

Intensive Intervention in Reading

Module 4 Coaching Materials: Progress Monitoring & Instructional Decision Making

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Sample Pre-Review Email (to all teachers)

Dear Teachers,

I'm looking forward to meeting with you to review your use of progress monitoring using ORF (or other appropriate measure). Specifically, we will be discussing your use of progress monitoring for the "case study student" you selected.

I will be looking at your use of excel to enter and graph your data and discussing how you will use this data to make decisions. We will meet to review your progress monitoring strategy before use in the classroom, in the middle of the progress monitoring, and again at the end. Please sign up for your first meeting time at [link].

We will be meeting to discuss:

- The student you chose to focus on and why
- Your strategy for monitoring
- How to use excel to enter and graph your data

In advance of our meeting, please email me a draft of your progress monitoring plan and a blank excel template that you plan to use. I look forward to meeting with you! Please reach out if you have any questions.

Best,

[Coach's Name]

General Tips

- Include a personal greeting
- Share focus of meeting
- Establish timeframe for communication and next steps
- Attach Coach and Teacher Module Implementation Packet
- Refer to course resources (e.g., workbook)
- Indicate openness and availability for questions

Sample Post-Review Email (to individual teachers)

Dear [Teacher's Name],

Thank you for sharing your progress monitoring tool with me. I appreciated your use of [.....].
As we discussed, I look forward to hearing about how it goes as you [.....].

Best,

[Coach Name]

General Tips

- Thank teachers for their time
- Include a personal comment re: classroom, student, context
- Include a praise point in line with module expectations
- Reference the implication for practice determined collaboratively during debrief

Coach and Teacher Master Checklist: Module 4

	Coach	Teacher
Pre- Progress Monitoring	<p>Email the teacher to determine the date and time for the review as well as what will be discussed.</p> <p>Provide classroom teacher with a copy of the Module 4 Application Activity prior to your scheduled meeting time.</p> <p>Discuss any questions the teacher has and explain how the debriefing will be a collaborative review of the lesson.</p>	<p>Review Module 4 Application Activity.</p> <p>Direct any questions about the lesson re-write to coach.</p> <p>Email coach with your progress monitoring plan.</p> <p>Let coach know if there are any changes to the schedule or lesson.</p>
Mid- Progress Monitoring	<p>Email the teacher to determine the date and time for the mid-review.</p> <p>Remind the teachers that discussions are completely confidential and non-evaluative.</p> <p>Provide classroom teacher with a copy of the Module 4 Progress Monitoring & Instructional Decision-Making Discussion Guide prior to your scheduled observation time.</p> <p>Discuss any questions the teacher has and explain how the debriefing will be a collaborative review of the lesson.</p>	<p>Review Module 4 Progress Monitoring & Instructional Decision-Making Discussion Guide. Direct any questions about the observation to coach.</p> <p>Email coach with your current progress monitoring data and description of the data.</p> <p>Let coach know if there are any changes to the schedule or progress monitoring strategy.</p>
Post- Progress Monitoring	<p>Conduct a collaborative review session with the teacher. Use your notes to provide positive targeted and constructive feedback.</p> <p>Follow-up on the debrief with written feedback.</p>	<p>Debrief review with coach. In collaboration with coach, select implications for your practice based on the collaborative review.</p>

Progress Monitoring & Instructional Decision-Making Discussion Guide Module 4

Teacher:	Date:	Duration of conversation:
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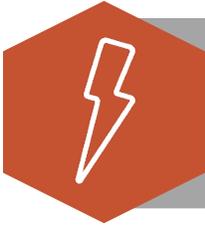
Note to coaches: Below, please find an overview of activities and questions to consider. The focus of the conversation will be based on the needs of the teacher and may vary.

Observation foci:

Use of progress monitoring using ORF (or other appropriate measure).

Activity	Notes
<input type="checkbox"/> Discuss how the teacher chose a “case study student” and why.	
<input type="checkbox"/> Discuss the extent to which the teacher consistently monitors “case study student” at least 2x/week.	
<input type="checkbox"/> Discuss the extent to which the teacher used excel to enter and graph data. <ul style="list-style-type: none"> • Did the teacher establish a baseline? Goal line? • Is the intervention indicated? • Is there a trend line? 	
<input type="checkbox"/> Discuss the extent to which the teacher routinely analyzed data. <ul style="list-style-type: none"> • What was the student’s baseline? • Is the student at-risk in reading? • What are the teacher’s goals for the student? 	
<input type="checkbox"/> Discuss the extent to which the teacher interpreted the data to make decisions. <ul style="list-style-type: none"> • How is the student responding to the current intervention? • Should the teacher keep the intervention or change it? Why or why not? 	
Implications for Practice	
<input type="checkbox"/> Identify implications for progress monitoring and instructional decision making.	

Appendix A: Classroom Application



Module 4 Application Activity Progress Monitoring Using ORF Classroom/Coach

1. Select a student to progress monitor using ORF (or other appropriate measure). The student may be one of the students who is already receiving intensive intervention, OR you may select another student who you teach.
2. Monitoring of your “case study student” will be conducted 2x/week throughout the course.
3. Use Excel to enter and graph your data.
4. Routinely look at the data (e.g. every 4 data points).
5. Use the decision rules presented in this module to make decisions.

<https://intensiveintervention.org/resource/student-progress-monitoring-tool-data-collection-and-graphing-excel>