**Instructional Decision-Making**

**TWS Standard**

***The teacher uses on-going analysis of student learning to make instructional decisions.***

**Task**

Provide **two significant examples** of instructional decision-making\* based on students’ learning or responses.

**Prompt**

* **Instructional Decision #1.** Think of a time during your unit when one or more student(s) caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  + - Describe the learning or response that caused you to rethink your plans. This learning or response may come from a planned formative assessment or another source (not the pre-assessment).
    - Describe what you did next and explain why you thought this would improve student progress toward the learning objective.
* **Instructional Decision #2**. Think of a time during your unit when one or more student(s) caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  + - Describe the learning or response that caused you to rethink your plans. This learning or response may come from a planned formative assessment or another source (not the pre-assessment).
    - Describe what you did next and explain why you thought this would improve student progress toward the learning objective.

**Suggested Page Length:** 2-3

\*Note: This section is not about classroom management decision-making. Rather, it is about decisions made to improve student learning.