



## **Best Practices for Instructional Management Teams**

### **What is an Instructional Management Team?**

The Instructional Management Team approach is a proactive process that provides direction for districts, buildings and teachers to effectively meet each student's individual learning needs. IMT focuses on data regarding students' responses to instruction to guide future educational decisions. It drives how curriculum is delivered through instruction. The IMT also looks at grade level data, classroom and individual student sets of data to determine the fidelity of curriculum implementation.

### **The importance of fidelity of curriculum implementation:**

Fidelity is the extent to which a curriculum or program is delivered in accordance with the intended (and tested) design. Fidelity is also been referred to as adherence, integrity and purity. Implementing a program with fidelity means that the program is delivered the way it was implemented in the research that provided evidence of effectiveness for that program. Strict adherence to the original program design is associated with high program fidelity.

### **Guiding Principles related to Assessment:**

Assessment data help determine the instruction needed to enhance student learning. The processes of data gathering and analysis help identify each student's strengths and weaknesses in order to guide appropriate instruction, curriculum and intervention. The specific data necessary to inform continuing instructional decisions may vary from student to student.

- Accurate reliable data are essential to determine the instructional abilities 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.

### **Role of the Team:**

The Instructional Management Team is responsible for planning, developing, coordinating, evaluating, and improving data-driven standards-based instruction, assessment and intervention to assure that all students will learn. The team is designed to review relevant data to determine if the curriculum is delivered with fidelity and rigor. The team reviews multiple sources of data to determine if student interventions are working effectively.

### **Leadership and Members:**

The Instructional Management Team could include any of the following: principal, assistant principal, School counselor or Social Workers, department chairpersons, Title 1 staff, RtI staff, School psychologists, Speech Therapists, Occupational Therapists, Special Education Supervisors, other LEA or RESA/ISD staff

### **To assist with effective and efficient processes, roles can be assigned to team members for the school year:**

1. Team meeting planner- Set dates for meeting, invite participants through Outlook calendar, ensure data is ready for review
2. Meeting facilitator- Lead meeting and keep team focused and on task. Also communicate any pertinent information directly back to the classroom teacher.
3. Meeting time keeper- Set time benchmarks for each grade level and keep team moving forward and on time
4. Notetaker – Use IMT template to take notes and send out to the team. Update the IMT template as team members report results. Bring update notes to next meeting. Create follow up list for the fall.
5. Special Education Supervisor- Responsible for taking care of processing all screens, diagnostic testing and evaluations including communicating the list generated for these items to the appropriate ancillary staff
6. When curriculum fidelity and implementation, or grade level or building curriculum concerns are discussed, assign staff member to communicate this information to the building school improvement team.

### **Schedule:**

Instructional Management Meetings should be held quarterly or at the end of every marking period.

### **Process:**

1. Team members will review student achievement data along with demographic data to identify students who are at risk for not mastering the grade level standards.
2. The team will make recommendations for these students which will be shared with the appropriate staff such as: change the level of intervention, change the intensity of the intervention, discontinue the intervention, schedule a Child Study/Student Intervention meeting, recommend further screening, diagnostic testing or evaluation, and follow up on other areas of concern (hearing, vision, attendance, counseling, medical needs)

3. A team member should be assigned to fill out the IMT notes template and assure that staff are assigned to follow up on identified needs and submit results to the note taker. The IMT notes should be emailed to all participants after the meeting. At the elementary level, communication back to the classroom teacher should be assigned to the appropriate participating staff person.
4. At the secondary level a “Watch list” can be developed. “Watch list” information gathered at quarterly management meetings can be shared with building staff through a meeting conducted by the building principal.
5. At the secondary level, interventions/suggestions that staff may utilize with “watch list” students may include the following but are not limited:
  - Weekly conferences with students
  - Regular parent contact until student is back on track with academics and behaviors
  - Reinforce student weekly in regards to their progress or address what corrective actions may need to be implemented
  - Recommend placement in appropriate interventions that are available
  - Create Behavioral and/or Academic Contracts to meet students’ needs
  - Involve Community Truant officer if attendance is an extreme issue