



Promoting PROGRESS: Considerations and Resources for Developing the Monitoring Plan for IEP Goals

[Slide 1- Considerations and Resources for Developing the Monitoring Plan for IEP Goals] Tessie Bailey:

Welcome to today's webinar: Considerations & Resources for Developing the Monitoring Plan for IEP Goals. Today's webinar is hosted by the PROGRESS Center, an Office of Special Education-Funded Center aimed at promoting progress for students with disabilities. Today's webinar will be recorded and posted on the Center's website: www.promotingprogress.org. Closed Captioning is available. You can find the closed captioning in the lower-right-hand corner.

[Slide 2 - Welcome to the PROGRESS Center!] Tessie Bailey: My name is Tessie Bailey, and I will be monitoring today's session, and I'm the director of the PROGRESS Center. The center's purpose is to provide information, resources, tools and technical assistance services to support local educators in developing and implementing high-quality educational programming.

Now to support local educators we share guidance, tools, and resources that are based on existing research, state and federal law and policy, and our experience. As part of our year two work, we've actually begun partnering with selected local districts and schools, which is super exciting, as we provide the knowledge and skills that are necessary to promote progress for students with disabilities.

Now, why do we do what we do? Well, the center was developed in response to the Supreme Court decision, which we'll see on the next slide.

[Slide 3 - Why We Do What We Do] Tessie Bailey: This decision states that an IEP must be reasonably calculated to enable a child to make progress that is appropriate in light of the child's circumstances. Now the Individualized Education Program is under IDEA; we commonly refer to it as the IEP, serves as the foundation for promoting progress for students with disabilities. Today's webinar will present an overview of one of the IEP components that are required under IDEA, specifically the monitoring plan. This PROGRESS Center webinar is part of a robust set of trainings and resources that are available to support local educators in developing and implementing IEP's by well-qualified educators.

[Slide 4 - Promoting Progress for Student with Disability] Tessie Bailey: Now as I mentioned the PROGRESS Center focuses on promoting progress for students with disabilities, and we do that through the development and implementation of high-quality educational programming, and for most students, this begins with the development of the IEP. Now we know a well-designed IEP; it will ensure that students will have access to special education, related services, and supplementary aids and services necessary to benefit and access the core programming and make progress towards ambitious



annual goals. Now while today's webinar focuses on the development of the programming to the IEP, we know that implementation is equally important. Now we will be hosting a series of resources in our year three, so stay tuned for future webinars and modules that will focus on the implementation of the IEP.

[Slide 5 - Introduction] Tessie Bailey: I'm pleased to introduce our speakers for today. We have Shedeh Hajghassemali, who oversees our PROGRESS Center field-initiated requests, and schools that are underserved by IDEA Technical Assistance Center. She is a former staff member of the Tennessee Department of Education and the U.S. Department of Education, Office of Special Education Programs. We also have with us Kim Skow, who is with the IRIS Center that's placed at Vanderbilt University. She coordinates the production of IRIS Center Resources and online tools about evidence-based instructional and behavioral practices, and for nearly 20 years, Kim served as one of the IRIS Center's lead resource developers working with top researchers in the field to translate their content into practical information that educators can put into their own classrooms.

Then finally, we have Dr. Caitlyn Majeika, and she comes to us from the National Center on Intensive Intervention where she contributes technical assistance, and her expertise to guide the development and application of standards for reviewing universal screening tools, progress monitoring tools, and interventions. Prior to joining AIR, Dr. Majeika was an assistant professor of special education at the University of North Texas, and a special education teacher in Rhode Island. So I'm going to pass it over to Shedeh who's going to get us started.

Shedeh Hajghassemali: Thank you. Now that our presenters have been introduced, we'd like to give you all a chance to introduce yourself.

[Slide 6 - Poll] Shedeh Hajghassemali: Take a moment to respond to the poll question, to let us know what role you're in as you join us today. So, what is your current role that has led you to learn more about the importance of measuring and reporting student progress? Are you one: a special educator, two, a general educator, three, an administrator, or do you have another role, please let us know?

Okay, looks like we're getting some in. It looks like the winner is administrator, but the runner up is others. If you want to in the chat, you are welcome to add what are some of the other roles that are with us today. So we've got school psychologists, admin support, and parent mentor-related service provider. Well, first of all, I just want to say welcome and thank you for joining us today.

[Slide 7 - Objectives] Shedeh Hajghassemali: So, today we're going to have a session, and our five objectives that we are going to be looking at and explaining what IDEA requires for each child's IEP in terms of a monitoring plan to measure progress towards the annual goal. Our next objective is to review tips for developing and implementing a monitoring plan. We will share some resources for developing and implementing a monitoring plan, and four: we'll be having an introduction to the NCII tools chart. Finally, we will be looking at using NCII's tool chart to evaluate progress monitoring tools. In addition to the Present Levels of Academic and Functional Performance or PLAAFP and the



measurable and annual goals, IDEA requires that the IEP include a description of how the child's progress towards meeting that annual goal will be measured. The purpose of this section of the IEP is to ensure that the team is monitoring the extent to which the IEP is reasonably calculated to assist the child in meeting their goals.

[Slide 8 - What does IDEA say about the measuring progress?] Shedeh Hajghassemali: In addition, it provides data that can be shared with parents, children, and support educators in making timely changes to the IEP, if students are not benefiting from the current program. To support educators in developing an appropriate monitoring plan, the PROGRESS Center developed this tip sheet, and it's available through a link that will be provided right there in the chat. It outlines things to do and things to avoid. It also provides several links to resources, some of which will be shared in today's webinar to help IEP teams address the components of the IEP.

[Slide 9 - Did You Know?] Shedeh Hajghassemali: As a federal law, all states must ensure that their schools and districts meet the minimum requirements set forth under IDEA. Many states go above and beyond and establish additional requirements for the IEP like a shorter timeline or an additional component for the IEP. It is important to check with your State Department of Education to see if there are additional rules and procedures that you need to follow. In the chat box, we're going to place a link that goes to an interactive map that allows you to click on your state and access your State Department of Education website as well as the state's Special Education website information. Today, we will focus on the minimum requirements that all states, their districts, and schools must adhere to according to federal IDEA regulations.

[Slide - 10 Why do we need to measure and report student progress?] Shedeh Hajghassemali: It is important to note that it is key that the data being collected are used to further advance student growth and achievement. As a result, parents are also provided a consistent and timely summary of their child's progress within the program and modify the IEP if necessary. A detailed plan should be agreed upon during the IEP meeting. In addition to a report that is provided to the parent, any updates or concerns should be not only discussed, but also provided in writing. One thing to note, IDEA does not specifically address how to develop a quality monitoring plan; however, it does require that within the IEP details must be provided on how the child's progress will be measured. The results will give the IEP team data as to whether the individualized program that was designed by the IEP is effective, or is it going to need adjustments to be made via the services or the instruction that the child is receiving?

[Slide - 11 Tips for Developing a Monitoring Plan] Shedeh Hajghassemali: The PROGRESS Center has developed tips, which are aimed to assist the IEP team in developing a high-quality monitoring plan. It's important to use objective measures. This means that the progress needs to be measured in numbers, not in words. Some examples are chapter test scores or behavior observation that having an objective measure provides that data that can be evaluated, and then decisions can be made based upon that scientific method. Try not to use subjective measures such as someone's opinion or perception. If a



child's having a bad day, or not behaving well, it can easily affect, of course, your perception, and unconsciously the feedback that's provided in your subjective assessment can be then skewed.

It's also important to measure frequently and consistently. Inconsistent measurement is difficult to evaluate, and the data can be utilized to see the growth or trend provided through accurate feedback.

[Slide - 12 Tips for Developing a Monitoring Plan Continued] Shedeh Hajghassemali: Another tip from the PROGRESS Center is to identify one person that's been trained to collect data such as a general education teacher, or school psychologist, and assuming or expecting someone that does not have that training to collect the data could result in inaccurate results, which could easily affect the child's evaluation and progress. Professional development opportunities for staff to learn more about how to collect the data for a monitoring plan are also beneficial, and it can result in fewer errors during the process. It also provides the foundation to the individual when circling back with the team in terms of feedback and next steps. Therefore, it would also be beneficial if the student was very familiar or comfortable with the individual who is administering this assessment. It's important to identify a setting or a context into which the data is going to be collected, so for example you could do it during math instruction or on the playground. Just stating that it was done at school doesn't provide the team the necessary information to understand if the setting or the subject matter affected the results of the assessment. Having a consistent and comfortable setting where the assessment can be administered is also really essential for the student, he or she will know what to expect during the evaluation, and the results are probably going to be more consistent, as there's less disruption and anxiety for the student.

[Slide - 13 Tips for Developing a Monitoring Plan] Shedeh Hajghassemali: Schedules play an important role in developing the monitoring plan. It's important that whoever is responsible for collecting data maintain a consistent data collection schedule. This ensures consistent data collection, and it shouldn't be based upon if the students are happy or having a bad day or feel like taking a test, or when the teacher has time to complete the assessment. It's very similar to what we discussed before, and establishing a consistent setting, having a schedule that will also benefit the student.

Finally, the performance criteria should be based from the annual goals. This means that when reporting back to the stakeholders, they need to have a good understanding in terms of how well the child is performing based upon what was initially projected in their annual goals. Using performance criteria that is different and does not provide a clear picture of a student's progress. So, for example – if a child was to have 5 observations as a part of their annual goal. One would report: Suzie was able to read with, for example, 85% accuracy during 3 out of 5 of the read-aloud assessments, and you would not say: Suzie reads most of her assessments with ease. We want to make sure that we have that data. Next, I'm going to hand it over to Kim Skow who will tell us more about the progress monitoring resources. Thank you.



[Slide - 14 IRIS Center: Progress Monitoring Resources] **Kim Skow:** Hey, thanks Shedeh, before we begin, I just want to thank the PROGRESS Center for inviting us to participate in this webinar today, and also thank you for joining us today.

[Slide - 15 IRIS Center: Open Educational Resources] **Kim Skow:** I also want to point out that Naomi Tyler, the director of the IRIS Center, is going to join us behind the scenes, and she's going to be adding information into the chat box and answering any IRIS-related questions that come in today. So to begin, I just want to give you a quick overview of the IRIS Center and what we do. We do develop free and Open Educational Resources or OERs for those working with all students especially struggling learners and those with disabilities. At IRIS, we are focused on evidence-based practices, and they address important instructional and classroom issues that includes assessment, as Shedeh just noted on one of her tip sheets. When measuring progress toward meeting annual IEP goals, educators should use objective measures such as progress monitoring probes for reading and mathematics. So today, I want to introduce you to two of our modules on progress monitoring.

[Slide 16 - IRIS Modules] **Kim Skow:** Before I do that, I just want to give you a quick overview of IRIS's modules. They are our signature resource; they're self-contained, self-paced, and self-guided. They're also grounded in adult learning theory, and they translate research to practice. They're developed in collaboration with content experts. As you can see in this graphic, the modules consist of five components that have been repeatedly recognized in educational research as important components of learning.

The first is a challenge that's a realistic scenario relevant to educational professionals, and that's a short video usually three minutes in length. Then it goes on to the initial thoughts; those are questions that allow users to explore and consider what they currently know about the scenario presented in the challenge. Not only does it activate the learner's prior knowledge, but it allows faculty and PD providers to assess what their students or participants already know, if they have misperceptions, then to address those. The third component is perspectives and resources, and this is where we house all the content. We break it into nuggets of information, and we scaffold that information. We use bulleted text, videos, and audio by using different components to break it down to make it easily digestible for learners, and to allow them to actively engage with that content, and you're going to see some examples of that a little later. The fourth component is the wrap-up, and that's just a summary of the information we've presented so far. Then it ends with the assessment, and that's an evaluation tool that offers the users the opportunity to apply what they know and to also evaluate what topics they need to study further. They have that opportunity then to go back and do that.

[Slide 17 - Locating Modules] **Kim Skow:** Next slide, locating our modules, you will first go to the IRIS website and that's iris.peabody.vanderbilt.edu, or just a real simple URL is IRISCenter.com. There will be five tabs across the top of the website. The first one is resources, so you click on resources. There's a drop-down menu, and you want to click on the first item that's the IRIS Resource Locator.



[Slide 18 - Locating Modules] Kim Skow: Once you click on that IRIS Resource Locator, you will see that you can sort by topic, resource type, or module element. The default is topic, and this is what we're going to look at today. The progress monitoring modules that we want to highlight are located under assessment, which includes progress monitoring, once you drop that down. The first item in that menu is modules, and you want to click on. That's going to give you a list of all the modules listed alphabetically.

[Slide 19 - Progress Monitoring: Reading] Kim Skow: One of the modules that we're going to be highlighting today in that list are called Progress Monitoring Reading, and the objective for the module is to identify the different classroom assessments, to understand progress monitoring, in particular, General Outcome Measurement or GOM that can inform instruction, to administer, score, and graph GOM measures, to evaluate student data, to make informed instructional decisions, and to use graphs to facilitate communication with not only the student, but with parents and other educators as well.

[Slide 20 - Progress Monitoring: Mathematics] Kim Skow: The other module we want to highlight is Progress Monitoring Mathematics, and you can see here that the objectives are the same. These modules are very parallel in how the content is presented. The big difference is the information on how to select the measures, and then how to administer and score those probes, so I will be kind of switching back and forth and highlighting the differences as we go through.

[Slide 21 - Progress Monitoring: Overview] Kim Skow: Both of these modules start with an overview of progress monitoring. They talk about the benefits of this type of assessment, and they differentiate between the two types of progress monitoring: mastery measurement and general outcome measurement. I also want to break it up, as I mentioned before we break the information into nuggets. One way we do that is to provide information boxes. The one here, provides a little more in-depth information on the differences between mastering measurement and general outcome measurement. As you can see, there's a link in that chat box that takes you to a handout that we developed to really kind of go in-depth a little further.

[Slide 22 - Progress Monitoring: Steps] Kim Skow: You're going to see other boxes throughout, and I'll point those out as well. After we do the overview, and we really go through how to monitor progress step by step. You will see that we break these down on each page. It begins with how to select a measure.

The illustration highlighted here; it is from the reading module. You can see that we provide more information on the different types of reading probes. We have the kindergarten letter sound fluency probe, the first-grade word of identification fluency, mid-1st to 6th grades passage reading fluency, and then for fourth through sixth graders main fluency. Once you click on any of those menu bars, it opens up and provides a description of that probe, as well as gives you a sample probe to look at.

[Slide 23 - Progress Monitoring: Steps] Kim Skow: Something similar with the mathematics module, as we see with a table that breaks down the different math probes and one being the computation of the



probe. Each of the little visuals is a link that takes you to the information on the different types of elementary and secondary for computation. We also provide samples for the concepts and application probes. We have elementary school, right now and currently no valid middle school or high school computation probe, but when that is available, we will add that one as well.

[Slide 24 - Progress Monitoring: Steps] Kim Skow: The next step is to create a graph, as you see we have started the very, very basics here. We do show how to create a graph, and one of the things we provide on the page is a link to the NCII tools. We try to provide those tools through the modules to just provide a little more information that teachers can take to implement these steps in their classroom.

[Slide 25 - Progress Monitoring: Steps] Kim Skow: The next one goes into creating a goal line, and we break that down step-by-step as well. We scaffolded information. We talked about first establishing a baseline, then determining the expected goal, and then drawing that baseline. At the end of that section, we provide a practice opportunity, where the user is provided data, and they're asked to plot the goal line. Then we go one step further, and we discuss how to determine goals for struggling learners and how to use the intra-individual framework. We provide an opportunity to practice how to determine students' individual goals using this framework.

[Slide 26 - Progress Monitoring: Steps] Kim Skow: The next step, we talked about how to administer and score those probes. We provide information about that. Then we provide demonstrations of someone administering and scoring three different types of probes for reading, which are rewarded relocation fluency, the passage reading fluency, and the mazes fluency. Then we follow that up with a practice opportunity, which is in this little box that is illustrated on the slide.

[Slide 27 - Progress Monitoring: Steps] Kim Skow: You see a practice opportunity to administer and score each of those probes as well. For math, we also do the same thing, so we discuss how to score both elementary and secondary computation probes, and a practice opportunity to score a probe.

[Slide 28 - Progress Monitoring: Steps] Kim Skow: We next talk about graphing and how to graph data and provide a practice opportunity so that the learners can practice graphing.

[Slide 29 - Progress Monitoring: Steps] Kim Skow: Once they have that graph data or that visual representation of the data, we discuss how to make data-based instructional decisions, and once again, we provide a practice opportunity. As you can see, we are pulling the two students through, so you know these are the two students that they had an opportunity to practice administering, scoring with, to graph their data, and how to make instructional-based decisions using that data.

[Slide 30 - Progress Monitoring: Steps] Kim Skow: Then finally, we discuss how to communicate progress with the students, parents, and other professionals by using the graph data. This step is also accompanied by practice opportunities, so they get practice thinking about what the data means and how to communicate that with others. Through the modules, we really break down step by step how



to progress monitor. On the individual pages, we break those steps down even further and scaffold that information.

[Slide 31 - Free PD Certificates for Educators] **Kim Skow:** And then, one thing I want to point out before I end is that we have free PD certificates available for educators for these 2 modules as well as 36 other modules that are continuing to be added all the time. This can be accessed by clicking on the PD Options tab at the top of the website. As I mentioned earlier next to the Resources tab so it's easy to locate. If you have questions about these resources or anything else on the website, we encourage you to contact us. We will put that contact information on the slide; -- it's also on the website. We'll put it in the chat box as well.

[Slide 32 - Selecting Progress Monitoring Tools: NCII Tools Charts] **Kim Skow:** Now, I want to send it over to Caitlyn Majeika from the National Center on Intensive Intervention. She is going to be sharing considerations for selecting technically adequate measures tools to monitor progress over time.

Caitlyn Majeika: Thanks, Kim. Hello everyone, my name is Caitlyn Majeika, and I'm very excited to be here with my colleagues from the PROGRESS Center and the IRIS Center to share our tools charts to help you select and evaluate progress monitoring tools.

[Slide 33 - National Center on Intensive Intervention (NCII) Mission] **Caitlyn Majeika:** To begin with an overview of our center, the mission of the National Center on Intensive Intervention is to build the capacity of state and local education agencies, universities, practitioners, and other stakeholders to support the implementation of intensive intervention in reading, mathematics and behavior for those students with severe and persistent learning and behavioral needs.

[Slide 34 - NCII Tools Charts] **Caitlyn Majeika:** Part of our work with the center has been to develop a series of tools charts. We have four tool charts dedicated to assessment, and so two on screening, one for academic screening, and one for behavior screening. We have two tools charts dedicated to progress monitoring tools, again, one for academics, one for behavior, and then we also have two tools charts dedicated to interventions, one for academic, and one for behavior.

Today, we are going to go over the components of the academic and progress monitoring tools charts, and we're doing this for two purposes. One, you may have progress monitoring tools that you have been using for school assigned by your district available. You may be wondering what the quality of those tools is, if they are good tools for progress monitoring. You may be in a position to be selecting a new progress monitoring tool or set of progress monitoring tools, and you'd like to know what is out there and what is the evidence to support them. So our tools charts across the board can be used both ways. Today, I'm going to highlight the key features of the tools charts so you can understand how to navigate them and learn more information about the tools that we have available.

[Slide - 35 Tools Chart Review Process] **Caitlyn Majeika:** On the next slide here, we see how the tools get to be on the tool charts. On average we have a yearly call for submissions, and we allow any sort of



vendor of evidence-based tools and invite them to respond to those calls. These vendors may be product developers, researchers, or any other proprietors who have assessment tools that they would like to be featured and rated on our tools charts. Once we receive the submissions from the vendors, all of the tools go through a review process through our technical review committees or TRCs. We have one TRC dedicated to each of the six tools. These groups are made up of national content and methodological experts, so they take our rating rubrics, and they will assess the quality of each of the tools submitted. They use rigorous evidence standards to review the tools and that is what is presented on the tools chart. So it's important to note that we don't just publish tools that are deemed "evidence-based", we publish all tools that are received to us, and then you can see how the evidence stands up against our rating rubrics that are based on feedback, and comments from the technical review committees.

[Slide 36 - Academic Progress Monitoring (APM) Tools Chart] Caitlyn Majeika: Let's dive in and see more information about this academic progress monitoring tools chart. If you visit this tools chart on our NCL website, this is what you will see on the landing page. It has a little bit of information at the top of any sort of new or key features or changes that will be announced at the top. You see an area that explained our rating system, and we will go into that in more detail in a few moments. You see a filter, and then you see the actual tools chart. It will list the name of the tool, the area it focuses on, the grade level, and then the measure type. Then it has three tabs, and it shows you the rating or key information for a variety of technical features and usability features of the tools. Today, I'm going to go over each of these features of the tools charts in more detail. When you visit the website, you can understand what they look like and what information you're seeing.

[Slide 37 - Filters] Caitlyn Majeika: To start, I want to show you the filter, so here in this gray box, you see the filter. You may come to the tools chart with a specific content area in mind. Let's say you're looking for a math tool, and perhaps you're looking for a grade level in mind. Let's say, you work in middle school, and you want tools that have been validated at the middle school level, or perhaps you have some resource constraints and you're looking to fit in a tool with resources. It may be depending on the cost of the tool, level of training required, type of administration format, and technology required. Does it involve a computer or is it hand scored and delivered? You can filter by all those and really narrow down what you're seeing on the chart, so that you're really looking at the tools that are of use to you and have relevance to you and given the resources you may have. Before we go on, I'd also like to point out that at the top of the filter; we also have the legend. Here, this explains the rating system that we use across all of our tools charts and shows you the level of evidence, and we have across each of the standards that we rate. So a full bubble to that full orange circle, and full bubbles means that there's convincing evidence for that tool as that standard has met the evidence fully. A half bubble means that there's partially convincing evidence, and it met part of the standards. An empty bubble means that there is not sufficient evidence yet, and the dashes simply means they haven't reported the information yet. Those will be useful when we go to the next slide and look at what that looks like on the toolbar and how you can discern the information.



[Slide 38 - Performance Level Standards] Caitlyn Majeika: For this next part, I'm going to take you to images of the tools chart, and we're going to go through those three tabs at the top: the performance level standards, the growth standards, and the usability features. I'm going to share with you the information you can find on each of those tabs and then give you a little bit more information about what those mean. So let's start with the first one, these are your performance level standards, and you may hear that you need progress monitoring tools that are valid and reliable. Well, you can come to our tools chart and look here on this first tab and see the reliability and validity of all of the tools that we have on our chart. We also have information, if the vendor has conducted a bias analysis. While this information is not rated in a bubble, you will see a yes or no with that information. You can learn more about what analyses were conducted.

[Slide 39 - Ratings of Performance Level Standards] Caitlyn Majeika: If we go to the next slide, you can see what that looks like across the row. As mentioned earlier, each tool is a row on the tools chart, and for each of those standards that I mentioned within this tab, you will see either a rating or more information. So for this specific tool for I-Station, you can see that we have a full bubble for a liability, an empty bubble for validity, and this vendor has conducted a bias analysis. You can use this information to think about and assess the tool you have or think about a tool you want to purchase for your school. I'd also like to note we strategically created this tool chart that allows you to pull the information to the level of detail that you want. So perhaps you are very comfortable with just looking at these bubble ratings, they have been vetted by our technical review committee. You want to just look at the information on the tools chart. That's great, and you can absolutely do that. But let's say you're interested in the data that the vendor provided, or you want to know what it means if there's an empty bubble for validity. If you click on the bubble like the full bubble for liability here, the empty bubble for validity, or the word "yes" for bias analysis, you will learn more information about what is that feature, what is reliability, and what is validity. Then you can actually see the data, and what the vendor has provided to support their analysis of reliability or validity.

So if you are really interested in the numbers and data the pop-ups are for you to click on those bubbles, and you can see and learn more information about those standards we have. This is available across all of the columns with ratings and information.

[Slide 40 - Example Rubric Validity] Caitlyn Majeika: So now let's go to the next slide, where we will see an example rubric. So I mentioned earlier, we have these technical review committees that are evaluating the evidence. I wanted to give you an example here of what it may look like for this standard of validity for a tool to meet a full bubble, a half bubble, or an empty bubble rating. Again, these are written pretty technically, but we want to show you the type of information we're looking for and expecting from vendors when they submit the evidence. So for validity, we're interested in having multiple sources of validity analyses. We need at least two, and they need to be justified and be aligned with the information and the tool used. We make sure that the evidence was drawn from a sample of students that are representative across learners across a variety of performance levels. On top of that, we also make sure that the analyses show that their validity meets this minimum threshold



or exceeds that. If a vendor can provide all that information, it will earn a whole bubble. If it can partially meet that it's a half bubble. If the vendor is not quite there yet or doesn't have sufficient data, it would receive an empty bubble. This is one example. Again, these rubrics are available for every standard. If you are interested in them, go ahead and click those bubbles within the tools chart. You can learn more about each of the standards we have.

[Slide 41 - Growth Standards] Caitlyn Majeika: That was performance level standards. The next tab is growth standards, and here we provide ratings across 5 items. First, we rate sensitivity including analysis and reliability of the slope that is growth over time. We also analyze the alternative over forms that are available for the tool and evaluate the decision rules for the vendor in determining if they're technically sound and based on theoretical rationales. So here we think about the decision rules for setting and revising goals, then we also think about those key decision rules for when a change in instruction is necessary. So these are the five standards that we rate.

[Slide 42 - Rating of Growth Standards] Caitlyn Majeika: On the next slide, you can see that is the same as the first tab that you just look across the row for a specific tool at a specific grade level, and you can see the evidence that has been rated for this tool. Just like before, if you're interested in learning even more information or, what does that mean? You can click on the bubble or the dash, and a pop-up will appear to give you more information.

[Slide 43 - Example Rubric: Alternate Forms] Caitlyn Majeika: If we go to the next slide, I've given you another example of a rubric. This one is for the alternate forms item that we rate, and this is just an example of how vendors can achieve full, half, or empty bubbles. Here for alternate forms, we require that there are at least 20 alternate forms, and we have strong evidence of compatibility across the forms. Again, the evidence is drawn from a sample of students in need of intensive intervention. This information is available in the pop up if you're interested. TRC uses this information to assign those ratings and it's perfectly fine if you look through the evidence and want to use the bubbles to drive and inform your selection, or your understanding of the tools you may have.

[Slide 44 - Usability Tab] Caitlyn Majeika: Finally, the usability tab, none of the items are rated with a bubble, but they are rated in and categorized to provide information about these 4 items: the administration format, administration scoring and time, scoring format, and then those benchmarks. The rates of improvement, and end-of-year benchmarks that you may need are available for each tool.

[Slide 45 - Information Related to Usability] Caitlyn Majeika: Here on the next slide, you will look across the row, and you can see that we've labeled and identified sort of what the administration format is. This first one can be done with an individual, or a group, and the tool is computer administered. It takes 30 minutes, and the scoring is automatic. There are benchmarks for the rate of improvement and the end of your benchmarking. When you're looking at the tools chart, sometimes the technical standards are what you are interested in. Sometimes, it is these more resource-driven



decisions, so we just want to make sure that you have all the information you need if you're selecting a new tool, or perhaps considering one that you already have.

[Slide 46 - Tips for Using the Tools Charts] **Caitlyn Majeika:** I have given you a walkthrough of the tool chart: What is on the tools charts? How to navigate with the filter? What are the standards we use for evidence? What are the other key features you may be thinking about? How can we use this at my school and what would be the purpose? I'll start by saying the tools charts do have a lot of information, and these have been going for over a decade now. So we have a lot of tools on there across many grade levels, we have many standards. It does have a lot of information, and what we like to do is describe the tools charts similar to the way you look at a nutrition label. A nutrition label gives you a lot of information about the product that you may be considering eating or purchasing. When you look at a nutrition label you may not be interested in everything. You may be trying to reduce the amount of sugar, so you may look at the sugar in this food first, or maybe you want to increase the amount of protein, so you look at the protein in that. The same is true for the tools charts. As I mentioned earlier, you may be considering tools and want something that has high validity and reliability at high technical standards. You may be looking for tools with that in mind. Other schools may say that well, we are really resource-dependent here, and we don't have the technology to administer anything on the computers. We really need to find a good program that has good reliability and all those technical standards, but also can be administered by hand and does not take a lot of time to score.

Those are all decisions that are important. That can be based on school resources, and also based on student needs that need to go into these decisions. We recommend that you gather a team—that could be the IEP team and maybe a team of teachers, and you determine your needs and the students' needs, but then you also consider your priorities. Again, you are thinking about those resources, what you have at your school, and contextual variables that may come into play with this. Then we recommend familiarizing yourself with the content and language of the chart. So that's great, we've done that step four, so you can go back, and share with others at your school. You should really familiarize yourself with what is on there, and you can click on those pop-ups a little bit more to familiarize yourself with the layout, and then review the data, again. This could be analyzing or evaluating a tool that you currently have to see if it's a good tool to continue using for progress monitoring, or in a position to choose a new progress monitoring tool that you want to use across your school to review the data for that. Then there's also the option of asking for more information, and the tools charts include information about vendor contacts. So perhaps, there's information that you want to learn about more, and you're interested in purchasing a product, or you want to learn more about the training and cost of the product. We have the vendor information on the tool charts, and you are more than welcome to reach out to them on specific questions and get those answered if you are going to use a tool that's listed on the tools chart.

On our NCII website, we also have a tools chart user guide that we developed. That is more of a workbook that goes into more of these details across the six steps to help you use the tool charts to make decisions about the tools you have, or the tools you would like to select.



[Slide 47 - National Center on Intensive Intervention] **Caitlyn Majeika:** Thank you all for your time. If you like to learn more, we are at intensiveintervention.org. We have a whole web page dedicated to our six intervention tools charts that will guide you to see all the other tools charts. To learn more information, we have our email address and Twitter page, if you would like to learn more and contact us for any reason. Thank you.

[Slide 48 - Where Can You Learn More?] **Tessie Bailey:** Thanks Caitlyn, Shedeh, and Kim. If you all want to learn more about a lot of the resources that you have seen today, we do recommend that you visit the websites that were referenced today, and we'll put those in the chat box. One of the other centers that did not present today but has participated in previous webinars that has a lot of information about this is our Center for Parent Information and Resources, and they really speak to the component of the IEP in the development of the monitoring plan to support IEP goals.

[Slide 49 - Questions] **Tessie Bailey:** So we're going to start our Q&A session. But I just wanted to let people know -- you may not know this. Caitlyn was sharing about the academic progress monitoring tools chart, and it's the longest-running tool chart that has been funded under the IDEA Technical Assistance Program. It actually started with the National Center on Student Progresses Monitoring from 2002 to 2007, and also other national centers including the National Center on Response to Intervention and the National Center on Intensive Intervention that have increased the number of tools charts available. Caitlyn, we did have a question on: What are the different tool charts? Do we see the screening and progress monitoring tools on the same chart, or what is available?

Caitlyn Majeika: Sure, each of the tool charts is its own web page, so if you go to the website, you go to the landing page, and you will see six options for selecting each of the tools charts. So you click on Academic Progress Monitoring, and everything is there that I shared with you. It is just Academic Progress Monitoring, and it's the same for academic screening. You'll notice that some of the standards we rate, some of the information we provide is slightly different and adapted to be appropriate for screening tools, and then the same with interventions. Those are on two separate pages one for academics and one for behavior, and you can visit each of those separately.

Tessie Bailey: One of the things, I didn't mention— you seem to mention academic and behavior, and it seems to be a lot of focus around social and emotional. Are those types of tools available on the tools charts that are offered by the National Center on Intensive Intervention?

Caitlyn Majeika: If there are tools available out that were submitted under the realm of social-emotional, they have been reviewed. They are on our tools charts. Right now, we currently don't have any under that domain, but we are always looking for new submissions and new tools. Again, this is something that is voluntary, and that vendors respond to our calls for submission. So, if you use a tool or know of a tool, and you would want it to be rated by our TRC and on our tools charts. Please, don't hesitate to reach out to us because we are always looking to expand and add more tools to our charts, especially in the area of behavior social-emotional learning and mental health.



Tessie Bailey: All right, thanks, Caitlyn and I'm going to ask Kim and Shedeh, because we do have some other questions coming in from our participants. I just want to say that we will try to answer as many questions as we are able to. If we do not get to your question or you want to have an answer at a separate time, you can email us with any additional questions at the PROGRESSCenter@air.org, and don't put the "the" in front of it. We will get back to you. Now I am a recovering faculty member, and I've actually used the IRIS modules as part of my educator preparation program and based on some of the conversations in the chat, it looks like a lot of other people have had a really great experience with these. Kim, can you share these resources just for educator prep programs? How can they be used by service providers and administrators on the call?

Kim Skow: The IRIS resources can be used by teachers, administrators, professionals, related service providers, and even parents. We have a lot of people, as we're going through our weekly feedback and data from people who were using the module, so they can be used in a number of ways and by a number of different constituent groups.

Tessie Bailey: We have a question around the email address, and feel free to find that in the chat box. So Kim, I also have a couple of other questions that came in for you. One of those is regarding the resources shared in today's webinar. Does the IRIS center have other resources for additional practice for progress monitoring?

Kim Skow: We do. We actually have several. You can locate those by going back to the IRIS resource locator, which I demonstrated before. Then you click on assessment, which also includes progress monitoring. Once you get there on the modules tab, you'll find Intensive intervention part two that I think might be useful. The other one is Collecting and Analyzing Data for Data-based Individualization, which we developed in collaboration with NCII and CEDAR. There are also a couple of case studies on progress monitoring. The titles might be a little confusing. They were developed to originally wrap around the RTI series, so the titles are RTI Progress Monitoring and RTI Data-based Decision Making, but I think that they will be quite helpful and align with the content that we presented today.

Tessie Bailey: Excellent, and Caitlyn or Shedeh, any other progress monitoring resources that maybe are in the works? Or are you aware from your centers how to do more practice opportunities with progress monitoring content?

Caitlyn Majeika: I can go here. At the National Center on Intensive Intervention, we have modules on data-based individualization including data collection and progress monitoring for students who are receiving intensive intervention. If you visit those resources on our website, they give you more information about the progress monitoring process. It will show what it looks like, when to do it, and what are some ways that you can analyze data for students and make decisions.

Tessie Bailey: I do know there are some other resources that are in the works. -- It looks like the NCII and PROGRESS Center has developed a learning management system and that there will be additional progress monitoring resources in there. We definitely look forward to seeing those. I want to just



point out something that was in the chat box that I thought was really great. Angela, one of the participants had mentioned that when we're referring to progress, we're referring to progress on IEP goals. It is not necessarily grades for report card or grade-level standards, and we want to reiterate that's exactly what we're talking about. Particularly the monitoring plan, we're looking at individualized goals for the student that are necessary for the student to achieve to benefit, to have access to core programming and to make progress in the general education curriculum. I wanted to thank you, Angela, for highlighting that, and I think that's something we often forget about. Now, I would like to ask our presenters-- a question that's coming in: I would like to have the teachers work through the IRIS progress monitoring modules. And Kim, you mentioned the PD certificates, and that's kind of a novel thing. That's coming out of our national centers. So, can schools do that? I know that we have a lot of administrators on the call. Is it something that they can do with a large number of teachers or something only individual teachers are able to do? What's the cost of that?

Kim Skow: Okay, so we do have platforms for schools and districts. It's one of those things, where it's probably best to call us, and contact our technical assistance center. Naomi can put the information in the chat box because there are so many different options. They can go through as the individual educators, and we also have school and district platforms available. It's easier to collect the data on the educators for that, and I would just encourage them to contact us and to explore those different options.

Tessie Bailey: Thanks, I'll leave this open, but this might be geared toward Caitlyn. We did have a comment and I want to put it out. It leads to another question we have. One of the conundrums that people are seeing is that they're being required to use a particular tool in their setting. Should schools be doing about that? What happens if the tool is not on the tools chart, and they are asked to use it?

Caitlyn Majeika: Great questions, that is two prongs here. One, if you are being required to use a tool you can use our tool chart if it's on there to simply understand the strengths and weaknesses. So as I mentioned, there's no tool that's going to be one size fits all. Nothing is going to be perfect for every context, every student, and every situation. So in that situation, it's more about understanding the strengths and perhaps some of the limitations of the progress monitoring tool that you have to know if it's going to be able to give you the information you need, or perhaps you need to supplement that with something else. If your tool is not on the tools chart, then, again if this is a district thing, and lots of schools are using it, we always like suggestions for new tools. In that situation, you can use the tools chart to understand the kinds of technical standards we do review and rate for, and for your school. You can go through the process at the end, if the tool has the manual and look through some of the evidence that they are providing, so that your team can assess if that does meet some of the technical standards. It does show that there are features that are relevant to the students of use, and again, it's just making sure that most of you are using the tool as intended to make sure that you can share the outcomes of the students.



Tessie Bailey: Yeah, I would remind folks that when we first started a lot of the progress monitoring tools like I mentioned, the tools chart didn't actually exist until the Progress Monitoring Center was founded in 2002, but prior to that, you know, we've been doing progress monitoring as Caitlyn mentioned. I think really understanding what are the technical requirements? Are you maintaining fidelity to the collection of that data? It is really important to be very clear about what it is you're monitoring. And so one of the questions that we had is that Kim had mentioned the difference between mastery measure and general outcome measures, but when you look at the tools chart, that used to be there but is not there anymore. Caitlyn, can you give us insight on what happened to that?

Caitlyn Majeika: That's opening up a whole can of worms Tessie. So, with something like the tools chart that's been in existence for nearly 20 years now. I'm sure you all are all familiar that the pendulum of education swings back and forth, and we're constantly learning and evolving. So our tools charts use to break down tools with general outcome measures and mastery measures. Over time we received user feedback. We received feedback from our technical review committees and decided that there were parts of it that were confusing to the end-user, and that the majority of our tools on the tools chart are general outcome measures. We have removed that as a separate column and knowing that the majority of our tools on the tools charts are general outcome measures. That's just a little bit of background information there, when you visit the tool chart just know that is the type of information that you are receiving. Again, that's a decision made over time, and that was based on feedback from administrators, teachers, and consumers of the chart and our technical review committees.

Tessie Bailey: Caitlyn, I do have a question, or more of a comment that I'll address. There are some students for which the tools that exist on the tools chart may not be appropriate. To be honest, students may have IEP goals that are unique behaviors and don't necessarily have a published tool, and I think with the technical standards you laid out, Caitlyn, it helps us think about what are the key features of what would be in a progress monitoring plan? Shedeh shared several components of that. It is okay, and completely appropriate to develop a curriculum-based assessment that is unique to a student, particularly those with severe cognitive disabilities. We have related service providers in the session today, who are developing assessment approaches that are unique to particular progress -- or, to a particular annual goal. We want to share that the tools chart is one resource to help folks particularly if you are monitoring academics or behavior and just know there are other ways. As educators, we can use our skills to develop monitoring plans that are unique to the students that we work with. So, I want to just ask one more question, and it has to do with an electronic progress monitoring tool and graphing system. It seemed that everyone mentioned that the graphing was a critical piece of this, but this user does not have a published tool, and their district is not going to purchase that. Does that mean they can't do paper pencil, or any free things available for them to do graphing? I'll open that up for anyone---, or I'll share.

Tessie Bailey: I will share that I'm aware of the National Center on Intensive Intervention. I can share in the chat, there is a free graphing tool available for folks. I will also say paper-pencil, it will reign



supreme. Because if you do the paper-pencil, you can do that with the student that you are working with and understanding where you are as a kid in terms of learning can be very empowering. I just want to remind folks. When we talk about graphing, it doesn't have to be in a fancy system. It can be paper-pencil system. I know Kim with the IRIS Center that you all have some resources that are blank graphing tools that have some of those practice opportunities to demonstrate how to do that in a sort of paper-pencil way.

Kim Skow: Right.

[Slide 50 - Staying Connected with the PROGRESS Center] Tessie Bailey: We are just at the close, and I want to move us on and thank our presenters. If you have additional questions, please share that in the chat. Please email us if you have some additional questions or some things that are unique to your site. We do hope that you stay connected with us. You can follow us at @K12progress on Facebook and Twitter. You can stay up to date about resources and tools. The National Center on Intensive Intervention, the IRIS Center and the PROGRESS Center are to collaborate to ensure that our resources, our modules and our printing materials are aligned in terms of language and outcomes. So feel free to contact any of us. We all also have our newsletters that you can follow. I would also like to remind folks that we'd love to hear your feedback about today's webinar or things that you'd like to see in the future, and please fill out the feedback form that you see now in the chat box. We want to thank you so much for a great chat, and this was our first time with Zoom. The chat really helped with the interaction. Thanks again to Caitlyn, Shedeh, and Kim for joining us and sharing the great resources that you have.



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