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

- Efficacy of Instruction
- Measure Progress
- Instructional Change
- Feedback

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

Efficacy of Instruction

Evaluate the effectiveness of instruction delivery.

Identify most effective delivery methods.
Components of Progress Monitoring

- 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

Instructional Change

- 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

Feedback

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

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>01</strong></td>
<td><strong>Assess students during regular remote instructional times</strong></td>
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<tr>
<td><strong>02</strong></td>
<td><strong>LEA’s may <em>ask</em> parents/guardians to track student learning on packets and other assignments (Parents cannot be required to conduct progress monitoring)</strong></td>
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<td><strong>03</strong></td>
<td><strong>Assign students to meet with paraprofessionals using distance instruction</strong></td>
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<td><strong>04</strong></td>
<td><strong>Teach students to self-monitor their progress on the activities you assign</strong></td>
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Who Should be Involved in Progress Monitoring?

- Student (if possible)
- Special Education Teacher
- Related Services Provider (LSSP, SLP, OT, etc.)
- General Education Teacher
- Parent or Guardian
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
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:

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Activity 2</th>
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<tbody>
<tr>
<td>Goal 1:</td>
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<td>Goal 2:</td>
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(adjust # of goals and activities as needed)

4. Family support for upcoming week:

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<tr>
<th>Area of need</th>
<th>Resources, strategies, or actions</th>
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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