

**IDM Frequently Asked Questions  
AEA Version**

<p>1. Is IDM a special education initiative?</p>	<p>6. Is IDM only for struggling learners?</p>
<p>2. If we have an effective core curriculum and instruction, why would we need IDM?</p>	<p>7. If we implement IDM, do we have to give up our Building Assistance Team</p>
<p>3. Do all buildings have to move at the same pace and implement IDM at the end of the five training sessions?</p>	<p>8. Is IDM a short term commitment that you will implement once?</p>
<p>4. Can you do IDM without support of your building principal?</p>	<p>9. Can you do IDM without using problem solving?</p>
<p>5. Will my workload increase if my schools enter IDM?</p>	<p>10. Isn't IDM "just another thing?" If I wait long enough, it will go away.</p>

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No, IDM is a framework to address the needs of all students. When the framework is implemented, a system of data collection and ongoing decision-making will be used to identify students who need additional or different instruction in order to meet their learning needs. These students might be ESL, At Risk, Talented and Gifted etc. If through a process of providing instructional interventions it is determined that a student needs special education, the data gathered will be used in eligibility decision-making, but placement in special education is not the intent.

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Even schools with very strong, effective core instruction will still need to provide support to students with supplemental and intensive needs. Core instruction should meet the needs of the majority of students, but there will continue to be least small percentage of students who will not be successful without additional or different instruction. The expectation is for all students to reach proficiency, but for some students, there will need to be additional efforts. There need to be efficient ways to identify and provide the right instruction to these students.

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No, even schools involved a similar sequence of training will find themselves implementing at a different pace. This depends on the elements of the IDM framework already in place and the level of resources committed by the school to build the infrastructure necessary to support the IDM framework.

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Leadership is required for IDM to be successful. In most situations it is most effective if this leadership is provided by the building principal. The principal is the instructional leader and responsible for many decisions about resources, scheduling, and ongoing support to teachers. That said, there must also be distributed leadership because the principal cannot do it all and teachers need to be key decision makers in the process. If the principal is not going to lead the effort, it is important that there is enough support from the principal so that change is not blocked and resources are available. If the principal doesn't lead the effort, another administrator or teacher leader will need to provide leadership.

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No, but your workload will change. You may also experience an increase in your workload during the time that IDM is first introduced and old practices are replaced. The "messy middle" or place between the "old" and "new" system can be challenging as there are two sets of practices running at the same time. Once the transition period is over, you will work more efficiently by meeting the needs of groups of students and engaging in more preventative activities.

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No, IDM is for all learners, even those who are currently exceeding expectations or who may be considered to be Gifted and Talented. Students who are gifted also require instruction that is significantly differentiated. Often these students are receiving their core instruction at a higher level in the curriculum than typical peers their own age. Their interventions may include enhancements, extensions, or acceleration. Making sure all students have an opportunity to be challenged and achieve higher levels of learning is essential and an important component of the IDM framework.

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No, but after implementing IDM a school's BATs may function very differently or evolve into a different team. The key difference between an IDM framework and the way BATs have traditionally operated is the method of referral. Teachers most frequently refer students to a traditional BAT when a problem is identified and assistance is needed. In an IDM framework, data are examined to determine which students need to have supplemental or intensive instruction. A BAT may become the team analyzing data, or become involved with students through different avenues.

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No, IDM is a long-term commitment. It is a continually improving process. It is not an initiative that should be undertaken if there was not an understanding on the part of the school that it would take significant time to plan, build, and maintain the infrastructure for IDM.

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No. To implement IDM a continuous improvement/problem solving process is used. Traditionally at Heartland, continuous improvement as applied to meeting the needs of individual students has been called problem solving. This continuous process includes four basic steps: Assess Needs, Plan, Implement, and Evaluate. These are the same for steps in problem solving. IDM is about continually assessing student needs, planning instruction, implementing and evaluating effects. You can call it whatever you want, but these are the four important elements to remember.

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No, IDM is the future direction of the agency. We are planning carefully to implement at a rate that all schools and staff are supported. IDM is not currently mandated by the Department of Education, but it is supported. As we responsibly bring more and more schools on board we intend to eventually make the IDM framework part of our ongoing services to all districts.

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