Instructional Redesign Program

Planning New Redesign Track

Instructional Assessment Plan

# Getting Started

Participants in the **Planning New Redesign Track** of the Instructional Redesign (IR) Program will complete and submit a detailed plan for the implementation and assessment of a new, evidence-based instructional strategy or approach. **Use this guide to develop your IR Plan for Assessing New Redesign.**

**STEP 1: Identifying Data Sources for Assessment**

# Step 1: Sources of Outcome-Aligned Instructional Assessment Data

*As a reminder for yourself, please restate your intended IR outcomes below:*

*As a result of the evidence-based instructional strategy or approach I describe in this plan, I anticipate the following:*

* *Insert intended or observed outcome #1*
* *Insert intended or observed outcome #2 (optional)*
* *Insert intended or observed outcome #3 (optional)*

## Step 1 Instructions

Use the IR Instructional Assessment Guide below to help identify relevant, aligned opportunities to assess and, ultimately, evaluate your new approach to instruction in the course.

### Question 1:

**Do you anticipate that your new approach or strategy will either directly or indirectly impact student learning of content or development of skills related to one or more learning outcomes in the course?**

*If yes, continue to question 2. If no, continue to question 5.*

### Question 2:

**Do you anticipate that your new approach or strategy will directly impact student learning of content or development of skills related to one or more learning outcomes in the course?**

*If yes, continue to question 3. If no, continue to question 4.*

### Question 3:

**Do you have existing summative or formative assessments in the course that are currently used to measure the student learning of content or development of skills that you anticipate to be directly impacted by your new approach or strategy?**

*If yes, one potential direct measure for your IR assessment might involve analyzing student performance data from your summative or formative assessments or from the specific summative or formative assessment items that directly align to the content or skills that you anticipate being directly impacted by your new approach or strategy. Consider this for your IR assessment plan and move on to question 4. If no, this may indicate a gap/need for assessment in the course. Consider creating new assessments, assessment items, assignments, or activities that could work to directly measure the student learning of content or skill development that you anticipate to be directly impacted by your new strategy or approach. Consider building and using new assessments, assessment items, assignments, or activities as part of your IR assessment plan and move on to question 4.*

### Question 4:

**Do you anticipate that your new approach or strategy will indirectly impact student learning of content or development of skills related to one or more learning outcomes in the course? Examples of such indirect supports might include the use of approaches or strategies that work directly to encourage development of student motivation, new study strategies, sense of belonging, self-efficacy, etc. While not directly impacting the instruction that is provided related to specific course content or specific skills being addressed in the course, such changes to instruction might still impact the learning and skill development that occurs.**

*If yes, one potential direct measure for your IR assessment might involve analyzing student performance data from your summative or formative assessments or from the specific summative or formative assessment items that indirectly align to the content or skills that you anticipate being directly impacted by your new approach or strategy. Consider this for your IR assessment plan and move on to question 5. If no, simply move on to question 5.*

### Question 5:

**Is your new approach or strategy specifically intended to impact your students’ perceptions of their learning in the course?**

*If yes, one potential direct measure for your IR assessment might be a survey of your students’ perceptions of learning in the course. Consider developing a survey that asks your students about the level to which they felt they achieved any relevant outcomes or other elements aligned to the new approach or strategy used for instruction and move to question 7. If no, move to question 6.*

**Question 6: Might your new approach or strategy indirectly impact your students’ perceptions of their learning in the course?**

*If yes, one potential indirect measure for your IR assessment might be a survey of your students’ perceptions of learning in the course. Consider developing a survey that asks your students about the level to which they felt they achieved any relevant outcomes or other elements aligned to the new approach or strategy used for instruction and move to question 7. If no, simply move on to question 7.*

### Question 7:

**Is your new approach or strategy specifically intended to impact the student experience in your course?**

*If yes, one potential direct measure for your IR assessment might be a survey that asks your students about one or more elements of their experience in your course. Many existing services, scales, and surveys are available or, alternatively, you can simply develop your own survey items that ask students about the elements of their experience in the course that are of interest. Consider scheduling a Small Group Instructional Diagnosis through the Drake Institute and/or introducing a student experience survey into your course and move on to question 9. If no, move on to question 8.*

### Question 8:

**Might your new approach or strategy indirectly impact the student experience in your course?**

*If yes, one potential indirect measure for your IR assessment might be a survey that asks your students about one or more elements of their experience in your course. Many existing scales/surveys are available or, alternatively, you can simply develop your own survey items that ask students about the elements of their experience in the course that are of interest. Consider scheduling a Small Group Instructional Diagnosis through the Drake Institute and/or introducing a student experience survey and move on to question 9. If no, simply continue on to question 9.*

### Question 9:

**Would you find a record or your own thoughts on or perceptions of the effectiveness of instruction to be interesting or of value in attempting to assess and evaluate the impact and effectiveness of your IR-related changes to instruction?**

*If yes, consider maintaining a personal reflective journal in which you briefly record your own perceptions of the effectiveness of your instruction following each lecture or teaching session and move on to question 10. If no, simply move on to question 10.*

**Question 10:**

**Do you feel that a peer observation of your instruction might provide additional insights to help in the overall assessment of your new approach or strategy?**

*If yes, consider reaching out to a colleague or to the Drake Institute to schedule an observation of instruction. Several published approaches that might be of interest are available or, alternatively, you might choose to meet with the observer in advance of the teaching session to discuss particular elements of your instruction on which the observation might focus. If no, you might also consider individually recording one of your own instructional sessions and reviewing the recording in order to make individual observations of the instruction that you provide.*

## Step 1 Data Selections

What line(s) of data will be collected to help measure and evaluate the impact and effectiveness of your proposed instructional changes?

Summative assessment data (e.g., student performance on exams, projects, presentations, portfolios; may be overall performance of performance on specific, aligned assessment items)

Please list outcome(s) for which the data source will serve to measure achievement.

Formative assessment data (e.g., student reflections, low-stakes assessment performance data, minute paper responses, muddiest point submissions, assignment drafts, etc.)

Please list outcome(s) for which the data source will serve to measure achievement.

Student perceptions of learning/achievement (e.g., surveys, prompted reflections)

Please list outcome(s) for which the data source will serve to measure achievement.

Student perceptions of their experience in the course (e.g., surveys, prompted reflections)

Please list outcome(s) for which the data source will serve to measure achievement.

Early-term or mid-term feedback data (e.g., Student Assessment of their Learning Gains)

Please list outcome(s) for which the data source will serve to measure achievement.

Personal Reflections on Teaching

Please list outcome(s) for which the data source will serve to measure achievement.

Peer observation(s) of instruction data

Please list outcome(s) for which the data source will serve to measure achievement.

Other line(s) of instructional assessment data (please explain)

Please enter an explanation of the “Other” selection AND list outcome(s) for which the data source will serve to measure achievement.

**STEP 2: IR Data Justification**

# Step 2: Assessment Data Justification

|  |  |  |  |
| --- | --- | --- | --- |
| **IR Assessment Data Justification Table** | | | |
| **Topic or Teaching Challenge** | **Relevant Outcome(s)** | **Potential Measures** | **Measure Justification** |
| *Insert a brief description of the topic or teaching challenge involved in your IR project.* | *Insert IR outcome* | *List the measures of interest (student performance, student experience, or both)* | *Enter a short narrative providing reasoning/justification for use of this line of data for your IR assessment.* |
| *Insert IR outcome (if applicable)* | ***List the measures of interest (student performance, student experience, or both)*** | *Enter a short narrative providing reasoning/justification for use of this line of data for your IR assessment.* |
| *Insert IR outcome (if applicable)* |  |  |

## Step 2 Section Resources

### Example IR Assessment Data Justification Table

|  |  |  |  |
| --- | --- | --- | --- |
| **IR Assessment Plan Table** | | | |
| **Topic or Teaching Challenge** | **Relevant Outcomes** | **Potential Measures** | **Measure Justification** |
| **Students do not seem to collaborate effectively in my current group-based term project.** | **Students will be able to communicate within groups throughout the term with greater quality and frequency.** | **Student experience**  **Student performance** | **Student experience: students should report greater satisfaction with collaborative group work when communication is supported by changes to instructional practices and when the frequency and quality of that communication improves.**  **Student performance: by improving the collaborative environment by increasing communication, the quality of the group work should also be expected to improve.** |
| **Students will be able to create a cohesive group project that meets or exceeds all rubric elements.** | **Student performance** | **This is a direct measure of student performance on the term group project, which aligns directly to the stated outcome.** |

**STEP 3: The IR Assessment Plan**

# Step 3: IR Assessment Plan Table

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes | Data Source(s) | When will data be collected? | How will data be collected? | How will data be analyzed? |
| *Insert IR outcome #1* |  |  |  |  |
| *Insert IR outcome #2 (if applicable)* |  |  |  |  |
| *Insert IR outcome #3 (if applicable)* |  |  |  |  |

## Step 3 Section Resources

### Example IR Assessment Plan

Graphical user interface, application

Description automatically generated