



COLORADO
Department of Education

Progress Monitoring: Overview

FACILITATOR GUIDE

CONNECTIONS

For Educators of Students with
Significant Support Needs

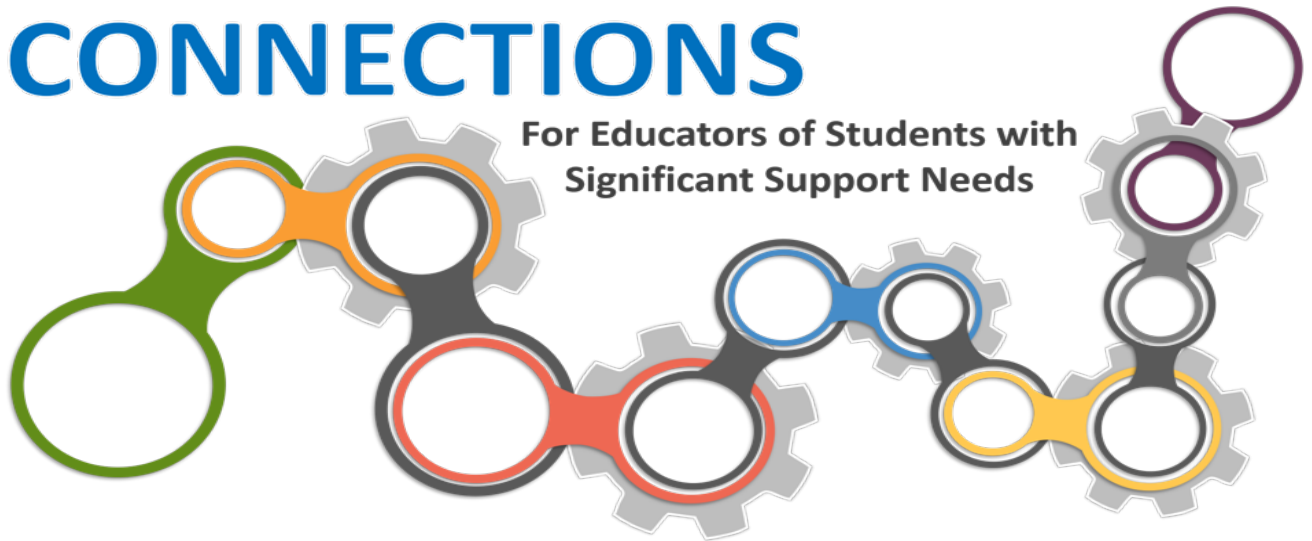


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Facilitator Guide

The facilitator guide provides support to help you be a good facilitator, but there are also open sections in the guide for you to use when planning and during the session to make notes about relevant examples from your own experience, observations, and knowledge of the participants.

Module Notes

This guide describes the preparation, flow, video segments, and learning activities for this module.

The guide is set up with the following formatting:

Script for the facilitator to SAY is written like this.

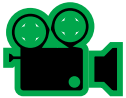
Instructions for the facilitator to DO are written like this.

Possible answers are written in italics.

Icon Glossary



ASSESSMENT Pre or Post Assessment



VIDEO: This icon indicates when a video segment should be played.



ACTIVITY: This icon indicates when a learning activity should occur.



FACILITATOR NOTES AND IDEAS: This icon indicates an open space where facilitators can add their own reflections, examples, points of emphasis, etc.

Facilitator Introduction

What Does a Facilitator Do?

A facilitator manages the flow and discussion of the professional development module (PD)

- Prepare prior to the PD session
 - Avoid reading the script verbatim. Instead, familiarize yourself with the information prior to delivering the module and use it as a guide to support your interaction with participants.
- Develop norms for the group
- Facilitate the discussion
 - Pause the video and encourage discussion when information needs to be emphasized or it relates directly to something the staff has experienced.
- Actively engage all participants
- Manage time to respect announced beginning and ending times
- State clear objectives for the module

- Focus on Application and Use
 - Work in teams to plan or solve problems regarding the application of the module content with students.

Tips for Managing Discussions and Activities

As a facilitator, you may be required to intervene to keep the workshop on track. Listed below are some tips for intervening in particular circumstances.

1. Staying on-task and on-time.
 - a. Your participants likely have a specified amount of time to complete each module. In order to help the group stay focused, you may want to:
 - i. Remind the group of the “keep focused” expectation.
 - ii. Explicitly re-focus the group back to the topic.
 - iii. Close the item and set it aside in a “parking lot.”
 - iv. Ask participants to help you decide how to proceed.

Module Overview

About This Module

The goal of this module is to provide an overview of the progress monitoring process including rationale, creating specific learning targets, strategies to facilitate the collection of meaningful data, ways to analyze data and make instructional decisions.

Learning Outcomes

- Participants will be able to define and understand the importance of progress monitoring to support instruction
- Participants will be introduced to a five-step process for the effective data collection:
 1. Define the target
 2. Select Method
 3. Implement Collection
 4. Analyze and Graph
 5. Make Decisions



Facilitator Notes

Materials and Equipment

MODULE MATERIALS	EQUIPMENT
<p>For the Facilitator:</p> <ul style="list-style-type: none"> ● Video of <i>Progress Monitoring Overview</i> ● <i>Pre and Post Assessments</i> ● Handouts: <ul style="list-style-type: none"> ○ Copies of PowerPoint ○ Copies from Appendix B Activities Including “Progress Monitoring” Quality Indicators handout from Quality Indicators for Assessing Individualized Services for Students (K-12) 	<p>For the Facilitator:</p> <ul style="list-style-type: none"> ● Laptop ● LCD Projector ● Speakers appropriate for the room size ● Sticky Notes

Module Preparation Checklist

Task	✓
Obtain and test LCD projector and personal computer	
Obtain and test Video of Progress Monitoring Overview	
Obtain sticky notes	
Copy participant materials:	
<ul style="list-style-type: none"> ● PowerPoint Handout 	
<ul style="list-style-type: none"> ● Pre and Post Assessments (located in Appendix B) 	
<ul style="list-style-type: none"> ● SSN Quality Indicator Progress Monitoring Section and Rubric (located in Appendix B) 	

Workshop Schedule

	Module Component	Content/Activity
Section 1	<ul style="list-style-type: none"> ● <i>Introduction</i> 	<ul style="list-style-type: none"> ● Pre-Assessment ● Review of Learning Outcomes and handouts.
Section 2	<ul style="list-style-type: none"> ● <i>What is Progress Monitoring?</i> ● <i>Activity</i> 	<ul style="list-style-type: none"> ● Using sticky notes participants will write their own definition of Progress Monitoring. ● Discussion to follow.
Section 3	<ul style="list-style-type: none"> ● <i>Review of Progress Monitoring Domain of SSN Quality Indicators</i> 	<ul style="list-style-type: none"> ● Have groups review the components and indicators of the Progress Monitoring Domain of SSN QI
Section 4	<ul style="list-style-type: none"> ● <i>Five Steps of Data Collection</i> 	<ul style="list-style-type: none"> ● Continue the overview video. ● Post-Assessment

Module Instructions

Section 1: Introduction

Expected Time: 5 minutes

Greet participants and discuss any housekeeping information they may need.



Facilitator Notes:

State the title of the module and briefly review the learning objectives.

Welcome everyone. Today we will be providing an overview of progress monitoring. We will define and discuss the importance of progress monitoring, review the Quality Indicators for progress monitoring, and provide a 5-step process to progress monitoring throughout the school day.

Introductions: Identify your audience participants. If the participants are well known to you, skip introductions.

As we get started, I would like to know a bit about who is here today.

Raise your hand if you are a special education teacher. (Elem., Middle, High)

Do we have any general education teacher? Are there any paraprofessionals?
How about any special service providers? Did I forget anyone?

Review list of handouts.

I'm glad all of you could be here today. We will begin the recorded presentation in a few minutes, but before that, please take a moment to review the handout packet you received. You should have a copy of the following documents:

Copy of the PowerPoint

Pre/Post Assessment

Copy of the Quality Indicators for progress monitoring

Make sure everyone has all of the handouts.

Does everyone have a copy of all of the handouts I just mentioned?

(Supply extra handouts to anyone who needs them)

You need these handouts for the activities we will do during today's session. Does anyone have any questions? (Pause to see if there are questions and respond as appropriate.)

If there are no (more) questions, let's go ahead and get started.

Explain the reason for today's session and start the module.



Pre-Assessment. Now, please take a few minutes to complete the pre-assessment. You are not expected to know the information at this time; You will complete this same assessment again at the end of this training. This will help us know that we have met our module objectives.

Give the participants a few minutes to complete the pre-assessment.
Collect the completed assessments.

Now that you have completed the pre-assessment, we will begin with today's content. As teachers we are charged with expecting progress from our students. In order to

make sure that our students are growing we need to progress monitor. When done correctly, progress monitoring keeps track of students' progress and drives instruction to improve students' outcomes. Also, it is very important to progress monitor to provide the data to talk about students' present levels for their Individualized Education Program. Today's module will provide you with an overview of a simple 5-step process to use when progress monitoring to ensure that you are able to use the data to improve student growth.

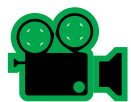
SECTION 2: Defining Progress Monitoring

Expected Time: Expected time 35 minutes



Facilitator Notes

We will now begin watching a video segment and then we will pause it to do an activity together. If you have questions during the segment, please write them down so we can discuss them when we pause. If you just can't wait to ask the question, I can pause the video right however, watching the entire segment might answer your question.



Start the video.



Learning Activity 1: Defining Progress Monitoring

Expected Time: 15 minutes
See Appendix B for Activity 1



Facilitator Notes

Materials
Sticky Notes

I'm going to pause the video now so we can complete Activity 1.
Stop the video at slide 2 at 1:47.

Ask participants to locate the sticky notes and sit in teams (or small groups)

Please pass out sticky notes for Activity 1. For this activity it will also be helpful if you are sitting with a group of 1-3. So, take this time to move into small groups if you are not already seated with a group.

We will start with an activity to activate the thinking process of progress monitoring. I would like you to think about how you would define progress monitoring and provide current examples that you use in your classroom. I would like you to think about possible legal and instructional reasons to have this practice in your classroom. Please write down your definition on a sticky note or your paper then add any examples of progress monitoring. Please work alone for 2-3 minutes. When you are finished with your definition, turn and talk to your group and discuss your definitions. Then, with your group, develop a single definition.

After 5 minutes pull the group back together and facilitate a group discussion.

Please share your definitions and examples on progress monitoring.

Who would like to get us started?

Discuss for 2-3 minutes. Wrap up the discussion and bring participants' attention back to the video.

Wrap up the activity and bring participants' attention back to the video.



Now, we are going back to the video to build additional background knowledge of the rationale for progress monitoring.

Return to the 1:47 minute mark on the video.

Continue to watch the video and stop at the 3:43 mark.

SECTION 3: Progress Monitoring Quality Indicators



Learning Activity 2:

Expected Time: 15 minutes

Materials:

- Handout: Progress monitoring Quality Indicator from Appendix “B”



Facilitator Notes

Now, let's review the Progress Monitoring Domain of the *Quality Indicators for Assessing Individualized Services for Students (K-12) With Significant Support Needs*. Please take a few minutes to look through the Indicators and the Components.

Please find the Rubric for Evaluation handout. There are four rating levels. Let's briefly review each one. F1 means- Fully implemented. P1- Partially Implemented. E1 Emerging Implementation. N1- Not Implemented. Using the Quality Indicator Rubric and the Quality Indicators for Progress Monitoring, rate your own current practices.

Do you see any areas in the Progress Monitoring Qis you would like to learn more about? Are there areas you feel comfortable about your knowledge level and you could help your colleagues with Progress Monitoring? Now, we will move on to learning the steps in Progress Monitoring.

Now that we have reviewed the Progress Monitoring Indicators, we will return to the video to learn about a 5-Step Process that could help you implement an efficient and thorough system to inform instruction and measure students' progress.

Now, we will return to the video.



Start the video after the activity at 3:43

Now, it's time to review the content we have covered. First review the 5-steps to progress monitoring, their definitions and the order in which they occur.

SECTION 4: Wrap Up

Expected Time:
15 minutes



Facilitator Notes



Hand out the Post Assessment.

Now, please complete the post assessment for this module. You should recognize the questions from the pre-assessment. Let me know if you have any questions. [If you are providing a certificate, let participants know how they will receive it and if there are specific criteria required (e.g., Your score must be 80% or higher to receive a certificate)].

Wrap up the session. Have participants complete any final paperwork that is needed including a session evaluation (e.g., sign out to document attendance).

That completes the Progress Monitoring Overview Module. Do you have any questions or comments? Please take your handouts with you. Thank you for participating in this professional development.

Appendix A

Agenda

		Content	Activity
Section 1	<i>Introduction</i> Time:	<ul style="list-style-type: none"> • Pre Assessment • Introduction of Facilitator(s) and Participants; Review of Learning Outcomes and handouts. 	•
Section 2	<i>Progress Monitoring Definition activity</i> • Time:	<ul style="list-style-type: none"> • Define and provide a rationale for progress monitoring 	• Definition Activity
Section 3	<i>Progress Monitoring Quality Indicators</i> • Time:	<ul style="list-style-type: none"> • Review the Progress Monitoring Domain of the Significant Support Needs Quality Indicator Assessment. 	<ul style="list-style-type: none"> • Group review of Progress Monitoring Domain of the • SSN Quality Indicators
Section 4	<i>5 Simple Steps to Data Collection</i> • Time:	<ul style="list-style-type: none"> • An overview of the 5 steps of data collection. 	•
Section 5	<i>Wrap-up</i> 10 min Time	<ul style="list-style-type: none"> • Assessment activity and closing information. • Post Assessment • Workshop Evaluation 	• Matching activity of 5 steps to data

Appendix B

Materials for Activities (Including pre/post assessment)

Please print the following 2 pages (Rubric for Progress Monitoring section). These are from Quality Indicators for Assessing Individualized Services for Students (K-12) With Significant Support Needs. (Optional) If you are not familiar with the document, download/ review the entire document, go to the following link: (http://www.cde.state.co.us/cdesped/ssn_qualityindicators_rev11-2017).

Copies are from two tabs) in the Quality Indicator document (tabs are located at the bottom of the page); tab #2 "Rubric" and tab #8 "Progress Monitoring".

Also copy the Pre/Post Assessment. Each person will need 2 copies of the Pre/Post Assessment.

Rubric for Evaluation

Score	FI (3)	PI (2)	EI (1)	NI (0)
Domain	Fully Implemented - Every indicator in the domain is implemented at the fully implemented level.	<u>Partially Implemented</u> – Every indicator is addressed with at least one indicator not at the FI level.	<u>Emerging Implementation</u> – Not all indicators are addressed but at least one indicator is at the PI or FI level.	<u>Not Implemented</u> – No evidence of domain being implemented.
1.Indicator	Every component of the indicator is fully implemented.	Every component is addressed with at least one component not at the FI level and no more than one at the EI level.	Not all components are addressed but at least one is at the PI or FI level.	No evidence of indicator being implemented.
a)component		Every aspect is addressed, with at least one aspect not at the FI level and no more than one item at the EI level.	Not all aspects are addressed but at least one is at the PI or FI level.	No evidence of component being implemented.
INSTRUCTIONS: Read each section, and begin scoring from the component level, then move on to indicator level, and finishing with the domain. Mark the appropriate box with an <u>X</u> in the column to indicate the score / level of proficiency.				

Progress Monitoring: Overview

Quality Indicators - Progress Monitoring	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	<i>As Evidenced By:</i>
PROGRESS MONITORING: is “keeping track of students’ progress in meeting these goals enables teachers to better plan for instruction,” through assessment and collection of data. (Roach, Elliott, 2006; Stecker, Lembke, & Fogen, 2008).					27	
1. Assessment data is collected on a regular basis.	FI (3)	PI (2)	EI (1)	NI (0)	0	
a) Research based, scientifically validated instruction and interventions are used for the targeted skills or behavior.						
b) Frequent and on-going quantitative data are collected.						
c) Frequent and on-going qualitative data are collected.						
d) A balance of both summative and formative assessment strategies are used.						
e) Meaningful data are collected, analyzed and discussed on an on-going basis (e.g., IEP goals, learner outcomes, behavior).						
2. Data driven decisions are based on assessment data.	FI (3)	PI (2)	EI (1)	NI (0)		
a) A collaborative decision making process is used by the IEP team to inform instruction and program decisions						
b) Data are used to analyze individual student's response to the intervention.						
c) Interventions are developed and implemented based on data.						
d) Decisions are made in a timely manner if student is not making progress with the intervention.						
NOTES OR COMMENTS:						



Pre- and Post-Assessment

Please complete this assessment prior to and immediately after completing the Progress Monitoring: Overview module.

1. The definition of Progress Monitoring is . . . :
 - a. A way to monitor how a student is following their schedule independently
 - b. A way to keep track of a student's progress throughout the day
 - c. The collection of data to determine the effectiveness of an intervention
 - d. A graph that is complex and used to determine the order of steps of data collection

2. The progress monitoring components in the Quality Indicators include which of the following (select all that apply)?
 - a. Decisions are made during the student's IEP to determine if student is making progress with the intervention.
 - b. A collaborative decision-making process is used by the IEP team to inform instruction and program decision
 - c. Frequent and on-going qualitative or quantitative data are collected, but not both.
 - d. Research based, scientifically validated instruction and interventions are used for the targeted skills or behavior.
 - e. A balance of both summative and formative assessment strategies are used.

Progress Monitoring: Overview

3.a. Match the “5 steps to data Collection” to their definitions.

3.b. Number the steps in the correct order of their occurrence.

The 5 Steps of Data Collection (in random order)

- | | |
|-------------------------|---------------------------------|
| 1. Select Method | 4. Make Decisions based on data |
| 2. Implement Collection | 5. Define the Target |
| 3. Analyze and Graph | |

Write the Step next to the correct definition	Definition of the Step	Number the steps in the correct order
	<ol style="list-style-type: none"> 1. Select and operationally define the specific behavior or skill. 2. Formulate the specific question you want answered. <ul style="list-style-type: none"> ● Is it a behavior or an academic skill? 3. Select and train all staff who are involved in the data process. 	
	<ol style="list-style-type: none"> 1. Determine the type of data you need to answer your question. 2. Elements to think about to include. <ul style="list-style-type: none"> ● Who will take the data? ● What data sheet will you use? ● When will you take the data? ● How will you take the data? ● How will it be organized 	
	<ol style="list-style-type: none"> 1. Is the intervention working? 2. Determine is the student making growth <ul style="list-style-type: none"> ▪ Yes- Fast enough? ▪ No- What are you going to change? ▪ Prerequisite skill missing or not fluent ▪ Should you change the dosage of instruction ▪ Intervention- Instruction ▪ Change amount of practice 3. Decide to continue or change intervention. 	
	<ol style="list-style-type: none"> 1. After you have a plan of who, what, when where and how data will be collected, it is time to put it into practice. <ul style="list-style-type: none"> ● Establish the baseline ● Create the goal ● Select the intervention to be used ● Continue to take data 	
	<ol style="list-style-type: none"> 1. Compile and summarize the raw data. 2. Determine the trends in the data 3. Compare intervention data to baseline 	



Pre & Post Assessment Answer sheet

(answers are highlighted/underlined in multiple-choice questions. One the last part the number of the correct answer is listed).

Please complete this assessment prior to and immediately after completing the Progress Monitoring: Overview module.

3. The definition of Progress Monitoring is . . . :
 - e. A way to monitor how a student is following their schedule independently
 - f. A way to keep track of a student's progress throughout the day
 - g. The collection of data to determine the effectiveness of an intervention
 - h. A graph that is complex and used to determine the order of steps of data collection

4. The progress monitoring components in the Quality Indicators include which of the following (select all that apply)?
 - f. Decisions are made during the student's IEP to determine if student is making progress with the intervention.
 - g. A collaborative decision-making process is used by the IEP team to inform instruction and program decision
 - h. Frequent and on-going qualitative or quantitative data are collected, but not both.
 - i. Research based, scientifically validated instruction and interventions are used for the targeted skills or behavior.
 - j. A balance of both summative and formative assessment strategies.

3.a. Match the "5 steps to data Collection" to their definitions.

3.b. Number the steps in the correct order of their occurrence.

The 5 Steps of Data Collection

- | | |
|-------------------------|---------------------------------|
| 1. Select Method | 4. Make Decisions based on data |
| 2. Implement Collection | 5. Define the Target |
| 3. Analyze and Graph | |

Progress Monitoring: Overview

Write the Step next to the correct definition	Definition of the Step	Number the steps in the correct order
5	<ol style="list-style-type: none"> 1. Select and operationally define the specific behavior or skill. 2. Formulate the specific question you want answered. <ul style="list-style-type: none"> ● Is it a behavior or an academic skill? 3. Select and train all staff who are involved in the data process. 	1
1	<ol style="list-style-type: none"> 1. Determine the type of data you need to answer your question. 2. Elements to think about to include. <ul style="list-style-type: none"> ● Who will take the data? ● What data sheet will you use? ● When will you take the data? ● How will you take the data? ● How will it be organized 	2
4	<ol style="list-style-type: none"> 1. Is the intervention working? 2. Determine is the student making growth <ul style="list-style-type: none"> ▪ Yes- Fast enough? ▪ No- What are you going to change? ▪ Prerequisite skill missing or not fluent ▪ Should you change the dosage of instruction ▪ Intervention- Instruction ▪ Change amount of practice 3. Decide to continue or change intervention. 	5
2	<ol style="list-style-type: none"> 1. After you have a plan of who, what, when where and how data will be collected, it is time to put it into practice. <ul style="list-style-type: none"> ● Establish the baseline ● Create the goal ● Select the intervention to be used ● Continue to take data 	3
3	<ol style="list-style-type: none"> 1. Compile and summarize the raw data. 2. Determine the trends in the data 3. Compare intervention data to baseline 	4



Appendix C

Information for Certificates

SUMMARY OF MODULE

The goal of this module is to define the terms associated with progress monitoring and provide an overview of the progress monitoring process including providing a rationale for collecting data, creating specific learning targets, strategies to facilitate the collection of meaningful data, and discussing ways to analyze data and make instructional decisions.

This module should take approximately 70 minutes to complete.

Module Objectives

The objectives of this module are to:

1. Define progress monitoring
2. Know the 5 steps to progress monitoring and the order in which they occur.
3. Know the components of the quality indicators that relate to progress monitoring