

WHAT IS AN INSTRUCTIONAL LEARNING CYCLE?

An Instructional Learning Cycle (ILC) is a collaborative short-term process of instructional improvement. ILCs provide opportunities for teachers, along with their colleagues (i.e. other teachers, coaches and /or principals), to reflect on the quality of classroom instruction. ILCs focus the efforts of teacher teams on the implementation of instructional strategies linked to a school-wide instructional priority. Within an ILC, teacher teams focus on a single instructional strategy related to specific content expectations or Common Core Standards. Establishing continuous ILCs signals purposeful and focused instructional improvements.

Instructional Learning Cycles are linkable to...

- A school improvement plan,
- An instructional priority, and
- Content expectations or Common Core Standards.

Key features of ILCs include...

- Common pre and post assessments (along with data analysis);
- Purposeful identification and implementation of research-based instructional strategy; and
- Collaborative instructional dialogue and reflection

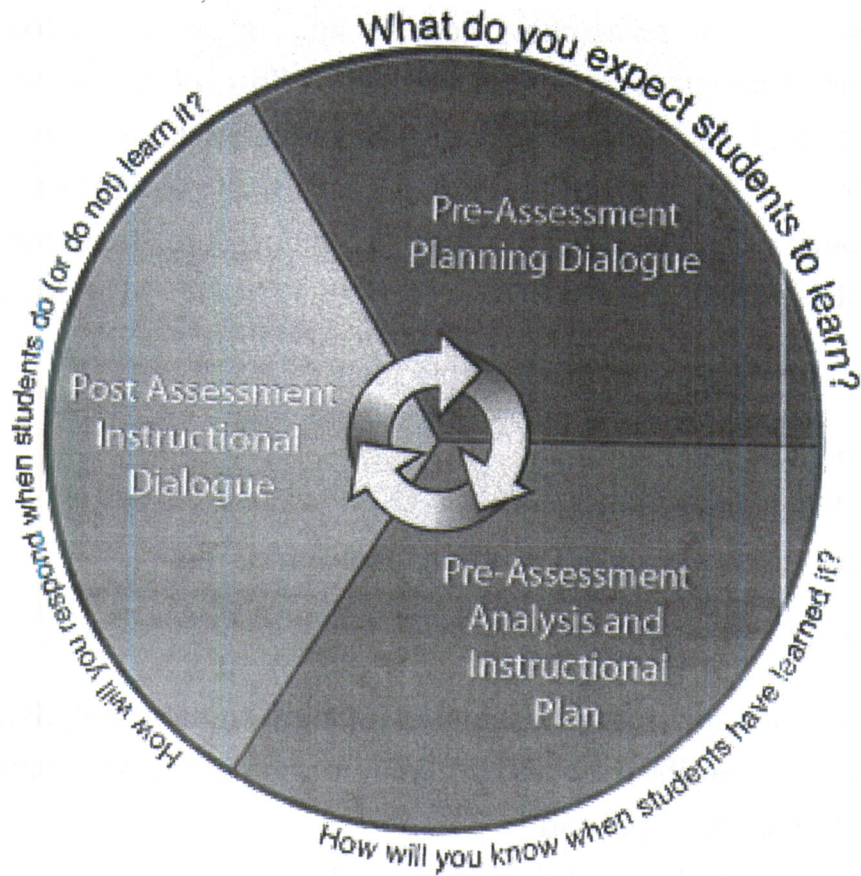
Note: An instructional dialogue, a key feature of ILCs, is a structured conversation about teaching and learning with the goal of providing feedback to teachers about instruction.

Theory of Action

If teacher teams engage in regular instructional dialogues around a data-informed instructional strategy, then the quality of classroom instruction will improve, and student learning will increase.



Instructional Learning Cycle



School Name: **Happy Valley Elementary School**

Principal: **John Doe**

Team Members: **Sue Smith, Jane Young, Mike Brown, Matt Miller**

Grade Levels: **4th**

Dates: **September – October 2011**

Content Areas: **Reading**

Subgroup: **NA**

Pre-Assessment Planning Dialogue

1. From your school improvement plan, identify your measurable objective
(*SIF II.2.B.2*)

The number of students in grades 3-6 who are proficient on the 2010 MEAP Reading will increase by 20%.

2. From your school improvement plan, identify the strategies listed (*SIF II.2.B.2*)

The teacher will use modeling and provide effective instructional techniques.

3. Targeted Content Expectations and/or Standards (*SIF I.1.A.2*)

R.CM.04.02 retell through concise summarization grade-level narrative and informational text.

CCS 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

- a. Unwrap Content Expectation and/or Standards

Sample (can be taken further)

Noun Phrases: Knowledge

Text - story, drama, poems

Details- character (traits and motives),

Plot – series of events

problem-solution-

setting – where and when the story takes place

theme – author's message

Verbs: Skills

Summarize – get to the gist of the story

Identify main events in series

Understand importance in relation to story or events in story

Sequence – events in order of occurrence

4. Plan for Pre-Assessment

Develop or agree upon Common Pre-Assessment **on September 13, 2011**

(SIF III.2.A.1)

Determine Proficiency target for Common Pre-Assessment **September 13, 2011**

Pre-Assessment Administration Window **September 14-15, 2011** (SIF III.2.A.1)

Analyze Pre-Assessment results on **September 16, 2011** (SIF III.2.A.1)

Materials Needed:

- School Improvement Plan
- Content Expectations and/or Standards
- Calendars

Pre-Assessment Analysis and Implementation Plan

5. Our combined Pre-Assessment scores and Predicted Post Assessment scores
(SIF II.2.A.5)

Description of group	Pre-Assessment Percent Proficient	Predicted Post Assessment Percent Proficient	Actual Post Assessment Percent Proficient	Change in Percent Proficient
All Students (n = 185)	42%	65%		
Students in Subgroup (n =)	NA	NA		
Students not in Subgroup (n =)	NA	NA		

6. In order to get the predicted results indicated above, which strategy, listed in number 2, are you going to make the focus of this learning cycle?

Use of graphic organizer to write a summary (Storyboard)

7. Record a **Short Term Learning Objective** (SIF I.1.A.2)

Students will show an increase from 42% to 65% proficient as measured from pre-assessment to post assessment in the area of summarizing.

8. Identify professional supports needed to ensure successful implementation of chosen strategy
- What new learning is needed?

Help with selecting correct graphic organizer for the task of summarization

Support the instructional plan – how to implement the strategy

- Who/What will be used to support new learning?

ELA Specialist or Instructional Coach will support selection of graphic organizer

- Timeframe for professional supports

Between September 13 and September 20, 2011

9. Strategy Implementation Planning (SIF I.2.A.1, I.2.A.2, I.2.A.3)

a. How often do we anticipate being able to use this strategy?

Three times a week in ELA class with short narrative texts or portions of novels

b. What barriers to implementation might we anticipate?

Will we have enough short texts to use for three times per week without searching for next texts to use? How can we make this fit into what we already do...and just infuse the strategy?

c. What evidence of implementation might we collect?

- **Teacher team will create self-monitoring chart for tracking use during the three week implementation.**
- **Team check in at the end of each week.**
- **Use of strategy will be outlined in lesson plans**

10. Plan for Post-Assessment (*SIF III.2.A.1*)

Develop or agree upon Common Post Assessment on (date)

September 23, 2011

Determine Proficiency target for Post Assessment on (date)

September 23, 2011

Post Assessment Administration Window (dates) (*SIF III.2.A.1*)

October 17-19, 2011

Analyze Post Assessment results on **October 20, 2011** (date) (*SIF III.2.A.1*)

Materials Needed:

- Pre-Assessment Results
- Calendars

- **Some students talked to each other about which organizer would be the best to use for the specific task**
- **Students went back to the text to search and scan for main events and message**

13. What can we celebrate? What examples of student work or successes around our implementation of the strategy can we share? *(SIF III.2.A.1)*

- **Our Friday check in meetings helped keep us on track**
- **Students being intentional about which graphic organizer to use**
- **Three samples of student work from each teachers class including graphic organizer and summary statement**
- **Students talking to each other about using the strategy and how it helped them**

14. What/Where are our opportunities to grow? *(SIF III.2.A.1)*

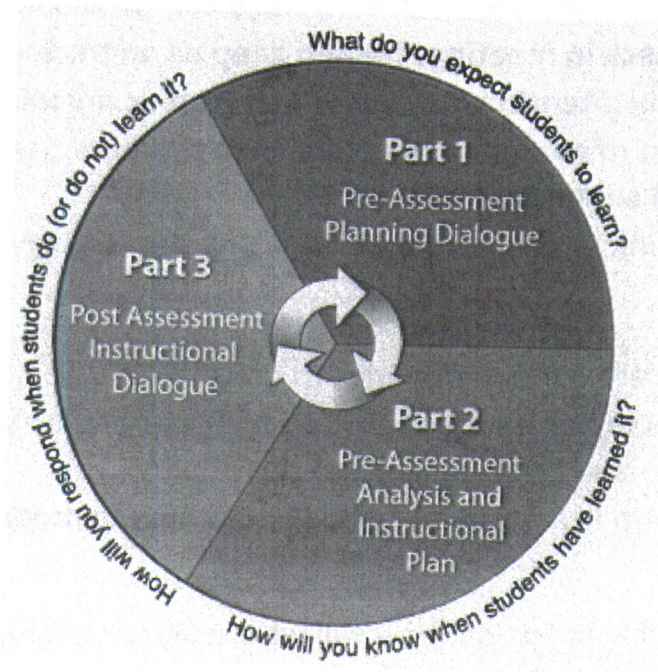
- **We need to plan our implementation together and be specific about what we need to do and how we need to do it**
- **More work with ELA Content Specialist on how to model with Think alouds**

15. Based upon this reflection, how will we tweak/revise/change our short term learning objective and/or strategy for the next Instructional Learning Cycle? *(SIF III.2.A.1)*

- **We want to try another graphic organizer and make sure that we all implement with modeling and think alouds, guided practice, collaborative practice and independent practice**
- **Wondering if we stick with summarization or move on to another topic?**



Instructional Learning Cycle



School Name:

Principal:

Team Members:

Grade Levels:

Dates:

Content Areas:

Subgroup:

Part 1: Pre-Assessment Planning Dialogue

16. From your school improvement plan, identify your measurable objective
(SIF II.2.B.2)

17. From your school improvement plan, identify the strategies listed (SIF II.2.B.2)

18. Targeted Content Expectation and/or Common Core Standard (SIF I.1.A.2)

a. Unwrap Content Expectation and/or Common Core Standard

4. Plan for Pre-Assessment (SIF III.2.A.1)

Develop or agree upon Common Pre-Assessment on (date)

The score to be considered Proficient on this common pre-assessment is
(percent or rubric score)

Pre-Assessment Administration Window (dates)

Analyze Pre-Assessment results on (date)

Materials Needed:

- School Improvement Plan
- Content Expectations and/or Standards
- Calendars

Part 2: Pre-Assessment Analysis and Instructional Plan

5. Our combined Pre-Assessment scores and Predicted Post Assessment scores
(SIF II.2.A.5)

Description of group	Pre-Assessment Percent Proficient	Predicted Post Assessment Percent Proficient	Actual Post Assessment Percent Proficient	Change in Percent Proficient
All Students (n =)				
Students in Subgroup (n =)				
Students not in Subgroup (n =)				

6. In order to get the predicted results indicated above, which strategy, listed in number 2, are you going to make the focus of this learning cycle?
7. Record a **Short Term Learning Objective** (SIF I.1.A.2)
8. Identify professional supports needed to ensure successful implementation of chosen strategy
- What new learning is needed?
 - Who/What will be used to support new learning?
 - Timeframe for professional supports
9. Strategy Implementation Planning (SIF I.2.A.1, I.2.A.2, I.2.A.3)
- How often do we anticipate being able to use this strategy?

b. What barriers to implementation might we anticipate?

c. What evidence of implementation might we collect?

10. Plan for Post-Assessment (*SIF III.2.A.1*)

Develop or agree upon Common Post Assessment on (date)

The score to be considered Proficient on this common post assessment is (percentage or rubric score)

Post Assessment Administration Window (dates)

Analyze Post Assessment results on (date)

Materials Needed:

- Pre-Assessment Results
- Calendars

Part 3: Post-Assessment Instructional Dialogue

11. Our combined student scores on the Post Assessment and Change in Proficiency: (SIF III.2.A.1)

Description of group	Pre-Assessment Percent Proficient	Predicted Post Assessment Percent Proficient	Actual Post Assessment Percent Proficient	Change in Percent Proficient
All Students (n =)				
Students in Subgroup (n =)				
Students not in Subgroup (n =)				

12. Why did we get these results? (SIF III.2.A.1)

- a. What did adults do differently? What were the changes in instructional practices?
- b. What did students do differently? What were changes in student tasks?

13. What can we celebrate? What examples of student work or successes around our implementation of the strategy can we share? (SIF III.2.A.1)

14. What/Where are our opportunities to grow? (SIF III.2.A.1)

15. Based upon this reflection, how will we tweak/revise/change our short term learning objective and/or strategy for the next Instructional Learning Cycle? (SIF III.2.A.1)



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

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?



Instructional Learning Cycle

School Name:

Principal:

Team Members:

Grade Level or Content Area:

Date:

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?



Instructional Learning Cycle

