

Missouri Integrated Model (MIM)

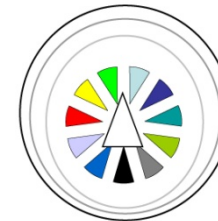
Getting Ready Toolkit

Pilot Phase (September 2008)



Missouri Department of Elementary and Secondary Education (DESE)

Missouri Integrated Model (MIM)



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Missouri Department of Elementary and Secondary Education (DESE)

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The development of the Missouri Integrated Model (MIM) was supported by award number H323A070017, State Personnel Development Grant, Office of Special Education Programs (OSEP), U.S. Department of Education. Grantees undertaking projects under government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official positions of the U.S. Department of Education, nor do they represent official positions of the University of Missouri – Kansas City.

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Getting Ready Tool Pilot Phase (September 2008)

Prepared for

Missouri Department of Elementary and Secondary Education

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INTRODUCTION

The **purpose** of the MIM Getting Ready Toolkit is to guide school and district leadership personnel through a series of discussion questions intended to prompt initial conversations and prepare for the MIM Self-Study. (See the MIM Implementation Blueprint for a description of the self-study.)

Getting started with the MIM involves gathering stakeholders to share information about the MIM, beginning initial discussions about current practices, and establishing leadership teams. The first step is to gather stakeholders to discuss the MIM and interest in implementation. Once schools and districts commit to implementing the MIM, they will participate in a statewide Kick-Off Meeting. At the Kick-Off Meeting, school and district representatives will learn about the model, processes, and support network. School and district representatives will also begin discussing current practices and planning for the MIM Self-Study process. The second step is to prepare for the MIM Self-Study by using the MIM Getting Ready Toolkit. This preparation for the self-study involves initial discussions of current practices and available resources, meeting with the Implementation Facilitator, and

Who should complete the MIM Getting Ready Toolkit? School and district stakeholders with guidance and insight from a MIM Implementation Facilitator and Regional Professional Development Consultants.

establishing MIM leadership teams. During the Kick-Off Meeting, school and district representatives will reflect on the extent to which their current practices demonstrate (a) shared vision and commitment, (b) leadership capacity to begin the self-study and ultimately systems change, and (c) an effective collaborative environment. These attributes are key to establishing Building and District Leadership Teams and to engaging the school community in the MIM Self-Study process.

The MIM Getting Ready Toolkit should be completed prior to initiating the MIM Self-Study. With guidance from a MIM Implementation Facilitator, district and school leaders should collaboratively walk through the Getting Ready questions and discussion points, complete the worksheets, and establish leadership teams. The Regional Professional Development Consultants may also provide help, insight and guidance in these initial conversations.

When should the MIM Getting Ready Toolkit be completed? “Getting Ready” conversations should begin at the statewide MIM Kick-Off Meeting and then continue during the following weeks. The MIM Getting Ready Tool should be completed prior to beginning the MIM Self-Study.

Instructions

The Getting Ready Toolkit is organized into three sections. The first section contains a series of questions and discussion topics. Provided for each question and discussion topic is space for recording responses or comments, indicating the data to support the response, and identifying any additional data sources or individuals that need to be consulted. The second section is a framework for summarizing the information gathered in the first section and outlining steps for beginning the MIM Self-Study. As a final step for “Getting Ready,” the MIM Leadership Teams must be established. The third section provides a format for identifying potential team members.

Team completing the MIM Getting Ready Toolkit: List the individuals that participated in completing the tool.

Name	Role



SECTION I Getting Ready Discussion

Shared Vision & Commitment				
Discussion Topic	Discussion Notes	Evidence (How do you know?)	List additional data needed	List additional people that need to be consulted
1. Discuss your district's vision, mission, and values. How do they align? Are staff, parents, and students familiar with these? In what ways are your vision, mission, and values statements shared with the community?				
2. Do all teachers and support staff take responsibility for all children in the school? Is there shared responsibility for students at-risk of failure or demonstrating a need for special education?				

Shared Vision & Commitment

3. How are families meaningfully involved in their child(ren)'s learning?				
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Notes:

Leadership				
Discussion Topic	Discussion Notes	Evidence (How do you know?)	List additional data needed	List additional people that need to be consulted
1. Is there district-level and school-level administrator support for implementing tiered levels of academic and behavior supports?				
2. How many leadership teams does your school currently have? What are the purposes of these teams? Do these teams share a purpose and mission?				
3. If multiple leadership teams exist, how can the purpose and work of the teams be integrated to form a unified leadership team for leading efforts to integrate academic and behavior supports?				
4. What is the representation on the leadership teams? In preparation for integrating academic and behavioral supports, what roles or expertise are missing?				

Leadership				
Discussion Topic	Discussion Notes	Evidence (How do you know?)	List additional data needed	List additional people that need to be consulted
5. Are parents represented on the leadership teams? Why or why not?				
6. Who would be good candidates for the MIM Building Leadership Team? For the MIM District Leadership Team?				
Notes:				

Collaborative Environment				
Discussion Topic	Discussion Notes	Evidence (How do you know?)	List additional data needed	List additional people that need to be consulted
1. Do teachers and administrators engage in collective inquiry by questioning the status quo, seeking new methods, testing new methods, and collaboratively reflecting on results?				
2. Do teachers and administrators engage in shared learning and work together for continuous improvement?				
3. Are teachers and administrators collaboratively <i>action oriented</i> —recognizing that learning occurs by taking action and willingness to experiment?				

Collaborative Environment				
Discussion Topic	Discussion Notes	Evidence (How do you know?)	List additional data needed	List additional people that need to be consulted
4. Are teachers and administrators <i>results oriented</i> —using ongoing assessment and data to monitor your progress as you work toward measurable results?				
Notes:				

Adapted from DuFour, R. & Eaker, R. (1998) *Professional Learning Communities that Work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Services

Initial Thoughts on Current Practices				
Discussion Topic	Discussion Notes	Evidence (How do you know?)	List additional data needed	List additional people that need to be consulted
1. Describe how you currently address the needs of students who are experiencing academic or behavioral difficulties.				
2. Describe your current process for problem solving around student concerns.				
3. Describe how change is implemented in your school.				
4. Describe current school priorities and needs.				

Initial Thoughts on Current Practices				
Discussion Topic	Discussion Notes	Evidence (How do you know?)	List additional data needed	List additional people that need to be consulted
5. Discuss support professionals that have contributed to your efforts (i.e. coaches, RPDC consultants, community members, etc.).				
6. What experiences have you had in implementing tiered levels of behavior and/or academic support?				
Notes:				

Available Resources				
Discussion Topic	Discussion Notes	Evidence (How do you know?)	Is additional data needed?	List additional people that need to be consulted
1. What resources are available for teachers and staff to support student needs?				
2. Do teachers and staff access these resources? Why or why not?				
3. Based on the current needs of students, are resources and expertise lacking?				
4. In the upcoming years, are changes in the types of needed resources and expertise expected?				
Notes:				



SECTION II Summarizing

Use this section to summarize the information recorded in Section I.

For some of the discussion items, you may have indicated that additional individuals need to be consulted or additional data is needed. In the chart below, document a plan for gathering and collaboratively reviewing that information.

List additional people that need to be consulted	Who will be responsible for collecting data?	By what date?	Notes from collaborative review

With regard to Shared Vision & Commitment, Leadership, Collaborative Environment, Current Practices, and Resources, what did you identify as strengths for moving forward with the MIM, potential challenges, and steps that need to be taken prior to beginning the MIM Self-Study?

	Strengths	Potential Challenges	Steps Preparing for the MIM Self-Study
Shared Vision & Commitment			
Leadership			
Collaborative Environment			

	Strengths	Potential Challenges	Steps Preparing for the MIM Self-Study
Current Practices			
Available Resources			

In order to track progress with completing the Getting Ready Toolkit in preparation of the MIM Self-Study, record the dates when the toolkit was begun, when follow-up with needed additional information occurred, and when the toolkit was completed.

Getting Ready Toolkit Timeline

Date(s)

Started

Follow-up

Completed



SECTION III Establishing MIM Teams

The MIM Leadership Teams will work closely with the Implementation Facilitator as they engage in the MIM Self-Study, Action Planning, and Full Implementation. The MIM Leadership Teams should not be established as “yet another team.” Rather, school and district leadership personnel should reflect on how teams are currently used in the school, what are the purposes and functions of existing teams, and how can teams be reorganized to better integrate processes and collaboratively work toward desired outcomes. The representation, roles, and activities for both teams are as follows.

MIM District Leadership Team		
Representation	Roles	Activities
<ul style="list-style-type: none"> District administrator Pilot school administrator District MIM coordinator Implementation Facilitator General education representative Special education representative Parent representative Community representative RPDC director RPDC consultants 	<ul style="list-style-type: none"> Provide district perspective on the implementation of the MIM Support implementation in pilot schools Support scaling-up the MIM to additional district buildings Support structures promoting collaborative environments across the district 	<ul style="list-style-type: none"> Attend annual, statewide MIM meetings Regular meetings during the pilot phase Conduct self-study of district capacity to implement the MIM Coordinate trainings as needed Guide planning and decision-making for district-level implementation of the MIM Collaborate with the Implementation Facilitators and RPDC directors and consultants Provide feedback to DESE regarding implementation efforts

MIM Building Leadership Team	
Name	Role/Expertise



Resources

Leadership

Institute for Educational Leadership
<http://www.iel.org/resources.html>

Collaborative Environment

Missouri Professional Learning Communities Webpage
<http://www.dese.mo.gov/divteachqual/sii/prolearning/>

Missouri Professional Learning Communities Training Information
<http://education.umkc.edu/centers/Index%20Web%20Page/Index/index.asp>

All Things PLC
<http://www.allthingsplc.info/>

Resource Mapping

Essential Tools: Community Resource Mapping
University of Minnesota, Institute on Community Integration
<http://www.ncset.org/publications/essentialtools/mapping/default.asp>