







Evidence of Lesson Planning

1d. Teachers use ongoing progress monitoring to inform group and individual plans.

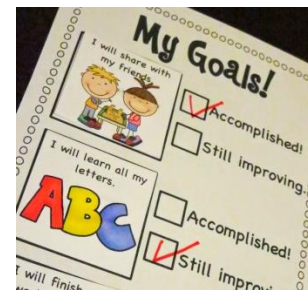
Quality indicators

- A system for collecting information about children’s performances throughout the day is in use by teachers/staff (examples: clip boards, sticky notes, data collection sheets, targeted goals and skills).
- Teachers/staff use a system for recording and monitoring progress (example: teacher-made progress monitoring tool, curriculum-based document, purchased progress monitoring tool).
- Progress monitoring is evident for skills across domains and at varying developmental levels.
- Information from progress monitoring is used to guide and inform instruction and planning.

Subject	Monday	Tuesday
Reading & Fine Motor	#1 Letter “F” Words 	#2 “999 Tadpoles” 
Math & Science	#6 Frog Life Cycle 	#7 Frog Jump Game 
Art	#11 Paper Plate Frog 	#12 Egg Carton Frogs 

Questions to ask:

- ✓ Does the teacher/staff use a progress monitoring tool that has specific skills listed?
- ✓ Does progress monitoring include a variety of skills across domains and at varying developmental levels?



Supports, Accommodations, Adaptations

Universal Supports

- Refer to FL Standards and to developmental checklists in order to determine appropriate ranges of skill development in each domain.

Targeted/Specialized Supports

- Provide visuals that support children in understanding goals for specific lessons and activities.
- Provide visual expectations and a marking system such as checks or stickers to help children self-monitor.
- Support children in rating and determining “How I am Doing” related to the steps of learning a skill.
- Collect data that is related to specific steps of activities and record the needs for supports. Consult and collaborate with family members and service providers to help determine “next steps” for children.

Intensive Interventions

- Collect data that is detailed for each activity to describe the level of prompting and support needed, as well as the rate of progress. Data such as this is important for reviewing and revising learning goals.
- When collecting data related to behavior supports, include information that can be used in determining antecedent behavior as well as reinforcers.
- When collecting data related to communication, note the child’s modes of communication as well as reasons for communicating.

Links for Additional Information

Right click to open in new window

[Resources related to Progress Monitoring](#)

[Early Childhood Building Blocks for Inclusion \(University of Ohio\)](#)

[Guide for Individualizing Instruction from Head Start Inclusion](#)

[Sample Group Matrix](#)

[Example: Activity Matrix \(Individual\)](#)

[Checklist based on Routines](#)

[Flow Chart for Using Data](#)

[Opportunities for Observation and Data Collection](#)

[Accommodations and Modifications at a Glance](#)

[Example: Activity Matrix \(Individual\)](#)

[Flow Chart for Using Data](#)

[Opportunities for Observation and Data Collection](#)

