

“RTI: The Early Planning Stages”
12:00pm Central Time



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Your session today is presented by:

Lisa A. Langell, M.A, S.Psy.S.

National Manager of AIMSweb® Training Services

Lead Certified AIMSweb® Trainer

Certified School Psychologist

RTI: The Early Planning Stages



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

A Guide to CBM Planning and Implementation

Lisa A. Langell, M.A., S.Psy.S.

National AIMSweb® Training Manager / Lead Trainer

This presentation is conducted in conjunction with the CBM Implementation Planning Guide© & Spreadsheet



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

An Implementation Planning Guide

Lisa A. Langell, M.A., S.Psy.S.

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Certified School Psychologist
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“Fail to plan? -- Plan to fail!”

--Old Proverb



1. Initial Scope of CBM Implementation

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National AIMSweb® Training Manager / Lead Trainer



Outline of Webinar Presentation



1. **Initial Scope of CBM Implementation**
2. **Choosing your CBM Measures**
3. **Identifying your CBM Testing Windows and Timelines**
4. **Determining your Team Leaders**
5. **School-by-School Implementation Planning**
6. **Questions/Discussion**

General Scope of Subscription—Year 1



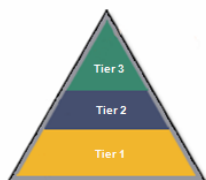
Section 1: General Scope of Subscription for Year 1 Implementation

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.

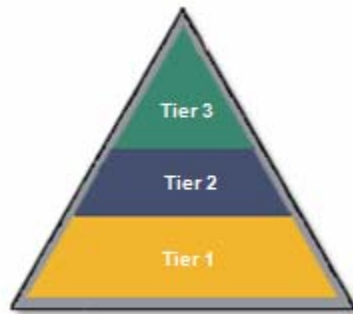


- Benchmark Assessment (BM):** Assess all students *three times per year* for universal screening, early identification, general education progress monitoring, and accountability. Assessments: Students' official grade level.
- Monthly Assessment (SM):** Assess students of concern *monthly* and monitor 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.)

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- Important to organize implementation so that all parties involved are “on the same page.”
- Determine if you are starting out with a self-created CBM system, or a commercially available program (e.g., AIMSweb®, DIBELS, etc.)
- Subscribe, purchase, or create your district’s CBM data management system
- Determine your policies for assessment frequency for Year 1

General Scope of Implementation



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.)

Questions to ask your organization:

1. What will my organization be missing if we opt out of collecting BM data?
2. What will my organization be missing if we opt out of Monthly or Progress Monitor data?
3. Can we implement while collecting data at BM *and* PM periods to maximize our ability to conduct program evaluation AND have a problem-solving model?



2. Choosing your CBM Measures

Lisa A. Langell, M.A., S.Psy.S.

National AIMSweb® Training Manager / Lead Trainer



Section 2: Choosing your CBM Measures



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.

- Start simple
- Review learning needs in schools—choose measures by prioritizing learning needs
- Review measures available in commercial products for a match with your needs
- If you are creating your own probes, have them well reviewed in advance for errors, consistency, and stability
- Starting small and successful is typically better than large-scale without ability to support staff

Section 2: Choosing your CBM Measures



Mark each box that corresponds with the grade-level and measure(s) you wish to use for your first year of implementation.

YEAR 1 Implementation		AIMSweb®																			Grade		
Grade	PreK	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	DRF			
KEY	PreK																					PreK	
	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 Implementation		DIBELS						Get It! Got It! Go!				OTHER MEASURES / PRODUCTS						Grade				
Grade	PreK	LNF	ISF	PSF	NVF	DORF	VUF	RTF	Pic. Naming	Alliteration	Rhyming	Grade										Grade
KEY	PreK											PreK										PreK
	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

Section 2--ID Measures

Use the **CBM Implementation Spreadsheet** to assist you in documenting your choices, by CBM measure and grade level.






3a. Identifying your CBM Testing Windows and Timelines

Lisa A. Langell, M.A., S.Psy.S.

National AIMSweb® Training Manager / Lead Trainer

Identifying your CBM Testing Windows and Timelines





Section 3: 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:

- 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.

 - 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.
 - 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:

 - Will your organization require monthly data collection for certain students?
 - 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.

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● CBM Global Testing Windows


Recommended guidelines*

- Fall: **1st 6 weeks of school**
- Winter: **4 weeks spanning midpoint of school year**
- Spring: **Last 4 weeks of school**

* Presuming traditional school calendar

Identifying your CBM Testing Windows and Timelines





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Choosing Two-Week Testing Windows with Global Window:

- Increases validity of comparison CBM data and decision-making
- Snapshot of student performance taken at approximately the same time
- Reduces likelihood that some students' skills will "look higher" than others due to extra exposure to instruction before testing

Identifying your CBM Testing Windows and Timelines



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
A 2-week testing window is recommended at the local level for increased reporting validity	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			
IF SINGLE TIMELINE APPLIES TO ALL SCHOOLS, Enter it here:									
If a single timeline does not consistently apply across all schools, enter each school's custom testing timeframe and deadlines below.									
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									
<i>Jefferson Elementary (Sample)</i>	<i>9/1/08 to 9/13/08</i>	<i>9/18/2008</i>	<i>1/8/09 to 1/22/09</i>	<i>1/30/2009</i>	<i>5/1/09 to 5/14/09</i>	<i>5/21/2009</i>	<i>y</i>	<i>every other week</i>	<i>Annual</i>
School Name									
School Name									
School Name									

Identifying your CBM Testing Windows and Timelines




- **Monthly Monitor Timelines**

- No single recommended time frame
- Monthly optional assessment
- Consider deadlines for data collection (to ensure consistency and comparability)

- **Progress Monitor (PM) Timelines**

- When will staff be expected to begin collecting PM data?
- What is the accepted minimum frequency of data collection for your organization for each group?
 - Tier 1?
 - Tier 2?
 - Tier 3?
 - Tier 4?
 - Gifted/Talented?
 - Other?



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:



3b. Storage and Distribution of CBM Measures and Data

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National AIMSweb® Training Manager / Lead Trainer

Storage and Distribution of CBM Measures and Data



TEST CONFIDENTIALITY IS ESSENTIAL!

Before Administering CBM:

- CBM measures are for testing, *never* for teaching.
- 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.
- **DO NOT** post the CBM probes online (or otherwise) in a publicly accessible format. (This includes an unsecured district/staff website.) This could result in students, parents, staff, 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 are properly trained in the use of the passages before dissemination to prevent unintended misuse, distribution, etc.

Storage and Distribution of CBM Measures and Data



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.
- Care should be taken so that other students do not overhear the testing.

Storage and Distribution of CBM Measures and Data



After Testing—Storage and Distribution Practices:

- Provide results to teachers quickly!
- 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 and/or community about CBM



4. Determining your Team Leaders / CBM Managers

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National AIMSweb® Training Manager / Lead Trainer

CBM / RTI Team Leaders



Common “pains” that implementing CBM may precipitate:

- Staff may initially lack personal expertise about Curriculum-Based Measurement (CBM).
- Staff are sometimes skeptical and misinformed regarding use of new procedures and “more tests”
- Staff may anticipate being overwhelmed
- Those who do not clearly understand the research, purpose, and need for solid adherence to standardization rules may add their own “spin” on policies, expectations, administration/scoring rules, and protocol.

CBM / RTI Team Leaders



- At times, unsolicited innovations may be positive additions to your efforts to build a system-wide RTI/CBM system in your schools
- Other times, the “rumor mill” generated by false information and misconceptions about procedures. This may dismantle progress toward a cohesive implementation
- Left unchecked, this may result in:
 - Invalid data
 - Inaccurate reporting
 - Subsequent misguided instruction and student failure.

Need for Strong Team Leaders



- **What** do educators need to be successful when using CBM/RTI?
 - Ready access to guidance and expertise
 - Training and ongoing emphasis on:
 - Proper administration/scoring
 - Accurate and consistent data collection
 - Inter-rater reliability
 - Adherence to standardized practices
 - Support that leads to autonomy with CBM data interpretation
- **How** do they receive this information? Through properly trained **Team Leaders**

What is the Role of A Team Leader?



- Team Leaders are integral to offering readily-available, accurate information about RTI/CBM for staff
- May uniformly and quickly squelch “rumors” and misinformation about CBM and RTI that seem to materialize regularly.

Who are Team Leaders?

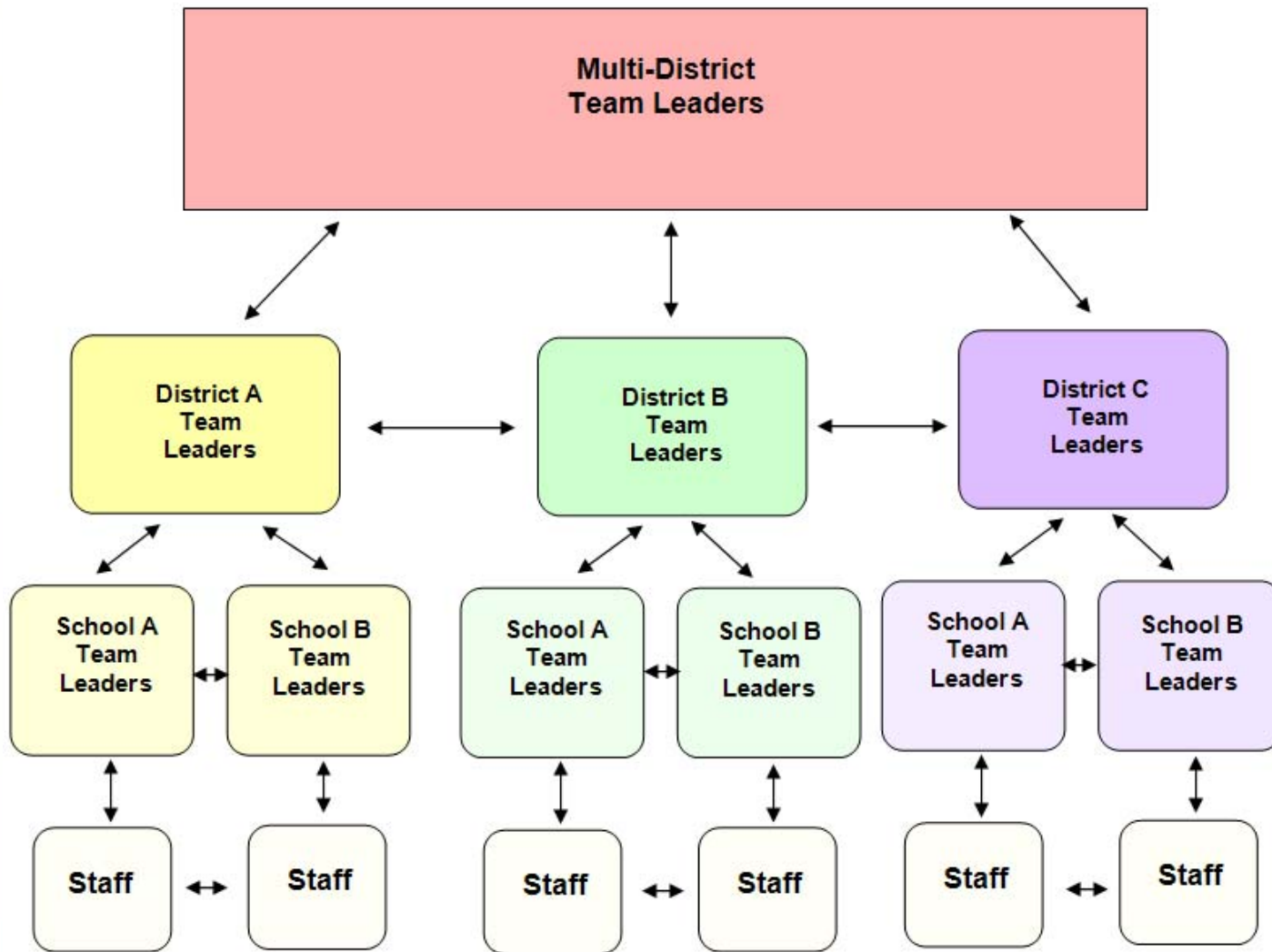


- Any staff member(s) within your organization who share the willingness and ability to take on the role.
- Responsibility may be filled by:
 - General education teachers / lead teachers
 - Special education teachers
 - Title program specialists
 - Curriculum specialists
 - Instructional specialists
 - Administrators
 - School psychologists, social workers, counselors,
 - Speech pathologists,
 - Student service/RTI team members.
- The important part is the ability for the Team Leader to offer positive support to staff and to do the job consistently well.

Qualities of Strong Team Leader(s)



- Ability and **willingness** to answer staff questions and offer support during the implementation process
- Strong **interpersonal skills** —a positive style, rather than punitive/dictatorial is helpful for morale
- Accept responsibility for remaining **well-informed** and to disseminate useful information to staff.
- Should be allowed to reserve **time in their schedule** to aid in such things as training, testing, event coordination, data meetings, planning, etc.
- They are individuals who are already trained (or will become 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.

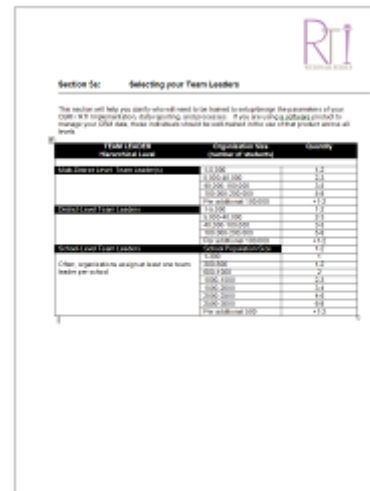


Sample Team Leader Communication Model

Selecting your Team Leaders



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
	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	



These guidelines are estimated based on reports from various current users of CBM as to what has produced success. The actual number of Team Leaders needed may vary from organization to organization, given its size, capacity, scope of implementation, and other local factors.

Determine your Team Leader(s)



	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 a 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			
9	<i>George Washington (SAMPLE)</i>		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 Managers				
24		1	2	2	2	2	2		0		



5. School-by-School Implementation Planning

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National AIMSweb® Training Manager / Lead Trainer

5. School-by-School Implementation Planning



Section 4: 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 organization's 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).

Section 5 will assist with detailing:

- Number of probes to copy or purchase
- Determine who will conduct testing
- Define staff who will enter scores into your data management system
- Determine User-Types for staff (if/as needed), or user access definitions for FERPA
- Identifying, by site, BM, monthly, and PM use

5. School-by-School Implementation Planning



School name:		AIMSweb®											
Measures Required for current year:		Early Literacy				Oral Reading Comprehension		Mathematics Computation		Spelling	Written Expression (WE-CBM)		
Grade		LNF	LSF	PSF	NSF	R-CBM	MAZE	M-CBM	M-CBM-AP	S-CBM	TWV	CVS	VSC
Enter Estimated Number of Probe Copies Needed Per Benchmark		Enter Estimated Number of Probe Copies Needed Per Benchmark				Enter Estimated Number of Probe Copies Needed Per Benchmark				Enter Estimated Number of Probe Copies Needed Per Benchmark			
KEY	PreK												
	K												
	1												
	2												
	3												
	4												
	5												
	6												
	7												
	8												
	9												
	10												
	11												
	12												
TOTAL STUDENT COPIES of PROBES NEEDED		0	0	0	0	0	0	0	0	0	0	0	0
		LNF	LSF	PSF	NSF	R-CBM	MAZE	M-CBM	M-CBM-AP	S-CBM	TWV	CVS	VSC

Grade	Teacher's Name	Benchmark Testing Duties		Monthly Testing Duties (optional)		Progress Monitor Testing Duties			Assign Teacher Account Type to be Issued	Does Staff member need secondary account?	DIBELS		Get It! Got It! Go!	OTHER MEASURE(S) / PRODUCT (S)	
		Testing (Y/N)	Enters Class Data (Y/N)	Testing (Y/N)	Enters Class Data (Y/N)	Testing (Y/N)	Enters Data (Y/N)	Periodic Review (Y/N)			Name of Account Type needed	Name of			Get It! Got It! Go!
Classroom Teachers (General Ed)															
Pre-K	Teacher's Name														
Pre-K	Teacher's Name														
Pre-K	Teacher's Name														
Pre-K	Teacher's Name														

5. School-by-School Implementation Planning



Measures Required for current year:		Early Literacy				Oral Reading Comprehension	
Grade		LNF	LSF	PSF	NSF	R-CBM	MAZE
		Enter Estimated Number of Probe Copies Needed Per Benchmark				Enter Estimated Number of Probes Needed	
KEY Shaded areas indicate grade levels for which measures are not designed.	PreK						
	K						
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
12							
TOTAL STUDENT COPIES of PROBES NEEDED		0	0	0	0	0	0
		LNF	LSF	PSF	NSF	R-CBM	MAZE

- Itemize probe counts needed by school
- Improves ability to annually estimate number of probes needed for duplication

5. School-by-School Implementation Planning



Implementation spreadsheet, continued.

	DIBELS							Get It! Got It! Go!			OTHER MEASURE(s) / PRODUCT (s)			
Grade	DIBELS							Get It! Got It! Go!			OTHER MEASURE(s) / PRODUCT (s)			
	LNF	ISF	PSF	NWF	DORF	VUF	RTF	Pic. Naming	Alliteration	Rhyming				
	Enter Estimated Number of Probe Copies Needed Per Benchmark							Enter Estimated Number of Probe Copies Needed Per Benchmark			Enter Estimated Number of Probe Copies Needed Per Benchmark			
PreK														
K														
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LNF	ISF	PSF	NWF	DORF	VUF	RTF	Pic. Naming	Alliteration	Rhyming				



Pros/Cons: Publishing your CBM Assessments



- Transparencies / dry erase
- Laminated copies
- Copy once—3 colors of pencils for scoring
- Colored paper (standardization issue)
- Single or double-sided paper
- Booklets
- 4th CBM Spare Passage for R-CBM

Tools Needed



- Clipboard or file folder
- Digital timer / stopwatch (catalog them at your school)
 - No wall clock, second-hand, mental counting, etc.
 - Beeper preference
- Pencil
- Probes (student & examiner copies)
- DIRECTIONS (always!)
- Palm/PDA (optional, available for commercial products)

5. School-by-School Implementation Planning



Determine which staff will be testing or entering data into your CBM system

Determine if teachers and staff will need user accounts or special access to view/record data in the system

Determine testing locations and dates to allow for advance planning and room reservation

Grade	Teacher's Name	Benchmark Testing Duties		Monthly Testing Duties (optional)		Progress Monitor Testing Duties			Assign Teacher Account Type to be Issued	Does Staff member need secondary account: Describe	OPTIONAL: Benchmark Testing Logistics & Planning (Fall)			OPTIONAL: Benchmark Testing Logistics & Planning (Winter)			OPTIONAL: Benchmark Testing Logistics & Planning (Spring)			Other	
		Testing (Y/N)	Enters Class Data	Testing (Y/N)	Enters Class Data (Y/N)	Testing (Y/N)	Enters Data (Y/N)	Periodic Review (Y/N)			Testing Location	Date	Time	Testing Location	Date	Time	Testing Location	Date	Time		
Classroom Teachers (General Ed)																					
Pre-K	Teacher's Name																				
Pre-K	Teacher's Name																				
Pre-K	Teacher's Name																				
Pre-K	Teacher's Name																				
Pre-K	Teacher's Name																				
Pre-K	Teacher's Name																				
Grade 1	Teacher's Name																				
Grade 1	Teacher's Name																				
Sec. 4-5--School 1		Sect 4-5--School 2				Sect 4-5--School 3															

5. School-by-School Implementation Planning

RTI

Grade	Teacher's Name	Benchmark Testing Duties		Strategic Monitor Testing Duties		Progress Monitor Testing Duties		
		Testing (Y/N)	Enters Class Data	Testing (Y/N)	Enters Class Data (Y/N)	Testing (Y/N)	Enters Data (Y/N)	Periodic Review (Y/N)
Classroom Teachers (General Ed)								
Pre-K	Teacher's Name							
Grade 1	Teacher's Name							
Grade 2	Teacher's Name							


- Define all teachers & staff responsible for your RTI program per school
- Assign roles and duties for testing and/or entering data for Benchmark, Monthly Monitoring, or Progress Monitoring

“Pro’s and Cons” of Testing and Training Approaches



Appendix A: Understand common benefits and drawbacks to having staff or teams administer and score CBM assessments

Appendix B: Understand common benefits and drawbacks about training all staff directly or use a Train-the-Trainer approach at the Local Level



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

1. Should your organization use Testing Teams?
2. Should your organization have classroom teachers conduct testing?
3. Potential advantages and disadvantages of both models
4. Questions to consider

Appendix B: **Training Staff Directly vs. A Local Train-the-Trainer Approach**

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 models
4. Questions to consider
5. **Implementation Spreadsheet:** Itemize those who will serve as local trainers via a train-the-trainer model

Advantages for Teachers Administering CBM



- Rare opportunity for a few moments of 1:1 time with student
- The experience, qualitative, and quantitative data obtained thus have increased meaning for both the teacher and student.
- Increased rapport (common), 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.
- **KEY:** Teachers see the **DIRECT CONNECTION** between testing and the resulting graphic reports containing their student's CBM scores
- 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 viewing results from a cadre if/when data are provided.

Advantages for Teachers Administering CBM



- 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 to me that teachers are more likely to use the data when it is self-collected.
- Initially teachers may be resistant due to a perceived time-constraint; however, it is reported that many teachers later advocate for having the privilege of collecting their own CBM data.
- 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.

Possible drawbacks for Teachers Administering CBM



- Reluctance to test—feeling its cumbersome or difficult
- A greater number of individuals (teachers) must be trained to administer/score than if a cadre were used
- Potential for increased inter-rater reliability issues
- Teachers may initially feel that the testing is pulling them away from instructional time. (It is thus very important for the Team Leaders to support comprehension of the importance of CBM and how it informs instruction)
- 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.



The End—Part 1

Questions? Need additional information?

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Your session today is presented by:

Lisa A. Langell, M.A, S.Psy.S.

National Manager of AIMSweb® Training Services

Lead Certified AIMSweb® Trainer

Certified School Psychologist

RTI: The Early Planning Stages

Part 2 of 2



Using Curriculum Based Measurement (CBM) within a Response to Instruction (RTI) Model—Part 2 of 2

A Guide to CBM Planning and Implementation

Lisa A. Langell, M.A., S.Psy.S.

National AIMSweb® Training Manager / Lead Trainer

V. Scott Hooper, Ph.D.

AIMSweb® Training Consultant/Certified AIMSweb® Trainer

Preparing Educators for RTI



- Considered by some to be the single biggest system change since Special Education was introduced

Traditional Experience of a Change Agent





Guidelines for Implementing Curriculum-Based Measurement Successfully in Schools

Lisa A. Langell, M.A., S.Psy.S.

V. Scott Hooper, Ph.D., NCSP

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“Change is inevitable...

...except from a vending machine.”



Presented by: Kimberly Honnick, B.A., M.A

In God We Trust; All Others Bring Data

- Convergence of Themes in IDEA 2004, No Child Left Behind Act and Various National Panel Reports in Demanding
 - “Evidence Based Decisions”
 - “An End to Education Fads That Masquerade as Science”
 - Practices Validated by Scientifically-Based Research
 - An Emphasis Outcomes for Students Over Procedure or Philosophy

Words to the Wise



- “What gets counted, gets done”
 - Various including Coulter, et al. 2007
- "it is not what you do that counts, but how other people perceive and interpret what you do".
 - Hall and Hord 2001

Words to the Wise...cont.



- "Educational change is technically simple and socially complex,"
 - Fullan 2001
- "Techniques are tools that must serve a set of conceptual understandings. When conceptions and techniques go hand-in-hand, we create breakthroughs."
 - Fullan in Sparks 2003.

Common & Serious Misconceptions About Change,

Hall
& Hord



- Once an innovation has been introduced and initial training completed, the intended users will put the innovation into practice.
- **WRONG !**
- All users of the innovation will react in similar ways.
- **WRONG !**

Terms Relevant to the Change Process



-
-
-
-
-

12 Principles for Change



- Change is a process, not an event.
- There are significant differences in what is entailed in development and implementation of an innovation.
- An organization does not change until the individuals within it change.
- Innovations come in different sizes.
- Interventions are the actions and events that are key to the success of the change process.
- Although both top-down and bottom-up change can work, a horizontal perspective is best.

12 Principles for Changes



- Administrator leadership is essential to long-term change success.
- Mandates can work.
- The school is the primary unit for change.
- Facilitating change is a team effort.
- Appropriate interventions reduce the challenges of change.
- The context of the school influences the process of change.
 - Hall & Hord, 2001

Hall & Hord's Levels of Use



- 0 Non-Use No interest shown in the innovation; no action taken
- 1 Orientation Begins to gather information about the innovation
- 2 Preparation Begins to plan ways to implement the innovation
- 3 Mechanical Concerned about mechanics of implementation
- 4A Routine Comfortable with innovation and implements it as taught
- 4B Refinement Begins to explore ways for continuous improvement
- 5 Integration Integrates innovation with other initiatives; does not view it as an add-on; collaborates with others
- 6 Renewal Explores new and different ways to implement innovation

Michael Fullan's 5 Change Conceptions



- Moral Purpose
- Relationship Building
- Knowledge Generation
- Understanding the Change Process
- Coherence Building

References



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- Hall, G. E. & Hord, S. M. (2001). *Implementing Change: Patterns, Principles, and Potholes*. Boston: Allyn and Bacon.
- Sparks, D (2003). Interview with Michael Fullan: Change agent. *Journal of Staff Development*, Winter 2003 (Vol. 24, No. 1)









