



Using Curriculum Based Measurement (CBM) within a Response to Instruction (RTI) Model

An Implementation Planning Guide

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CBM Implementation Planning Guide for RTI



Introduction

Welcome to the Curriculum Based Measurement (CBM) and RTI Community—a place where science, technology, teaching, and student achievement become symbiotic. As members of this community, you are offered opportunities for encouragement, learning and support.

As the decision to use CBM is often directly aligned with an educational organization's transition to a Response to Instruction (RTI) model, ensuring a smooth transition to this model requires thoughtful, proactive planning and action. Successful CBM users often recognize that introducing the paradigms and procedures associated with an RTI model requires one set of knowledge for school staff, while implementing CBM in a way that supports an RTI model involves additional learning and planning. After all, your adherence to a best-practice model (CBM/RTI) precipitates, to various degrees, a significant systems-level paradigm shift in the ways in which students' learning needs are identified and addressed.

Though this change is positive, any significant systems-level change has the potential for difficulty along the way. Proper planning will reduce or eliminate some of the stressors that may accompany such change. When implementing RTI using CBM as one of your fundamental assessment tools, this document will serve as an outline, or guide, that will help you determine the best approach to accomplishing this goal within your organization.

This CBM/RTI Implementation Planning Guide will serve to:

1. Help you determine the quantity of staff that will need additional professional development to best support an RTI model
2. Help you determine whether a direct-training approach, versus a train-the-trainer approach best suits your organization's needs and training timelines for implementing CBM.
3. Help you better understand the advantages and drawbacks to professional development for CBM so you are able to make an informed choice
4. Assist you in determining the best options for data collection in your organization—whether to use teams versus direct teacher-administered assessments.
5. Help you plan your training and implementation of CBM so that long-term success is achieved.

As you implement CBM, you will be joining a thriving community of educational organizations nationwide that have reinvented themselves into institutions which are closely in tune with very rich data that, when used properly, offer positives outcomes for student achievement. Schools become more efficient, effective, and proactive when using CBM properly. I will help you get started!

<u>Section Number</u>	<u>Topic</u>	<u>Page Number</u>
Section 1:	Initial Scope of Subscription for Year 1 Implementation 1. Identifying number of Districts 2. Identifying number of Schools 3. Identifying number of Students 4. Identifying Assessment Components to be Used	5
Section 2:	Choosing your CBM Measures 1. Identifying all possible measures you will use for Year 1 Implementation Site-Wide 2. Identifying which grade levels will be involved for Year 1 3. Implementation Spreadsheet: Your planning outline for Section 2	6
Section 3:	A. Identifying your Testing Timelines 1. Setting Global Testing Windows 2. Two-week Testing Windows 3. Monthly Monitor Timelines 4. Progress Monitor Timelines 5. Implementation Spreadsheet: Your planning outline for Section 3	8
	B. Storage and Distribution of CBM Measures and Data	11
Section 4:	Determining your Team Leaders	14
Section 5:	School-by-School Implementation Planning 1. Determining Benchmark Testing Coordinators 2. RTI Caseload Managers 3. CBM Measures to be used at specific schools 4. Number of copies of probes needed for the year, per measure 5. Assigned roles for each staff member 6. Assigning User Types (for commercial software) and determining who may access your data. 7. Benchmark Testing Planning 8. Implementation Spreadsheet: Your planning outline for Section 5	17
Section 6:	(Primarily for AIMSweb® users only) AIMSweb® User Types 1. Hierarchical View of User Types 2. Managers a. AIMSweb® Manager b. District Manager c. School Manager 3. Reporters a. AIMSweb® Reporter b. Superintendent (District-level) Reporter c. Principal (School-level) reporter d. Student User (individual student-level reporter) 4. Teachers a. Regular Teacher b. Regular and Progress Monitor Teacher c. Progress Monitor Teacher	18 19 20 21 22

Section 7:	Data Import / Export Tools & Your Student Information System	24
	<ol style="list-style-type: none">1. What import will do/not do2. Student Demographic Categories (AIMSweb® Users only)3. Planning for your Data Import Process	
Appendix A:	Deciding which Staff will Conduct Testing and Data Entry at Benchmark & Progress Monitoring Periods	27
	<ol style="list-style-type: none">1. Should your organization use Testing Teams?2. Should your organization have classroom teachers conduct testing?3. Potential advantages and disadvantages of both models4. Questions to consider	
Appendix B:	Training Staff Directly vs. A Local Train-the-Trainer Approach	32
	<ol style="list-style-type: none">1. Should your organization use Train-the-Local Trainer approach?2. Should your organization rely solely upon consultants/trainers to conduct all training in your organization?3. Potential advantages and disadvantages of both models4. Questions to consider5. Implementation Spreadsheet: Itemize those who will serve as local trainers via a train-the-trainer model	

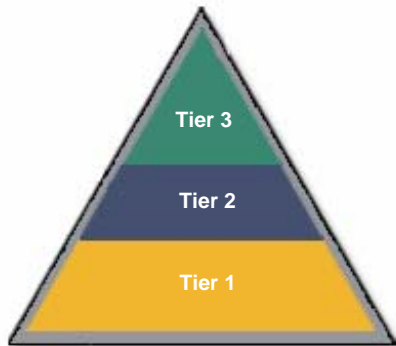
Section 1: General Scope of Subscription for Year 1 Implementation

Purpose: By documenting the total number of districts, schools, students who will be using Curriculum-Based Measurement (CBM), you set the parameters for implementation for Year 1. Determining what measures will be used in those schools allows you to begin refining the type and quantity of training, consultation, materials, interventions/instruction, and support-related tasks needed in those schools.

DISTRICTS/ORGANIZATIONS:

1. **Number of Districts:** How many districts within your organization will be using CBM within the first year of your subscription?
2. **Number of Schools:** How many districts within your organization will be using CBM within the first year of your subscription/implementation?
3. **Students:** Approximately how many students will be monitored using CBM during your first year of implementation?
4. **Type of CBM System”**
 - a. **Product/Service(s):** _____
 - b. **Self-Developed Tools (specify):** _____
 - c. **Assessment Components:** Decide how often your organization may use CBM during **your FIRST year of implementation:** check all that apply.

In Section 3 of this manual, you will be able to further specify your plans for these components. For now, if *one or more schools* within your organization plan to use CBM, check the appropriate options below.



Benchmark Assessment (BM):

Assess all students *three times per year* for universal screening, early identification, general education progress monitoring, and accountability. Assessments: Students' official grade level.

Monthly Assessment (SM): Assess students of concern *monthly* and monitor the effects of instructional changes. Assessments: Students' official grade level.

Progress Monitor (PM): Write individualized annual goals and monitor progress *frequently* for those students in need of intensive instructional services. Assessments: Students' goal-level material (based on duration of goal and discrepancy of expected level of performance.)

Section 2: Choosing your CBM Measures

This section will assist your organization with:

Defining all planned CBM measures your organization will be using to assess students across all or part(s) of your organization. You may use the Implementation Spreadsheet to assist you.

Section 2: ID Measures

On Section 2 of the Implementation Spreadsheet, endorse the measure(s) your organization plans to implement across its schools for the upcoming school (or calendar) year. Be sure to identify:

- The measure(s) to be used (e.g., Popular commercial products or other tools)
- The grade level(s) for which those measures will be used in your schools

Even if your organization plans to vary the types of measures used across all of its schools, endorse all possible measures you plan to use in any/all schools for this coming year.

This information will be helpful when your Implementation Plan deepens (see sections 4, 5, and Appendix 1) to further specify and refine your planning at the school and individual-teacher level.

YEAR 1		AIMSweb®														Grade								
Implementation	Grade	Early Literacy				Oral Reading		Reading Comprehension		Mathematics Computation			Spelling			Written Expression (WE-CBM)			MEDIDAS INCREMENTALES DE DESTREZAS ESENCIALES (MIDE)					Grade
		LNF	LSF	PSF	NSF	R-CBM	MAZE	M-CBM	M-CBM-AP	M-CBM2	S-CBM	TVV	CVS	VSC	LNF	LSF	SSF	SRF	SVS	ORF				
KEY	PreK																					PreK		
	K	*	*																			K		
	1	*	*																			1		
	2																					2		
	3																					3		
	4																					4		
	5																					5		
	6																					6		
	7																					7		
	8																					8		
	9																					9		
	10																					10		
	11																					11		
	12																					12		

YEAR 1		DIBELS						Get It! Got It! Go!			OTHER MEASURES / PRODUCTS						Grade						
Implementation	Grade	LNF	ISF	PSF	NVF	DORF	VUF	RTF	Pic. Naming	Alliteration	Rhyming	Grade										Grade	
KEY	PreK											PreK											PreK
	K											K											K
	1											1											1
	2											2											2
	3											3											3
	4											4											4
	5											5											5
	6											6											6
	7											7											7
	8											8											8
	9											9											9
	10											10											10
	11											11											11
	12											12											12

Standardizing Your Scoring Options: M-CBM and WE-CBM for Benchmark Data Collection (AIMSweb® only):

For consistency of data collection during Benchmark assessment, and potentially during Strategic Monitoring and/or Progress Monitoring, your organization should consider choosing the option that best suits its needs. For further details, consult the Administration and Scoring Manual for each measure:

- Math Computation (M-CBM):** AIMSweb® math measures offers the following scoring options:
 - **M-CBM:** Standard administration and scoring (answer only) for grades 1-6.
 - **M-CBM2:** Standard administration and scoring (answer only) for grades 7-8.
 - **M-CBMAP:** Alternate administration and scoring (answer and process) for grades 5-6 only.

- Written Expression (WE-CBM):** AIMSweb® written expression measures offers the following scoring options:
 - **TWW:** Standard administration and scoring (scoring **Total Words Written**) for grades 1-8.
 - **CWS:** Standard administration and scoring (**Correct Writing Sequences**) for grades 1-8.
 - **WSC:** Standard administration and scoring (**Words Spelled Correct**) for grades 1-8.

Section 3a: Identifying your CBM Testing Windows & Timelines

Purpose: This section will help you define when to begin your first Benchmark testing. Once this is understood, it becomes easier to prioritize subsequent steps toward implementation, such as training, dissemination of materials, and account setup for users.

Suggested Tasks:

1. Recommended Global Testing Windows:

Organizations may wish to consider using general testing timeframes as recommended guidelines for collecting Benchmark data locally. Typically, these global windows for benchmark data collection are referenced as “fall,” “winter,” or “spring.”

Within each Global Testing Window, best practices recommends CBM users select a ***two-week testing window in which all testing is completed across your organization*** for each benchmark period. This will define the time during which all testing within your organization should be completed.

Why Use a Two-Week Window? Completing testing within a two-week testing window increases validity of your data for comparative purposes because the “snapshot” of student performance across your organization is taken at approximately the same time frame.

This reduces the likelihood that some students’ scores may be higher than others due to a long latency—and greater opportunity for learning—between when the first and last students in your school(s) were tested during a single benchmark period.

- a. **Benchmark Timelines and Testing Windows:** Benchmark data collection is typically conducted three to four times per year, depending on the organization’s preferences. It is recommended that specific testing windows be used in order to keep your data consistent from year to year, as well as to optimize your ability to compare your data with other groups and years, within your organization.
- b. **Monthly Monitoring Timelines:** For organizations wishing to collect data monthly, there is no single recommended window during which this must occur. Some organizations, for the sake of consistency, may suggest staff gather monthly data—as needed—by a specified deadline each month.

Consider the following:

1. Will your organization require monthly data collection for certain students?
2. If monthly data collection is recommended or required, will your organization have a need for a deadline by which monthly data is captured and reported?

Increase Success: Start Gradually

It is a common experience for AIMSweb customers to have the most success with implementation when measures are ***gradually*** phased into general use.

Starting with 1-2 measures for the first 6-12 months will allow staff to become familiar with the AIMSweb® system, including the software, measures, reports, and application of those tools without being confused or overwhelmed.

Once comfortable with these features, introducing additional measures often becomes a much easier task for staff to complete successfully.

c. Progress Monitor Timelines:

Consider the following:

- i. When during the school year will you begin to mandate Progress Monitoring?
- ii. What is the minimum frequency, (e.g., once weekly, once every two weeks, etc.), your organization will require staff to collect progress monitoring students in each Tier of your RTI program?
 1. Tier 1:
 2. Tier 2:
 3. Tier 3:
 4. Tier 4:
 5. Gifted/Talented:
 6. Other:

Implementation Guide Spreadsheet—“Section 3: Windows and Timelines”

The spreadsheet will allow you to document your plans for easier dissemination and tracking over time.

- Locate the “Section 3—Windows and Timelines” tab from your Implementation Guide Spreadsheet
- You may complete this spreadsheet as needed to document your decision-making.
- Options include setting timelines for your entire organization, or determining them school-by school.

SECTION 3: DEFINING YOUR TESTING TIMELINES										
Schools	Benchmark (BM) (Universal Screening 3x/year)						Progress Monitor (PM)			
	Fall Timeline		Winter Timeline		Spring Timeline		Testing (Y/N/Optional)	Minimum Frequency (Optional)	Periodic Review & Frequency	
	Global Testing Window: 1st-6th week of school	Your Data Entry Due Date (Fall)	Global Testing Window: ~16th-20th week of school	Your Data Entry Due Date (Winter)	Global Testing Window: ~32nd-36th week of school	Your Data Entry Due Date (Spring)	Enter whether or not your schools will be required to use Progress Monitor.	Enter the minimum frequency with which you wish to have students PM'd	OPTIONS: None, 8 weeks, 10 weeks, quarterly, trimester, Annual.	
	Enter your 2-week testing window below		Enter your 2-week testing window below		Enter your 2-week testing window below					
	START	FINISH	START	FINISH	START	FINISH				
<p>A 2-week testing window is recommended at the local level for increased reporting validity</p> <p>IF SINGLE TIMELINE APPLIES TO ALL SCHOOLS, Enter it here:</p>										
<p>If a single timeline does not consistently apply across all schools, enter each school's custom testing timeframe and deadlines below.</p>										
Schools in Your Organization	Fall Timeline		Winter Timeline		Spring Timeline		Testing (Y/N/Optional)	Minimum Frequency (Optional)	Periodic Review & Frequency (Optional)	
Pre-K Schools										
School Name										
School Name										
School Name										
School Name										
Elementary Schools										
Jefferson Elementary (Sample)	9/1/08 to 9/13/08	9/18/2008	1/8/09 to 1/22/09	1/30/2009	5/1/09 to 5/14/09	5/21/2009	y	every other week	Annual	
School Name										
School Name										
School Name										
School Name										
School Name										
School Name										
School Name										
School Name										
School Name										
School Name										
School Name										
School Name										

Section 3b: Storage and Distribution of your CBM Tests and Data

Storage & Distribution of CBM Tests and Record Forms: It is important to remember that the CBM passages you select for use in your schools be treated in a way that protects their confidentiality and integrity for the purposes which they were designed.

Before Administering CBM:

Things to remember:

- CBM measures are for testing, *never* for teaching. With nearly infinite reading materials available for student instruction and practice, CBM measures are not needed as a teaching or practice tool. Doing so violates the intended purpose of their use and diminishes the validity of data collected.
- CBM measures should not be practiced in advance. This includes allowing the student to have a “quick read” of the story immediately before the passage is administered.

Planning & Pre-Test Storage:

- Provide staff with an accessible, but secure location from which they may obtain copies of the probes to be used for testing. This may be a cabinet, computer file, downloadable via a commercially available product, etc.
- It is strongly recommended that schools **DO NOT** post the probes online in a publicly accessible format. (This includes an unsecured district/staff website.) This could result in students, parents, or others having unauthorized access to the passages, subsequently using them for unintended purposes—including exposing them to the students in advance of testing.
- Ensure staff members are properly trained in the use of the passages before dissemination to prevent unintended misuse, distribution, etc.

During CBM Administration:

Data Collection and Storage:

- Ensure scored protocols (probes) are stored in a secure location once testing is completed
- Ensure student’s full name, grade, homeroom teacher’s name, test administrator’s name (if different), date test was administered, and school are identified on each probe. This reduces confusion in the case the data are misplaced or mixed in with other data accidentally.
- Care should be taken so that other students do not overhear the testing. Not only may this violate FERPA in certain circumstances, but students may vicariously “learn” the passage by hearing it being read by student(s) one or more times before ever being exposed to it in written form. This may diminish the validity of their score obtained on the measure.

After Testing—Storage and Distribution Protocol:

- As CBM is a tool which provides feedback that informs instruction, results should be provided to teachers as quickly as possible, and on a regular basis.
- Scored tests should be retained, where possible, for the current school year, for the following reasons:
 - Qualitative information regarding student performance may be gleaned where needed.
 - Reviewing accuracy of scoring and/or data entry may be done as needed
 - Spot-checking for consistency of adherence to scoring rules/accuracy
 - Legal issues that may arise
- Storage should be maintained in a secure manner.
- Dispose of scored measures in a secure manner (i.e., shredding) to prevent misuse or unauthorized access to the data.
- Reminder: Data fall under FERPA
- Consider holding a seminar/presentation for parents of the students who will be monitored using CBM. It is important that parents properly understand the function and purpose of this type of data. Furthermore, if your organization is generating reports from this data at the student level, present information to the parent on how best to interpret the reports that will follow, as well as the intended use of this data.

Section 4a: Selecting your Team Leaders

This section will help you clarify who will need to be trained to setup/design the parameters of your CBM / RTI Implementation, data reporting, and processes. If you are using a software product to manage your CBM data, these individuals should be well-trained in the use of that product across all levels.

TEAM LEADER Hierarchical Level	Organization Size (number of students)	Quantity
Multi-District Level Team Leader(s)	1-5,000	1-2
	5,000-40,000	2-3
	40,000-100,000	3-5
	100,000-200,000	5-8
	Per additional 100,000	+1-2
District-Level Team Leaders	1-5,000	1-2
	5,000-40,000	2-3
	40,000-100,000	3-5
	100,000-200,000	5-8
	Per additional 100,000	+1-2
School-Level Team Leaders	School Population Size	1-2
	1-300	1
Often, organizations assign at least one team leader per school	300-600	1-2
	600-1000	2
	1000-1500	2-3
	1500-2000	3-4
	2000-2500	4-6
	2500-3000	6-8
	Per additional 500	+1-2

Section 4: Determining Additional Team Leaders (Appropriate for all CBM users)

Determination and Identification of Key Team Leaders: A Solid Teams Help Prevent Common Implementation Pitfalls

Data System Managers and **Team Leaders** may or may not be one-in-the-same. You may decide that many, if not all of your **Data System Managers** will dually serve as **Team Leaders** for your implementation of RTI and your data collection/reporting system of choice. Understanding the importance of Team Leaders within your organization may help improve your ability to select the appropriate staff for the tasks and responsibilities that ensues as part of your RTI implementation.

The Importance of Team Leaders (TLs):

A common problem that develops in school systems implementing CBM is that educators often initially lack their own expertise about Curriculum-Based Measurement (CBM). They may also often be skeptical, feel overwhelmed, and may add their own interpretations about policies, expectations, and protocol. At times, some of these traits may ultimately be positive additions to your efforts to build a system-wide Response to Instruction/Intervention (RTI) process in your schools; however, the “rumor mill” generated by false information and misconceptions about how things should be done typically results in distress for all involved. If left unchecked, this may result in obtaining faulty data and inaccurate reporting, ultimately producing misguided instruction and student failure.

Initially, your educators will need ready access to guidance and expertise with regard to understanding the importance of proper administration/scoring, data collection, inter-rater reliability, following standardized practices, and proper interpretation of CBM data. Properly trained **Team Leaders** are integral to keeping correct information readily available and quickly squelching misinformation “rumors” that materialize regularly.

Team Leaders should present themselves in the role of an approachable provider of accurate information, training, and be a general “go to” person at each implementation site (i.e., at the school and district-levels). The **Team Leader’s** role is quintessential to obtaining quality data, creating well-run RTI teams, and coaching staff through the steps toward successful implementation and integration of CBM at the local level.

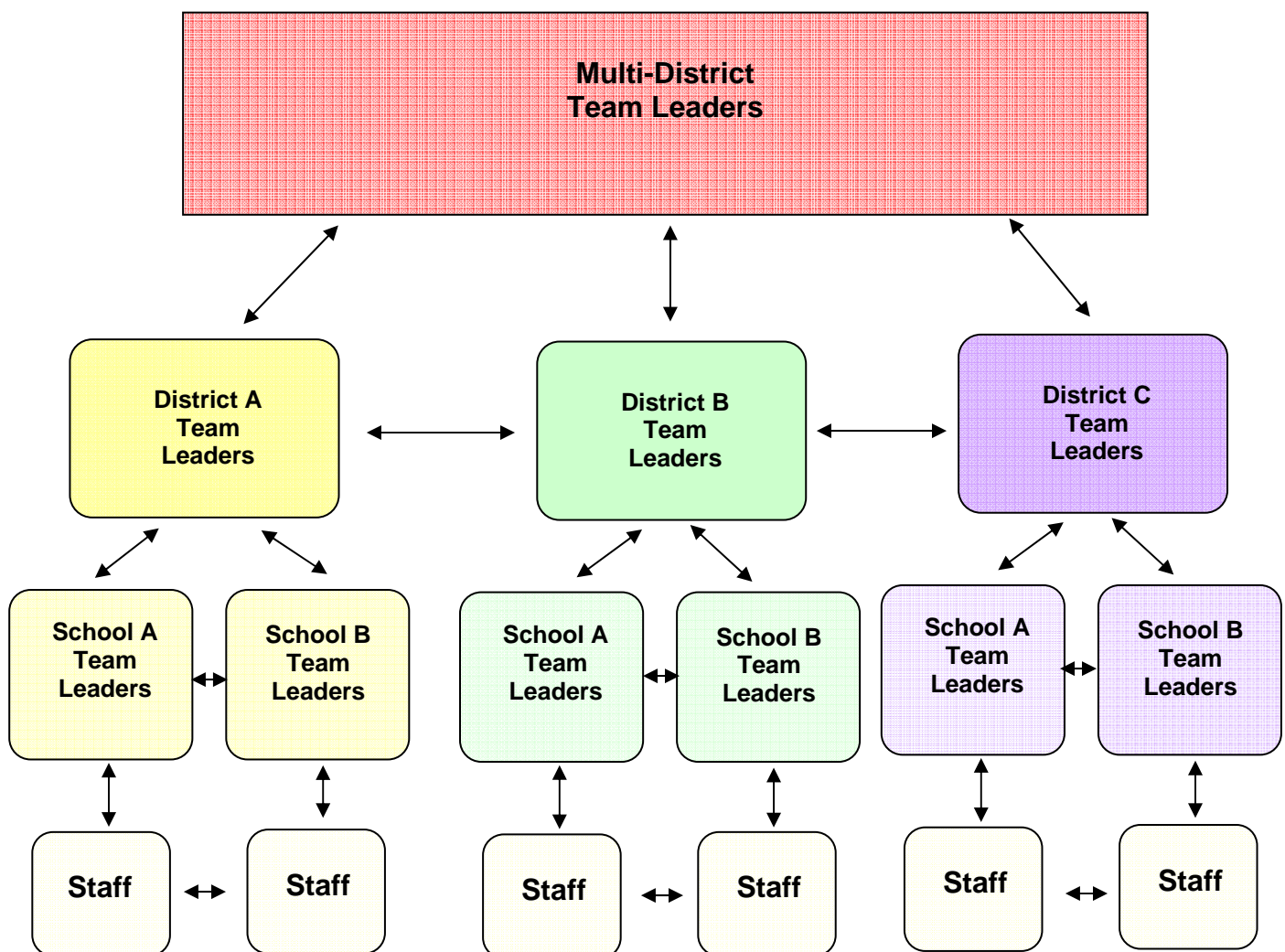
Qualities of a Strong Team Leader (TL):

- Ability and willingness to answers questions from staff and support them while they acquire knowledge about CBM and RTI.
- Team Leader** roles may be filled by individuals such as general education teachers, special education teachers, Title program specialists, curriculum specialists, reading specialists, administrators, school psychologists, social workers, counselors, speech pathologists, lead teachers, instructional support staff , and student service/RTI team members. The important part is the ability for the individual to offer positive support to staff and to do the job consistently well.
- Team Leaders** will be responsible for remaining well-informed, as well as for disseminating information to their staff.
- Time available in their schedule to aid in training, testing, event coordination, data meetings, planning, etc.
- Team Leaders** are typically the person(s) who are trained to have the highest levels of knowledge about your CBM/RTI implementation process within the schools. Typically, these

- individuals are trained, or will become trained, to be knowledgeable in administration/scoring of CBM, software/data entry, and interpretation of data. They should also be knowledgeable of your district's CBM and RTI implementation plans.
- It is helpful when **Team Leaders** also have strong skills in areas such as: psychometrics, curriculum, interventions, CBM, etc; or, they are willing to receive training from the District Team Leader or outside sources to obtain this level of expertise over time.

District-level and School-Level **Team Leaders** should provide information to one another and become a hierarchy or "tree" of support throughout the implementation process and beyond.

Visualizing a Communication Model among Your CBM Team Leaders Organization-Wide (SAMPLE)



Section 4b: Identify your Team Leaders and Implementation Managers:

	A	B	C	D	E	F	G	H	I	J	K
3	ASSIGNING MANAGERS & DISTRICT TEAM LEADERS										
4	Organization Name:										
5	Indicate all tasks for which your team leaders will be responsible, below. Add additional columns and rows as needed.										
6	Staff Name	Provide In-District Training **	Data Collection Responsibilities	RTI/Data Review Meetings	Will Serve as Software Manager Role	Account Type Assigned	Other	Other	Other	Other	Other
7		1=Yes; Blank=No	1=Yes; Blank=No Benchmark	1=Yes; Blank=No Monthly Monitoring	1=Yes; Blank=No Progress Monitor	1=Yes; Blank=No	1=Yes; Blank=No	Name of account type/user type			
8	Joe Smith (SAMPLE)	1	1	1	1	1	1	District Manager			
9	George Washington (SAMPLE)		1	1	1	1	1	na			
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23		Total Providing Training	Total Collecting BM Data	Total Collecting SM Data	Total Collecting PM Data	Total Attending RTI Meetings	Total AIMSweb Managers				
24		1	2	2	2	2	2		0		

Sect 5a-b-- Managers & Leaders

Section 5: School-by-School Implementation Planning

Now that you have identified the measures, grade-levels, and frequency in which those measures will be used, you may wish to be more specific with the implementation expectations you have for your individual schools.

This section will assist your organization with:

- a. Outlining the number of CBM Assessment Probes (i.e., copies of the test) that will need to be reproduced for students in the school.
- b. Defining staff who will be conducting testing*
- c. Defining staff who will be entering scores into the data management system and other software-related tasks using your organizations' CBM data management system (e.g., commercial product or self-developed tools).
- d. Outlining staff who will be assigned various user accounts with any commercial CBM product, or access to data held on locally developed systems.
- e. Identifying, by school site, grade, and/or program, whether your organization will be using CBM measure(s) for one or more of the following:
 - i. Benchmarking (BM)
 - ii. Monthly Monitoring (MM)
 - iii. Progress Monitoring (PM)
- f. This information will also ultimately help you determine:
 - i. Preliminary identification of staff that will need training on the administration and scoring of your chosen measures.
 - ii. Preliminary identification of staff that will need training on the data entry and reporting aspects of your selected CBM software/data management system when used in conjunction with your chosen measures.
 - iii. Estimation of the number of consumables and/or related printed material needed for your organization's benchmark through progress monitoring data collection.
 - iv. Other related implementation, training, and data interpretation actions

This document will address the above planning action items in subsequent sections.

* For details pertaining to the considerations regarding assigning the task of "testing" to teachers or other members of your staff, see:

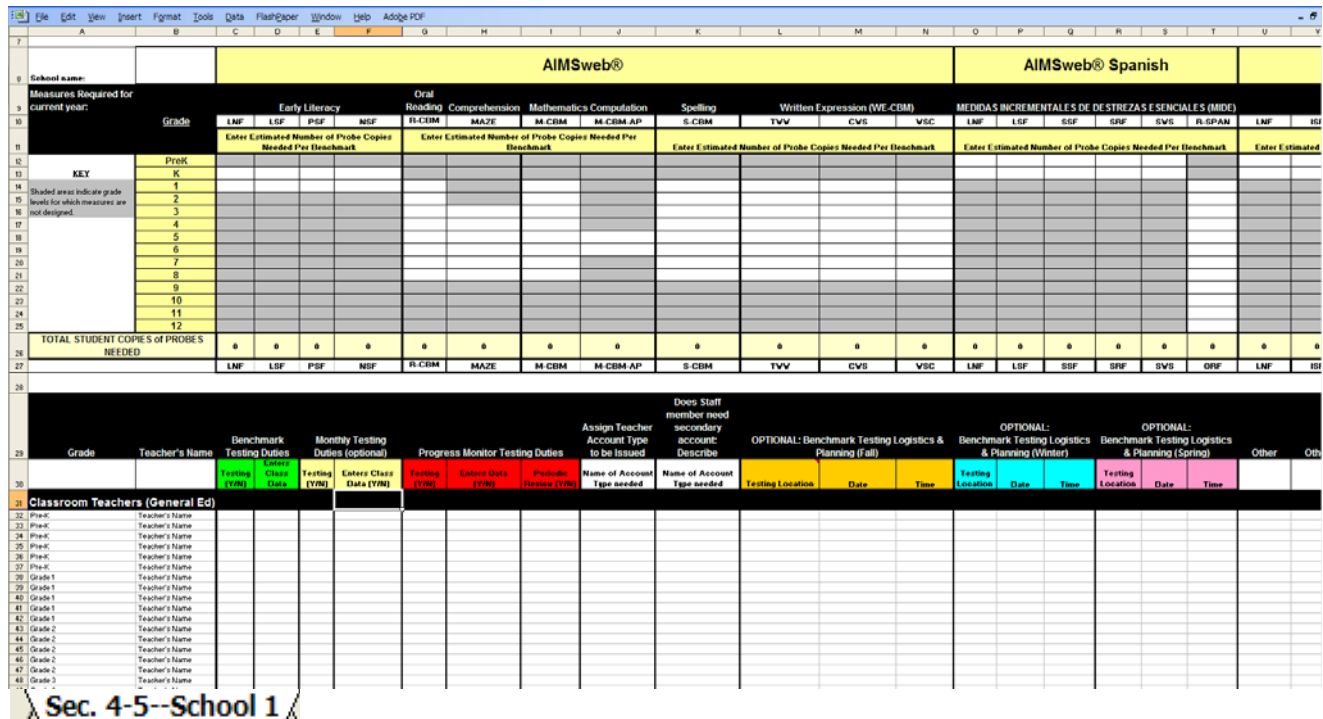
Section 6: Identifying the Staff Who Will Conduct Testing and Data Entry at Benchmark & Progress Monitoring Periods (page 20).

In your **Implementation Spreadsheet**, select “**Section 4-5.**” There are duplicate tabs available for you to use, one per school. Copy this tab as often as needed to create additional tabs for each school in your organization.

Section 4-5 Tab allows for documenting any of the following information, by school. Much of this information is optional for you to complete; however, completing it may elicit a smoother implementation so that all parties involved understand the expectations, role(s) they play in your RTI implementation, and deadlines for task completion.

- Benchmark Testing Coordinator(s)
- RTI Caseload Manager(s)
- CBM measures to be used at the specified school
- Number of copies of probes needed for the year, per measure
- Assigned roles for each staff member (See Section 5)
- User-types / Software Account setup needs (See Section 5 & Appendix A)
- Benchmark testing coordination/planning
- Monthly testing coordination/planning
- Progress monitor testing coordination/planning

The following screenshot is a partial view of the Implementation Spreadsheet. In full view, the user will see that the spreadsheet offers fields for documentation and planning involving common commercial products as well as customizable fields for your self-developed CBM measures.



The screenshot displays a Microsoft Excel spreadsheet with the following structure:

- Row 1:** School name: AIMSweb® (English) and AIMSweb® Spanish.
- Row 2:** Measures Required for current year: Early Literacy, Oral Reading, Comprehension, Mathematics Computation, Spelling, Written Expression (WE-CBM), and MEDIDAS INCREMENTALES DE DESTREZAS ESENCIALES (MIDE).
- Row 3:** Sub-measures: LMF, LSF, PSP, NSF, R-CBM, MAZE, M-CBM, M-CBM AP, S-CBM, TVW, CWS, VSC, LMF, LSF, SSP, GRP, SWS, R-SPAN, LMF, ISF.
- Row 4:** Enter Estimated Number of Probe Copies Needed Per Benchmark.
- Row 5:** KEY for grade levels 1-12.
- Row 6:** TOTAL STUDENT COPIES OF PROBES NEEDED.
- Row 7:** Assign Teacher Account Type to be Issued.
- Row 8:** Doops, Staff member need secondary account? Describe.
- Row 9:** OPTIONAL: Benchmark Testing Logistics & Planning (Fall), OPTIONAL: Benchmark Testing Logistics & Planning (Winter), OPTIONAL: Benchmark Testing Logistics & Planning (Spring), Other.
- Row 10:** Classroom Teachers (General Ed) with columns for Grade, Teacher's Name, Benchmark Testing Duties, Monthly Testing Duties (optional), Progress Monitor Testing Duties, and testing location/time.

Section 6: Understanding AIMSweb® User Types

***NOTE:** This section is written to explicitly describe the AIMSweb® software user types; however, similar decision-making may be needed regardless of the commercial products selected by your school. Regardless of the means in which you record and disseminate CBM data, attention should be paid to the “need to know” basis for access to the resulting data within your organization. The AIMSweb® system addresses this concern by offering a variety of User Types within the subscription. If you are not an AIMSweb® subscriber, similar considerations regarding protection of the Family Educational Rights Protection Act (FERPA) should be made.

AIMSweb® User Types

User Types: “User Types” are defined as a standardized, hierarchical, role-based user accounts within an AIMSweb® subscription containing pre-set access levels, permissions, reporting, and editing capabilities.

In order to access AIMSweb® Software, each staff member needing to do so must be assigned an account with any one of twelve user types available:

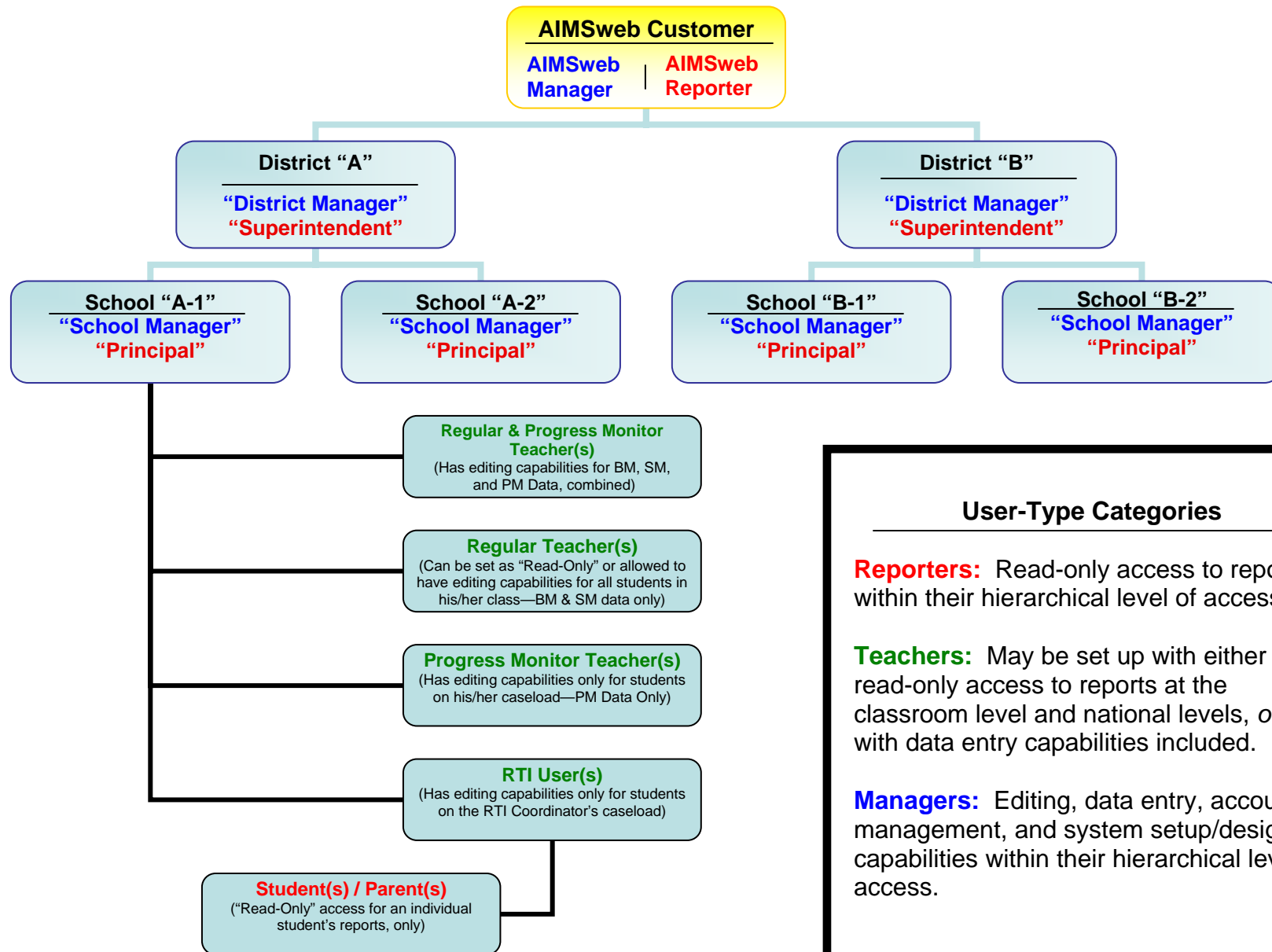
Category 1: Managers	Category 2: Reporters	Category 3: Teachers
AIMSweb® Manager* District Manager School Manager	AIMSweb® Reporter Superintendent (reporter) Principal (reporter) Student User (reporter)	Regular Teacher Regular and Progress Monitor Teacher Progress Monitor Teacher

***Note About Your Initial Subscription to AIMSweb®** Upon working with Pearson to finalize your subscription to AIMSweb® the initial subscriber (or point-person) will receive an activation email from AIMSweb® This email is proof that your subscription has been activated and it contains important login information.

In this activation email, you will see a Customer ID, Username, and Password. This information provides the recipient with login access to AIMSweb® as an **AIMSweb® Manager**. The AIMSweb® Manager access level offers the highest level of access and permissions among all user types afforded within your subscription. From this initial login, the recipient (or subsequent designee) must use the AIMSweb Manager User type to customize your AIMSweb® account according to the organization’s intended scope of use.

Customization of your AIMSweb® account may include tasks such as populating the account with the correct number of districts, schools, grades served, students’ names, staff accounts, etc. It also may involve customizing your organization’s targets for performance, customizing reporting-style preferences, and other potential options needed to make AIMSweb® fit your implementation model. AIMSweb® Training services, materials, and support are available to assist you through this process.

Hierarchical View of AIMSweb® User Types



User-Type Categories

Reporters: Read-only access to reports within their hierarchical level of access.

Teachers: May be set up with either read-only access to reports at the classroom level and national levels, or with data entry capabilities included.

Managers: Editing, data entry, account management, and system setup/design capabilities within their hierarchical level of access.

Category 1: Managers

General Management-level User Type Permissions:

All Managers (i.e., AIMSweb®, District, or School) may conduct the following tasks within the breadth of access their user type allows:

- Add, edit, and delete student population & demographic information
- Add, edit, and delete users within AIMSweb®
- Add, edit, and delete Benchmark and Strategic Monitor Data
- Generate various reports
- Add, edit, or delete school “targets” for Benchmark data
- Transfer students within or between schools
- Toggle on/off teachers’ ability to add/edit Benchmark and Strategic Monitor Data

Additional permissions and scope of access vary by manager user-type.

→ **AIMSweb® Manager:** Manages subscription at the license-wide level, which may include one or more districts/organizations that are covered under the same AIMSweb® subscription (Customer ID). The AIMSweb® Manager user type offers the highest level of access-rights possible to manipulate data and settings across any number of districts/organizations within your AIMSweb® subscription.

AIMSweb® Managers also have additional permissions that include the ability to:

- Create/edit Benchmark Target Templates license-wide
- Customize the “defaults” for descriptor language in certain standard AIMSweb® reports
- Renew site license each year
- Customize RTI Software Templates

→ **District Manager:** Manages subscription at the district-wide level only, for a single (specified) district within the AIMSweb® subscription. District Manager offers the second highest level of access a manager may have within an AIMSweb® subscription, but the highest level of access-rights to manipulate data and settings across a single district, (unless there is also an AIMSweb® Manager assigned to that district). District Managers cannot access data or control AIMSweb® settings beyond their assigned district.

→ **School Manager:** Manages subscription at the school-wide level only, for single (specified) school within a specified district. This is the highest level of access a manager may have at a single school. School Managers cannot access data or control AIMSweb® settings beyond their assigned school.

Category 2: Reporters

General Reporter-level User Type Permissions:

All Reporters (i.e., AIMSweb®, Superintendent, or Principal) may conduct the following tasks within the breadth of access their user type allows:

- Generate and view individual student reports
- Generate and view demographics-based reports
- Generate and view local, regional, state, and/or National Aggregate Normative Reports
- Email or print any report

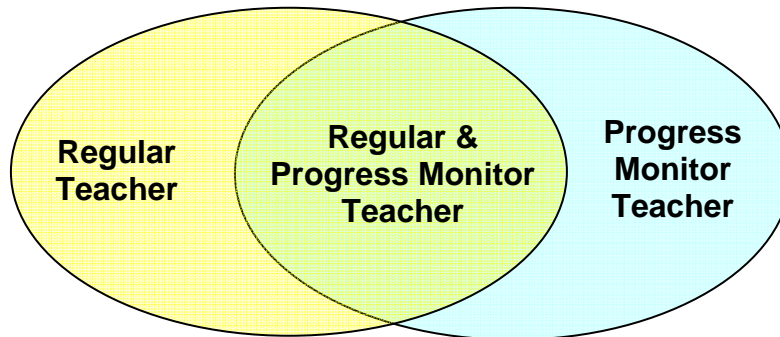
AIMSweb® Reporter: Views all reports within a subscription at the license-wide level, which may include one or more districts/organizations that are covered under the same AIMSweb® subscription (Customer ID). The AIMSweb® Reporter user type offers the highest level of report-viewing rights possible, allowing the user to view all data across any number of districts/organizations within your AIMSweb® subscription.

→ **“Superintendent”:** Views all reports within the district-wide level only, for a single (specified) district within the AIMSweb® subscription. The “Superintendent” User Type offers the second highest level of access a reporter may have within an AIMSweb® subscription, but the highest level of access-rights to view data across a single district, (unless there is also an AIMSweb® Reporter assigned to that district). “Superintendents” cannot access data or beyond their assigned district.

→ **“Principal”:** Views all reports at the school-wide level only, for single (specified) school within a specified district. This is the highest level of access a reporter may have at a single school. “Principals” cannot view data beyond their assigned school.

→ **“Student”:** Views all reports for an individual student (single student) only.

Category 3: Teachers



Regular Teacher:

- Add students into AIMSweb® System (optional)
- Add/edit Benchmark and Strategic Monitor scores on caseload**
- Cannot* manage a Progress Monitor caseload.
- Add/edit student demographic information (optional)
- Generate reports for all students in teacher's classroom(s)
- Email reports

Regular & Progress Monitor Teacher:

- Add students into AIMSweb® System (optional)
- Add/edit Benchmark and Strategic Monitor scores on caseload**
- Manages a Progress Monitor caseload for any/all students in assigned school**
- Add/edit student demographic information (optional)
- Generate reports for all students in teacher's classroom(s)
- Email reports

Progress Monitor Teacher:

- Add students into AIMSweb® System (optional)
- Manages a Progress Monitor caseload for any/all students in assigned school**
- Cannot* manage a Benchmark/Strategic Monitor caseload.
- Add/edit student demographic information (optional)
- Generate reports for all students in teacher's Progress Monitoring Group(s)
- Email reports

Section 7: AIMSweb® Data Import / Export Tools & Your Student Information System

Most educational organizations maintain use of a Student Information System (SIS), which is a software program to manage student performance data, build student schedules, track student attendance, and manage many other student-related data needs across the organization. There are a wide variety of SIS programs available.

AIMSweb® web-based software provides a tool by which schools using an SIS may import student's names, demographic information, etc. into their AIMSweb® account on a regular basis. This reduces the manual involvement that would otherwise be required to add and modify student records in the system.

What the import will do

1. It will add any new districts and/or schools that are in the file.
2. It will add any new teachers.
3. It will add any new students.
4. It will transfer students from one school to another within the account **ONLY** if the Unique Identifier in the AIMSweb system matches the Unique Identifier in the import file.
5. It will change the grade of each existing student in the AIMSweb system to reflect what is shown in the import file. (In other words, it will graduate students in the import file).
6. It will change existing student demographic data in the AIMSweb system to reflex what is in the import file (NOTE: This will change demographic data for the student only and current score included in the import file, not for past scores, past score demographics can be change through the AIMSweb system).
7. It will create classes for the teachers listed in the import file.
8. It will add the students to the classes as shown in the import file.

What the import will not do

1. It will not remove any students who are no longer in the school.
2. It will not graduate any students who do not appear in the import file.
3. It will not create any user accounts for teachers or managers.

Student Demographic Reporting Categories Available with AIMSweb®:

Report Options expand

Match Type:
 Any Criteria or All Criteria

<p>Adequate Yearly Progress</p> <div style="border: 1px solid gray; padding: 5px;"> <p>Service Code</p> <ul style="list-style-type: none"> Regular Ed Title I Special Ed <p>ELL/ESL</p> <ul style="list-style-type: none"> Yes No <p>Gender</p> <ul style="list-style-type: none"> Unknown Male Female <p>Meal Status</p> <ul style="list-style-type: none"> None Free Reduced <p>Ethnicity</p> <ul style="list-style-type: none"> Unknown African American American Indian/Alaska Native Asian Filipino Hispanic/Latino Pacific Islander <p style="text-align: right; color: blue;">(clear)</p> </div>	<p>Federal Disability Categories</p> <div style="border: 1px solid gray; padding: 5px;"> <p>Federal Disability Categories</p> <ul style="list-style-type: none"> Autism Deaf/Blindness Emotional Disturbance Hearing Impairment/Deafness Mental Retardation Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech/Language Impairment Traumatic Brain Injury Visual Impairment/Blindness Young Child with a Developmental Delay <p style="text-align: right; color: blue;">(clear)</p> </div> <p style="text-align: center; font-size: small;">Hold down the ctrl key to make multiple selections.</p>	<p>Other Demographics</p> <div style="border: 1px solid gray; padding: 5px;"> <p>Section 504</p> <ul style="list-style-type: none"> Yes No <p>Behavioral Disorder</p> <ul style="list-style-type: none"> Yes No <p>After School</p> <ul style="list-style-type: none"> Yes No <p>Correctional</p> <ul style="list-style-type: none"> Yes No <p>Summer School</p> <ul style="list-style-type: none"> Yes No <p>IDEIA</p> <ul style="list-style-type: none"> Yes No <p>Gifted/Talented</p> <ul style="list-style-type: none"> Yes No <p>Intervention Level</p> <ul style="list-style-type: none"> Tier 1 <p style="text-align: right; color: blue;">(clear)</p> </div>
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Show Numbers

Category:
 Hold down the ctrl key to select multiple categories.

All Categories

- Regular
- Reading First
- Title One
- Special Education

Benefits of Using AIMSweb®'s Student Demographic Import Tools:

- Expand your data mining and analysis by including detailed demographics (as shown above)
- Increase accuracy and clarity about student categorization and demographical data changes over time
- Improve reliability and validity of data reporting
- Document student assignment and movement across to Intervention Tiers
- Reduce human-error (and labor) by avoiding manual entry and editing/updating demographical data

Locating and Downloading the AIMSweb® Data Import/Export File



	A	B
4	Column	Options
5	CustomerID	AIMSWEB ID number
6	DistrictName	String, like 'My District'
7	SchoolName	String
8	TeacherFirstName	String
9	TeacherMiddleName	String
10	TeacherLastName	String
11	TeacherTitle	String
12	TeacherPhone	### ### #### x####
13	TeacherEmail	String
14	ClassName	String
15	StudentFirstName	String
16	StudentMiddleName	String
17	StudentLastName	String
18	UniquelIdentifier	String
19	StudentEmail	String
20	Grade	P3-12
21	EnrollmentGrade	P3-12
22	Gender	M/F or Male/Female/Unknown
23	DOB	mm/dd/yyyy
24	MealStatus	Free/Reduced/None or F/R/N
25	ServiceCode	General Ed, Title I, Special Ed
	Ethnicity	African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, "Multiple/No Response", Unknown, White
26		
27	IDEA	Yes/No
28	ESL	Yes/No
29	Section504	Yes/No
30	GiftedTalented	Yes/No
31	BehavioralDisorder	Yes/No
32	Correctional	Yes/No
33	SummerSchool	Yes/No
34	AfterSchool	Yes/No
35	Mobility	Yes/No
36	RFEP	Yes/No
	InterventionLevel	Intervention Level 1, Intervention Level 2, Intervention Level 3
37		
	FederalDisabilityCategories	Autism, Deaf/Blindness, Emotional Disturbance, Hearing Impairment/Deafness, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech Language Impairment, Traumatic Brain Injury, Visual Impairment/Blindness, Young Child with a Developmental Delay
38		

Process for AIMSweb® Data Import:

1. Export your Student Information System (SIS) data
2. Send to data@edformation.com (Password Protected)
3. Call AIMSweb® with password—contact: 866-313-6194 and connect to "Support"
4. 2-3 business day average* turnaround (*Slightly longer turnaround times possible during peak request periods)
5. Complementary Service.
6. Ensures your student lists, class rosters, and demographics are current and accurate.
7. May be updated (appended) anytime.

To Download File: <http://www.aimsweb.com/training/downloads.php>

Planning for your Data Import Process:

The following is recommended:

- a. Your first data import should be conducted around the time of onset of your subscription and/or prior to your first instance of student assessment/data collection for AIMSweb®.
- b. If you are using AIMSweb® for Benchmarking (Universal Screening three times per year), it is strongly recommended that minimally, you update your AIMSweb® database with current demographical information via appending your data import just prior to each Benchmark Period.
- c. Larger organizations or those with a highly transient population may wish to update their AIMSweb® data via the data import process on a regular basis (e.g., weekly, monthly, etc.) to keep data current and reduce the load of conducting student transfers, demographical data updates, etc. manually via your AIMSweb® managers.
- d. Questions regarding the data import process, template, and results should be directed to: support@edformation.com or by calling 866-313-6194 and selecting the Support option.

Critical Questions

1. What is the software brand of your Student Information System?
2. Who in your organization is the primary operator/manager of your Student Information System? (*This individual may be the best choice for conducting the data import via our Excel template cited on the previous page.*)
3. By what date would your organization prefer to conduct its first Data Import? (Prior to first Benchmark period and/or at onset of your school year is strongly recommended.)

DATE: _____

4. How frequently does your organization wish to update the database? (Check any/all that apply)
 - At the onset of each school year
 - Prior to each benchmark period
 - Monthly
 - Twice monthly
 - Weekly
 - Other _____

Appendices

Appendix A: Deciding which Staff Members will Conduct Testing and Data Entry at Benchmark & Progress Monitoring Periods

Should we use a testing team? Or have teachers directly test students?

This is one of the most common questions CBM users customers consider upon implementation. Identification of your staff that will complete CBM testing and data entry is essential at the preliminary stages of implementation and throughout your evolving use of CBM. Your decision how testing and data entry are completed in the schools will subsequently dictate the individuals who need training on administration and scoring of the CBM measures you choose to use.

I will explore the potential advantages and drawbacks of having teachers or teams conduct testing and data entry below.

The Advantages and Drawbacks of using Teams or Teachers for Benchmark through Progress Monitor Testing:

Schools vary greatly in their approaches to “getting the testing done” using CBM. Some mandate that teachers do their own testing, while others use team-based approaches to collect data efficiently. Based on our experiences, along with feedback from those with whom I have consulted when implementing and using CBM, below are the most commonly voiced advantages and drawbacks to these two most popular data-collection methodologies:

Potential advantages for requiring teachers to collect, enter, and report their own students’ data:

- Teachers are directly responsible for their students’ instruction; therefore, when seeing the student read aloud (using the example of Oral Reading measures), they are instantly able to have up to three minutes of private, one-on-one time with that student to *hear* and *see* them read. The experience, qualitative, and quantitative data obtained thus have increased meaning for both the teacher and student.
- As a result of the direct-connect with students when testing 1:1, a solid rapport may build, furthering the student’s likelihood of enjoying the experience and motivation for improvement.
- Student anxiety about testing is decreased (often) because of familiarity with the teacher over other lesser-known staff who may test students via the “cadre” or team approach.
- Teachers see the DIRECT connection between testing and the resulting graphic reports containing their student’s CBM scores when asked to enter the data themselves into your data management system (where possible). Making the connection to the student performance, resulting data, and instruction provided is often reported as being much easier for teachers who have tested their own students, versus those who have only been provided with after-the-fact reports based on student scores that were collected by an independent cadre.
- Teachers are able to note qualitative behaviors of students’ performance, as well as the equally important quantitative data CBM provides.
- Schools and staff often report that teachers are more likely to use the data when it is self-collected.
- Initially teachers may be resistant to collect data, due to a perceived time-constraint; however, it is reported that many teachers who were initially reluctant to collect their own data later advocate and express a strong desire to retain the privilege of collecting their own CBM data for their students.

- Teachers report feeling an increased sense of being active participants in the Response to Instruction (RTI) process.
- Teachers report feeling they have greater control over their student outcomes when they have the qualitative and quantitative data available to them, anytime.
- Teachers report enjoying a greater sense of empowerment and “ownership” over the assessment and interpretive process using CBM when given the opportunity to assess their own students and make subsequent instructional decisions to suit their learning needs.

Are there any additional advantages you see to having teachers collect their own data in your school(s)?

1.

2.

3.

4.

5.

NOTES:

Potential drawbacks for requiring teachers to collect, enter, and report their own students' data:

- Teachers are initially reluctant to reorganize their daily planning in order to include testing time. Testing is perceived to be more cumbersome than it may actually be, realistically.
- Trainers of those using CBM must train a greater number of individuals (teachers) in how to administer and score CBM measures, versus training a smaller cadre which can complete testing for dozens of teachers. Direct teacher training may result in additional staff preparation/professional development time.
- The greater the number of participants in the testing process often results in greater variability in administration and scoring practices, despite solid training. Trainers may train staff well, but inter-rater reliability may diminish over time and as the number of testers increases and individuals inadvertently or intentionally deviate from standardized procedure. For those choosing to have teachers collect their own CBM data, refresher trainings and inter-rater reliability checks are recommended to ensure high inter-rater reliability is retained over time. (Even testing cadre members should receive refresher training and inter-rater reliability checks periodically.)
- Teachers may initially feel that the testing is pulling them away from instructional time. It is thus very important for the Team Leaders to help teachers understand the importance of this data and how *they* directly benefit from it by understanding how their instruction impacts students, on a regular basis.
- Assessment cadres obtain a great deal of practice via testing so frequently and by testing great numbers of students. It is reported that assessment cadres often retain high inter-rater reliability when using CBM because of the smaller number of testers and the increased practice afforded when testing large numbers of students.

Are there any additional drawbacks you see to having teachers collect their own data in your school(s)?

- 1.
- 2.
- 3.
- 4.
- 5.

NOTES:

Decision-making: Questions to consider

- a. Will your classroom teachers complete the benchmark testing for students? Y N
- b. Will you use a cadre or team-approach to testing, as opposed to relying upon each classroom teacher to conduct testing for his/her students? Y N
- c. Will you recruit other site-based staff for testing, such as paraprofessionals, ancillary staff, special educators, and other itinerant staff? Y N

Identify the groups that will participate in data collection for each circumstance below:

i. Tier 1:

- General education/classroom teacher
- Cadre member
- Special education teacher
- Intervention specialist
- Other:

ii. Tier 2:

- General education/classroom teacher
- Cadre member
- Special education teacher
- Intervention specialist
- Other:

iii. Tier 3:

- General education/classroom teacher
- Cadre member
- Special education teacher
- Intervention specialist
- Other:

iv. Special Programs/Services:

- General education/classroom teacher
- Cadre member
- Special education teacher
- Intervention specialist
- Other:

v. Summer School/After-School Programs:

- General education/classroom teacher
- Cadre member
- Special education teacher
- Intervention specialist
- Other:

vi. Other:

- General education/classroom teacher
- Cadre member
- Special education teacher
- Intervention specialist
- Other:

NOTES:

Appendix B: Training Staff Directly vs. a Local Train-the-Trainer (Local AIMSweb® Manager) Approach

Should we use a train-the-local-trainer approach? Or train all staff directly?

Based on your decisions and approaches to Section 4, it may become necessary to decide whether you will hire a consultant/trainer to train staff directly, or work with key staff, team leaders, and identified System Managers via a train-the-local-trainer approach.

Both options have the potential to facilitate local capacity and autonomy, but there are strengths and compromises with each choice. For many large organizations, a local train-the-trainer model often becomes the most efficient and economical approach. Yet, there are many organizations that prefer the security and assurance that comes from an experienced trainer/consultant training each member of your teaching, team leader, and management staff directly.

We will explore the parameters of this decision thoroughly in this section.

The benefits of training all staff directly via an experienced, credentialed trainer:

Schools vary greatly in their approaches to “getting the training done” when using CBM. Some mandate that staff is trained directly, while others prefer a train-the-trainer approach. Based on my experiences, along with feedback from those with whom I have consulted, here are the most commonly voiced benefits and drawbacks to these two most popular training methodologies:

- Delivery of information consistency. Staff trained directly by an experienced and credentialed trainer/consultant hear the information and learn the information directly from a highly accurate, reliable source. This tends to reduce trainee drift and the “rumor mill” effect.
- Training is standardized and coverage of material is not compromised via “shortcuts” that are sometimes taken by novice/naive trainers who feel that our proven materials and content can be “cut” to get training done in a shorter time frame.
- Experienced trainers/consultants nearly always have accurate responses to challenging questions and case scenarios posed by those being trained. Local trainers may not have those answers immediately available. They may then feel a compelling need to “guess” or “respond” in a way that is neither accurate nor standardized.
- Experienced trainers who are properly credentialed are able to provide certificates or other “proof” that they have received in-depth training and work to keep abreast of new developments and recommended practices within the CBM/RTI and research community. They are very comfortable with standardized training materials from commercially available products, but may also have additional experiences from which to draw in order to resolve challenges that may arise within your own organization.
- Direct training of staff by experienced, credentialed trainers/consultants often enables increased expediency with regard to the provision of training and consultation time for the initial benchmark start date. This may be especially helpful for organizations with short timelines in which to begin implementing CBM.

- When hiring a credentialed trainer through the company that produces your commercially available CBM tool (e.g., AIMSweb®, DIBELS, etc.), the potential for additional Continuing Education credits is sometimes available. For example, AIMSweb® features its Certified AIMSweb® Trainers, who are able to offer National Association of School Psychologist (NASP) Continuing Professional Development (CPD) credits for much of the training they provide.
- CATs often share tips and strategies for your trainees, based on their own experiences from implementation of AIMSweb® within their own organization, as well as from what they have learned by consulting with dozens of other AIMSweb® customers.
- Assurance that all staff is trained properly across all areas of your CBM system, ensuring the learning “sticks” organization-wide.

What do you perceive as being additional benefits for having a credentialed trainer directly train your staff in your school(s)?

- 1.
- 2.
- 3.
- 4.
- 5.

NOTES:

The potential drawbacks of training all staff directly via credentialed trainers:

- Potentially (though not always) increases cost of training/consultation, depending on the size of the organization and its implementation/professional development needs.
- All staff may not be able to access the consultant/trainer directly, due to time constraints. This may reduce the ability for the school system to have clear and consistent information dissemination at times when the consultant is not on-site.
- For software portions of your CBM system (if using a software-based system), training may be limited to the size of the organization's computer lab, with a recommended maximum seating arrangement of 30 participants per group
- Consideration should be made as to how staff will be directly trained by the consultant. Hiring substitute teachers, contractual obligations to staff and possibly paying for over-time may result in a "hidden" increase in the cost of your professional development services provided.
- The consultant hired may not have the experience needed to handle your organization's needs. Review the consultant's credentials carefully and ask for references.

What are any perceived "drawbacks" for having a consultant directly train your staff in your school(s)?

- 1.
- 2.
- 3.
- 4.
- 5.

NOTES:

For AIMSweb® Users: The benefits of using CATs to assist your organization in implementing a local train-the-trainer approach to AIMSweb®:

- Cost-efficiency. Our CATs work with your pre-determined group of team leaders, cadre members, and AIMSweb® Managers to create a local network of expertise throughout your implementation. Rather than having a CAT on-site for a larger number of days so that he/she can train all AIMSweb® -involved staff (i.e., teachers, paraprofessionals, administrators, etc.) directly, our CATs work with your hand-chosen group of staff who demonstrate the willingness and commitment to learn AIMSweb® comprehensively—and subsequently train others to do the same within your organization.
- CATs are able to develop a closer rapport with your chosen leaders who will be your local trainers, rather than working in a “lighter” capacity system-wide.
- When a solid rapport is developed with the smaller cadre of the individuals you are entrusting to receive direct training from CATs—and subsequently turn around and apply those skills to train your staff—trust, comfort, a better understanding of the organization’s needs, strengths, and challenges emerges between the CAT and your team. The CAT is then able to provide consultative and training-related solutions directly to your team. Those solutions can then be delivered on an instant, as-needed basis via your team to your schools.
- Webinars, teleconferences, and other training solutions that do not always require on-site visitation by the CAT become easier to deliver. This increased “access” to the CAT will help your team improve their ability to train others in the schools AND receive quick, reliable information whenever questions arise that need accurate, timely responses from the CAT.
- You are building long-term capacity at the local level by having the CAT directly train your team leaders, cadre members, and AIMSweb® managers. These individuals will typically be available to train new hires, conduct refresher training, conduct inter-rater reliability checks, and facilitate AIMSweb® consistency of use across years. For organizations with high annual staff turnover, this may be an especially important asset.
- For large organizations, this may be an excellent option for those at the district or multi-district level. Having an inside team of local AIMSweb® experts will keep your system running more smoothly.
- Cost efficiency for ongoing learning: Your pre-determined group of team leaders, cadre members, and AIMSweb® managers are excellent candidates for participating in our advanced training workshops, special events, and webinars offered to the AIMSweb® Community. You will always have a select group of “approved” learners available to participate in these activities and subsequently share the information organization-wide.
- Some of those who are trained via this train-the-trainer approach, (Local AIMSweb® Managers), may go on to apply and be accepted into our Certified AIMSweb® Trainer (CAT) program.

What do you perceive as being additional benefits for having CATs work in a train-the-trainer type style to deliver content and instruction to selected team members within your organization?

- 1.
- 2.
- 3.
- 4.
- 5.

For AIMSweb® Users: the potential drawbacks of training all staff directly via Certified AIMSweb® Trainers (CATs):

- Increased reliance on your internal staff to learn, retain, organize, schedule, and provide training to other staff across your organization.
- Your local train-the-trainer staff needs to be authorized and provided with sufficient time to conduct training and follow-up support to all staff. It is commonly observed across organizations who implement AIMSweb® that the amount of time the organization perceives as needing in order to provide thoughtful, well-designed training and support during the first year of implementation is typically underestimated.
- Risk that if your local-level trainers do not share accurate, consistent information across the organization, that the reliability of your data collected, as well as subsequent interpretation, can be decreased.
- Just as there is the phenomenon called “examiner drift,” where the respect for standardized procedures, knowledge and adherence to those procedures slowly drifts away from the correct form, “trainer drift” may also occur over time. Standardized procedures for training, accuracy of training content, and a tendency to “create one’s own rules” may grow as the connection with the CAT is gradually weaned during the autonomy-building process. Refresher training, periodic webinars, teleconferences, or on-site sessions with CATs over the long-term and careful adherence to the standardized practices is encouraged to prevent “trainer drift.”
- Reduced ability to remain updated on the latest information, software enhancements, training recommendations, research, etc. over time. As your local trainer becomes increasingly autonomous, the connection with the CAT lessens naturally. Efforts should be made to proactively ensure your local trainer remains current on all aspects of AIMSweb® via various opportunities offered via our ongoing training and consultation services.

What do you perceive are other potential “drawbacks” for having CATs work in a train-the-trainer type style to deliver content and instruction to selected team members within your organization?

- 1.
- 2.
- 3.
- 4.
- 5.

NOTES:

What is your decision?

- Conduct training directly via the consultant or CAT for all staff.
- Conduct training via a local train-the-trainer approach, using select staff within my organization. *(If you have chosen a local train-the-trainer approach, see **Implementation Spreadsheet** to identify your participants.)*

Train-the-Trainer participants may be different from, or the same as, your Team Leaders and/or System Managers. We recommend that these individuals be one in the same when possible.

Implementation Spreadsheet: Itemize staff members who will participate in the Train-the-Trainer model at the local level.