

Missouri Department of Elementary and Secondary Education Implementation Rubric

Initiative: Missouri Integrated Model

Description: *The Missouri Integrated Model (MIM) is a framework that pulls together evidence-based components and processes. MIM includes:*

- Tiered levels of support,
- Essential features of effective schools, &
- Effective Implementation processes

Central in the Missouri Integrated Model framework is a focus on supporting academic achievement and successful behavior through tiered levels of support that acknowledge and address diversity in student learning. As a framework for supporting this focus are the eleven essential features of the model. These features represent the evidence-based practices and qualities congruent with effective schools, responsive intervention, and successful system-change efforts. Collectively, the tiered levels of support and the essential features are integrated within the context of schools, districts, and the state to form the Missouri Integrated Model.

Specifically, the essential features of the Missouri Integrated Model facilitate work in three categories: (a) building and sustaining capacity for responding to student instructional and behavioral needs, (b) maximizing resources, and (c) making informed decisions. Within the three categories, the eleven essential features are:

Build and sustain capacity for responding to student needs	Maximize resources needed for innovation	Make informed decisions
<ul style="list-style-type: none"> • Shared vision and commitment • Leadership at state, district, and building levels • Collaborative environment • Ongoing professional development • Educator support through mentoring and coaching • Culturally-responsive practices 	<ul style="list-style-type: none"> • Resource mapping • Family and community involvement 	<ul style="list-style-type: none"> • Evidence-based practices • Data-based decision making • Progress monitoring

Missouri Integrated Model

After each criteria the data source is in parenthesis. The following codes are used: S–Online Survey, D–Document Review, PI–Personal Interview.

	4	3	2	1
Criteria	Deep Implementation	Proficient Implementation	Partial Implementation	Minimal Implementation
Learning Context	<p>Everything in the proficient category plus:</p> <ul style="list-style-type: none"> • More than 80% of staff are committed to the MIM framework. (PI) • A comprehensive data collection system, that includes effect and cause data, has been established in order to systematically collect data and analyze results to make prevention and intervention decisions. (PI,D) • A communications system with all stakeholders (staff, parents, community members and organization) has been established and MIM monthly communications are produced in at least two languages based on community needs. (PI,D) 	<ul style="list-style-type: none"> • Building and District Leadership Teams have been formed with all representation as stated in MIM Implementation Blueprint. (PI) • A shared vision has been collaboratively developed, is visible across the school/district. (PI, D,S) • District Leadership Team is supportive and responsive to Building Leadership Team(s). (PI, D) • 80% of staff are committed to the MIM framework. (PI, S) • Universal screening for academics and behaviors are in place for all students and occur at least three times a year. (PI, D) • A data collections system focusing only on effect data (student achievement, behaviors, attendance, etc.) has been established and is used to analyze results and make intervention decisions. (PI, D) • A communications system with all stakeholders (staff, parents, community members and organization) has been established and MIM monthly communications are produced. (PI,D) 	<ul style="list-style-type: none"> • Building and District Leadership Teams have been formed, one or two representatives, as stated in MIM Implementation Blueprint are not present on the teams. (PI, D) • A shared vision has been collaboratively developed, is visible across the school/district. (PI, D) • District Leadership Team is supportive and responsive to Building Leadership Team(s). (PI, D) • Less than 80% of staff are committed to the MIM framework. (PI, D) • Universal screening assessments for academics and behaviors have been identified and are administered annually. (PI, D) 	<p>Insufficient evidence to support a conclusion of partial implementation.</p>
Score:				

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	4	3	2	1
Criteria	Deep Implementation	Proficient Implementation	Partial Implementation	Minimal Implementation
Instructional Practices	<p>Everything in the proficient category plus:</p> <ul style="list-style-type: none"> • Teachers use formative assessments at least weekly to obtain progress monitoring data on students. (PI, S) • Teachers use a variety of authentic assessment practices including performance assessments, portfolios, projects and open-ended response questions at least monthly (PI,S) • Teachers provide learner-center differentiate instruction taking into consideration cultural differences. (PI, D) 	<p>At least 80%of :</p> <ul style="list-style-type: none"> • Staff are implementing three tiers of instructional and behavioral practices. (PI,S) • Teachers have established and communicated high expectations to students.(PI,S) • Teachers utilize formative assessments at least once every two weeks to obtain progress monitoring data on students. (PI, S) • Teachers meet weekly in problem-solving teams, that have an organized structure, to make collaborative decisions on essential learning outcomes, instructional strategies, assessments, and interventions etc. (PI,D,S) 	<p>Less than 80% of:</p> <ul style="list-style-type: none"> • Staff are implementing three tiers of instructional and behavioral practices. (PI, D, S) • Teachers have established and communicated high expectations to students.(PI,S) • Teachers utilize formative assessments at least once a month to obtain progress monitoring data on students. (PI, S) • Teachers occasionally meet in problem-solving teams to make collaborative decisions on essential learning outcomes, instructional strategies, assessments, and interventions etc. (PI,D,S) 	<p>Insufficient evidence to support a conclusion of partial implementation.</p>
Score:				

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Criteria	Deep Implementation	Proficient Implementation	Partial Implementation	Minimal Implementation
Professional Development	<p>Everything in Proficient Plus:</p> <ul style="list-style-type: none"> • 100% of staff has received MIM Framework professional development. (PI, D,S) • 100% of staff has attended all professional development offerings associated with the implementation of MIM. (PI,D) • On-site coaching and/or mentoring are provided as follow-up to professional development to support what was learned into practice. (PI, D, S) 	<ul style="list-style-type: none"> • Professional Development Plan focuses on collaborating and enhancing professional practice, MIM essential features and tiered levels of academic and behavior support.(D) • Professional development is targeted based on self-study needs assessment. (PI, D,S) • At least 80% of ALL staff has received MIM Framework professional development. (PI, D,S) • At least 80% of staff has attended all professional development offerings associated with the implementation of MIM. (PI,D) • At least 10% of teachers have been identified and have received professional development that allows them to coach/mentor colleagues on MIM components to build professional development capacity. (PI) • Leadership Team attends all state-wide MIM meetings and professional development. (PI, D) • Professional development opportunities are provided to parents to support implementation of MIM. (PI, D) 	<ul style="list-style-type: none"> • Professional Development Plan focuses on collaborating and enhancing professional practice, MIM essential features and tiered levels of academic and behavior support. (PI, D) • Professional development is targeted based on self-study needs assessment. (PI, D,S) • Less than 80% of ALL staff has received MIM Framework professional development. (PI, D,S) • Less than 80% of staff has attended all professional development offerings associated with the implementation of MIM. (PI,D) • Teachers have been identified to receive professional development in MIM components in order to coach/mentor colleagues. (PI, D) • Leadership Team attends all state-wide MIM meetings and professional development. (PI, D) 	<p>Insufficient evidence to support a conclusion of partial implementation.</p>
Score:	<ul style="list-style-type: none"> • A system to evaluate professional development and its impact on student achievement has been developed. (PI, D) • Coaches/Mentors have the opportunity to meet at least once a month to collaborate. (PI, D) 			

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Criteria	Deep Implementation	Proficient Implementation	Partial Implementation	Minimal Implementation
Leadership Practices	<p>Everything in Proficient PLUS:</p> <ul style="list-style-type: none"> • Leadership Team has organized, documented evidence of transformation process including planning, policies and decisions made. (PI, D) • Leadership has a formal problem-solving process that uses data to make decisions on academics, behavior, professional development and distribution of resources. (PI, D) • Leadership developed a plan for realignment of resources and acquiring resources to implement MIM. (PI, D) • Leadership Team meets weekly with Implementation Facilitator. (PI, D) 	<ul style="list-style-type: none"> • Leadership Team has developed an Action Plan that professional development addresses, data analysis, and collaborative problem-solving that: <ul style="list-style-type: none"> ➤ Uses data to make decisions ➤ Identifies and remedies gaps in data sources ➤ Uses data to identify professional development and resources. (PI, D) • Leadership maps resources to identify gaps and overlaps.(PI, D) • Leadership provides multiple opportunities for teachers to collaborate in problem-solving teams. (PI, D,S) • Leadership communicates data results, including patterns and trends, to all stakeholders through meetings, newsletters, reports and websites, incorporating charts and graphs. (PI, D) • Leadership involves staff on MIM processes and implementation by requesting feedback. (PI, D, S) • Leadership Team meets twice a month with Implementation Facilitator. (PI, D) 	<ul style="list-style-type: none"> • Leadership Team has developed an Action Plan that professional development addresses, data analysis, and collaborative problem-solving that: <ul style="list-style-type: none"> ➤ Uses data to make decisions ➤ Identifies and remedies gaps in data sources ➤ Uses data to identify professional development and resources. (PI, D) • Leadership provides multiple opportunities for teachers to collaborate in problem-solving teams. (PI, D,S) • Leadership communicates data results to building staff and incorporates charts and graphs. (PI, D) • Leadership involves staff on MIM processes and implementation by requesting feedback. (PI, D, S) • Leadership Team meets twice a month with Implementation Facilitator. (PI, D) 	<p>Insufficient evidence to support a conclusion of partial implementation.</p>
Score:				

Criteria Scores

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Learning Context	
Instructional Practices	
Professional Development	
Leadership Practices	
AVERAGE SCORE	
Implementation Percent	