

DOINGWHATWORKS



Presentation

FULL DETAILS AND TRANSCRIPT

Managing Progress Monitoring in the Classroom

Tri-Community Elementary School, Pennsylvania • November 2009

Topic: Response to Intervention in Primary Grade Reading
Practice: Progress Monitoring and Differentiation

Highlights

- How progress monitoring is managed in a first-grade classroom
- Tri-Community Elementary School teacher Kristy Shoaff discussing the school's benchmark, strategic, and intensive skills groups and progress monitoring frequency for each group
- Three progress monitoring tests used at the school: phonemic segmentation, nonsense words, and oral fluency
- Strategies for classroom management while conducting progress monitoring, for example, assigning independent reading to develop fluency skills
- Example of using progress monitoring data to differentiate instruction
- Importance of ongoing monitoring to assess skill development
- Student engagement in progress monitoring and the use of graphing and aimlines
- How to use a graph to communicate with parents
- The impact of data-driven instruction

About the Site

Tri-Community Elementary School
Steelton, PA

Demographics

38% Black

37% White

19% Hispanic

5% Asian

1% Other

53% Free or Reduced-Price Lunch

Response to Intervention and Instruction (RtII) was introduced at Tri-Community Elementary School six years ago. Since then, the school has moved from lowest performing in the district to successfully meeting Adequate Yearly Progress targets. Strong leadership and a partnership with a regional technical assistance network have helped to sustain:

- Data-driven differentiation of instruction in the core curriculum and tiered interventions;
- A teaming structure that manages data, assesses progress, and plans interventions;
- Collaboration between special education and teaching staff;
- Instructional planning that consistently integrates explicit teaching strategies, continuous progress monitoring, and a focus on teaching to mastery.

Full Transcript

Slide 1: Welcome

Welcome to Managing Progress Monitoring in the Classroom.

Slide 2: Introducing Kristy Shoaff

My name is Kristy Shoaff, and I teach first grade here at Tri-Community Elementary School. The teachers here at the school conduct skills groups. They also conduct the progress monitoring. My skills group is a benchmark skills group. I have 13 students who are considered to be on grade level. If you are a benchmark teacher, you will progress-monitor once a month unless you see that a child specifically needs to be progress-monitored on a more frequent occasion.

Slide 3: Progress monitoring measures

In first grade we use three progress monitoring tests. We begin the school year with the phoneme segmentation test, where a child is given a word and they need to break the word into pieces. So if the word would be *map*, they have to say *m-a-p*. We are looking for a target score of 35 sounds in a minute. Once they have reached that benchmark, we move on to the nonsense word test, and they need to put those sounds together and make up that word. We look for, by February, a score of 50 words per minute.

Slide 4: Oral reading fluency

Finally, in first grade we do the oral reading fluency test, and by the end of the first-grade year, which would be June, we are looking for 40 words in a minute. The oral reading fluency test also has a retelling component, which it hasn't been mandated that we complete that in first grade, but the first-grade teachers, we just decided, why not—we will get them used to it, we will give them the practice, we can model for them.

Slide 5: Classroom management

One of the challenges that teachers have would be classroom management. And the first question that I always ask myself before I teach a lesson is, if I am working on a certain skill, well I have one student beside me, what are the other 12 going to be doing while I am progress monitoring? I might consult with my team members in first grade just because we are all doing the same things and we communicate often, but we came to the conclusion we were going to give them their stories to read for fluency. We wanted to make sure that they had already read the stories so it wouldn't necessarily be—it would just be practice, it wouldn't be instruction.

Slide 6: Independent reading

When I first started, when I gave them their stories to read while I was progress monitoring, I noticed some of them were coloring, some of them were writing, some of them were whispering to their neighbor maybe. So I thought, well, how can I hold them accountable for what they are doing during this time? So I thought, well, maybe if I just ask them what they read, that will give them practice with making sure that they know the titles of the stories and getting familiar with the stories, but also because it's holding them accountable for telling me what they were doing during that time while I was progress monitoring.

Slide 7: Using data

I have had quite a few students where we have used progress monitoring to define what their interventions were going to be. I had a child two or three years ago who was eight years old and he had never been to school. When he came in he wanted to know what everything was. He would point to the pencil sharpener: “What does this do?” I mean, he was just looking for just a whole new vocabulary and whole new experiences.

Slide 8: Ongoing monitoring

We could tell just by how quickly he picked things up that it wasn't necessarily that he had a special education issue. So we benchmarked him, and we knew what his initial scores were. And we placed him in interventions to kind of get him moving, and we were just able to see how quickly he was growing and base his interventions and his instructions on his actual progress monitoring scores.

Slide 9: Graphing progress

They are very clued in to their progress. They know as far as on the graph on the front of the progress monitoring, they know what their target score needs to be, and they are very interested in practicing to hit their target. And when they do hit their target, they are excited. They might have a different homeroom teacher than myself, so I will give them their book and I will say, “Well, go show your teacher.” Or we can actually print out graphs and I can send it home. “Go home and show your parents, you know, all your green dots and how you made it to the target.” And at conference time it's very helpful to show the parents, explain the tests to them, and then show them where their child is in relation to our graphs.

Slide 10: Data-driven instruction

The RtI program here at our school has definitely served to give us some consistency as far as, prior to RtI, behavior was very inconsistent. It was more that each teacher had their own behavior ideas. But for the students they need that consistency because they might not have the consistency and the routines and the structure at home. And as far as academics, I feel that RtI is wonderful because I can't imagine not having all that data to show parents and other teachers and team members. I wouldn't know how to go back and not have all that data to actually drive our instruction.

Slide 11: Learn more

To learn more about Managing Progress Monitoring in the Classroom, please explore the additional resources on the Doing What Works website.