



Video

FULL DETAILS AND TRANSCRIPT

## Helping Teachers Use Progress Monitoring

Tri-Community Elementary School, Pennsylvania • November 2009

Topic: Response to Intervention in Primary Grade Reading  
Practice: Progress Monitoring and Differentiation

### Highlights

- Nadine Hoover, literacy coach at Tri-Community Elementary, describes her role in working with teachers.
- Tri-Community has three intervention groups: benchmark group for students performing at grade level; strategic group for students performing below grade level; and intensive group for students performing well below grade level.
- Hoover describes the frequency of progress monitoring for students in the three intervention groups.
- She talks about the support she provides to teachers in using assessment data and the role of the reading team in progress monitoring.
- She discusses how teachers communicate with parents and the type of information that is shared about a student's progress.
- She describes student engagement in the progress monitoring process, including the use of graphing and aimlines.

## About the Site

Tri-Community Elementary School  
Steelton, PA

### Demographics

38% Black

37% White

19% Hispanic

5% Asian

1% Other

53% Free or Reduced-Price Lunch

Response to Intervention and Instruction (RtII) was introduced at Tri-Community Elementary School six years ago. Since then, the school has moved from lowest performing in the district to successfully meeting Adequate Yearly Progress targets. Strong leadership and a partnership with a regional technical assistance network have helped to sustain:

- Data-driven differentiation of instruction in the core curriculum and tiered interventions.
- A teaming structure that manages data, assesses progress, and plans interventions.
- Collaboration between special education and teaching staff.
- Instructional planning that consistently integrates explicit teaching strategies, continuous progress monitoring, and a focus on teaching to mastery.

## Full Transcript

My name is Nadine Hoover, and I am the literacy coach here at Tri-Community Elementary. I am responsible for implementing the reading program, modeling for the teachers, coaching.

Progress monitoring occurs according to the needs of the students. A benchmark student is a student who is reading at grade level. At benchmark, normally those students are progress-monitored monthly. However, on occasion when I am looking at the data, if I see a student's data going down, I will ask a teacher to progress-monitor more frequently to see what is happening, and we can look at what the needs of that student are or what we need to change instructionally.

A strategic student is a student who is below grade level. Strategic students, they are progress-monitored every other week. And again, looking at the data, I closely follow it and there are times we may have to progress-monitor them also more frequently according to their needs.

Intensive students are students who are working well below their grade level. A student who is intensive is

progress-monitored weekly. There are times when I am watching a particular skills group; I can watch the data, and there are times I see trends in the data that perhaps the classroom teacher does not see. And we can meet and go over that data, and we just maybe have to add some additional instruction in an area to strengthen that area to make the gains that we need to see.

Sometimes within a group I will have a subset of students who are not making gains; however, it's not time to move them from the group. So what I do is we will differentiate within that group. For example, if we see that there is a fluency issue, we may pull that small group and do some extra instruction with fluency within that skills group for those students.

Part of my role is to head a reading team, and with the reading team we had to devise a way to inform parents of what the children are doing within their skills group. So the reading team itself, we came up with a form that gives an indication of where the child is reading, and it's a narrative-type report and checklist-type report that helps the communication between the skills group teacher and the parent.

The students, for the most part, are very motivated for their progress monitoring. They enjoy seeing their data, and that's the thing—you need to communicate with the child where their progress is, too. When they see they are making progress, they are feeling good about it also.

I think one of the biggest ways the teachers demonstrate to the children the growth they are making is by a graph that they see themselves growing on, the growth on the aimline on the graph. The aimline is the target of where the student started drawn straight to where the student should be on target.

When teachers see the growth the students are making, the impact that they make by following their data and changing their instruction to meet the needs of the students to show the growth, is the biggest impact.