

Unit Title: *Data Tracking/Progress Monitoring*

Grade Level: *Preschool-5th grade*

Subject Area: *Speech Language Therapy - Special Education*

Duration/Length/Number of class periods: *NA*

Description:

Finding an efficient way to collect and track data (for each individual student's goals) from individual therapy sessions. In turn, this data could be easily computed/compiled to make analyzing and writing quarterly progress easier and more efficient.

Established Goals (National, State, Local):

Meeting the goals on my student's Individualized Education Plan (IEP).

What Enduring Understandings are desired?

Data will be used as a way to track student's progress (on IEP goals) to ensure they will be able to function, within the mainstream classroom, with the same expectations of their grade level peers. Efficient data tracking will also allow for more time spent planning and teaching 1:1 with my students.

What Essential Questions will be considered?

Can I function appropriately in my grade level classroom?

Will I be able to comprehend my teacher's instruction?

Can I participate in a group activity/discussion/assignment?

Will I be able to understand and answer questions on a test?

Will I be able to appropriately handle social situations with my peers?

Can I communicate to get my wants/needs met?

Will I be able to ask for help?

Students will know / be able to:

Their individual goals, their progress on the goals, and when they have met them.

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Analyze current IEP/evaluation information		X					
Analyze/identify current present levels	X	X					
Initial and/or re-evaluation standardized Speech/Language testing data		X					
Classroom observations	X						
Meeting with parent's/ IEP team	X						
Daily data gathering	X					X	
Quarterly progress reports/conferences		X				X	
Referral from classroom teacher			X				
Daily/weekly individualized therapy sessions (depending on student, apps are used to target specific goals i.e. articulation apps, language/vocabulary apps)				X	X	X	
SeeSaw for self, parent, and therapist accountability/feedback					X	X	II,V, VI
Open Dyslexic Font (in speech room setting as well as classroom)					X	X	
On-board- Speech to text					X	X	
Screencastify- for students to practice speaking appropriate voice, fluency, articulation					X	X	II, V, VI
Google Forms- used for tracking individual IEP goal data as well as behavior tracking with classroom teachers/paraprofessionals						X	
Google slides- used to place youtube videos, in one location, for social group lessons						X	
Scratch-used for social skills group lessons					X	X	VI

Materials, tools and resources Google Forms, Excel, Google slides, SPEDforms, Speakit, Mercury Reader
Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)
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