Handouts

Supporting Teachers Who Are Implementing Student Progress Monitoring: A Guide for Administrators

2006 Summer Institute on Student Progress Monitoring

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PROGRESS MONITORING

STUDY GROUP ACTIVITIES

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Following is a suggested sequence of study group activities for individual classroom levels, grade level teams, and at a school-wide level. The leadership team in your school will work with you to make decisions about the level at which to proceed and how you will progress through the activities. Your study group should develop a timeline for completing suggested activities, as well as any additional activities that you feel might be beneficial. The progress monitoring procedures are the same whether done on an individual, grade, or school-wide level. When the progress monitoring data are going to be aggregated across classrooms, then the decision regarding what to measure, how to measure (i.e., materials to be used), and when measurements should occur will need to be made collaboratively, with all participants involved.

GOALS

1) **DEVELOP A PLAN FOR PROGRESS MONITORING**

2) **COMPLETE SCREENING**

3) **SET GOALS FOR INDIVIDUAL STUDENTS, ESTABLISH CLASSWIDE BENCHMARKS, AND BEGIN PROGRESS MONITORING**

4) **CHOOSE A DATA UTILIZATION RULE FOR INDIVIDUAL STUDENTS, ESTABLISH BENCHMARK DECISION RULES, AND DEVELOP A PLAN AND SCHEDULE THE WINTER SCREENING**

5) **COMPLETE WINTER SCREENING AND FOCUS ON CLASSROOM BENCHMARKS AND MAKING DATA-BASED DECISIONS ABOUT INDIVIDUAL STUDENTS**

6) **COMPLETE SPRING SCREENING AND FOCUS ON CLASSROOM BENCHMARKS AND MAKING DATA-BASED DECISIONS ABOUT INDIVIDUAL STUDENTS**

**THE PHRASES PROGRESS MONITORING AND CBM ARE USED SYNONYMOUSLY THROUGHOUT THESE ACTIVITIES AND SHOULD BE INTERPRETED AS THE SET OF PROCEUDRES UTILIZED TO MONITOR STUDENT GROWTH IN READING.

Time Line

July/August
- o Decide on the level at which you will proceed (classroom, grade, or school-wide)
- o Prepare materials
- o Decide on a monitoring schedule
- o Practice probe administration and scoring
- o Develop a data-management system
- o Develop background knowledge

September
- o Conduct a **Fall** screening
- o Identify students at-risk

- o Develop background knowledge

October
- o Set classroom goals and establish benchmarks
- o Prepare graphs for students that will be monitored
- o Set short term objectives and long range goals for students that will be monitored
- o Develop background knowledge

November
- o Data utilization and decision making
- o Implementing interventions
- o Develop a plan and schedule the **Winter** screening
- o Develop background knowledge

December/January
- o Conduct a **Winter** screening
- o Examine individual student data relative to classroom benchmarks
- o Develop background knowledge

March/April
- o Develop a plan and schedule the **Spring** screening
- o Conduct a **Spring** screening
- o Examine individual student data relative to classroom benchmarks

Consider the following activities based on the progress monitoring level that you've chosen for your school.

July-August

GOAL—DEVELOP A PLAN FOR PROGRESS MONITORING

Progress Monitoring is an approach to measuring the growth of student proficiency in the *core educational skills* that contribute to success in the curriculum. For reading, reading aloud fluently and accurately from text (*Oral Reading)* is measured. The purpose of progress monitoring is to provide educators with an efficient ways to *evaluate* the *effectiveness* of a student's instructional program. Some key characteristics of progress monitoring are that performance is sampled frequently, and progress is graphed. Progress monitoring involves collecting direct, frequent measures of student performance. The data are used to establish individualized or class wide instructional goals and benchmarks, and to make instructional decisions. Twenty years of research establishes that the progress monitoring measures reliably and validly describe student growth and that when the data are used to make instructional decisions, their performance greatly improves.

Individual Teacher Level

Activity 1—Develop Materials

Decide on materials to use for progress monitoring. Develop probes or get the prepared materials from the website. Refer to Section 6 of the Content Module for more details about selecting materials.

Activity 2—Establish a Monitoring Schedule

Make decisions about how often to monitor students and whom to monitor. A suggested schedule would be to screen class-wide three times a year (Fall, Winter, and Spring) and monitor the bottom 40% of your class once per week. Refer to Section 7 of the Content Module for more information about monitoring schedules.

Activity 3—Probe Administration and Scoring

Review and practice progress monitoring procedures. Please see Section 3 of the Content Module for basic directions for reading. Please see Section 4 of the Content Module for scoring guidelines.

Activity 4—Establish a Management System

Decide on how you will manage your individual student data.

Activity 5—Develop Background Knowledge

Read the following selection and discuss in your study group. Use suggested discussion questions from Appendix 1.

Results by Mike Schmoker, pp. 1-21.

GRADE LEVEL

Activity 1—Develop Materials

Decide on materials to use for progress monitoring. Develop probes or get the prepared materials from the website. Refer to Section 6 of the Content Module for more details about selecting materials.

Activity 2—Establish a Monitoring Schedule

Make decisions about how often to monitor students and whom to monitor. A suggested schedule would be to screen school-wide three times a year (Fall, Winter, and Spring) and monitor the bottom 40% of each grade once per week. Refer to Section 7 of the Content Module for more information about monitoring schedules.

Activity 3—Probe Administration and Scoring

Review and practice progress monitoring procedures. Please see Section 3 of the Content Module for basic directions for reading. Please see Section 4 for scoring guidelines.

Activity 4—Establish a Management System

Decide who will manage the database of student progress data. This person will enter student's median scores for Fall, Winter, and Spring and determine who should be monitored.

Activity 5—Develop Background Knowledge

Distribute one copy of the following selection to each member of your grade level team (including special educators) and have teachers on your team read and discuss. Use suggested discussion questions from Appendix 1.

Results by Mike Schmoker, pp. 1-21.

SCHOOL-WIDE LEVEL

Activity 1—Develop Materials

Decide on materials to use for progress monitoring. Develop probes or get the prepared materials from the website. Refer to Section 6 of the Content Module for more details about selecting materials.

Activity 2—Establish a Monitoring Schedule
Make decisions about how often to monitor students and who to monitor. A suggested schedule would be to screen school-wide three times a year (Fall, Winter, and Spring) and monitor the bottom 40% of grade once per week. Refer to Section 7 of the Content Module for more information about monitoring schedules.

Activity 3—Probe Administration and Scoring
Review and practice progress monitoring procedures. Please see Section 3 of the Content Module for basic directions for reading. Please see Section 4 of the Content Module for scoring guidelines.

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Decide who will manage the database of student progress data. This person will enter student's median scores for Fall, Winter, and Spring and determine who should be monitored.

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Distribute one copy of the following selection to each member of your grade level team (including special educators) and have teachers on your team read and discuss. Use suggested discussion questions from Appendix 1.

Results by Mike Schmoker, pp. 1-21.

September

Goal—Complete Screening

Screening is an assessment procedure used with all students to identify the level at which students are currently achieving. Screening will help you identify students at-risk of academic failure. Using screening to identify students at-risk will be efficient for you, as you won't have to monitor all students in your classroom, but rather the students that are the lowest achieving in each grade. Prevention is also important, and when you screen all students three to four times a year, you identify students who are at-risk that might not have been identified otherwise. This first activity is to develop a plan for screening all students using oral reading that you were introduced to in the summer session. You can find out more about screening by referring to Sections 2 and 5 in the Content Module.

INDIVIDUAL TEACHER LEVEL

Activity 1—Fall Screening

Screen your class using the CBM oral reading procedures (see Section 2 of the Content Module for an overview of the screening and progress monitoring process). Screening can be implemented 3 times a year (Fall, Winter, and Spring). For screening purposes, each student will read 3 passages aloud for 1 minute each. The student's median score for number of words read correctly will be entered into the database. The same 3 passages will be used again in Winter and Spring. Please see Section 5 of the Content Module for an example of how to determine the median baseline scores (both correct and incorrect).

Activity 2—Identify Students at Risk

Use screening data to determine the bottom 40% of students in your class. See Section 5 of the Content Module for an example of how to determine the bottom 40% of your class

Activity 3—Develop Background Knowledge

Read the following article and discuss in your study group. Use suggested discussion questions from Appendix 1.

Fuchs, L.S., Fuchs, D., & Hosp, M.K. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading, 5(3)*, 239-256.

GRADE LEVEL

Activity 1—Fall Screening

Conduct a grade level Fall screening (see Section 2 of the Content Module for an overview of the screening and progress monitoring process). Screening can be implemented 3 times a year (Fall, Winter, and Spring). For screening purposes, each student will read 3 passages aloud for 1 minute each. The student's median score for number of words read correctly will be entered into the database. The same 3 passages will be used again in Winter and Spring. Please see Section 5 of the Content Module for an example of how to determine the median baseline scores (both correct and incorrect).

Activity 2—Identify Students at Risk

Use screening data to determine the bottom 40% in each grade. See Section 5 of the Content Module for an example of how to determine the bottom 40% of each grade.

Activity 3—Develop Background Knowledge

Distribute one copy of the following article to each member of your grade level team (including special educators) and have teachers on your team read and discuss. Use suggested discussion questions from Appendix 1.

Fuchs, L.S., Fuchs, D., & Hosp, M.K. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading, 5(3)*, 239-256.

SCHOOL-WIDE LEVEL

Activity 1—Fall Screening

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Activity 2—Identify Students at Risk

Use screening data to determine the bottom 40% in each grade. See Section 5 of the Content Module for an example of how to determine the bottom 40% of each grade.

Activity 3—Identify Support Personnel

Choose one resource person from the study group to help with each grade level.

Activity 4—Develop Background Knowledge

Distribute one copy of the following article to each member of your grade level team (including special educators) and have teachers on your team read and discuss. Use suggested discussion questions from Appendix 1.

Fuchs, L.S., Fuchs, D., & Hosp, M.K. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading, 5(3)*, 239-256.

October

GOAL—SET GOALS FOR INDIVIDUAL STUDENTS, ESTABLISH CLASSWIDE BENCHMARKS, AND BEGIN PROGRESS MONITORING

Setting reading goals for students and establishing classwide benchmarks as part of CBM is effective, because teachers clarify and define expectations and, eventually, determine intervention effectiveness. An empirical basis for setting goals has been established, and teaching is more effective when instructional programs are adjusted based on students' needs, goal-setting enhances intervention effectiveness, and the result is improved educational outcomes for students. The table below describes how CBM procedures differ from commonly used assessment practices when setting goals and utilizing data for decision making.

INDIVIDUAL TEACHER LEVEL

Activity 1—Set goals for students and establish classwide benchmarks
Examine results from your class-wide screening. Set goals for individual students and establish classwide benchmarks (see Section 8 of the Content Module).

Activity 2—Prepare graphs for students that will be monitored
Use the information in Section 10 of the Content Module, Graphing and Charting, to set up graphs for the students that you will be progress monitoring.

Activity 3—Set short term objectives and long range goals for students that will be monitored
Determine growth rates and long range goals for the students that will be monitored. Use information in Section 8 of the Content Module. Determine the length of the monitoring period (number of weeks until the next screening.)

Activity 4—Develop Background Knowledge
Distribute one copy of the following article to each member of your grade level team (including special educators) and have teachers on your team read and discuss. Use suggested discussion questions from Appendix 1.

Davidson, M. & Myhre, O. (2000). Measuring reading at grade level. *Educational Leadership, February,* 25-28.

GRADE LEVEL
Activity 1— Set goals for individual students and establish classwide benchmarks
Distribute results of grade level data collections to individual teachers. Set goals for individual students and establish classwide benchmarks (see Section 8 of the Content Module).

Activity 2— Prepare graphs for students that will be monitored
>Teachers should use the information in Section 10 of the Content Module, Graphing and Charting, to set up graphs for the students they will be progress monitoring.

Activity 3— Set short term objectives and long range goals for students that will be monitored
>Determine growth rates and long range goals for the students that will be monitored. Use information in Section 8 of the Content Module. Determine the length of the monitoring period (number of weeks until the next screening.)

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>Distribute one copy of the following article to each member of your grade level team (including special educators) and have teachers on your team read and discuss. Use suggested discussion questions from Appendix 1.
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SCHOOL-WIDE LEVEL

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>Distribute results of school-wide data collections to individual teachers. Set goals for individual students and establish classwide benchmarks (see Section 8 of the Content Module).

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November

GOAL—CHOOSE A DATA UTILIZATION RULE FOR INDIVIDUAL STUDENTS, ESTABLISH BENCHMARK DECISION RULES, AND DEVELOP A PLAN AND SCHEDULE THE WINTER SCREENING

Decision Rules

The research on effectively using CBM within a formative evaluation framework has established that teacher responsiveness to the data is a key factor in determining success. For example, "goal ambitiousness seems to positively effect student achievement (Fuchs, Fuchs, & Deno, 1985). Teachers and students who set their goals higher and continue to increase those goals progress at a more rapid rate than do peers who select lower performance goals and do not change them. Further, a meta-analysis of research on the effects of using student performance data in instruction has revealed that teachers who follow specific rules for how to be responsive to the data are more effective than teachers who simply collect and graph the data (Fuchs & Fuchs, 1986). As a result of these research findings, the developers of CBM typically have recommended a set "decision-rules" that increase the likelihood that teachers and students will be responsive to the data that are being graphed. The most common form of these decision-rules can be found in Section 11 of the Content Module.

INDIVIDUAL TEACHER LEVEL

Activity 1—Discuss data utilization and decision making, using graphs of student data
> Bring in some graphs of your student data on overheads. Use information in Appendix 2 as you discuss how you can utilize the student data you are collecting. Make decisions about when you will implement interventions with the students who are not making progress (see Section 11 of the Content Module for more information about instructional decision making).

Activity 2—Discuss possible interventions that might be implemented with students who are not making progress.
> Generate research-based interventions, drawing upon other Content Modules from the REA.

Activity 3—Develop a plan for and schedule the Winter screening

Activity 4—Develop Background Knowledge
> Distribute one copy of the following chapter to each member of your grade level team (including special educators) and have teachers on your team read and discuss. Use suggested discussion questions from Appendix 1.
>
> Worthy, J. & Broaddus, K. (2001/2002). Fluency beyond the primary grades: From group performance to silent, independent reading. *The Reading Teacher, 55(4),* 334-343.

GRADE LEVEL

Activity 1—Discuss data utilization and decision making, using graphs of student data
> Have teachers in each grade bring in some graphs of their student data on overheads. Use information in Appendix 2 to discuss how teachers can utilize the student data they are collecting. Make decisions about when they will implement interventions with the students who are not making progress (see Section 11 of the Content Module for more information about instructional decision making).

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SCHOOL-WIDE LEVEL

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December / January

GOAL—COMPLETE WINTER SCREENING AND FOCUS ON CLASSROOM BENCHMARKS AND MAKING DATA-BASED DECISIONS ABOUT INDIVIDUAL STUDENTS

INDIVIDUAL TEACHER LEVEL

Activity 1—Winter Screening

Screen your class using the CBM oral reading procedures (see Section 2 of the Content Module for an overview of the screening and progress monitoring process). Screening is implemented 3 times a year (Fall, Winter, and Spring). For Winter screening, each student reads the 3 passages aloud again for 1 minute each. A student's median score for number of words read correctly will be entered into the database. The same 3 passages are used for Fall, Winter, and Spring. Please see Section 5 of the Content Module for an example of how to determine the median baseline scores (both correct and incorrect).

Activity 2—Examine individual student data relative to classroom benchmarks

Identify students who did not contribute to meeting the classroom goal and decide how to modify their progress.

Activity 3—Develop Background Knowledge

Distribute one copy of the following article to each member of your grade level team (including special educators) and have teachers on your team read and discuss. Use suggested discussion questions from Appendix 1.

Deno, S.L., Espin, C.A., & Fuchs, L.S. (2001). Evaluation strategies for preventing and remediating basic skill deficits. *Interventions,*

GRADE LEVEL

Activity 1—Winter Screening

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<u>SCHOOL-WIDE LEVEL</u>

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March / April

GOAL—COMPLETE SPRING SCREENING AND FOCUS ON CLASSROOM BENCHMARKS AND MAKING DATA-BASED DECISIONS ABOUT INDIVIDUAL STUDENTS

INDIVIDUAL TEACHER LEVEL

Activity 1—Spring Screening

Complete your final screening using the CBM oral reading procedures (see Section 2 of the Content Module for an overview of the screening and progress monitoring process). Screening is implemented 3 times a year (Fall, Winter, and Spring). For screening purposes, students read 3 passages aloud for 1 minute each. A student's median score for number of words read correctly will be entered into the database. The same 3 passages are used for Fall, Winter, and Spring. Please see Section 5 of the Content Module for an example of how to determine the median baseline scores (both correct and incorrect).

Activity 2—Examine individual student data relative to classroom benchmarks

Identify students who did not contribute to meeting the classroom goal and decide how to modify their progress.

GRADE LEVEL

Activity 1—Spring Screening

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Activity 2—Examine individual student data relative to classroom benchmarks

Identify students who did not contribute to meeting the classroom goal and decide how to modify their progress.

SCHOOL-WIDE LEVEL

Activity 1—Spring Screening

Complete your final screening using the CBM oral reading procedures (see Section 2 of the Content Module for an overview of the screening and progress monitoring process). Screening is implemented 3 times a year (Fall, Winter, and Spring). For screening purposes, students read 3 passages aloud for 1 minute

each. A student's median score for number of words read correctly will be entered into the database. The same 3 passages are used for Fall, Winter, and Spring. Please see Section 5 of the Content Module for an example of how to determine the median baseline scores (both correct and incorrect).

Activity 2—Examine individual student data relative to classroom benchmarks

Identify students who did not contribute to meeting the classroom goal and decide how to modify their progress.

Appendix 1

Discussion questions

Results, pp. 1-21, Introduction and Chapter 1

1) Are there initiatives like progress monitoring that have been introduced in our school that have been successful or unsuccessful? What has made them this way?

2) What practices are in place in our school or district in which results are examined to determine program effectiveness? How will progress monitoring integrate with those practices?

3) How is teacher isolation detrimental to a building? Will this have an influence on implementation of a progress monitoring system in our building?

4) How can we improve teamwork and collegiality in our building?

5) How can we capitalize on teacher expertise in our building as we implement the progress monitoring system?

6) What will effective teamwork in designing a progress monitoring system look like in our school?

7) How can administrative collaboration be improved in our school?

Fuchs, L.S., Fuchs, D., & Hosp, M.K. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading, 5(3),* **239-256.**

1) How did our perceptions about oral reading fluency change as a result of this article?

2) How would we defend oral reading fluency as an indicator of reading competence after reading this article?

3) Discuss the articles' empirical findings related to the relationship between oral reading fluency and comprehension.

4) What were the findings when oral reading was compared with single word recognition and silent reading? What impact, if any, might these results have for our school?

5) Why do you think oral reading fluency has largely been ignored as a method of monitoring reading competence?

Davidson, M. & Myhre, O. (2000). Measuring reading at grade level. *Educational Leadership, February,* **25-28.**

1) How does the Victory 1000 program described in this article compare to the progress monitoring system that we will be implementing?

2) Are there components described in this article that we should consider when implementing our progress monitoring system?

3) What benefits can we foresee will result from implementation of a school wide progress monitoring system (discuss in terms of student, teacher, parent, administrator, and community benefits)?

Worthy, J. & Broaddus, K. (2001/2002). Fluency beyond the primary grades: From group performance to silent, independent reading. *The Reading Teacher, 55(4),* **334-343.**

1) Why is fluency important to our students?

2) What are some traditional methods to increase fluency that may not be as effective and how can we improve upon these methods?

3) How can modeled reading and instruction on explicit skills be beneficial for our students?

4) Many instructional strategies are presented in this article. Which strategies could we recommend to teachers that are in search of instructional interventions for their struggling readers? Are there strategies that we should not recommend?

5) How does silent reading fit into the reading instruction at our school? Are students able to capitalize on the time that is provided for silent reading (is it maximally beneficial to them)?

6) How can we help students increase their reading fluency in content area subjects?

Deno, S.L., Espin, C.A., & Fuchs, L.S. (2001). Evaluation strategies for preventing and remediating basic skill deficits. *Interventions,*

1) How do summative and formative evaluation differ and how teachers utilize these two methods with their students?

2) How does formative evaluation increase instructional effectiveness?

3) How do traditional models of student assessment differ from progress monitoring? How can progress monitoring be beneficial to our teachers as they conduct student assessment?

4) How do progress monitoring and mastery monitoring differ? What are general outcome measures and how can they be utilized with our students?

5) What are the beneficial results teachers have incurred as a result of implementing Curriculum-based Measurement (based on the literature)?

6) Based on the case study in this chapter, how can CBM be used for instructional decision-making?

7) Briefly summarize how evaluation can be used to enhance the effectiveness of interventions.

<u>Additional articles to use in discussion:</u>

Good, R.H., Simmons, D.C., & Kame'enui, E.J. (2001). The importance and decision-maing utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading, 5(3),* **257-288.**

Appendix 2

Suggested questions for discussion of graphed student data:

1) What was the student's median baseline score (for number of words read in one minute)?

2) What short term objective did you decide on for the student (number of words gained per week)? Why did you decide on this STO?

3) What is the students long range goal?

4) How often are you collecting data?

5) What does the data indicate so far? Is the student meeting his/her goal? Not meeting the goal? Exceeding the goal?

6) Does it appear the instruction that you are using for this student is working? Why or why not?

7) Make instructional decisions using the decision-making rule that you've decided on (see Section 11 of the Content Module for more information).

PROGRESS MONITORING

LEADERSHIP TEAM ACTIVITIES

DEVELOPED BY STANLEY DENO, ERICA LEMBKE, AND AMY RESCHLY
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<u>*GOALS*</u>

7) **FACILITATE AND SUPPORT TEACHERS' PROGRESS MONITORING ACTIVITIES**

8) **ASSIST IN STRUCTURING TEACHER STUDY GROUPS**

9) **ASSIST TEACHERS IN SCHEDULING AND CARRYING OUT SCREENING ACTIVITIES**

10) **ASSIST TEACHERS AS THEY SET GOALS FOR INDIVIDUAL STUDENTS AND ESTABLISH CLASSWIDE BENCHMARKS**

11) **ASSIST TEACHERS AS THEY CHOOSE DATA UTILIZATION RULES FOR INDIVIDUAL STUDENTS AND ESTABLISH BENCHMARK DECISION RULES**

**THE PHRASES PROGRESS MONITORING AND CBM ARE USED SYNONYMOUSLY THROUGHOUT THESE ACTIVITIES AND SHOULD BE INTERPRETED AS THE SET OF PROCEUDRES UTILIZED TO MONITOR STUDENT GROWTH IN READING.

July-August

GOAL— **FACILITATE AND SUPPORT TEACHERS' PROGRESS MONITORING ACTIVITIES**

Progress Monitoring is an approach to measuring the growth of student proficiency in the *core educational skills* that contribute to success in the curriculum. For reading, reading aloud fluently and accurately from text (*Oral Reading)* is measured. The purpose of progress monitoring is to provide educators with an efficient ways to *evaluate* the *effectiveness* of a student's instructional program. Some key characteristics of progress monitoring are that performance is sampled frequently, and progress is graphed. Progress monitoring involves collecting direct, frequent measures of student performance. The data are used to establish individualized or class wide instructional goals and benchmarks, and to make instructional decisions. Twenty years of research establishes that the progress monitoring measures reliably and validly describe student growth and that when the data are used to make instructional decisions, their performance greatly improves.

Activity 1—Review study group activities
> Members of the Leadership Team should become familiar with the goals that the teacher study group needs to accomplish throughout the year. The role of the Leadership Team will be to help teachers develop a plan and implement progress monitoring, with a focus on analyzing student data in order to make reform decisions. Knowledge of the goals that the study group needs to accomplish will aid in this effort.

Activity 2—Provide leadership in developing a plan for screening
> The Leadership Team should help the study group make decisions about:
> - **When** the school-wide screenings will take place
> - **Who** will conduct the screenings

- o At what **level** the school will implement progress monitoring (school-wide, grade level, or individual teacher level)
- o The **materials** that will be used
- o The monitoring **schedule**
- o A **data management** system

See sections 2, 3, 4, 6 and 7 of the Study Group Content Module for more information on developing a plan for screening

Activity 4—Develop background knowledge

Read the Introduction and Chapter 1 of <u>Results</u> by Mike Schmoker. Discuss the chapters within the Leadership Team. Use the discussion questions in Appendix 1 to guide your discussion.

Activity 5—Promote a discussion among the teachers about the role that data are going to play in school improvement

Discuss the importance of data for decision-making. Center discussion around the Introduction and Chapter 1 of <u>Results</u>. Consider how the information in these chapters can have a positive influence on your building. Refer to Section 1 of the Leadership Team Content Module for more information.

Activity 6—Find times for study groups

Work with the study group to establish a schedule of meeting times and places.

September

GOAL— ASSIST TEACHERS IN SCHEDULING AND CARRYING OUT SCREENING ACTIVITIES

Screening is an assessment procedure used with all students to identify the level at which students are currently achieving. Screening will help the staff identify students who are at-risk. Using screening to identify students at-risk will be efficient for the staff, as they won't have to monitor all students in their classroom, but rather the students that are the lowest achieving in each grade. Prevention is also important, and when teachers screen all students three to four times a year, they identify students who are at-risk that might not have been identified otherwise. The first activity for the staff is to develop a plan for screening all students using the progress monitoring procedures that you were introduced to in the summer session. More information about screening can be found by referring to Sections 2 and 5 in the Study Group Content Module.

Activity 1—Keep study groups moving forward
> Discuss study group's activities at Leadership Team meetings. Discuss strategies for giving feedback to study groups. See Section 2 of the Leadership Team Content Module for more information on developing teamwork.

Activity 2—Assist teachers in completing the fall screening
> Work with the teachers to plan and implement the fall screening. Make sure that data are being collected from all students at the level that you have decided to screen (school-wide, grade, or classroom level). See section 2 of the Study Group Content Module for more information.

Activity 3—Identifying students at-risk
> Assist teachers as they determine the bottom 40% of their class or grade. See section 5 of the Study Group Content Module for more information.

Activity 4—Develop background knowledge
> Read Chapters 2 and 3 of Results by Mike Schmoker. Discuss the chapters within the Leadership Team. Use the discussion questions in Appendix 1 to guide your discussion.

October

GOAL— ASSIST TEACHERS AS THEY SET GOALS FOR INDIVIDUAL STUDENTS AND ESTABLISH CLASSWIDE BENCHMARKS

Setting reading goals for students and establishing classwide benchmarks as part of CBM is effective, because in doing so, teachers can clarify and define expectations and eventually determine intervention effectiveness. An empirical basis for setting goals has been established, and teaching is more effective when instructional programs are adjusted based on students' needs, goal-setting enhances intervention effectiveness, and the result is improved educational outcomes for students. The table below describes how CBM procedures differ from commonly used assessment practices when setting goals and utilizing data for decision making.

Activity 1—Meet with teachers to assist them in setting goals for their students and establishing classwide benchmarks
Examine screening data and discuss with study group members. Help set goals for students toward which progress will be monitored. Help teachers determine the percentage of their class that they would like to see meet the benchmark level at the next screening. See section 8 of the Study Group Content Module and section 3 of the Leadership Team Content Module for more information.

Activity 2—Provide assistance to teachers as they begin progress monitoring
Assist teachers in setting up graphs for individual students. See section 10 of the Study Group Content Module and section 4 of the Leadership Team Content Module for more information. Help teachers establish short term objectives and long range goals for students that will be monitored. Provide support for progress monitoring on an on-going basis.

Activity 3—Develop background knowledge
Read Chapters 4 and 5 of Results by Mike Schmoker. Discuss the chapters within the Leadership Team. Use the discussion questions in Appendix 1 to guide your discussion.

November

GOAL— ASSIST TEACHERS AS THEY CHOOSE DATA UTILIZATION RULES FOR INDIVIDUAL
STUDENTS AND ESTABLISH BENCHMARK DECISION RULES

Decision Rules
The research on effectively using CBM within a formative evaluation framework has established that teacher responsiveness to the data is a key factor in determining success. For example, "goal ambitiousness seems to positively effect student achievement (Fuchs, Fuchs, & Deno, 1985). Teachers and students who set their goals higher and continue to increase those goals progress at a more rapid rate than do peers who select lower performance goals and do not change them. Further, a meta-analysis of research on the effects of using student performance data in instruction has revealed that teachers who follow specific rules for how to be responsive to the data are more effective than teachers who simply collect and graph the data (Fuchs & Fuchs, 1986). As a result of these research findings, the developers of CBM typically have recommended a set "decision-rules" that increase the likelihood that teachers and students will be responsive to the data that are being graphed. The most common form of these decision-rules can be found in Section 11 of the content module.

Activity 1—Discuss data utilization and decision making, using graphs of student data
As a Leadership Team, work with the teachers to establish decision-making rules. Use the guidelines in Section 11 of the Study Group Content Module, along with the information in section 5 of the Leadership Team Content Module. In addition, read the information in section 6 of the Leadership Team Content Module and reflect on this information as you work with teachers to make decisions about individual students. Meet with teachers (individually or in small groups) to discuss their students' data and to make decisions about what changes could be made for students that aren't making adequate progress towards their goals, or that are contributing to a lower percentage of students reaching the benchmark level. Use questions in Appendix 2 to guide your discussion.

Activity 2—Generate research-based interventions
Brainstorm interventions that might be made for students that are not making progress.

Activity 3—Schedule Winter screening
Work with study group members to schedule a date for the winter screening.

Activity 3—Develop background knowledge
Read Chapters 6 and 7 of Results by Mike Schmoker. Discuss the chapters within the Leadership Team. Use the discussion questions in Appendix 1 to guide your discussion.

December-January

GOAL—ASSIST TEACHERS IN COMPLETING WINTER SCREENING, EVALUATING PROGRESS ON CLASSROOM BENCHMARKS, AND MAKING DATA-BASED DECISIONS ABOUT STUDENTS

Activity 1— Complete winter screening
> Work with teachers to plan and implement the winter screening. Make sure that data is being collected from all students at the level that you have decided to screen (school-wide, grade, or classroom level). See section 2 of the Study Group Content Module for more information.

Activity 2—Discuss data utilization and decision making, using graphs of student data
> Meet with teachers (individually or in small groups) to discuss their students' data and to make decisions about what changes need to be made for students that aren't making adequate progress towards their goals, or that are contributing to a lower percentage of students reaching the benchmark level. Use questions in Appendix 2 to guide your discussion.

Activity 3—Generate research-based interventions
> Brainstorm interventions that might be made for students that are not making progress.

Activity 4—Develop background knowledge
> Read the Conclusion of <u>Results</u> by Mike Schmoker. Discuss the section within the Leadership Team. Use the discussion questions in Appendix 1 to guide your discussion.

March-April

GOAL—ASSIST IN DEVELOPING A PLAN FOR AND IMPLEMENTING SPRING SCREENING. DEVISE A PLAN FOR STUDY GROUP EVALUATION.

Activity 1—Plan and Implement Spring Screening

Work with teachers to schedule a date for and implement the spring screening. Make sure that data is being collected from all students at the level that you have decided to screen (school-wide, grade, or classroom level). See section 2 of the Study Group Content Module for more information.

Activity 2—Evaluating the Effectiveness of Study Groups

Devise a plan for getting study groups to evaluate their effectiveness. Summarize this data for the staff along with recommendations for changes.

Appendix 1

Discussion Questions for <u>Results</u>

Introduction and Chapter 1

8) Are there initiatives that have been introduced in your school that have been successful or unsuccessful? What has made them this way?

9) Are there practices in place in your school or district in which results are examined to determine program effectiveness?

10) How can teacher isolation be detrimental to a building? Is it a problem in our building?

11) How can we improve teamwork and collegiality in our building?

12) How can we capitalize on teacher expertise in our building as we implement the progress monitoring system?

13) What will effective teamwork in designing a progress monitoring system look like in our school?

14) How can administrative collaboration be improved in our school?

Chapters 2 and 3

1) How does the Schmoker chapter on goal setting relate to goals that we're setting in our own school?

2) What is the value of setting measurable goals?

3) How can we assist the teachers in our school as they set goals for their students?

4) Discuss the purpose of individual goals versus classroom benchmarks.

5) How will you argue for the progress monitoring system if someone is against it?

6) Discuss how data collection can improve educational outcomes for students in your school. Reflect on Schmoker's comments in Chapter 3

Chapters 4 and 5

1) How can implementation of instructional interventions (through use of a progress monitoring system) produce swift and significant results in your building?

2) What short term results will teacher be able to observe through use of progress monitoring and how will that affect the school as a whole?

3) What is action research and how can it be beneficial to us in our efforts to improve student instruction?

4) How can we share the successful results that are obtained from our action research?

Chapters 6 and 7

1) How can the results obtained through progress monitoring inform our short and long-range goals for our students? How can results produce long-term gains in our school as a whole?

2) How can setting goals for the percentage of students that will achieve a specific benchmark level by each screening result in identification of areas for improvement, discussion, and corrective action in our school?

3) How might rubrics be integrated into our progress monitoring system?

4) How can we improve our system of progress reporting to parents, using the data we're collecting?

5) How might progress monitoring lead to improvement in other areas such as social behavior and discussion skills, as described in Chapter 7?

6) In addition to progress monitoring, what other meaningful data can be collected to measure our school's progress?

Conclusion

1) As a leadership team, how can we "keep everyone's eyes on the prize of improved student learning" (p. 111)?

2) How can we regularly reinforce and recognize improvement efforts, both publicly and privately?

3) How can we continue to support and encourage teachers to implement progress monitoring throughout the year and in the coming years?

4) How can unite together effectively to positively support teachers in their efforts?

5) How can we promote positive and productive thoughts and conversations in our school?

Appendix 2

Suggested questions for discussing graphed student data with the teachers:

8) What was the student's median baseline score (for number of words read in one minute)?

9) What short term objective did you decide on for the student (number of words gained per week)? Why did you decide on this STO?

10) What is the students long range goal?

11) How often are you collecting data?

12) What does the data indicate so far? Is the student meeting his/her goal? Not meeting the goal? Exceeding the goal?

13) Does it appear the instruction that you are using for this student is working? Why or why not?

14) Make instructional decisions using the decision-making rule that you've decided on (see Section 11 of the Content Module for more information).

<u>**RESOURCES FOR CBM INFORMATION AND EVIDENCE-BASED INTERVENTIONS**</u>

<u>National Centers:</u>

National Center on Student Progress Monitoring--http://www.studentprogress.org

- Web site that provides information and technical assistance on progress monitoring for elementary students.

- Watch for conference notices, as this technical assistance center funded by OSEP offers training in progress monitoring.

Research Institute on Progress Monitoring--http://www.progressmonitoring.org

- Web site that provides information regarding the OSEP-funded project to evaluate the effects of individualized instruction on access to and progress within the general education curriculum.

- Provides information on current and previous research in CBM, including a comprehensive literature review

<u>Web-based software systems:</u>

AIMSweb, from Edformation--www.aimsweb.com

- Provides an online progress monitoring and graphing program, including measures to download (fee based).

Dynamic Indicators of Basic Early Literacy Skills--http://dibels.uroregon.edu

- Research, benchmarks, administration directions, and probes for grades K-3; oral reading fluency passages also for grades 4-6 (free to download; fee per student for report access)

Edcheckup--www.edcheckup.com

- A Web site where teachers can access CBM probes in reading and writing; after student data are entered (or probes are scored electronically), class and individual student charts and graphs are provided, along with recommendations regarding the need for intervention (fee based)

Yearly Progress Pro from McGraw-Hill Digital Learning--www.mhdigitallearning.com

- Provides assessment tools, instructional feedback, and data reports and analysis in mathematics, reading, and language arts as well as instructional modules for students based on specific skills assessed (fee based).

Other CBM resources:

Monitoring Basic Skills Progress--
http://www.proedinc.com/store/index.php?mode=product_detail&id=0840

- Link to the Pro-Ed site where this Macintosh computer program can be purchased for CBM maze administration and scoring; also available for mathematics computation and concepts and applications (blackline masters available for mathematics CBM probes and can be purchased separately from the computer program)

Intervention Central--www.interventioncentral.org

- A Web site developed by Jim Wright, a school psychologist from Syracuse, NY. This site contains numerous tools for creation, administration, and graphing of CBM measures, and includes ideas for research-based interventions (free).

University of Maryland's *Project AIM's (Alternative Identification Models)*--
http://www.glue.umd.edu/%7Edlspeece/cbmreading/index.html

- Provides passages for grades K-4, information on CBM, and administration directions (free).

University of Minnesota--www.education.umn.edu/research/CBM.htm

- This site provides a brief background and summary of CBM research at the University of Minnesota.

University of South Florida-- http://sss.usf.edu/cbm/SiteMap.htm

- This site is maintained by the University of South Florida and provides resources and information regarding the use of CBM and DIBELS (Dynamic Indicators of Basic Early Literacy Skills).

Vanderbilt University—contact 615-343-4782 (Lynn and Doug Fuchs)

- May order CBM early literacy and reading probes for cost of copying and shipping.

Wireless Generation—www.wirelessgeneration.com

- Provides software for handheld computers that aids in monitoring student performance in reading (using the DIBELS, for example) and in math.

Resources for evidence-based reading interventions:

Consortium on Reading Excellence (CORE), www.corelearn.com

- Resources for evidence-based reading interventions

Intervention Central—www.interventioncentral.org
- See above for details

Division for Learning Disabilities (DLD) Research to Practice Web site:
http://www.teachingld.org/

- Includes details about DLD's annual conference to provide information and training to teachers about research-based strategies and how teachers can implement these strategies in their classrooms. Check the conference schedule for sessions on progress monitoring, as many of these sessions have been included in the past.

- Web-based tutorials on CBM reading and maze are also available to members on this Web site.

Florida Center for Reading Research, http://www.fcrr.org/

- Provides succinct summaries of many evidence-based reading programs for tiered instruction

Oral Reading Fluency, 90 Years of Measurement. Behavioral Research and Teaching, Eugene, OR, 2005. http://brt.uoregon.edu/techreports/TR_33_NCORF_DescStats.pdf

- Recent oral reading fluency norms based on data for over 100,000 students

Put Reading First, http://www.nifl.gov/partnershipforreading/publications/reading_first1.html

- Describes findings from the National Reading Panel report in a practitioner-oriented document. Includes reading activities that are evidence-based for each of the five big areas of reading.

Peer-Assisted Learning Strategies (PALS), http://www.peerassistedlearningstrategies.net

- Web site includes information related to research support, obtaining materials, and/or training

Prereferral Intervention Manual (PRIM)
- Available from Hawthorne Educational Services, 1-573-874-1710

Teaching Struggling and At-Risk Readers: A Direct Instruction Approach
- Carnine, D., Silbert, J, Kame'enui, E., Tarver, S., & Junghohann, K. (2006). Pearson: Upper Saddle River, NJ.

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- Special issue of *Learning Disability Quarterly*, 27(4), Fall 2004

- Special issue of *Learning Disabilities Research and Practice*, 18(3), 2003

- Selected articles on AIMSweb.com

- Lynn and Doug Fuchs' 2005 CEC presentation: http://www.studentprogress.org/library/presentations.asp

- National Association of State Directors of Special Education (NASDE) document: Response to Intervention: Policy considerations and implementation (http://www.nasdse.org/documents/RtI%20Order%20Form.pdf)

- Brown-Chidsey, R. & Steege, M.W. (2005). *Response to intervention: Principles and strategies for effective practice.* New York: Guilford Press