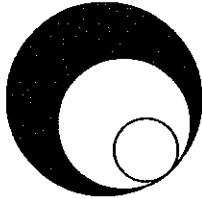


Sec. II — INSTRUCTION

Integrated Cycles of Instruction

Instructional Decision Making is an integrated system of three cycles: core instruction, supplemental instruction and intensive instruction. Students move between cycles of instruction based on data. The following questions assist in understanding the dynamic IDM process. The answers to the questions focus efforts on meeting the needs of **all** students.



Core Instruction Cycle

WHAT IS CORE INSTRUCTION?

Core instruction is the combination of instructional practices, materials, and strategies that compose the instruction provided in the general education classroom. All students receive core instruction. Core instruction implements a guaranteed and viable curriculum with rigor and relevance.

IS CORE INSTRUCTION MEETING THE NEEDS OF THE STUDENTS?

How are data used to make this decision?

Data are examined to determine the needs for a district, school, classroom, and student. These assessments are conducted periodically as indicated by the specific content and the typical rates of skill acquisition seen in most students. Multiple data sources are used to determine student learning needs. Data gained from these sources contribute to decisions regarding the effectiveness of instruction.

What data are used to make this decision?

Screening and continuing classroom assessment data are analyzed to provide information regarding students' responsiveness to core instruction. Examples of possible data sources include, but are not limited to Iowa Tests of Basic Skills (ITBS), Iowa Tests of Educational Development (ITED), district-wide assessments, Running Record, Basic Reading Inventory (BRI), curriculum based measurement (CBM), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Teen Screen, Positive Behavioral Supports (PBS), pre- and post- test scores, etc. This information is used to identify 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 exceeding or not meeting expectations. At any point in time during the school year, students may require additional instructional supports.

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

Look at individual student data.

Even though core instruction is meeting the needs of most students, it may not be meeting the needs of *every* student. School data, including screenings, classroom assessments, and teacher observations, are examined to determine those students who need additional supports. A student may be less than proficient, proficient, or highly proficient in some assessments, but other data may indicate he or she is exceeding or not meeting expectations; subsequently, that student may need differentiated instruction. Examine behavioral expectations as well as academic expectations. If there is a question about appropriate instruction for a student, additional data collection is needed, (e.g., diagnostic assessment). Obtain diagnostic data from the results of district-wide screening assessments, continuing classroom performance and assessments, teacher observations, and other relevant assessment data. Use that diagnostic information to identify and select strategies for these students. When it is determined that core instruction is not meeting the needs of a student, supplemental instruction or intensive instruction is necessary. Core instruction continues for all students.

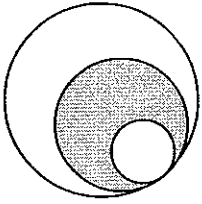
What happens when core instruction is not meeting the needs of most of the students?

Look at the system issues.

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

Look at individual student data.

Even though there are systems issues that need attention, individual student performance can also be improved through decision-making and further data analysis. In addition to looking at system issues, examine school data, screenings, classroom performance and assessments, and teacher observation for each student. Analysis based on these data identifies students who are exceeding or not meeting expectations. Diagnostic assessments may be used to help identify and select appropriate strategies for students requiring additional support. Section III contains additional information regarding diagnostic assessments, including how districts might judge the sufficiency of their assessments.



Supplemental Instruction Cycle

WHAT IS SUPPLEMENTAL INSTRUCTION?

Supplemental instruction is instruction that is available for students identified as exceeding or not meeting core-learning expectations. Supplemental instruction is in addition to core instruction. Supplemental instruction is the combination of research-based instruction and a positive learning environment designed to match identified student needs. Supplemental instruction extends the core instruction and provides more intensity, immediacy of feedback and consistency of support. When appropriate, group students with similar instruction needs. When needed, a group or individual plan is written to guide the instruction and data collection.

IS SUPPLEMENTAL INSTRUCTION MEETING THE NEEDS OF THE STUDENTS?

What data are used to make this decision?

Analyze screening data, continuing classroom performance and assessment data, and teacher observation data on a regular basis (i.e., quarterly or more frequently for students receiving supplemental instruction). The purpose of a quarterly assessment is to indicate if a student has generalized his or her new learning and to compare the student's progress against the progress made by most students. Additionally, students receiving supplemental instruction 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 be used to 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.

What happens when supplemental instruction has met the needs of a student?

When ongoing formative assessment, screening, classroom performance and assessment data, and teacher observation indicate student performance has improved and is within the range of most students who are receiving core instruction only, the student discontinues supplemental instruction and receives core instruction only. Careful consideration of all the data ensures that student performance is within the range of the students in core instruction only, before discontinuing supplemental instruction.

Occasionally a student is meeting the goals of supplemental instruction and making adequate progress, but he/she may not yet be performing within a range that would indicate supplemental instruction be discontinued. In this situation, supplemental instruction is continued and the decision-making cycle is repeated.

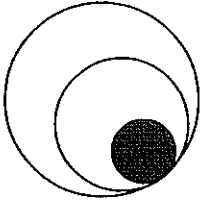
A student receiving enrichment/accelerated instruction may perform within the range of most students, but clearly have needs that require supplemental instruction beyond the core instructional range.

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

When data indicate that a student is making adequate progress, but performance is not meeting or is exceeding the range of core instruction or expectations, then supplemental instruction continues. The decision-making cycle is repeated.

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

When the data indicate that a student is not making adequate progress despite the provision of supplemental instruction, individual diagnostic information is gathered to help accurately identify and select the appropriate instructional strategies and/or the instructional cycle that is necessary to meet the needs of the student. A student may begin intensive instruction when multiple data sources indicate this need.



Intensive Instruction Cycle

WHAT IS INTENSIVE INSTRUCTION?

Intensive instruction is instruction that is available for students identified as exceeding or *significantly not* meeting core-learning expectations. Intensive instruction is in addition to core instruction. Intensive instruction is the combination of evidence-based instruction and a positive learning environment designed to match the identified student needs. Intensive instruction extends the core instruction, is systematic, and explicit. *Typically, intensive instruction provides more time, intensity, practice, and immediacy of feedback than supplemental.* For a highly proficient learner, intensive instruction may include advanced levels of the curriculum and instruction that takes into account the student's unique skills and needs. Intensive instruction may require a written instructional plan to guide the instruction and data collection.

IS INTENSIVE INSTRUCTION MEETING THE NEEDS OF THE STUDENTS?

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 more intensive support. Occasionally, original screening assessment data identify students who have significant learning/behavioral needs requiring immediate, intensive instruction. In most cases, students will receive supplemental instruction first. The goal of IDM is for students to receive the appropriate level of instruction as soon as possible. Conduct continuing formative assessment during intensive instruction to determine if the needs of a student are being met through the intensive instruction. Students receiving intensive instruction have their performance evaluated more frequently to determine effectiveness and to make needed adjustments in instruction. Research suggests that performance be monitored in a timely fashion, and as frequently as the measure can be expected to move (e.g., once per week).

What happens when intensive instruction has met the needs of a student?

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

When the data indicate that a student who is receiving intensive instruction is performing within the range of supplemental instruction, discontinue intensive instruction, continue core instruction and provide supplemental instruction. Careful consideration of all the data ensures that student performance is within the range of the students in supplemental instruction before discontinuing intensive instruction.

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

When the data indicate a student is making progress, but performance is not meeting or is exceeding the range of supplemental or core instruction, then intensive instruction and core instruction continue and the decision-making cycle is repeated.

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


When the data indicate that a student is not making adequate progress despite the provision of intensive instruction, reexamination of previously obtained data and additional diagnostic information are used to determine more effective strategies.

Rubrics

The following section is intended to provide guidance to LEAs as systems 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 Uses	<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>


System Structures cont.			
Element/Criteria	Meets	Emerging	Does Not Meet
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 occur 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 levels 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 continuing</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 and two-way</p>	<p>One or more of the following are observed:</p> <p>Parents are involved and encouraged at some levels of instruction</p> <p>Increasing two-way communications</p>	<p>Parents are not meaningfully involved or encouraged (at either participation and decision-making)</p> <p>Communication is not frequent or two-way</p>

 Core Instruction			
Element/Criteria	Meets	Emerging	Does Not Meet
Students To Be Served	All students are provided core instruction in the general education classroom	Some students are provided core instruction in the general education classroom	Students are excluded from participating in core instruction
Instructional Programs	<p><u>All</u> of the following are observed:</p> <p>Instruction is evidence-based</p> <p>Instruction is data driven</p> <p>Curriculum is guaranteed and viable with rigor and relevance</p>	<p><u>Most</u> of the following are observed:</p> <p>Instruction is evidence-based</p> <p>Instruction is data driven</p> <p>Curriculum is guaranteed and viable with rigor and relevance</p>	<p><u>None</u> of the following are observed:</p> <p>Instruction is evidence-based</p> <p>Instruction is data driven</p> <p>Curriculum is guaranteed and viable with rigor and relevance</p>
Process to Examine Core Instruction for Critical Elements	<p>Systemic review of core instruction against external knowledge base occurs on a regular basis</p> <p>Improvement efforts occur when core instruction is not meeting needs of most students</p> <p>Multi-dimensional (curriculum, instruction, assessment) process is used to review and maintain core program (e.g., new teachers to system or grade level)</p>	<p>Reviews of core instructional program against an external knowledge base do not occur regularly</p> <p>Improvement efforts are initiated inconsistently rather than based on review of core instructional program</p> <p>Process to review is missing one or more dimensions (curriculum, instruction, assessment)</p>	<p>No systemic review of core instruction against an external knowledge base occurs</p> <p>No improvement efforts are initiated when core instruction is not meeting needs of majority of students</p> <p>No multi-dimensional process is used to review and maintain core program</p>
Assessment of Instruction	<p>Instruction is assessed periodically through multiple sources to ensure the learning environment is sufficient</p> <p>There is a direct match between needs of the students and the instruction</p>	<p>Assessment of instruction is focused on a single source</p> <p>There is an emerging match between needs of the students and the instruction</p>	<p>There is no assessment of instruction</p> <p>There is no match between needs of the students and the instruction</p>



Core Instruction Cont.

Element/Criteria	Meets	Emerging	Does Not Meet
<p>Data Collection and Analysis</p>	<p>School-wide data are used to determine those students who are not meeting or exceeding learning expectations</p> <p>Convergent data are used to determine those students who are not meeting or exceeding 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 not meeting or exceeding learning expectations</p> <p>Single source of data is used to determine supplementary or intensive instruction 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 not meeting or exceeding 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>Persons Involved</p>	<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 instruction</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 instruction</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 instruction</p>

 Supplemental Instruction			
Element/Criteria	Meets	Emerging	Does Not Meet
Students to be Served	<p>A data-driven system exists to identify all students who do not meet or exceed core learning expectations</p> <p>Supplemental instruction is available for all students identified as not meeting or exceeding core learning expectations</p>	<p>A data-driven system fails to identify all students who are not meeting or are exceeding core learning expectations</p> <p>Supplemental instruction is available for some students identified as not meeting or exceeding core learning expectations</p>	<p>A data-driven system does not exist to identify all students who do not meet or exceed core learning expectations</p> <p>Supplemental instruction is not available for students identified as not meeting or exceeding core learning expectations</p>
Instructional Program	<p><u>All</u> of the following are observed:</p> <p>Instruction is evidence-based</p> <p>Instruction is sufficiently differentiated (e.g., intensity, immediacy of feedback, and consistency of support)</p> <p>Instruction addresses the core curriculum</p>	<p><u>Most</u> of the following are observed:</p> <p>Instruction is evidence-based</p> <p>Instruction is sufficiently differentiated (e.g., intensity, immediacy of feedback, consistency of support)</p> <p>Instruction addresses the core curriculum</p>	<p><u>None</u> of the following are observed:</p> <p>Instruction is evidence-based</p> <p>Instruction is sufficiently differentiated (e.g., intensity, immediacy of feedback, consistency of support)</p> <p>Instruction addresses the core 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 allocated for core and supplemental instruction	Attempts are made to provide sufficient time for core and supplemental instruction	Sufficient time for core and supplemental instruction is not provided
Data Collection	<p>School-wide data are used to determine those students who are not meeting or exceeding learning expectations</p> <p>Convergent data are used to determine those students who are not meeting or exceeding learning expectations</p>	<p>Some school-wide data are used to determine those students who are not meeting or exceeding learning expectations</p> <p>Single source of data is used to determine supplementary or intensive instructions with no follow-up measures</p>	<p>No school-wide data are used to determine those students who are not meeting or exceeding learning expectations</p> <p>Decisions are not based on student performance data</p>




Supplemental Instruction Cont.

Element/Criteria	Meets	Emerging	Does Not Meet
Data Collection Cont.	Appropriate data collection instruments are used and data are analyzed to make instructional decisions	Data collection instruments are administered but the data are not analyzed to make instructional decisions	Inappropriate data collection instruments are used or data collection instruments are not used to make instructional decisions
Diagnostic Information	Diagnostic information is gathered as needed to determine those students who are not meeting or exceeding learning expectations Diagnostic data are used to plan instruction	Diagnostic information is gathered, but not used to plan instruction	Diagnostic information is not gathered Students are provided instruction without sufficient diagnostic information
Establishing Goals	Goals are specific to student needs Goals are referenced to district standards and benchmarks	One of the following apply: Goals are specific to student needs Goals are referenced to district standards and benchmarks	Goals are not specific to student needs Goals are not referenced to district standards and benchmarks
Performance Monitoring	<u>All</u> of the following are observed: Performance is monitored systematically There is a plan for how data will be used to plan instruction and make decisions Monitoring data are used to provide feedback to parents and students, as appropriate	<u>Most</u> of the following are observed: Performance is monitored systematically There is a plan for how data will be used to plan instruction and make decisions Monitoring data are used to provide feedback to parents and students, as appropriate	<u>None</u> of the following are observed: Performance is monitored systematically There is a plan for how data will be used to plan instruction and make decisions Monitoring data are 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	<u>Most</u> of the following are observed: Support and training for all instructional providers Meaningful collaboration among all teachers	<u>None</u> of the following are observed: Support and training for all instructional providers Meaningful collaboration among all teachers



Supplemental Instruction Cont.

Element/Criteria	Meets	Emerging	Does Not Meet
Persons Involved Cont.	<p>Meaningful parent and community involvement</p> <p>AEA support</p> <p>General education teachers provide guaranteed and viable core instruction</p>	<p>Meaningful parent and community involvement</p> <p>AEA support</p> <p>General education teachers provide guaranteed and viable core instruction</p>	<p>Meaningful parent and community involvement</p> <p>AEA support</p> <p>General education teachers provide guaranteed and viable core instruction</p>
Setting	<p>Decisions regarding setting are based on needs of students</p> <p>Instruction is 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 instruction</p>
Documentation	<p>When needed, a group plan is written that includes at a minimum:</p> <ul style="list-style-type: none"> Baseline Data Data Collection Goal Strategies Parental Communication 	<p>When needed, a group plan is written that includes two or more of the following:</p> <ul style="list-style-type: none"> Baseline Data Data Collection Goal Strategies Parental Communication 	<p>A group plan is not developed</p>

 Intensive Instruction			
Element/Criteria	Meets	Emerging	Does Not Meet
Students to Be Served	<p>A data-driven system exists to identify all students who have significant learning needs</p> <p>Intensive instruction is available for students who have significant learning needs</p>	<p>A data-driven system fails to identify all students who have significant learning needs</p> <p>Intensive instruction is available for some students who have significant learning needs</p>	<p>A data-driven system does not exist to identify all students who have significant learning needs</p> <p>Intensive instruction is not available for students who have significant learning needs</p>
Instructional Program	<p><u>All</u> of the following are observed:</p> <p>Specialized, sustained, intensive instruction is evidence-based</p> <p>Specialized, sustained, intensive instruction is sufficiently differentiated (e.g., intensity, immediacy of feedback, and consistency of support)</p> <p>Instruction addresses the core curriculum</p>	<p><u>Most</u> of the following are observed:</p> <p>Specialized, sustained, intensive instruction is evidence-based</p> <p>Specialized, sustained, intensive instruction is sufficiently differentiated (e.g., intensity, immediacy of feedback, and consistency of support)</p> <p>Instruction addresses the core curriculum</p>	<p><u>None</u> of the following are observed:</p> <p>Specialized, sustained, intensive instruction is evidence-based</p> <p>Specialized, sustained, intensive instruction is sufficiently differentiated (e.g., intensity, immediacy of feedback, and consistency of support)</p> <p>Instruction addresses the core 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	<p>Sufficient time is provided for intensive and core instruction.</p>	<p>Attempts are made to provide sufficient time for intensive and core instruction</p>	<p>Sufficient time for intensive and core instruction is not provided</p>



Intensive Instruction cont.

Element/Criteria	Meets	Emerging	Does Not Meet
<p>Data Collection and Analysis</p>	<p>School-wide data are used to determine those students who are exceeding or not meeting core and supplemental learning expectations</p> <p>Multiple data are used to determine those students who are not meeting or exceeding core and supplemental 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 core and supplemental learning expectations</p> <p>Single source of data is used to determine intensive instruction 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 exceeding or not meeting core and supplemental 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 information is gathered as needed to determine those students who are not meeting or exceeding core and/or supplemental learning expectations</p> <p>Diagnostic data are used to plan instruction</p>	<p>Diagnostic information is gathered inconsistently</p> <p>Diagnostic data gathered are not used to plan instruction</p>	<p>Diagnostic information is not used</p> <p>Students are provided instruction without sufficient diagnostic information</p>
<p>Establishing Goals</p>	<p>Goals are specific for students</p> <p>Goals are referenced to district standards and benchmarks</p>	<p>One of the following apply:</p> <p>Goals are specific for students</p> <p>Goals are referenced to district standards and benchmarks</p>	<p>Goals are not specific for students</p> <p>Goals are not referenced to district standards and benchmarks</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 provide feedback to parents and students, as appropriate</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 decisions</p> <p>Monitoring data are used to provide feedback to parents and students, as appropriate</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 used to provide feedback to parents and students, as appropriate</p>



Intensive Instruction cont.

Element/Criteria	Meets	Emerging	Does Not Meet
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 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 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 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	When needed, a group / individual plan is written that includes at a minimum: Baseline Data Data Collection Goal Strategies Parental Communication	When needed, a group / individual plan is written that includes two or more of the following: Baseline Data Data Collection Goal Strategies Parental Communication	When needed, group / individual plan is not developed