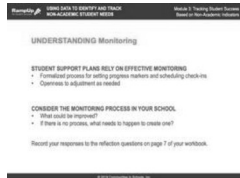




Slide 32

2 min



Slide 32

5 min



Slide 33

5 min

Share

A representative from each group will share a different role and how they determined it fits into the monitoring process.

<Facilitate conversation for about 4 minutes. Make sure each role is discussed, even if a given group has to share multiple times.>

Data collection and roles in the monitoring process need to be clearly defined so that there is smooth and efficient case management with no gaps or overlaps.

Present

[CLICK TO SLIDE 32]

A student support plan relies heavily on having a formalized process of setting progress markers and scheduling check-ins. The process should also have space for adjustment, so goals and progress markers can accurately reflect the students' needs and assets if any changes occur.

Think—
Share

[CLICK ANIMATION] Take a minute to think about your experience with the monitoring process at your school right now. What could be improved? If there is no process, what needs to happen to make one?

[CLICK ANIMATION] Record your responses in your workbook.

<Give learners a minute to complete the activity.>

As a group, let's discuss what methods your schools are already using for monitoring and what you'd like to add or adjust.

What methods have you seen being used?

What methods would you like to use?

Workbook
Activity 12, page 8

Model

Workbook



Slide 33

3 min



Slide 34

10 min



Slide 34

8 min



Case Study—Reflection

[CLICK TO SLIDE 33] We're going to look at a real system for setting goals and monitoring students with non-academic needs. Review the case study of Douglas Middle School.

Answer these two questions:

- What successes do you see in this system?
- What might be changed or improved for your own school?

Record your responses in your workbook.

<Give learners time to complete the activity.>

Share

Now let's talk about your responses to the questions.

<Moderate the discussion as learners share their thoughts on the successes of the system at Douglas and they might be able to use them for their own schools.>

Practice

[CLICK TO SLIDE 34] Now we'll return to Angela's story and turn the data we've collected into a student support plan so that we can get her the support she needs.

1. In your groups, take a quick minute to review the case study and your reflections on the referral process from Module 2, on page 6. Together, use your imaginations to generate some data that would likely have been captured in the early stages of the referral process.
2. Generate two to three SMART goals focused on helping Angela meet the academic and non-academic needs you identified.
3. Develop a goal measuring and monitoring plan.

Record your responses in your workbooks.

Debrief

Let's come back together and discuss the procedures we developed.

<Get responses from the groups. Point out anything that aligns particularly well with the SMART Goal Framework.>

Activity 13, page 8

Workbook
Activity 14, page 8-9