Monitoring Children's Learning

Key Points: Monitoring Children's Learning

- Programs should have developmental screening tools in place for all children
- Programs should have multiple assessment tools to monitor children's progress
- Programs should have access to any relevant information including IEPs of students with disabilities
- Programs should have a data collection process in place to help guide instruction and monitor progress
- Programs should have a policy in place to develop individualized plans if needed

Best Practices

The program uses multiple assessment methods for monitoring children's progress on individual goals. They use a combination of research based formative assessment tools, observation notes, behavioral assessment checklists, and various other teacher-made assessment tools. An individualized intervention plan for each child is developed by classroom staff based on identified needs and specifies how interventions and instructional supports can be embedded into classroom activities. All classroom staff have access to assessments, intervention plans, and progress reports from specialized therapists and they use information for their own planning.

Looking For…

- Procedures and tools for monitoring children's individual learning and progress are in place and utilized
- Programs use progress monitoring data to inform instruction
- Programs develop and use of individualized intervention plans when appropriate
- Programs have a process to share assessment information with families

Guiding Questions for Coaching

- What is the system for developmental screening in your program?
- What is the system to monitor student progress?
- What process do you have in place to share and monitor student progress between adults in the program?
- What specific sources of information do you collect at this time to document student progress?

Self-Check for Teachers

✓ Do I collect multiple sources of assessment data to monitor progress?
✓ Do I screen my students for any possible individual needs?
✓ Do I share assessment data with families?
✓ Do I know where to get support to develop and implement intervention plans or to support the child's IEP goals?

Also check out the *Checklist for Effective Practices to Problem-Solve Behavior* from the Unpacking the Pyramid Model book (pg. 149)

This document was adapted from:

AoEInclusion (n.d.). Illinois LiveBinder ICP Resources by Item. (http://www.livebinders.com/play/play?id=2261762)

ICP content reference:

Soukakou, E. P. (2016). The Inclusive Classroom Profile (ICP) Manual. Brookes Publishing.

CLINTON COUNTY RESA
Clinton County Regional Educational Service Agency