

# IEP PROGRESS MONITORING

## FOR SCHOOL LEADERS

The purpose of this toolkit is to provide school leaders with understanding what parameters should exist to support special education leaders and teachers with monitoring IEP progress, as well as how to know where additional support may be needed in the school to meet the needs of all learners. These tools are designed to support in-person learning, hybrid models, and distance learning across a spectrum of goal types, ages, and disabilities.

## STEPS & SUGGESTIONS TO SUPPORT SPECIAL EDUCATORS



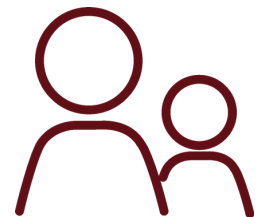
### **Collaborate with the special education leader to review what universal screeners are currently written into student IEP goals.**

- Ensure the budget allows for licenses to be purchased for these programs or support special education leaders with aligning goals to tools that will measure the same data.
- Review this [list of resources](#) that may be helpful for both in-person and online progress monitoring that may be able to support IEP goal monitoring.



### **Dedicate time in the school schedule for special educators to have case management time.**

- Case management is often misunderstood to be paperwork time. This time should be conferencing time with students to complete progress monitoring since many goals require individual, direct observation (either in class or pulled out).



# STEPS & SUGGESTIONS TO SUPPORT SPECIAL EDUCATORS

## ★ **Have a regularly scheduled meeting with special education leaders to discuss IEP goal progress.**

- Students with individualized plans will be working on a variety of goals, from basic skills to grade-level content. This may not always be reflected in larger school-wide data so these discussions should focus on growth and school-wide structures that may need to exist or be adjusted to continue to move students forward towards these goals.

## ★ **Make your presence known in special education classrooms.**

- Knowing what is happening in classrooms provides important content for the discussions around data and progress monitoring. Making time to visit each teacher at least once a month shows that you want to be supportive and understanding of what needs to be done to move all students.

**Distance learning tip:** *Ask teachers when they will be having small group or individual sessions with a student and ask to join the call in a non-evaluative way. Say hi to students, ask them what they are learning and what you can do to help them.*

## ★ **Show special educators appreciation during quarterly progress monitoring times.**

- Collecting data towards IEP goals and then writing these progress notes into IEPs can be very time consuming since it is individualized per student. These often occur around the same time as report cards, filing deadlines, major assessments, and other big school events. Having a leader that is empathetic towards this and celebrates the work special educators are doing (shout outs, lunch provided, sitting with them to assist, etc) can go a long way towards building adult culture.



# IEP PROGRESS MONITORING

## FOR SPECIAL EDUCATION LEADERS

The purpose of this toolkit is to provide special education leaders with a process and considerations for supporting the special education team with monitoring student progress on IEP goals and making strong instructional choices. These tools are designed to support in-person learning, hybrid models, and distance learning across a spectrum of goal types, ages, and disabilities.

### STEPS & SUGGESTIONS TO SUPPORT PROGRESS MONITORING



**Work with school leaders to ensure that all licenses and products to measure IEP goals are secured at the beginning of the year.**

- Review this [list of resources](#) that may be helpful for both in-person and online progress monitoring that may be able to support IEP goal monitoring.



**Utilize coaching meetings and professional development time with teams to train staff on how to use progress monitoring tools.**

- Since goals are individualized, teachers may need support in learning new or different ways to measure progress for students whose goals may not be measured by standardized or formative assessments.

**Distance learning tip:** *Model how assessments could be given using a virtual learning platform. This is a great opportunity for you to show teachers that you understand the struggles associated with distance teaching and troubleshoot ahead of time.*



## STEPS & SUGGESTIONS TO SUPPORT PROGRESS MONITORING



### **Provide teachers the time, space and resources needed to successfully monitor student progress regularly.**

- Dedicating case management time in a teacher's schedule can go a long way in ensuring that data is being collected regularly. If you are unable to make this happen, find other ways to support the process: Offer to do observations for behavior data monitoring, cover a class to give teachers additional time to do one-on-one assessments, make copies of frequently used assessment tools so teachers can grab and go, etc.

**Distance learning tip:** *If a teacher is struggling to regularly make contact with a student or family, offer assistance by adding a quick check-in with families daily to help them learn the tools and get used to hearing from someone. When it comes time to monitor progress, this rapport can hopefully make arranging an assessment easier instead of spending lots of time just trying to get them on a call or to make technology work!*



### **Review the school calendar at the beginning of the year and identify the date that quarterly progress reports will be due and add it to a shared calendar to communicate it with teachers. At least two weeks before, remind teachers that they should be collecting final quarterly data towards all IEP goals.**

- Creating structures for when data will be due and overly communicating is key. While progress monitoring should be ongoing, having a system conveys the importance of having specific checkpoints for students.



### **Review IEP progress notes with teachers. Specifically, look at students that made insufficient progress or have achieved their goals and support teachers in making smart instructional decisions.**

- As a leader, it is essential to be a driver for student success. If a student is not making progress or has achieved their goals, it is time to consider why that is and make adjustments. Perhaps the student needs more or less special education instruction. A new evaluation might be necessary if there are new concerns. Using these quarterly progress notes can help you to create action plans and amendments with the IEP team to best support each student.

# IEP PROGRESS MONITORING

## FOR SPECIAL EDUCATION TEACHERS

The purpose of this toolkit is to provide special education teachers with a process and resources for monitoring the IEP goals of their students. These tools are designed to support in-person learning, hybrid models, and distance learning across a spectrum of goal types, ages, and disabilities.

### QUESTIONS TO ASK YOURSELF ABOUT THE PROGRESS MONITORING PROCESS



**What universal screeners does my school already utilize and could this be an effective tool for measuring this students' progress towards their annual goals? If not, what tools should I use?**

- Aligning your data collection with your school's processes can help you develop a system and help manage up in discussions with leaders about the support needed for your students.
- Review this [list of resources](#) that may be helpful for both in-person and online progress monitoring.



**How frequently do I need to monitor student progress to ensure that I know if they are on track to meet their goals?**

- If a goal requires focused, direct observation from the teacher, you may only realistically be able to monitor this once or twice a week. You should keep this in mind as you plan and structure your time.



## QUESTIONS TO ASK YOURSELF ABOUT THE PROGRESS MONITORING PROCESS



### **What would help other key stakeholders to know to be able to support this student and understand the progress they have made?**

- Use tools that support qualitative note-taking and work samples. These can go a long way when being able to explain to others what progress you have seen and how related service providers, parents, and other adults can support a student's goals!



### **What do I need to do to set the student up for success to show what they know?**

- Ensure that the environment matches what the student needs to be successful. If their goal involves scaffolding and support, perhaps you progress monitor during guided practice work. If a student needs to read aloud, provide a quiet, one-on-one space, etc.



### **How can I make data collection authentic so students see the connection between progress monitoring tools and their long term growth and goals?**

- Data collection and progress monitoring can feel tedious at times and that the sole purpose is to check a box for the IEP progress reports. It is important to build systems that support regular discussions with students and involve them in their growth and goals. This can look like data conferences, bulletin boards, shout-outs, etc.



## THE PROCESS



**Record all of your students' goals in one place to reference so you can ensure that you are monitoring these goals for all students on your caseload regularly.**

- One example can be found [here](#).



**While planning, make a note of what portion of the lesson or time during the lesson you want to collect progress monitoring data and for which student(s). This will vary depending on the student, their goal, and the frequency with which you intend to monitor progress for each goal.**

### Distance learning tips:

- *If you are synchronously teaching via video call: Ask your co-teacher to make you a co-host of the video. Create a breakout room to work with students during the portion of the lesson you noted.*
- *If you are asynchronously having students log in to a site: Work with the student or parent to set up a time for a one-on-one call or to take pictures of their work during these specific parts of the lesson and send it to you.*



## THE PROCESS



**Take notes while working with a student or multiple students on their progress towards portions of their goal. This can be qualitative or quantitative depending on what is possible and makes the most sense for the assignment.**

- An example of what this could look like as qualitative notes is provided on the first tab of the goal tool [here](#).
- Any quantitative data can be compiled and graphed using this generic tool [here](#). Directions for how to use it can be found in comments on the first tab.



**Find a time in your schedule once a week to hold a data conference with at least half of your students (and work with the other half the following week). Use this time as an opportunity to invest students while supporting short term goal-setting.**

- A template that can be used for a short but effective data conference can be found [here](#). An example has been provided in the first row.

**Distance learning tip:** *Include families in your data conferences. Teach families what it is that you are tracking and why so that they can be using the same strategies to support their child!*



**At least once a month, update a space in your classroom that shows student progress towards their goals to highlight their success and communicate progress with families.**

### Distance learning tips:

- *Create a "bulletin board" in your virtual classroom to show student progress.*
- *Record a video of yourself giving shout outs to students and post it in your virtual classroom.*



# IEP PROGRESS MONITORING

## BEHAVIOR GOALS IN A DISTANCE LEARNING MODEL

The purpose of this toolkit is to provide special education teachers with a process and resources for monitoring the behavior & social IEP goals of their students. These tools are designed to support hybrid and distance learning specifically, as behavior & social goals will need to be tracked differently in these particular models.

### CONDITIONS



**In order for some of these tools to be successful, there may be some conditions that need to be met. Here are examples of what those may be and how to implement them:**

- **Buy-in from student** - You will need to find something that will motivate the student to meet their behavior goals while in a distance learning model. Perhaps it is a daily video chat with a preferred adult or that they are earning points towards a bigger reward when school comes back.
- **Teaching tracking methods to a parent/guardian/older sibling** - If the goal needs to be measured by someone else, or the student may not be able to self-identify their needs yet, teachers should carve out time to work with a responsible party on how to support students with their goals. This is a great opportunity to build consistency for students between home and school when in-person learning restarts.

### METHODS OF TRACKING



**Break Menu, Example #1:**

- Works best for students that are highly active and struggle with impulse control, hyperactivity, or need more structured options for what to do when they are not able to focus.
- Determine a set number of breaks that students feel would be helpful for them during the school day and what those breaks look like.
- Monitor to see how many breaks students are taking in a day and if they are seeing more success during focused work periods than before.

# METHODS OF TRACKING

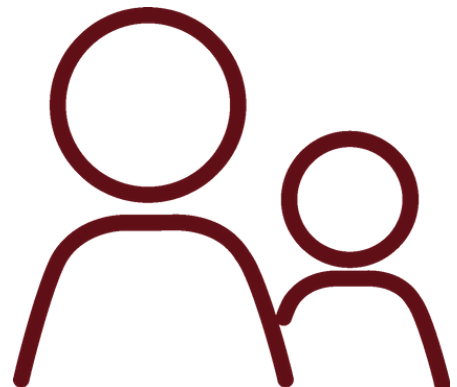
## Distance learning tips:

- **For synchronous lessons** - Ask students with these trackers to keep their camera and sound on during instruction. If they are using a break, teach them how to turn both of these off. This can be a good indicator of how successful they are at returning from the break, how long the break is, etc.
- **For asynchronous lessons** - Have a parent/guardian/older sibling take ownership of writing down the time when students take specific types of breaks. Teachers may want to assist students and parents with creating a daily schedule to make this easier on families to track.



## Behavior Slip, Example #2:

- Works best for students with goals that involve replacement behaviors like starting assignments before asking for help, staying in their seat, participating in class, etc.
- Insert the replacement behaviors as the goals and determine which class periods they will be tracked in. Make sure these behaviors are clearly observable by a teacher teaching a live class or someone in the home.
- Monitor to see if students are seeing success in particular classes or times of day to make adjustments.



# METHODS OF TRACKING

**Distance learning tip:** *Create a Google form that allows teachers and parents to quickly rate the student towards these goals at the end of live classes or work periods.*



## **Self Monitoring, Example #3:**

- *Works best for students that are more self-aware, reflective, and are able to identify the behavior they are trying to avoid when it happens. These goals might include raising a hand, using kind words/body language, etc.*
- *Teach students what they should be looking for to track and give them examples and non-examples. Roleplay a scenario with them where you are the student and you are each tracking it to see if you get the same number.*
- *In the beginning of using this strategy, attempt to track it along with them to make it more fun and challenging to see if you agree on the number.*
- *Dually monitor with the student at least once a month to see if their numbers match yours and if the student is making progress towards their goals.*

## **Distance learning tips:**

- *Teach students how to use video chat tools such as mute/raise hand features to track a behavior such as calling out.*
- *Play back a recording of a video chat to give students feedback and examples/non-examples of when they displayed a behavior to help them see it better.*

