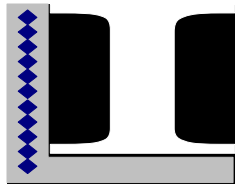
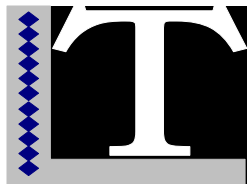


# ITEMS: A Decision-Making Framework for Instruction



**nstruction**

Examine the structure of the instruction.



**asks**

Examine the demands & evaluation criteria of the tasks.



**nvironment**

Examine the learning environment.



**aterials**

Examine the learning materials used.



**upport**

Examine the support structures.



# nstruction

**Examine the structure of the instruction.**

Can participation by all students occur without modifications?

**Differentiate instruction to meet the needs of all learners**

Can participation increase by changing instructional arrangement?

change traditional arrangement to:

- cooperative groups
- small groups
- peer partners
- peer / cross-age tutor

Can participation be increased by changing the lesson format?

- interdisciplinary/thematic units
- activity based lessons, games, simulations, role plays
- group investigations or discovery learning
- experiential lessons
- community-referenced lessons
- technology-based lessons

Can participation be increased by changing instructional delivery or teaching style?

- using graphic organizer
- using concept attainment methods
- teacher cues, prompts
- questioning procedures
- sequence of instruction
- checks for understanding



# Tasks

**Examine the demands & evaluation criteria of the tasks.**

Can all students complete the tasks?

**Differentiate processes to meet the needs of all learners.**

Can participation increase by changing instructional task?

- adjust performance standards
- adjust pacing
- same content but scaffolds used for specific learners
- Pre/post and embedded assessments aligned to specific learners outcomes
- Vary task and rubric for specific learner outcomes
- interdisciplinary/thematic units
- activity based lessons, games, simulations, role plays
- group investigations or discovery learning
- experiential lessons
- community-referenced lessons
- technology-based lessons



# Environment

## **Examine the learning environment**

Can participation increase by changing learning environment?

### **Differentiate the learning environment**

- Vary physical layout of classroom
- Develop learning centers
- Develop expeditionary learning trips
- Invite guest speakers
- Use simulations
- Conduct classes in other settings: the library, computer lab, science lab



# aterials

**Examine the learning materials used.**

Can participation increase by changing instructional materials?

**Differentiate instructional materials to meet the needs of all learners.**

- vary texts to include different perspectives of content
- Use interactive games and puzzles
- Incorporate computerized instructional materials
- Hands-on math manipulatives; tangrams, geo-tiles, base-ten blocks
- Include multi-media presentations; powerpoint, music
- Provide calculators and laboratory equipment



# Support

**Examine the support structures.**

**Differentiate staffing assignments to meet the needs of all learners.**

Can participation increase by providing supports for students?

- Coordinate schedules to avail students of support staff; librarian, technology instructor, ESL Instructors, etc.
- Coordinate schedules to allow for collaborative teaching
- Engage Para-professionals with all students