



## SAMPLE MATERIAL

### Progress Monitoring Training Plan

Pennsylvania Department of Education

**Topic:** Response to Intervention in Primary Grade Reading

**Practice:** RtI Implementation

Included in a presentation on Pennsylvania's statewide progress monitoring initiative,<sup>1</sup> this *Progress Monitoring Training Plan* shows a sample plan for training staff on progress monitoring principles and the state's seven-step process. This sample material also shows plans for follow-up sessions on data collection and districtwide implementation. Content, training structure, and outcome measures are recorded for the training and follow-up sessions.

---

<sup>1</sup> *Implementing student progress monitoring on a statewide basis*, presented by Joy Eichelberger, Regina Paulbinsky, and Dan Thompson at the 2006 Summer Institute on Student Progress Monitoring.

Example

## Progress Monitoring Training Plan: IU \_\_\_\_\_

CSPD Consultant(s): \_\_\_\_\_

## Day 1 and Follow-Up Planning:

Date(s): \_\_\_\_\_

	Topic	Content	Training Structure	Outcome Measure
Training	<b>Principles of Progress Monitoring and the Seven Step Process</b>	<ul style="list-style-type: none"> <li>• Principles of Progress Monitoring: Purpose, philosophy</li> <li>• Steps 1 and 2               <ul style="list-style-type: none"> <li>• writing measurable goals and objectives</li> <li>▪ data collection decisions</li> </ul> </li> </ul>	Large group introduction of content and skills Small Group Breakouts Discussion Guided Practice Team self-evaluation Team goal-setting Team action-planning	Evaluation of IEPs (Rubric) Self-Evaluation Peer Review Individual Goal-setting Team Action Plan Progress Monitoring approach selected
Follow-Up #1	<b>IEP and data collection Guided Practice</b>	<ul style="list-style-type: none"> <li>• questions, concerns and clarification</li> </ul>	Small Group On-Site Examine individual IEPs Team review, revision of IEPs Connect to Progress monitoring	Evaluation of IEPs (Rubric) Self-Evaluation Peer Review
Follow-Up #2	<b>Plan for District-wide implementation</b>	Train the Trainer:  Assist with Preparation for training District or IU staff	Small Group On-Site	District or IU training scheduled and completed

Example

**Day 2 and Follow-Up Planning:****Date(s):** \_\_\_\_\_

	Topic	Content	Training Structure	Outcome Measure
Training	<b>Progress Monitoring Planning and Skills Building</b>	Step 3: Tools for General Outcomes: <ul style="list-style-type: none"> <li>• Reading Fluency</li> <li>• Comprehension</li> <li>• Math</li> <li>• Writing</li> </ul> Tools for Specific Skills: Selecting and Designing Data Collection Decisions	Large group introduction of content and skills Small Group Breakouts Discussion Guided Practice Team self-evaluation Team goal-setting Team action-planning	Staff fluent in use of tools Goals for PM selected Students selected Schedule established
Follow-Up #1				
Follow-Up #2				

## Example

**Day 3 and Follow-Up Planning:****Date(s):** \_\_\_\_\_

	<b>Topic</b>	<b>Content</b>	<b>Training Structure</b>	<b>Outcome Measure</b>
<b>Training</b>	<b><i>Evaluating the Data and Making Instructional Adjustments</i></b>	<i>Visually Representing Data Decision Rules Evaluating current instructional practices Selecting instructional adjustments and/or interventions</i>	<i>Large group introduction of content and skills Small Group Breakouts Discussion Guided Practice Team self-evaluation Team goal-setting Team action-planning</i>	<i>Staff fluent in evaluating data and making instructional adjustments</i>
<b>Follow-Up #1</b>				
<b>Follow-Up #2</b>				