

The Difference Maker: Progress Monitoring

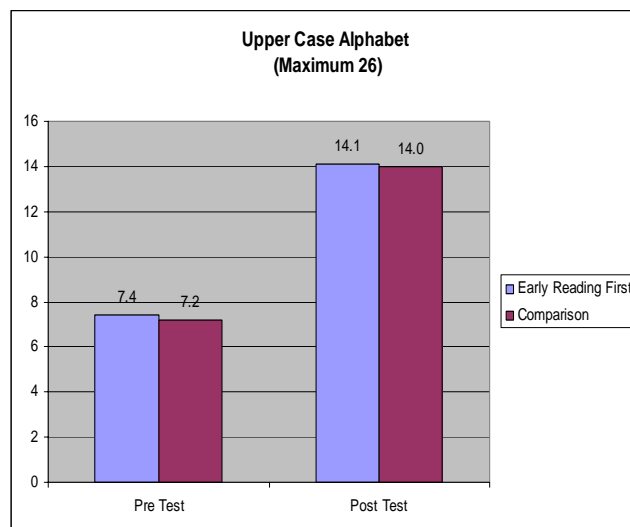
The University of Oklahoma
College of Continuing Education
Center for Early Childhood Professional Development/
College of Education/E-TEAM

Sooner T.A.L.K. (Teachers Advocating Literacy to Kids)
2002 Early Reading First cohort

1

Before Progress Monitoring: The Need

- *Research Design*
- Matched
- *Both gained*
- No significant differences



Progress Monitoring: What?

- Scientifically-based practice
- *Assesses student academic performance*
- Determines if instruction meets student needs
- *Used with individual student or whole class*



3

Progress Monitoring: How?

- *Assess baseline level of performance*
- Determine goals over time
- *Measure performance at regular intervals*

4

Progress Monitoring: How?

- *Comparisons between actual performance and set goals*
- Develop action plan: instructional techniques refined and modified



5

Progress Monitoring: Benefits

- *Accelerated learning*
- More informed instructional decisions



6

Progress Monitoring: Benefits

- *Efficient communication with families and colleagues*
- Creates higher expectations for students and teachers
- *Formative feedback loop*

7

Progress Monitoring: Challenges

- *Cost/benefit analysis*
- Provide support in translating data into useable and easily implemented strategies
- *Provide information in a variety of formats*

8

Progress Monitoring: Challenges

- Different levels of communication
- *Accommodate for varying levels of teacher background*



9

After Progress Monitoring Child Assessment

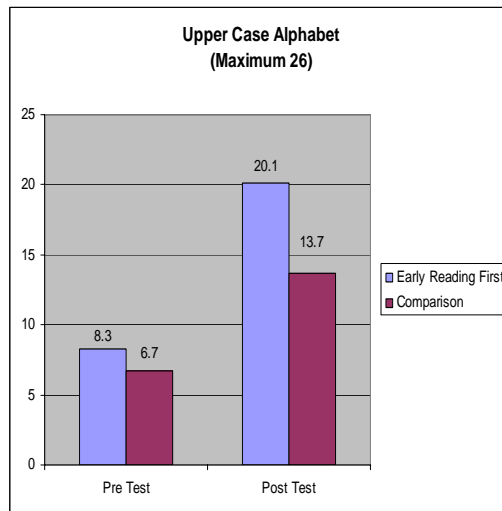
- *Alphabet*
- Concepts about Print
- *Rhyming*
- Oral Language



10

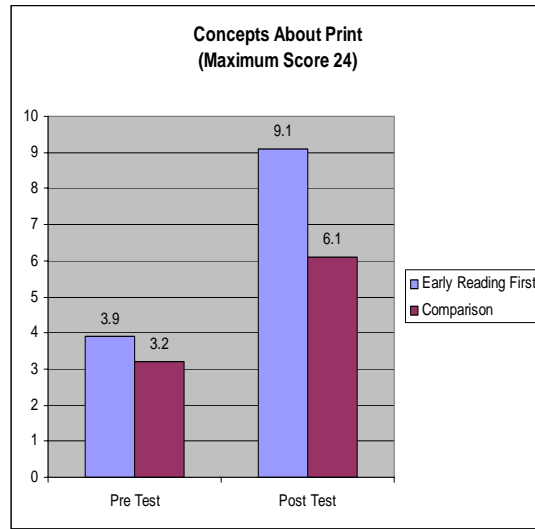
Alphabet Knowledge

- *No statistically significant difference at pretest*
 - $t = 1.3, p = .21$
- **Statistically significant difference at posttest**
 - $t = 4.1, p < .001$
- *ERF 12 new letters*
- **Comparison 7 new letters**



Concepts About Print

- *No statistically significant difference at pretest*
 - $t = 1.4, p = .21$
- **Statistically significant difference at posttest**
 - $t = 4.3, p < .001$



Rhyming

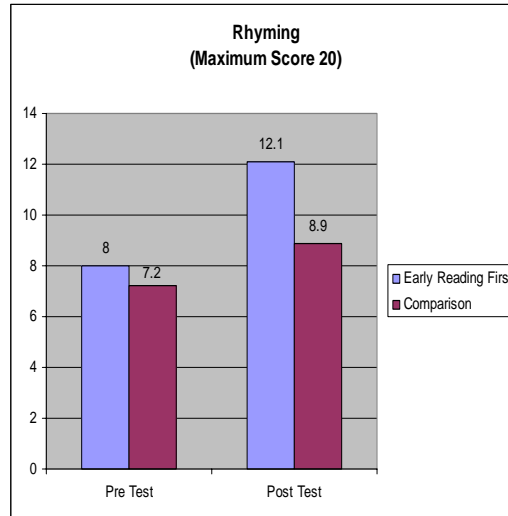
- No statistically significant difference at pretest

- $t = 1.0, p = .34$

- Statistically significant difference at posttest

- $t = 3.3, p = .001$

- $t(54) = 5.43, p < .001$



13

Language Development

- No Difference at pre-test

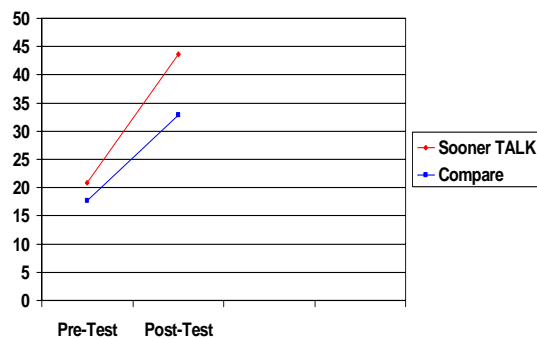
- ST-20.8%

- Comp- 17.7%

- Post-test

- ST-43.6%

- Comp- 32.9%



14

After Progress Monitoring Classroom Environments



15

ELLCO Subscales Mean Pre-Test Scores

Literacy Environment Checklist			Classroom Observation Protocol		Literacy Activity Rating Scale	
Pretest	Book Use and Availability (20)	Writing Materials and Display (21)	General Classroom Environment (30)	Language, Literacy, & Curriculum (40)	Book Reading (8)	Writing (5)
Sooner TALK	9.5	9.6	18.6	22.6	3.9	1.6
Comparison	8.8	11.9	17.5	23.6	3.1	3.0

*No Significant Differences at $P \leq .05$

16

ELLCO Subscales: Mean Post-Test Scores

Literacy Environment Checklist			Classroom Observation Protocol		Literacy Activity Rating Scale	
Post Test	Book Use and Availability (20)	Writing Materials and Display (21)	General Classroom Environment (30)	Language, Literacy, & Curriculum (40)	Book Reading (8)	Writing (5)
Sooner TALK	19.9	18.1	23.1	33.7	7.0	3.3
Comparison	9.0*	7.4*	15.3*	19.5*	3.4	2.1

*T-Test shows Significant Difference, $P \leq .05$

17

Progress Monitoring: What teachers want!

- *Fast*
- Informative
- *Reliable*
- EASY



18

Progress Monitoring Our Way

- The JQA

- *Fast*
- Informative
- *Reliable*
- EASY



19

Progress Monitoring Our Way

- JQA *4 x annually*
- Pre/Post Test 1 x annually
- *ELLCO* *3 x annually*
- Portfolios 4 x annually

20

Progress Monitoring Our Way

- *Weekly team meetings (with each site)*
- Intense coaching
- *On-going professional development*

21

Progress Monitoring: A Catalyst for Change

- *Motivation*
- Lesson plan focus and refinement
- *Understanding the value of ERF*
- Focused coaching
- *Deeper professional development content*
- Sense of professionalism and validation

22

Contact Information

- Susan J. Kimmel, Ph.D.
The University of Oklahoma
skimmel@ou.edu
(405) 799-6383 x 242



- Joey Fronheiser, Ph.D.
The University of Oklahoma
jfronheiser@ou.edu
(405) 325-5249



- Priscilla Griffith, Ph.D.
The University of Oklahoma
pgriffith@ou.edu
(405) 325-1498

