

CIM & MTSS Activity Workbook

Madi Phillips, Ph.D. NCSP

madi.phillips@nl.edu

What are your building's areas of focus?

- What problems or issues often come up at your school?
 - Evaluate *academic programming* (e.g., reading and language arts) at each tier.
 - Identify students who have *basic reading (and writing) skill needs*.
- What are your current School Improvement Goals?
- What content is covered in the current professional development plan?

Assessment Tools Activity

- What are the technical similarities and differences between GOM & MM progress monitoring tools?
 - <http://www.intensiveintervention.org/chart/progress-monitoring>
- Complete the assessment matrix for reading.



What Assessment Systems Does Your District/School/Grade Level Use for Each Purpose?

Essential components	Screening (Problem Identification)	Diagnostic (Problem Analysis)	Progress Monitoring (Plan Development & Implementation) MM & GOM	Outcome/ Accountability
Reading			<hr/>	
Math Behavior				

Evaluate Teaming at Tier 1

- How do you determine whether students are *making progress* with Tier 1 Instruction?
- For students who are not making progress, how will Tier 1 Instruction be *modified*?

Evaluate Teaming at Tier 2

- What data is used to determine *who* will receive Tier 2 interventions?
- What data is used to determine *what intervention* a student will receive?
- How is *fidelity* of Tier 2 interventions monitored and evaluated?
- How are *students' progress evaluated*? What procedures are in place when students are *not making progress*?

Evaluate Individual Problem Solving

- What data is used to determine *who* will receive Tier 3 interventions?
- What data is used to determine *what intervention* a student will receive?
- How is *fidelity* of Tier 3 interventions (including special education) monitored and evaluated?
- How are *students' progress evaluated*? What procedures are in place when students are *not making progress*?