

## Webinar Transcript

### Response to Intervention: Online Professional Development Modules and Resources for Classroom Assessment

**Julie:** As we get started with the event, on the right-hand side of the screen, you'll see my name: J. Duffie. You can click on my name any time you need technical assistance. Also, you can use some of the icons at the bottom. So if you were at the event last week, the previous IRIS event, that was on the fourth, please click the tick button—the check button—let us know if you were on that event before. That will give us a sense of who's participated in the previous Webinar. Thank you for those of you who are hitting the check box. So I'm counting those numbers quickly. So if you were on the event before. Oh, well, a lot of people weren't, but some were.

**Sylvia:** Oh, well, that is good to know.

**Julie:** That's great. Thank you, everybody. So, moving right along, I'm turning this presentation over to Sylvia DeRuvo. She's the senior research assistant over at WestEd, and she will start with the introduction. There you are, Sylvia.

**Sylvia:** Okay. I'm so glad that those of you who were here on the fourth are back again. I think you were able on that particular Webinar to see some of the wonderful tools that are available for your professional development as we really move forward with implementing RTI in many states, districts, and schools. And so today we're really looking specifically at one of those core components of RTI, which is that ongoing progress monitoring, screening and progress monitoring. And working with the IRIS Center at the California Comprehensive Center, I have found the tools that they have at their Website excellent, very practical tools for schools and districts to use when looking at, specifically, at how do we implement this essential piece on progress monitoring? And so that's what we'll be looking at today. And, fortunately, we have with us Kimberly Skow, who is a project coordinator at the IRIS Center, who will be talking about other resources that that IRIS Center has that are available to professional development providers, to curriculum and instruction people in your school district, to program improvement people who are really looking at how do we move forward with this very essential step in providing professional development around RTI and progress monitoring. And then Debbie DeBerry is here from Hardeman County to really walk us through how her county implemented RTI and looked at using these tools in that really important professional development piece of implementing RTI. So we have a lot to cover today. The first part, we will be looking specifically at these modules. So hopefully you will be able to keep up with us as we move through these slides quickly today. And, let's see, I think we're moving right into...

**Julie:** Slide 4, for those of you following along just with the PowerPoint only. What is your primary role? Some of you already told us, but we'd like to have a quick response here. This is a poll, so please select which one is most appropriate and hit

the “Submit” button. If you’ve already described the other position, or if you want to describe more about your role...we’ll give you about 10 more seconds for that. For those of you coming up and logging on, this is the SchoolsMovingUp event group. Julie (resuming): Thank you, everyone. Can you hit the “Submit” button now, if you haven’t already done so. And, Sylvia, you can see some of the other people that are coming up. Okay, I’m going to publish that now. So for those of you actually in the live event today, we have a lot of people doing “Other,” which includes an ESL, like Linda said, and ESL teacher from a rural district. There are some TA providers. There are lots of professional development providers, classroom teachers, and coaches, some SEA administrators, and LEA administrators as well.

**Sylvia:** Okay, it looks like some people are down there in the chat area typing in what their roles are. And we do have curriculum and instruction, behavior specialist, school improvement specialist, and I’m really glad to see that you’re part of this Webinar because I think that your role in a school district—and really looking at how do you improve instruction and how do we bring schools out of program improvement?—these tools will really be helpful in that process. I’m going to move ahead, Julie, into the next slide.

**Julie:** Right. Slide 5.

**Sylvia:** So we’re moving into Slide 5, really just to briefly to cover what the objectives are today. I think an important thing we need to say as many times as possible is that these IRIS resources are free at the IRIS Website. And, again, they are very practical, so we will spend some time looking at these practical tools. We will also really look at the role of progress monitoring in implementation of RTI and effective instruction. And then, really, I think people are faced with, “Okay, I understand we need to do progress monitoring, but how do we do that?” Especially around, “How do we do that when we don’t have extra funding?” These modules really provide that specific hands-on, “This is how we would develop progress monitoring tools using your core curriculum.” And then we will also look at really the resources that the IRIS Center provides.

To look at the current sequence of modules, we can see that the IRIS Center has a lot of tools around RTI, and these are the specific modules. We went over these in-depth on the February fourth Webinar. If you’re interested, if this is the first time you’ve seen this, you’d want to go to the archives of that Webinar at SchoolsMovingUp to really see what each of these modules really entails. Our focus today will be more specifically around *Classroom Assessment (Part 1)*; *Classroom Assessment (Part 2)*, and then we’ll take a very brief look at this *RTI (Part 2)* on assessment.

And just to review for those who weren’t here on the fourth, the *IRIS STAR Legacy Modules* were really...have been built around this theory developed by John Bransford on how people learn. Really looking at real life experiences, and so within each of these modules, we’re following a school and teachers at a school who are

working with students. We're presented with a *Challenge*, presented with an opportunity to think about that *Challenge*. And then in the *Perspectives & Resources* part of that cycle is where teachers or the participants in your professional development will receive that content, the bits and pieces of content that they need in order to really answer that *Challenge*. And, hopefully, they will really be able to apply that to their actual instruction or within their own school. The *Assessment* then really is not like a test—I mean, they're interactive *Assessments*, really doing that check for understanding. And then in the *Wrap Up*, teachers again reflect on those same questions and the Thoughts, and really in this How People Learn cycle, we're hoping that the *Initial Thoughts* and the *Wrap Up*—that the answers are very different. Because adult learners really want their time to be used wisely, and I think in the process they're able to see, "This is what I thought before, and this is what I know now."

So it's a very effective tool to use. There's research behind it, geared specifically toward adult learners. I think for all of those out there who are interested in using the tools, you will find them very successful. So—as we look at really moving forward with using these tools in professional development, especially around this essential piece on progress monitoring—we did want to find out as practitioners in the field what really are your greatest challenges in implementing progress monitoring in classroom settings. So just type in your responses, and we'll take a minute to let people do that.

**Julie:** Yeah, well, I think we'll give them about two minutes, so if you could just type in and hit the "Submit" button. Thank you.

If any of you are on the call and are looking for the room that this event is taking place, and you are in the lobby, what we call the lobby, please scroll down to the SchoolsMovingUp event area. I'm not sure why you weren't sent directly into the room, but you ended up in the lobby, but you need to hit the SchoolsMovingUp area and come in that way. Thank you so much.

**Julie (resuming):** Ken just wrote, "We have research materials, but we do not have the probes or CBN that measure how the intervention is working." That's one comment.

**Sylvia:** And that's how we'll be looking...we'll actually be looking at—in the modules—at how teachers can actually use their curriculum to create some of those probes.

**Julie:** Thanks, everybody. I'm just about to publish that, so if you're typing in a response, please hit the "Submit" button now. Thank you, and I'm going to publish that now, Sylvia. And I know, Debbie, that you'll be looking at this as well, and I'll send you a copy. Someone said, "Not applicable." Can you look at some of those responses, Sylvia?

**Sylvia:** Yeah, and I'm just looking at this and briefly, the time and the personnel and the resources. And it looks like time comes up pretty frequently. And I think that is an ongoing problem, and that's why really understanding that probes are not a full assessment, that they are done very quickly, and some of the probes that we'll look at that you may purchase if you have the resources really are very clear on saying, "This probe will take you one minute," and so these are one-minute probes that you would do with students, say, once a week or once a month. So it is about doing things that give us information, but are done in a very short period of time. How often to conduct progress monitoring? Those are frequent questions, and it really depends on the level of the students, and that's a really big question. For those students who need more intensive intervention, that progress monitoring needs to be happening at, minimally, on a weekly basis. Personnel and resources? The personnel really are going to do this progress monitoring as the classroom teacher. And that's why these modules really point out how classroom teachers can do this progress monitoring using their core curriculum. I mean, these are some great questions, and, Julie, I know that we're going to try to go online here in just a minute, but I'll try to answer some of these questions while we do that.

**Julie:** Okay, I'll finish publishing those. Thank you, Sylvia.

**Sylvia:** And you're going to send these to us?

**Julie:** Yes. You can move to the next slide.

**Sylvia:** All right! So the next thing that we're going to do is move on to a tour of the *Classroom Assessment (Part 1)* IRIS Web Module. And the reason that you've been provided the script is, if you'd like to go online and follow along with us live, that would be great. And so the script is very clear on exactly what URL we are on. We are not going to spend most of the time live, just because it takes some time of when we are doing this application-sharing for the slides to load on your screen, and that's not how it really is on the Website. So we wanted you to have the opportunity to the real interactive, so you can follow along, live if you like, using your script. Or, otherwise, we are going to move through the highlights of each of the pages of the Website, and Julie is going to take us live about three times because those are interactive pieces that we felt you really needed to see and are a very good example of the real practical application that teachers or any participants in this actual professional development would be able to use.

So if you're going live, you would go to [iriscenter.com](http://iriscenter.com) and follow along in your script. If we were going live, this is the page that you see at [iriscenter.com](http://iriscenter.com)—the [iriscenter.com](http://iriscenter.com) homepage. This is what you'd see there, and you would click on "Resources," and the "Resources" would bring us then to this Resource Locator. For those of you in your script, it says you'd click over here on the left first, and you would click and highlight this RTI module, then you would go to the middle of the page and click on "Module," and if you are live then you would go ahead and click on *Classroom Assessment (Part 1)*. And that's what we will be looking at first. And

this is what we will see, and again we're at the *STAR Legacy* cycle, which really will take us through a challenge or real-life situation that typical teachers would be facing in the classroom in children with diverse abilities. Julie's actually going to take us live to the *Challenge* for this particular module, just to give us an idea of what that *Challenge* is like. It is important for us presenters to mute our phones right now so that we only hear Julie. And she's going to play just a little bit of that first *Challenge* cycle for all of us who aren't doing the live tour with the script to be able to hear what that *Challenge* is like.

**Julie:** I think, Sylvia, we weren't going to show the videos. We were just going to do the interactive activities, remember?

**Sylvia:** Okay. That one I wasn't sure...I did have it here in the script, so I'll just talk briefly about the *Challenge* video. This is what we would see if we clicked on that *Challenge*. And for those of you following along live, you are able to hear Ms. Begay discussing with her colleagues the issues that she has with students, that she's not real sure of their progress. She doesn't have their records. For those of you who are on as teachers or site administrators, you know how hard it is to always have in your hand that real good information that you need to inform your instruction. So she really comes to that point where she is concerned about student progress. And these are the questions that she really has about how can she best meet her students. That video would end with these questions, then you'd click on that Thoughts part of the cycle. These are the questions then you will have the participants, the teachers, really reflect on. How will Ms. Begay best evaluate her students? Why is it important that she needs to be aware of their progress? And her issue is that she isn't sure where her students are, as far as reading. And then what are the steps she can take? As we move on past these Thoughts, in professional development you would give the participants really a few minutes to answer these questions, because we come back to these questions at the end of the cycle after they've had these little snippets of good, practical content and see if they can answer these questions in a little more thoughtful and a little more informed way. So as we move on then to...we'd go to the *Perspectives & Resources* part, and this is where the content is. There is an entire page of content here. And the content will help us answer these questions, to really understand different assessment methods, to understand how to progress monitor and how that affects different academic outcomes for students, and really very practically learn about curriculum-based measure and how to actually implement it. The information provided here is that we're going to talk about year-end assessment versus progress monitoring, types of progress monitoring, really what are curriculum-based measures (there's a lot of confusion about that), why that's important, then the actual steps in the CBM process, in that curriculum-based measure process—how to actually do that and how to communicate those results. As we move onto that first page, it really does make really clear the differences between year-end testing and progress monitoring. So on this page, teachers will have an opportunity to identify those differences. This chart is part of that page. It's one of the highlights of that page. Teachers can really recognize that, well, end-of-the-year testing has its purpose, but it really isn't

effective for actual classroom instruction. Year-end assessments can estimate growth, and it can identify at-risk students. It's often used to test students against national norms, but progress monitoring really allows us to know if students are making adequate progress and if they need additional intervention. And so, really, for the rest of the module, we really look at the progress monitoring pieces that would help Ms. Begay in understanding what she needs in order to really understand where her students are.

So Page 2, of the *Perspectives & Resources* really looks at the different types of progress monitoring and that there are mastery measurements and that there are curriculum-based measurement and that it is important to recognize the difference between those. And that mastery measurement is really an assessment on a specific skill, whereas a curriculum-based measure is on the skills of that entire curriculum for the whole year. And when you look at the examples provided on this page, teachers would very clearly be able to see that there is a difference between mastery measurement, which is important...If we're measuring, "Have they met this specific standard?" we're using mastery measurement. But if we're looking at progress over the year, toward what we had expected to know at the end of the year, then we'd be using curriculum-based measurement. And on this page, there actually are examples of both, and there's an interactive activity at the end of it that really talks about what are those differences between CBM and mastery measurement. I think it's also important to point out to teachers and to parents that on a curriculum-based measure, initially, students' scores are going to be very low, because we are assessing what we expect them to know at the end of the school year. But if you're wanting to monitor growth, teachers need to be using those curriculum-based measures. I thought it was very good information for teachers who are trying to figure out, "Well, how do I try to do this and how do I monitor growth?" The next page looks specifically at, "How do we monitor them, those curriculum-based measures?"

So these are those essential steps that are going to be covered then in the rest of the *Perspectives & Resources* pages. Really looking at, "How do I create and select those? How do I administer and score those probes? How do I then take that data and make use of it by graphing those scores, using those scores? How do I set goals, then how do we make instructional decisions to communicate progress?" These are really those essential questions that often will come up around, "Okay, I understand the need to do this, but how do I do it?" And so it really allows teachers a way to document how students are doing and then change their instructional practice, and that's the real goal. It isn't, like, "Oh, well, they're not making progress." It's about, "Look, they're not making progress. What can I do as an instructor to change that?" The next page is also very practical, in that we hear from some of the experts, like Lynn Fuchs, and that's one of the exciting thing about this module—the experts have been brought to you, and you don't have to take your staff, your school district, to the experts. So we hear Lynn talk about really the benefit of curriculum-based measurement on student progress. But in addition to the experts, we also get to hear from the practitioners, and so we hear from Jessica Weisenbach Sellers, who is using

progress monitoring to really monitor how her students are doing academically and is also finding that that data is so important to communicating effectively to general education teachers and parents as well. Now is our chance to get to go live to an interactive part on the Webinar.

On Page 5, we're going to take a look at the specific steps in the CBM process. On this particular page, we would follow Ms. Begay as she determined the type and level of curriculum-based materials, and in this case she's looking at spelling. In Step 2, you get to see her administer and then score this particular spelling probe that she created from, you know, her core curriculum, and then she created this tool. Steps 3 and 4 show us how she graphed those and from that graph then sets the goals. And that's the part we're actually going to watch. Julie's going to bring it live to us in just a second. So what we see right now is Julie's screen, and she's going to actually play that piece for us. I'm going to mute my phone so that you don't hear hers and mine at the same time.

**Julie:** So, Sylvia, I'm going to start with the graphing, correct?

**Sylvia:** Yes. I'm going to mute right now.

**Julie:** Okie dokie!

**Sylvia:** The graphing—you're doing 3, 4, and 5.

**Julie:** Okay, thank you. Folks, as I do this, if you have any questions, please feel free to type into the chat area.

**Module Narrator:** "Step 3. The next step in CBM is to graph the score."

[Module Narrator continues]

**Julie:** Okay, that is one. So, Sylvia, would you like me to do the next one, Step 4?

**Sylvia:** Yes.

**Module Narrator:** "Step 4. The next in CBM is to graph the score. Graphing is an..."

[Module Narrator continues]

**Julie:** Okay, I think you want me to show the last one, correct?

**Sylvia:** Yes, also show Step 5.

**Module Narrator:** "Step 5. Here..."

[Module Narrator continues]

**Julie:** Okay, I'm ending the sharing, Sylvia. I'll bring the PowerPoint back to you.

**Sylvia:** As Julie is able to bring us back here, I'll try to move onto the next slide. We really thought that looking these were essential for you to have a clear understanding of how practical these Web modules actually are. For any of you who are in the chat area there, if you wouldn't mind, you know, how do you think you might actually use this tool? Just these two slides that we saw or these two little pieces we saw in your professional development for working with teachers? I see many, many applications because those questions about, "How do I know that the instruction or intervention is working?"—it is very easy to see those, how you make those decisions, just from these two examples. And we didn't take the time to actually go through all of those process steps. Moving on to, really, the next part, which is about getting started, provides very thorough information on pre-reading measures, on reading measures. And actually here, if we were live and you'd click on letter fluency, you would open up a page that would have several options for you as far as letter fluency assessment; the same for letter-naming fluency, phoneme segmentation fluency, nonsense-word fluency. And then for reading fluency, also looking at, you know, beyond those phonemic measures to word identification, passage reading fluency (a teacher copy and a student copy), and then the maze fluency, which the student reads for part of the time, and then the passage, every seventh word or so has been deleted, and then the student has to choose the correct word, which is a great way to assess comprehension as well as an effective fluency tool, because fluency isn't just about reading facts: It's about reading and understanding what we read. In addition to reading measures, on this page it also looks at what are some good math tools, what are some good writing tools. And then also as a resource, you can also click on toward the bottom of the page, and it would open for you some of those reading fluency tools that you can purchase if you want. We'll look at some of those in a few more slides as some of the resources. So this is a very, very helpful page when you're looking at, "Well how do I even begin?" Here are some examples of tools that you would use to begin doing progress monitoring in your classroom.

**Julie:** There are some people that are just sharing in the chat. I just wanted you to see those responses, Sylvia.

**Sylvia:** Okay. [Reads question to self] "Amount of time teachers need to spend..." Okay, so some people are saying that they progress monitor on a weekly basis only those students who are identified at-risk. That is, that frequent progress monitoring really just needs to be done for those at-risk students or those who are receiving the most intensive intervention. Those students who are considered our benchmark group or those who are at or near grade-level, we want to monitor throughout the year, but maybe even once a trimester is appropriate for those students. A real benefit to progress monitoring and using graphing is that we can communicate most effectively to students about their progress, to parents about student progress, and visually and very clearly to teachers about progress. And, I think, you know, parents—in working with some of the community that the California



Comprehensive Center works with—parents have said, “We want to know how our students are doing, but don’t give me a twenty-two-page report. Provide me with a graph that makes it very clear.” And I think that graphing is a very, very clear way to communicate progress to parents but also to students. When students see how they’re doing, they respond in kind. And that is where I think that using the tools in these Web modules really would help teachers see the true effectiveness of using graphing as part of their progress monitoring. So that’s essentially the content of that first module. So we’re going to move onto a poll. And I think it would be great to know what are the current progress monitoring practices out there in your schools and districts? I’ve seen some of the chat people have been talking about AIMSweb and different tools that they use. It would be great to hear from more of you.

**Julie:** Thank you again, everyone. We’ll give you a minute just to respond and share.

**Sylvia (resuming):** There is a question out there from Charlene: “Is there software Web-based support?” We will be looking at some of those resources that are out there that are Web-based. And studentprogress.org is a great place to visit. Go to studentprogress.org and click on “Tools,” and it has several pages of progress monitoring tools that are Web-based. It even provides the cost per student and all the different types of probes that they have available. And a question, “Where do I get free resources?” Studentprogress.org also has just some downloadable progress monitoring tools available—math probes and reading fluency probes. And so that’s a site...I think Kimberly is actually is going to be talking a little bit about collaboration with student progress monitoring center a little later on in our presentation.

**Julie:** So thanks, folks, for typing in and sharing. We’ll give you another 30 seconds, and we’ll post those up. Thanks so much.

**Julie (resuming):** So, Sylvia, I’m about to publish the responses. Thanks, everyone, for typing them. Can you hit the “Submit” button, please?

**Sylvia:** Okay, currently: AIMSweb, ORAL READING, AIMSweb, AIMSweb, DIBBELS, not in the district...

**Julie:** We will post the polls up as part of the event record afterward, as well.

**Sylvia:** Debbie, you’re on there. What are some of the things that are being used in Hardeman County?

**Debbie:** Well, you know, we have AIMSweb and our K-5 teachers are using that and are very familiar with that and like the way it’s set up for them. Our teachers that are in the upper grades—sixth grade on up—they are going into the CBM warehouse, and they really like that. They’re using those probes, and there’s another thing: ChartDog, and you can access that through CBM warehouse. And they’re able to graph using that, and so they really find that useful, too.

**Sylvia:** You can find ChartDog...I found it through [interventioncentral.org](http://interventioncentral.org), and that's a free progress monitoring tool. Also you can just use, uh...I just went blank...

Debbie: There is an Excel worksheet that can be set up pretty easily. Once you work through it, it becomes second nature after a while. The first time you go in to set your scores on there to graph, it's a little bit difficult. That's also free if you have Word.

**Sylvia:** Yeah. Yeah. So Excel is another free graphing, you know, way to put that data in there. It looks like in AIMSweb, there is information in AIMSweb at [studentprogress.org](http://studentprogress.org), along with a number of other progress monitoring tools that would give you an idea of the cost and exactly what grade levels and the probes and how many minutes per probe. It's a very good resource. So, Julie, I'm going to move ahead just because I'm watching the time here and realize that we've hit Part 2.

**Julie:** Thank you.

**Sylvia:** So we're looking at evaluating reading progress. This is the second part of the *Classroom Assessment*, the two modules. So this is module two of that two-part series that's all within the RTI series. We're going to move right away into the *Perspectives & Resources* to really look at those nuggets of content that are provided within this module. In this module, we will receive more information on classroom assessments, really around reading. Very specifically, on reading, and in this module teachers will discover how to assess reading skills at each grade level, K-6. They will identify how to set goals and monitor instruction and then adjust the instruction based on student reading scores. And then they will understand how to communicate that progress to the student, parents, and then to other teachers. On this particular page, Lynn Fuchs—again, an expert we've brought to you in this Web module—will be discussing the benefits of using CBM in reading for her special education decision making, as well. As we move onto Page 2—and, again, these are just some of the highlights of the pages—you know, you have the script, so I'd encourage anyone to go when we're done or when you have free time to go through each of these pages online. But here's an example of creating, you know, "How do you make your own reading probe?" So here is specific instruction on how to do that using your Houghton-Mifflin reader and determining how you would build a probe, choosing the passages, splitting the book up, and determining where those probes should fall and pulling text out of your actual core curriculum. You don't have to buy something. You can actually just use your core curriculum for those probes. It also explores how teachers can identify for different grade levels, what kind of probes you can use. So for kindergarten, you are going to do letter-sound fluency. For first grade, you aren't going to pull out a passage—you're going to look at word-identification fluency. Through mid-first through sixth grade, you would look at passage fluency, then really at fourth through sixth grade, you would be using maze fluency. On this page, as well, there are several Websites on how to identify how to make your own probe, but also has some links to AIMSweb and DIBBELS and Edcheckup and CBM Warehouse, so that if you're looking at...I want to see some models so that I can create my own, that's available on this page, as well.

Going on to Page 3, I think this is a question that we're often faced with: How do I progress monitor a student in reading who is reading several grade levels below? They can't read that grade-core content, grade-level text. It's ridiculous to try to monitor them there. So here are some specific instruction on how to do that initial screening and then selecting the students' median score. And then there's a chart there that really helps teachers make placement decisions then for ongoing progress monitoring. So a very informative place, and I know that this is a question that we often get from classroom teachers who are not sure what to do with those students who aren't reading at grade level.

**Julie:** Sylvia, there was a response here, a question, before you go on. I thought we might share, if you want to address: People are asking about secondary, probes for secondary.

**Sylvia:** Okay. That is something that is currently being developed. I know that AIMSweb only goes to about eighth grade. There...Let's Go Learn actually has some reading and math assessments that now go through the twelfth-grade level. And that's...they're DORA—diagnostic online reading assessment—that has some probes, the DOMA—diagnostic online math assessment—and those actually go through the twelfth grade, including the higher-level math skills, as well. And that's through Let's Go Learn. I can type that down here. Julie's actually going to take us live to look at an interactive activity where Ms. Begay is actually doing a word-fluency probe with one of her students, who through her screening, you know, she realized that he's reading several grade levels below. We're going to see the interactive nature of this actual progress monitoring, where the teachers who are participating in this professional development will actually listen to Jose as he reads and will mark his responses, and they get to practice listening for the correct responses, marking the correct responses, doing a one-minute timed reading—which is a very practical practice that we know that our classroom teachers need in order to do this online progress monitoring. It also makes it very clear that this is just a minute. This isn't the test that is going to take several hours.

**Julie:** I'm about to start that. Can you see that, Sylvia?

**Sylvia:** And I'll mute my phone.

**Module (Jose reading):** "An, as, at, on, sat, into, could, then, new, back, such, thing, some, find, went, be, went, always, go, until, so, an, home, far, form, come, going himself, some, kite, work, late..."

**Julie:** Sylvia, that's it. Sylvia?

**Sylvia:** Yeah, I'm back. All right, so that's just one example, one example of the teacher just listening to a student go through that one-minute timed reading and then practice scoring it. In addition, we have Louisa, who is reading a passage and progress monitoring her as she is doing so through a reading fluency passage and

then Luke who is reading at a grade-level passage. It gives the participants and teachers an opportunity to actually practice doing those probes, to see that they're not that difficult, to practice scoring them, and to see just how you would do these probes geared through the particular student needs because all three students are at different levels. I just thought that one was an important one to show because it's an actual hands-on opportunity to listen and try to hear is it right, is it wrong? And it helps you score it at the end.

**Julie:** I was wondering, for those on the Webinar, if you think you might use one of those probes, could you hit the "Yes" button on the right-hand side—as the probe we just showed. I think that might be a quick way of checking in with people.

Sylvia (resuming): Okay, I'm going to go on, Julie, okay? Based upon the responses in those assessments, now teachers actually get some practice with graphing. This allows teachers to really look at, you know, "How do I create a graph, a hand graph, if I need to?" or places where you can purchase graphing software that graphs students' data and helps to interpret the data. Again, if you don't have money then this page really walks you through the process of how to create hand graphs, how to make those graphs so that we can move onto the next page that really looks at making instructional decisions around those graphs. Based upon the student data that the teacher receives from those probes, this page walks the teachers through that process of setting the goal line. Based upon the class...and then that goal line, looking at student progress, either above or below that goal line. This is a good goal setting option for typically developing students. In this example, Luke is a typically developing student. And so we can see how his progress monitoring probe is very near the goal line. This page also provides several other different options that teachers can use to develop the goal line, and I want to move on to the next slide because this is also essential to why we've created this goal line and why we've been doing these probes for those teachers who are using progress monitoring. It is about making instructional decisions.

So here is an example of Luke, who is above the goal line. It tells the teacher that his performance is exceeding expectations and that maybe he needs a more ambitious goal. For a student performing below the goal line, that something isn't working, and a different instructional approach may be needed. Definitely ongoing progress monitoring needs to occur to see if the student, after instruction has changed, is going to meet the goal line. And then, for those students who just kind of hover around the goal line, we know that instruction is working. We want to monitor to make sure it stays near that goal line. Looking at the goal line and student progress is really the whole purpose behind this progress monitoring. Because when we see that it is below the goal line, teachers will then be able to very clearly say, "Okay, we need to do something different to support this student."

Again, these modules are very sequential and very practical in helping teachers learn how to use progress monitoring for what it's for. And the real purpose is, at this point, to look at how that student is doing and determining what type of instruction they need. In addition, again it's about being able to share that

performance with parents and with students. When students see that line going up, when they see that they're near the goal line, they're going to try harder. Feedback is one of the highest motivators—it's in the top five effective instructional strategies—is providing feedback. It is a very easy way to provide feedback to students. It also is an effective way to include parents in instruction. When parents see that graph going up, they begin to believe in their students as students. These professional tools that the IRIS Center has provided really are excellent tools to help you implement RTI at your school site, especially around this essential piece of progress monitoring.

And these are some of the resources that I had mentioned earlier. These are some of the awesome resources that AIMSweb...DIBBELS was mentioned several times. Edcheckup and Edcheckup also has math and reading progress monitoring tools. And then CBM Warehouse. You can go to Intervention Central to get to CBM Warehouse. So these are some excellent tools to use, and they have a price attached, but they are not that expensive. Actually, the DIBBELS, you can download those tools at no cost. Or they're saying the cost for the service is \$1 per student per year. For the automated reports that the actual assessment protocols are actually downloadable for free. I'm trying to get through this quickly. So the next poll, "What progress monitoring tools..." Is this the one we've already done, Julie? Are we doing...

**Julie:** Yes, this is the one we're doing.

**Sylvia:** So tools that you might currently be using. We'll go quickly through this so that you can...

**Julie:** As you do this, Sylvia, you might want to address or comment on some of the questions that have been flowing through the chat area. We'll give people a minute or two to share, and I think that's really valuable as a learning community to share what people are doing.

**Sylvia:** And it looks like a lot of people are using DIBBELS. I like Nancy's response here: "Kids would never miss a day when they're doing progress monitoring because they're getting feedback on how they're doing. They want to know if they're doing better." They want to be part—it makes them an active part of their learning. Kids are not going to miss a progress monitoring day, especially if they get to be a part of the graphing. So that's where hand graphing, even though it's a little more laborious, students can participate in hand graphing because they can do their own...or coloring in a chart showing that they're doing a little bit better.

**Julie:** Someone was asking, "What are the other top four instructional strategies?"

**Sylvia:** The other top four...I don't have them on the top of my head, but I did receive that information from the Center on Instruction.

**Julie:** I'll post that in then as a url. Thanks, folks. We'll give you another twenty seconds to respond to the final poll on here.

**Sylvia:** Yeah, I want to make sure that we get to Debbie and to Kim.

**Julie:** I really appreciate all of the sharing that's happening. We will be posting the chat comments afterward as a document, so know that will be up there. Anew, who has posted the link to the Center on Instruction so you can get the core strategies. So I'm going to post those for you now, Sylvia. Thanks, everybody. If you can hit the "Submit" button. So here's some of the responses to what others on the poll are using for their school and district.

**Sylvia:** So a lot of DIBBELS, ISEEP, PTST. Okay. Kimberly and Debbie, are these ones you are familiar with?

**Debbie:** Yes, we're familiar with those, but we just have opted not to use those because we do have the AIMSweb system in place.

**Sylvia:** It looks like a lot of people are using DIBBELS and AIMSweb—those are some of the most commonly used. And, Kimberly, when you talk about the student progress center, there really are a lot of other tools out there.

**Julie:** There were a lot of other people sharing formative assessments that they're doing.

**Sylvia:** I'm just going to briefly move on here because I'm watching the time. I want to make sure they get a chance to talk. The other part, the *RTI (Part 2)* is on assessment. So if you look at this array of materials that are available at the IRIS Center Website on the RTI series, we see that there is an *RTI (Part 2)* specifically on assessment. And it isn't really about the classroom assessment piece. The real challenges are, what are the assessments integral to RTI? And in this particular module, teachers talk about, you know, what is RTI, and how will they identify struggling readers? So the real importance of assessment for identifying struggling readers and how do you determine which students need more intensive intervention through the use of data? So this really focuses really on that bigger picture of using assessment and making decisions around RTI, tiered intervention, who needs more intervention, what that intervention looks like, and who's responding. So it still is on assessment, but it isn't so much specifically on classroom assessment.

With that, this is really what is covered in that particular module. If you have the script with you, it would be great to take some time and go through each of these pages that are identified in the script to get a little clearer picture of the wonderful resources on every single page. I wanted to make sure we got a chance to hear from Debbie. Debbie is a practicing school psychologist in Hardeman County. She is working there with the superintendent on implementing RTI. So, Debbie, I'm going to let you take over.

**Debbie:** Good Afternoon. It is afternoon here. So good afternoon to everybody. I just want to say a little disclaimer here in the beginning: This is about our journey here in Hardeman County, and our situation may be very different from those of you who are listening in, or there could be some similarities. And I'm going to try to walk you through where we started and where we're at today. And kind of give you some information about how we got there and what tools we're using.

I kind of make fun. Dr. Hopper is the superintendent of schools, and he has been such a vital part of getting this process started and ensuring that it continues on. But I'll say: In the beginning, Dr. Hopper said, "Let there be RTI," and it was. And essentially, really, that is what happened. He had done some research and felt like this is a movement that we really need to grab a hold of, and he felt very strongly about the good instruction that was provided by RTI. So he kind of led it and gave us the support that we needed to be successful with that. Many, many years ago, we started talking about RTI in special education. I think the state department did a lot of training, and they trained special ed first, even though it was a regular ed initiative. So here in our county, our regular ed teachers have not had a lot of exposure, had not really talked about RTI very much. So Dr. Hopper, Jean Ross, myself, several other people, we met with the principals, and told them where we were headed and what we wanted to accomplish. They, in turn, selected some of the teachers from their schools to become a part of a task force. In retrospect, I really don't know if that was the correct procedure for us to use. But by selecting those teachers at the school level, it did generate conversation. Now I know you guys are probably in a different spot, because RTI has been the focus for a number of years now in education circles. But back then it really was not. So we got these general educators on board, and we gave them intensive professional development. We told them about CBM. We taught them the very basics of RTI. We tried to get them on board with the idea. Dr. Hopper and our director of teaching and learning, Mr. Jean Ross, made sure that there were opportunities for these teachers to go into other areas of the state and watch tiered instruction, see people doing progress monitoring. When these people came back to their schools, they started talking to their co-workers, and it generated a lot of discussion.

In the spring of 2007, the ball really started rolling for us. Our elementary faculty, grades K-3, participated in a countywide staff development. This was led by the state department and the Tennessee School Improvement Grant with Kathy Strunk at the helm. She walked the teachers through the actual modules you see here today. Our task force has been lucky: They had already worked through them. This was their first introduction, and I think they really used these modules well to gain insight on something they weren't really familiar with. So after they had done that, it had become evident that we needed a system to help us manage our data, and we did select AIMSweb. I know a lot of you, from what I hear today, have selected that, too. I hope you're happy with it. We're very happy, but I'm not saying that it is the tool for everyone to use. You have to look at your budgetary constraints. You have to just kind of determine what is best for your district and purchase the best tool.

Another very important part in getting the whole thing going, we hired, I think, probably the most important piece. That was Debbie Williams, and she's our program specialist. When we hired Debbie, she took on the role of overseer, so I think it's very important for districts to have someone that does oversee the whole process, just to ensure that the correct professional development is provided, to follow up with people at the school level—checking comfort level, making sure that things are done with fidelity. I would recommend that highly. Debbie steers in the direction we should go, helping us to avoid calamity, I suppose. Another very important thing: After we hired Debbie, we started looking at, "Who do we need at the school level?" I see that many of you have said, "We don't have the personnel. How are we going to get this accomplished?" Well, we were lucky enough that we were able to put five people into place into our six elementary schools. One person has to share, but these people are called reading facilitators, and they were educators in the school, familiar with the school, former teachers. Some of them share responsibilities now, maybe assistant principals, but they drive the instruction in the school. They are highly trained. They have been trained from the very get-go on progress monitoring, AIMSweb. They know AIMSweb inside and out. They're able to train their teachers at this school, and this training is ongoing. I think these facilitators meet with their people probably every week. They make sure they have the training that they need and that they're there on-site to answer any questions that their teachers might have about data collection or how to interpret any of the data that they have.

**Sylvia:** Debbie, how did you get your teachers on board? I see that in some of the comments down here. "How do we convince people that RTI is what we want to do—to break out of our old silos, our old molds?"

**Debbie:** Well, it doesn't happen over night, that is for sure. Once we started the process and they got their feet wet, they grumbled. They grumbled quite a bit actually, until they became comfortable and until they started seeing success. I was in a school just the other day, and I heard teachers in the hall talking to one another between class, talking about the number of words per minute one of their struggling readers had achieved on their last progress monitoring. And so, where they might be talking about, "What are we going to fix for supper tonight?" instead they're saying, "Oh, they read 73 words-per-minute today." That enthusiasm has carried through the school, and I think that just the progress that they see, and the children are learning so rapidly, it's really remarkable to see the change.

**Sylvia:** That's good. What about parents? How did you get parental support?

**Debbie:** Well, the parents...let's just say that when we've referred a child to LD determination in the past, as everyone knows, it's kind of that wait-to-fail type of thing. Well, with this, parents were kind of encouraged because they were meeting with the school team. We have a process here in Hardeman County, our RTI is called HEART, Hardeman Empowering Achievement Response Team. That's our little acronym. The HEART team meets regularly to discuss data. And so these parents



with these children that have been targeted for progress monitoring, they are meeting regularly, and they are getting progress reports every four weeks. They get the graph, and they have a visual aid, and they're looking at and they're seeing the progress that their children made.

**Sylvia:** I think that's really important, that they get that visual report.

**Debbie:** Oh, I do, too! It's really meaningful to them. If the child does not make adequate progress, and we see that they're not responding to intervention, we have all this data, and we get in our meetings, and the special ed teachers are writing meaningful goals that the parents can understand. They don't understand what a standard score means sometimes, and they really don't get quite what is the grade equivalent: "What do you mean—what does that mean when you say that to me?" So when they tell them these specific, measurable terms, such as how many words they can read for minute, parents understand that.

**Sylvia:** Yeah, and general ed teachers do, too.

**Debbie:** Yes, they do. They do. They sure do. They still want to know that it's meeting their CTIs or goals, but they do understand. And that's how they get by, and the collaboration, I think, has increased so much.

**Julie:** Debbie, there was just a quick question. Barbara asked, "Can you repeat what was said about the HEART team?"

**Debbie:** The HEART team? Okay, in our school, we have a team. It's Hardeman Empowering Achievement Response Team. That's our acronym for RTI. Each school has a school-based team that is led by the instructional facilitator. These facilitators bring in a group of people—it could be librarians, or if the child is being considered for intervention intensively, they'll bring in the teacher. But then they meet and look at the data and make instructional decisions based on the data, so that's what the team is. As far as the referral for special ed, we have replaced the old school support team with this HEART team. It's really just a problem-solving team that looks at the child from the very beginning of progress monitoring and follows that child and makes instructional recommendations based on that child's progress. Did that get that question pretty well?

**Sylvia:** We might have to get someone to type that in, but we'll get it.

**Julie:** This event is being archived, so if anybody wants to go over and listen to any of this information, they can download the archive. Please keep moving forward, thanks.

**Debbie:** Okay. All right. I'll just say a brief word about professional development. You have to have professional development, and it has to be ongoing. One thing that we have seen here in Hardeman County that has been so helpful to our teachers is

that our professional development is now focused. We used to have a broad-based approach to professional development where we'd hit on several things in the school year. But now we are really focused. One year we talked about the five pillars of reading. The next time, we would talk about progress monitoring. We talk about differentiated instruction so that you can deliver the tiered instruction. So it's very focused, and I think that is an important for administrators to considered. Are we ready to move onto the nuts and bolts?

**Sylvia:** Yeah.

**Debbie:** Okay. As we talked about, leadership is key. You've got to have the leadership in place. Another very important thing with the nuts and bolts is that you have got to have a management program. I see through the polls that people are using DIBBELS and AIMSweb. I think that's very good that they've got those things in place. For those of you who haven't selected something, you need to find a tool that's easily managed by teachers. And we have been fortunate that our teachers are beginning to feel very comfortable using the AIMSweb to enter their data. So that was one of the pieces that just fell into place—that they were able to collect the data, enter the data, and then pull up reports to help them. Our teachers are trained on administrating the benchmark assessment three times a year. And at the present time, we are focused solely on reading for our benchmarking. Next year, hopefully, we'll move into math, but right now, we do the benchmark, fall, winter, spring. Everybody participates in this universal screening, and then we analyze the data. The only small challenge—and it's a very small challenge that we have had—is that our special ed are like mother hens, and they wanted to use the IEP modifications on some of the special ed kids being benchmarked. And we had to say, "No, you can't do that. We're really comparing them to their grade-level peers." So that was just a little small challenge that we had.

**Sylvia:** Debbie, who is doing all of the progress monitoring and benchmarking?

**Debbie:** Okay, the benchmarking is done at the school by...different schools do it differently. Larger schools, they might select certain teachers to do it. Little-bitty schools might have the reading facilitator that does it. It just varies, and I think it'll depend on each district and what their personnel looks like. But, again, it's not very time-consuming. The probes that are given to benchmark are quick. It's just a matter of logistics—getting the kids into the area where you are wanting to give it, making sure that it's a quiet area—just like testing. So there are logistics that are with that. As far as the progress monitoring goes, some of the Tier 2 instructors are doing the progress monitoring and some of the teachers that have them in their 90-minute block are doing the progress monitoring. Again, I think each system has to look at their personnel and what might be best for them. One thing that I wanted to make sure that everyone was aware of: The kids that are being progress monitored in our Tier 2, it's a very small number. We're only looking at the kids that score below the tenth percentile on their benchmark test. You can pull in others if you think that they're really struggling, but that tenth percentile and lower has been our cut score.

Now, cut scores might be different for other areas. They might want to stay a little bit higher or a little bit lower. Those children are the ones who are going to be receiving intensive instruction.

**Sylvia:** That kind of addresses a question or comment that came through on the earliest poll, where it says, “I’ve heard that in order to use the RTI model, 80 percent of your students in the class need to be a grade level to fit in the triangle percentages. I work in urban schools where this is not the case. How can you use RTI with 20 percent of your students at grade level and 80 percent are below and need frequent progress monitoring?”

**Debbie:** Well, that would be where you’d make your cut score a little bit differently. When you set your goals...a lot of times when we look at setting new goals for these students or when we’re setting goals of what we’d hoped to achieve by the end of the semester, we’ll look at maybe the next percentile rank. We’re hoping to move them from the tenth to the twenty-fifth. If you’ve got a class and 80 percent of them are below the fiftieth percentile, you’re really going to have to look at where you want to set your goals and be realistic about that.

**Sylvia:** It really is about deciding your cut score so that your most intensive group may only be 5 percent, and the cut score makes that determination. You’re not just doing every kid that’s two grade levels below.

**Debbie:** That’s exactly right. That’s exactly right. Because if you’re using a good method of instruction where you have whole group, your small group, and maybe some differentiated instruction, you can reach your children through that small group.

**Sylvia:** Right, right. Okay, great. Thank you. Should we go to the next slide?

**Debbie:** Sure. That would be great. Okay, these are some Websites, and I can’t even tell you how valuable Intervention Central has been for me as a school psychologist. It is also wonderful for teachers, too. If you go onto that and click on CBM Warehouse, that is where you will see that you can create your own probes. You can go in “Math,” for instance, and you can say you want to do two-digit multiplication, and they’ll give you a page of probes. Teachers can select the skills they want to assess, and it has directions for that. It is wonderful. The other ones that are there, too—the RTI Network, it’s good, RTI for Success. All of those are great Websites that people need to bookmark and go to them and review them very frequently, I think.

**Sylvia:** Okay. Those are great resources. I’m going to move onto the next slide because I think these are common questions.

**Debbie:** Okay, great. First of all, we’ll look at how do we get the data. Well, the AIMSweb, as I said, is what we’re using. There are numerous reports that you can get. We look at our benchmark reports, the progress monitoring reports. Those

graphs are wonderful. Pull them up. We drive instruction by looking at that. I think you touched on this earlier when you were going over the IRIS slides. If we have a student who has a flat line then we're going to change our intervention. We're going to up it. We're going to kick it up a notch and increase the intensity of it. We're moving children maybe to a Tier 2 group that had five kids in it. Well, maybe we can make it more prescriptive in nature and pull them into a Tier 2 group that has maybe two or three kids in it that are working on fluency or on comprehension. The data that you get from the reports on the AIMSweb are invaluable. And why am I doing this? Well, for one thing, it's great instruction. It is wonderful instruction, and it's in compliance with IDEA, No Child Left Behind, all the federal mandates. This is just the best process. The teachers, as I said earlier, when they start seeing all these successes, they know why they're doing it.

How often do we look at it? Well, we basically base it on the child's needs. If you have a child that you're really concerned about, you're going to pull out his data a little bit more frequently. You're progress monitoring every single week, these Tier 2 kids. You've got data that you can pull very frequently to look at and make your instructional decisions based on that. So, again, that's kind of a per case basis. I would encourage people that are out there doing this, that have placed their kids in an intensive instruction type of model, to keep a small portfolio on those children and keep the graph and just update it every time you have a meeting so you can track the child's progress and track their instruction. Information, we kind of talked about the information that it gives, but it's just invaluable information. As I've said before, it is meaningful. Those visual graphs allow you to see a child's progress. You can't beat that. What decisions will be made? Your instruction. Children can be moved in and out of tiers. If you see that they're responding really well in Tier 1, pull them back into Tier 1. Whatever they're in, you can make it fluid, as long as the child's needs are being met.

**Sylvia:** Debbie, that is some great information. I want to make sure that we give Kimberly a minute or two.

**Debbie:** Yes, I'm so sorry!

**Sylvia:** I'm going to go ahead and move onto her slide and let Kimberly talk briefly about how people can access these materials and what IRIS can do for them, so Kim...

**Kim:** First of all, since Sylvia has really gone into depth on the modules, and Debbie has talked about progress monitoring and practice, I just wanted to give some general information about the IRIS Center about what we do and what we stand for. (Let me get to the second slide.) Great. Thank you. First of all, IRIS stands for "IDEA and Research for Inclusive Settings." As far as what we do, we are a federally funded project, and our goal is to develop materials about students with disabilities and those who are struggling learners, to get that information out to teachers in the classroom, to professional development providers, college faculty, college students,

and anybody that's really working with these students. As Sylvia demonstrated earlier, in each module we do start with a realistic classroom-based scenario. And because we're Web-based, we can have a lot of fun making the materials interactive. Some of the activities that Sylvia showed you were demonstration activities, but we also have some practice opportunities. You really get to go in and learn how to administer probes and graph probes and really get some practice on those practical aspects of progress monitoring. Also, as Sylvia mentioned, all of the materials are free. You don't need a password or username to access the materials. Just hop on the Website, and you should be able to access all the materials.

**Julie:** I'm going to go ahead and push up the new slide for you, Kimberly.

**Kim:** That would be great. We're having...

**Julie:** There you are, Slide 49.

**Kim:** Great. In addition to the modules, we provide training for professional development providers, and in turn those providers can provide training to schools and districts. We really aren't able to go district-by-district or school-by-school, because our funding doesn't allow that. But we can provide training for those PD providers. In addition to the modules that Sylvia showed you and the other modules that we have, we also have an array of materials. And one thing that we have are case studies, and those are great for PD providers and college faculty because they're seminal case studies, and each contain about five case studies at varying levels of difficulty. Then you get all the resources in the case studies to solve the problem.

**Julie:** Just a quick question her from Nancy: "Do you work with SDEs?"

**Kim:** Yes, we do. The Tennessee State Department, we've been collaborating with them to develop all the RTI materials in all those modules.

**Julie:** Thank you.

**Kim:** In addition to the case studies, we have information briefs that allow you to quickly find out information about a particular disability or intervention. We have an online dictionary, and that is just a great way to look up a particular word or definition or acronym that we so often use in special education. We have activities that are great for students to do on their own or in the classroom and a Web resource directory with links to other federally funded centers or sites that have information on working with kids with disabilities. And, again, all these materials are free, and they're accessible through the IRIS Website. One thing I wanted to point out is that the modules that Sylvia demonstrated on progress monitoring were developed in collaboration with the Center on Progress Monitoring and the Office of Special Education Programs in Washington, DC, and that's typical with most of our

materials. We do collaborate with people in the fields who do have expertise in the area.

Finally, just to kind of wrap it up, if you didn't bookmark the URL today, one of the easiest ways to find the IRIS Center is just to do a Google search. We're the first site that comes up. As we mentioned early on today, there are two Websites you can go to. One is [iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu) with no w's, and the other is [www.iriscenter.com](http://www.iriscenter.com). Finally, if you want to contact us about any of the materials or about scheduling a training, we have this contact information on the final slide, and this will be posted and archived. We just want to again thank you for joining us today.

**Sylvia:** For training, they're going to contact IRIS at Claremont Graduate University. We're already getting people who are interested.

**Kim:** Great. That sounds great.

**Sylvia:** Wonderful. Thank you for that information. These are just tremendous resources. Kimberly, I want to thank you for hanging on through this whole thing to really share this information on how people can access the training. Julie.

**Julie:** Hello.

**Sylvia:** I think we're just about done here.

**Julie:** Well, we're right on time. I want to thank everyone for participating today. And as we said, these materials will be archived, and you can also access these results to the chat log, and my colleague Anew will be doing a brief of anything shared. Thank you, everybody, and the participants for sharing your knowledge as well in the chat area, and your experiences. We really try to encourage these events to be a learning community, and thank you to Sylvia DeRuvo, my colleague at the California Comprehensive Center. Thank you to IRIS for doing this collaboration event. Thank you, Debbie Berry, for presenting today and giving us your wealth of knowledge. I'm going to be pushing out the feedback survey, so before you leave take five minutes and fill that out. I'm officially now going to end the online event. So thank you, everybody.

**Sylvia:** Thanks, Julie, for all your help.

**Julie:** Thank you, everybody, and please contact the IRIS Center if you have any questions. Take care. Bye.