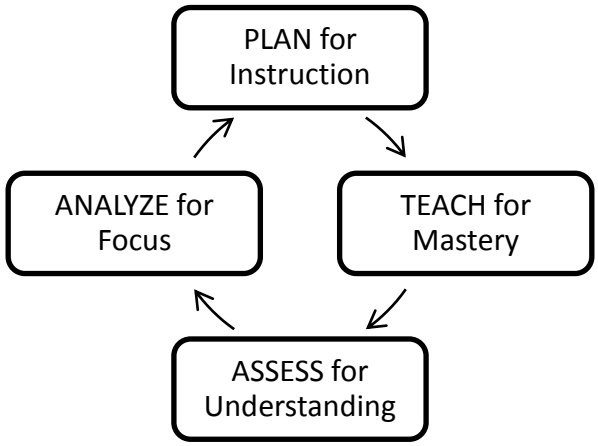
The Instructional Cycle

The Mastery Instructional Cycle is a workflow that ensures instructional time is targeting new and review material as well as addressing deficits. In addition, the cycle helps ensure that struggling students are identified and receive the supports they need to be successful. The cycle is comprised of four components: a) Planning, b) Teaching, c) Assessment, and d) Analysis. The Cycle plays out in multiple arenas. At the NST (Network Support Team) level, assessment data is analyzed to augment curricula and benchmarks. At the school level, data supports the design of additional after school and Saturday programming. And, most importantly, at the teacher level, unit and lesson plans as well as individualized supports are influenced by the data and checks for understanding.

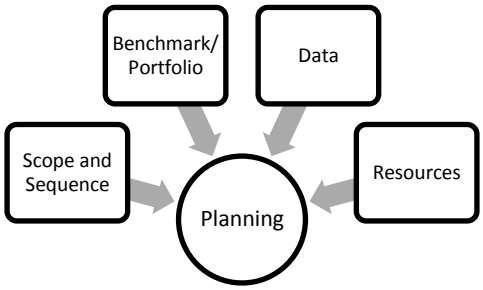


Planning

The single most important question is "what to teach?" A series of sequential actions supports the answer and requisite planning. In an idealized planning session:

1. The **Scope and Sequence** document specifies the content that will be measured on the Benchmark. This is the step that supports the identification of baseline content/skills that should be taught within the report period.
2. Next, a thorough examination of the end assessment occurs. In most instances, the end assessment is the Mastery **Benchmark**, **Portfolio Product**, or a teacher developed assessment that measures a subset of the benchmark skills. Planning with the end in mind and back-mapping from that end will dramatically impact student success. Reviewing the benchmark assists the teacher in translating the standards into the questions that will be used to measure acquisition of the skills/content. This is an essential honing exercise.
3. An examination of available **data** is the next step. Typically, available data includes
    a. Individual student and class data regarding whole assessment data (% correct).
    b. Individual student and class data regarding performance on individual standards.
    c. Individual student and class data regarding performance on individual questions.
    d. Current and past report period grades

    Reviewing the data often results in multiple significant outcomes such as:
    a. Which standards need to be readdressed?
    b. Which students need support regarding a specific standard?
    c. How are students doing on specific question types- open ended, multiple choice, diagram-based, etc…?
    d. Which students require significant broad intervention?
    e. What is the most common cause for current course failure?
4. **Resources**: What does the teacher have to support instruction? Textbooks, teacher resources, strategies, etc…



After Scope and Sequence, upcoming assessment, data, and resources have been reviewed, unit and lesson plans are developed.

Teaching

During instruction, the unit and lesson plans as well as checking for understanding are supporting the teacher's development of daily objectives and the instructional standards are driving instructional delivery and values.

Assessment and Analysis

All instruction culminates in assessment. The analysis of the assessment results produces the data that is used in the next planning phase.