

## **Basic Philosophical Foundation of Instructional Decision Making**

- It is a philosophy or set of beliefs.
- It is not about paperwork or developing a step-by-step process to get a student into special education.
- It focuses on Curriculum, Assessment and Instruction.
- It does not focus on what is “wrong” with specific students.
- It is about finding an instructional strategy that works.
- It is not about qualifying for special education.
- It is about identifying groups of students with similar needs.
- It is not about individual teachers identifying students one at a time.
- It is about all students including gifted and talented.
- It is not about identifying only struggling learners.
- It is about proactively providing instruction to ensure student success.
- It is not about waiting for students to get so far behind that they become eligible for special education.
- It is about a convergence of data.
- It is not about scoring below a percentile on a specific norm-referenced test.
- It is about finding an instructional strategy that works.
- It is not about finding “the place” for instruction.
- It is aligned, supported by, and integrated with the comprehensive school/building improvement process.
- It is not a stand alone or add on initiative.
- It is about multiple sources of data.
- It is not about making decisions based on one data source.
- It is about developing a school-wide system for making decisions based on data.
- It is not about someone’s best guess.
- It is about continuous improvement of student performance.
- It is not about accepting stagnant student performance over time.
- It is about collaboration and shared responsibility.
- It is not about thinking that we can “fix” student problems through a special education program.
- It is about providing instructional supports in all educational settings.
- It is not about putting students in special education to get them help.

- It is about finding an instructional strategy that works.
- It is not about documenting what doesn't work in order to make students eligible for special education.
  
- It is about making the system work for students.
- It is not about making the student fit the system.