Virtual Data Collection and Progress Monitoring

Summary

Despite the differences between the delivery of special education services provided in a school building and virtually, providing a Free Appropriate Public Education (FAPE) is required for all students with disabilities. Ensuring that data collection and progress monitoring continues is of the utmost importance. Educators and administrators need to rethink how they collect and analyze progress monitoring data in a virtual learning environment.

Definition/Explanation

Virtual progress monitoring requires continuous data collection to guide ongoing instruction and provide information to monitor progress on Individualized Education Program (IEP) goals. Additionally, it helps to facilitate communication between educators and families.

Virtual Data Collection

A few suggestions for virtual data collection are:

- Create or use an existing Excel sheet such as **Student Progress Monitoring Tool for Data Collection and Graphing**.
- Cloud-based forms are helpful ways to capture important information quickly.
- **ChartDog** Graph Maker
- Increase parent partnership through progress monitoring. For example:
    - Identify goals and learning targets that can be met at home
    - Ensure goals and learning targets are written in parent 'friendly' language
    - Work with the parent on when and how to support progress monitoring
    - Create an Independent Study Checklist to identify what students need to do to be prepared

Providing Student Access to Supports in a Virtual Learning Environment

Students need to access instruction through the systems and structures of various online platforms. Consider the following:

- Designate specific days for certain IEP goals (e.g. small group instruction on Monday and Tuesday is dedicated to ELA and Math).

- Define the role of the co-teachers and/or para-educators in the virtual learning environment when providing co-taught or support services.

- Track on-task behavior, on-time attendance, and number of times a student asks questions when conducting virtual observations.

- Use one-on-one check-ins to support progress on IEP goals, conduct a student well-being survey, reinforce strategies and tools that were previously taught, and help students generalize them into the virtual learning environment.

Strategies to Improve Virtual Learning Outcomes

Formative assessments can be used to improve learning for all students and is particularly important for students with disabilities. The **National Center on Educational Outcomes** (NCEO) shares the following formative assessment strategies to improve distance learning outcomes for students with disabilities:

- Establish and communicate clear learning targets and criteria for success.
- Embed opportunities for students to self-assess or ask questions, based on criteria.
- Give brief, clear, actionable feedback based on the criteria.
- Offer students opportunities to revise assignments or re-do similar assignments.

Effective Virtual School to Home Communication & Collaboration

- Develop a tracker for two-way communication to help inform the focus of the week and progress on the student's goals.
- Partner with parents to ensure a clear understanding of why data is being collected and how the assessment will inform decisions about instruction.
- Explain to parents the importance of not providing additional support to the student while taking the progress monitoring assessment.
- Encourage parents to create an environment that is free of distractions when their student takes an assessment.

The Center on Positive Behavioral Interventions and Supports, National Center on Intensive Intervention and National Integrated Multi-Tiered Systems of Support Research Network published a guide for teachers to support families and students at school and home. See **Supporting Students with Disabilities at School and Home: A Guide for Teachers to Support Families and Students** for 5 key practices that have a big impact on student learning and social-emotional-behavioral growth.

Virtual Formative Assessment Resources for Progress Monitoring

DRC BEACON (not available remotely): https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/BEACON.aspx	Keenville: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/keenville.aspx
Georgia Kindergarten Inventory of Developing Skills (GKIDS): https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS.aspx	Kahoot: https://kahoot.com/schools-u/
Flipgrid: https://info.flipgrid.com/	Nearpod: https://nearpod.com/
Poll Everywhere: https://www.polleverywhere.com/	Parlay Ideas: https://parlayideas.com/
Avenue PM: https://beta.avepm.com/login	Kaizena: https://www.kaizena.com/
Teacher Ease: https://www.teacherease.com/	Edpuzzle: https://edpuzzle.com/
Edulastic: https://edulastic.com/teachers/	Quizlet: https://quizlet.com/

Professional Development

Professional Learning Opportunities from GA Virtual Learning: **https://gavirtualpd.catalog.instructure.com/**

Reference List

Virtual Progress Monitoring (Spring 2020). Retrieved from **https://www.marshall.org/covid/**