

Coaching Guide: Academic Progress Monitoring

Overview

This coaching guide accompanies the NCII module *Using Academic Progress Monitoring for Individualized Instructional Planning*. It is intended to guide coaching support for implementation planning following the training session. The following are suggested activities, but coaching should always be tailored to the needs of the school or district.

Coaching Objectives

- Check for understanding of training content (answer any questions).
- Discuss the use of progress monitoring data to inform individual instructional plans.
 - Optional activity: Use progress monitoring data to inform instructional plans (ask teams if they want to do this activity; if so, bring sample individualized education programs [IEPs] or other intensive plans to the coaching session).

Sample Guiding Questions

- Do you have any questions from the training?
- How is general outcome measurement different from mastery measurement? What type(s) of measures are currently available in your school or district? (Refer to the PowerPoint presentation beginning at slide 11.)
- What progress monitoring assessments are you currently using?
- How are you currently setting academic goals for your students with intensive needs (e.g., benchmarks, rate of improvement, intra-individual)? (Refer to the section on setting goals beginning with slide 48 in the PowerPoint presentation.)
- Are there differences in how you set goals for students who require secondary versus intensive interventions?
- What are pros and cons of using off-level assessment? How will your district or school make decisions about when to use off-level assessment? (Refer to slides 30–33 of the PowerPoint presentation.)
- How do or will you use general outcome measurement progress monitoring data to inform IEPs? (See the activity on page 2 of this guide and the discussion of present levels of performance [slides 67–68] and goals and objectives [slides 79–81] in the PowerPoint presentation.)
- What method(s) do you use to make instructional decisions (e.g., software, four-point rule, trend-line analysis, or other methods)? (Refer to the analyzing data section that begins on slide 82 of the PowerPoint presentation.)

Optional Practice Activity—Writing Present Levels, Goals, and Objectives

- Does the team currently use progress monitoring data when writing IEPs or other intensive instructional plans?
 - How does the team describe present levels?
 - How does the team set goals?
 - How does the team make instructional decisions?
- Review sample IEP present levels and goals the team has brought.
- Discuss why different approaches were chosen for different students. Do any of the IEPs incorporate off-level assessment? Why is this appropriate for some students?
- Discuss whether the team believes that its current assessment practices (e.g., tools, assessment frequency, and data system) may be used to support writing these kinds of plans. If not, what additional resources are needed?

Additional Resources

- **National Center on Response to Intervention (NCRTI):**
 - **RTI Implementer Series Self-Paced Learning Modules.** Various topics include screening, progress monitoring, and data-based decision making. (<http://www.rti4success.org/rti-implementer-series-self-paced-learning-modules>)
 - **RTI Implementer Series Module 1: Screening.** A training manual and PowerPoint presentation on universal screening. (<http://www.rti4success.org/resourcetype/rti-implementer-series-module-1-screening>)
 - **Screening Briefs Series.** Four briefs on topics related to screening. (<http://www.rti4success.org/resourcetype/screening-briefs-series>)
 - **RTI Implementer Series Module 2: Progress Monitoring.** The training guide covers goal-setting approaches, graphing, decision rules, and the Tukey method. (<http://www.rti4success.org/resourcetype/rti-implementer-series-module-2-progress-monitoring>)
 - **Progress Monitoring Briefs Series.** Four briefs on common progress monitoring omissions. (<http://www.rti4success.org/resourcetype/progress-monitoring-briefs-series>)
- **Off-level assessment guides for reading**
 - **FCRR decision charts.** Three flow charts for selecting progress monitoring measures for grades one through three (http://www.fcrr.org/assessment/pdf/OPM/decisionMakingFlowcharts_Sep2006.pdf)
 - **Using CBM for Progress Monitoring in Reading** (Fuchs & Fuchs, 2007). This manual includes guidance on selecting the appropriate curriculum-based measures for progress monitoring in reading. (http://www.studentprogress.org/summer_institute/2007/Intro%20reading/IntroReading_Manual_2007.pdf)