

Please stand by for real-time relay captioning.

Thank you for joining us. We will be getting started very quickly, but you are in the right place.

Hello, this had is Cristina -- in Louisiana.

Thank you for joining the Webinar, we will be getting started in just a few minutes.

Thank you.

Hello, thank you for joining the Webinar, we will be starting in just a few minutes.

Good afternoon. We will be getting started in just a moment. But we would like to review technical details, offer suggestions ask guidelines. We trust you have logged into the Webinar, but if you encounter technical difficulties during the session we ask you contact the Live Meeting technical support staff at 1-866-493-29 -- we will post that in the Q&A window for your convenience.

We will have formal Question and Answer session at the end, but use the window to type any questions you have. Located on the left-hand side of right-hand side of your screen. Once your question is sent someone will respond as quickly as possible, post the answer to the group. Your anonymity is protected. If you prefer a private answer. we have a captioner online today. A special box popped up on your screen when you first entered the session. That is there will you be able to access the Realtime Captioning transcript. You are prompted to enter your name and organization. Resize the captioning window to a size that suits your needs. Move it to a more convenient location by clicking and dragging. If you do not want to view captioning feel free to close the window ask and tell disappear from your view. To restore click view, pane's, and show custom --

We will record the event to be available online later. In order to minimize background noise and produce the best quality recording we have muted all of the phone lines. At the end we will offer you the opportunity to speak verbally to the presenter to ask remaining questions.

At this point we will begin recording.

My name is Rebecca hollen covey, I am pleased to welcome you to the Webinar on the national student progress monitoring. The center is a technical assistance center funded by the office of special education programs. The center's mission is to provide technical assistance to states, districts and disseminate information for grades K through 5. We hope you find the online learning opportunity to be fruitful and relevant to your work.

As I said, I am Rebecca Halen coof yell a, I am the -- program -- leading the presentation today.

A note about this Webinar: We are going to be displaying our tools, chart and commercial tools used for student progress monitoring, but we do not recommend or endorse specific products not a part of the mission of our center.

Today's present ages will address three objectives. We will describe the national center for student the progress monitoring and what we do at the center. Review the website, learn how to maximize the use of the tools chart, and describe the technical review process.

The national center on student progress monitoring is funded by the U.S. Department of Education, office of special education programs. Our funding started in 2003, will continue until 2008. The center is housed in Washington D.C., partner with Lynn and Doug -- at vaned ear Vanderbilt university.

Practices proven to work in different academic content areas for grades K through 5.

It is always very helpful to us at the center to know what the expertise of the people we have on the line or in our audience is, so if you could please answer our poll question, what is your role. I know some of you are sit figure groups. But if you want to take the predominant role, that would be helpful to us, we get an idea of who is in the our audience today.

Thank you, everybody, for answering the question. Looks like we have a lot of school psychologist on the line today, a lot of others in our experience others are often educational consultants and other professionals who work in schools with teachers.

Thanks for letting us know who you are.

We will be going through our website very soon, so it would be great to know how many people are familiar with our website, may receive our newsletter, looks like a number of you already do, the majority of you actually. Some of you might be new to the website, certainly don't receive the newsletter at this point.

Thank you again for participating by using our poll questions. I am going to continue now by giving you a tour of our website, located at www.studentprogress.org, and I will navigate now to the homepage. We are able to go live with this software, however your screen may not look like mine. We have found that you need to use the scrolling bar at the bottom of the page to scroll across to get a fuller view if it's small in your window.

I will give everybody time to --

Okay. Here we are at our homepage. We have a number of features that you can naff fwait to directly from this page, navigate, using the tabs across the top, which I will show you in a minute. Portions of the website, including parent materials are available in Spanish, simply click the button at the top. See the Spanish version of the website. Back to English now. Under what is progress monitoring, notice that there are some quick links here. These are good starting places for people who are not yet familiar with SP M. Under what's new, you can find links to new

center documents, events, Webinars, the newsletter. Today's is listed in the what's new column. Our contact information is at the bottom of this page, and all the other pages on the website. If you ever need to get in touch with us you can call the 1800 number, e-mail at student progress -- also accessibility options at the bottom of the page.

Let's go across the across the tabs now, on the web page. On your view it's slow scrolling through the page, I will give it a moment. Let's start with the "about" tab. Click on that tab, learn about the many people who contribute to our center, including the center trainers, listed here if you click on center trainers. These are the folks who present at the summer institute, we rely on them a lot to do trainings around the country and with school districts.

Also, you can see our technical review committee members, and other people who are important to the work of our center, plus our partners, partner organization include those like the council for exceptional children, the national -- the websites are there if you click on our partners. If you would like to link to the progress monitoring center from your own site you can actually find logos and banners to put on your own website if you would like to link to us.

I will go now to the library tab. The library tab will lead you to a lot of content that you can learn from, and share with others. This is really the meat and potatoes of our website. The articles and research link hear will lead you to a number of papers on progress monitoring, bibliography of other research. I encourage you to see if any of the topics listed might be relevant to questions you have relative to student progress monitoring.

The presentations link will take you to presentations the center has done for a variety of audiences. These files are posted here for your use, if you would like to use them to train others, double click, and save as to save to your desktop.

Sorry for the interruption, but I think we may have had an audio with our audio. Can anyone confirm you can hear me?

Your captioner is hearing you fine.

We are hearing the audio is all right. Can anyone confirm for me you can hear us? Is

Okay, I apologize for the interruption, we seem to be back on track. I left off at the FAQs link on our website. This link is a good place to look when you have specific CV M -- questions, may be answered here.

The library also contains our newsletter archives, the current fuse letter and archived newsletters are also here. Notice now that we have a Webinars link. This is where all our Webinars are archived, including the instructions for logging into live meeting to hear and view the Webinar presentations. So if you missed any Webinars, last year we had an introductory Webinar in March, had a Webinar on progress monitoring and reading in March, intrux introductory was in

February, and in May on mathematics. You can access all the Webinars there, view, listen to them now.

Now I am going to move to the families tab. The families section of our website is great for teacher and school psychologists to find documents that I can they can share to learn more information about progress monitoring, curriculum based measurement. In family-friendly language, we can show you what it looks like, see it on the website, download a pdf or Word version. It can be a good starting point for teachers to learn go student progress monitoring.

Note also these materials are available in Spanish. You can access them by clicking on the Spanish version of our website.

I am going to skip over the tools tab for now, we will get back to it later. I will move forward to the discuss tab. This is where you can sign up to receive the center's monthly newsletter and participate in the discussion. There are several discussion rooms on different topics. If you click browse, you can get access to the different discussion rooms. There are several.

We will click on the tools discussion, and you can see some recent strings. The discussion participants respondent to each other and center staff provide information when we can, when someone asks a question and we have a ready answer we will certainly respond, here is an example where I responded to someone with a question. Often, though, especially with implementation questions, discussion participants are the best, to learn from your colleagues.

Finally, navigating from the homepage, the summer institute page is where you can find out about summer institutes, the 2007 materials will be available soon. It was held in July. We are working on getting the final revised versions of the materials, so they will be available later this fall.

Currently you can access training materials from all three past summer institutes by clicking on the year in the upper left hand corner of this page. Click on 2006 and you will see a summary of that institute. Click on this, you will find documents associated with them. These files are available for you to use for your own professional development or to train others, so you can download them, make use of them.

[no audio]

Sorry, everyone, we are having audio problems again. We think we may have lost recording, but believe you can still hear us. We are going to proceed. Hopefully that's the case. If anyone -- would care to confirm you can still hear us, that would be great. We will then know we are moving along, everybody with us.

I am going to go back to the presentation now. And we are going to move on to our tools review process.

One of the most helpful parts of our center for those out in the field. I will strike our tools review process, how it can be used, couple of examples.

Before I get started, would those of you in the audience mind telling us if you are currently using a progress monitoring tool?

Thank you very much for responding. It looks like about half and half of the audience are currently using a progress monitoring tool, which makes me want to ask the next question, those of you in the audience, some of you who aren't using tools currently looking for a tool to adopt?

Again, thank you for responding. This matches up nicely with what I would have thought. Most of the audience is currently looking for a tool to adopt. We hope the information we provide you with today will be helpful to you. The center's technical review committee is the body convened to review tools, student progress monitoring tools that we get from the field. This committee is composed of six progress monitoring experts. Chris -- Robert, Chris -- Ed shape ire owe and Mark Shin. They have been with us since the center began, doing the annual review of tools. The technical review committee developed a number of procedures that ensure the integrity of its process. We disclose all contractual, ask the members to disclose contractual obligations, affiliation, no one reviews a tool with which they have a connection of any kind. We have two reviewers perform independent reviews of each tool. We discuss discrepancies, preliminary reviews by conference call in attempt to reach consensus. We ask vendors to respond to initial results. And we examine the consistency of reviewers across tools.

Here is a summary of the activities of our technical review committee at this point in the center's life. In the initial review, 21 of the 32 tools submitted met enough technical adequacy standards to be placed in a tools chart. Since then vendors have submitted new tools with -- needing further adequacy standards, six in 2006, in addition, we continue to see few tools submitted to the committee. Five in 2006.

The tools chart, the tools in the tool chart cover English language arts, including reading and written expression, mathematics. There are currently 28 tools in the chart.

So how are the tools submitted evaluated? The technical review committee has seven core -- foundational psycho metric standards,[Inaudible], progress monitoring standards, sufficient number of alternate forms, sensitivity to learning, evidence of instructional use facility, best -- adequate growth, benchmarks for adequate end of year progress or goal setting process.

When the technical review committee reviews a tool they evaluate the evidence submitted by the vendors to determine if it satisfies the two or three essential components in every standard.

So here are the seven standard and their components. The frequent progress monitoring standard is comprised of two, alternate forms of control difficulty and --

The standard benchmarks for A yt or goal setting, three components, specified, basis for identified benchmark identified and evidence for derivation of the benchmark is provided.

Here are the remaining technical adequacy standards. If I am am moving to quickly I apologize, but we will post the PowerPoints, so you can download those.

The latest review of tools was initiated last spring, the results from the 2007 review of tools will be available this fall. We will post a revised version of the tools chart. Now I am going to navigate back to our website, remember the size of the display, your screen is too small, use the scroll bars to enlarge it.

I am going to scroll down to the tools chart itself first. Notice the tools appear along the left-hand side and across the top are the technical adequacy standards developed by the technical review committee. If it -- inside the chart is filled in, met the criteria, if not -- all of the dots filled in, a few tools have all the dots filled in. Many of them have an empty dot here or there.

Here are features of this page to note. Down toward the bottom of the page there is a printer-friendly button. The tools page has grown and grown, we have a printer friendly button at the top of the page. That allows you to see the tools chart in a pdf version and it gives you the opportunity to print the entire tools chart in a format you can see it all on one page. At the bottom of the chart there is -- top of the chart actually, a tools legend that tells you what the symbols inside the tools chart mean.

If you click on any of the standards along the top, a little window opens, that will blow up for you the components of each of the standards that you can click on. You can look at exactly what the components of that are, help you understand when the dot is filled in or not, what the tool can and cannot do.

Similarly, if you click over here on some of the actual tools themselves, what we call the implementation table opens up.

This table contains information provided to us by the vendors and it is very details information in terms of cost, technology required, services and support, purpose of the instrument, other implementation information, usage in reporting information that helps you decide whether or not this tool might be a good fit for you.

People in the audience and using the chart should contact the vendors themselves, contact information is listed in the implementation table. If you have any questions specifically about the tools, about pricing, questions about technical aspects of the tool, technology-related to the tool or updates on information you have heard about you should definitely contact the vendors themselves.

Also notice on this page at the very top we have tabs you can access to learn more about the tool review process, the technical review committee, their standards, and you can learn what kinds of evidence the vendors are asked to provide. It's a good background tool to help you understand the tools chart etc more.

-- even more.

I am going to move on now to some scenarios related to choosing a tool. I will stay here on the tools chart so I can navigate, show examples. I will read some scenarios for you. The purpose of the tools chart is to help practitioners, administrators make informed choices in monitoring tools. The goals will differ. The chart helps find progress monitoring tools in a number of different scenarios.

I am interested in monitoring student progress in student mathematics, grades one through three, which tools are appropriate. You see from the categories along the left-hand side of the tools chart which subject each tool covers. So Ames Web, for example has several different subject areas, math, reading, written expression, several categories along the reading subject area.

This person wants to monitor student progress in math, grades 1 through 3. Let's find a math tool. There's one. Click on the implementation chart to see if this tool might meet this person's needs.

This person is looking for a tool that can be used to monitor progress in grades one through three. This covers 1 through 6, so would meet the needs of this person.

Here's another question someone might have about tools. Which have probes that can be administered to students using paper and pencil. The district may not want to invest in tools that require a technology commitment. You can find this information about the tools.

Let's look at -- -- nonsense words --[Inaudible]

Over here in usage and reporting you would find the information that is needed. Over here on this column you can learn a little more about how the tool is used, some implementation information over here that talks about the administration, should indicate this instrument can be used paper and pencil. The student would actually read the words and the teacher would keep track of scoring.

A math example, in Ames web, can you see Internet access is required for full use of the instrument. So that would answer the question for Ames web math, can it be used using paper and pencil.

Sorry for the interruption. A third scenario, which tools offer -- children with hearing impairment, English as a second language. Again, tables provide this information, let's look at[Inaudible]

You can see here the tool provides information on student performance in English. It doesn't seem to have other languages available.

Here in the technology/human resources/accommodations for special needs column, you can see there are a number of accommodations for this instrument, such as sign language.

Our final scenario might be someone interested in it finding a tool used to monitor student progress weekly or even more frequently. It might be of interest to someone to find therefore, tool that's have at least 20 or more alternate forms. Again, if you look in the implementation table, for example with this instrument, the Ed check[Inaudible]you can see there are 23 alternate forms available. With that, kind of information you can figure out, in terms of your school year, how many weeks of progress monitoring that will enable you to do.

Navigating back to the presentation now, we are ready to wrap up our Webinar. We want to thank you very much for your time and attention. I am going to open up the phone lines soon for questions, but please remember you can contact us at the center at any time. The e-mail address is student progress at AI r.org and the toll-free line is posted here.

If you will open up the presentation for questions now. If you would like to ask a question, please unmute your own phone line by pressing star seven.

We couldn't quite hear you, is there a question?

Question: We have a question.

Great.

Could you tell us -- we were expecting to see some very specific tools, and -- what are your tools you have available?

We actually don't provide tools, sell tools or eve upon distribute tools. The tools on our tool chart are submitted to technical review committee by vendors. You can learn how to contact the vendors, what they have available. Unfortunately, we cannot provide any tools, don't have any to distribute. We just provide the information.

A H. We now understand.

We often get questions, particularly from people who have seen our presentations, seen progress monitoring graphs, and actual probes, they want those instruments. We actually have those examples because they have been provided to us by the vendors. You will have to check out the tools chart, look through to find out which you are most interested in, you can go straight to the verpdzs. Many of them have wonderful websites, with examples you can see right on the website.

Thank you very much.

You are welcome.

Are there anymore questions?

Before we conclude, can I answer any more questions?

Hello?

Hello. Do you have a question?

Yes, we do. We are calling from Reno, Nevada, wondering if there are any federal grants or any way to access funds for progress monitoring, since we have a school district of about 65,000 students and want to implement this sometime in the very near future.

I am afraid I might not be the very best person to answer your question about federal fund availability. However, I would encourage you to contact your State Department of Education. There are a lot of initiatives right now that are being carried out on a national scale, which usually means the federal government is working directly with states to get these initiatives rolling out. There's a lot of action happening right now, student progress monitoring is a big response to intervention. I think your best bet might be to contact your State Department of Education, ipd Kate indicate your interest in implementing student progress monitoring, a response to inter intervention model.

Thank you very much.

You're welcome.

Are there any additional questions I can answer?

Hello? Do you have a question?

Yes, this is -- from Arkansas. We came in late, but I was wondering if you already said this or could answer this, if this tool or list of tools is posted --

Is the list of tools posted --

With the DIBELS and all that?

Absolutely. Go to the website, www.studentprogress.org, you can click on the tools tab, that's where you will find our tools chart. So, the tools are listed along the left-hand side of the table. If you click on the tools name, the implementation table will open up, give you the contact information, including in most cases a web address for the vendor. So --

Okay. I am sure you already said that. I wanted to make sure.

That's okay, worth repeating.

Okay.

Can I answer anymore questions?

If not, then I will go ahead and wrap up. Thank you very much for joining our Webinar today. We hope you have enjoyed the event and will join for our next Webinar on September 26, Dr. John Hint will present on curriculum based measurement and a 3-tier response to intervention model. We will keep you informed on e-mail and website. If you would like to print a copy of the PowerPoint, you can click file, pdf, and also on the website. We would appreciate your feedback about the Webinar, take a few minutes to take the evaluation you see on the screen. We value your feedback and it will help us with future seminars. If you have trouble with the link when you click on the next button, we will e-mail the link out to participants in today's Webinar. Don't fear if you don't get there now, we will accepted send the link later. We hope you found the experience today to be worth wile and we look forward to meeting ow line again soon.

I can take any final questions, we have a few minutes, if anybody has remaining questions I will stay on the line.
