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We are recording for it to be online later, for those who missed it today. We have muted all of the phone lines to minimize background noise.

Please use the Question and Answer tab at the top of the screen if you have

questions.

We would like to invite you to attend our final Webinar on Thursday.

More information is available on our website, www.studentprogress.org.

We are ready to begin today's Webinar and will begin the recording.

I am Rebecca, pleased to welcome you, the national center on student progress monitoring is a technical assistance center funded by the office of special education programs; to provide assistance to state and districts and disseminate techniques to monitor -- we are pleased you, could join us. We are pleased to have Dr. Pam Fernstrom Cheney E Dr. Cheney has over 25 years of experience in the general education classroom and student the assessment monitoring.

Undergraduate elementary canned gate and special education candidate -- -- --

Dr. Cheney: This is my wifert first Webinar. Bear with me. I wanted to start some objectives, goals for us to meet this afternoon, not knowing if you are from a general Ed or Special Education background, I wanted to do a brief review to understand the differences between student progress monitoring. We use the phrase student progress monitoring curriculum or SPM. The difference in that time of assessment and Special Education or --

I ails also compiled a rationale for -- based on my own experiences of having been a Special Education and gone to Vanderbilt and dealing with standards. National CEC standards, as well as state standards. The rationale is according to me, there's no research base to support it.

In terms of looking at options for infusing the content, this has been be a dialogue with the national center for quite a while to make sure this type of content is included in teacher ed programs, as I work with different schools in my state I know that reading is pretty well covered in many of the schools. In our state it's covered in all the schools, especially elementary schools. Wher math, written expression, other content areas, there's a void. I doubt Alabama is that different.

I wanted to make sure we reach people like ourselves to include in the teacher

ed programs.

The center has identified some specific content, I included that in your PowerPoint presentation. Also some suggested course names, rather than say it's at a particular university and number I selected course names that I thought would be typically included in a teach every Ed program.

I have peers who have participated from the training at the center, and also some specific artifacts. I use some of the terminology from N Kate, and arctic facts is all we know these days, also where to obtain resources and materials. I don't know where the coloring is coming from, someone is adding to the screen.

Some ways SPM is different from traditional assessments, you know in P 12 classrooms teachers use the summative assessments, their own or one that may accompany the text book they are teaching from. Q1 it is a teacher-made test or one from the text book approximate publisher, especially if it's teacher, may have poor technical quality. There's research to support that. One reason you would want to turn to something pertaining to -- for higher technical quality.

A different type is what most teachers would consider guest progress monitoring, where you take two or three benchmarks across the year and measure the student's progress. That's not quite what the and would support. Standardized tests, typically one shot during the academic year, group administered, state mandated and I don't know about your state, but typically after the summer break, kids have regressed or learned additional content. It's a guesstimate at best.

What teachers often use in their classroom, what we call math remeasurement. Where they may be evaluating a very specific skill area. To implement mastery measurement, teachers typically consider the sequence of skill in an instructional hierarchy or state course of study. For each of the skill areas they develop a criterion-referenced test. May also be a criterion-referenced -- if you look at the first as example, the teacher would target multidigit addition -- the teacher or book publisher would create a mastery test, 10 items here that would measure a student's progress on specifically multidigit addition.

After students have taken this particular test or probe, then the teacher is

able to transfer the data for the individual students into a chart or graph. You will see there are weeks of instruction across the bottom, number of digits correct in, say, five minutes, if it was a timed test. You see the student's progress over time. Starting with a few as three digits correct, with the first test or probe and as many as eight correct with the last probe. One thing you might notice, informative for those of you who haven't worked in the area of math, digit correct is a more sensitive measure than problems correct. Teachers liked to collect data on both. That would be a typical problem where teachers collect data, plot on a graph, look at student's progress over a period of time.

If you go back to the typical or hypothetical math computation curriculum, the next skill would be multidigit subtraction with regrouping. Once again, the teacher would go from the standard or objective and create or use a multidigit subtraction mastery test, administer the quick probe to students, individual or group, and then look at the data again, plot it on a graph to determine the kid's progress.

You can tell the big difference between where the student ended their performance in multidigit addition and began in multidigit subtraction. The nice thing is, by end of instruction the kid in subtraction is back where they were with addition. Hopefully you see from this graph that when you use mastery measurement, you start over again with a new skill area. You can tell the next skill is going to be multiplication. Another game for kids in the fourth grade. Student and teachers are constantly starting over again in math remeasurement.

The problems with mastery remeasurement, the hierarchy much skills is not empirical, but is logical those with textbooks, overall technical quality is not known, may be weak if it hasn't been piloted, and typically the mastery measurement, number of objectives mastered doesn't always relate are well to high-stakes tests.

What I hope you will see, in contrast to mastery measurement. General outcomes rather assessing one skill, fourth grade hypothetical math curriculum, rather than multidigit addition, the teacher would measure all of those skills with each probe.

The other thing relating to student progress monitoring, rather than the teacher

determining and possibly changing from one administration to another, there are a set of standardized procedures for how a teacher would administer, how they would score, their scoring conventions and conventions for -- many programs on the center's website have been reviewed in a blind review process. You will be able to find out about the reliability and validity, technical quality of these overall probes. So it's a reliable, valid way to monitor student progress across the year, rather than just at the end of a skill or two or three times a year.

One nice thing about some of the programs is that -- well a real plus, instead of teacher creating or attempting to create parallel probes, software programs, online programs provide parallel and brief measures. By parallel, that means hopefully through the review process they have analyzed the technical quality and know whether they truly are equivalent forms. Student progress monitoring, rather than just getting a grade, daily grade on a mastery measurement probe, typically views student progress monitoring to determine end of year goals that can be changed depending on the student's exceeding the currently-set goals. It displays the data graphically, gives feedback to not only the classroom teacher, whether general ed or Special Education, but to the student, if you decide to share it with a student, if it's appropriate.

Then a big plus for student progress monitoring is that it does correlate highly with high-stakes tests. This is something that would need to be considered by classroom teacher trying to decide whether to use mastery measurement or student progress monitoring.

So, on to the rationale for including student progress monitoring and teacher ed programs or individual courses. This is based on my own experience, so I am sure if I polled the people participating in the Webinar you could probably add to the list.

The first one I have already discussed. This is just high points of how -- methods available to using classrooms and P 12 classrooms. It has over 30 years of research to support it. Research is available on the website, you can do your own searches. This is just the tip of the iceberg in terms of areas, how student progress monitoring can support teachers. You see the Fuchs and San tine owe have done research, increasing student achievement, goal-setting, making predictions about who will succeed on high-stakes assessment. The imul k of research on making instructional changes, an early research article from Doug

and Lynn Fuchs and Mark Hamlet. You have school district norms and there are some school districts that have actually created their own norms for -- purposes.

The increased communication between Special Education educators, special educators, conferences with parent and teachers can be a boost. Even parents not as familiar with what you are doing will understand whether a kid's progress is going up or down.

Second rationale I thought about was it definitely increases the knowledge base we need to provide to our undergraduate, initial and advanced candidates in our teacher ed programs. I have taught assessment for stean 17 years, I I know the emphasis from state standards, national standards, in terms of understanding reference test and teacher-developed assessments. When I work with my students, initial and advanced, a light bulb goes off when you talk about student mop monitoring, they can make instructional decisions.

The third rationale, pretty much a given, rather than guessing whether a student has made adequate progress on a particular skill, you actually would be collecting systematic data and would have databased instructional decision says for the individual students. If you go back to the mastery measurement, you would have data, but it would be on one skill area. Periodically, one teacher, as often as you collect data using student progress monitoring, a teacher can analyze the data and make instructional decisions, especially if you have adequate sufficient data on which to base it. You would need to collect for a period of time before you can make those decisions. A fourth rationally actually comes from some of our peers, presentations, thinking about multiple ways student progress monitoring can actually be used in a school or individual classroom. I know that in some areas of the nation there are decisions being made regarding Special Education services, definitely monitoring IEP progress, eligibility for services utilizing student progress monitoring.

Definitely, with prereferral interventions, trying to monitor if the student is suspected of having a particular disability and it is adversely effecting their academic performance, then performing some type of student progress monitor nothing a specific academic area would be of necessity to decide whether this student needed to enter some type of responsed intervention, tiered process or be referred for a comprehensive assessment.

I like to think since three fourths of my job involves working with [indiscernible] candidates, pertaining to monitoring all student's progress in the general ed curriculum. That would enable to you look at high achievers as often as you wanted to collect the data. Middle achievers, average, and those students who are more at risk, be able to actually monitor their progress more frequent, but be able to make database instruction decisions. We are charged with providing alternate assessments for students, that small percentage of students who will not be able to take the high-stakes or state-mandated assessments.

I will tell you student progress monitoring wouldn't be for all of those, but could be considered an alternate.

Knowing schools have to periodically provide school improvement plans to their State Departments actually enables working with classroom teachers to use data to write school improvement plans. Nice thing about that, when you go through accreditation process or other type of review process, you actually have data to support whether goal and objectives for the school, the improvement of the school, have actually been met. So, these are not just my ideas, these are several individual's ideas.

Now, on to getting down to more of a classroom situation, student progress monitoring, if you are not creating your own probes, and you are using a technically sound program, it can be very easy, very quick to gather are student information, snapshots about their academic progress, in reading, math, written expression.

Teachers can actually compare individual students' performance within the classroom, more of a norm as opposed to an individual student's performance, if you choose to do that. You can also compile data across the entire school, entire school district, an administrator, such as superintendent, someone focusing on improvement of scores in third-grade mathematics could look at scores from all third-grade math classroom and actually communicate with teachers any making curricular changes.

The other thing some teachers might not think about, a rationale, would involve looking at different forms of instruction. Ped a gougey, dagogy, whether a -- a

continuation of that, already talked about teachers can analyze students' test scores, errors they made on individual probes, adjust student's goals in an upward fashion and make changes to instructional programs. You can look on the center's website and get additional information. If you were addressing adequate yearly progress in your classes, whether you were focusing on elementary Special Education or even instructional leaders, administrators. There have been presentations pertaining to AYP, using student progress monitoring.

Last but not least, there's response to intervention, not really sure how individual teachers would be able to accomplish the requirements required for fulfilling response to intervention without collecting systematic data. A statement at the end of this section of the rationale is that all of these lead to database decision-making rather than subjective decision-making.

A fifth one that -- one of my peers suggested, the students who score high on student progress money toring typically are better decoders, identify vocabulary in a much faster fashion, they comp heaped material better, compute better. The reason behind this is teachers have data to support the decisions they have made. Therefore, the teachers have aligned their instruction to a more appropriate fashion.

A sixth rationale, kind of all-encompassing, it benefits all students by giving more information, more data to classroom teachers, overall you have better instructional programs, hopefully more intensive instruction, especially for those who need it, and are at risk of academic failure. It benefits general ed teachers by giving them more sensitive data regarding student performance.

If you think about the original graph I showed in mastery measurement, if that had been be a graph for number of problems correct, as opposed to digits, you may have seen a different picture, since only a part of multidigit addition or subtraction problems are correct. It's motivating for the student and gives more information that they are getting part of a math problem correct.

There is greater accountability for student performance, and teachers can use, especially general ed, but also Special Education, can use special progress monitoring to assess the effects of their instruction.

It satisfies assist assist Special Education teachers, benchmark, data -- if you are going through response to identification process or have local or state norms of student progress monitoring, you may have more accurate identification of students with disabilities simply because it is -- more sensitive, rather than to their instructional process, more curriculum based rather than the typical norm reference test.

The seventh, and when I created this presentation I put it first, then decided last. Last but not least, we are driven by standards. I know that different universities have different accrediting bodies. Alabama, to use myself as an example, it is a state code that we must be NC ADA proved and may have to meet -- standards or IRA standards. Very much in my mind set of a rationale for student progress monitoring and teach every ed programs. If you think about advanced candidates, I listed sample ones. For example, with the INTASC standards, the continuous intellectual, social and physical development of the learner. I had to extrapolate how that fit with student progress monitoring. To me it was the continuous aspect that correlated with student progress monitoring. I don't think two or three benchmarks across a year could be construed as being continuous.

I could have very easily put examples from other states, such as Missouri, other state's standards, but I decided to use my own state's. These Alabama quality teaching standards, we call them AQTs, all initial candidates, elementary, as well as second or and Special Education, should be able to meet all of these standards by the end of their program. If you look at these, this is very progressive and definitely mandates that we have student progress monitoring embedded in our teacher ed programs. First, ability to collect and use data to plan, monitor and improve instruction.

Pretty much like the INTASC measure I just discussed. Next is specific to area of reading, and the last one, some people might not have included it, but because so many teachers are utilizing technology, either computers or handheld devices to assess student progress, I think a technology standard is also appropriate to include in a rationale for including in programs. I listed Alabama-specific general ed, Special Education standards. Special Education teacher and general ed teachers need to be able to translate assessment into functional long term goals and short-term benchmarks. Some 250E67 teachers attempted to use norm tests to do this. I am of the opinion that doesn't assist teachers too much. Falls in line with setting goals, making adjustments, determining whether students met benchmarks or not.

A second one, also pertains to the IEP, making adjustments, ongoing measurement techniques, media-assisted technology devices. This is an all-encompassing standard, not unlike some of the other state standards I have looked at. The third for federal Special Education, the continuously analyzing, means you have to continuously assess students in the area of using student progress monitoring.

I looked at advanced candidates and focused on the national boards teaching standard. If you know national board standards, 3.4 tells us that teachers regularly assess student progress, know how to assess the progress of individual students, as well as the class as a whole. Then I also included the one for teachers of students with disabilities, the exceptional standard P 12.5.

Once again, this would correlate with assessing and monitoring progress on student's IEPs. I could have added a slide on exceptional childrens, common core has a stand itard pertaining to assessment, addresses progress monitoring, and if you are a Special Education professor or educator, besides the common core we have all the different disability areas and they have initial standards. Some of those have been -- reauthorized, approved, some are in the process of being revised, will trickle down to you eventually. I am on the knowledge and skills committee for the council of exceptional children. I can tell you most of the worns coming out of the committee now do have additional standards that address student progress monitoring. You may be aware that CEC is in the process of addressing advanced common core, that's already been approved, and on the CEC website, but then each disability area division of council for exceptional children is also in the process of validating or has already validated advanced standards. As a Special Education professor you would want to periodically check the website to determine the national goals, especially if you are working in a SPA state.

So, I thought I will stop, get a drink of water, catch my breath. I will ask for questions two or three times during the presentation, I thought this would be a good time to take a breath and see if there are questions.

Click on the Q&A button and a box will pop up you can type your question.

Thanks, Rebecca.

Any information with students with severe cognitive disabilities?

My -- is moderate, I could address that after I do additional research for you. I predominantly work with preparing teachers, elementary or secondary with moderate disabilities. If you are not going to administer grade-level probes, and this was an older student with a severe disability you would be able to use a lower-level probe in the area of reading or mathematics. That would be the first response I would have to students with severe disabilities. I know people are creating probes for different types of disabilities and different content areas, adding to the knowledge base all of the time. Rebecca, we will have a record of all these questions, right?

That's right, Pam.

What I will try to do, come back and address that again as a particular response if I can find additional information to post on the center.

Let's move to a quick review of the steps of student progress monitoring, just to make sure that everywhere is aware of what teachers should know, be able to do, and we will go into the content that the center views as important, parallels the steps. Most of the presentations you will view when you go on the center's website will follow these seven steps, at least the first six. Occasionally the presentations may not get into the actual analysis of strengths and weaknesses in a particular content area, but some of them do.

The first thing our special or general ed teachers need to be able to do is know how to place a student in a particular student progress monitoring or SPM task, by deciding on which measures you are going to use. Are you measuring in the area of just reading or math, so obviously you have to decide the content areas and which measures you are going to use. By which measures, besides content, you have to think about a specific program.

Second step is to identify the level of the material for student progress monitoring. You have choices here. If you want to compare a student with a

disability or are measuring students in a typical general ed classroom, if you want to compare students with disabilities you will have to use a grade-level probe. Severe disabilities or performing at a much lower level you can administer lower-level probes. You would do this by doing some initial data collection and trying to determine the overall level of functioning for that student on the probes. You want them to be able to do some of the probe, but not be successful. You don't want them to top out from the beginning, then you need to go to a higher level probe. The third step teachers needs to be able to do is administer the probe appropriately, following standardization across all administrations of the probes, collect screening or baseline data, continuously monitor after you -- step four, graph scores, set ambitious long-range goals interest once you do that, you also would want to think about short-term objectives that would be met within your classroom.

You have to think about the frequency of the monitoring. If this is a global classroom monitoring, it may be one time per week or per month. If this is a student at-risk, you may choose weekly or bi-weekly, depends on the needs of the individual student. Step six would correlate with not only knowing about student progress monitoring, being able to administer graphs and make decisions. This would correlate with methods courses in teacher ed. The last step would be to use the database that you have been collecting, or your students have been collecting to describe student strengths and weaknesses, and you do that by analyzing errors that students have been performing.

On to teacher Ed programs. You would have to obviously analyze your course of study, whether initial candidates, advanced, elementary, secondary or in administration. The typical classes with SPM PM content -- Special Education, undergrad or graduate, advanced candidate course work. At my university our students have nine hours of reading course work in elementary ed. As part of one of their free three courses we built in monitoring, trying to add mathematic and written expression as we speak.

Obviously, if you have a methods course, the control of the teacher ed program, worked, co-taught with the math department, you would want to consider integrating into a math methods course. What I am giving you below are typical names of different courses. The evaluation and remediation of reading disabilities is one I overhauled a few years ago, had students go to schools, administer probes, make decisions, attempts teams within the classroom. You see that you have issues and procedures, assessment moderate disabilities, obviously can have assessment, evaluation, Special Education course work, by dual listing,

meaning this may be for initial candidates, as well as advanced candidates. Just like the undergraduate class I just mentioned, you can have one that might have a dual listing for reading instruction just for students with disabilities. That just gives an idea of different courses different professors have added to their course work.

This graphic I created just shows you that you can have an emphasis of student progress monitoring within courses or throughout an entire course. That's a decision that you as an individual faculty member or team of professionals would want to consider, if you are undergoing revisions in the curriculum of your particular program.

The common elements, and the center has asked for sample syllabi, and I had those at my disposal. Some of the common elements across the courses that either were objectives or assignments involved, students, candidates, actually administering, scoring student progress monitoring probes, having database teams, doing data interpretation, and then also, especially if it was more than just an assessment class or assessment in methods class, building in that very critical part of student progress monitoring, which is actually using the data to make instructional decisions and alter kids programs.

I am going through quickly, the examples to highlight some of the national center on student progress monitoring's suggestions for content, and this is something that they have been thinking about for quite a while, and I will show you a captured screen where you can find this, eventually there will be a link from this content to materials on the website. Isn't that correct, Rebecca?

You have the basics of student progress monitoring or curriculum-based measurement. The definition, how it's different, what I did with you at the beginning of this session. Thinking about curriculum based measurement and special populations, getting down to how do I select a progress monitoring tool. Then, how do you conduct it, place a student, what had are the different areas in reading where you might be able to assess students' progress in the area of reading., in the area of math there are probes now for a number of identification, quantity discrimination, there's computational probes available for numerous grades and also some of the critd criticism, kids had to think more abstractly and reason.

Then in recent years, based on research conducted, the center added content and professional presentations in the area of written expression and spelling. I think you can see how looking at these different content areas, how you could infuse -- and I won't say easily, because you would have to really allocate the ins necessary time in your course or courses, but an overview of student progress monitoring into an assessment class, introductory assessment class and I am proposing to my program, for elementary ed, to then target each methods course, infuse the student progress monitoring into the methods course.

Additional content suggestions from the center would be obviously everything involving data. The nice thing about monitoring now, when I started everything was with my hand; now there's plenty of software to help teachers and that's much lower stress for them than it was in the early years. By no means do you have to have technology. You can do it by yourself. Then you have the interpretation, graph data, looking at the latest four points method to analyze the student's data to make instructional decisions, change the goal, analyzing the students' trend line, comparing to the actual goal line. Obviously this slide pertains to some of the things I am talking about in terms of making instructional decisions. This could also be infused in an instructional leadership or administration program.

The last slides pertain to utilizing it for response to intervention, and obviously the center has several presentations available, as a resource for you in the area of RTI. This could be a part of an assessment class. I will be including it as I have previously in an introductory, graduate Special Education course on identifying students with mild/moderate disabilities. That's where I have chosen to address it, as well as graduate Special Education assessment class.

So, on to examples of class assignments and field experiences in initial and advanced course work.

These are just things that after looking at other professor's syllabi and considering my own, these are in-class activities. If you give students sample student responses, they can score student progress monitoring probes. Also, as I have done many times, I have either served as the student, and my student has marked the probes appropriately, or they can administer to each other. Typically call this peer testing or partner testing. It's a good way to scaffold their skills prior to going out, working with a P 12 student. Obviously they can graph

student data once they actually have scored some student responses, or you can provide the data and they can turn it into graph [indiscernible] in-lines. From that, if assessment class or learning how to write IPs or participating in the writing of IAPs, you can use FPM and have them write annual goal and benchmarks. As teams or individuals they can sit, review data, make database decisions. The students in our undergraduate elementary ed reading assessment class do this periodically just like in the elementary schools in the state. Students can make recommendations regarding increasing goals, changing intervention plans. You may or may not have students that have the content to actually write intervention plans, that might be hooked or linked more with a methods course. Depends on how you have your program set up. Then I don't know about you all as teacher educators, but I love studies where students have to respond individually or as a team and pull together the content, the knowledge base that they have been exposed to and have learned and actually respond as they would as a classroom teacher or team of professionals. That's just a few examples of in-class activities.

So I thought I would stop again, catch my breath and see if there were any questions now, that relate to the infusion of student progress monitoring and teacher ed programs.

There's one question, the student progress monitoring probes, I assume these are the ones someone has looked at online, come with published packages. One question is that not all LEAs have these available. That's true. I more or less present data from the center 's technical tools, I will show you. They make decisions based on the needs of students, classrooms and administrators driving the decision-making.

How do you use these published materials, et cetera, select a student progress monitoring probe too tool? When I present in my classes I reference the center's tech cam tool page, you will see that in just a minute. I don't have my students create or develop their own tools. There's no reason they couldn't. I am always concerned about the reliability and validity, technical quality of those individual tools. However, I do work with undergraduate and graduate interns and I will assist them in creating their own tools. There's a lot of background knowledge that needs to go into creating those tools, if you are going to make sound instructional decisions.

Here's another question: Can you name or have a list available of the technical

software used to graph the data from CBM data? I would say go to some of the individual publisher's websites that you will see when we look at technical data, tools page from the center's website, and then I think that will assist you with graphing.

Also, I have added intervention central as a website in this presentation, and that has a graphing program. I know that some of the syllabi I have reviewed have actually had their students use Excel, as well. So there's assistance out there even if you are doing things by hand, and either students created probes or you use hard copies, not hooked into an online program.

I think we will go on to looking at some of the artifacts. These are listed explicitly -- I selected different ones I thought might help you think about ways to incorporate them. No one told me to do it this way, to me it made sense to look at objectives the individual faculty member was going to have in their syllabus and then the actual artifact or assignment. You can see by the two objectives that I listed here that the individual faculty member wanted students to, first of all, identify and administer appropriate assessments to make decisions, specifically in the area of reading. Secondly, identify instructional strategies to try to improve students' reading skills.

So, the overall artifact was to demonstrate the use of a databased approach to teach reading. That would mean that, obviously, the candidate, and I believe this was an initial candidate course, would need to have a clinical experience, field experience that was longer than eight weeks, because the different step and expectations the faculty member had for their candidate is that they select a student, going to teach on a regular basis, at least 15 minutes per day. Remember, student progress monitoring is very quick. That would mean they would have time to administer a probe, as well as deliver instructions. Go ahead and specify the goal, design procedures to measure the performance, that can be administered at each instructional session, so in reference to the question, yes, some professors ask students to actually create probes.

The fourth task the student vs to complete regarding this field experience is to contrast the students' performance with that, of same-age peers, same-grade peers. That would mean that that individual student would need access or need to assess same time-age or grade peers in the area of reading.

write an instructional plan or IAP, that could be followed throughout the remainder of the clinical experience. If you see that implementation of the instructional plan would be for a minimum of seven weeks. Obviously the clinical experience ranges the entire time period for this course. What's required of the candidate is two to three times per week they assess the student, their particular P 12 student, performance, modify instructional plan so that they can make decisions about whether the intervention is going well, plot the trend before and after the intervention, implement the revised plan and continue monitoring the student's progress and teaching them.

So continue the cycle in steps I and J for the entire time period of the field experience. That's quite lengthy. That would be in a class that this was the primary focus, the implementation of student progress monitoring and appropriate instructional strategies to improve reading skills.

Here's the second one. A little shorter example, but still in a field experience. The student is asked to use ongoing assessment, student progress monitoring to write an IEP for student outcomes. Oftentimes professors in assessment classes, especially Special Education assessment classes, ask students to write IEPs for norm reference tests. It would be to your candidate's advantage to be able to have possibly norm reference test assessment data, but also student progress monitoring data. They all vs to account for the student outcomes.

This particular faculty member asked candidates to produce an artifact with five probes, reading or math, prepare a graph reflecting at least one student's progress; turn in, submit the completed probes, graph results and record the results on the graph. That's a much shorter clinical experience. I am not sure how clinical experiences are conducted in your individual state, but in Alabama we have state report cards and have to have a lot of initial candidate field experience, well over 200 hours, excluding internship, you cannot sacrifice a lot of time for assessment, but obviously the students need the assessment as well as the instructional time if they are going to understand how to implement in the classroom.

A third artifact is also in the area of reading or math. Here are objectives, going to monitor kid's progress, develop individualized assessment strategies for instruction, going to demonstrate the skill using some type of technology. Once again, the technology standard, and the fourth also demonstrate the use of

computers for problem-solving, data collection, communication, development presentations. This person is trying to really incorporate technology into student progress monitoring. Here's the artifact, the six different steps that the faculty member wanted the individual candidates to go through. A six-week, much shorter than the 15-week artifact or project. Six-week project in reading or math. The candidates had to include baseline data, long range goal lines, to set a goal line. Create a short-term objective, I would probably say or objectives. Make at least one instructional change, graph the data and based on that instructional change create an instructional plan.

A shorter period of time that might be do-able in either assessment class, or combination assessment and methods class. The fourth example I have provided you is one where the students would actually develop -- here's the objective -- to develop and administer CBM -- make instructional changes when ins. necessary. The initial or advanced candidate would complete a 10-week student progress monitoring project on a student in reading, written expression or math. These are the area that's would need to be contained in the project or artifact. Baseline data, long-range goals, short-term objective. Individuals wanted to see at least two intervention phases based on the minimum of the 10 week project. The candidates had to include graph of data and intervention plans, more than one in this case because they were requiring two intervention phases.

You can see how labor intensive this would be for the candidate, but should fit hand in hand with national and state standards, societies such as CEC, IRA standards and what's expected of classroom teachers in this day and age to be able to monitor student's progress and make instructional decisions based on data.

So, where to get materials. I have given the website here, candidates have maneuvered the site very easily, it's very user-friendly. Here's a captured page, thanks to the center people that provided it to me. You see the different tabs across the top, the first tab always gives some of the latest information. Webinars are here on the right. If there's something coming up, it will be posted on the website. Here's -- excuse me, background information on the center. Resources is a great place for you to go. It does house all of the presentations done across the years of the summer institute, as well as individual presentations that different center presenters have done over the years. You can kinds of see a cross-section, across RTI, making instructional decisions, the basics of student progress monitoring, goal-setting, writing IEPs, the list goes on and on. There's also the online training such as the

Webinar, and you will find this particular place, the information that is from the most recent online training. Information for families, I will show you the tool section here. There's the newsletter. It's interesting, I heard from someone I haven't heard from in over 25 year that's got the let newsletter, saw my name. Small world. I will talk more about the professional development tab in a minute.

Here's the web resources tab I was talking about. You can see the different topics covered. There are presentations and/or literature to accompany all of these topics. That should prove quite resourceful.

You can download this yourself, ask students to download, depending on whether you are using software program in your undergraduate or graduate classes, I use old WebCT, now Blackboard. I don't clog up the center's website for everything. I download the particular programs or presentations I want my students to view. I usually customize, use part of it for my particular needs.

You always want to keep in mind, the soundness of the presentations on the center's website, because they have been through quite a few revisions, especially the ones that have come out of the summer institute.

The next tab, the Webinars, online training. This lists transcripts as well as, I believe pdf files of the different PowerPoint presentations. This is another source of obtaining information for your infusion into your classes.

. Here's the professional development section, newer section added. The most recent edition was something from the summer Doug and Lynn Fuchs. This is an area where the center's staff will be adding additional professional development information.

The RIPM site from the University of Minnesota, student progress monitoring, a great resource for you. Intervention central has a graphing program, more than one. Also intervepgz data is contained in the website. In our center presentations that we don't think people associated with intervepgz center. There are textbooks from a lot of publishers that would meet your needs if you were creating a single class to student the progress monitoring or an entire text or part of a textbook for infusion into your course work.

Annotated bibliography, and has complete research-based articles on it. One thing that we have been talking about, I have been talking about with the center, can we include some sample syllabi, maybe some of the reading list. Some of the people associated with the center have done a lot of research on their own, as well as collaborated with others, so they have some extensive reading lists. I don't know about you, but that's always helpful when I am creating something from scratch. There is a tools chart. So this is a direct link to the tools chart. I have a captured slide after this. When you go to the tools chart, I present to undergraduates, as well as graduate students. It gives individual tools names, published tools that in the area of student progress monitoring and you can get vendor information, sample probe and reports can be viewed on those websites as well.

To look at the captured review of the progress monitoring tools, you actually will see a brief explanation of the technical review committee that goes through one time per year and updates either additional reviews, previously reviewed tools or new tools that have been brought to the attention of the center. If you just look at the icons at the bottom of the tools, it's very easy to read, even my [indiscernible] majors can understand the tools chart. What you see are, the more colored-in a particular tool, has a dot, the more colored-in the dot, it demonstrates sufficient evidence, that particular standard for the center. A tool that's open means -- circle open means it didn't demonstrate sufficient evidence. a a particular dot that has an open asterisk means it was added during a particular review, that is updated. Information that might be updated during the specific review. To my knowledge the last review was December '07, why you CEO seven in that n that particular place.

You see the different tools reviewed by the center, AIMS web, check up, if it you scan across the different columns you will see the psycho metric standards, basic standards we would be concerned with and you heard me discuss today, is a plus in many student monitoring tools, the technical quality, the reliability and the validity.

Others analyzed, whether there are sufficient alternative forms, critical if you are monitoring across an entire academic year. Sensitive to student improvement? Does the tool include [indiscernible] P benchmarks, how sensitive, do they provide additional information on improving student learning, how teachers plan. Obviously, the rates of improvement are specified so they provide additional

technical data.

If you look at this particular screen you will see that the basic skills, to highlight a few, star, yearly progress probe, these are just some of the tools that you have reviews of. If it you notice, on particular tools you will see that some of them are -- the dots, circles are more filled in than others. That's what I have train said my students, candidates on, to hopefully choose tools that have sounder technical quality and are actually more filled in, they support the [indiscernible] that these are the seven personality areas of related to student progress monitoring.

So, I thought I would stop for a second. That pretty much concludes my presentation, but I will see if you all have specific questions or some general questions at this time.

Or anything I can clarify.

Someone sent a question: Will we be able to access the PowerPoints?

Yes. I think it's already been loaded or will be on the center's website. One thing I hope to do is use this as a catalyst to work with my peers, to infuse this more in our undergraduate and graduate curriculum.

Another question: I haven't seen a student progress monitoring -- is that a combination of acronyms?

My interpretation as to why the center uses both of them. A lot of research is conducted on specifically CBM based measurement, what you hear out in schools and standards now doesn't use CBM, they use student progress monitoring.

Can you briefly remind me why they are combined?

That's my interpretation, perhaps someone else can address that.

Question: On the website, can I find the information any student progress monitoring? It would be in the -- let me think. In the actual standards listing, not sure if it's publications. For the new advanced standards listed, they are in a professional resources, professional development council for Exceptional children's website has a great one. Specific standards, the old red book has been in exist else for five or seven years. It will be coming out -- in a few weeks, everything Special Education teacher sh's know, understand E coming out in the next year or so. The new initial standards will be there, but the advanced standards that have been through the entire validation process will also be in the red book.

Question: Can you refer us to material that's would be use forel useful in teacher's -- go to some of the research articles and be familiar with some of the published programs before you try to teach your students how to create them. Always being mindful of making things technically sound.

Okay, I think that maybe does it, unless somebody else has a question. Okay, here's a question. Can you share any rubrics used to evaluate progress monitoring?

Great question. I saw about infusing of the rubrics from some of the syllabi, perhaps that's something if we do decide to or the center decides to include those syllabi on the website, then we can share some rubrics as well.

I think that's all of the questions. So, I am going to turn this back over to miss Rebecca. Thanks to everybody for participating. Feel free to send additional questions, and I will try to get back with you, and/or the center as soon as possible. Thanks, have a good afternoon.

Rebecca: Thank you very much Dr. Cheney. If anyone has more questions for our presenter you can certainly e-mail the center using the e-mail address listed on the website. We will get those forwarded to her.

I would like to add that the professional development tab on the website is going to be getting updated a lot in the next few weeks, and the outline of competencies Dr. Chainy shared today, is actually currently posted on that

section. Website now. We have loded with hyperlinks that address the items in the competency outline. It's a resource you can use if you want to zero in on resources, products that you can use in your courses that pertain to specific aspects of student progress monitoring, reading, math or something more general, understanding basic concepts with relationship to monitoring student progress. So check back at the professional development tab of the website.

Stay tuned for more updates.

Hope you have enjoyed today's event and will plan to join us at the next Webinar with Dr.S Lynn and Doug If fuchs, please check our website for details.

If you would like to print the slides, you can do so, and theyor the center's website. After we concluded today, in the next couple of days we will have a completely archived version of the Webinar. If you want to share with colleagues, or came in late, you can view the entire presentation by clicking on the online training tab.

We would appreciate your feedback about today's session. Please take a few minutes to complete the Webinar evaluation you see. We value your feedback and suggestions, they help us make decisions about future Webinars. Once again, thank you for participating today.

[event concluded].

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