Progress Monitoring During Remote Learning

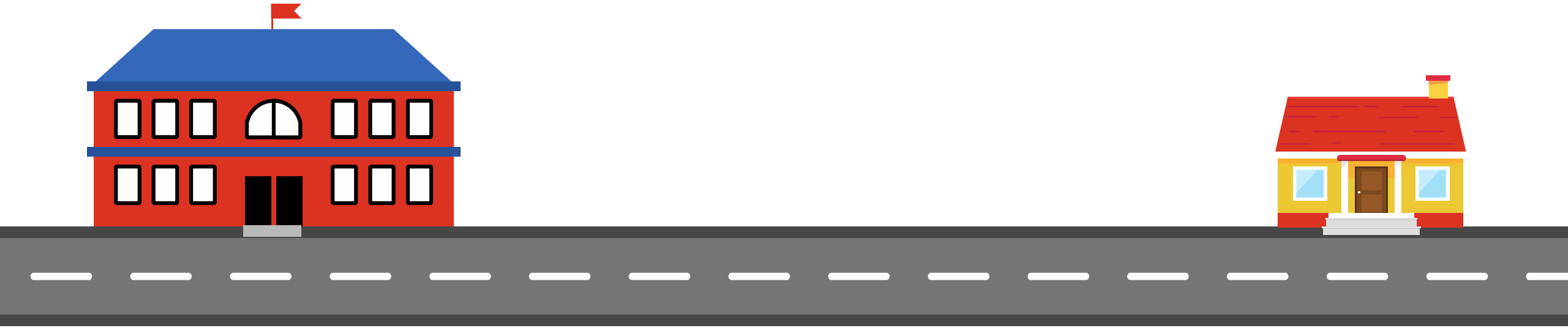
TEA

True North Statement

Together, we are committed to high expectations and strong systems that achieve equitable outcomes for every student with a disability.

OSPM
OFFICE OF SPECIAL POPULATIONS AND MONITORING
TEXAS EDUCATION AGENCY

In planning for the potential need for remote delivery of educational services (including special education and related services), **Local Education Agencies (LEAs) must ensure FAPE to students with disabilities and implement the requirements of the Individuals with Disabilities Education Act or IDEA and state law.** LEAs and school staff will want to prioritize decisions and actions based on health and safety first, to include communication with staff and families.



Objectives

Identify	Identify focus of Progress Monitoring during remote learning.
Determine	Determine best practices for Progress Monitoring during remote learning.
Review	Review appropriate Progress Monitoring tools and methods during remote learning.

Audience

- District Special Education Leadership
- Campus Based Special Education Leadership
- School Administrators
- Teachers and Direct Instructional Staff

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

- US Dept of Education

Components of Progress Monitoring

Components of Progress Monitoring

Evaluate Efficacy of Instruction for Student Learning

Measure Effectiveness of Instructional Delivery

- Visual Aids
- Lecture
- Guided Projects
- Small Group
- Whole Group
- Individual

Remote Learning Review of Instruction Methods

Evaluate the effectiveness of instruction delivery.

Identify most effective delivery methods.

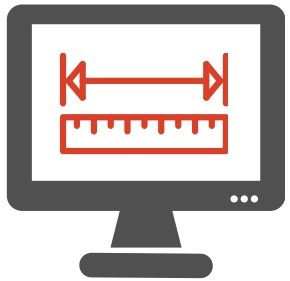
Components of Progress Monitoring

Measuring Progress

- Assess students' progress towards IEP goals and objectives as required by the student's IEP
- Methods of instruction delivery
- Teacher implementation of accommodations and modifications

Remote Learning Progress Monitoring

Measuring Progress



Monitor, measure, and report progress towards annual goals as required by the student's IEP.

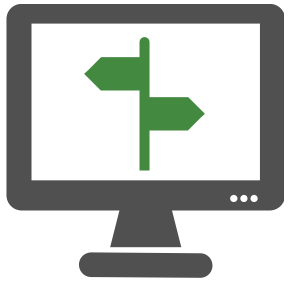
Components of Progress Monitoring

- Identify what is working through data
- Guides our decisions on instructional changes

Questions to ask during Remote Learning

Instructional Change

What is working?



What options are available?

Components of Progress Monitoring

- Assignments
- Assessments
- Goal Progress

Questions to Ask During Remote Learning

Feedback

How will you give feedback (feedback will continue, but may look different)?

Progress Monitoring During Remote Learning

Purpose

Monitor improvement

Identify students not progressing

Review efficacy of instruction

Focus

IEP Goals, accommodations

Communication

Documentation

Tools

Method of delivery

Monitoring Form

Assessments

Progress Monitoring Data Collection Options

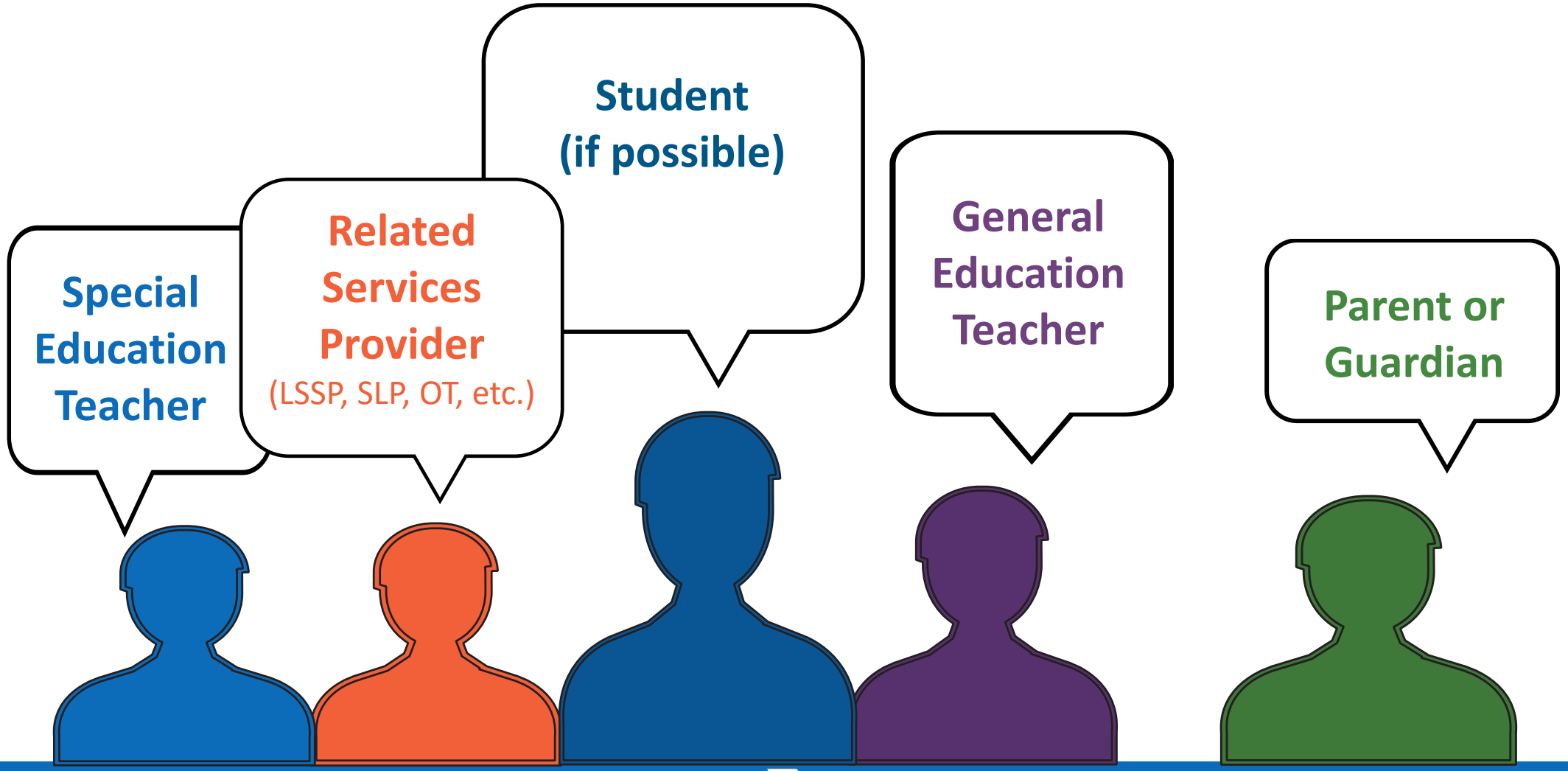
01 Assess students during regular remote instructional times

02 LEA's may ***ask*** parents/guardians to track student learning on packets and other assignments (Parents cannot be required to conduct progress monitoring)

03 Assign students to meet with paraprofessionals using distance instruction

04 Teach students to self-monitor their progress on the activities you assign

Who Should be Involved in Progress Monitoring?



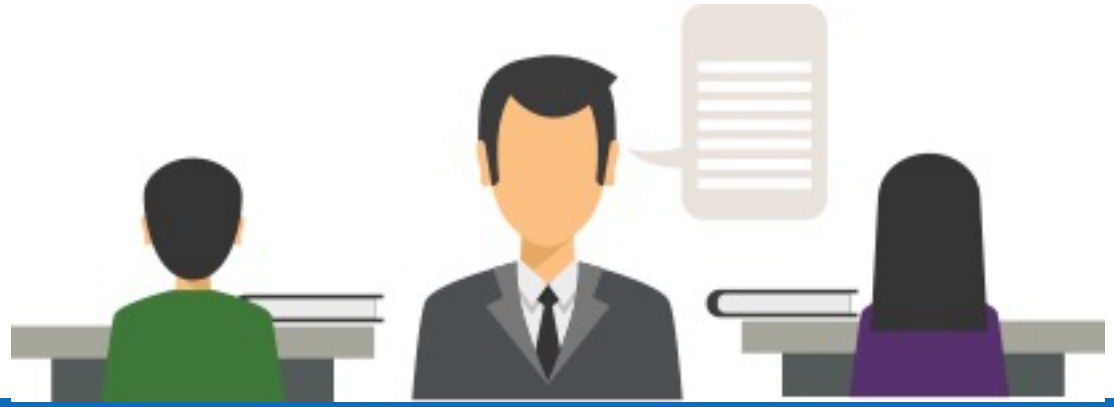
IEP Documentation During Remote Learning

Assessment Performance

Goal/Objective Implementation

Report Progress to Parents

Remote, On-line or Virtual Classrooms



Local Education Agency (LEA) Responsibility

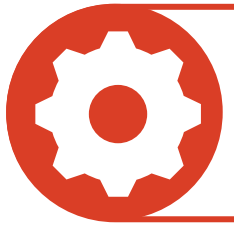
Procedure

Training

Support

Progress Monitoring Best Practices

Scheduling and Collaborative Planning



Develop Processes and Training

Develop Data Collection System

Establish Family Communication

Progress Monitoring Best Practices

- Provide Teachers with Template and Frequency Expectations
- Provide Teachers access to IEP Documents
- Ensure Availability
- Prepare Contingency Plans

Progress Monitoring Tool for Families

Family Check-In

Student:
Family members assisting with distance learning:
Teacher(s):
Date:

1. **Revisit Family Support Plan**
   a. Successes?
   b. Challenges?
2. **Discuss goals from previous week**
   a. Successes?
   b. Challenges?

3. **Identify student goals for upcoming week:**

	Activity 1	Activity 2
Goal 1:		
Goal 2:		

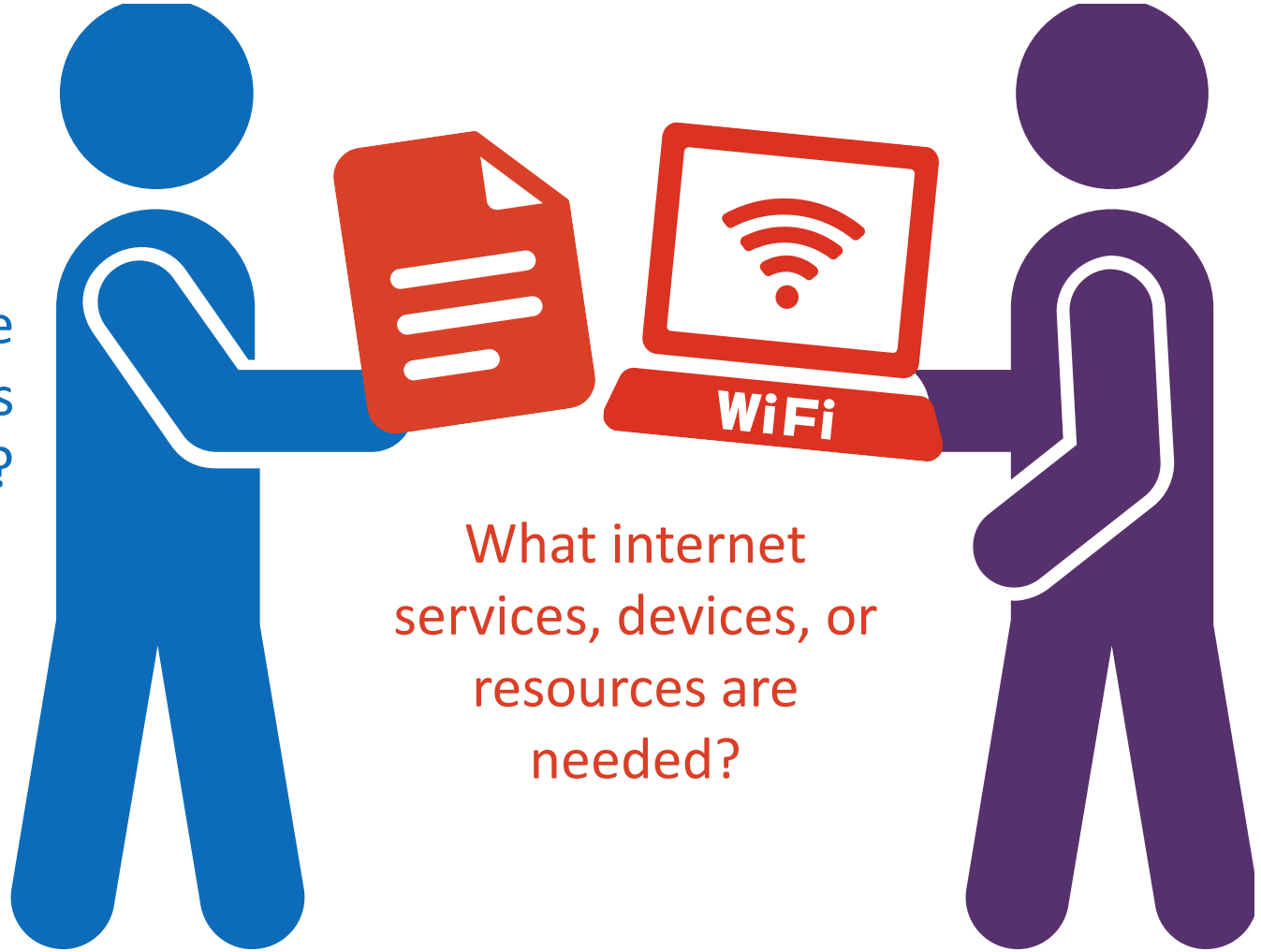
(adjust # of goals and activities as needed)

4. **Family support for upcoming week:**

Area of need	Resources, strategies, or actions

Resources Available to Families During Remote Learning

Who is responsible for ensuring families get what they need?



What internet services, devices, or resources are needed?

How will the family get the resources they need in an efficient and safe way?

For More Information:

Special Education Special Projects and Strategy Division

Website: www.tea.gov/TexasSped

Email: sped@tea.Texas.gov

Phone: 512-463-9414

www.SPEDTex.org

TEA Special Education COVID-19 Guidance:

https://tea.texas.gov/texas-schools/health-safety-discipline/covid/general-guidance