

# Missouri Integrated Model (MIM)

## Self-Study Guide

Pilot Phase (September 2008)



Missouri Department of Elementary and Secondary Education (DESE)



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Missouri Department of Elementary and Secondary Education (DESE)

D. Kent King, Commissioner

Heidi Atkins Lieberman, Assistant Commissioner, Division of Special Education  
Stan Johnson, Assistant Commissioner, Division of School Improvement  
Tom Quinn, Assistant Commissioner, Division of Career Education

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## **Self-Study Guide Pilot Phase (September 2008)**

### **Prepared for**

Missouri Department of Elementary and Secondary Education

### **By**

Ronda Jenson, Ph.D.

Research Consultant, Missouri Integrated Model

Director of Research

UMKC Institute for Human Development

University Center for Excellence



**Institute for Human Development**

A University Center for Excellence in Developmental Disabilities (UCEDD)

### **For more information contact:**

Pam Williams  
Coordinator of Services, SPDG Project Director  
Department of Elementary and Secondary Education  
573-751-2965  
[pam.williams@dese.mo.gov](mailto:pam.williams@dese.mo.gov)

Julia LePage  
Director, Effective Practices  
Department of Elementary and Secondary Education  
573-751-0625  
[julia.lepage@dese.mo.gov](mailto:julia.lepage@dese.mo.gov)

# Reviewers

*Thank you to the following people for reviewing the MIM Implementation Blueprint and accompanying materials. Their feedback, insight, and wisdom were valuable to the development of the Blueprint.*

Ellen Balkenbush Technical Assistance Liaison Mid-Continent Comprehensive Center	Dennis D. Harden, Ed.D. Coordinator, Career Education MO Department of Elementary and Secondary Education	Julia LePage Director, Effective Practices MO Department of Elementary and Secondary Education	Kathy Parris State Director, Reading First MO Department of Elementary and Secondary Education
Terry Bigby Missouri SW-PBS Secondary/Tertiary Consultant Missouri SW-PBS	Kyle Heislen Supervisor, Guidance and Placement MO Department of Elementary and Secondary Education	Tim Lewis, Ph.D. Professor, Special Education Director, MU Center for School-wide Positive Behavior Support University of Missouri-Columbia	Mary Richter Missouri SW-PBS State Coordinator MO Department of Elementary and Secondary Education/University of Missouri
Mary Ann Burns Director School Improvement Initiatives MO Department of Elementary and Secondary Education	Sharon Hoge, Ph.D. Director of Curriculum and Literacy Services MO Department of Elementary and Secondary Education	Zach McCall Evaluator University of Kansas	Cathi Rust Supervisor School Improvement MO Department of Elementary and Secondary Education
Julie Clapp Reading Specialist, Reading First Northeast RPDC	Jane Jackson Improvement Consultant Northwest RPDC	Chris Montgomery Consultant St. Louis RPDC	Jana Schmidt Reading Specialist Heart of Missouri RDC
Suzy Cutbirth Director Southwest RPDC	Howard Jones Coordinator, Project Success OSEDA University of Missouri	Cyndi Morgan PLC-Resource Specialist Southeast RPDC	Doug Sutton Director Career Education Initiatives MO Department of Elementary and Secondary Education
Linda Dooling Director, Professional Development MO Department of Elementary and Secondary Education	Susan Kasper Special Education Improvement Consultant Kansas City RPDC	Michael J. Muenks Coordinator, Curriculum and Assessment MO Department of Elementary and Secondary Education	Sheila Thurman PLC-Resource Specialist Northeast RPDC
Cheri Fuemmler Director Southeast RPDC	Paul Katnik Director, The Leadership Academy MO Department of Elementary and Secondary Education	Julie Nobles, M.S. Research Associate University of Missouri- Kansas City	Ginny Vandelight Director, School Improvement Support MO Department of Elementary and Secondary Education
Amy Gaumer Erickson, Ph.D. Evaluator University of Kansas	Dr. Marsha Lay Assistant Director Southwest RPDC	Pattie Noonan, Ph.D. Evaluator University of Kansas	Dr. Kathy Whited Director Kansas City RPDC
Dr. Robyn Hagerman Curriculum & Instruction Southwest RPDC	Erica Lembke, PhD. Assistant Professor University of Missouri-Columbia	Butch O'Riley Assistant Director South Central RPDC	Pam Williams Coordinator of Services SPDG Project Director MO Department of Elementary and Secondary Education

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## INTRODUCTION

The **purpose** of the MIM Self-Study Guide is to assist MIM pilot schools and districts in determining the extent to which their systems and practices are aligned with the MIM essential features and provide a foundation for universal academic and behavior support. This guide is designed with the pilot MIM school building as the focus. As the pilot MIM school building works through the self-study and into subsequent years of implementation, the MIM will be scaled up to include additional schools with the eventual goal of being district-wide.

The MIM Building Leadership Team and the MIM District Leadership Team should take the lead in completing the self-study in collaboration with the Implementation Facilitator and the Regional Professional Development Consultants. As mentioned, the self-study focuses on school-wide systems and practices. However, with a goal of scaling-up to district-wide implementation, it is important to have the involvement of key district-level stakeholders.

The MIM Self-Study should be completed within a span of approximately three months. This timeline is suggested, not mandatory. The amount of time needed by MIM buildings and districts to complete the Self-Study and the Action Plan may vary. During the first year, pilot MIM schools will:

1. complete the MIM Getting Ready Toolkit (September-October),
2. **complete the MIM Self-Study (October-December),**
3. complete the MIM Action Plan (January), and
4. begin addressing items of priority on the Action Plan (February-May).

The MIM Self-Study Guide is organized into two sections: the self-assessment and the assessment summary. The self-assessment contains a series of indicators pertaining to the MIM Essential Features and Tiered Levels of Academic and Behavior Supports. These indicators reflect universal practices at a systems-level. The assessment summary provides a method of organizing self-assessment results such to guide Action Planning (see the MIM Action Plan Toolkit).



## SECTION I: Conducting the Self-Study

Using the following series of tables, examine the current practices in your school. To what extent are the MIM Essential Features and Tiered Levels of Academic and Behavior Support present in your school?

### Indicators

For each of the essential features, as well as tiered levels of academic and behavior support, key indicators have been identified. These indicators represent an extensive review of the research literature and national technical assistance center products (see the references at the end of the MIM Blueprint).

### Status of Current Practices

For each indicator, use the following rubric to record the status of the indicator in your school.

- (0) Not in place:** *Indicator has not been considered.*
- (1) Not in place-Conversation Stage:** *Initial conversations have occurred and strategies for addressing the indicator are being considered.*
- (2) Not in place-Planning Stage:** *A plan for addressing the indicator has been developed and includes identification of relevant data sources and professional development needs.*
- (3) Partially in place.** *We have at least 1 data source to demonstrate we are working toward school-wide implementation.*
- (4) In place:** *We have multiple data sources, collected over the past year, to demonstrate evidence of the indicator school-wide.*
- (5) In place-Sustainability:** *We have multiple data sources, across multiple years, to demonstrate resulting positive outcomes.*

### Data

Central to the MIM, is the collection of meaningful data and ongoing review of results to inform decision-making. For each indicator, identify the data source that informed your determination of status. If additional data needs to be collected, identify the potential source of data and system for collecting the data.

Data	
<b>Evidence</b>	<b>Additional data to be collected</b>
<i>Results and interpretation</i>	<i>Data sources and systems</i>

### Priority for Action

The results of the MIM Self-Study will be used to develop and implement a MIM Action Plan. As part of the MIM Action Plan, leadership teams will need to develop a timeline for taking action. Which indicators represent priority areas for improvement? When determining priority, jointly consider the level of impact and feasibility. Record if implementation of the indicator has the potential for high or low impact and if implementation has a high or low feasibility.

		Impact	
		High	Low
Feasibility	High	<b>(HI/HF)</b> <i>High impact/High feasibility</i>	<b>(LI/HF)</b> <i>Low impact/High feasibility</i>
	Low	<b>(HI/LF)</b> <i>High impact/ Low feasibility</i>	<b>(LI/LF)</b> <i>Low impact/Low feasibility</i>



Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Shared Vision &amp; Commitment</b>				
<b>SV1. Vision:</b> All school staff and administrators share a common belief in and commitment to using student outcome data to enhance the success of all students.				
<b>SV2. Commitment:</b> Commitment for school improvement is evident among school faculty and staff.				
<b>SV3. Communication:</b> A system of ongoing communication is in place with stakeholders, including members of the community and parents.				
<b>SV4. Communication:</b> All school staff, administrators, and families are aware of data patterns/trends and have opportunities to participate in meetings.				
<b>SV5. Decisions:</b> All school staff, administrators, and families are involved in meetings in which data results are discussed and problem solving occurs.				
<b>SV6. Integrated:</b> Stakeholders are involved in conversations about integrating processes and how pulling together what works is consistent with the school's vision, mission, and values.				
<b>Notes:</b>				

Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Leadership</b>				
<b>L1. Leadership:</b> Administrators provide and allocate the technology and resources necessary for effectively implementing tiered levels of support.				
<b>L2. Commitment:</b> Administrators articulate commitment to implementing tiered levels of academic and behavior supports.				
<b>L3. Educator Support:</b> Administrators allocate time and resources for professional development.				
<b>L4. Educator Support:</b> Administrators allocate time and resources for data analysis and collaborative problem solving.				
<b>L5. Decisions:</b> A formal problem solving process is in place to conduct data-based decision-making using district-wide data for academics and behavior.				
<b>L6. Decisions:</b> A formal problem solving process is in place that aligns professional development with data.				
<b>L7. Integrated:</b> Administrators and teachers continuously seek ways to integrate processes that maximize resources, better address student needs, and lead to sustainable improved education.				
<b>Notes:</b>				

Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Collaborative Environment</b>				
<b>C1. Learning Community:</b> Teachers and administrators engage in shared learning and action planning.				
<b>C2. Leadership:</b> Administration prioritizes the professional learning community as a mechanism for holistically reviewing student outcome data and making instructional decisions.				
<b>C3. Decisions:</b> The professional learning community systematically, routinely, and collaboratively reviews student data and makes instructional decisions regarding intervention and supports at the universal, targeted, and individualized levels				
<b>C4. Integrated:</b> Collaboration is integrated across school-wide problem solving and decision-making practices.				
<b>Notes:</b>				

Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Ongoing Professional Development</b>				
<b>PD1. Fluency:</b> Expertise exists within buildings to support implementation of universal, targeted, and individualized levels of academic and behavior support.				
<b>PD2. Leadership:</b> There is administrative commitment to continuous improvement of all staff within each building.				
<b>PD3. Decisions:</b> Decisions regarding the content and delivery of professional development are aligned with data-indicated needs and desired outcomes.				
<b>PD4. Collaboration:</b> Professional development opportunities focus on collaborating and enhancing instructional practices.				
<b>PD5. Integrated:</b> All professional development activities are directly and explicitly aligned to address observed needs and improve student outcomes.				
<b>Notes:</b>				

Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Educator Support through Mentoring &amp; Coaching</b>				
<b>MC1. Fluency:</b> Educators receive ongoing coaching and mentoring needed to implement evidence-based practices and to ensure fidelity of implementation.				
<b>MC2. Leadership:</b> Leadership team acknowledges the need for accessible and timely coaching and mentoring by developing a system that pairs teachers with expertise with their colleagues in need of coaching or mentoring.				
<b>MC3. Integrated:</b> Mentors and coaches provide guidance with implementing tiered levels of academic and behavior support.				
<b>Notes:</b>				

Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Culturally Responsive Practices</b>				
<b>CR1. Cultural competency:</b> Building staff recognize and value the diversity of all students.				
<b>CR2. Community Involvement:</b> Information is provided to parents and the community in multiple formats to account for diversity.				
<b>CR3. Decisions:</b> The quality of the core instruction in addressing the diversity of all learners is routinely evaluated.				
<b>CR4. Integrated:</b> Culturally responsive practices are evident in interactions with students and parents.				
<b>Notes:</b>				

Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Resource Mapping</b>				
<b>R1. Leadership:</b> Administrators access community resources to enhance instruction and intervention.				
<b>R2. Educator Support:</b> Administrators use available expertise to support teachers in implementing new practices.				
<b>R3. Communication:</b> Resource mapping involving input from stakeholders, including all school staff, the community, and families is conducted annually.				
<b>R4. Decisions:</b> Resource mapping is a data collection method used for identifying needed and available resources.				
<b>R5. Integrated:</b> Available resources at the universal, targeted, and individualized levels are utilized by teachers and families to meet the diverse needs of students.				
<b>Notes:</b>				

Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Family &amp; Community Involvement</b>				
<b>FC1. Participation:</b> Parent participation in discussions about school-wide practices is a priority.				
<b>FC2. Communication:</b> A system of ongoing communication with families and community members is in place.				
<b>FC3. Decisions:</b> Family and community feedback is gathered and utilized to inform decisions.				
<b>FC4. Integrated:</b> Families and community members are aware of the school-wide strategies for addressing academic and behavior goals.				
<b>Notes:</b>				

Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Evidence-based Practices</b>				
<b>E1. Evidence-based:</b> The school staff supports students academically and behaviorally by making appropriate changes to the curriculum, instruction, and environment based on data.				
<b>E2. Leadership:</b> Administrators are committed to assuring evidence-based prevention and intervention programs are identified, implemented, and evaluated at the student, classroom, and system level.				
<b>E3. Educator Support:</b> Educators receive the training and support they need to determine evidence-based practices and implement with fidelity.				
<b>E4. Educator Support:</b> Educators receive the training and support they need to implement tiered levels of academic and behavior supports.				
<b>E5. Educator Support:</b> A process is in place to check the fidelity of curriculum implementation at all tiers which includes feedback and coaching to teachers throughout the year.				

Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Evidence-based Practices</b>				
<b>E6. Communication:</b> A stated commitment to evidence-based practices is communicated to community members and families.				
<b>E7. Decisions:</b> The school evaluates the evidence of effectiveness before adopting new practices.				
<b>E8. Decisions:</b> The school evaluates the effectiveness of current practices to determine appropriateness for continuation or need for modifications.				
<b>E9. Decisions:</b> Teachers collaborate to make prevention and intervention decisions based on student outcome data.				
<b>E10. Integrated:</b> The school relies on multiple sources and levels of data to verify that the evidence-based practices are implemented with fidelity and are appropriate for the diversity of learners.				
<b>Notes:</b>				

Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Data-based Decision-making</b>				
<b>D1. Leadership:</b> Administrators and the school staff have a shared responsibility for data-based decision-making and problem solving to improve student academic and behavioral achievement.				
<b>D2. Educator Support:</b> School staff receive training and coaching on the use of data for progress monitoring and making informed decisions regarding universal, as well as individualized interventions.				
<b>D3. Communication:</b> Data are shared with staff in accessible and usable formats.				
<b>D4. Communication:</b> Data are used to make formative and summative evaluations.				
<b>D5. Communication:</b> Stakeholders are aware of data patterns/trends and participate in meetings where data is analyzed and discussed.				
<b>D6. Decisions:</b> System-level problem solving uses data from outcome assessments, screening assessments, and progress monitoring.				

Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Data-based Decision-making</b>				
<b>D7. Decisions:</b> The school has a formal process in place to monitor the implementation of decisions made as a result of data-based decision-making and new evidence/research.				
<b>D8. Decisions:</b> The school has a formal process in place to review student data from all indicators of student success 3 times per year and make necessary changes in the processes for data-based decision-making, including data analysis, decision rules and system responsiveness.				
<b>D9. Data system:</b> A central school data collection system is in place.				
<b>D10. Data system:</b> A system for entering, storing, and displaying data is easy to use and consumes minimal staff time.				
<b>D11. Integrated:</b> Multiple data sources and data that are technically adequate for the purposes with which they are used, are used to identify students who are not successful with universal strategies alone.				
<b>D12. Integrated:</b> Behavior and academic data are integrated in a database.				
<b>Notes:</b>				

Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Progress Monitoring</b>				
<b>PM1. Assessment:</b> Screening measures are aligned with student outcomes represented in district/state standards and benchmarks.				
<b>PM2. Assessment:</b> Screening tools that are standardized, reliable, valid, and brief are administered to all students several times each school year.				
<b>PM3. Assessment:</b> Ongoing assessment is used to monitor progress toward measurable goals.				
<b>PM4. Assessment:</b> Assessment tools are simple, efficient, effective, and are sensitive to small changes.				
<b>PM5. Leadership:</b> Teachers monthly reflect on student outcomes to assess the effectiveness of prevention and intervention activities.				
<b>PM6. Educator Support:</b> Educators receive the training and information they need to administer screenings and conduct ongoing progress monitoring including reliability checks for administration and scoring.				

Indicators	Status (0-5)	Data		Priority for action
		Evidence	Additional data to be collected	
<b>Progress Monitoring</b>				
<b>PM7. Decisions:</b> Systems are in place at the school level to monitor the progress of each student and to provide the information necessary in order to provide intervention.				
<b>PM8. Integrated:</b> Progress monitoring processes account for both academic achievement and behavior outcomes for students.				
<b>Notes:</b>				

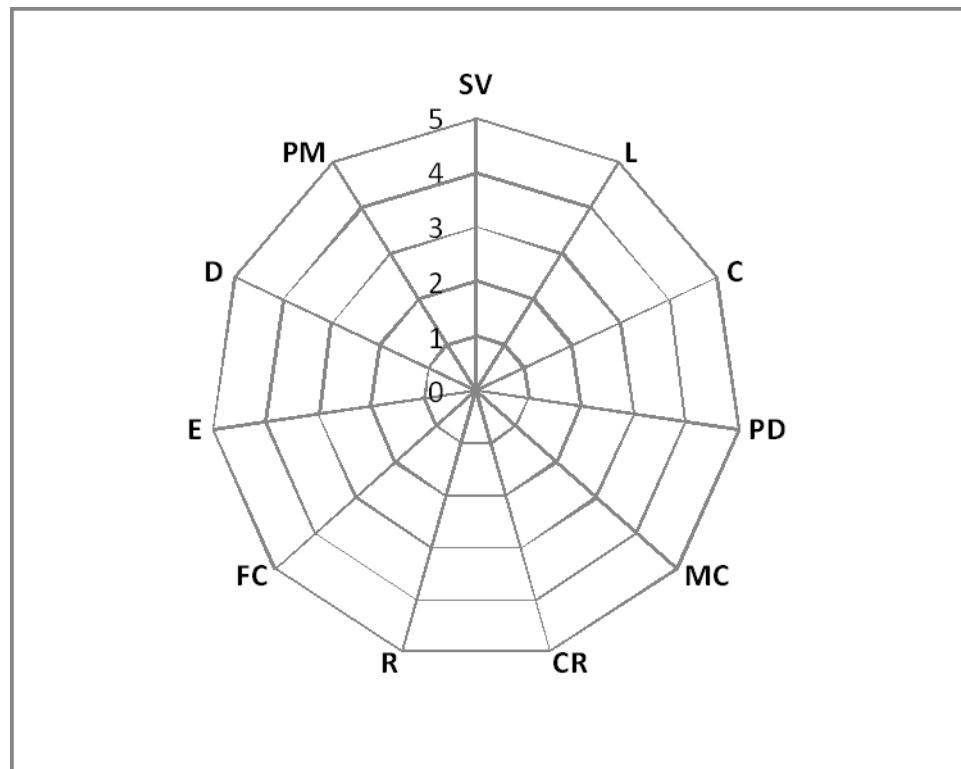


## SECTION II: Summarizing the Self-Assessment

Once the self-assessment is complete, the findings should be summarized to facilitate action planning. This section provides a method of organizing the self-assessment findings by priority and needs for professional development, resources, and additional data.

First, calculate the average score indicating your determined current status of each MIM Essential Feature and record this value in the chart below. Second, plot the values on the spider web graph, connect the dots and shade in the area. The extent to which the web is entirely shaded indicates the degree to which the essential features are implemented fully.

	Status Average
Shared Vision & Commitment	
Leadership	
Collaboration	
Professional Development	
Mentoring & Coaching	
Culturally Responsive	
Resources	
Family & Community Involvement	
Evidence-based Practices	
Data-based Decision-making	
Progress Monitoring	



## Prioritization

For each indicator, the level of impact and feasibility were recorded on the self-assessment. In the following charts, first sort the indicators by impact and feasibility. Then discuss the relative impact and feasibility and record yes/no as a priority to be addressed in the MIM Action Plan.

High Impact/ High Feasibility		Low Impact/High Feasibility	
Indicator	Priority for Action Plan (y/n)	Indicator	Priority for Action Plan (y/n)
High Impact/ Low Feasibility		Low Impact/Low Feasibility	
Indicator	Priority for Action Plan (y/n)	Indicator	Priority for Action Plan (y/n)

**Professional Development, Resources, and Additional Data**

As the self-assessment findings and priority items to be addressed through the MIM Action Plan are discussed, needs for professional development, resources, and additional data may be identified. Reflecting on the integrated nature of the MIM and the qualities of the essential features, use the following spaces to summarize the types or focus of professional development, resources, and additional data needed.

Additional Data

Resources





## 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/>

### **Community Involvement**

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

Community Schools: Promoting Student Success. A Rationale and Results Framework.  
<http://www.communityschools.org/resultshome.html>

### **Evidence-based Practices**

Identifying and Implementing Educational Practices Supported By Rigorous Evidence: A User Friendly Guide. Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance  
<http://www.ed.gov/rschstat/research/pubs/rigorousvid/index.html>.

## **Tiered-levels of Support**

Missouri Response to Intervention

<http://www.dese.missouri.gov/divspeced/RtIpg.html>

Missouri Schoolwide Positive Behavior Support Network

<http://pbissmissouri.org/>

National Center on Response to Intervention

<http://www.rti4success.org>

OSEP National Technical Assistance Center on Positive Behavior Supports

<http://www.pbis.org>

Response to Intervention Blueprints for Implementation: District Level. The National Association of State Directors of Special Education (NASDSE)

<http://www.nasdse.org/Portals/0/DISTRICT.pdf>

Response to Intervention Blueprints for Implementation: School Building Level. The National Association of State Directors of Special Education (NASDSE)

<http://www.nasdse.org/Portals/0/SCHOOL.pdf>

## **Professional Development**

National Staff Development Council

<http://www.nsd.org/>

## **Progress Monitoring**

National Center on Student Progress Monitoring (NCSPM).

<http://www.studentprogress.org/>

## **Implementation**

The National Implementation Research Network.

<http://nirn.fmhi.usf.edu/>

