

PROGRESS MONITORING FOR IEP GOALS AND OBJECTIVES

Facilitator Guide

PROFESSIONAL LEARNING DETAILS

AUDIENCE: Special Education Teachers

SUGGESTED TIME: 60–75 Minutes

LEARNING TARGETS:

- To understand what progress monitoring is and why it is important.
- To understand how to collect data.
- To set up a progress monitoring plan for consistency

BASE PRESENTATION:  Progress Monitoring for IEP Goals and Objectives I Base Presentation

MATERIALS

-  Progress Monitoring Notetaker (Optional)(1 per participant)
- Pens/Pencils (as needed)

AVAILABLE PREPARED MATERIALS

**Note: The materials below are available in the PL bag for this session. The links are provided just for your reference or if you choose to create your own materials. Please make a copy of the resource if you'd like to edit any part of it.*

- Thumbs Up/Down Paddles
-  Examples Probes and Matching Objectives – Printable | Progress Monitoring (6 sets available)

PREP WORK PRIOR TO SESSION

- **One Week Prior**
 - Gather all resources.
 - Send a reminder email.
 - Review Presentation
 - Add in any links necessary to the  Progress Monitoring Notetaker before printing.
- **Day Of Session**
 - Make sure the projector works, and the room is arranged for collaborative work

SESSION OUTLINE

Introduction: Slides 1–3

Objective 1: Understanding what progress monitoring is and why it is important (Slides 4–14)

What is an Apple Watch?

Participants will understand how an Apple Watch does data collection and progress monitoring.

Data Collection vs. Progress Monitoring

Participants will understand the difference between data collection and progress monitoring.

Objective 2: Understand how to collect data (Slides 15–64)

What Do You Need to Collect Data?

Participants will learn the need for both measurable goals and data probes/sheets.

Judge the Objective Activity (Optional)

Participants will participate in a formative activity in which they will identify if an objective is measurable or not.

Matching Probes to Objectives Activity

Participants will learn how to identify probes that match a student's goals/objectives in an IEP and how to use those probes to collect data and monitor progress effectively. Participants will effectively match data probes to student objectives.

Three Ways of Graphing

Participants will learn the three methods of graphing data.

Interpreting Graphs

Participants will learn how to interpret graphs to recommend instructional moves

Objective 3: Setup a progress monitoring plan for consistency (Slides 65-74)

Organizing Data Probes

Participants will learn how to organize data probes in their classrooms..

Scheduling Your Progress Monitoring

Participants will be given ideas for collecting data at their sites/within their departments.

Conclusion (Slides 75-76)

NOTES AND REMINDERS

- Requires two presenters for the entire duration. Consider using this session as an opportunity to model co-teaching
- Presenters are indicated in the following colors in the notes section: **Presenter #1** and **Presenter #2**
 - Use the find and replace feature to change out the names

TIME CONSTRAINTS AND OPTIONAL ACTIVITIES

- To reduce time, you can skip the "Judge the Objective" activity or do only a few of them (Slides #25-42)
- If time allows, a break is recommended after the "Judge the Objective" activity

ACCOMMODATIONS FOR PARTICIPANTS

- For those with visual impairments, consider sending the handouts beforehand or creating a google site with these handouts for them to access on their device to enlarge as needed.
- For those with auditory or processing needs, consider turning on the closed captions by click Ctrl + Shift + C OR using the following steps:
 - Put the presentation into slideshow mode.
 - Click on the three dots on the bottom left.
 - Click "Captions preferences".
 - Click "Toggle captions on"
 - Make sure your microphone is on!



