

## 2012 Important Dates

### January 16

Activity Report and Invoice due (required)

### January 30-31

Powerful Learning Conference  
Tan-Tar-A Resort

### February 15

Activity Report and Invoice Due (optional)

### March 5

MIM Spring Meeting  
(St Charles)

### March 6

MIM Spring Meeting  
(Grandview)

### March 15

Activity Report and Invoice due (optional)  
Team Process Checklist due

### April 16

Activity Report and Invoice due (required)

### May 15

Self Study Revisited due  
Activity Report and Invoice due (optional)

### June 15

Activity Report and Invoice due (optional)

### June 18-20

MO SW-PBS Summer Institute  
Tan-Tar-A Resort

### June 25-27

Transition Institute  
Capitol Plaza Hotel

### July 11-13

MIM Summer Institute  
Tan-Tar-A

### July 16

Activity Report and Invoice due (required)

# Missouri Integrated Model

## Winter E-News 2012

### MIM Summer Institute Update

Over the summer, more than 250 teachers, principals, RPDC consultants, and DESE personnel attended the 2011 MIM Summer Institute at Tan-Tar-A resort. The institute focused on building your system and staying on track. The conference wrapped up with Amelia Van Name Larson presenting on the evaluation of your system. Breakout sessions included topics such as: *Universal Supports in the Classroom*, *Professional Development that Works*, and *Joining Families and School*. Conference materials can be downloaded from the MIM Schools Website/Community of Practice [www.mimschools.org/cop](http://www.mimschools.org/cop). The planning is underway for the MIM Summer Institute 2012, July 11-13 at Tan-Tar-A Resort.

Many of the schools participated in the data board session, where teams created data displays including student performance data, MIM staff survey results, MAP data, and much more. The session allowed teams to have some one-to-one time to discuss the challenges and also the successes from the 2010-11 school year.



### MIM Essential Features:

Shared Vision & Commitment ● Leadership ● Collaboration ● Mentoring & Coaching ● Resource Mapping ● Evidence-Based Practices ● Progress Monitoring ● Data-Based Decision Making ● Professional Development ● Culturally Responsive Practices ● Family & Community Involvement



# What are Evidence-Based Practices?

The idea of Evidence-Based Practice (EBP) was first developed in the field of medicine. General and special education have also adopted scientific evidence as the foundation for choosing teaching practices (Oakley, 2002). According to Levine (2004), EBP is defined as:

- ☑ An approach to practice that requires the examination of research findings from systematic clinical research (e.g., randomized controlled clinical research) in making decisions about the care of a specific population with a specific problem.
- ☑ The process of critically identifying and employing treatment or practice approaches that have the strongest basis of empirical support for attaining desired outcomes.
- ☑ Any practice that has been established as effective through scientific research according to a set of explicit criteria.
- ☑ A way of practicing in which the practitioner critically uses best evidence, expertise, and values to make practice decisions that matter to individual service recipients.

## **The following websites are from the U.S. Department of Education’s *Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide***

It is recommended that, in navigating these websites, you use this Guide to help you make independent judgments about whether the listed interventions are supported by “strong” evidence, “possible” evidence, or neither.

### **The What Works Clearinghouse**

(<http://www.ies.ed.gov/ncee/wwc/>) was established by the U.S. Department of Education’s Institute of Education Sciences to provide educators, policymakers, and the public with a central, independent, and trusted source of scientific evidence of what works in education.

### **The Promising Practices Network**

(<http://www.promisingpractices.net/> website highlights programs and practices that credible research indicates are effective in improving outcomes for children, youth, and families.

### **Social Programs That Work**

(<http://evidencebasedprograms.org/wordpress/>) offers a series of papers developed by the Coalition for Evidence-Based Policy on social programs that are backed by rigorous evidence of effectiveness.

### **Resources and Links:**

**MIM Schools Website**

**[www.mimschools.org](http://www.mimschools.org)**

**MIM Schools Community of Practice Website**

**[www.mimschools.org/cop](http://www.mimschools.org/cop)**

**Response to Intervention Knowledge Base**

**[www.mc3edsupport.org](http://www.mc3edsupport.org)**



*“Coaching is highly focused on individuals...setting personally and professionally challenging goals...committed to taking actions necessary to achieve them.” (Byrne, 2007)*

Coaching is rapidly becoming the standard practice in schools when providing professional development to teachers that is customized, sustainable and job-embedded (Deussen et al., 2007). This issue features *Educator Support through Mentoring and Coaching*—specifically **Coaching**. Coaching is a professional development tool used to teach and support educators during implementation of new techniques or strategies to ensure student improvement. Recently, representatives from MIM schools attended the MIM Fall Meetings (held in Rolla and Linn County), where the presentation focused on Coaching and Leadership. The school teams took advantage of this time together to examine the challenges (i.e. time, buy-in, comfort levels, staff turnover, etc.) related to coaching within their own buildings and to discuss possible strategies (i.e. provide training for the coaches, incorporate common plan time in the school day, frequent communication with the staff, etc.) for incorporating the use of coaches to provide professional development and support to staff. After reviewing the most recent MIM Staff Survey results from all 25 schools, mentoring and coaching continues to be an area in need of attention for the 2011-12 school year; as a result, a significant number of MIM Action Plans include steps for the development and training of coaches. For more on Coaching and Leadership, you may download the presentation from the MIM schools website [www.mimschools.org/cop](http://www.mimschools.org/cop).

### **Educator Support through Mentoring & Coaching** (\*Indicators from the Self-Study)

MC1.	Fluency: Educators receive ongoing coaching and mentoring needed to implement evidence-based practices and to ensure fidelity of implementation.
MC2.	Leadership: 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 and mentoring.
MC3.	Integrated: Mentors and coaches provide guidance with implementing tiered levels of academic and behavior support.

# A Big “Thank You”

To the South Central RPDC and John Lewis, and Linn County School District and Candi Ward, a big thank you for hosting the 2011 MIM Fall Meetings



## Day 1: Rolla, MO

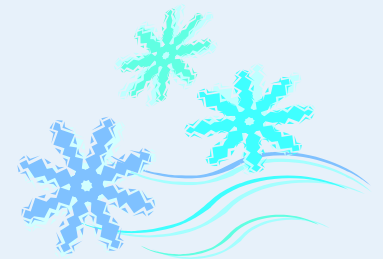
- Arrowpoint (Hazelwood)
- Sikeston Jr. High
- Coverdell Elementary (St Charles)
- Meramec Valley Middle
- Sheldon Elementary and High
- Truman Elementary (Meramec Valley)
- Willow Springs Elementary, Middle, and High
- Southeast Middle (Hazelwood)
- South Middle (Joplin)
- Windsor Elementary and High (Henry County)
- Jefferson Intermediate (St Charles)
- Harris Elementary (St Charles)



- Eastwood Hills Elementary (Raytown)
- Highland Elementary and High (Lewis County)
- Nodaway Holt Elementary and Jr/Sr High
- Centralia Intermediate
- Linn County Elementary
- Grandview Middle
- Chance Elementary (Centralia)



## Day 2: Linneus, MO



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