

# **PROGRESS MONITORING**

## **LEADERSHIP TEAM CONTENT MODULE**

**DEVELOPED BY STANLEY DENO, ERICA LEMBKE, AND AMY RESCHLY ANDERSON**

<b>SECTION 1: INTRODUCTION</b>
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As efforts to improve schools deepen and widen, increased emphasis has been given to the role played by measures of student achievement. While much of this emphasis is felt as a result of legislation that has produced high stakes testing, professional organizations have also joined in the effort to develop approaches to educational reform that capitalize on student results. Indeed, the Association for Supervision and Curriculum Development distributes a very popular book by Mike Schmoker (1999) wherein he takes the position that results are the key to school improvement. Schmoker is not alone in his beliefs. Bishop, for example asserts that “An emphasis on results is central to school improvement. We are seeing that such improvement undeniably affects the lives of children, what they earn, and what they become (Bishop, 1995)”.

The purpose of this module is to help Leadership Teams undertake those support activities that are necessary if classroom teachers are going to develop and effectively use student progress monitoring data to increase achievement. A long history of experience in working with teachers and schools attempting to develop effective progress monitoring systems has led to the inescapable conclusion that success depends almost entirely on the degree of interest and support provided by the leadership staff of the building. Any innovation raises the personal concerns of those implementing that innovation, and support in addressing those concerns is necessary to move beyond those personal concerns to developing the skills required for implementing the innovation. Until personal concerns are allayed and skillful use of the innovation develops, it is difficult, if not impossible for teachers to work comfortably in collaborative teams to adapt the innovation to their own circumstances.

When schools adopt “results” as a key to school improvement, developing a system for measuring student progress and aggregating data across classrooms is the essential first step. In the REA project, the teachers are learning to develop and use a progress monitoring system based on Curriculum-based Measurement (CBM). If these CBM based progress monitoring systems are going to be effective, members of the Leadership Teams will have to be equally knowledgeable regarding the purpose and procedures of CBM in progress monitoring, and will need to facilitate development of the schoolwide plan for using the results obtained.

“When a results oriented school improvement plan is used, schools move ahead by setting goals, and then meeting to talk about whether they’re accomplishing those goals. An element of decision-making must be incorporated into these meetings. Results and processes are related in that results help inform and change our processes. Results also tell us which of our processes are most successful and which need alterations. Emphasizing processes, especially major ones, without examining results can be detrimental. We need only to speculate that many failed school programs have been implemented without an emphasis on results to see how important results are in a school. A successful results-based approach must focus on the processes that favor the results that are the focus of the program. Short and long-term results must be emphasized, where programs and instruction are evaluated and changed as results deem necessary. A focus on better results and the conditions that promote them will improve education for all students. The key components that favor results and improvement include: teamwork, goals, and the selective and judicious use of data.”<sup>1</sup>

<sup>1</sup> Schmoker, M. (1999). *Results: The key to continuous school improvement*. Association for Supervision and Curriculum Development: Alexandria, VA.

<b>SECTION 2: EFFECTIVE TEAMWORK IN A DATA-BASED, DECISION-MAKING MODEL</b>
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When implementing a results oriented school improvement plan, it is critical for teachers to work together to pursue common goals. Teams bring together complementary skills and experience that exceed the individual strengths of those working on their own. Teachers learn best from each other. They can support and assist each other in data collection and decision making. Working in collaborative teams leads to more effective examination and implementation of best practice. Why don't teachers always engage in collegial teamwork? Teachers may have attended too many unrewarding and unproductive "collaborative" meetings, and because of these experiences, feel that teams do not perform better than individuals. Collegiality and teamwork must work in favor of better results for students. When teachers begin to regularly discuss instructional challenges and their solutions, powerful changes can take place. Effective collaboration contains three elements:

- 1) Teams must resist the impulse to leap prematurely to solutions and actions.
- 2) There should be follow-up at the beginning of each meeting to make advances on what was accomplished at the previous meeting.
- 3) Collaborative meetings should be highly structured, with a specific agenda and time limit that everyone is aware of. <sup>1</sup>

Leadership Teams in REA schools will need to take an active role in structuring collaborative meetings and in keeping meetings focused on results and solutions. Since the focus of the Leadership Team's efforts will be on facilitating teacher's use of CBM in monitoring student progress, the experience of leaders within Iowa's State Department of Public Instruction provides important insights on how to support teachers in accomplishing that work. After more than 10 years of system change that incorporated CBM into a Problem Solving Model, Tilly and Grimes (1998) offered the following "Ten Important Ways to Support CBM in System Change":

- a. Plan for the Long Term (They recommend 3-5 years)
- b. Know the Whys, Not Just the Whats (Develop extensive background knowledge on CBM)
- c. Use an Adequate Staff Development Model (6 models in ERIC No.ED 372464)
- d. Engage Leadership (You and whomever else might be helpful)
- e. Publicize Success (Use CBM data to communicate with various constituencies)
- f. Work Smart (People are already working hard; thus reform will have to result from smarter rather than harder work – provide additional resources)
- g. Let No One Fail Alone (Responsibility for implementing CBM must be shared)
- h. Expect a Dual System (People will retain prevailing practices while evaluating new ones like CBM)
- i. Expect Resistance ("In the best of circumstances 50 % of the people will be upset by change; in the worst, 95 % will be angry" – Stoner's Law)
- j. Collaborate with Other Implementers (Talk to others to learn from their experience)

<sup>1</sup> Schmoker, M. (1999). *Results: The key to continuous school improvement*. Association for Supervision and Curriculum Development: Alexandria, VA.

Tilly ,W. D.& Grimes, (1998). Curriculum-based measurement: One vehicle for systemic educational reform. In Shinn, M.R. *Advanced Applications of Curriculum –based Measurement*. New York: Guilford Press.

### SECTION 3: MEASURABLE GOALS

The significance of goals in directing human behavior is not a recent discovery. In a recent chapter on best practices in goal setting, Fuchs (2002) briefly describes the historical development of research on goal setting within psychology and education. In her summary, she points out that Ralph Tyler summarized an eight year study for the Progressive Education Association in a 1942 book entitled *Appraising and Recording Student Progress*. Tyler’s focus was on using a goals-based approach to evaluating school programs. Subsequently, psychologists interested in instructional design capitalized on using precise, measurable and attainable goals as the basis for creating more effective instructional programs. And, most importantly, empirical research on teacher effectiveness has provided a basis for concluding that teachers are more successful in attaining desired student outcomes when clear and measurable outcomes are specified (McNeill, 1967).

It should not be surprising that psychologists have concluded that goal setting is a key to improving effectiveness. Goals drive us. What is important about goals from the standpoint of leadership is that goals give teamwork meaning. Goals themselves lead not only to success, but also to the effectiveness and cohesion of a team. Rosenholtz (1991) also found a reciprocal relationship between goals and collegiality: Isolation “undermines the development of shared instructional goals” (p. 17). Without clear, common goals, teachers are not able to communicate meaningfully and precisely about how to improve—and about how to determine if they are improving. Clear goals “promote rational planning and action,” as well as “clear criteria by which...performance can be evaluated” (p.13). When clear goals are absent, schools become “nothing more than collections of independent teachers, each marching to the step of a different pedagogical drum” (p.17). Goals must be specific and measurable. Clear goals require us to provide feedback about our progress towards them. Because time is arguably a school’s most precious and scarce commodity, we cannot afford to waste it on too many goals. Set a limited number of specific goals, and meet several times during the year to monitor progress on these goals. <sup>1</sup>

To illustrate the importance of setting long-range goals (LRGs), consider the following analogy:

Suppose you are taking a trip. Contrast the difference between taking that trip having specified your destination and taking the trip with no special endpoint in mind. For example, you leave Seattle this morning with a goal to reach Mexico City by nightfall three days hence, as opposed to merely leaving Seattle. Without a specified destination and projection arrival time, you know neither in which direction to go nor how fast to travel; having established a goal, you know both these facts (head south and really hustle). With this information you can judge whether the direction and the rate at which you are traveling will get you to your final destination on time. <sup>2</sup>

The success of your plan always depends on where you are, where you want to go, and when you want to get there. Imagine that in the preceding scenario a child asks his parents, “Are we almost there?” and the parents can only reply, “Are we almost where?” In teaching, as in taking a trip, initial assessment information tells you where you are, while long-range goals (LRGs) identify where you are going and when you plan to arrive. These pieces of data tell you how fast to travel, and help you to set intermediate goals called short-term objectives (STOs).

Once you have established a long-range goal, establishment of STOs is the next step in the planning process. Short-term objectives outline the progress necessary to attain the long-range goal in units of one week.

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<sup>1</sup> Schmoker, M. (1999). *Results: The key to continuous school improvement*. Association for Supervision and Curriculum Development: Alexandria, VA.

<sup>2</sup>Adapted from V. Lynch, C. McGuigan, and S. Shoemaker, "An introduction to Systematic Instruction" (Unpublished Manuscript, SCAT Child Service Demonstration Center, Boise, Idaho, 1979).

Fuchs, L. S. (2002) Best practices in designing student goals and outcomes. In A. Thomas & J. Grimes (Eds) *Best Practices in School Psychology IV* Vol. #1 The National Association of School Psychologists: Bethesda, Maryland. (Pp 553-563).

McNeill, J.D. (1967). Concomitants of using behavioral objectives in the assessment of teacher effectiveness. *Journal of Experimental Education*, 36, 69-74.

**SECTION 4: THE IMPORTANCE OF DATA IN SCHOOL REFORM**

The use of CBM in progress monitoring has accelerated dramatically in the past five years as the emphasis has increased on using student data as a basis for establishing educational accountability. Virtually all school reforms now begin with the idea that, whatever else might be included in evaluating educational effectiveness, student outcomes will be a part of the process. Especially now, as the Reading First initiative begins to drive educators to focus even more strongly on assuring student success in developing literacy, we have learned that our success will be measured through a summary of nationwide achievement data.

We believe that collecting data will be of no use unless the data are used to inform decision-making. A considerable history of research has established that the data from progress monitoring can be used to aid in making a wide range of decisions, including, identification of students at risk for school failure, placement in compensatory programs, instructional grouping, selecting/writing annual goals and short term objectives, and monitoring progress toward goals and objectives (Shinn, 1995). All of these uses of progress monitoring data are important, but *the primary purpose for which progress monitoring was developed was to inform teacher decisions regarding the effectiveness of their current instruction for individual students.*

To accomplish this purpose, a formative evaluation model was designed that teachers can use to systematically monitor student progress and make judgments about instructional effectiveness throughout the school year (Wesson, et. al., 1988). This formative evaluation is intended to produce changes in instruction that "form" a students program throughout the year in such a way that it increases program success. An important assumption on which formative evaluation is based is that selecting or designing programs is not something that we can do with certain knowledge that they will produce intended outcomes (Deno, 1990). Because of this uncertainty, we are obliged to conduct ongoing evaluation of our activities, reforming them while the program is in progress until we achieve our intended outcomes.

**SECTION 5: DECISION MAKING**

The research on effective progress monitoring using CBM as a basis for formative evaluation has established that teacher responsiveness to the data is a key factor in determining success. For example, "goal ambitiousness seems to positively effect student achievement (Fuchs, Fuchs, & Deno, 1985). Teachers and students who set their goals higher and continue to increase those goals progress at a more rapid rate than do peers who select lower performance goals and do not change them. Further, a meta-analysis of research on the effects of using student performance data in instruction has revealed that teachers who follow specific rules for how to be responsive to the data are more effective than teachers who simply collect and graph the data (Fuchs & Fuchs, 1986). As a result of these research findings, the developers of CBM typically have recommended a set "decision-rules" that increase the likelihood that teachers and students will be responsive to the data that are being graphed. The most common form of these decision-rules is provided below:

*Goal rules*

1. *Initial goal setting.* Use normative peer data to establish a reference point for the Initial goal. If the student's current level of performance is more than one-half of the peer norm, and more than 30 weeks remain in the school year, consider setting the goal at the current peer norm. Otherwise, reduce the goal to a level that you estimate to be attainable. (Note: Initial goal setting is done through estimation rather than a precise formula. This is not a problem because corrections can be made if the goal turns out not to be reasonable.)
2. *Goal revision.* Plot the scores on the graph and compare them against the goal line. *When 4 consecutive scores exceed the goal line, raise the goal.*

*Program rules*

1. *Program modification.* Compare the scores against the goal line. *When 4 consecutive scores fall below the goal line, modify the program (try something different).*
  - a. Draw a vertical line on the graph to indicate where the program was modified.
  - b. Redraw the goal line parallel to (but lower than) the goal line beginning at the students present level of performance (this will mean the goal has been adjusted downward).
2. Continue to plot and compare scores obtained during the modified program and repeat both goal and program rules.

The use of systematic rules such as those provided here is intended to assure that teachers and students are responsive to the effectiveness of programs in achieving the outcomes for which the programs have been created.

It is obvious that a key role played by the Leadership Team will be to collaborate with teachers to evaluate student progress and assist in making decisions to change unsuccessful programs. Behavioral psychologists frequently remind us that failure to pay attention to someone's efforts to improve can easily result in a loss of motivation. Teacher responsiveness to the data will most

certainly be increased when others with whom the work demonstrate that they, too, care about the data and are eager to assist in making programs more successful in achieving data-based goals.

<b>SECTION 6: PREREFERRAL INTERVENTION AND REDUCING BIAS IN ASSESSMENT</b>
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**Evaluating classroom “prereferral” interventions**

The cost and the consequences of special education are recurring issues in the schools and in state legislatures. Of particular concern is the possibility that students are being referred and placed in special education when they might succeed in regular class programs with greater accommodation by classroom teachers. The use of progress monitoring in the classroom can function to reduce the likelihood that these inappropriate referrals occur. Leadership Teams will be in a position to encourage the use of progress monitoring data to distinguish between necessary and unnecessary referrals to compensatory programs.

One model for addressing the issue of inappropriate referrals is to require that classroom teachers conduct prereferral interventions to establish that such accommodations are insufficient. One problem with this approach has been that little useful data has been available to appraise the effects of those prereferral interventions. Since progress monitoring data are sensitive to the effects of program changes over relatively short time periods, they can be used to aid in the evaluation of prereferral interventions. The use of progress monitoring in evaluating prereferral interventions is the first component of the “The Problem Solving Model” (Deno, 1989) that has been implemented at both the state and district levels (Shinn, 1995; Tilly & Grimes, 1998). The Problem Solving Model enables general and special educators to collaborate in the early stages of child study to determine with some validity that the problems of skill development faced by a student are more than “instructional failures.” Documentation that the problem is not readily solvable by the classroom teacher becomes the basis for special education eligibility assessment.

**Reducing bias in assessment**

The Problem Solving Model using progress monitoring has been sufficiently successful that it has attracted attention as a means for reducing bias in the assessment process. Since teachers typically are the source of referrals to special education, their validity as “tests” of student success in the classroom is an issue that has been examined using CBM (Shinn, Tindal & Spira, 1987). Indeed, in one big city school system, the Office of Civil Rights joined forces with the district to examine whether the progress monitoring data used as part of the Problem Solving Model could diminish the likelihood that student’s of color were being inappropriately placed in special education (Minneapolis Public Schools, 2001). Data from that school district reveals the proportion of nonwhite students referred and placed in special education does not substantially change, but that problems are now more likely to be addressed through regular classroom intervention than through placement in special education. In addition, students who are now placed in special education have lower achievement test scores than prior to the introduction of The Problem Solving Model. These data reflect an increase in the certainty that students being referred do, indeed, have special needs.

# **PROGRESS MONITORING**

## **LEADERSHIP TEAM ACTIVITIES**

**DEVELOPED BY STANLEY DENO, ERICA LEMBKE, AND AMY RESCHLY ANDERSON**

**GOALS**

- 1) **FACILITATE AND SUPPORT TEACHERS' PROGRESS MONITORING ACTIVITIES**
- 2) **ASSIST IN STRUCTURING TEACHER STUDY GROUPS**
- 3) **ASSIST TEACHERS IN SCHEDULING AND CARRYING OUT SCREENING ACTIVITIES**
- 4) **ASSIST TEACHERS AS THEY SET GOALS FOR INDIVIDUAL STUDENTS AND ESTABLISH CLASSWIDE BENCHMARKS**
- 5) **ASSIST TEACHERS AS THEY CHOOSE DATA UTILIZATION RULES FOR INDIVIDUAL STUDENTS AND ESTABLISH BENCHMARK DECISION RULES**

*\*\*THE PHRASES PROGRESS MONITORING AND CBM ARE USED SYNONYMOUSLY THROUGHOUT THESE ACTIVITIES AND SHOULD BE INTERPRETED AS THE SET OF PROCEEDURES UTILIZED TO MONITOR STUDENT GROWTH IN READING.*

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### ***July-August***

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**GOAL— FACILITATE AND SUPPORT TEACHERS' PROGRESS MONITORING ACTIVITIES**

Progress Monitoring is an approach to measuring the growth of student proficiency in the *core educational skills* that contribute to success in the curriculum. For reading, reading aloud fluently and accurately from text (*Oral Reading*) is measured. The purpose of progress monitoring is to provide educators with an efficient ways to *evaluate* the *effectiveness* of a student's instructional program. Some key characteristics of progress monitoring are that performance is sampled frequently, and progress is graphed. Progress monitoring involves collecting direct, frequent measures of student performance. The data are used to establish individualized or class wide instructional goals and benchmarks, and to make instructional decisions. Twenty years of research establishes that the progress monitoring measures reliably and validly describe student growth and that when the data are used to make instructional decisions, their performance greatly improves.

**Activity 1—Review study group activities**

Members of the Leadership Team should become familiar with the goals that the teacher study group needs to accomplish throughout the year. The role of the Leadership Team will be to help teachers develop a plan and implement progress monitoring, with a focus on analyzing student data in order to make reform decisions. Knowledge of the goals that the study group needs to accomplish will aid in this effort.

**Activity 2—Provide leadership in developing a plan for screening**

The Leadership Team should help the study group make decisions about:

- **When** the school-wide screenings will take place
- **Who** will conduct the screenings
- At what **level** the school will implement progress monitoring (school-wide, grade level, or individual teacher level)

- The **materials** that will be used
- The monitoring **schedule**
- A **data management** system

See sections 2, 3, 4, 6 and 7 of the Study Group Content Module for more information on developing a plan for screening

**Activity 4—Develop background knowledge**

Read the Introduction and Chapter 1 of Results by Mike Schmoker. Discuss the chapters within the Leadership Team. Use the discussion questions in Appendix 1 to guide your discussion.

**Activity 5—Promote a discussion among the teachers about the role that data are going to play in school improvement**

Discuss the importance of data for decision-making. Center discussion around the Introduction and Chapter 1 of Results. Consider how the information in these chapters can have a positive influence on your building. Refer to Section 1 of the Leadership Team Content Module for more information.

**Activity 6—Find times for study groups**

Work with the study group to establish a schedule of meeting times and places.

## **September**

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### **GOAL— ASSIST TEACHERS IN SCHEDULING AND CARRYING OUT SCREENING ACTIVITIES**

Screening is an assessment procedure used with all students to identify the level at which students are currently achieving. Screening will help the staff identify students who are at-risk. Using screening to identify students at-risk will be efficient for the staff, as they won't have to monitor all students in their classroom, but rather the students that are the lowest achieving in each grade. Prevention is also important, and when teachers screen all students three to four times a year, they identify students who are at-risk that might not have been identified otherwise. The first activity for the staff is to develop a plan for screening all students using the progress monitoring procedures that you were introduced to in the summer session. More information about screening can be found by referring to Sections 2 and 5 in the Study Group Content Module.

#### **Activity 1—Keep study groups moving forward**

Discuss study group's activities at Leadership Team meetings. Discuss strategies for giving feedback to study groups. See Section 2 of the Leadership Team Content Module for more information on developing teamwork.

#### **Activity 2—Assist teachers in completing the fall screening**

Work with the teachers to plan and implement the fall screening. Make sure that data are being collected from all students at the level that you have decided to screen (school-wide, grade, or classroom level). See section 2 of the Study Group Content Module for more information.

#### **Activity 3—Identifying students at-risk**

Assist teachers as they determine the bottom 40% of their class or grade. See section 5 of the Study Group Content Module for more information.

#### **Activity 4—Develop background knowledge**

Read Chapters 2 and 3 of Results by Mike Schmoker. Discuss the chapters within the Leadership Team. Use the discussion questions in Appendix 1 to guide your discussion.

## **October**

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### **GOAL— ASSIST TEACHERS AS THEY SET GOALS FOR INDIVIDUAL STUDENTS AND ESTABLISH CLASSWIDE BENCHMARKS**

Setting reading goals for students and establishing classwide benchmarks as part of CBM is effective, because in doing so, teachers can clarify and define expectations and eventually determine intervention effectiveness. An empirical basis for setting goals has been established, and teaching is more effective when instructional programs are adjusted based on students' needs, goal-setting enhances intervention effectiveness, and the result is improved educational outcomes for students. The table below describes how CBM procedures differ from commonly used assessment practices when setting goals and utilizing data for decision making.

#### **Activity 1—Meet with teachers to assist them in setting goals for their students and establishing classwide benchmarks**

Examine screening data and discuss with study group members. Help set goals for students toward which progress will be monitored. Help teachers determine the percentage of their class that they would like to see meet the benchmark level at the next screening. See section 8 of the Study Group Content Module and section 3 of the Leadership Team Content Module for more information.

#### **Activity 2—Provide assistance to teachers as they begin progress monitoring**

Assist teachers in setting up graphs for individual students. See section 10 of the Study Group Content Module and section 4 of the Leadership Team Content Module for more information. Help teachers establish short term objectives and long range goals for students that will be monitored. Provide support for progress monitoring on an on-going basis.

#### **Activity 3—Develop background knowledge**

Read Chapters 4 and 5 of Results by Mike Schmoker. Discuss the chapters within the Leadership Team. Use the discussion questions in Appendix 1 to guide your discussion.

## November

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### **GOAL— ASSIST TEACHERS AS THEY CHOOSE DATA UTILIZATION RULES FOR INDIVIDUAL STUDENTS AND ESTABLISH BENCHMARK DECISION RULES**

#### Decision Rules

The research on effectively using CBM within a formative evaluation framework has established that teacher responsiveness to the data is a key factor in determining success. For example, "goal ambitiousness seems to positively effect student achievement (Fuchs, Fuchs, & Deno, 1985). Teachers and students who set their goals higher and continue to increase those goals progress at a more rapid rate than do peers who select lower performance goals and do not change them. Further, a meta-analysis of research on the effects of using student performance data in instruction has revealed that teachers who follow specific rules for how to be responsive to the data are more effective than teachers who simply collect and graph the data (Fuchs & Fuchs, 1986). As a result of these research findings, the developers of CBM typically have recommended a set "decision-rules" that increase the likelihood that teachers and students will be responsive to the data that are being graphed. The most common form of these decision-rules can be found in Section 11 of the content module.

#### **Activity 1—Discuss data utilization and decision making, using graphs of student data**

As a Leadership Team, work with the teachers to establish decision-making rules. Use the guidelines in Section 11 of the Study Group Content Module, along with the information in section 5 of the Leadership Team Content Module. In addition, read the information in section 6 of the Leadership Team Content Module and reflect on this information as you work with teachers to make decisions about individual students. Meet with teachers (individually or in small groups) to discuss their students' data and to make decisions about what changes could be made for students that aren't making adequate progress towards their goals, or that are contributing to a lower percentage of students reaching the benchmark level. Use questions in Appendix 2 to guide your discussion.

#### **Activity 2—Generate research-based interventions**

Brainstorm interventions that might be made for students that are not making progress.

#### **Activity 3—Schedule Winter screening**

Work with study group members to schedule a date for the winter screening.

#### **Activity 4—Develop background knowledge**

Read Chapters 6 and 7 of Results by Mike Schmoker. Discuss the chapters within the Leadership Team. Use the discussion questions in Appendix 1 to guide your discussion.

## ***December-January***

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***GOAL—ASSIST TEACHERS IN COMPLETING WINTER SCREENING, EVALUATING PROGRESS ON CLASSROOM BENCHMARKS, AND MAKING DATA-BASED DECISIONS ABOUT STUDENTS***

**Activity 1—Complete winter screening**

Work with teachers to plan and implement the winter screening. Make sure that data is being collected from all students at the level that you have decided to screen (school-wide, grade, or classroom level). See section 2 of the Study Group Content Module for more information.

**Activity 2—Discuss data utilization and decision making, using graphs of student data**

Meet with teachers (individually or in small groups) to discuss their students' data and to make decisions about what changes need to be made for students that aren't making adequate progress towards their goals, or that are contributing to a lower percentage of students reaching the benchmark level. Use questions in Appendix 2 to guide your discussion.

**Activity 3—Generate research-based interventions**

Brainstorm interventions that might be made for students that are not making progress.

**Activity 4—Develop background knowledge**

Read the Conclusion of Results by Mike Schmoker. Discuss the section within the Leadership Team. Use the discussion questions in Appendix 1 to guide your discussion.

## ***March-April***

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***GOAL—ASSIST IN DEVELOPING A PLAN FOR AND IMPLEMENTING SPRING SCREENING. DEVISE A PLAN FOR STUDY GROUP EVALUATION.***

### **Activity 1—Plan and Implement Spring Screening**

Work with teachers to schedule a date for and implement the spring screening. Make sure that data is being collected from all students at the level that you have decided to screen (school-wide, grade, or classroom level). See section 2 of the Study Group Content Module for more information.

### **Activity 2—Evaluating the Effectiveness of Study Groups**

Devise a plan for getting study groups to evaluate their effectiveness. Summarize this data for the staff along with recommendations for changes.

## **Appendix 1**

### **Discussion Questions for Results**

#### ***Introduction and Chapter 1***

- 1) Are there initiatives that have been introduced in your school that have been successful or unsuccessful? What has made them this way?
- 2) Are there practices in place in your school or district in which results are examined to determine program effectiveness?
- 3) How can teacher isolation be detrimental to a building? Is it a problem in our building?
- 4) How can we improve teamwork and collegiality in our building?
- 5) How can we capitalize on teacher expertise in our building as we implement the progress monitoring system?
- 6) What will effective teamwork in designing a progress monitoring system look like in our school?
- 7) How can administrative collaboration be improved in our school?

#### ***Chapters 2 and 3***

- 1) How does the Schmoker chapter on goal setting relate to goals that we're setting in our own school?
- 2) What is the value of setting measurable goals?
- 3) How can we assist the teachers in our school as they set goals for their students?
- 4) Discuss the purpose of individual goals versus classroom benchmarks.
- 5) How will you argue for the progress monitoring system if someone is against it?
- 6) Discuss how data collection can improve educational outcomes for students in your school. Reflect on Schmoker's comments in Chapter 3

#### ***Chapters 4 and 5***

- 1) How can implementation of instructional interventions (through use of a progress monitoring system) produce swift and significant results in your building?
- 2) What short term results will teacher be able to observe through use of progress monitoring and how will that affect the school as a whole?

- 3) What is action research and how can it be beneficial to us in our efforts to improve student instruction?
- 4) How can we share the successful results that are obtained from our action research?

### ***Chapters 6 and 7***

- 1) How can the results obtained through progress monitoring inform our short and long-range goals for our students? How can results produce long-term gains in our school as a whole?
- 2) How can setting goals for the percentage of students that will achieve a specific benchmark level by each screening result in identification of areas for improvement, discussion, and corrective action in our school?
- 3) How might rubrics be integrated into our progress monitoring system?
- 4) How can we improve our system of progress reporting to parents, using the data we're collecting?
- 5) How might progress monitoring lead to improvement in other areas such as social behavior and discussion skills, as described in Chapter 7?
- 6) In addition to progress monitoring, what other meaningful data can be collected to measure our school's progress?

### ***Conclusion***

- 1) As a leadership team, how can we “keep everyone’s eyes on the prize of improved student learning” (p. 111)?
- 2) How can we regularly reinforce and recognize improvement efforts, both publicly and privately?
- 3) How can we continue to support and encourage teachers to implement progress monitoring throughout the year and in the coming years?
- 4) How can we unite together effectively to positively support teachers in their efforts?
- 5) How can we promote positive and productive thoughts and conversations in our school?

### **Appendix 2**

#### **Suggested questions for discussing graphed student data with the teachers:**

- 1) What was the student’s median baseline score (for number of words read in one minute)?

- 2) What short term objective did you decide on for the student (number of words gained per week)? Why did you decide on this STO?
- 3) What is the students long range goal?
- 4) How often are you collecting data?
- 5) What does the data indicate so far? Is the student meeting his/her goal? Not meeting the goal? Exceeding the goal?
- 6) Does it appear the instruction that you are using for this student is working? Why or why not?
- 7) Make instructional decisions using the decision-making rule that you've decided on (see Section 11 of the Content Module for more information).