Lesson 2: Progress Monitoring

Note-taking Directions:
- In each of the left side boxes, note three or more things that you find interesting or important while watching the video or reading the book excerpt. Use *direct quotes, descriptions, or short summaries.*
- In the right side boxes, note your thoughts about the things you wrote on the left. *In general, these would be your own reflections, or questions.*
- **A minimum of three entries in each of the boxes** is required to fulfill the note-taking task. We will use this information as a launching point for our online discussions.

Video : Progress Monitoring	Video : Questions or reflections
1. 2. 3.	
Reading 1: Progress Monitoring Guidelines pp.120 - 124	**Reading 1: Questions or reflections**
1. 2. 3.	
Reading 2: Data collection Tools pp. 124 - 129	**Reading 2: Questions or reflections**
1. 2. 3.	

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Directions: In each row, highlight or underline the phrases or sentences that best describe where you see yourself or your team right now. In the blank column on the right, write strategies and concepts you want to use from this module to change or fine-tune what you do.

RTI/MTSS Best Practice	Somewhat Effective	Least Effective	My Plan For Improvement
I select progress monitoring tools that are quick, repeatable and easy to administer. They are embedded so they take as little time away from instruction as possible.	Pre-assessments, observations and paper-pencil tests are used to collect data but often take a lot of class time and are not always repeated to check for growth.	Paper-pencil tests are my main assessment tools.	
I use data to revise and adjust instruction, skill groupings and assignments to accommodate relearning and enrichment.	I measure the effectiveness of the learning plan but sometimes forget to revise teaching or grouping plans based on this data.	I use assessment data to grade students.	
Students are taught to reflect on their learning and view mistakes as growth opportunities. Students know which strategies worked and which need to be changed.	Students reflect on work with the teacher and sometimes correct mistakes, but do not make specific plans for improvement.	Mistakes are seen by the teacher and students as failures. It's up to the student to try harder.	
Students are given kind, specific and helpful feedback about both strengths and weaknesses. They use the data to talk to teachers about academic and behavior goals and activities.	I give clear and specific feedback on what needs to improve and provide students an opportunity to correct their own mistakes .	My feedback to students is grades. Once an assessment is turned in it is graded and recorded. There are no retakes. That would be unfair to the students who did well the first time.	

Anticipation Guide: **Lesson 2 – Progress Monitoring**

Directions: Before viewing the video and doing the readings write your best answer based on your current information in the "before" section.
After completing the module, use the "after" column to change or add any new information to your original answers.
Part of our live discussions will be sharing your new insights.

Question	Pre	Post
What are 4 qualities of well-designed progress monitoring?		
Name 5 tools for collecting data, other than paper-pencil tests.		
Why is it important to determine whether you are measuring for frequency, duration or intensity/quality?		
What questions should a teacher ask in order to turn progress monitoring into growth mindset opportunity?		
What is the rule of four?		