

INSTRUCTIONAL DECISION-MAKING (IDM) KEY POINTS

Instructional Decision Making is a framework or process which uses data to make decisions about student progress in the general education setting. Instructional Decision Making is intended to be integrated with, support, and align with a district's school improvement plan by helping the district systemically and systematically respond to three critical questions:

- What do we want our students to learn? (viable, guaranteed core Curriculum)
- How do we know if our students are learning the curriculum? (assessments)
- How do we respond as a school-wide system when our students do not learn?

Guiding Principles

- ◆ All students are part of the general education system.
- ◆ There is shared responsibility for student achievement across the entire school community.
- ◆ All students require *instruction* that is guaranteed, viable, rigorous, and relevant. Some may require additional support and instruction based on their abilities.
- ◆ Differentiated instruction is an essential part of the core instructional program.
- ◆ Accurate, reliable assessment data are essential to determine the instructional abilities of all students.
- ◆ Instructional decisions are based on multiple sources of data.
- ◆ The effectiveness of instruction is routinely monitored; on-going formative data are used to indicate when changes in instruction are needed.
- ◆ Teachers need adequate tools, supports, and resources to meet the needs of all students.
- ◆ Parents are vital members of the team to support students.
- ◆ Administrators are vital in the instructional leadership and data based decision-making of a district and a school.
- ◆ Quality professional staff development is required to support implementation of a systemic effort to support instructional decision-making.

IDM can provide -

1. **Common Language:**
 - Core Instruction
 - Supplemental instruction
 - Intensive instruction
2. **Documentation of general education instruction with students:**
 - Supplemental Instruction Plan
 - Intensive Instruction Plan
3. **Reinforcement of the important role assessment plays in monitoring student learning:**
 - Screening
 - Diagnostic
 - Formative

What indicates a district or building is looking at student achievement in a way consistent with IDM?

- Early identification of students not making expected progress in core curriculum.
- Identification process which begins primarily with screening assessments for all students, rather than identification and referral of individual students.
- Instruction which focuses on grouping students with similar needs.
- Instructional plans which are written and have:
 - Measurable goals
 - Strategies identified
 - Progress monitored
 - Decisions about the effectiveness of instruction based on student data.