

Teacher Observation – Progress Monitoring Explained

Teacher observation is an option in Exceed that allows the teacher to use his or her professional judgment in administering simple progress monitoring measures that are closely aligned to a student's goal/area of need. When using teacher observation for progress monitoring, it is paramount that the observation truly measure the area of concern; for example, students who are receiving interventions for reading comprehension could use the Harcourt end-of-story/end-of-unit assessments to measure overall reading comprehension.

Teacher Observation is a rubric based on a 3, 2, 1 system:

3 – Satisfactory: Meets goal.

2 – Making Progress: Working towards meeting goal.

1 – Unsatisfactory: Not showing progress towards goal.

When using teacher observation, consider the classroom assessments already in place. For example, Harcourt end-of-selection tests could be used to progress monitor a reading comprehension goal by pulling the reading comprehension questions from the end-of-selection test (don't count the vocabulary questions unless they are asking about word meanings in context). A 3 on the rubric could be equated to a student answering 85% or more of the comprehension questions correctly. In terms of decoding goals, teachers could create several lists of 10 words each from specific word families and use those word lists to progress monitor students' progress toward the goal. The intent is for teachers to collect data using tools they already have in place or that can be easily gathered without being so formal. This supports data collection for RTI as well as data collection that can be examined at PLC meetings.