

## What is Collaborative Decision Making?

Collaborative Decision Making (CDM) provides a framework for educators, parents, students and community representatives to solve problems and support student achievement and success. It is a proactive approach that emphasizes early intervention, evidence-based practices, collaborative teaming, and ongoing progress monitoring. CDM fosters best practices in adult and student **learning, collaboration**, and problem solving to achieve the desired **results**.

## Why use CDM to meet student needs?

### Learning

- Supports prevention and intervention rather than remediation
- Pinpoints student needs and matches them with appropriate and effective interventions

### Collaboration

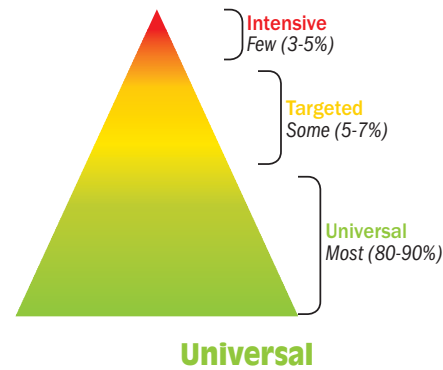
- Involves parents, students, staff from multiple disciplines & resources to address student needs
- Identifies and utilizes student strengths in planning for success

### Results

- Uses data and progress monitoring to guide instructional practices

## How does it work?

Based on core principles of Professional Learning Communities, Response-to-Intervention, and No Child Left Behind, Collaborative Decision Making uses a multi-tiered approach to address the needs of all students.



Core curriculum and programs are implemented with diagnostic and prescriptive teaching strategies to meet the needs of all learners. In addition, school-wide initiatives, such as Positive Behavior Interventions and Supports, are employed with fidelity.

### Targeted

Based on screening data, individual students who are found to be non-responsive to universal interventions are selected to participate in evidence-based targeted interventions, specific to their identified needs. Some students may require the development of an individualized Student Intervention Plan (StIP).

### Intensive

When students do not make adequate progress, the school's Multi-disciplinary Intervention Team (MIT) reviews the Student Intervention Plans to determine if the StIPs are appropriate, interventions have been conducted with fidelity, additional resources or support are needed to meet the needs of individual students, decisions are grounded in data, and a case manager is needed to provide teachers with additional support. The MIT also reviews school data to make sure NO child is being left behind.

Data analysis is utilized throughout all levels of this continuum of support, to ensure that students are successful.

## What is included in a Student Intervention Plan (StIP)?

A Student Intervention Plan (StIP) may be developed to address academic or behavior concerns. Student Intervention Teams work through a systematic problem-solving process in three phases to develop the plan:

### Problem Identification & Analysis

- Problem areas are documented
- Student strengths and interests are highlighted
- The effectiveness of previous research based interventions are evaluated
- Problem areas are prioritized
- Baseline data is documented
- Short-term and outcome goals are set
- Procedures for ongoing data collection are determined to ensure progress monitoring

### Intervention Design & Implementation

- A plan of action is created, listing specific interventions targeted to the student's identified needs.
- Accountability measures are built in to ensure interventions are implemented as designed.
- Progress monitoring data is collected and graphed every 4-6 weeks.

### Intervention Evaluation

- After 4-6 weeks of implementation, data are analyzed to determine the level of progress and decide next steps.

## What are the critical features of CDM's implementation?

### School-wide Commitment

1. Administrator support and active involvement
2. Faculty/Staff Support
3. Site-based CDM Leader identified

### Team Functioning

4. Student Intervention Teams (StITs) are formed
5. Multi-disciplinary Team (MIT) is formed
6. Teams have a regular meeting schedule
7. Materials are available and organized
8. Teams have established formal, effective operating procedures

### Training/Professional Development

9. Entire staff has been trained in CDM modules 1-3
10. Additional training modules are provided for skill building as appropriate, including case reviews and sharing among team members
11. Participation in district and/or cluster training

### Process Fidelity

12. Universal screening data is utilized to identify students in need of intervention
13. For students not making expected growth, given universal supports and targeted group interventions, teachers submit a StIT Request for Assistance
14. Problem Identification & Analysis - StITs collaborate to identify and analyze student concerns
15. Intervention Design & Implementation - StITs design an intervention plan and implement with fidelity
16. Intervention Evaluation - Data is utilized to drive effective decision making
17. MIT provides intensive support as needed

### Program Evaluation/Data Collection

18. Site-based CDM leader ensures the timely completion and submission of data requests
19. MIT oversees CDM implementation

### District-wide Coordination

20. Support is received from the district and cluster levels

**For more information about Collaborative Decision Making, or to get involved, please contact the CDM Office at 410-222-5390 or 410-923-0776.**

### AACPS CDM Advisory Committee

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# Collaborative Decision Making:

*An Overview for Educators Implementing CDM at the Student Level*

