



Progress Monitoring During the COVID-19 Pandemic

Article 7 Definition of Progress Monitoring

Progress Monitoring means a systematic procedure for the frequent and repeated collection and analysis of student performance data. Academic or functional performance, or both academic and functional performance, is monitored over time to evaluate the effectiveness of instruction and intervention. 511 IAC 7-32-76.

Best Practice During COVID-19 Continuous Learning

While conducting progress monitoring during the pandemic, local education agencies (LEAs) may consider the following best practice guidance:

- Teachers should have continued access to and be knowledgeable about their students' IEP, (e.g., goals, accommodations/modifications, objectives, specially designed instruction, and behavioral intervention plans) while working remotely.
- Expectations for all staff (general education teachers, special education teachers, therapists, ELL teachers, and behavior specialists) are clearly communicated. Staff should have regularly scheduled, documented planning time together (by use of virtual meetings) to discuss and coordinate: specially designed instruction, IEP implementation, and review of progress monitoring data; to make instructional adjustments; and to administer accommodations/modifications in the remote learning environment.
- Develop a protocol and ensure staff is trained in the use of documenting IEP goal progress, including the general education teacher, special education teacher, speech therapist, and other staff who are assigned to collect data.
- Document any reason why the goal cannot be completed or the progress monitoring can not be completed during the recording period.

How to Collect Data During Continuous Learning

→ Students are assessed during regular instructional time (instructional time may be flexible based on the LEA's Continuous Learning Plan). During the instructional time, students complete sections of work with the teacher or therapist, and the data is collected at this time on the task performed.

→ Paraprofessionals are assigned to meet virtually with students. Students complete sections of their work with the paraprofessional and the data is collected as the student works to complete their assigned instruction. The paraprofessional then sends the data to the Teacher of Record (TOR) for documenting the progress of goals. The TOR and paraprofessional determine the submission time. LEAs must ensure that paraprofessionals are trained in data collection.

→ Students can self-monitor their progress on the activities assigned to them.

→ *Teachers may ask for support from the parents, but it **must not be required** that the parents conduct progress monitoring.* A parent, older sibling, or other people in the home may record a video of the student during instructional time, showing engagement or demonstrating proficiency to provide data on the student's ability to stay on task or competency of a goal.

→ Use written work samples, task or behavior charts (completed by the student or others in the home as mutually agreed upon), or other observational notes shared verbally by parents to provide data. If a parent is willing to participate in these activities, they may need coaching or teacher modeling on how to complete charts or what behaviors to look for as they work with or observe their child during remote learning.