The University of Mississippi Division of Outreach and the Institute for Education and Workforce Development presents

Institute for Education and Workforce Development
Division of Outreach
P. O. Box 879
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A Technology-Based Response to Intervention Management System

Sponsored by LINKS
CONNECTS INSTRUCTION, STUDENT ACHIEVEMENT & TEACHER EVALUATION

For information concerning the LINKS paperless RtI system and paperless teacher evaluation or other professional development and services, please contact:

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LINKS is a paperless Response to Intervention (RtI) solution developed by The University of Mississippi’s Institute for Education and Workforce Development within the Division of Outreach and Blue Ox, a strategic consulting company. It is a system that will connect effective classroom instruction, teacher evaluation, and student achievement through immediate access for data input and analysis by teachers, interventionists, and leaders. To maximize and facilitate the use of LINKS, we propose creating a coaching environment in schools. Districts that invest in LINKS will learn how coaching can enable the leadership team to become an agent for culture change and enhance their use of data-driven instructional processes to improve student achievement.

POLICY
Mississippi State Board Policy 4300 and No Child Left Behind (NCLB) state that teachers should use progress monitoring information to:

- determine if students are making adequate progress;
- identify students as soon as they begin to fall behind; and
- modify instruction using intervention strategies early enough to ensure each student gains essential skills.

Monitoring of students’ progress is an ongoing process that may be measured through informal classroom assessments, benchmark assessment instruments, & large-scale assessments. Additionally, RtI is an interrelated process that is applied to every student and ensures good effective Tier I instruction. It is a process where instructional practices are evaluated according to individual student’s needs and adjusted to match assessed needs for success.

CHALLENGES
The current “manual” paper management process for intervention is cumbersome. The RtI and 3 – Tier programs have inherent limitations. Each lacks the:

- checks and balances needed for program execution consistency;
- process transparency required for administration and monitoring implementation;
- accountability and reports capability necessary to achieve the overall program-intended results.

These challenges are evident in the lack of system and management controls, organizational structure, and risk of non-compliance with state and federal regulations.

OPPORTUNITY
In response to these challenges, the University of Mississippi’s Institute for Education and Workforce Development and Blue Ox proposes to offer:

- a strategic, technology-based intervention management service to create a uniform paperless work environment;
- program adherence that maximizes the use of best practices;
- a paperless environment with enhanced visibility/transparent and accountability;
- an intervention reporting feature that allows teachers, Teacher Support Teams, principals, and other key administrators timelier insight into the intervention efforts and resulting student performance;
- immediate access to student-level data, to enable a quicker response within the policy guidelines and resulting in improved student performance; and
- use of effective coaching conservations to link quality Tier One instruction to teacher evaluation.

PROFESSIONAL DEVELOPMENT
Professional development will be provided to assist administrators to practice instructional coaching techniques as they relate to their own leadership teams and faculty. Participants will learn how coaching can facilitate the inquiry process and assist in the development of a coaching environment that promotes high student achievement, utilizing the 3 – Tier Intervention process.

To facilitate the in-school use of the system and coaching process, our team will:

- conduct a professional development follow-up program for the effective and consistent implementation of Tier I instruction;
- focus coaching efforts in meeting the needs of ALL students through the RtI process and research-based differentiated instructional practices;
- facilitate a culture of continuously monitoring and adjusting of the school's RtI process;
- visit classrooms and collaborate with teachers and leaders to support the on-going implementation of differentiated instruction;
- participate in grade level/subject area team meetings to review student work together;
- collaborate with the grade level/subject area groups to develop and support a plan for effective, differentiated instruction;
- coach teachers and the leadership team in the use of progress monitoring systems to make informed decisions about instruction and/or interventions.