



SAMPLE MATERIAL

Progress Monitoring Training Plan

Pennsylvania Department of Education

Topic: Response to Intervention in Elementary-Middle Math

Practice: RtI Implementation

Included in a presentation on Pennsylvania's statewide progress monitoring initiative,¹ 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.

¹ *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 | Principles of Progress Monitoring and the Seven Step Process | <ul style="list-style-type: none"> • <i>Principles of Progress Monitoring:</i> Purpose, philosophy • <i>Steps 1 and 2</i> <ul style="list-style-type: none"> • writing measurable goals and objectives ▪ 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 | Evaluation of IEPs (Rubric) Self-Evaluation Peer Review Individual Goal-setting Team Action Plan Progress Monitoring approach selected |
| Follow-Up #1 | IEP and data collection Guided Practice | <ul style="list-style-type: none"> • questions, concerns and clarification | 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 | Plan for District-wide implementation | 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 | Progress Monitoring Planning and Skills Building | <i>Step 3: Tools for General Outcomes:</i> <ul style="list-style-type: none"> • Reading Fluency • Comprehension • Math • Writing <i>Tools for Specific Skills:</i> 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):** _____

| | Topic | Content | Training Structure | Outcome Measure |
|---------------------|--|--|--|---|
| Training | <i>Evaluating the Data and Making Instructional Adjustments</i> | <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> |
| Follow-Up #1 | | | | |
| Follow-Up #2 | | | | |