

Instructional Design Process (IDP)

Prioritize the standards.

- Start with standards identified by the district for that unit - do any standards need to be added? Removed?
- Consider the prioritization by district - what would YOUR TEAM say are the high-priority learning standards (HPLSs)?
 - What standards are 'must know' versus 'nice to know'?
 - What standards will you ENSURE students will learn?
 - What standards will you intervene on?

Determine assessment types.

- Unpack the standards.
 - Identify the component knowledge and skills.
 - Identify necessary scaffolds and prerequisite skills.
- Determine what needs to be assessed formally versus informally.
- Determine the number of and types of formal assessments you will administer.
 - Pre-assessment: Knowledge or skills that need to be assessed prior to the unit or lesson so that you can pre-intervene and teach learners lacking necessary knowledge and skills
 - CFA: What knowledge or skills are high-priority (or scaffold toward high-priority) for which you need to check a learner's progress so that you can intervene prior to a summative?
 - CSA: What are the HPLSs on which learners need to demonstrate mastery?

Plan formal assessments.

- Which standards are we intending to assess on the assessment?
- What format do we want to use to assess the standards? (traditional assessments, performance tasks, projects, etc.)
- For traditional assessments:
 - Align each question with a standard
 - Consider the number of questions per standard
 - Consider the types of questions per standard
 - Consider the alignment of questions to the standard's complexity (i.e. if the standard says to explain, the question should NOT be an identification question)
 - Create a test review document. ([example](#))
- For projects, essays, or other non-traditional assessments:
 - Create a rubric that aligns with the standards
 - Consider how each part of the assessment aligns with the HPLS
- Plan for testing accommodations and modifications for individual students (ex. SpEd, 504, ESL, etc.)
- Plan for data analysis:
 - Can the assessment be administered or collected digitally?
 - How will your team data be collected and organized? (MasteryConnect, AMP, spreadsheet, etc.)
- Create reassessment opportunities.
 - Consider separate reassessments for each standard.
 - Consider alternate formats for reassessment.

Plan learner data analysis & reflection.

- Campus expectation: after each CFA
- Tools: TEKS Checklists, heat maps, mistake coding, 'I Can' reflection documents, top-of-test item analysis rubrics, etc.
- Extension: How can you incorporate learning targets into your learner data analysis?
- Extension: Can the learners track data throughout the unit in an ongoing manner?

Plan pre-interventions.

- What pre-interventions are needed?
 - Identify prerequisite knowledge and skills.
 - What will they need to know from previous courses?
 - What non-content pre-requisite skills will they need?
 - Identify common misconceptions.
 - Consider using the 5-Why method to identify root causes.
 - Consider historical data for current students to identify potential gaps.
- Consider using pre-assessments to strategically target student needs.
- Pre-interventions are specific learning plans, not just “tutoring”, “re-teach”, “review quiz”, etc.
- Types of pre-interventions include:
 - Vocabulary
 - Multiple Exposures
 - Non-Content Lagging Skills
 - Prerequisite Skills
 - Reading Skills

Determine sequence and pace.

- In what order should the components of the standards be taught so that they build upon one another?
 - This includes pre-requisite knowledge and skills.
- Determine how much time is needed for each component of the standards to be taught.
 - Pre-assessments can guide these decisions if used.
 - HPLS should be given more time.
 - Create a unit [calendar](#). ([Example of big-picture unit planning](#))
 - Put eTime pre- and responsive interventions on the calendar

Identify learning targets.

- Starting with the unit calendar, craft a unique learning target for each day of instruction.
 - How will you introduce the learning target each day?
 - How will you review the learning target at the end of each class period?
 - How will students interact with the learning targets?
 - This should be two-way communication.

Plan instruction.

- Plan the daily instruction for each learning target.
 - Plan differentiation strategies, including small group interventions during class.
 - Plan direct instruction, modeling, guided practice, and independent practice.
 - Plan for instructional accommodations and modifications for individual students (ex. SpEd, 504, ESL, etc.)
 - Plan test review activities.
- Plan informal assessments (ex. exit tickets, checks for understanding, etc.)
- Plan opening and closing routines for each day.
 - Warm up activity
 - Time allotted
 - Learning target discussion and review

Plan responsive interventions.

- Following the learning and/or assessment, what interventions will be needed?
 - Should be HPLS-focused.
 - Should be based on data.
 - Should include reteach prior to reassessment.
 - Create a specific learning plan; not just tutoring, reteach, review of the assessment, etc.

