Progress Monitoring
Tools for the FL Frameworks

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We’d like to hear from you during our presentation!
Please text MISSKELLYOCPS to 1-747-444-3548 to join our online poll!
You can also follow our session on Twitter: #trackinGTgoals
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Go to our padlet page to add your questions to the board!
Common Ground
Regardless of our model of service, population, level of experience, or even our administration, we have as our Common Ground, the need to bring together several critical elements...

the abilities and needs of Gifted Learners,
The Frameworks for K-12 Gifted Learners, and the realities of the Gifted Classroom.
Solutions?
Solutions?

A Tool
Progress Monitoring Tools for FL Gifted Goals:
The Florida Gifted Frameworks reimagined in learner-centered language & formats.

Created by teachers, for teachers by:
Members of the OCPS Elementary Gifted PLC:
Scales & Progress Monitoring Working Group
Eve Ferguson
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A student-friendly collection of tools for Progress Monitoring Gifted Goals
Progress Monitoring Tools
for FL Gifted Goals:
The Florida Gifted Frameworks reimagined
in learner-centered language & formats.

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It’s a tool for monitoring progress of Gifted Learners on EP goals.
A tool for monitoring progress of Gifted Learners on EP goals.

A set of Table Mats for students to use during class.
It’s a tool for monitoring progress of Gifted Learners on EP goals.

A set of Table Mats for students to use during class.

A set of documents to use during lesson planning.
Primary Tools

Progress Monitoring Page

Table Mat

I am an information user!

- I can list questions to gather new information or to learn about a topic.
- I can find facts in nonfiction books.
- I can ask useful questions to help me learn more about a subject.
- I can write questions to help me find basic facts.

- I understand that information comes in many sources (books, videos, etc.).
- I understand that there are different topics of study.
- I can use information to complete a task.
- I can use the 5 Ws and ‘How’ or other basic questions to gather facts about a topic.

Knowledge:
- I can organize information on a topic.
- I can work with others to record facts.
- With help, I can create questions of various (DOC) levels.
- I can tell if a question is asking for basic recall or skills and concepts.

Research:
- I can find facts using a source.
- I can answer questions about a topic.
- I can write questions to help me find basic facts.

Questions:
- I can make a list of questions to learn about a topic.
- I can use information to complete a task.
- I can use the 5 Ws and ‘How’ or other basic questions to gather facts about a topic.
Primary Tools

Intermediate Tools

Progress Monitoring Page for each Framework Topic
Primary Tools

Intermediate Tools

Progress Monitoring Page for each Framework Topic

Table Mat for each Topic
So - what can I use it for?
“Where on the Research Table Mat is the activity we are working on right now?”

“Now that you’ve completed the activity, where are YOU on the Research Table Mat? On what task were you confident and successful?”
At the end of each semester, students can use the Progress Monitoring pages to identify their progress and find evidence for their mastery.
In a Resource Room

After a Problem Solving activity, Susan identified where she is on the Table Mat for “I am an information user”.

It took a few attempts to find her ‘just right’ step. She chose to start at the top and work her way down to work that she accomplished on that particular day.
Documenting Progress During Conferences

Parents and administrators join conferences to hear students explain their progress!
Working with Administration
What does using the Progress Monitoring Page look like?
The student is directed to place ~ dots ~ checkmarks
Draw a line across from the highest checkmark you have – with a majority of checkmarks underneath.
Each semester, the progress line gets higher and higher!
Using a different color for each year helps!

Green - 3rd
Yellow - 4th

- I can generate many, varied, and unique solutions to a simple problem.
- I can name many stakeholders in a problem.
- I can identify multiple points of view of a problem or situation.
- I can identify small problems inside a bigger problem.
- I can find information to help understand a problem.
- I can generate questions to help understand a problem.
- I can change or add to ideas/products to make them better.

- I can write, describe, illustrate, or create a product that shows a final solution to a problem.
- I can use criteria to choose the best solution.
- I can identify & use different problem solving models to generate & categorize multiple solutions for a complex problem.
- I can identify attitudes that I and others might have about a problem.
- I can tell the difference between useful and unnecessary information and/or data.
- I can identify information from many sources to help solve a problem.
- I can recognize the contributions of inventors & innovators.

- I can compare and contrast stakeholder-perspectives.
- I can use evidence to develop arguments to explain/show stakeholder-perspectives of a problem.
- I can identify and extend patterns (trends) in order to predict results/outcomes.
- I can identify and practice the strategies or methods used by creators and/or problem solvers.
Green – 3rd
Yellow – 4th
Blue – 5th

- I can write, describe, illustrate, or create a product that shows a final solution to a problem.
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- I can generate questions to help understand a problem.
- I can change or add to ideas/products to make them better.
During your student-teacher conference, add your initials to your students’ self evaluation.

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- I can change or add to ideas/products to make them better.
Choose Your Own Adventure!
Choose Your Own Adventure!

Meet with a primary learner.
Choose Your Own Adventure!

Meet with a primary learner.

Meet with a 3rd grader from a resource room.
Choose Your Own Adventure!

Meet with a primary learner.

Meet with a 3rd grader from a resource room.

Meet with a 5th grader from a cluster classroom.
Choose Your Own Adventure!

Meet with a primary learner.

Meet with a 3rd grader from a resource room.

Meet with a 5th grader from a cluster classroom.

Meet with an adult (parent, teacher, admin.)
How might you implement this tool in a classroom to benefit your selected student/parent?

Your group has a bound copy of the Progress Monitoring Tool.

What might it look like in your room?
What might it sound like?
What might it promote?
What might be enhanced through its use?
What challenges might be present?
Can I use it for anything else?

Consultation Status

EP Meetings

Lesson Planning

Common Board
A Few Nuts & Bolts
Where did the “I Can” statements come from?
## Student Outcomes Program Goal 4

**Objective 1:** The student will identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue.

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>KNOW</th>
<th>UNDERSTAND</th>
<th>PERFORM</th>
<th>ACCOMPLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Investigation</td>
<td>Recognizes multiple problems within a complex issue; poses research questions</td>
<td>Categorizes and prioritizes identified problems within a complex issue; generates hypotheses</td>
<td>Uses established criteria to focus the problem statement and generate solutions</td>
<td>Proposes new avenues for research of existing and future related problems</td>
</tr>
<tr>
<td>Multiple Perspectives</td>
<td>Acknowledges diverse viewpoints of a problem</td>
<td>Compares and contrasts multiple perspectives of a problem</td>
<td>Integrates multiple points of view into a problem statement</td>
<td>Restructures the problem statement to reflect new perspectives</td>
</tr>
</tbody>
</table>
- I can write, describe, illustrate, or create a product that shows a final solution to a problem.
- I can use criteria to choose the best solution.
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- I can identify multiple points of view of a problem or situation.
- I can identify small problems inside a bigger problem.
- I can find information to help understand a problem.
- I can generate questions to help understand a problem.
- I can change or add to ideas/products to make them better.
- I can write, discuss, illustrate, and produce a product that solves a problem in a way that convinces others that it is a strong solution.
- I can create and use criteria to make thoughtful choices between ideas, solutions, and/or arguments.
- I can synthesize (combine) solutions to a problem in order to meet the needs of multiple stakeholders.
- I can identify claims (arguments, conclusions, etc.) that are the result of inference vs those that are the result of logic. (inductive / deductive reasoning)
- I can work with/around missing information by hypothesizing or predicting.
- I can identify essential information from multiple sources to aid in solving a problem.

- I can anticipate and plan for possible, probable, and preferable results/outcomes.
- I can compare and contrast different problem solving processes to decide which to use.
- I can compare and contrast stakeholder-perspectives.
- I can use evidence to develop arguments to explain/show stakeholder-perspectives of a problem.
- I can identify and extend patterns (trends) in order to predict results/outcomes.
- I can identify and practice the strategies or methods used by creators and/or problem solvers.
I'm a novice problem solver!
- I can **generate** many, varied, and unique solutions to a simple problem.
- I can **name** many stakeholders in a problem.
- I can **identify** multiple points of view of a problem or situation.
- I can **identify** small problems inside a bigger problem.
- I can **find** information to help understand a problem.
- I can **generate** questions to help understand a problem.
- I can **change** or **add** to ideas/products to make them better.

I'm an apprentice problem solver!
- I can **write**, **describe**, **illustrate**, or **create** a product that shows a final solution to a problem.
- I can **use criteria** to choose the best solution.
- I can **identify & use** different problem solving models to **generate & categorize** multiple solutions for a complex problem.
- I can **recognize** bias in different media sources.
- I can **identify** attitudes that I and others might have about a problem.
- I can **tell** the difference between useful and unnecessary information and/or data.
- I can **identify** information from many sources to help solve a problem.
- I can **recognize** the contributions of inventors & innovators.

Where am I as a problem solver?

I'm a distinguished problem solver!
- I can **write**, **discuss**, **illustrate**, and **produce** a product that solves a problem in a way that **convinces** others that it is a strong solution.
- I can **create and use criteria** to make thoughtful choices between ideas, solutions, and/or arguments.
- I can **synthesize** (combine) solutions to a problem in order to meet the needs of multiple stakeholders.
- I can **identify** claims (arguments, conclusions, etc.) that are the result of inference vs those that are the result of logic. (inductive / deductive reasoning)
- I can **work with/around missing information** by hypothesizing or predicting.
- I can **identify** essential information from multiple sources to aid in solving a problem.

I'm a proficient problem solver!
- I can **anticipate and plan** for possible, probable, and preferable results/outcomes.
- I can **compare and contrast** different problem solving processes to decide which to use.
- I can **compare and contrast** stakeholder perspectives.
- I can **use evidence** to develop arguments to explain/show stakeholder perspectives of a problem.
- I can **identify and extend** patterns (trends) in order to predict results/outcomes.
- I can **develop** a collection of trustworthy media sources.
- I can **identify and practice** the strategies or methods used by creators and/or problem solvers.
Fidelity to the Frameworks

**Easy Wickets**

~ The Frameworks provide all FL Gifted teachers with a **common language** and common expectation set.

~ Students need a way to access the language of the Frameworks.

**Sticky Wickets**

~ In creating this tool for elementary Gifted classrooms, we focused mostly on the **Know and Understand** levels of the Gifted Frameworks. We generally didn’t go to the Accomplish level.

~ While working on the Primary Progress Monitoring Tool, from time to time we found that there were **foundational skills/objectives that were needed** in order to enter The Frameworks.

~ The Frameworks are FRAMEWORKS, not standards.
The Stickiest Wicket:
This is a classroom tool, not an identification tool!

Critical elements for crafting an EP are:
- The student’s strengths and needs
- The Frameworks

Going straight from this tool to an EP is not recommended.
How might this help us make connections from the Florida State Standards to the Framework?
A Florida Standard

LAFS.4.RI.3.9
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Program Goal 3: Research

Objective 2: The student will use and manipulate information sources.

G.K12.3.2.1a Identify and locate information available in a multitude of places, (including newspapers, magazine, catalogs, internet directories, time schedules, and media).
Where am I as a researcher?

I'm a novice researcher!
- I can create original products using inventive strategies.
- I can organize information to help complete a task.
- I can work with others to record facts.
- I can find facts using various sources (newspapers, internet, etc.).
- I can find facts in nonfiction reference materials.
- I can generate a list of questions to investigate.

I'm an apprentice researcher!
- I can work with a group to complete a research project.
- I can use teamwork and leadership strategies to help a research group.
- I can gather and record data for/from an investigation.
- I can hypothesize the effects of choices in an investigation.
- I can analyze the usefulness of information to complete a task.
- I can use note-taking strategies to gather, organize, and respond to information from various sources.

I'm a distinguished researcher!
- I can generate, classify, and evaluate ideas in a unique way to construct an original project that solves a real-world problem.
- I can critically examine possible solutions to plan for preferable future outcomes.
- I can apply the ethics of using information (copyright, integrity, privacy, etc.)
- I can synthesize concepts from many research tools (books, websites, surveys, questions, articles, etc.) and methods (note-taking, data-gathering, testing ideas, etc.) to complete a research project.

I'm a proficient researcher!
- I can evaluate, analyze, and/or synthesize information from multiple sources.
- I can use ethical teamwork and leadership strategies within a research group.
- I can gather useful information in research and experimentation to solve a problem.
- I can gather and document data that is useful in an investigation.
- I can analyze the effect of variables in an investigation.
- I can gather, organize, and draw conclusions from information or data.
- I can use multiple perspectives within an investigation.
LAFS.4.W.2.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

SC.4.L.17.4: Recognize ways plants and animals, including humans, can impact the environment.
From the Frameworks

Program Goal 4: Problem Solving

Objective 1: The student will identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue.

G.K12.4.1.4b-c: Solution Finding

Understand Level:
Establish and apply criteria for evaluation of solutions.

Perform Level:
Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
## I'm a novice problem solver!
- I can **generate** many, varied, and unique solutions to a simple problem.
- I can **name** many stakeholders in a problem.
- I can **identify** multiple points of view of a problem or situation.
- I can **identify** small problems inside a bigger problem.
- I can **find** information to help understand a problem.
- I can **generate** questions to help understand a problem.
- I can **change** or **add** ideas/products to make them better.

## I'm an apprentice problem solver!
- I can write, describe, illustrate, or **create** a product that shows a final solution to a problem.
- I can use **criteria** to choose the best solution.
- I can **identify** & **use** different problem solving models to generate & **categorize** multiple solutions for a complex problem.
- I can **recognize** bias in different media sources.
- I can **identify** attitudes that I and others might have about a problem.
- I can **tell** the difference between useful and unnecessary information and/or data.
- I can **identify** information from many sources to help solve a problem.
- I can **recognize** the contributions of inventors & innovators.

## I'm a distinguished problem solver!
- I can **write**, discuss, illustrate, and produce a product that solves a problem in a way that **convince** others that it is a strong solution.
- I can **create** and use **criteria** to make thoughtful choices between ideas, solutions, and/or arguments.
- I can **synthesize** (combine) solutions to a problem in order to meet the needs of multiple stakeholders.
- I can **identify** claims (arguments, conclusions, etc.) that are the result of inference vs those that are the result of logic. (inductive / deductive reasoning)
- I can **work with**/around missing information by hypothesizing or predicting.
- I can **identify** essential information from multiple sources to aid in solving a problem.

## I'm a proficient problem solver!
- I can **anticipate** and **plan** for possible, probable, and preferable results/outcomes.
- I can use strategies and/or tools to **effectively** solve a complex problem.
- I can **compare** and **contrast** different problem solving processes to decide which to use.
- I can **compare** and **contrast** stakeholder-perspectives.
- I can use **evidence** to develop arguments to explain/show stakeholder perspectives of a problem.
- I can **identify** and **extend** patterns (trends) in order to **predict** results/outcomes.
- I can develop a collection of trustworthy media sources.
- I can **identify** and practice the strategies or methods used by creators and/or problem solvers.
Program Goal 5: Leadership

Objective 3: The student will manifest significant leadership skills and organize group(s) to achieve project goals.

G.K12.5.3.2a-c: Communication

Know Level:
Convey information, concepts, and ideas using appropriate and advanced techniques.

Understand Level:
Show an awareness of the experiences, needs, and concerns of others in the communication process.

Perform Level:
Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
I'm a novice leader!
- I can **use** technology tools with support.
- I can **accept and respect** decisions that my team makes.
- I can **work well** in team roles.
- I can **recognize** sensitivity to others' ideas, feelings, and needs.
- I can **follow rules** and respect others.
- I can **share** my ideas in a kind way.
- I can **identify** my own strengths and weaknesses.

What are the habits of strong leaders?

I'm an apprentice leader!
- I can **identify** appropriate technology to achieve a project goal.
- I can **share** my opinions and viewpoints even when they are different from those of others.
- I can **explain** that the group's success depends upon everyone participating in the project.
- I can **recognize** how strengths and weaknesses of group members impact the team.
- I can **recognize** the talents and strengths of group members.
- I can **identify** characteristics/traits that strong problem solvers have.
- I can **explain** how my behavior and actions impact the group.

I'm a distinguished leader!
- I can **share** information, concepts, & ideas using appropriate and advanced techniques.
- I can **show** an awareness of others by participating in service projects/programs.
- I can **use** leadership patterns and behaviors that help make a group positive and productive.
- I can **encourage** each member in a group to use their differing talents, intellectual abilities, and strengths to support the group.
- I can **explain** strengths and weaknesses as motivators or limiters – for myself and for others.
- I can **compare/contrast** my own goals with others' and use this to build group unity.

How do strong leaders build strong cohesive teams?

I'm a proficient leader!
- I can **demonstrate** good decision making skills to help my group perform well together.
- I can **explain** strengths and weaknesses as motivators or limiters.
- I can **lead** others in various creative problem solving skills to help my group perform well together.
- I can **explain** strong group habits to help my group perform well together.
- I can **share** good decision making skills.
- I can **create** new uses for current technology.
- I can **explain** the importance of group belonging and pride.
- I can **lead** by asking questions that encourage group discussion and decision making.

Where am I as a leader?
Any Questions?
A Quick Tip... about how to “eat” this:
A Quick Tip... about how to “eat” this:
Door Prizes!
Our Next Steps
On days when we feel super-capable and time is our friend, we get thinky about what we might do next with this tool we’ve created.

Present at NAGC next year?

Create a database out of the Master Lists?

Create a digital version?