



Progress Monitoring: A Handout for Teachers

What is Progress Monitoring?

Definition: Progress monitoring is a process of collecting and analyzing data about student progress to make instructional decisions.

Why is progress monitoring important?

Progress monitoring helps the teacher determine the effectiveness of his/her instructional changes/interventions.

An intervention is a specific skill building strategy, behavior management plan, or instructional practice that aims to increase or decrease the student's targeted behavior or proficiency.

The use of frequent progress monitoring, with valid and reliable measures, is sensitive to short-term gains in student performance.

What is an evidence-based intervention (scientifically/researched based intervention)?

An evidence based intervention includes instructional methods that are of high quality and have been shown by research to be effective (research-based). This means that the instructional methods that the teachers are using are known to work well.

What is an intervention?

An intervention is very much like instructional strategies you use everyday. We (interventions teams and teachers) are required to look at not only the strategies we currently use, but also the interventions that have research support as well.

It is necessary to match the intervention to the needs of the child. It is important to use these interventions the way they are supposed to be used- consistently and reliably! This will help us to know if the intervention is truly effective.

☞ "The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students" (Wright, 2005).

☞ Progress monitoring assists in making effective instructional changes for general and special education students.

How Can Your School Psychologist Help with Progress Monitoring?

- Help teachers find appropriate ways of assessing student progress
- Help teachers interpret data from the progress monitoring tools
- Assist with goal-setting
- Assist the child study/ student support team in developing interventions for students
- Help teachers develop academic and behavioral plans



References:

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Wright, J. (2005, Summer). Five Interventions that Work. NAESP Leadership Compass, 2 (4) pp. 1,6.