



Progress Monitoring

Schedule	<p>October 8-9, 2009 Elizabeth Inn, Plover Check in 8:00 am/Workshop 8:30 am—3:30 pm</p>
Audience	<p>Participants are encouraged to come as a school team including, at minimum, a building principal, special education teacher, general education teacher, and a parent/family member. A pupil services staff member is highly recommended. Participation is most helpful when a leadership team participates for the duration of the training.</p> <p>This training is open to anyone who is interested in learning about progress monitoring as part of their balanced assessment/response to intervention system.</p>
Presenter	<p>Judy Conlin and Elizabeth Dohrn</p>
Purpose	<p>The purpose of this training is to assist district and school teams in implementing system wide screening and progress monitoring to improve student outcomes, the keystone of a balanced assessment/response to intervention system. Participants will acquire knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> • Relationship between response to intervention (RtI) and progress monitoring • Necessary components of a progress monitoring system • The degree to which components currently exist within the school community • Benefits of progress monitoring • Design and implementation of progress monitoring procedures • Available resources <p>Teams will generate a plan of action that will support implementation of a progress monitoring system at their local site.</p>
Standards	<p>SPP: 1, 2, 3, 4, 5, 7, 8, 9 WTS: 6 and 10; WPSS: 7; WAS: 5</p>
Registration	<p>No Cost—(handouts, refreshments and lunch are provided)</p> <p>Online registration is necessary to allow for planning for lunch and preparation of handouts. To register, please log on to www.MyQuickReg.com</p> <p>For content questions, please contact Sue Wellnitz at (608) 742-8814, ext. 286, or email wellnitzs@cesa5.k12.wi.us. For registration questions, please contact Dallas Kerzan at (608) 742-8814, ext. 246, or email kerzand@cesa5.k12.wi.us</p>