

In collaboration with DaSy, ECTA, NCSI, & NTACT

Moving From Theory to Action

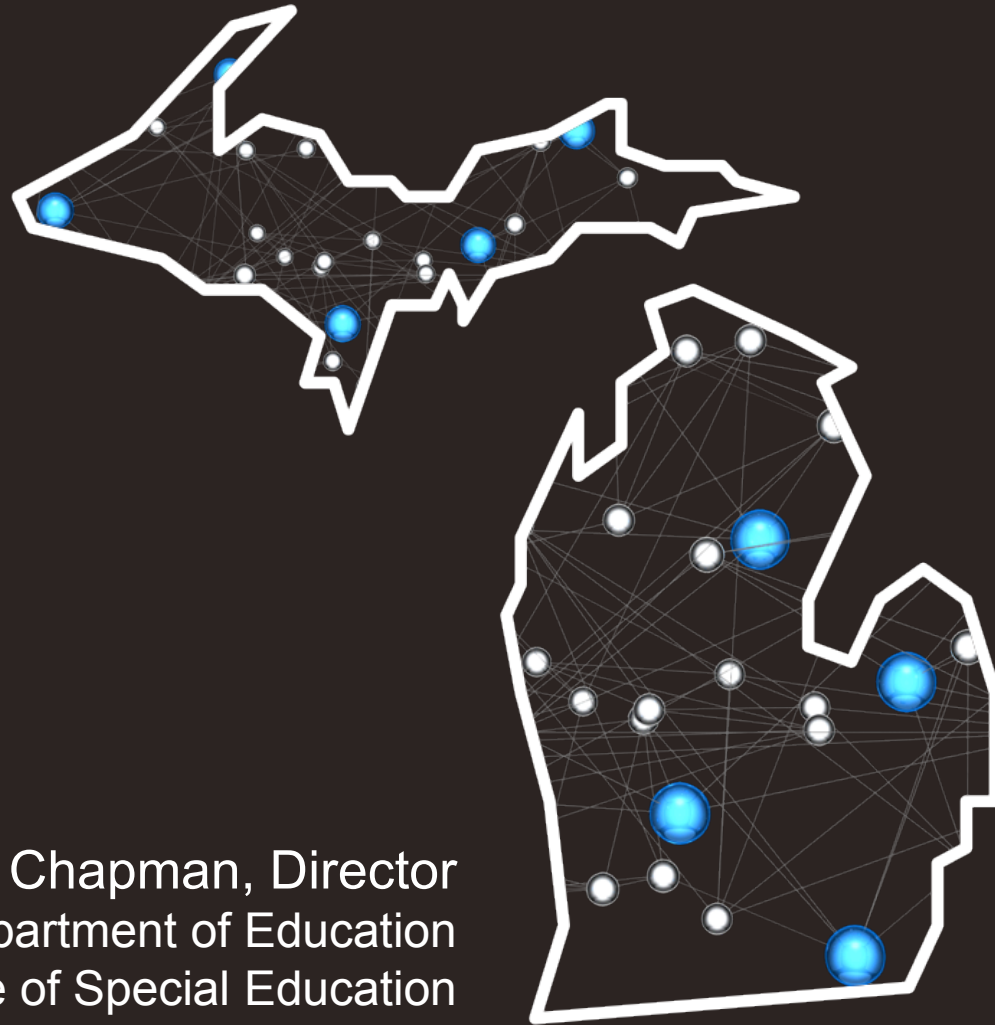
Michigan





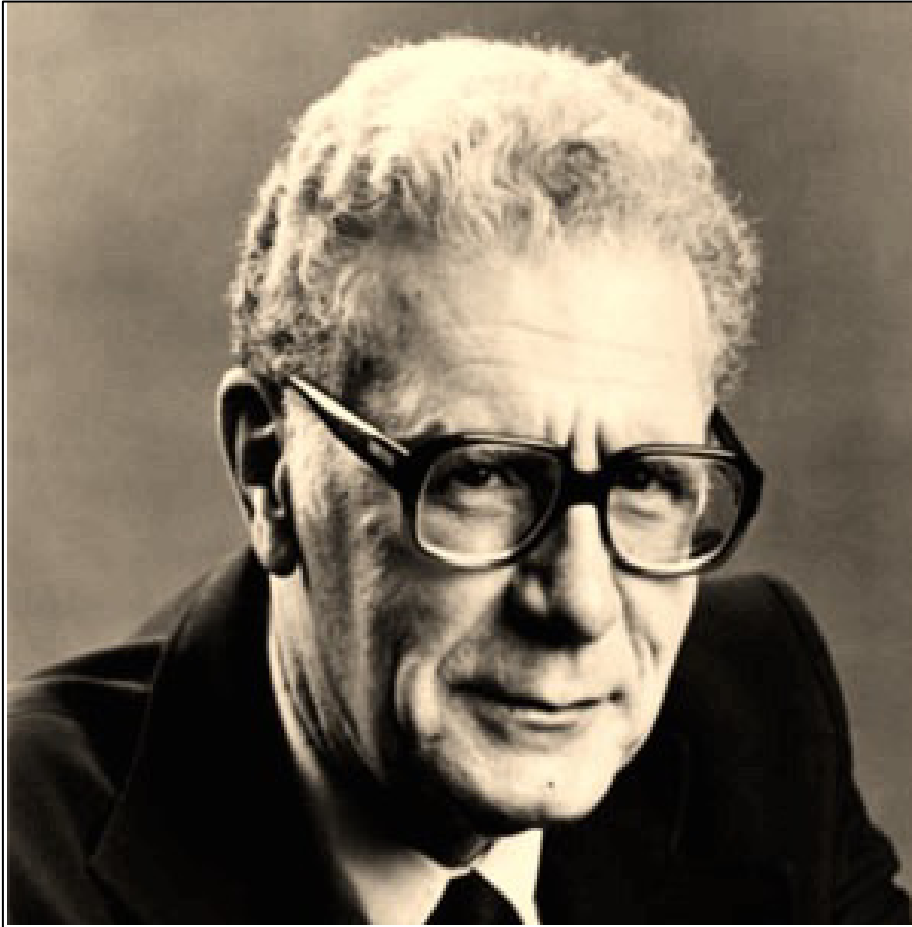
SSIP Interactive Institute

Albuquerque, NM; April 29-30, 2015
Teri Johnson Chapman, State Director, MI



Teri Johnson Chapman, Director
Michigan Department of Education
Office of Special Education

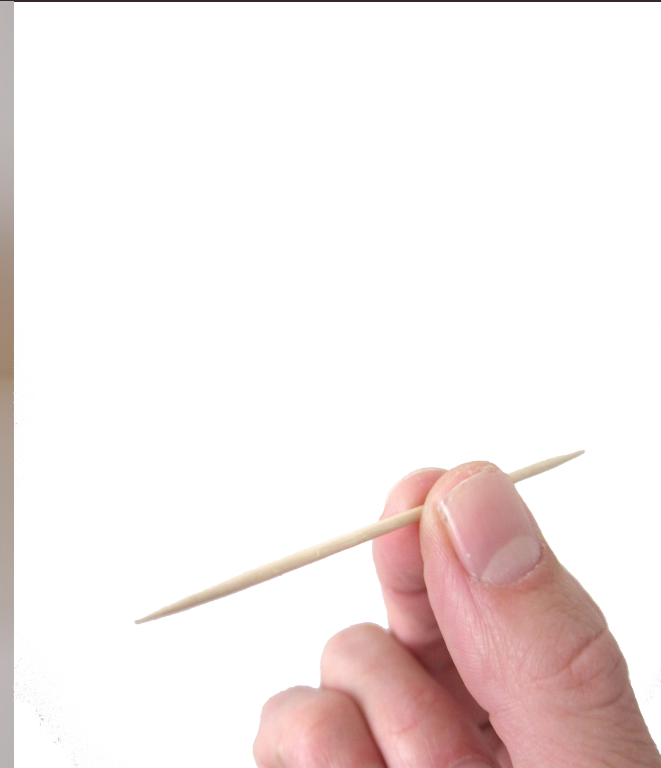
Systems Science



“An essential property of a system is that it cannot be divided into independent parts. That its properties derive out of the interaction of its parts, and not the actions of its parts taken separately.”

-Russell Ackoff

Michigan's proposed coherent improvement strategy is the construction of a logical, collaborative, tiered problem-solving process at the state level to support local districts in their efforts to improve outcomes for students (*the cake*).



The toothpick symbolizes the State-identified Measurable Result (reading).

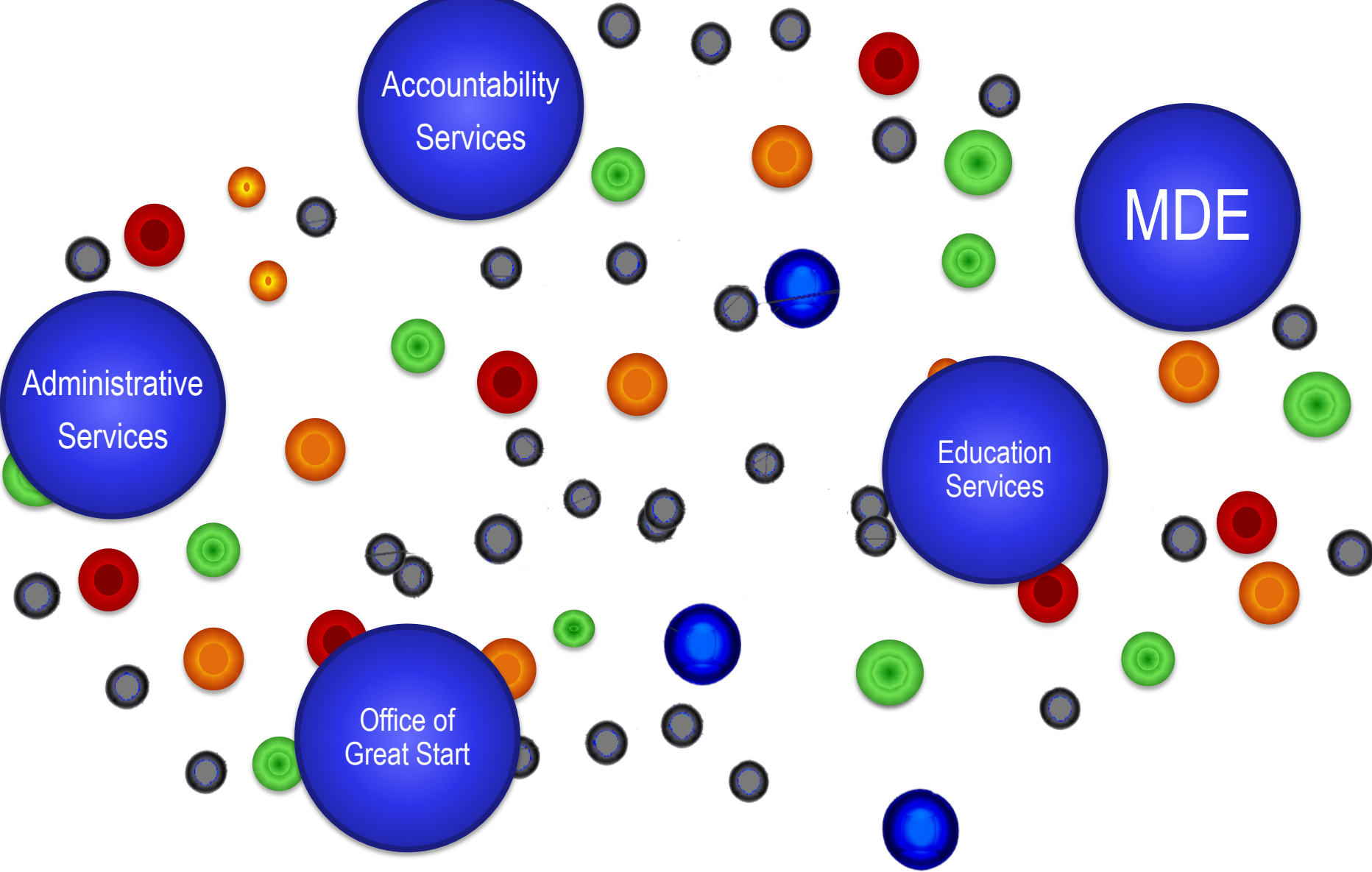
Accountability
Services

MDE

Administrative
Services

Education
Services

Office of
Great Start



Institutions
of Higher
Education

Community
Mental
Health

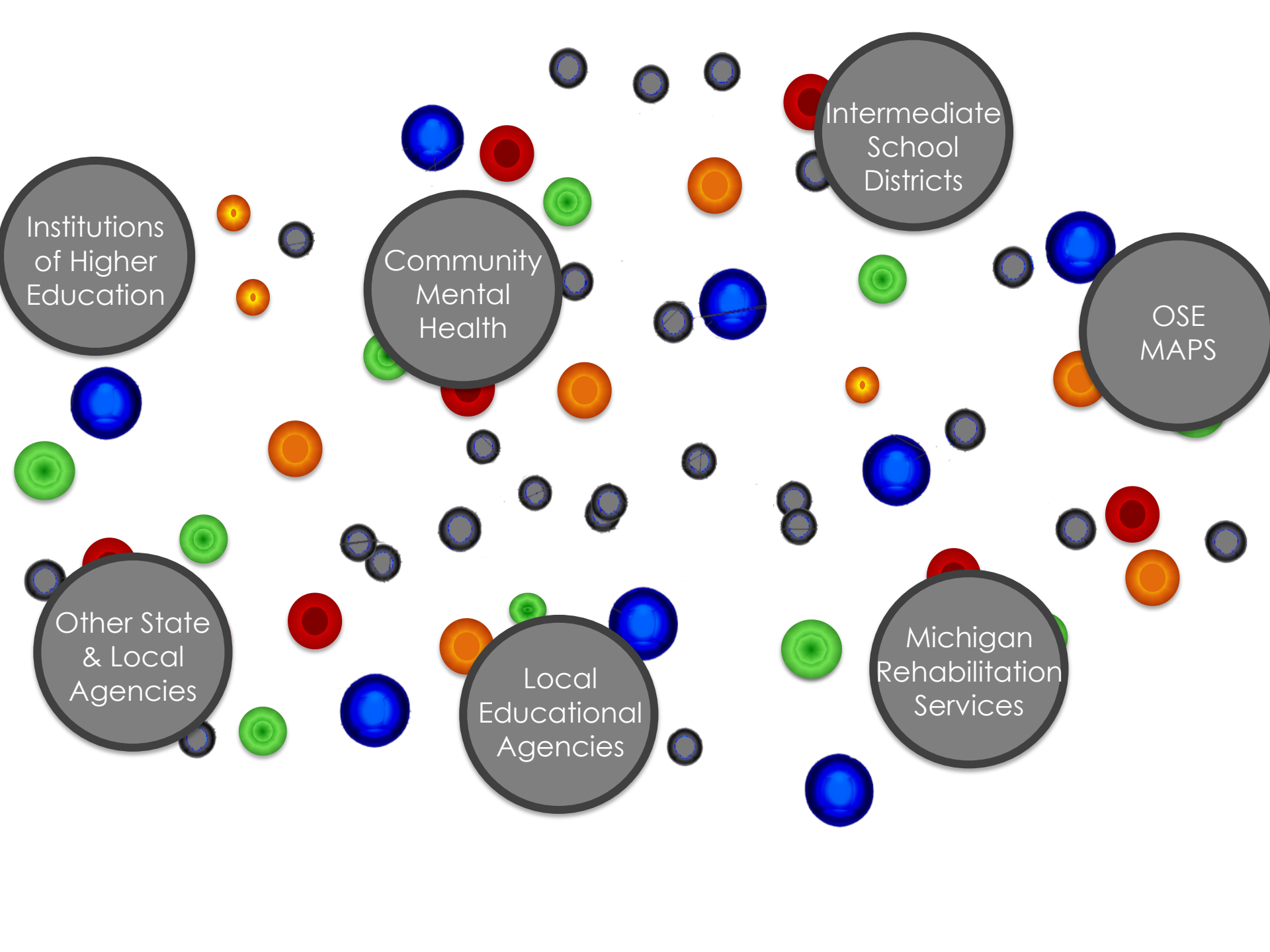
Intermediate
School
Districts

OSE
MAPS

Other State
& Local
Agencies

Local
Educational
Agencies

Michigan
Rehabilitation
Services



If Michigan students are to succeed, MDE must develop internal processes to

Articulate vision & communicate it effectively

Identify issues & determine priorities

Provide guidance in a timely and responsive manner

Leverage & allocate resources to support local improvement

Engage strategically with P-20 partners

Increase the reach and impact of the work of MDE

Utilize data-informed decision-making processes

Implement a tiered framework of support to improve local district outcomes

Support the development of effective personnel

Hold local districts accountable for clearly identified, measurable results

THEN

Local districts (ISDs and LEAs) will increase capacity to support schools to implement a tiered framework of support

Core features such as data use, selection of evidence-based strategies, formative assessment

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Schools will have increased capacity to support administrators and teachers to implement a tiered framework of support

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Students will demonstrate improved outcomes by having access to effective practices that are applied with fidelity and matched to students' needs

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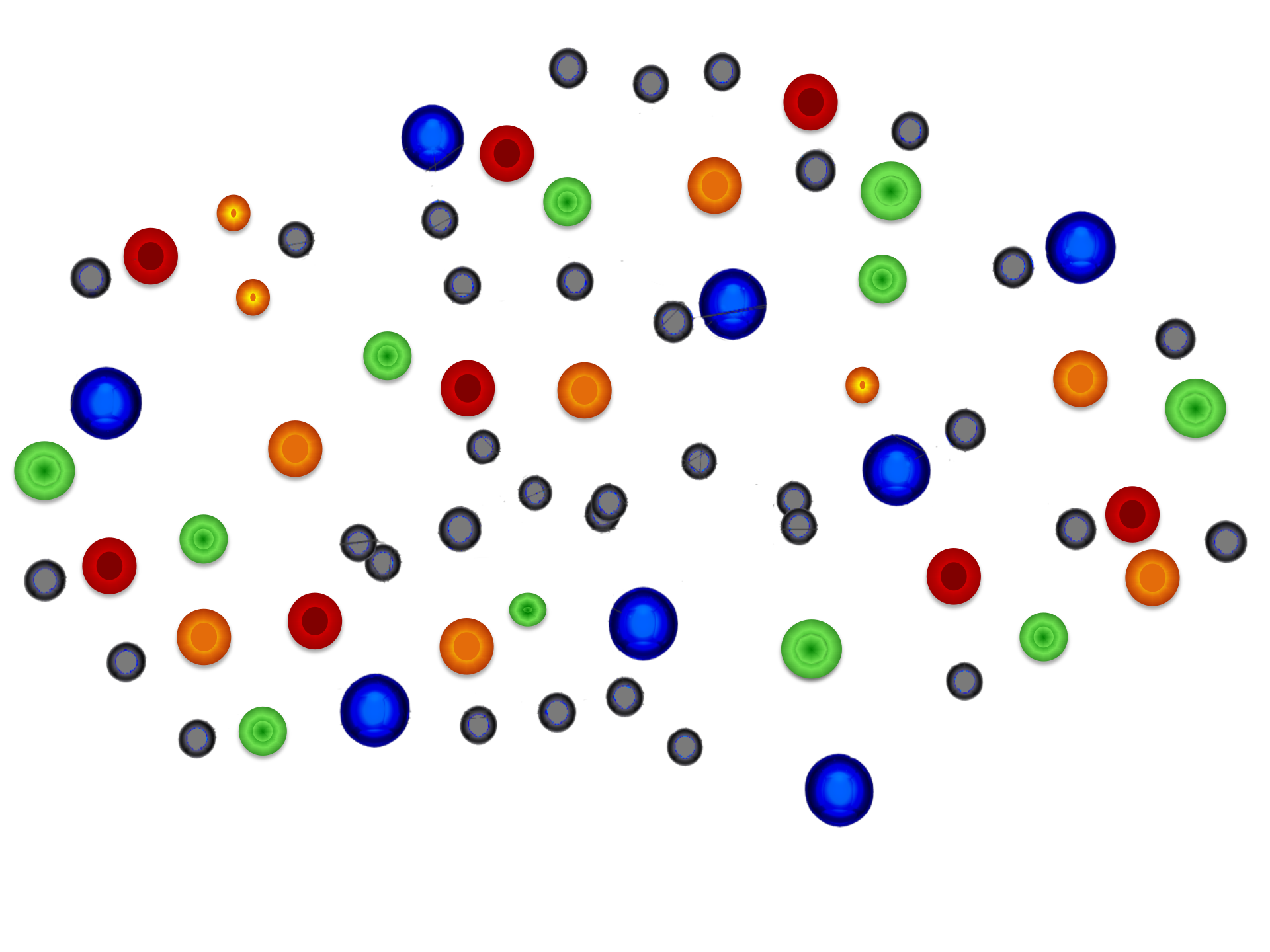
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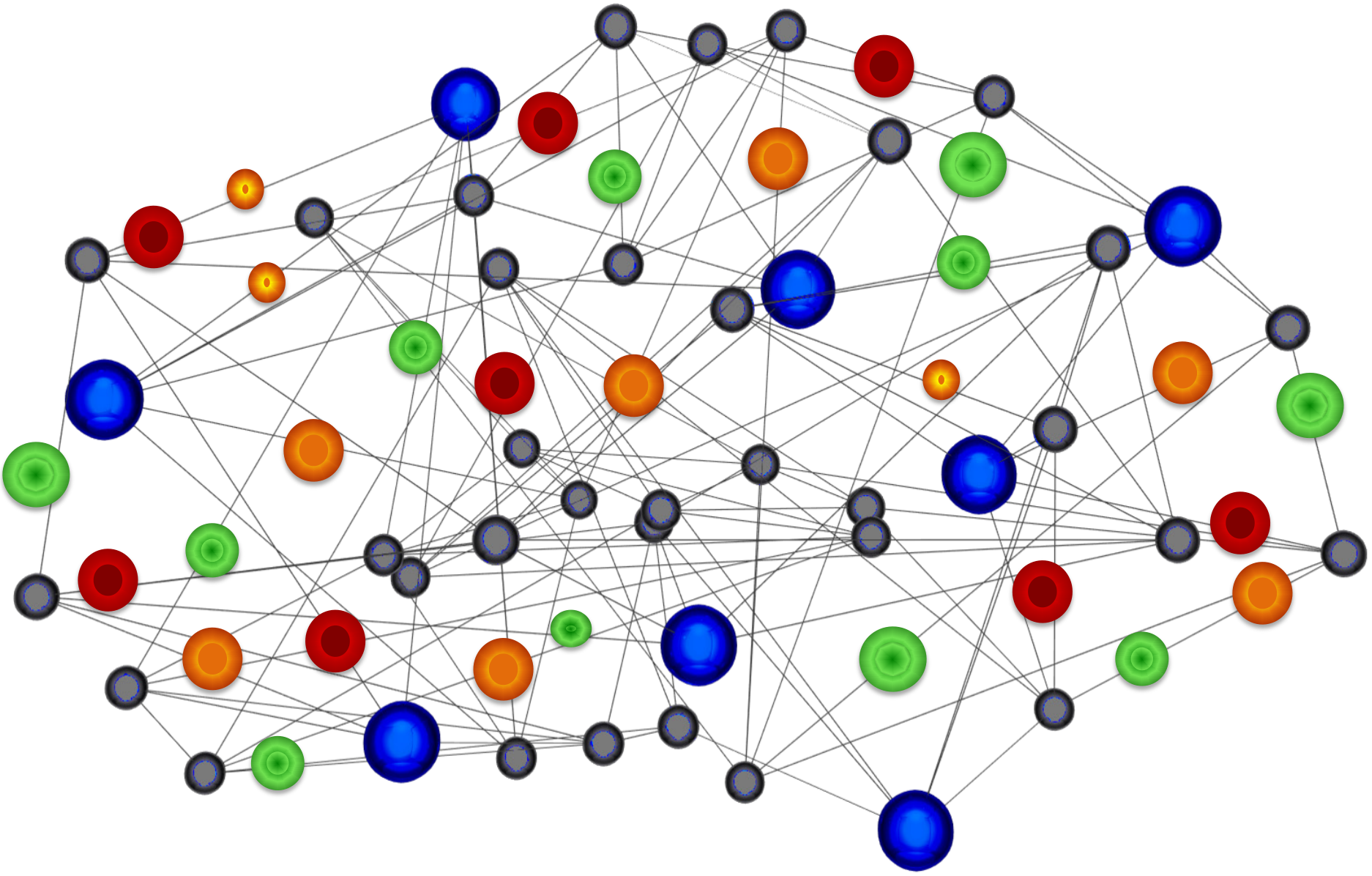
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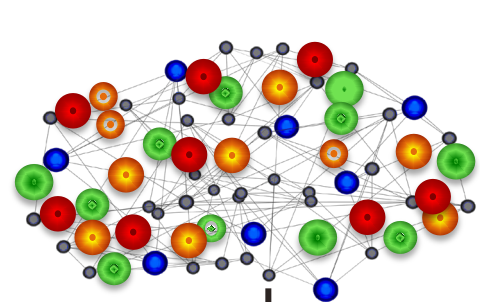
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A complex network diagram consisting of numerous nodes and edges. The nodes are represented by small, light-colored circles, and the edges are thin, dark lines connecting them. The network is highly interconnected, with many overlapping lines and a dense central area. The word "Coordination" is written in a simple, sans-serif font in the center of the diagram.

Coordination





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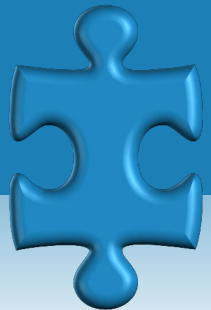
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Structured Dialogue



Diversity

A diversity of points of view is essential when engaging stakeholders in a dialogue for defining and resolving a complex issue.



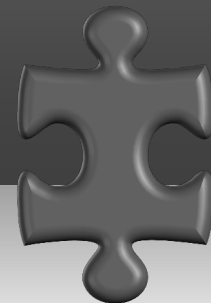
Autonomy & Authenticity

Every person's perspective matters. It is important to protect the autonomy and authenticity of every person's observations.



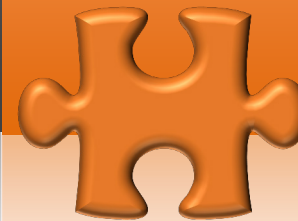
Structure

Dialogue must be structured to both protect autonomy & authenticity and to prevent cognitive overload.



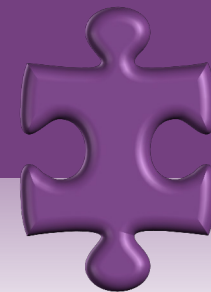
Meaning

Participants become wiser about the meaning of their own ideas when they begin to understand how different peoples' ideas relate.



Relative Importance

Participants will understand the relative importance of their ideas only when they compare them with others in the group.

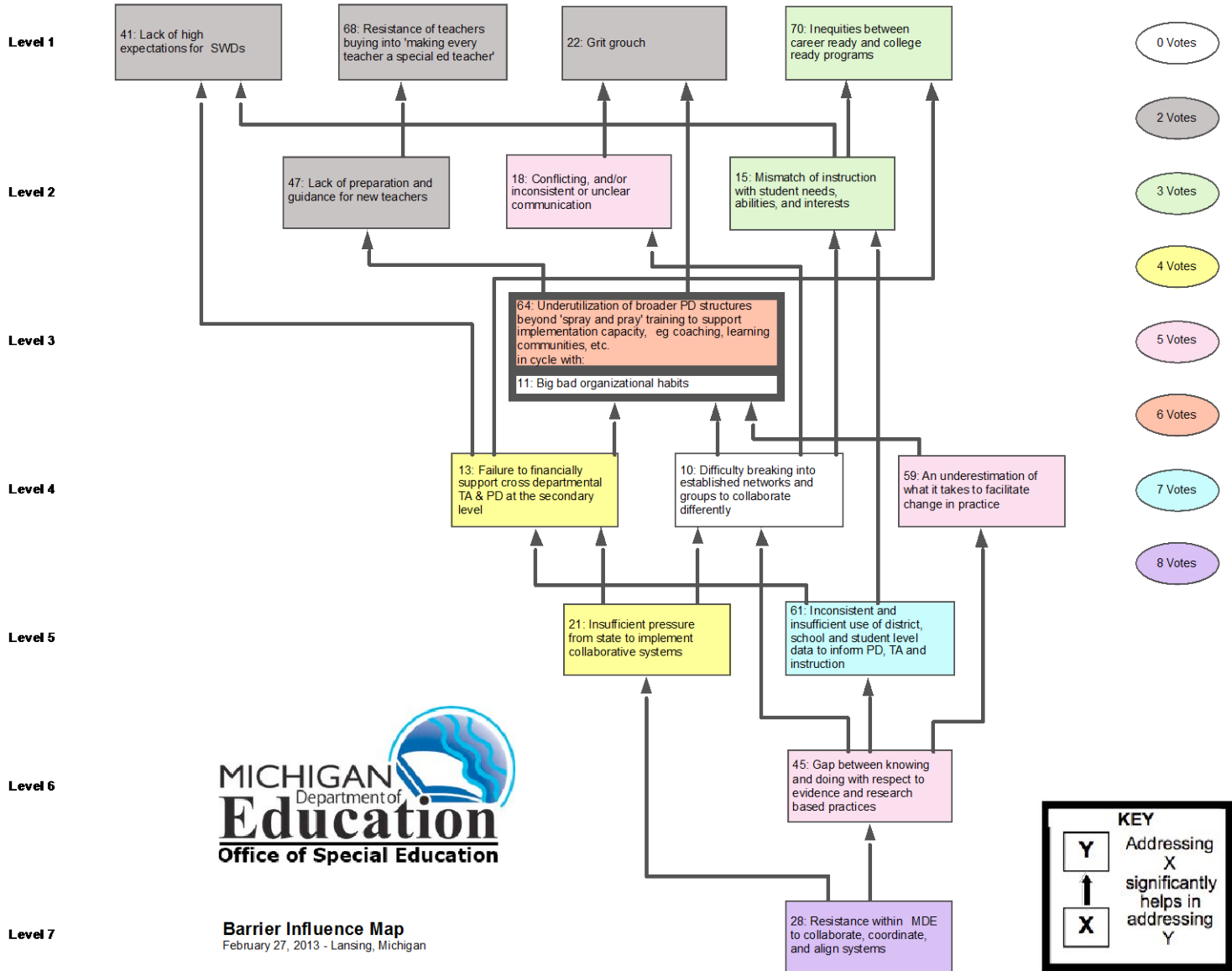


Learning

The whole group learns and evolves as each participant sees how his/her ideas influence those of others.

BARRIERS

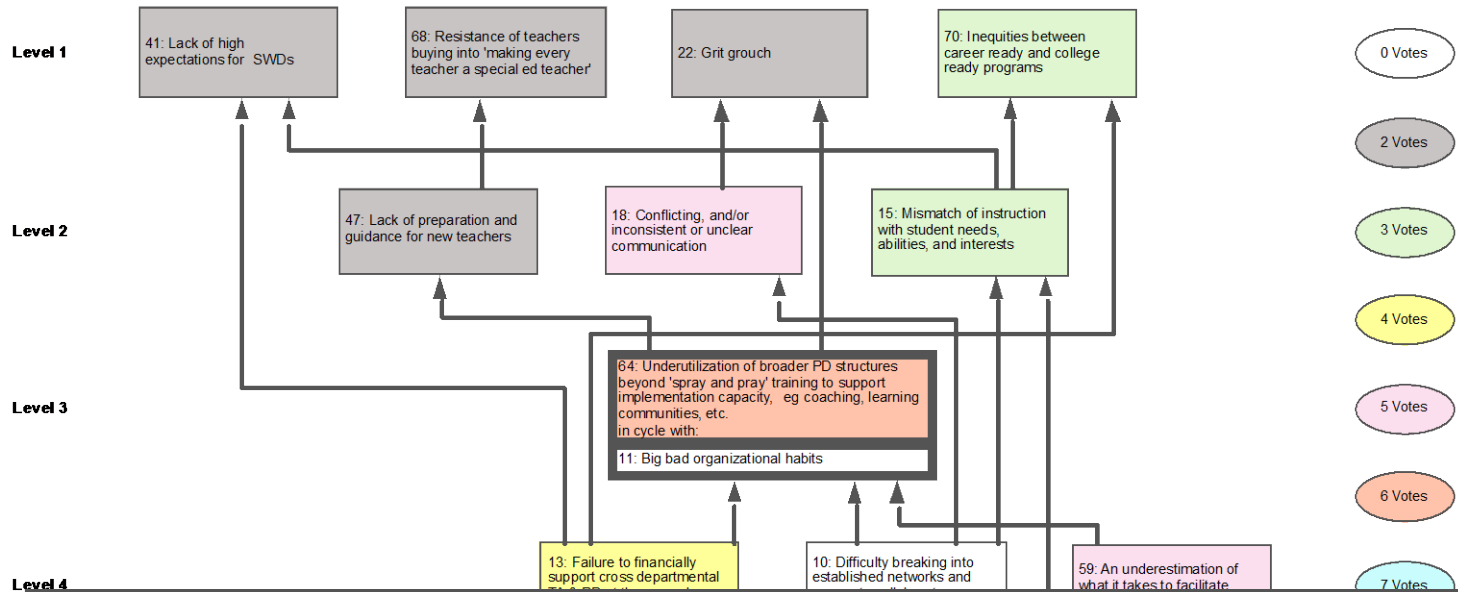
Triggering Question:
What are the Barriers to a responsive, state-level PD & TA system to support district needs around improving outcomes for students with disabilities?



Barrier Influence Map
 February 27, 2013 - Lansing, Michigan

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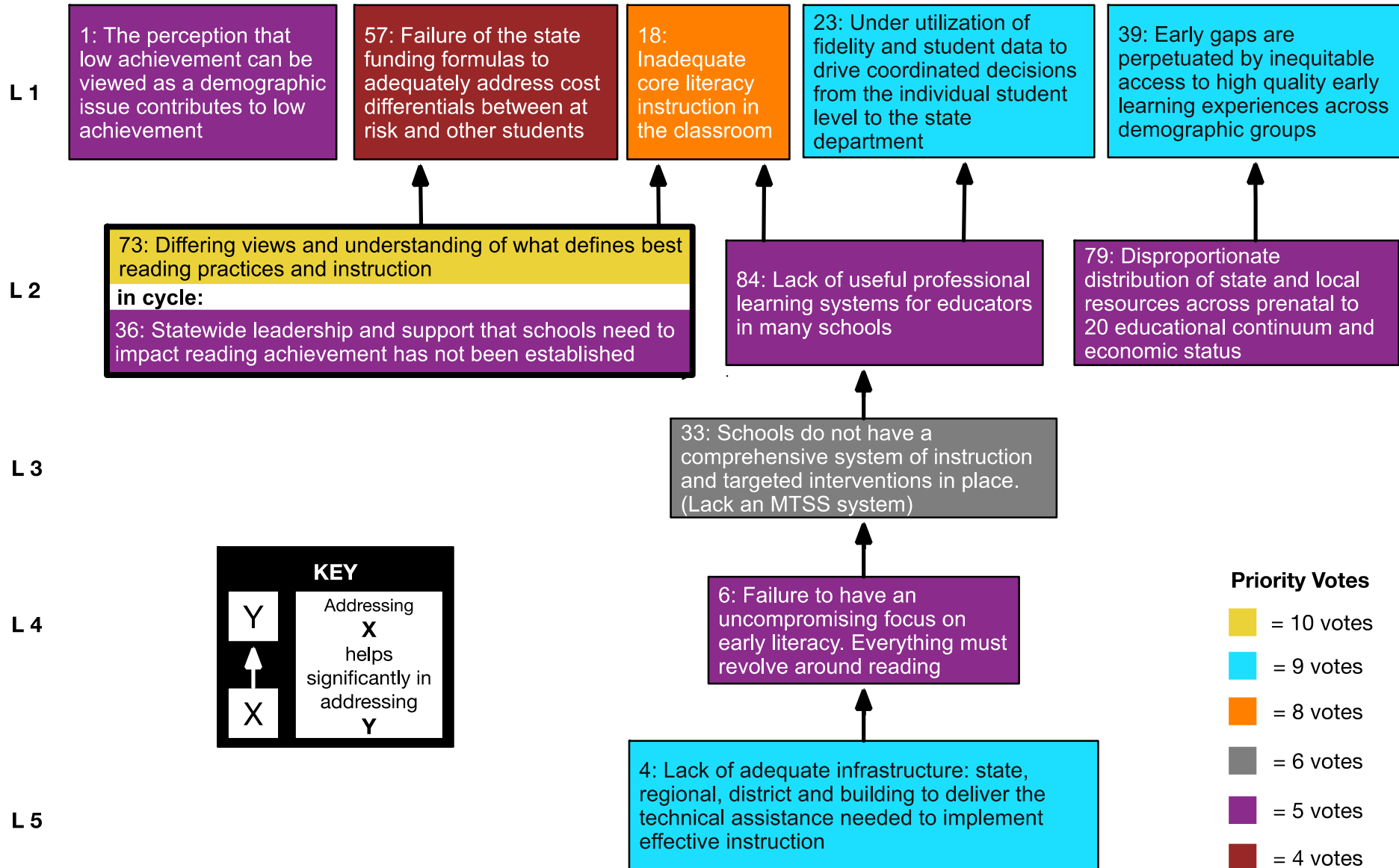


28: Resistance within MDE to collaborate, coordinate, and align systems

MDE State Systemic Improvement Plan: Root Cause Influence Map

12.17.14

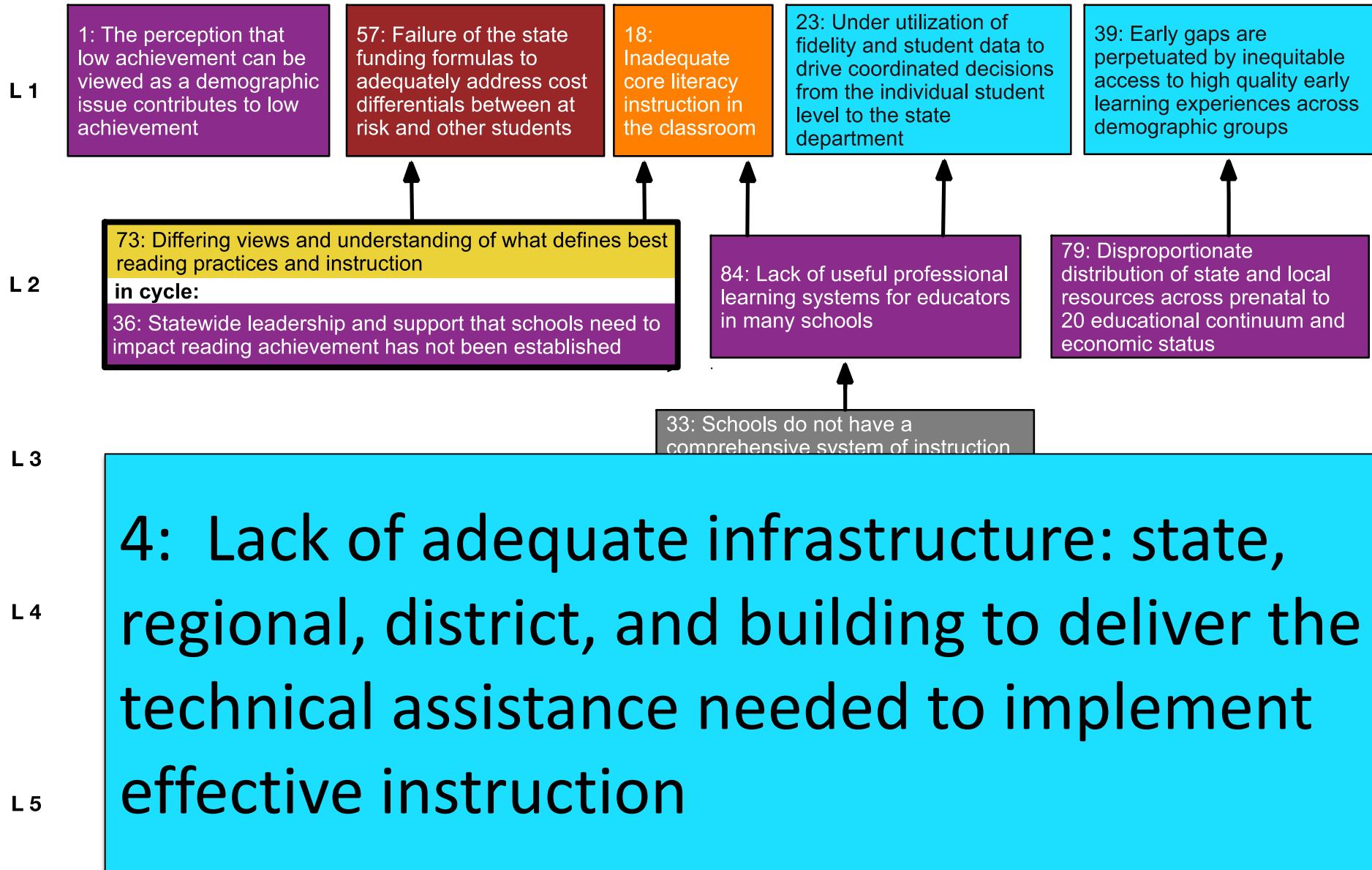
"In light of the data, what contributing factors perpetuate low achievement (including persistent gaps) in early reading for all students?"

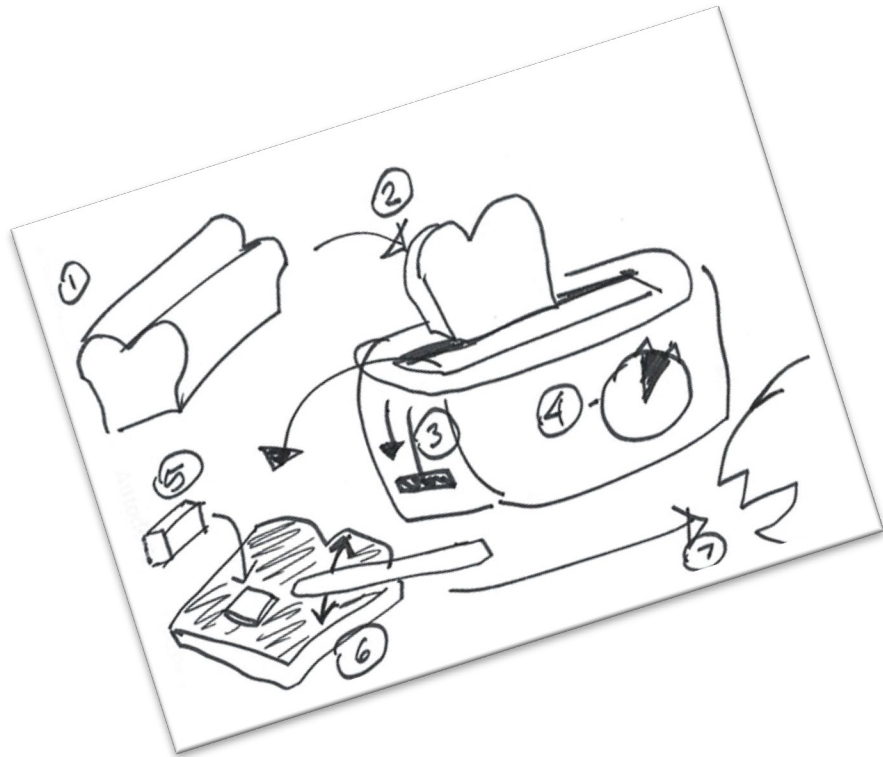
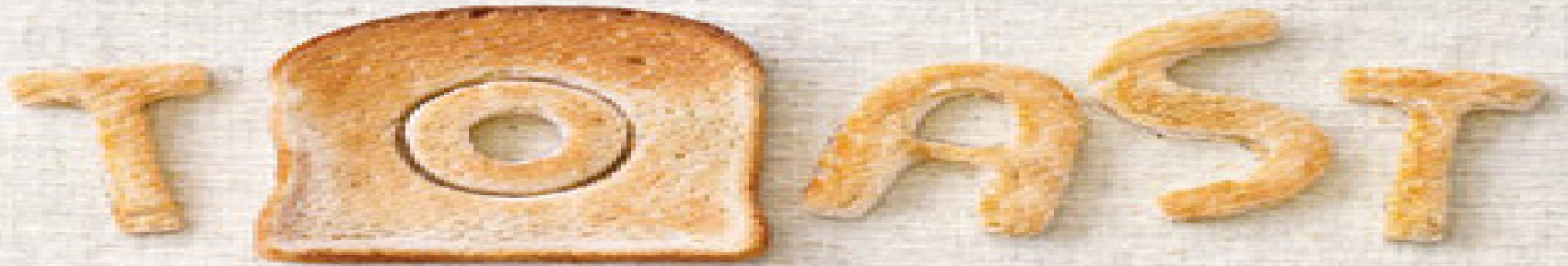


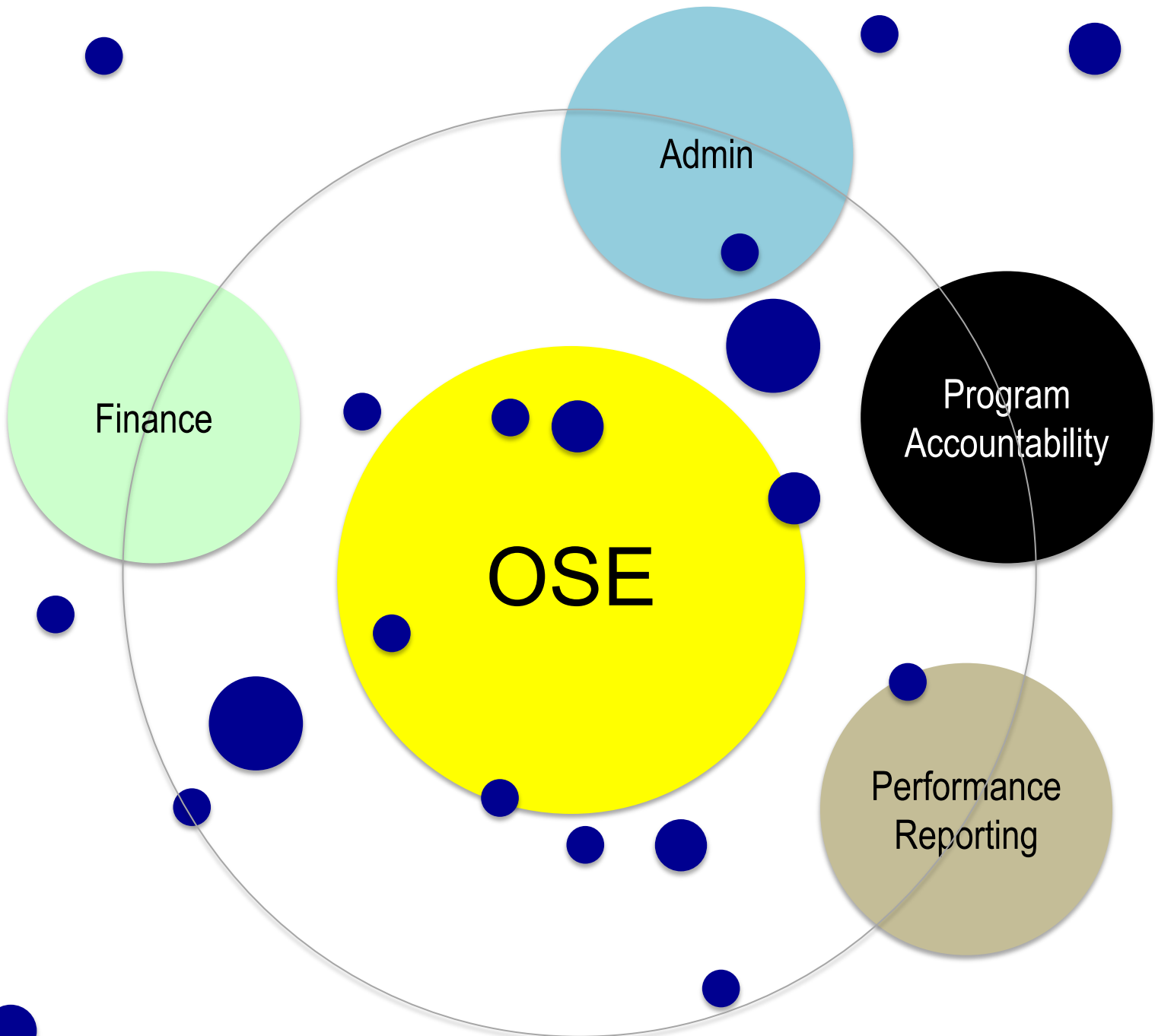
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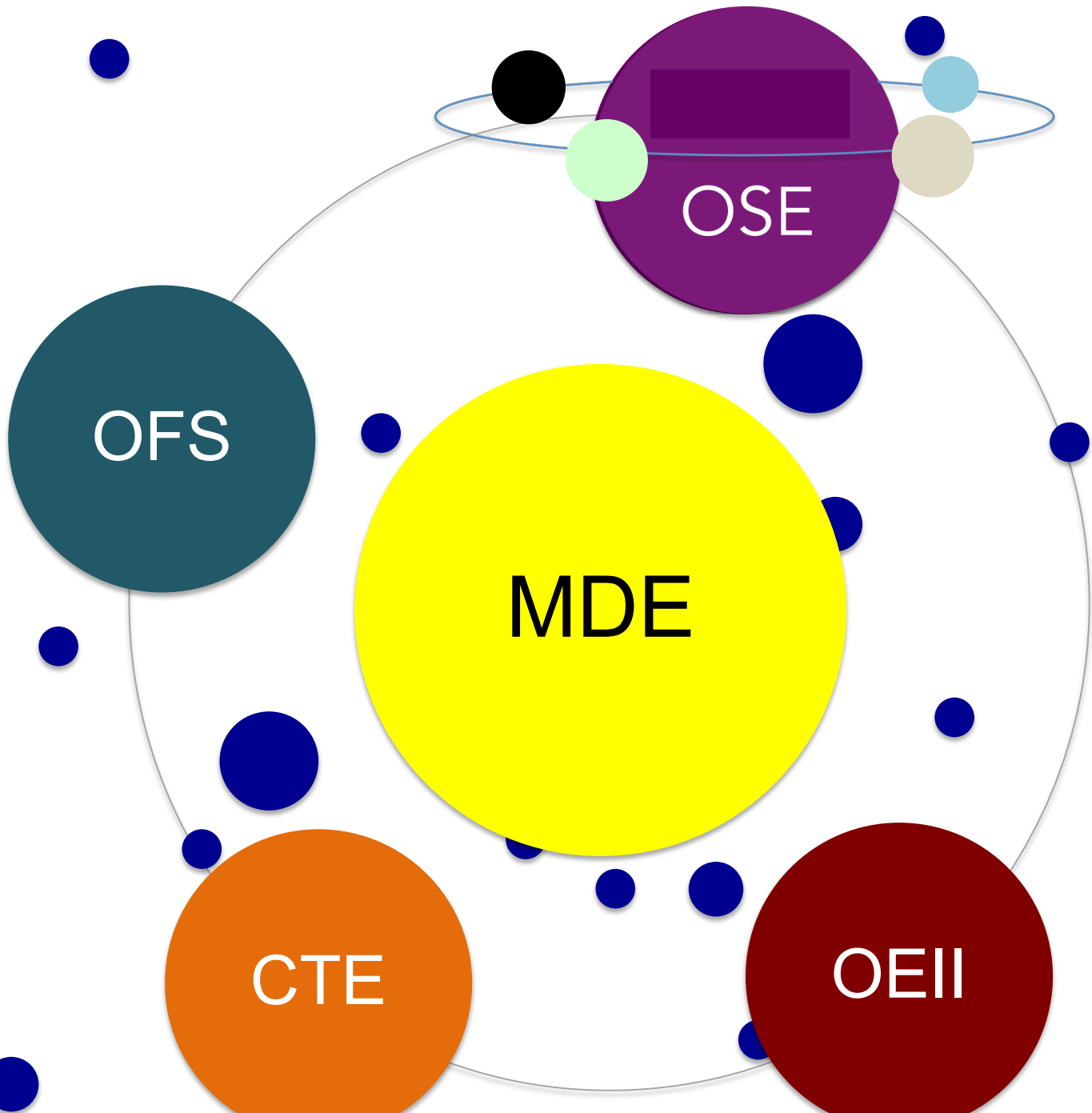
OSE

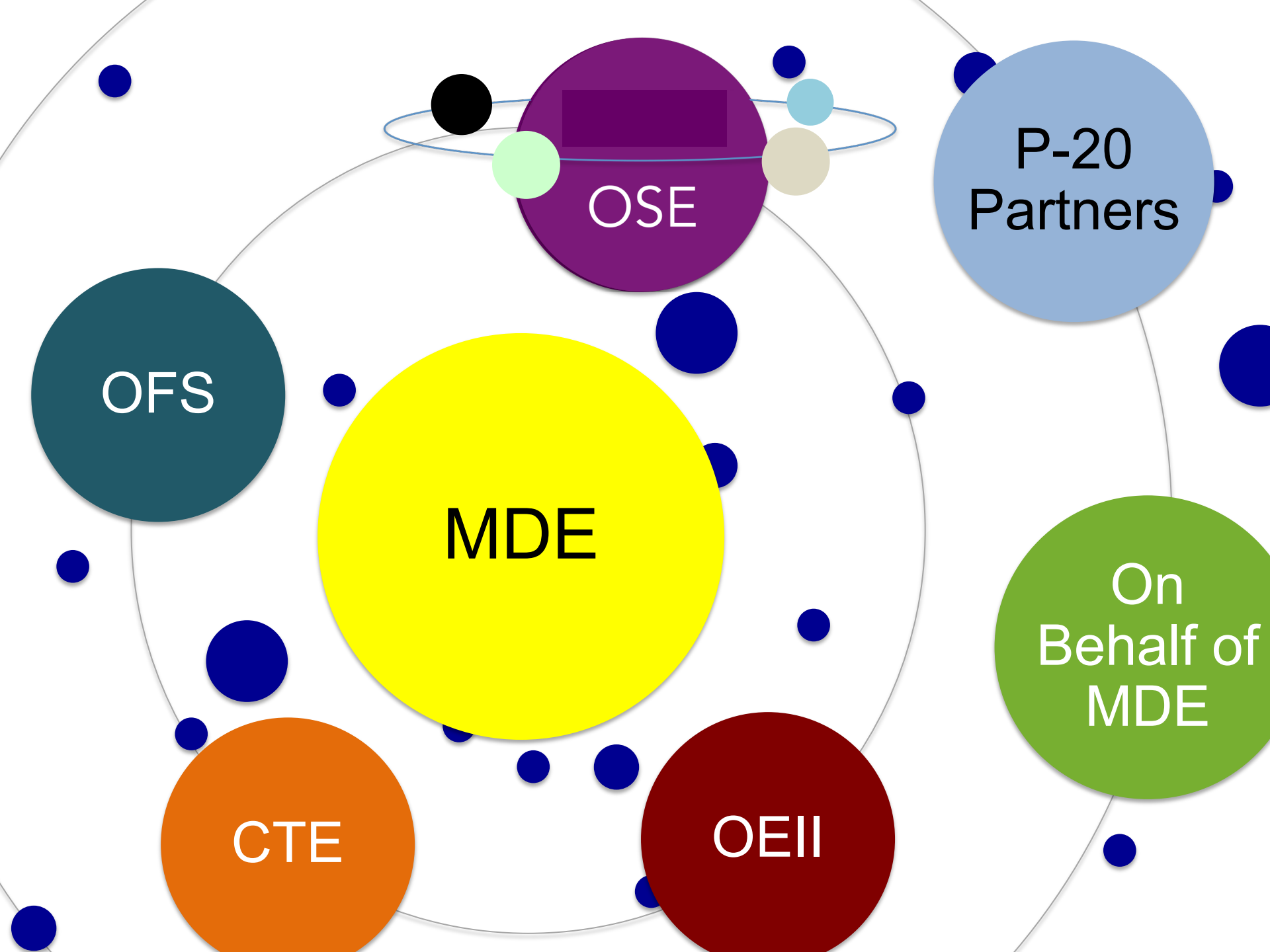
Admin

Finance

Program
Accountability

Performance
Reporting





OSE

P-20
Partners

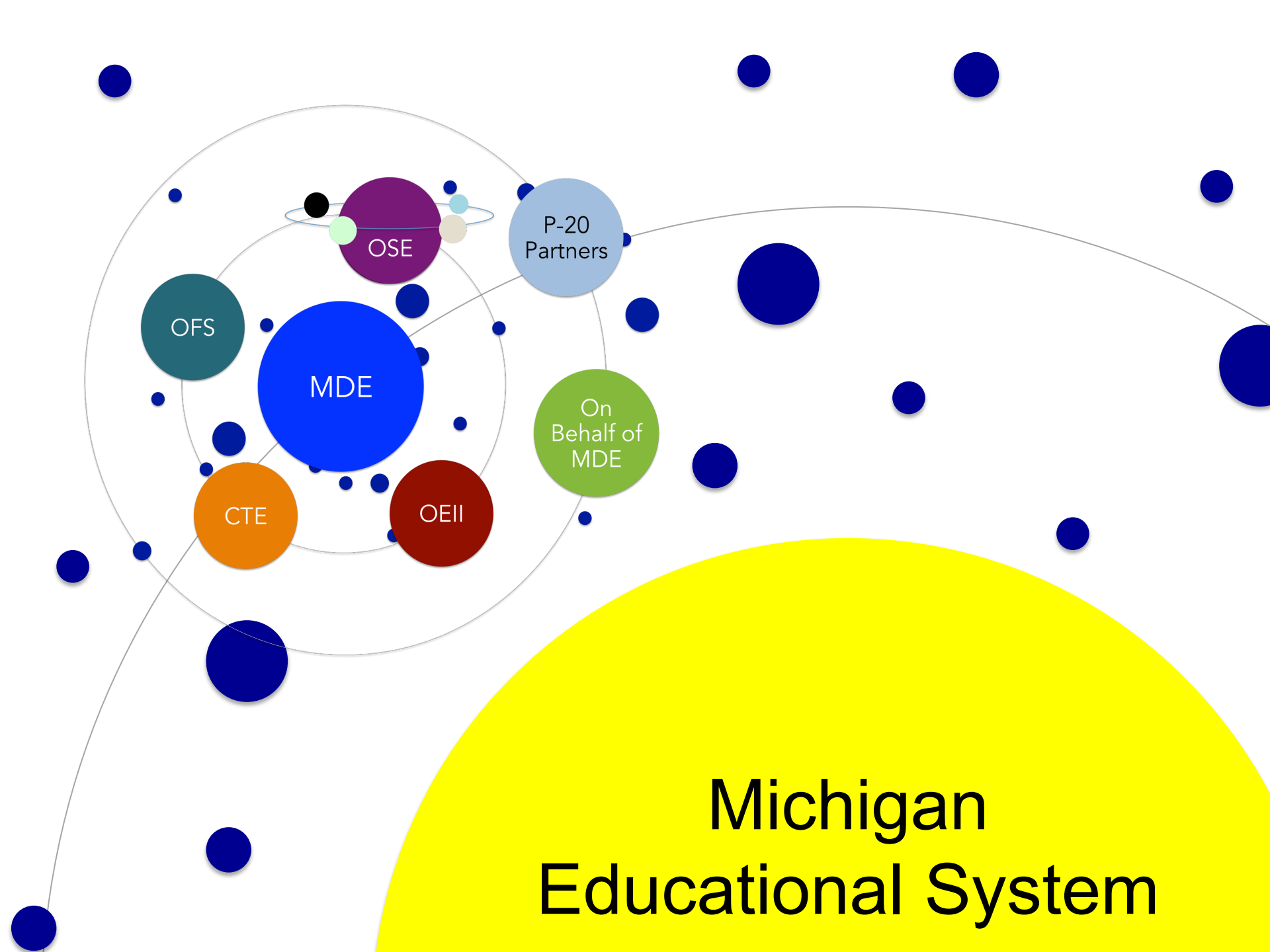
OFS

MDE

On
Behalf of
MDE

OEII

CTE



Michigan Educational System

Michigan Educational System

Cross-Agency System

(e.g., 2020 Federal Youth Transition Plan – Labor, SS, HHS, ED)

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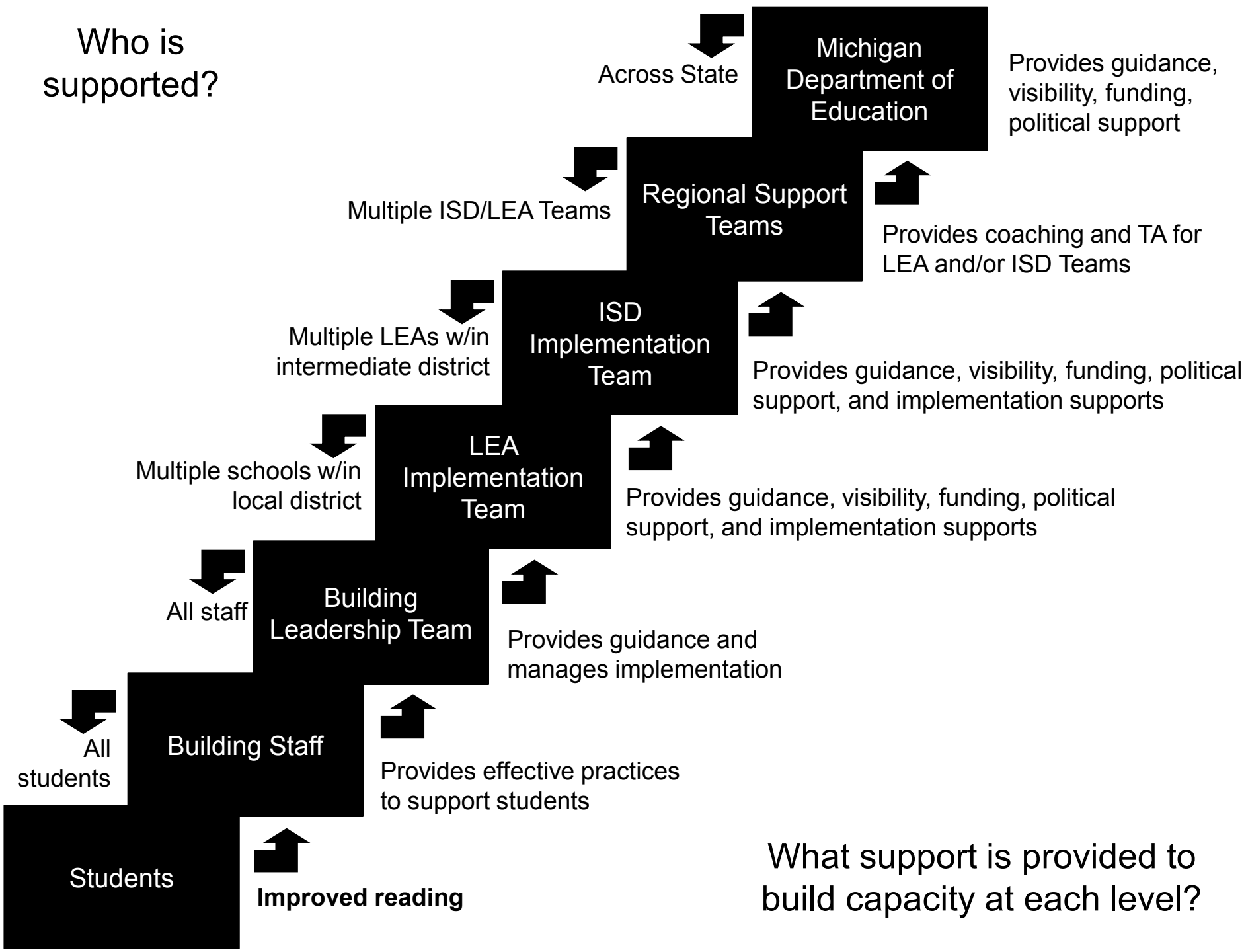
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Who is supported?



For More Information

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Project Officers: Richelle Davis and Meredith Miceli

