination of research-based/evidence-based instructional practices; a guaranteed, viable, rigorous and relevant curriculum; a positive learning environment; and frequent assessment.

Viable Curriculum

Viable curriculum is effectively sequenced and paced content that is adequately addressed in the time available.

Section II: SYSTEMS

All teaching and learning occurs within a system. Characteristics of that system can either enhance or detract from the overall success of any educational effort. The IDM process focuses on the following principles related to what constitutes an educational system structured for success.

In a setting that is using the IDM process, there is shared responsibility for student achievement across the entire school community. Parents are vital partners in the effort. A leadership team contains teachers and others responsible for implementation. The team is involved in reviewing student data and making decisions. The building principal supports and participates in those team meetings and, in addition, demonstrates data based decision making within his/her own activities.

The three cycles (core, supplemental and intensive) are coordinated to ensure fluidity and flexibility within and between cycles. Where needed, innovative student scheduling and resource allocation (e.g. personnel) are developed with coordination and flexibility.

Professional development (aligned with the Iowa Professional Development Model) is present to support implementation of the IDM process. The professional development helps ensure teachers have adequate tools and strategies for quality implementation.

Section III: CYCLES

IDM is an integrated system of three cycles: core, supplemental and intensive. Students move between the cycles based on data. The IDM process is very fluid and flexible. The following questions assist in understanding the dynamic IDM process. The answers to the questions focus efforts on meeting the needs of **each** student.

Core Cycle

WHAT IS THE CORE CYCLE?

The core cycle includes instruction, curriculum and assessment. The core cycle combines research-based/evidence based instructional practices; a guaranteed, viable, rigorous and relevant curriculum; and a positive learning environment. Curriculum and assessments align with the standards and benchmarks of the school district. Core is what students learn and what is accessible.

IS THE CORE CYCLE MEETING THE NEEDS OF THE STUDENTS?

How are data used to make this decision?

Screening assessment data provide important information regarding needs at a district, school, classroom, and/or student level. Needs are determined through multiple data sources. No single source of information is used for decision making. The frequency of the administration of these assessments is determined by the specific content being measured and the typical rates of skill acquisition seen in most students. Data gained from these sources contribute to decisions regarding the effectiveness of curriculum and instruction.

What data are used to make this decision?

Analyzing screening and continuing classroom assessment data provide information regarding students' responsiveness to the core cycle curriculum and instruction. This information identifies students for whom more information (diagnostic assessment) may be necessary to determine instructional and/or behavioral needs.

To provide effective instruction in a timely fashion, the data collection and decision-making cycle continually repeats in order to identify students who are less than proficient or highly proficient. At any point in time during the school year, students may require differentiation of the curriculum and/or instruction.

What happens when the core cycle is meeting the needs of most of the students?

Look at system issues.

If data over time indicate that the core cycle is resulting in high performance and is consistently meeting the Annual Yearly Progress (AYP) goals, consider revising the curriculum and instruction to increase rigor and relevance. The goal is to raise expectations for all students.

Look at individual student data.

Even though the core cycle is meeting the needs of most students, it may not be meeting the needs of *every* student. Examine school data, including district wide assessments, classroom assessments, and teacher verifications, to determine those students who need differentiation of the curriculum and/or instruction. A student may be less than proficient, proficient, or highly proficient in some assessments, but other data may indicate he or she is not meeting expectations or exceeding expectations. In addition, that student may need supplemental cycle or intensive cycle curriculum and/or instruction. Examine behavioral expectations as well as academic expectations. If there is a question about appropriate instruction for a student, collect additional data, (e.g., diagnostic assessment). Obtain diagnostic data from the results of district-wide screening assessments, continuing classroom performance and assessments, teacher observations and teacher verification, and other relevant assessment data. Use that diagnostic information to identify and select strategies for the student.

What happens when the core cycle is not meeting the needs of most of the students?

Look at the system issues.

If data indicate that the core cycle is not resulting in students making anticipated gains, the core cycle must be studied and changes must be made that will likely result in more students being successful. The study must consider the curriculum, instruction, assessment, environment, and/or the system as a whole for possible changes.

Look at individual student data.

Even though there are broad issues that need attention, individual student performance is also improved through decision-making and further data analysis. Examine district-wide data, screenings, classroom performance and assessments, and teacher observation for each student. Analysis based on these data identifies students who are less than proficient or highly proficient. Use diagnostic assessments to help identify and select appropriate strategies for students requiring differentiation of curriculum and/or instruction. Section III contains additional information regarding diagnostic assessments, including how districts might judge the sufficiency of their assessments.

Supplemental Cycle

WHAT IS THE SUPPLEMENTAL CYCLE?

The supplemental cycle provides supports that go beyond the instructional and differentiated practices that occur in the core cycle. The supplemental cycle utilizes a combination of research-based/evidence-based instructional practices; a guaranteed, viable, rigorous and relevant curriculum; a positive learning environment; and frequent assessment. The supplemental cycle is available for less than proficient students as well as highly proficient students.

IS THE SUPPLEMENTAL CYCLE MEETING THE NEEDS OF THE STUDENTS?

What data are used to make this decision?

Analyze screening data, continuing classroom assessment data, and teacher observation data on a regular basis. The regular and systematic collection of data identifies if students are making progress and identifies if instruction needs adjustment.

- For students who are less than proficient, administer quarterly assessments to indicate if a student has generalized his or her new learning. Ask these questions: (a) What is the progress compared to past performance? (b) How does the progress compare to expected performance? and (c) Is the student responding to curriculum/instruction? Additionally, students receiving supplemental cycle instruction/curriculum have their performance evaluated more frequently. Research suggests that formative assessment/progress monitoring is to occur in a timely fashion, and as often as the measure can show movement (e.g., every two weeks). The purpose of bi-weekly progress monitoring is to determine if a student has met his/her instructional and/or behavioral needs and to make needed adjustments in instruction when necessary.
- For students who are highly proficient, formative assessments are administered frequently enough to answer: (a) What is the progress compared to past performance? (b) How does the progress compare to expected performance? (c) Is the student responding to curriculum/instruction? and (d) Does the student show proficiency in the stated goals? Data collection includes formative assessment measures that monitor continual learning (e.g., rubrics, reflections, portfolios).

What happens when the supplemental cycle is meeting the needs of a student?

When ongoing formative assessment, district screening data, classroom performance data, assessment data, and/or teacher observation indicate that the performance of the student who is less than proficient has improved and is within the range of most students who are receiving the core cycle instruction/curriculum only, the student discontinues the supplemental cycle and receives the core cycle only. Careful consideration of multiple sources of data ensures that student performance is within the range of the students in the core cycle before discontinuing the supplemental cycle.

Occasionally, a student has met the goals of the supplemental cycle, but he or she may not yet be performing within a range that would indicate discontinuing the supplemental cycle. In this situation, the supplemental cycle is continued, and the decision-making cycle repeats.

A student who is highly proficient and receiving enriched/accelerated instruction may continue to perform beyond the range of most students. Such students require continued supplemental cycle instruction/curriculum beyond the core cycle instructional/curriculum range. The data may also indicate that a student receiving enriched/accelerated instruction is demonstrating academic growth and continues to exceed the range of the core cycle or the supplemental cycle, then an intensive cycle is considered.

What happens when the supplemental cycle is not meeting the needs of a student?

- For a student who is less than proficient and he/she is not making adequate progress despite the provision of supplemental cycle instruction/curriculum, individual diagnostic information is

gathered to help accurately identify, select and implement the appropriate curriculum and instructional strategies and/or the cycle that is necessary to meet the needs of the student. A student may begin the intensive cycle when multiple data sources indicate this need.

- For a student who is highly proficient and he/she is performing above the range of the supplemental cycle, individual diagnostic information is gathered to accurately identify, select and implement the appropriate curriculum and/or instruction to meet the needs of the student. A student may begin the intensive cycle when multiple data sources indicate this need.

Intensive Cycle

WHAT IS THE INTENSIVE CYCLE?

The intensive cycle provides supports that go beyond the instructional and differentiated practices that occur in the general education setting of the core cycle or the supplemental cycle. The intensive cycle utilizes a combination of research-based/evidence-based instructional practices; a guaranteed, viable, rigorous and relevant curriculum; a positive learning environment; and frequent assessment. The designed intensive cycle matches the identified student need. It is systematic and explicit.

- For students who are less than proficient, the intensive cycle may provide more time, intensity, practice, and immediacy of feedback than the supplemental cycle. In addition, the intensive cycle may require teaching prerequisite skills.
- For students who are highly proficient, the intensive cycle may include a more rapid pace and/or advanced levels of the curriculum and instruction that take into account the student's unique skills. The intensive cycle may require a written instructional plan to guide the instruction and data collection.

IS INTENSIVE INSTRUCTION MEETING THE NEEDS OF THE STUDENT?

What data are used to make this decision?

Screening, diagnostic, and formative assessment data are used to determine if an instructional or behavioral need requires intensive cycle support. Occasionally, original screening assessment data identify students who have significant learning/behavioral needs requiring immediately entering the intensive cycle. In most cases, students will receive the supplemental cycle curriculum and instruction first. The goal of IDM is for students to receive the appropriate level of curriculum and instruction as soon as possible. Continuing conducting formative assessment during the intensive cycle determines if the needs of a student are being met.

- For students who are less proficient, formative assessments are administered more frequently (e.g., one time per week), but only as often as the skill being taught can show improvement (e.g., a two word increase in fluency per week, would not be assessed daily). For students who are less than proficient, ask these questions: (a) What is the progress compared to past performance? (b) How does the progress compare to expected performance? and (c) Is the student responding to curriculum/instruction? Analysis of all the assessment data determines if the curriculum and/or instruction continues, discontinues or changes.
- For students who are highly proficient, formative assessments are administered frequently enough to answer: (a) What is the progress compared to past performance? (b) How does the progress compare to expected performance? (c) Is the student responding to

curriculum/instruction? and (d) Does the student show proficiency in the stated goals? Analysis of all the assessment data determines if the curriculum and/or instruction continues, discontinues or changes.

What happens when the intensive cycle is meeting the needs of a student?

When ongoing formative assessment/progress monitoring data, district screening data and teacher observation indicate that a student's performance has improved and is within the range of most of the students in the core cycle, then the student may continue in the core cycle without the support of the intensive cycle or the supplemental cycle.

- For a student who was less than proficient and received intensive cycle instruction/curriculum, and if the data now indicate his/her performance is within the range of the supplemental cycle, discontinue the intensive cycle, continue the core cycle and provide the supplemental cycle instruction/curriculum. Careful consideration of all the data ensures that student performance is within the range of the students in the supplemental cycle before discontinuing the intensive cycle.
- A student who is highly proficient and receiving enriched/accelerated instruction and/or curriculum may continue to perform beyond the range of most age/grade level students. This student continues to require the intensive cycle of instruction/curriculum.

What happens when the intensive cycle is not meeting the needs of a student?

When the data indicate that a student is not making adequate progress despite the provision of the intensive cycle, reexamination of previously obtained data and additional diagnostic information determine strategies that are more effective. This same recommendation applies to the students who are less than proficient and to the students who are highly proficient.


Section IV: Rubrics

The following section provides guidance to LEAs as issues are examined in reference to the components necessary to IDM.

System Structures			
Element/Criteria	Meets	Emerging	Does Not Meet
Administrative Involvement	<p>Uses data-driven decision-making process (e.g., QIC-Decide)</p> <p>Supports and participates in professional development</p> <p>Allocates resources needed to support instructional process</p> <p>Creates policy support</p> <p>Instructional leadership: support for effective instruction</p> <p>Seeks and obtains technical assistance when needed. (e.g., AEA, private providers, DE, internal)</p>	<p>One or more of the following are observed:</p> <p>Use of data-driven decision making process</p> <p>Support and participation in professional development</p> <p>Allocation of resources to support instructional process</p> <p>Policy support</p> <p>Instructional leadership</p> <p>Provision of technical assistance</p>	<p>Does not use data-driven decision making process</p> <p>Does not support and/or participate in professional development</p> <p>Resources are not allocated to support instructional process</p> <p>Policies do not support process</p> <p>Instructional leadership support for effective instruction absent.</p> <p>Technical assistance neither sought nor provided</p>
Distributed Instructional Leadership	<p>Teachers participate in data-driven decision-making process about curriculum, instruction, assessment and environment</p> <p>Implementers are involved in planning</p> <p>Instructional leadership roles are available and capacity to fill those roles across multiple areas is developed</p> <p>Leadership is shared across staff</p> <p>Parents and students are participants in leadership roles</p>	<p>Few teachers participate in data-driven decision making process about curriculum, instruction, assessment and environment or participate in limited areas</p> <p>Few implementers are involved in planning</p> <p>Leadership is centralized around a few teachers</p> <p>Few parents and students participate in leadership roles</p>	<p>Teachers do not participate in data-driven decision making process about curriculum, instruction, assessment and environment</p> <p>Implementers are not involved in planning</p> <p>Leadership is not shared across staff</p> <p>Parents and students do not participate in leadership roles</p>

Quality Professional Development	<p>Coincides with IPDM</p> <p>Continuous and built into the school calendar</p> <p>Full delivery of theory, demonstration, practice and follow-up</p>	<p>IPDM partially implemented</p> <p>Some professional development planned but not continuous</p> <p>Partial delivery of theory, demonstration, practice and follow-up</p>	<p>Not aligned with IPDM</p> <p>Neither continuous nor built into the school calendar</p> <p>No delivery of theory, demonstration, practice and follow-up</p>
Collaboration	<p>Collaboration and communication occur within and across grade levels and among various roles within the school</p> <p>Structure and culture to support ongoing frequent and effective collaboration exist</p>	<p>Collaboration and communication occurs across some grade levels and few roles within school</p> <p>Structure and culture to support ongoing, frequent, and effective collaboration are beginning to emerge</p>	<p>Collaboration and communication do not occur across grade level or within school</p> <p>There is no structure or culture to support collaboration.</p>
Technical Assistance/Providers	<p>TA providers have strong knowledge of the content</p> <p>TA providers are skillful at analyzing data</p> <p>TA providers demonstrate effective consultation and adult learning knowledge</p> <p>TA connected to building and district goals supporting standards and benchmarks</p>	<p>TA providers have some knowledge of the content</p> <p>TA providers have little knowledge of data analysis</p> <p>TA providers demonstrate weak consultation and adult learning knowledge</p> <p>TA is somewhat connected to building and district goals</p>	<p>TA providers have no knowledge of the content</p> <p>TA providers have no knowledge of data analysis</p> <p>TA providers have no consultative nor adult learning knowledge</p> <p>TA is not connected to building and district goals</p>
Evaluation Plan	<p>A written plan is present and implemented</p> <p>Data are collected on student achievement and implementation</p> <p>Data collection is ongoing</p> <p>There is a direct and clear connection between data collected and the professional development provided</p>	<p>A plan is written but not implemented</p> <p>Data are collected on only either student achievement or implementation, not both</p> <p>Data collection is intermittent</p> <p>There is an indirect and/or unclear connection between data collected and the professional development provided</p>	<p>No plan is written</p> <p>Data are not collected on either student achievement or implementation</p> <p>No data collection occurs</p> <p>There is no connection between the data collected and the professional development provided</p>
Parental Involvement	<p>Parents are meaningfully involved and encouraged at all levels of instruction and decision-making</p> <p>Communication is frequent</p>	<p>One or more of the following are observed.</p> <p>Parents are involved and encouraged at some levels</p>	<p>Parents are not meaningfully involved or encouraged (at either participation and decision-making)</p>

	and two-way	of instruction Increasing two-way communication	Communication is not frequent or two-way
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Core Cycle 			
Element/Criteria	Meets	Emerging	Does Not Meet
Students to Be Served	Each student is provided the core cycle in the general education classroom. For highly proficient students, see Sec. III.	Some students are provided the core cycle in the general education classroom	Students are excluded from participating in the core cycle
Curriculum	<u>All</u> are observed: The curriculum is guaranteed, viable, rigorous and relevant Curriculum is evidence-based Curriculum is sufficiently differentiated	<u>Most</u> are observed: The curriculum is guaranteed, viable, rigorous and relevant Curriculum is evidence-based Curriculum is sufficiently differentiated	<u>None</u> are observed: The curriculum is guaranteed, viable, rigorous and relevant Curriculum is evidence-based Curriculum is sufficiently differentiated
Instruction	<u>All</u> of the following are observed: Instruction is evidence-based Instruction is data driven Instruction is sufficiently differentiated Instruction is implemented with integrity	<u>Most</u> of the following are observed: Instruction is evidence-based Instruction is data driven Instruction is sufficiently differentiated Instruction is implemented with integrity	<u>None</u> of the following are observed: Instruction is evidence-based Instruction is data driven Instruction is sufficiently differentiated Instruction is implemented with integrity
Process to Examine the Core Cycle for Critical Elements	Systemic review of the core cycle against external knowledge base occurs on a regular basis Improvement efforts occur when core is not meeting needs of most of students Multi-dimensional (curriculum, instruction, assessment) process is used to review and maintain core	Reviews of the core cycle against an external knowledge base do not occur regularly Improvement efforts are initiated inconsistently rather than based on review of core Process to review is missing one or more	No systemic review of the core cycle against an external knowledge base occurs No improvement efforts are initiated when the core cycle is not meeting needs of majority of students No multi-dimensional

	(e.g., new teachers to system or grade level)	dimensions (curriculum, instruction, assessment)	process is used to review and maintain the core cycle
Evaluation of Curriculum and Instruction	Curriculum and instruction are evaluated periodically through multiple sources to ensure the learning environment is sufficient There is alignment between student expectations and curriculum, instruction and assessment.	Curriculum and instruction are evaluated by a single source. There is an emerging match between needs of the students and the curriculum and instruction	There is no evaluation of curriculum and instruction There is no match between needs of the students and the curriculum and instruction
Data Collection and Analysis	School-wide data are used to determine those students who are less than proficient or highly proficient Convergent data are used to determine those students who are less than proficient or highly proficient Appropriate data collection instruments are used and data are analyzed to make instructional decisions	Some school-wide data are used to determine those students who are less than proficient or highly proficient Single source of data is used to determine those students who are less than proficient or highly proficient Data collection instruments are administered but the data are not analyzed to make instructional decisions	No school-wide data are used to determine those students who are less than proficient or highly proficient Decisions are not based on student performance data Inappropriate data collection instruments are used or data collection instruments are not used to make instructional decisions
Persons Involved	<u>All</u> of the following are observed: Support and training for all instructional providers Meaningful collaboration among all teachers Meaningful parent and community involvement AEA support General education teachers provide guaranteed and viable curriculum in the core cycle with rigor and relevance	<u>Most</u> of the following are observed: Support and training for all instructional providers Meaningful collaboration among all teachers Meaningful parent and community involvement AEA support General education teachers provide guaranteed and viable the core cycle with rigor and relevance	<u>None</u> of the following are observed: Support and training for all instructional providers Meaningful collaboration among all teachers Meaningful parent and community involvement AEA support General education teachers provide guaranteed and viable the core cycle with rigor and relevance

Supplemental Cycle



Element/Criteria	Meets	Emerging	Does Not Meet
Students to be served	<p>A data-driven system exists to identify each student who is less than proficient or highly proficient</p> <p>Supplemental cycle is available for each student identified as less than proficient or highly proficient</p>	<p>A data-driven system fails to identify each student who is less than proficient or highly proficient</p> <p>Supplemental cycle is available for some students identified as less than proficient or highly proficient and needing supplemental materials</p>	<p>A data-Driven system does not exist to identify each student who is less than proficient or highly proficient</p> <p>Supplemental cycle is not available for students identified as less than proficient or highly proficient</p>
Curriculum	<p><u>All</u> are observed:</p> <p>The curriculum is guaranteed, viable, rigorous and relevant</p> <p>Curriculum is evidenced-based</p> <p>Curriculum is sufficiently differentiated</p> <p>Curriculum is specialized and sustained</p>	<p><u>Most</u> are observed:</p> <p>The curriculum is guaranteed, viable, rigorous and relevant</p> <p>Curriculum is evidenced-based</p> <p>Curriculum is sufficiently differentiated</p> <p>Curriculum is specialized and sustained</p>	<p><u>None</u> are observed:</p> <p>The curriculum is guaranteed, viable, rigorous and relevant</p> <p>Curriculum is evidenced-based</p> <p>Curriculum is sufficiently differentiated</p> <p>Curriculum is specialized and sustained</p>
Instructional	<p><u>All</u> of the following are observed:</p> <p>Instruction is implemented with integrity</p> <p>Instruction is evidence-based</p> <p>Instruction is data driven</p> <p>Instruction is sufficiently differentiated</p> <p>Instruction addresses the core curriculum for students who are less than proficient</p> <p>Instruction addresses the needs of the students who are highly proficient</p>	<p><u>Most</u> of the following are observed:</p> <p>Instruction is implemented with integrity</p> <p>Instruction is evidence-based</p> <p>Instruction is data driven</p> <p>Instruction is sufficiently differentiated</p> <p>Instruction addresses the core curriculum for students who are less than proficient</p> <p>Instruction addresses the needs of the students who are highly proficient</p>	<p><u>None</u> of the following are observed:</p> <p>Instruction is implemented with integrity</p> <p>Instruction is evidence-based</p> <p>Instruction is data driven</p> <p>Instruction is sufficiently differentiated</p> <p>Instruction addresses the core curriculum for students who are less than proficient</p> <p>Instruction addresses the needs of the students who are highly proficient</p>

Grouping	<p>Students with similar needs are grouped for instruction</p> <p>Group size is supported by research</p> <p>Grouping is fluid and flexible as data indicate</p>	<p>Some grouping practices are in place</p> <p>Attempts are made to base group size on research</p> <p>There is some movement of students between groups as data indicate</p>	<p>Students are not grouped according to need</p> <p>Group size is not supported by research</p> <p>Students do not move between groups as data indicate</p>
Time	Sufficient time for learning is allocated	Attempts are made to provide sufficient time for learning	Sufficient time for learning is not provided
Data Collection	<p>School-wide data are used to determine those students who are less than proficient or highly proficient</p> <p>Convergent data are used to determine the level of learning needed for students who are less than proficient or highly proficient</p> <p>Appropriate data collection instruments are administered, and data are analyzed to make instructional decisions</p>	<p>Some school-wide data are used to determine those students who are less than proficient or highly proficient</p> <p>A single source of data is used to determine the level of learning needed for students who are less than proficient or highly proficient with no follow-up measures</p> <p>Data collection instruments are administered, but the data are not analyzed to make instructional decisions</p>	<p>No school-wide data are used to determine those students who are less than proficient or highly proficient</p> <p>Decisions are not based on student performance data</p> <p>Inappropriate data collection instruments are administered or data collection instruments are not used to make instructional decisions</p>
Diagnostic Information	<p>Diagnostic data are gathered to plan curriculum and/or instruction</p> <p>Diagnostic data are used to plan curriculum and instruction</p>	Diagnostic information is gathered, but not used to plan curriculum and/or instruction	<p>Diagnostic information is not gathered</p> <p>Students are provided curriculum and instruction without sufficient diagnostic information</p>
Establishing Goals	<p>Goals are specific to student needs</p> <p>Goals are referenced to district standards and benchmarks for the less than proficient and referenced to learning needs for the highly proficient</p>	<p>One of the following apply:</p> <p>Goals are specific to student needs</p> <p>Goals are referenced to district standards and benchmarks for the less than proficient and referenced to learning needs for the highly proficient</p>	<p>Goals are not specific to student needs</p> <p>Goals are not referenced to district standards and benchmarks for the less than proficient and are not referenced to learning needs for the highly proficient</p>

Performance Monitoring	<p><u>All</u> of the following are observed:</p> <p>Performance is monitored systematically</p> <p>There is a plan for how data will be collected and used to plan instruction and make decisions</p> <p>Monitoring data are used to provide feedback to parents and students, as appropriate</p>	<p><u>Most</u> of the following are observed:</p> <p>Performance is monitored systematically</p> <p>There is a plan for how data will be collected and used to plan instruction and make decisions</p> <p>Monitoring data are used to provide feedback to parents and students, as appropriate</p>	<p><u>None</u> of the following are observed:</p> <p>Performance is not monitored systematically</p> <p>A plan does not exist regarding how data will be collected and used to plan instruction and make decisions</p> <p>Diagnostic information is gathered inconsistently</p> <p>Diagnostic data are gathered but are not used to plan instruction</p> <p>Monitoring data are not used to provide feedback to parents and students, as appropriate</p>
Assessment of Curriculum and Instruction	<p>Curriculum and instruction are evaluated periodically through multiple sources</p> <p>Curriculum and instruction align with the district's standards and benchmarks.</p> <p>There is direct alignment between the curriculum, instruction and assessment</p>	<p>Evaluation of curriculum and instruction is focused on a single source</p> <p>Curriculum and instruction align partially with the district's standards and benchmarks.</p> <p>There is indirect alignment between the curriculum, instruction and assessment</p>	<p>There is no evaluation of curriculum and instruction</p> <p>Curriculum and instruction do not align with the district's standards and benchmarks.</p> <p>There is no alignment between the curriculum, instruction and assessment</p>
Persons Involved	<p><u>All</u> of the following are observed:</p> <p>Support and training for all instructional providers</p> <p>Meaningful collaboration among all teachers</p> <p>Meaningful parent and community involvement</p> <p>AEA support</p> <p>General education teachers provide guaranteed and viable core cycle with rigor and relevance</p>	<p><u>Most</u> of the following are observed:</p> <p>Support and training for all instructional providers</p> <p>Meaningful collaboration among all teachers</p> <p>Meaningful parent and community involvement</p> <p>AEA support</p> <p>General education teachers provide guaranteed and viable core cycle with rigor and relevance</p>	<p><u>None</u> of the following are observed:</p> <p>Support and training for all instructional providers</p> <p>Meaningful collaboration among all teachers</p> <p>Meaningful parent and community involvement</p> <p>AEA support</p> <p>General education teachers provide guaranteed and viable core cycle with rigor and relevance</p>

Setting	<p>Decisions regarding setting are based on needs of students</p> <p>Curriculum and instruction are provided in the general education setting unless it is documented the students require an alternative setting to make needed progress</p>	<p>Decisions are sometimes based on needs of students</p> <p>Appropriate settings are not used consistently</p>	<p>Decisions about setting are not based on needs of students</p> <p>Inappropriate settings are used for provision of curriculum and instruction</p>
Documentation	<p>When needed, a group plan is written that includes at a minimum:</p> <p>Baseline Data</p> <p>Data Collection Method</p> <p>Goal</p> <p>Strategies</p> <p>Parental Communication</p>	<p>When needed, a group plan is written that includes two or more of the following:</p> <p>Baseline Data</p> <p>Data Collection Method</p> <p>Goal</p> <p>Strategies</p> <p>Parental Communication</p>	<p>A group plan is not developed</p>

Intensive Cycle



Element/Criteria	Meets	Emerging	Does Not Meet
Students to Be Served	<p>A data-driven system exists to identify each student who has significant learning needs</p> <p>The intensive cycle of instruction/curriculum is available for each student who is significantly less than proficient or significantly highly proficient</p>	<p>A data-driven system fails to identify each student who has significant learning needs</p> <p>The intensive cycle of instruction/curriculum is available for some students who are significantly less than proficient or significantly highly proficient</p>	<p>A data-driven system does not exist to identify each student who has significant learning needs</p> <p>The intensive cycle of instruction/curriculum is not available for students who are significantly less than proficient or significantly highly proficient</p>
Curriculum and Instruction	<p><u>All</u> of the following are observed:</p> <p>Specialized, sustained, intensive cycle curriculum and instruction are evidence-based</p> <p>Specialized, sustained, intensive cycle curriculum and instruction are sufficiently differentiated</p> <p>Instruction addresses the core cycle curriculum</p>	<p><u>Most</u> of the following are observed:</p> <p>Specialized, sustained, intensive cycle curriculum and instruction are evidence-based</p> <p>Specialized, sustained, intensive cycle curriculum and instruction are sufficiently differentiated</p> <p>Instruction addresses the core cycle curriculum</p>	<p><u>None</u> of the following are observed:</p> <p>Specialized, sustained, intensive cycle curriculum and instruction are evidence-based</p> <p>Specialized, sustained, intensive cycle curriculum and instruction are sufficiently differentiated</p> <p>Instruction does not address the core cycle curriculum</p>
Grouping	<p>Students with similar needs are grouped for instruction</p> <p>Group size is supported by research</p> <p>Grouping is fluid and flexible</p>	<p>Some grouping practices are in place</p> <p>Attempts are made to base group size on research</p> <p>There is some movement of students between groups</p>	<p>Students are not grouped according to need</p> <p>Group size is not supported by research</p> <p>Students do not move between groups as data indicate</p>
Time	Sufficient time is provided for the intensive cycle and core cycle instruction	Attempts are made to provide sufficient time for the intensive cycle and core cycle instruction	Sufficient time for the intensive cycle and core cycle instruction is not provided

<p>Data Collection and Analysis</p>	<p>School-wide data are used to determine those students who are exceeding or not meeting the core cycle and supplemental cycle learning expectations</p> <p>Multiple data are used to determine those students who are not meeting or exceeding the core cycle and supplemental cycle learning expectations</p> <p>Appropriate data collection instruments are used, and data are analyzed to make instructional decisions</p>	<p>Some school-wide data are used to determine those students who are exceeding or not meeting the core cycle and supplemental cycle learning expectations</p> <p>Single source of data is used to determine those students who are not meeting or exceeding the core cycle and supplemental cycle learning expectations</p> <p>Data collection instruments are administered, but the data are not analyzed to make instructional decisions</p>	<p>No school-wide data are used to determine those students who are not exceeding or not meeting the core cycle and supplemental cycle learning expectations</p> <p>Decisions are not based on student performance data</p> <p>Inappropriate data collection instruments are used or data collection instruments are not used to make instructional decisions</p>
<p>Diagnostic Information</p>	<p>Diagnostic data are gathered to plan curriculum and instruction</p> <p>Diagnostic data are used to plan curriculum and instruction</p>	<p>Diagnostic information is gathered inconsistently</p> <p>Diagnostic data gathered are not used to plan for curriculum and instruction</p>	<p>Diagnostic information is not used</p> <p>Students are provided curriculum and/or instruction without sufficient diagnostic information</p>
<p>Establishing Goals</p>	<p>Goals are specific for each student</p> <p>Goals are referenced to district standards and benchmarks for the less than proficient and referenced to learning needs for the highly proficient</p>	<p>One of the following apply:</p> <p>Goals are specific for each student</p> <p>Goals are referenced to district standards and benchmarks for the less than proficient and referenced to learning needs for the highly proficient</p>	<p>Goals are not specific for each student</p> <p>Goals are not referenced to district standards and benchmarks for the less than proficient and are not referenced to learning needs for the highly proficient</p>
<p>Performance Monitoring</p>	<p>Performance is monitored systematically</p> <p>There is a plan for how data will be used to plan instruction and make decisions</p> <p>Monitoring data are used to</p>	<p>One or more of the following apply:</p> <p>Performance is monitored systematically</p> <p>There is a plan for how data will be used to plan instruction and make</p>	<p>Performance is not monitored systematically</p> <p>A plan does not exist regarding how data will be used to plan instruction and make decisions</p> <p>Monitoring data are not</p>

	provide feedback to parents and students, as appropriate	decisions Monitoring data are used to provide feedback to parents and students, as appropriate	used to provide feedback to parents and students, as appropriate
Assessment of Instruction	Instruction is assessed periodically through multiple sources to ensure the learning environment is sufficient There is a direct match between needs of the students and the instruction	Assessment of instruction is focused on a single source There is an indirect match between needs of the students and the instruction	There is no assessment of instruction There is no match between needs of the students and the instruction
Persons Involved	<u>All</u> of the following are observed: Support and training for all instructional providers Meaningful collaboration among all teachers Meaningful parent and community involvement AEA support General education teachers provide guaranteed and viable core cycle instruction	<u>Most</u> of the following are observed: Support and training for all instructional providers Meaningful collaboration among all teachers Meaningful parent and community involvement AEA support General education teachers provide guaranteed and viable core cycle instruction	<u>None</u> of the following are observed: Support and training for all instructional providers Meaningful collaboration among all teachers Meaningful parent and community involvement AEA support General education teachers provide guaranteed and viable core cycle instruction
Setting	Decisions regarding setting are based on needs of students Instruction is provided in the general education setting whenever possible	Decisions are sometimes based on needs of students Appropriate settings are not used consistently	Decisions about setting are not based on needs of students Inappropriate settings are used for instruction
Documentation	For the less than proficient student, an individual plan, or if appropriate, a group plan is written that includes at a minimum: <ul style="list-style-type: none"> • Baseline Data • Data Collection • Goal • Strategies • Parental Communication 	For the less than proficient student, an individual plan, or if appropriate, a group plan is written that includes some of the following: <ul style="list-style-type: none"> • Baseline Data • Data Collection • Goal • Strategies • Parental Communication 	For the less than proficient student, a written plan is not developed. For the highly proficient student, a plan is not developed.

	For the highly proficient student, a plan with expectations is written	For the highly proficient student, a plan exists, but it is not written and/or the plan does not have expectations	
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Comparison of Assessments: Screening, Diagnostic, and Formative Assessment

Element/ Criteria	Screening	Diagnostic	Formative
Purpose	Identifies high and low performing students whose needs are not being met	Helps to determine why the academic and/or behavioral needs are occurring Identifies what the student needs to learn	Identifies if students are making progress Identifies if instruction needs adjustment
Questions Answered	Which students are in need of additional assessment? How are students responding to core cycle instruction?	Why is the need occurring? What does the student need to learn?	Are the students making progress compared to self, peers, and standard? Is an instructional change needed?
Data Use	Teachers obtain the data Teachers use the data to determine students who need differentiated instruction District has expectation that all teachers use data to align instructional resources	Teachers obtain the data Teachers use the data to differentiate instruction. District has expectation that all teachers use data to align instructional resources	Teachers obtain the data Teachers use the data to differentiate instruction District has expectation that all teachers use data to align instructional resources
Student Participation	An entire classroom/grade/school/district, using either individual or group format	Students who are less than proficient or highly proficient on the learning expectations/standards	All students in the cycles of core, supplemental and intensive
Professional/ Ethical Standards	Has reliability of .80 The test scores distinguish the proficiency levels of students. The test identifies which and how many students differ from the standard Items are sufficient to accurately reflect changes in student performance Sources of bias have been eliminated People are adequately trained to administer, score, and interpret the test results	Teacher observations, interviews, review of permanent products, or other already existing information are included The results provide sufficient information to understand what skills need to be taught, as well as to identify alternative curricular materials or instructional strategies There is evidence that an item analysis could be appropriately used with a given diagnostic measure People are adequately trained to administer, score, and interpret the test results	Items are sufficient to accurately reflect changes in student performance There is evidence that parallel forms measure the same construct Sources of bias have been eliminated People are adequately trained to administer, score, and interpret the test results

Alignment	There is an explicit connection between the screening measure and district standards, benchmarks, and instruction	There is an explicit connection between the diagnostic assessment and district standards, benchmarks, and instruction	There is an explicit connection between formative assessment and district standards, benchmarks, and instruction
Test Administration	Is administered according to screening directions	Typically given individually. Assessment can take as long as is needed to help understand the academic and/or behavioral need	Assessment can take as long as needed to fully assess the performance of the student
Frequency of Administration	Delivered by the school district, but recommend 3 times per year, the first one being near the start of the school year	Data are gathered when additional information is necessary to understand the student's need	Ongoing, based on students' instructional needs and measured as often as one can expect movement on the measure: 3 times per year for core cycle instruction (same as screening) 1 time per month for supplemental cycle 1 time per week for intensive cycle
Test Scoring	Results in a score that can be compared to a criterion or norm	Results in a qualitative assessment of why the curricular need is occurring Results indicate what the student needs to learn	Results in scores used to judge progress against self as well as peers and expected standard Results in scores that direct the need for instructional change
Test Interpretation	Tests are scored and results returned to teachers within a timely fashion, e.g., 2 weeks	Assessment is interpreted within a timely fashion, e.g., one week of administration or discussion	Assessment is interpreted within a timely fashion, e.g., same day interpretation Apply the decision rule that uses multiple data points The results lead to decisions about continuing or changing the instruction
System Structures	Data are used to align resources and professional development There is faculty buy-in to the screening There is administrative support for screening of student progress	Data are used to align resources and professional development There is faculty buy-in to the diagnostic assessment There is administrative support for diagnostic assessment of student progress	Data are used to align resources and professional development There is faculty buy-in to the formative assessment There is administrative support for formative assessment of student progress

Screening

A screening assessment, as part of a district/school support system:

Screening is . . .	Screening is not . . .
administered to an entire classroom/grade/school/district, using either individual or group format.	administered to an isolated group.
used to inform instruction.	program placement or tracking.
an indicator that there is a potential problem in need of further investigation.	diagnostic - intended to tell you what the problem is.
an answer to the question, "Which and how many students are potentially in need of additional support?"	does not answer the question, "What program does the student need?"
quantitative (gives a number for a score).	qualitative (anecdotal).
one piece of information required to determine additional instructional needs.	intended to be used as a sole indicator to identify students as candidates for any program, such as Title I, Special Education, Gifted and Talented, or English as a Second Language.
cost effective in terms of teacher time, student time, and dollar cost of the test and scoring.	expensive or labor intensive.
administered, scored, and interpreted in a consistent manner.	administered, scored, and interpreted randomly or subjectively.
relevant for Pre-K through 12 th grades.	limited for use in primary grades.
aligned with instruction, standards, and benchmarks.	arbitrarily selected.
a sampling of one point in time.	intended to monitor individual progress.
a sample of a skill.	intended to completely measure every skill.
capable of identifying students who are less than proficient or highly proficient in the learning expectations/standards.	used unless there are specific cut-off points.
results in an action or decision: information must be used.	used for accountability purposes only.
easily administered, scored, and interpreted.	time consuming to administer or difficult to score.
used proactively.	used reactively.

Screening: How can a school district judge its screening system?

Element / Criteria	Meets	Emerging	Does Not Meet
Purpose	Identifies potential academic and/or behavioral concerns in need of additional assessment	Does not accurately and consistently identify potential academic and/or behavioral concerns	No screening exists
Questions Answered	Which students are in need of additional assessment? How are students responding to the core cycle of instruction?	One of the following items exist. Which students are in need of additional assessment? How are students responding to the core cycle of instruction?	No questions are answered
Data Use	<u>All</u> of the following are observed: Teachers get the data Teachers use the data to differentiate instruction District has expectation that all teachers use data to align instructional resources.	<u>Some</u> of the following are observed: Teachers get the data Teachers use the data to differentiate instruction District has expectation that all teachers use data to align instructional resources	Teachers do not get the data Teachers do not use the data to differentiate instruction District has no expectation that all teachers use data to align instructional resources
Student Participation	An entire classroom/grade/school/district, using either individual or group format	Most students are included in screening	Most students are excluded from screening
Professional/Ethical Standards	Has reliability of .80 <u>All</u> of the following are observed: The test scores distinguish the proficiency levels of students. The test identifies which and how many students differ from the standard Items are sufficient to accurately reflect changes in student performance Sources of bias have been eliminated People are adequately trained to administer, score, and interpret the test results	Has reliability of .70-.80 <u>Most</u> of the following are observed: The test scores distinguish the proficiency levels of students. The test identifies which and how many students differ from the standard Items are sufficient to accurately reflect changes in student performance Sources of bias have been eliminated People are adequately trained to administer, score, and interpret the test results	< .70 or no evidence of reliability <u>None</u> of the following are observed: The test scores distinguish the proficiency levels of students. The test identifies which and how many students differ from the standard Items are sufficient to accurately reflect changes in student performance Sources of bias have been eliminated People are adequately

			trained to administer, score, and interpret the test results
Alignment	There is an explicit connection between the screening measure and district standards, benchmarks, and instruction	There is an implicit, but reasonable inference that the screening measure is linked to district standards, benchmarks, and instruction	The screening measure does not align with district standards, benchmarks, and instruction
Test Administration	Administration of screening measure is according to directions	Administration of screening measure does not consistently follow the directions	Administration is not according to the directions
Frequency of Administration	Screening is completed at least once prior to or during initial stages of instruction Frequency of screening is related to the skill sequences and how the skills are changing, as well as the level of growth that students demonstrate	Is administered on an inconsistent basis either too frequently or less frequently for the change in skills or the level of growth that students demonstrate	Is administered once per year
Test Scoring	Results in a score that can be compared to a criterion or norm	Results in an “ordinal” score such as a rubric rating or percentile rank	Results in score that could be misinterpreted, like a grade equivalent score (note: test manuals should be carefully read to determine if grade equivalent interpretation is recommended by the test maker)
Test Interpretation	Tests are scored and results returned to teachers in a timely fashion (e.g., two weeks)	Tests are scored and results returned to teachers within a timely fashion (e.g., one month)	Test results are not returned within a timely fashion (after two months)
System Structures	<u>All</u> of the following are observed: Data are used to align resources and professional development There is faculty support to the screening There is administrative support for screening of student progress	<u>Most</u> of the following are observed: Data are used to align resources and professional development There is faculty support to the screening There is administrative support for screening of student progress	Data are not used to align resources and professional development There is no faculty support to the screening There is no administrative support for screening of student progress

Screening: Frequently Asked Questions (FAQ)

1. Who will do the screening?

Generally, the classroom teacher completes the screening. The teacher has support from a variety of sources: AEA staff, paraprofessionals, community volunteers, or others trained to administer the screening.

2. What will a screening look like?

Tests are administered to all students, sometimes individually, sometimes in groups. In some cases, published, group-administered tests are used; in other cases, performance tasks such as gathering an actual writing sample are used.

3. Why do screening?

Screening is part of an instructional support system, designed to align instruction/curriculum to student need. Screening helps identify those students in need of additional assessment, supplemental cycle, or intensive cycle.

4. When will screening occur?

Screening can be implemented at any time of a school year. Typically, screening data are gathered prior to initial stages of instruction. It is recommended that screening should occur at least three times per year, with results used by teachers during that school year. It is also reasonable to look at information from tests given the prior school year if that information will help inform instruction for that same group of students.

5. How often is screening conducted?

Screening is completed at least once prior to or during initial stages of instruction. The frequency of screening is related to the skill sequences and how the skills are changing, as well as the level of growth that students demonstrate. Typically, screening occurs at a minimum of three times per year.

6. Where does screening occur?

Screening is administered in settings that were intended by the test developer. The setting would usually be a general education classroom.

Diagnostic Assessment

A Diagnostic Assessment test, as part of a district/school support system:

Diagnostic Assessment is . . .	Diagnostic Assessment is not . . .
administered to students who are less than proficient or highly proficient in the learning expectations/standards on the screening.	administered to an entire class/grade/school/district unless the entire grade performs either extremely well or extremely poorly on the screening measure.
intended to tell what the need is and why it is occurring.	intended to be a brief indicator of an academic area or to be used to monitor progress over time.
targeted at individuals or groups of students who are identified during screening as needing further assessment.	randomly administered or subjectively scored or interpreted.
relevant for Pre-K through 12 th grades.	for special education and primary grades only.
aligned with instruction, standards, and benchmarks.	screening.
more comprehensive in assessing a skill than screening or formative assessments.	intended to completely measure every skill.
used in data-driven decision making.	used for accountability purposes only.
used to design instruction that results in meaningful learning.	intended to place students into programs.

Diagnostic Assessment: How can a school district judge its diagnostic assessment system?

Element/ Criteria	Meets	Emerging	Does Not Meet
Purpose	Helps to determine why the academic and/or behavioral needs are occurring AND Identifies what the student needs to learn	Helps to determine why the academic and/or behavioral needs are occurring OR Identifies what the student needs to learn	Does not help to determine why the academic and/or behavioral needs are occurring Does not identify what the student needs to learn
Questions answered	Why is the need occurring? What does the student need to learn?	One of the following items exist. Why is the need occurring? What does the student need to learn?	No questions are answered
Data Use	<u>All</u> of the following are observed: Teachers obtain the data Teachers use the data to differentiate instruction District has expectation that all teachers use data to align instructional resources	<u>Some</u> of the following are observed: Teachers obtain the data Teachers use the data to differentiate instruction District has expectation that all teachers use data to align instructional resources	Teachers do not obtain the data Teachers do not use the data to differentiate instruction District has no expectation that all teachers use data to align instructional resources
Student Participation	<u>All</u> students who are less than proficient or highly proficient on the learning expectations/standards	<u>Some</u> students who are less than proficient or highly proficient on the learning expectations/standards	<u>None</u> of the students who are less than proficient or highly proficient on the learning expectations/standards
Professional /Ethical Standards	<u>All</u> of the following are observed: Teacher observations, interviews, review of permanent products, or other already existing information are included The results provide sufficient information to understand what skills need to be taught, as well as to identify alternative curricular materials or instructional strategies There is evidence that an item analysis could be appropriately	<u>Some</u> of the following are observed: Teacher observations, interviews, review of permanent products, or other already existing information are included The results provide sufficient information to understand what skills need to be taught, as well as to identify alternative curricular materials or instructional strategies There is evidence that an item analysis could be appropriately	<u>None</u> of the following are observed: Teacher observations, interviews, review of permanent products, or other already existing information are not included The results do not provide sufficient information to understand what skills need to be taught nor to identify alternative curricular materials or instructional strategies There is no evidence that an

	used with a given diagnostic measure Sources of bias have been eliminated	used with a given diagnostic measure Sources of bias have been eliminated	item analysis could be appropriately used with a given diagnostic measure Sources of bias have not been eliminated
Alignment	There is an explicit connection between the diagnostic assessment and district standards, benchmarks, and instruction	There is an implicit, but reasonable inference that the diagnostic assessment is linked to district standards, benchmarks, and instruction	The diagnostic assessment does not align with district standards, benchmarks, and instruction
Test Administration	Administration of assessment is according to directions	Administration of assessment does not consistently follow the directions	Administration is not according to the directions
Frequency of Administration	Data are gathered when additional information is necessary to understand the student's need	Data are gathered haphazardly when additional information is necessary to understand the student's need	Data are not gathered when additional information is necessary to understand the student's need
Test Scoring	Results in a qualitative assessment of why the curricular need is occurring Results indicate what the student needs to learn	One of the following exists. Results in a qualitative assessment of why the curricular need is occurring Results indicate what the student needs to learn	Does not result in a qualitative assessment of why the curricular need is occurring Results do not indicate what the student needs to learn
Test Interpretation	Tests are scored and results returned to teachers in a timely fashion (e.g., one week)	Tests are scored and results returned to teachers within a timely fashion (e.g., two weeks or more)	Test results are not returned within a timely fashion (after two months) Test results are not returned
System Structures	<u>All</u> of the following are observed: Data are used to align resources and professional development There is faculty support for the screening There is administrative support for screening of student progress	<u>Most</u> of the following are observed: Data are used to align resources and professional development There is faculty support for the screening There is administrative support for screening of student progress	Data are not used to align resources and professional development There is no faculty support for the screening There is no administrative support for screening of student progress

Diagnostic Assessment: Frequently Asked Questions (FAQ)

1. Who will do the diagnostic assessment?

A school district decides who will do diagnostic assessment. Generally, the classroom teacher would be considered first to complete the diagnostic assessment. The teacher has support from a variety of sources, such as AEA staff, paraprofessionals, and community volunteers, trained to administer the tests that are part of the diagnostic assessment.

2. What will diagnostic assessment look like?

Diagnostic assessment will involve interviews, observations, and a review of permanent product to understand the nature of students' academic or behavioral needs. Specific tests to determine a student's instructional needs may be administered. Occasionally, teacher-made tests may be used diagnostically or an item analysis is performed with published tests.

3. Why do diagnostic assessment?

Diagnostic assessment is part of an instructional support system, designed to align instruction to student need. Diagnostic assessment helps identify what strategies to use with students that could be provided via supplemental cycle or intensive cycle.

4. When will diagnostic assessment occur?

Diagnostic assessment is completed after the initial screening for those students who are less than proficient or highly proficient on the learning expectations/standard. Ongoing diagnostic assessment also occurs during formative assessment.

5. How often is diagnostic assessment completed?

Diagnostic assessment is conducted whenever a student is not making the kind of growth needed to meet his or her goal or who are less than proficient or highly proficient on the learning expectations/standards. Diagnostic assessment exists within a school improvement model in which teachers are monitoring student performance and adjusting instruction continually over the course of an academic year.

6. Where does diagnostic assessment occur?

Diagnostic assessment does not occur in a specific place. It is an aggregate of information from home and school. Diagnostic assessment occurs through an examination of instructional, curricula, environmental, and learner variables, as well as through record reviews, interviews, observations, and tests, with the explicit intent of trying to understand and target the needs of the individual students.

Formative Assessment

A Formative Assessment test/assessment, as part of a district/school support system:

Formative assessment is . . .	Formative assessment is not . . .
administered at least 3 times for students receiving the core cycle of instruction, at least monthly for students receiving supplemental cycle of instruction, and at least weekly for students receiving intensive cycle of instruction/curriculum.	administered haphazardly. teacher referral for program placement.
intended to inform school personnel if student(s) are responding to instruction.	intended to categorize a student.
brief to administer, score, and put on a graph, chart or log.	difficult for teachers to understand.
more individually tailored.	randomly administered or subjectively scored or interpreted.
relevant for all Pre-K through 12 th grade learners.	for special education and primary grades only.
aligned with instruction, standards, and benchmarks.	unrelated to district standards and benchmarks.
more comprehensive in assessing a specific skill.	intended to completely measure every skill.
is used to make a decision about whether an instructional plan needs to be changed or if the plan should continue.	used for accountability purposes only.
used proactively to design instruction that results in meaningful learning in a fluid manner of providing students the support.	used reactively to place students into programs without focus on fluidity in the system.

Formative assessment: How can a school district judge its formative assessment system?

Element / Criteria	Meets	Emerging	Does Not Meet
Purpose	Identifies if students are making progress Identifies if instruction needs adjustment	One of the following items exists. Identifies if students are making progress Identifies if instruction needs adjustment	Does not identify if students are making progress Does not identify if instruction needs adjustment
Questions Answered	Are the students making progress compared to self, peers, and standard? Is an instructional change needed?	One of the following items exists. Are the students making progress compared to self, peers, and standard? Is an instructional change needed?	No questions are answered
Data Use	<u>All</u> of the following are observed: Teachers obtain the data Teachers use the data to differentiate instruction District has expectation that all teachers use data to align instructional resources	<u>Some</u> of the following are observed: Teachers obtain the data Teachers use the data to differentiate instruction District has expectation that all teachers use data to align instructional resources	Teachers do not obtain the data Teachers do not use the data to differentiate instruction District has no expectation that all teachers use data to align instructional resources
Student Participation	All students in supplemental cycle and intensive cycle	Some of the students in supplemental cycle and intensive cycle	None of the students in supplemental cycle and intensive cycle
Professional/Ethical Standards	Items are sufficient to accurately reflect changes in student performance There is evidence that parallel forms measure the same construct Sources of bias have been eliminated People are adequately trained to administer, score, and interpret the test results	One to three of the following items exist. Items are sufficient to accurately reflect changes in student performance There is evidence that parallel forms measure the same construct Sources of bias have been eliminated People are adequately trained to administer, score, and interpret the test results	Items are not sufficient to accurately reflect changes in student performance There is no evidence that parallel forms measure the same construct Sources of bias have not been eliminated People are not adequately trained to administer, score, and interpret the test results

Alignment	There is an explicit connection between formative assessment and district standards, benchmarks, and instruction	There is an implicit, but reasonable inference that the formative assessment is linked to district standards, benchmarks, and instruction	The formative assessment does not align with district standards, benchmarks, and instruction
Test Administration	Administration of formative assessment is done according to directions	Administration of formative assessment is not consistent with the directions	Administration is not done or does not follow directions
Frequency of Administration	Administration of formative assessment is completed as frequently as the measure can be expected to move	Formative assessment occurs inconsistently	No formative assessment occurs
Test Scoring	Results in scores used to judge progress against self as well as peers and expected standard Results in scores that direct the need for instructional change	One of the following exists. Results in scores used to judge progress against self as well as peers and expected standard Results in scores that direct the need for instructional change	Does not result in scores used to judge progress against self as well as peers and expected standard Does not result in scores that direct the need for instructional change
Test Interpretation	<u>All</u> of the following are observed: Same day interpretation Apply the decision rule that uses multiple data points The results lead to decisions about continuing, discontinuing, or changing the instruction	<u>Some</u> of the following are observed: Same day interpretation Apply the decision rule that uses multiple data points The results lead to decisions about continuing, discontinuing, or changing the instruction	<u>None</u> of the following are observed: Same day interpretation Apply the decision rule that uses multiple data points The results lead to decisions about continuing, discontinuing, or changing the instruction
System Structures	<u>All</u> of the following are observed: Data are used to align resources and professional development The faculty consistently support the collection and use of formative assessment data There is administrative support for formative assessment of student progress	<u>Some</u> of the following are observed: Data are used to align resources and professional development The faculty consistently support the collection and use of formative assessment data There is administrative support for formative assessment of student progress	<u>None</u> of the following are observed: Data are used to align resources and professional development The faculty consistently support the collection and use of formative assessment data There is administrative support for formative assessment of student progress

Formative Assessment: Frequently Asked Questions (FAQ)

1. Who will do the formative assessment?

A school district decides who will collect the data. Generally, the classroom teacher completes the formative assessment. However, the formative assessment may be performed by other personnel such as AEA staff, paraprofessionals, and community volunteers who are sufficiently trained to administer such assessments.

2. What will formative assessment look like?

Formative assessment involves giving a skills assessment or probe, or using a rubric to rate student performance. Results are put on a graph, table, or log. The instruction and curriculum for students whose performance falls below the goal line two to four times in a row are examined to determine if modifications in instruction or curriculum are needed to enhance learning.

3. Why do formative assessment?

Formative assessment is part of an instructional support system, designed to align instruction to student need. Formative assessment helps identify when selected strategies are effective or not effective.

4. When will formative assessment occur?

Formative assessment occurs after the instructional needs have been identified and supports have been put in place to improve student performance at either the group or individual level.

5. How often is formative assessment completed?

Formative assessments are completed as often as the measure can be expected to move. It is assumed that formative assessment exists in a school improvement model in which teachers are monitoring student performance and adjusting instruction continually over the course of an academic year.

6. How does formative assessment occur?

Formative assessment happens either as part of regular instruction or as a brief assessment (probe) completed sometime during the instructional period. Formative assessment most commonly occurs in one of two ways. First, a permanent product generated from regular assignments can be used as a monitoring tool. Second, a skills assessment or probe, representative of the global skill being taught, is used to monitor performance. For behavioral goals, frequency counts of behavior or teacher observation can be used.

Section V: IDM SITE REVIEW

District: _____

School Bldg: _____

Curriculum area(s) being addressed:

- Reading
- Math
- Behavior
- other: _____

Grade level(s): _____

District/Building contact person information

Name: _____

Phone: _____

Email: _____

AEA/DE Coach: _____

Note: This form should be completed by the appropriate LEA personnel along with the AEA/DE designated site coach.

Assessments

(A) SCREENING		
Quality Indicator	Existence: \checkmark	Comments
Process	<input type="checkbox"/> Process to screen all students in identified area	
Process Components	Screening Process: <ul style="list-style-type: none"> <input type="checkbox"/> Allows for decision-making 3 or more times a year <input type="checkbox"/> Is already aligned in the district policies for those students who participate <input type="checkbox"/> Has established decision-making criteria 	
Tools	Assessment tools: <ul style="list-style-type: none"> <input type="checkbox"/> Technically adequate <input type="checkbox"/> Aligned to district curriculum <input type="checkbox"/> Aligned to district standards and benchmarks <input type="checkbox"/> Maximize probability students' needs are portrayed 	

What are the criteria that applied to the screening data to determine which students require additional supports (e.g., cut points)?

Comments:

(B) DIAGNOSTIC ASSESSMENT

Quality Indicator	Existence: √	Comments
Process	Process to gather diagnostic information from sources at: <input type="checkbox"/> group level <input type="checkbox"/> individual level	
Process Components	Diagnostic Process Components: <input type="checkbox"/> Allows for decision-making 3 or more times a year <input type="checkbox"/> Includes a process to determine which students should be exempted <input type="checkbox"/> Has established decision-making criteria	
Tools	Assessment tools: <input type="checkbox"/> Connected to the core cycle curriculum <input type="checkbox"/> Aligned to district curriculum <input type="checkbox"/> Aligned to district standards and benchmarks	

Comments:

(C) FORMATIVE ASSESSMENT

Quality Indicator	Existence: √	Comments
Process	<input type="checkbox"/> Process to gather formative assessment in content area indicated	
Process Components	Formative assessment process components allow for ongoing decision-making to help inform instructional decisions: <input type="checkbox"/> Two times per month for the SUPPLEMENTAL CYCLE <input type="checkbox"/> One time per week for the INTENSIVE CYCLE	
Assessment Tools	Supplemental: <input type="checkbox"/> Technically adequate <input type="checkbox"/> Connected to core cycle curriculum <input type="checkbox"/> Aligned to district curriculum <input type="checkbox"/> Aligned to district standards and benchmarks Intensive: <input type="checkbox"/> Technically adequate <input type="checkbox"/> Connected to core cycle curriculum <input type="checkbox"/> Aligned to district curriculum <input type="checkbox"/> Aligned to district standards and benchmarks	
Decisions	Leads to decision about continuing instruction/ curriculum or targeting instruction: <input type="checkbox"/> SUPPLEMENTAL CYCLE <input type="checkbox"/> INTENSIVE CYCLE	

Comments:

Systems

Quality Indicator	Existence: \checkmark	Comments
Administrative Involvement in Decision Making	<input type="checkbox"/> Principal(s) support and participate in the use of data-driven decision-making instruction	
Administrative Support for Professional Development	<input type="checkbox"/> Principal supports and participates in ongoing professional development and technical assistance	
Instructional Leadership	<input type="checkbox"/> There is a leadership team involved in reviewing data and making decisions	
Distributed Leadership	<input type="checkbox"/> The leadership team includes teachers and those who are responsible for implementation	
Quality Professional Development	<input type="checkbox"/> Aligned with Iowa Professional Development Model	
Coordination	<input type="checkbox"/> Three cycles (core, supplemental, intensive) are coordinated to ensure fluidity and flexibility (e.g., communication and collaboration occur) <input type="checkbox"/> Coordination is seen through student scheduling adaptations <input type="checkbox"/> Resource allocation (personnel)	

Comments:

Cycles

(A) CORE CYCLE		
The combination of instructional practices, materials, and strategies that comprise the instruction provided in the general classroom for most students.		
Quality Indicator	Existence: √	Comments
Student Performance	<ul style="list-style-type: none"> <input type="checkbox"/> Core cycle of instruction is meeting the needs of most students (>80% are proficient) <input type="checkbox"/> Those students who may benefit from instructional differentiation are identified 	
Curriculum & Instruction	<ul style="list-style-type: none"> <input type="checkbox"/> A process to analyze the core cycle including curriculum and instruction is utilized 	
Strategies	<ul style="list-style-type: none"> <input type="checkbox"/> Scientifically-based research strategies are implemented 	

Comments:

(B) SUPPLEMENTAL CYCLE

Differentiated or extended instruction for students requiring instruction in addition to or outside the realm of what the core cycle can provide. It is targeted instruction/curriculum and is most often provided in small groups.

Quality Indicator	Existence: √	Comments
Student Performance	<input type="checkbox"/> Supplemental cycle is meeting the targeted instructional and/or curricular needs of students	
Curriculum & Instruction	<input type="checkbox"/> A process to analyze supplemental cycle of instruction/curriculum is used	
Strategies	<input type="checkbox"/> Supplemental cycle researched based strategies are in place <input type="checkbox"/> The researched based strategies are working	
Grouping	<input type="checkbox"/> Flexible grouping is occurring and is based on student achievement data	
Time	<input type="checkbox"/> Additional instructional time is being provided, is protected and is sufficient	
Setting	<input type="checkbox"/> Instruction is provided in a setting conducive to learning (e.g., physical structure of the room, inclusive, student behaviors)	
Documentation Requirement	<input type="checkbox"/> A plan is written that includes each student <input type="checkbox"/> Instructional strategies and the curriculum used are documented <input type="checkbox"/> Student progress is monitored regularly	
Personnel	<input type="checkbox"/> Instruction is provided by personnel who are adequately trained and licensed to provide services	

Comments:

(C) INTENSIVE CYCLE

... Instruction/curriculum that is significantly differentiated and individualized to meet the needs of the student. It is instruction/curriculum provided in a small group or one to one.

Quality Indicator	Existence: √	Comments
Student Performance	<input type="checkbox"/> Intensive cycle is meeting the needs of students	
Curriculum & Instruction	<input type="checkbox"/> A process to analyze the intensive cycle curriculum and instruction is used	
Strategies	<input type="checkbox"/> Intensive cycle researched-based strategies are in place <input type="checkbox"/> The research-based strategies are working	
Grouping	<input type="checkbox"/> Flexible grouping is occurring <input type="checkbox"/> Flexible grouping is based on student data	
Time	<input type="checkbox"/> Instructional time is provided <input type="checkbox"/> Instructional time is protected <input type="checkbox"/> Instructional time is sufficient	
Setting	<input type="checkbox"/> Instruction is provided in a setting conducive to learning (e.g., physical structure of the room, inclusive, student behaviors)	
Documentation Requirement	<input type="checkbox"/> An individual plan is written for each student <input type="checkbox"/> Instructional strategies and the curriculum are documented <input type="checkbox"/> Student progress is monitored regularly	
Personnel	<input type="checkbox"/> Instruction is provided by personnel who are adequately trained and licensed to provide services	

SITE PLAN

<p>PRIORITIES (based on <i>Review Form</i> information)</p>	
<p>GOALS (for school year)</p>	

ACTION PLAN

SCHOOL DISTRICT/BUILDING _____

FOCUS AREA (Reading, Math or Behavior): _____

TARGET LEVEL (Elementary, Middle, High School): _____

GOAL: _____

Action Steps	Persons Responsible	Timelines	Resources or Support Needed	Indicators of Success with Documentation

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Strong, Richard W., Silver, Harvey F., & Perini, Matthew J. (2001). *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*. Alexandria, Va.: Association for Supervision and Curriculum Development.