Instructional Learning Cycle Overview

CONTINUOUS USE OF DATA TO INFORM AND DIFFERENTIATE INSTRUCTION

Many schools have instituted Professional Learning Communities (PLCs) as outlined by Rick DuFour or the Data Teams process as described by Doug Reeves to provide structures for teacher interaction around student learning. Both of these structures include two basic tenets: 1. Ensure that all Students Learn; 2. Create a Culture of Professional Collaboration and Collective Responsibility. Professional Learning Communities and the Data Teams process both provide a structured way for teachers to talk about improving student and adult learning and promote the actions needed to produce results. For those schools that have not already adopted a process such as Professional Learning Communities or Data Teams that implements short term cycles of improvement focusing on the quality of classroom instruction, the Instructional Learning Cycle process provides a defined structure for schools to follow.

WHAT IS THE INSTRUCTIONAL LEARNING CYCLE PROCESS?

The Instructional Learning Cycle (ILC) process is a defined structure that promotes collaboration and collective responsibility within a teacher team by setting up structures for short term cycles of improvement. Upon review of state and local assessments, Reform and Redesign and School Improvement Plans, as well as additional factors uncovered during Data Dialogues, teacher teams determine a focus for each short term Instructional Learning Cycle. These short cycles of improvement are meant to last 2 to 4 weeks and are guided by a teacher team identifying a measureable objective aligned to state standards and determining an instructional strategy for implementation during a specific round of the ILC.

The ILC process includes a series of three collaborative meetings held by content area or grade level teacher teams. Each meeting provides an opportunity for teachers to reflect on the quality of instruction and the evidence of student learning. Collaborative meetings also allow teacher teams to analyze their combined implementation and impact data to build a sense of collective responsibility for the learning of all students. Between meetings, teachers implement specific instructional strategies and gather student data through formative assessments. Each teacher collects and analyzes data on both the implementation of the strategy and the impact of the strategy on student learning within their own classroom. This data is used to determine next instructional steps for students.

The Instructional Learning Cycle process is guided by the following questions:
What do we want students to know and be able to do?
How will students demonstrate that they have acquired the essential knowledge and skills?
How will we agree on the criteria that we will use in judging the quality of student work, and can we apply the criteria consistently?
How will we intervene for students who struggle and enrich the learning for students who are proficient?
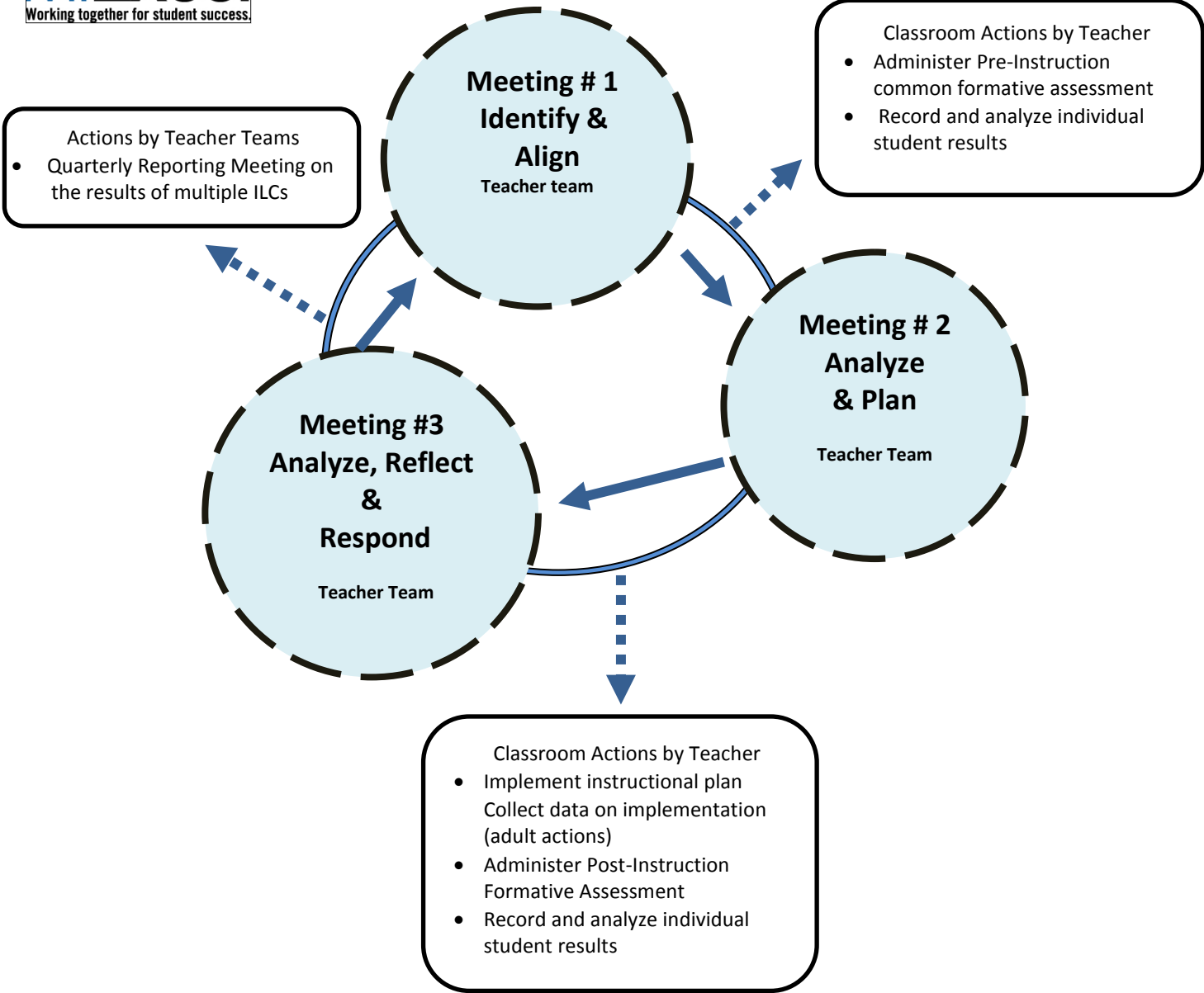How will we use the evidence of student learning to improve our individual and collective professional practice?

Theory of Action
If teacher teams engage in regular dialogues around the implementation and impact of instructional strategies on student learning, then the quality and scope of classroom instruction will improve and student learning will increase.

Instructional Learning Cycle

MiExcel
Working together for student success.

**Meeting # 1
Identify &
Align**
Teacher team

**Meeting # 2
Analyze
& Plan**
Teacher Team

**Meeting #3
Analyze, Reflect
&
Respond**
Teacher Team

Actions by Teacher Teams
- Quarterly Reporting Meeting on the results of multiple ILCs

Classroom Actions by Teacher
- Administer Pre-Instruction common formative assessment
- Record and analyze individual student results

Classroom Actions by Teacher
- Implement instructional plan Collect data on implementation (adult actions)
- Administer Post-Instruction Formative Assessment
- Record and analyze individual student results

Guiding questions for Teacher Teams to Consider

Student Learning
- What do we want students to know and be able to do?

Success indicators
- How will students demonstrate that they have acquired the essential knowledge and skills?
- How will we agree on the criteria that we will use in judging the quality of student work, and can we apply the criteria consistently?

Differentiated Instruction
- How will we intervene for students who struggle and enrich the learning for students who are proficient?

Professional Practice and Collective Responsibility
- How will we use the evidence of student learning to improve our individual and collective professional practice?

Based upon the collaborative review of grade level/content area state and local assessment results, R/R and School Improvement Plans, as well as additional factors uncovered during Data Dialogues, teacher teams determine a focus for the Instructional Learning Cycle.

Meeting 1: Identify and Align *aligning measureable objective to standards, assessment and strategy*
Identify and Align

Identify CCSS or state standard(s) which will be the target of this ILC

Identify the Measureable Objective for this ILC

Identify an Instructional Strategy for this ILC

Describe how this instructional strategy is connected to your Reform and Redesign Plan and your building level school improvement plan:

Plan the common formative assessment that will be used during this cycle

Determine the score to be considered proficient on the chosen common formative assessment

Determine pre- instruction common formative assessment window

Meeting #2: Analyze, Predict & Plan *discussing data and planning for instruction*
Analyze and Predict

Pre- Instruction Common formative assessment scores (percent in each category)

Description of group	Individual classroom results	Individual classroom results	Individual classroom results	Individual classroom results	Combined classroom results	**Predict Post-Instruction assessment results**
Students at or above proficient						
Students close to proficient						
Students far from proficient						

What patterns emerged from our pre-instruction data?

Plan for instruction

How will we plan for instruction based on the student data?

How will the chosen instructional strategy be implemented?

How will we plan differently for students who are already proficient, close to proficient and far from proficient?
    Refer to ILC Template # 1 Classroom Results

What data will be collected on implementation and how will this data be collected? (Adult actions)

Plan for post-instruction common formative assessment

Set post-instruction assessment window

Set date for meeting #3

Meeting #3:   Analyze, Reflect & Respond *reflecting and responding to results*
Analyze implementation Data

Discuss the data collected on adult implementation of the strategy

How successful was our implementation?

What factors might have influenced the implementation?

What other data might we need to collect on adult implementation of this strategy?

Post-instruction common formative assessment scores (percent proficient in each category)

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

Reflect and respond to results

What conclusions can we draw about student learning?

Why did we get these results?

How well did the standard and strategy and assessment align to increase student learning?

Compare the student results using the individual teacher's ILC Templates #1 and # 2 Classroom Results . What do we notice about the student distribution?

From this reflection, how do we build on what we have done? How might we strengthen the next ILC?

Classroom Results Template

Teacher Name:	Class	Date
ILC Short term Learning Target :		

Students at or above Proficient		
Number of students =	Percent of Students =	
Student Names and Strengths	Challenges and next steps	

Students close to Proficient		
Number of students =	Percent of Students =	
Student Names and Strengths	Challenges and next steps	

Students far from Proficient		
Number of students =	Percent of Students =	
Student Names and Strengths	Challenges and next steps	

Classroom Results Template

Teacher Name:	Class	Date
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Student Names and Strengths	Challenges and next steps