

Guiding Principles Instructional Decision Making (IDM)

The following principles are the foundation for IDM:

- Each student is part of the general education system and has the means to: 1) access to the general education curriculum, or 2) demonstrate mastery of and receive an enriched/accelerated version of the curriculum.
- There is shared responsibility for student learning and achievement across the entire school community.
- The best way to address student learning is to be proactive; therefore, any process of instructional decision-making must allow for the earliest possible differentiation.
- Differentiated instruction* is essential to meet the needs of all learners. Differentiated instruction necessitates thoughtful planning of instructional tasks with regard to pacing, content, process, product and environment.
- Accurate reliable data are essential to determine the instructional needs of all students and to match resources to those needs.
- Multiple sources of data are needed to effectively inform instructional decisions.
- The effectiveness of instruction is routinely monitored; continuously collected formative data are used to indicate when changes in instruction are needed.
- Parents are vital members of the team to support students.
- Administrators and teacher leadership teams are vital in the instructional leadership and data based decision-making of a district and school.
- Quality professional development is required to support implementation of a systemic effort to support IDM and to ensure that teachers have adequate tools and strategies to meet diverse student learning needs.
- Administration must provide teachers with the necessary supports and resources to meet the needs of all students.

