



Student:

Dates: All

Template Report

2/2/2007

Template PrMIS Needs Assessment

Context

Progress Monitoring and Intervention System

Concepts

An LEA or individual school possesses the capacity to successfully implement a tiered support system when there is evidence of knowledge, skills, dispositions, and resources in the areas of:

- I. Leadership
- II. Core Curriculum and Instruction
- III. Positive Learning Environments
- IV. Collaborative Problem Solving
- V. Assessment
- VI. Intervention
- VII. Data Analysis

Question

What evidence is available in your school corporation which speaks to the quality of the knowledge, skills, dispositions and resources in the above areas as related to the implementation of a successful tiered support model? What are the areas where there is the greatest need?

Description

School corporation leaders will collect data from multiple sources to complete this needs assessment. For each area identified as critical to the successful implementation of a tiered support model, professional standards are aligned. Rubrics are offered to assist in meaningful self-assessment.

The overall objective of this instrument is to support district leaders in the ongoing evaluation of the implementation and effectiveness of curricula, instructional practices, and assessment techniques as they relate to meeting the needs of all students.

The results of this survey should serve as a basis for outlining the comprehensive plan for the LEA and should assist in identifying ways in which the grant projects could support transformation. In addition, effectiveness may be enhanced if these particular professional proficiencies had meaning, not only for school improvement, but also in the relationship to existing processes of staff self-assessment and personnel portfolio development.

Assessed Through

selection of the appropriate level for each area based on the descriptors offered in each rubric.

PLEASE NOTE: If you would like to complete this self-assessment via the ICAN technology, please email Dawn McGrath (at dmcgrath@icantech.com) with the name and location of the account holder who will be entering the assessment ratings. This template will then be published to this account for easy data entry and the availability of progress monitoring reporting representing the progress of your system.

Performance

Leadership

[PS] **Demonstrates a commitment to continuous school improvement.**

Rubric Criteria

Applied Quality exemplars of LEA/school capacity include consistent evidence of:

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- the implementation of a problem-solving process which is linked to the school improvement plan
- available staff to assist in implementation of needed interventions
- a professional development plan to support consistent, high-quality instructional and assessment practices
- ongoing professional development training in cultural competency
- a long-term commitment of resources to support a tiered model of prevention and intervention
- ongoing evaluation of the implementation and effectiveness of curricula, instructional practices, and assessment techniques
- coordination of home and community resources with school services to develop an integrated and comprehensive continuum of supports.

Ongoing	Many quality examples are present, but there are inconsistencies.
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Developing	Some capacity is evidenced.
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Emerging	A few examples are available.
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Introduced	Beginning exploration with limited application
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[PS] **Improves educational programs through decisions and actions based on assessment, data collection, and empirical evidence.**

Rubric Criteria

Applied Quality exemplars of LEA/school capacity include consistent evidence of:

- administrative support to adopt and implement tiered systems of prevention and intervention to meet the needs of students
- strong leadership to assist in the organization and guidance of response to intervention procedures
- plans for ongoing review of the consistency and effectiveness of instruction and intervention as they relate to student performance
- system of school-wide positive behavior support to teach and monitor pro-social behavior

Ongoing	Many quality examples are present, but there are inconsistencies.
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Developing	Some capacity is evidenced.
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Emerging	A few examples are available.
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Introduced	Beginning exploration with limited application
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Core Curriculum and Instruction

[PS] **Uses research to inform curriculum decisions.**

Rubric Criteria

Applied Quality exemplars of LEA/school capacity include consistent evidence of:

- core curricula taught with consistency and high quality across all classrooms.
- core reading instruction which addresses the five key components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) in an explicit, systematic, and intensive manner
- math curriculum which addresses the four essential domains in math achievement

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(problem solving, fluency, conceptual knowledge, and communication/reasoning) in an explicit, systematic, and intensive manner

Ongoing	Many quality examples are present, but there are inconsistencies.
Developing	Some capacity is evidenced.
Emerging	A few examples are available.
Introduced	Beginning exploration with limited application

[PS] **Uses classroom observation, information about students, and research as a basis for experimenting with, reflecting on, and revising practice.**

Rubric Criteria

Applied	Quality exemplars of LEA/school capacity include consistent evidence of: <ul style="list-style-type: none">- core curricula and instruction which are research based- materials which foster respect and understanding for diverse racial, ethnic, cultural, language and ability groups- the presence of scientific principles in classroom practices- staff members to evaluate existing core curricula to determine areas of need- ongoing analysis of student data and other relevant information
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Ongoing	Many quality examples are present, but there are inconsistencies.
Developing	Some capacity is evidenced.
Emerging	A few examples are available.
Introduced	Beginning exploration with limited application

Learning Environment

[PS] **Analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.**

Rubric Criteria

Applied	Quality exemplars of LEA/school capacity include consistent evidence of: <ul style="list-style-type: none">- instructional practices which consider environmental factors (classroom organization, active student engagement, access to interesting materials) that may affect student learning- regular assessment of instructional environment (i.e. classroom expectations, instructional strategies, and adjustment of classroom practices)
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Ongoing	Many quality examples are present, but there are inconsistencies.
Developing	Some capacity is evidenced.
Emerging	A few examples are available.
Introduced	Beginning exploration with limited application

[PS] **Values the use of classroom management techniques appropriate for each classroom situation.**

Rubric Criteria

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Applied	Quality exemplars of LEA/school capacity include consistent evidence of: <ul style="list-style-type: none">- the adoption of researched-based strategies in the learning environment(i.e. school and classroom rules/procedures, positive behavior supports)- knowledge of cultural differences which may impact student behavior- effective application of management techniques to facilitate classroom instruction (i.e. flexible small group instruction, individual conferencing)- effective application of management techniques for differentiated behavior needs(i.e. function-based analysis, targeted intervention)
Ongoing	Many quality examples are present, but there are inconsistencies.
Developing	Some capacity is evidenced.
Emerging	A few examples are available.
Introduced	Beginning exploration with limited application

Assessment

[PS] **Assesses individual and group performance in order to design instruction that meets learners' current needs and that leads to the next level of development.**

Rubric Criteria

Applied	Quality exemplars of LEA/school capacity include consistent evidence of: <ul style="list-style-type: none">- school-wide benchmarking at least 3 times per year ,which measures student progress toward Indiana Academic Standards- use of the school-wide system to collect behavioral and disciplinary data- use of universal screening/benchmarking to measure literacy skills- use of universal screening/benchmarking to measure math skills- use of universal screening/benchmarking to measure academic achievement across content areas
Ongoing	Many quality examples are present, but there are inconsistencies.
Developing	Some capacity is evidenced.
Emerging	A few examples are available.
Introduced	Beginning exploration with limited application

[PS] **Uses a variety of formal, informal, and authentic assessment techniques to enhance knowledge of the learners and evaluate learners' progress and performances.**

Rubric Criteria

Applied	Quality exemplars of LEA/school capacity include consistent evidence of: <ul style="list-style-type: none">- a variety of assessment techniques used to measure student performance(i.e. structured observations, running records, performance assessments, Curriculum Based Measurement, DIBELS)- assessment tools and strategies that are research-based and culturally valid- application of research-based assessment related to academic achievement- application of research-based assessment related to pro-social behavior
Ongoing	Many quality examples are present, but there are inconsistencies.

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Developing	Some capacity is evidenced.
Emerging	A few examples are available.
Introduced	Beginning exploration with limited application

[PS] **Implements ongoing student assessment to monitor and promote student learning.**

Rubric Criteria

Applied	Quality exemplars of LEA/school capacity include consistent evidence of: <ul style="list-style-type: none">- progress monitoring data which is systematic, documented, and shared among staff- progress monitoring with increased frequency based on intensity of student need- ongoing student assessment which is directly linked to primary concerns- student level data collection and management that is directly tied to content- the graphing of student data to aid in the student, class, and school decision making.- secure maintenance of observation and assessment records- student involvement in assessment to increase motivation and learning
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Ongoing Many quality examples are present, but there are inconsistencies.

Developing Some capacity is evidenced.

Emerging A few examples are available.

Introduced Beginning exploration with limited application

Data Analysis

[PS] **Evaluates interventions before, during, and following implementation with individuals, groups, and systems.**

Rubric Criteria

Applied	Quality exemplars of LEA/school capacity include consistent evidence of: <ul style="list-style-type: none">- monitoring of the implementation of interventions for consistency and high quality- interventions which are continually monitored and adjusted based on student progress and needs- a record of observations and assessments related to intervention are managed systematically- review and analysis of student data to inform instructional decisions- student needs identified based on analysis of data and additional information
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Ongoing Many quality examples are present, but there are inconsistencies.

Developing Some capacity is evidenced.

Emerging A few examples are available.

Introduced Beginning exploration with limited application

[PS] **Uses data from research in decision making.**

Rubric Criteria

Applied	<p>Quality exemplars of LEA/school capacity include consistent evidence of:</p> <ul style="list-style-type: none"> - review of student progress data within collaborative teams (grade, building, or special education teams) - the analysis of student progress across demographic variables (i.e. ethnic background, gender) - regular review of student progress data to inform decisions regarding continued need for support - student progress data used to inform intervention practices and collection of additional assessment data - examination of student's response to intervention including a review of consistency and high quality implementation of the intervention - assessment data that informs instruction and guides professional development planning
Ongoing	Many quality examples are present, but there are inconsistencies.
Developing	Some capacity is evidenced.
Emerging	A few examples are available.
Introduced	Beginning exploration with limited application

Collaborative Problem Solving

[PS] **Uses effective problem-solving skills.**

Rubric Criteria

Applied	<p>Quality exemplars of LEA/school capacity include consistent evidence of:</p> <ul style="list-style-type: none"> - team members are informed as to the frequency, intensity, and duration of intervention needed for effectiveness - monitoring of interventions for consistency and high quality - monitoring and adjusting of interventions based on student progress and needs - the systematic management of a record of observations and assessments related to intervention which is reviewed on a regular basis to ensure fidelity of implementation
Ongoing	Many quality examples are present, but there are inconsistencies.
Developing	Some capacity is evidenced.
Emerging	A few examples are available.
Introduced	Beginning exploration with limited application

[PS] **Draws upon professional colleagues within the school and other professional arenas for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.**

Rubric Criteria

Applied	<p>Quality exemplars of LEA/school capacity include consistent evidence of:</p> <ul style="list-style-type: none"> - multi-disciplinary team meetings dedicated to supporting teachers in meeting the needs of students
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- parents involved in collaborative efforts to address student concerns
- multiple levels of teaming to address student concerns (grade level, building level, special education)
- team membership that includes a resource person who is familiar with student's cultural and/or linguistic background
- intervention planning based on the team collection of assessment data and information related to the primary concern
- follow-up data review meetings are held regularly to evaluate student progress in response to intervention and inform next steps
- community service providers involved in efforts to address needs and concerns

Ongoing	Many quality examples are present, but there are inconsistencies.
Developing	Some capacity is evidenced.
Emerging	A few examples are available.
Introduced	Beginning exploration with limited application

Intervention

[PS] **Develops and implements intervention strategies for individuals, groups, and systems.**

Rubric Criteria

Applied	Quality exemplars of LEA/school capacity include consistent evidence of: <ul style="list-style-type: none"> - interventions that are tailored to use in classroom settings while preserving consistent, high quality implementation of the intervention - interventions that are aligned with core curriculum instruction - interventions that are written with enough detail to support consistent and high quality implementation - team members that are knowledgeable on the frequency, intensity, and duration of intervention needed for effectiveness
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Ongoing	Many quality examples are present, but there are inconsistencies.
Developing	Some capacity is evidenced.
Emerging	A few examples are available.
Introduced	Beginning exploration with limited application

[PS] **Identifies when and how to access appropriate services or resources to meet exceptional learning needs.**

Rubric Criteria

Applied	Quality exemplars of LEA/school capacity include consistent evidence of: <ul style="list-style-type: none"> - specific criteria for determining when a child's needs exceed the resources of the problem solving team and warrant further evaluation - interventions developed with consideration of a student's cultural and linguistic background - appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) made for students with particular learning needs - integration of home and community resources to address needs and concerns
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Ongoing	Many quality examples are present, but there are inconsistencies.
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Developing	Some capacity is evidenced.
Emerging	A few examples are available.
Introduced	Beginning exploration with limited application