



Beta Copy

**AIMSweb© Training & Consultation Services
Planning Guide:**

Phase 1—Initial Decision-Making

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AIMSweb® Training & Consultation Services Planning Guide

"It's all to do with the training: You can do a lot if you're properly trained."

- Queen Elizabeth II

Introduction

Welcome to the AIMSweb® Community—a place where science, technology, teaching, and student achievement become symbiotic. As members of the AIMSweb® Community, you are offered opportunities for encouragement and support within the professional community and Pearson, Inc. throughout your implementation and long-term use of the AIMSweb® System.

As the adoption of AIMSweb® is often directly aligned with an educational organization's transition to a Response to Instruction (RTI) model, ensuring a smooth transition to this model requires thoughtful, proactive planning and action. Successful AIMSweb® users often recognize that while learning to use the AIMSweb® Assessment and Data Management System is relatively easy, implementation often precipitates, to various degrees, a significant systems-level paradigm shift in the ways in which students' learning needs are identified and addressed.

Though this change is positive, any significant systems-level change has the potential for difficulty along the way. Proper planning will reduce or eliminate some of the stressors that may accompany such change. When implementing Professional Development services through AIMSweb®, this document will serve as an outline, or guide, which will help you determine the best approach to training for your organization's unique needs.

This document will serve to:

1. Help you determine the quantity of staff that needs training on various components of the AIMSweb® system.
2. Help you determine whether a direct-training approach, versus a local train-the-trainer approach best suits your organization's needs and training timelines.
3. Help you better understand the advantages and drawbacks to each type of training that we offer so that you are able to make an informed choice
4. Help you maximize your staff's learning through efficient, effective training and consultation options provided by our Certified AIMSweb® Trainers (CATs).
5. Help you plan your training and implementation for AIMSweb so that long-term success is achieved.

As you implement AIMSweb®, you will be joining a thriving community of educational organizations nationwide that have reinvented themselves into institutions which are closely in tune with very rich data that, when used properly, offer positive outcomes for student achievement. Schools become more efficient, effective, and proactive when using AIMSweb®. We will help you along the way!



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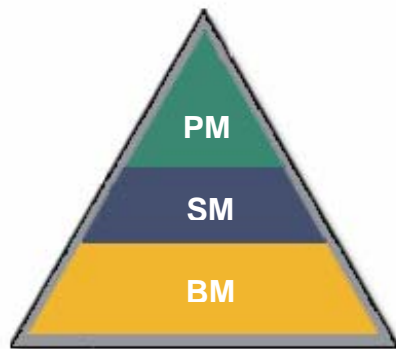
Section 1: General Scope of Subscription for Year 1 Implementation

Purpose: By documenting the total number of districts, schools, students who will be using AIMSweb®, you set the parameters for implementation for Year 1. Determining what pieces of the AIMSweb® system will be used in those schools allows you to begin refining the type and quantity of training, consultation, materials, and support-related needs those schools will need.

DISTRICTS/ORGANIZATIONS:

1. **Number of Districts:** How many districts within your organization will be using AIMSweb® within the first year of your subscription?
2. **Number of Schools:** How many districts within your organization will be using AIMSweb® within the first year of your subscription/implementation?
3. **Students:** Approximately how many students will be monitored using AIMSweb® during your first year of implementation?
4. **Subscription Type:** What type of [AIMSweb® subscription](#) did your organization purchase?
AIMSweb for DIBELS (\$2/student) (Click dropdown to make choice).
5. **AIMSweb® Product Components:** Decide which piece(s) of AIMSweb® your organization may use during **your FIRST year of implementation:** check all that apply.

In Section 3 of this manual, you will be able to further specify your plans for these components.



- Benchmark Assessment (BM):**
Assess all students **three times per year** for universal screening, early identification, general education progress monitoring, and accountability.
- Strategic Monitor (SM):**
Assess students of concern **monthly** and monitor the effects of instructional changes
- Progress Monitor (PM):**
Write individualized annual goals and monitor progress **frequently** for those students in need of intensive instructional services.
- [Response to Instruction](#) Caseload Management Software (RTI)**

Section 2: Choosing your AIMSweb® Measures

This section will assist your organization with:

Defining all planned AIMSweb® measures your organization will be using to assess students across all or part(s) of your organization. You may use the Implementation Spreadsheet to assist you.

Section 2: ID Measures

On Section 2 of the Implementation Spreadsheet, endorse the measure(s) your organization plans to implement across its schools for the upcoming school (or calendar) year. Be sure to identify:

- The measure(s) to be used
- The grade level(s) for which those measures will be used.

Even if your organization plans to vary the types of measures used across all of its schools, endorse all possible measures you plan to use in any/all schools for this coming year.

This information will be helpful when your Implementation Plan deepens (see sections 4, 5, and Appendix 1) to further specify and refine your planning at the school and individual-teacher level.

Mark each box that corresponds with the grade-level and measure(s) you wish to use for your first year of implementation.

YEAR 1 Implementation	Grade	Early Literacy				Oral Reading	Reading Comprehension	Mathematics Computation			Spelling	Written Expression (WE-CBM)			MEDIDAS INCREMENTALES DE DESTREZAS ESENCIALES (MIDE)					
		LNF	LSF	PSF	NSF	R-CBM	MAZE	M-CBM	M-CBM-AP	M-CBM2	S-CBM	TWW	CWS	WSC	LNF	LSF	SSF	SRF	SWS	ORF
KEY	PreK																			
	1	x	x																	
Shaded areas indicate grade levels for which measures are not designed	2	x	x																	
Testing for areas shaded in grey is still possible, and data may be aggregated for most measures. Contact AIMSweb® for details.	3																			
	4																			
	5																			
	6																			
	7																			
	8																			
	9																			
Sample: "x"	10																			
	11																			
	12																			

Section 2--ID Measures

Standardizing Your Scoring Options: M-CBM and WE-CBM for Benchmark Data Collection:

For consistency of data collection during Benchmark assessment, and potentially during Strategic Monitoring and/or Progress Monitoring, your organization should consider choosing the option that best suits its needs. For further details, consult the Administration and Scoring Manual for each measure:

- Math Computation (M-CBM):** AIMSweb® math measures offers the following scoring options:
 - M-CBM:** Standard administration and scoring (answer only) for grades 1-6.
 - M-CBM2:** Standard administration and scoring (answer only) for grades 7-8.
 - M-CBMAP:** Alternate administration and scoring (answer and process) for grades 5-6 only.

- Written Expression (WE-CBM):** AIMSweb® written expression measures offers the following scoring options:
 - TWW:** Standard administration and scoring (scoring Total Word Written) for grades 1-8.
 - CWS:** Standard administration and scoring (Correct Writing Sequences) for grades 1-8.
 - WSC:** Standard administration and scoring (Words Spelled Correct) for grades 1-8.



Section 3: Identifying your AIMSweb® Testing Windows & Timelines

Purpose: This section will help you define when to begin your first Benchmark testing. Once this is understood, it becomes easier to prioritize subsequent steps toward implementation, such as training, dissemination of materials, and account setup for users.

Suggested Tasks:

1. **Recommended Global Testing Windows:**
AIMSweb® defines Global Testing Windows as recommended guidelines for collecting Benchmark data across the entire customer base.

Within each Global Testing Window, AIMSweb® recommends customers select a ***two-week testing window in which all testing is completed across your organization*** at each benchmark period. This will define the time during which all testing within your organization should be completed.

Why Use a Two-Week Window? Completing testing within a two-week testing window increases validity of your data for comparative purposes because the “snapshot” of student performance across your organization is taken at approximately the same time frame.

This reduces the likelihood that some students’ scores may be higher than others due to a long latency—and greater opportunity for learning--between when the first and last students in your school(s) were tested during a single benchmark period.

- a. **Benchmark Timelines and Testing Windows:** Benchmarking is conducted three times per year. AIMSweb® recommends specific testing windows be used in order to keep your data consistent from year to year, as well as to optimize your ability to compare your data with other schools’ data across the country—the majority of which are collecting data during recommended timelines.

*The recommended timelines for Benchmark data collection are:

- a. ***FALL:** September 1 to October 15
(Choose a 2-week window, within this larger timeframe, to collect all data across your organization).
- b. ***WINTER:** January 1 to February 1
(Choose a 2-week window, within this larger timeframe, to collect all data across your organization).
- c. ***SPRING:** May 1 to June 1
(Choose a 2-week window, within this larger timeframe, to collect all data across your organization).

Increase Success: Start Gradually

It is a common experience for AIMSweb customers to have the most success with implementation when measures are ***gradually*** phased into general use.

Starting with 1-2 measures for the first 6-12 months will allow staff to become familiar with the AIMSweb® system, including the software, measures, reports, and application of those tools without being confused or overwhelmed.

Once comfortable with these features, introducing additional measures often becomes a much easier task for staff to complete successfully.



*** Spirit of Global Testing Window Recommendations:** *The AIMSweb® manuals and procedures note that the testing windows for benchmarking are as listed above. It is recognized that your organization may be one that runs on a slightly different school calendar. In those cases, use your judgment and follow the spirit of the benchmark window recommendations.*

The spirit of those recommendations suggests that schools start testing as soon as possible in fall (e.g., within the first 1-4 weeks of school), in the winter (e.g., within 2 weeks either side of the school calendar midpoint), and in the spring (e.g., within the last four weeks of the calendar year.)

Please note that the actual normative information provided as part of AIMSweb® Aggregate Norms was largely collected under the conditions described in the AIMSweb® Guidelines and Manuals. Given the content of the general outcome measures associated with AIMSweb®, however, it is unlikely that you would see substantial differences, as the skills assessed are directly related to the content of instruction at various points in the school year, rather than exact dates in which the testing is completed.

- b. Strategic Monitor Timelines:** There is no single recommended window during which Strategic Monitor (SM) data must be collected. Some organizations, for the sake of consistency, may suggest staff gather SM data—as needed—by a specified deadline each month.

Consider the following:

- i. Will your organization require SM data collection for certain students?
- ii. If SM data collection is recommended or required, will your organization have a need for a deadline by which SM data is captured and reported?

- c. Progress Monitor Timelines:**

Consider the following:

- d. When during the school year will you begin to mandate Progress Monitoring?
- e. What is the minimum frequency, (e.g., once weekly, once every two weeks, etc.), your organization will require staff to collect progress monitoring students in each Tier of your RTI program?

i. Tier 1:

ii. Tier 2:

iii. Tier 3:

iv. Tier 4:

v. Other:



Implementation Guide Spreadsheet—“Section 3: Windows and Timelines”

The spreadsheet will allow you to document your plans for easier dissemination and tracking over time.

- a. Locate the “Section 3—Windows and Timelines” tab from your Implementation Guide Spreadsheet

SECTION 3: DEFINING YOUR AIMSweb® TESTING TIMELINES											
Schools	Benchmark (BM) (Universal Screening 3x/year)						Strategic Monitor (SM)		Progress Monitor (PM)		
	Fall Timeline		Winter Timeline		Spring Timeline		Testing (Y/N/Optional)	Score Due Date (optional)	Testing (Y/N/Optional)	Minimum Frequency (Optional)	Periodic Review & Frequency (Optional)
A 2 week testing window is recommended at the local level for increased reporting validity	Recommended Global Testing Window: Sept 1 to Oct 15	Your AIMSweb Data Entry Due Date (Fall)	Recommended Global Testing Window: Jan 1 to Feb 1	Your AIMSweb Data Entry Due Date (Winter)	Recommended Global Testing Window: May 1 to June 1	Your AIMSweb Data Entry Due Date (Spring)	Strategic Monitor = 1x/month testing for select students	If you wish to have a monthly testing/data entry deadline, enter it below.	Enter whether or not your schools will be required to use Progress Monitor.	Enter the minimum frequency with which you wish to have students PM'd	OPTIONS: None, 8 weeks, 10 weeks, quarterly, trimester, Annual.
	Enter your 2-week testing window below		Enter your 2-week testing window below		Enter your 2-week testing window below						
IF SINGLE TIMELINE APPLIES TO ALL SCHOOLS, Enter it here:											
If a single timeline does not consistently apply across all schools, enter each school's custom testing timeframe and deadlines below.											
	Fall Timeline		Winter Timeline		Spring Timeline		Testing (Y/N/Optional)	Score Due Date (optional)	Testing (Y/N/Optional)	Frequency (Optional)	Frequency (Optional)
13 Pre-K Schools											
14 School Name											
15 School Name											
16 School Name											
17 School Name											
18											
19 Elementary Schools											
20 Jefferson Elementary (Sample)	9/1/08 to 9/13/08	9/18/2008	1/8/09 to 1/22/09	1/30/2009	5/1/09 to 5/16/09	5/21/2009	y	15th of each month	y	every other week	Annual
21 School Name											
22 School Name											
23 School Name											
24 School Name											
25 School Name											

- b. Begin documenting your preferred timelines globally (top section), or by school/site if your testing window will differ by school (bottom section).



Section 4: School-by-School Implementation Planning

Now that you have identified the measures, grade-levels, and frequency in which those measures will be used, you may wish to be more specific with the implementation expectations you have for your individual schools.

This section will assist your organization with:

- a. Outlining the number of AIMSweb® Assessment Probes (i.e., copies of the test) that will need to be reproduced for students in the school.
- b. Defining staff who will be conducting testing*
- c. Defining staff who will be entering scores (and other software-related tasks) using the AIMSweb® Software
- d. Organizing staff who will be assigned various AIMSweb® User-Types (software access accounts)
- e. Identifying, by school site, grade, and/or program, whether your organization will be using AIMSweb® measure(s) for one or more of the following:
 - i. Benchmarking (BM)
 - ii. Strategic Monitoring (SM)
 - iii. Progress Monitoring (PM)
- f. This information will also ultimately help you determine:
 - i. Preliminary identification of staff that will need training on the administration and scoring of your chosen measures.
 - ii. Preliminary identification of staff that will need training on the data entry and reporting aspects of AIMSweb® when used in conjunction with your chosen measures.
 - iii. Estimation of the number of consumables and/or related printed material needed for your organization's benchmark through progress monitoring data collection.
 - iv. Other related implementation, training, and data interpretation actions

This document will address the above planning action items in subsequent sections.

* For details pertaining to the considerations regarding assigning the task of "testing" to teachers or other members of your staff, see:

Section 6: Identifying the Staff Who Will Conduct Testing and Data Entry at Benchmark & Progress Monitoring Periods (page 20).



In your **Implementation Spreadsheet**, select **Section 4-5**. There are duplicate tabs available for you to use, one per school. Copy this tab as often as needed to create additional tabs for each school in your organization.

Section 4-5 Tab allows for documenting any of the following information, by school. Much of this information is optional for you to complete; however, completing it may elicit a smoother implementation so that all parties involved understand the expectations, role(s) they play in your RTI implementation, and deadlines for task completion.

- Benchmark Testing Coordinator(s)
- RTI Caseload Manager(s)
- AIMSweb® Measures to be used at specified school
- Number of copies of probes needed for the year, per measure
- Assigned roles for each staff member (See Section 5)
- User-types / AIMSweb® Account setup needs (See Section 5 & Appendix A)
- Benchmark Testing Coordinating/planning

AIMSweb® School-Level Benchmark Assessment & Account User Planning Guide																																																																																			
SCHOOL NAME: (enter school name here)																																																																																			
Benchmark Testing Coordinator(s): Name 1: _____ Name 2: _____														RTI Caseload Manager(s): Name 1: _____ Name 2: _____																																																																					
Measures Required for current year:																																																																																			
Grade	Early Literacy				Oral Reading Comprehension				Mathematics Computation				Spelling				Written Expression (WE CBM)				MEDIDAS INCREMENTALES DE DESTREZAS ESSENCIALES (MIDE)																																																														
	LNF	LSF	PSF	NSF	R-CBM	MAZE	M-CBM	M-CBM-AP	S-CBM	TWV	CWS	VSC	LNF	LSF	SSF	SRF	SWIS	OSF	ISF	LNF	LSF	SSF	SRF	SWIS	OSF	ISF																																																									
Enter Estimated Number of Probe Copies Needed Per Benchmark																																																																																			
TOTAL STUDENT COPIES OF PROBES NEEDED																																																																																			
Grade	Teacher's Name	Benchmarking Duties	Strategic Monitoring Duties	Progress Monitoring Duties	Assign Teacher Account Type to be Issued	Indicate if individual also needs a Reporter (read only)	Indicate if individual needs a Manager Level Account	Indicate if individual needs RTI Caseload Manager Access	OPTIONAL: Benchmark Testing Logistics & Planning (Fall)	OPTIONAL: Benchmark Testing Logistics & Planning (Winter)	OPTIONAL: Benchmark Testing Logistics & Planning (Spring)																																																																								
Classroom Teachers (General Ed)	Teacher's Name	Testing (Y/N)	Monitoring (Y/N)	Progress (Y/N)	Regular, Regular + PMS, PMS Data	Indicate if individual also needs a Reporter (read only)	Indicate if individual needs a Manager Level Account	Indicate if individual needs RTI Caseload Manager Access	Testing Location, Date, Time	Testing Location, Date, Time	Testing Location, Date, Time																																																																								
31	Pre-K	Teacher's Name										32	Pre-K	Teacher's Name										33	Pre-K	Teacher's Name										34	Pre-K	Teacher's Name										35	Pre-K	Teacher's Name										36	Pre-K	Teacher's Name										37	Grade 1	Teacher's Name									
32	Pre-K	Teacher's Name										33	Pre-K	Teacher's Name										34	Pre-K	Teacher's Name										35	Pre-K	Teacher's Name										36	Pre-K	Teacher's Name										37	Grade 1	Teacher's Name																					
33	Pre-K	Teacher's Name										34	Pre-K	Teacher's Name										35	Pre-K	Teacher's Name										36	Pre-K	Teacher's Name										37	Grade 1	Teacher's Name																																	
34	Pre-K	Teacher's Name										35	Pre-K	Teacher's Name										36	Pre-K	Teacher's Name										37	Grade 1	Teacher's Name																																													
35	Pre-K	Teacher's Name										36	Pre-K	Teacher's Name										37	Grade 1	Teacher's Name																																																									
36	Pre-K	Teacher's Name										37	Grade 1	Teacher's Name																																																																					
37	Grade 1	Teacher's Name																																																																																	

See Section 5 for further details prior to completing these portions of the Implementation Spreadsheet.



Section 5: Understanding AIMSweb® User Types

AIMSweb® User Types

User Types: “User Types” are defined as a standardized, hierarchical, role-based user accounts within an AIMSweb® subscription containing pre-set access levels, permissions, reporting, and editing capabilities.

In order to access AIMSweb® Software, each staff member needing to do so must be assigned an account with any one of twelve user types available:

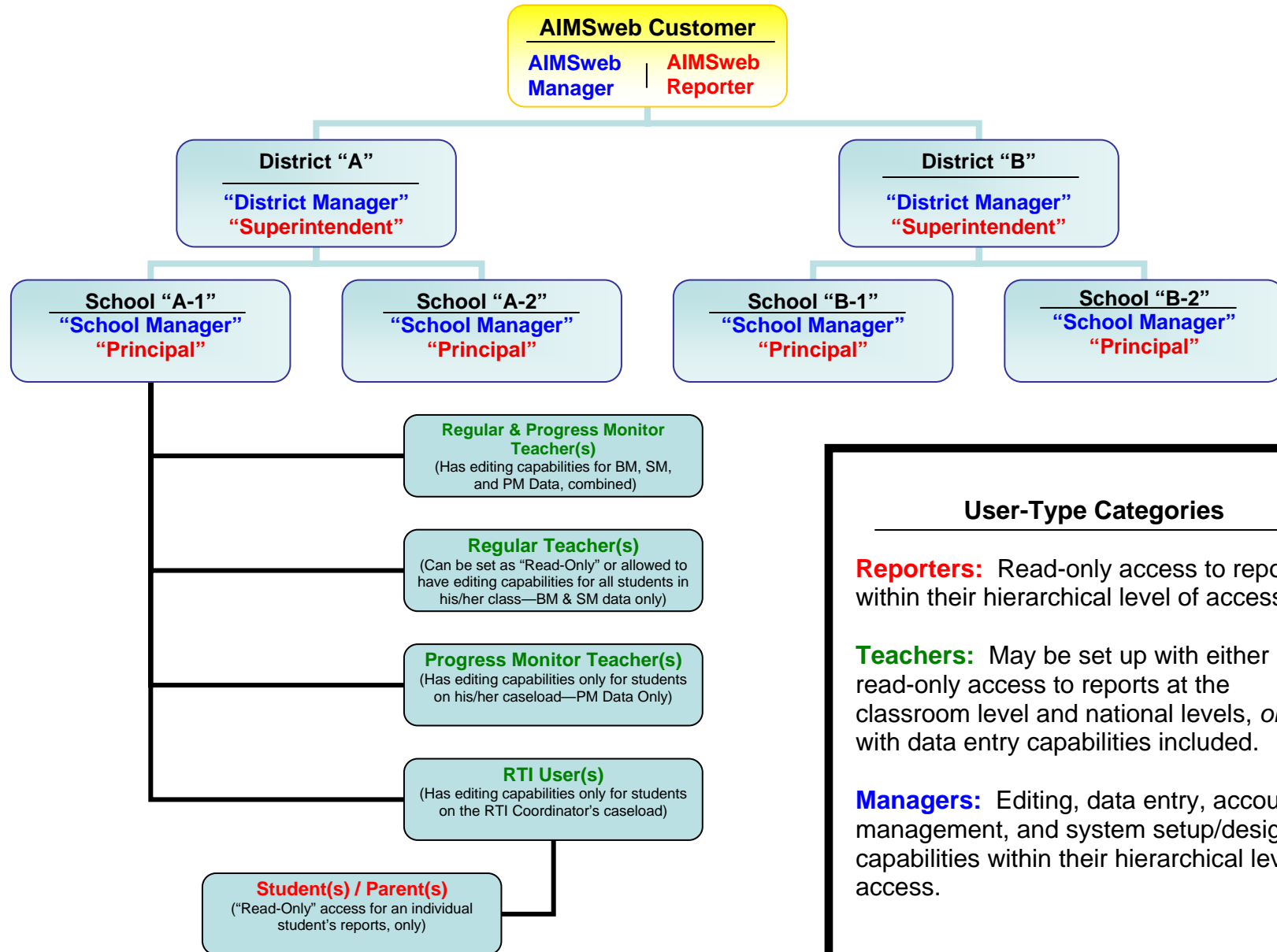
Category 1: Managers	Category 2: Reporters	Category 3: Teachers
AIMSweb® Manager* District Manager School Manager	AIMSweb® Reporter Superintendent (reporter) Principal (reporter) Student User (reporter)	Regular Teacher Regular and Progress Monitor Teacher Progress Monitor Teacher

***Note About Your Initial Subscription to AIMSweb®** Upon working with Pearson to finalize your subscription to AIMSweb® the initial subscriber (or point-person) will receive an activation email from AIMSweb® This email is proof that your subscription has been activated and it contains important login information.

In this activation email, you will see a Customer ID, Username, and Password. This information provides the recipient with login access to AIMSweb® as an **AIMSweb® Manager**. The AIMSweb® Manager access level offers the highest level of access and permissions among all user types afforded within your subscription. From this initial login, the recipient (or subsequent designee) must use the AIMSweb Manager User type to customize your AIMSweb® account according to the organization’s intended scope of use.

Customization of your AIMSweb® account may include tasks such as populating the account with the correct number of districts, schools, grades served, students’ names, staff accounts, etc. It also may involve customizing your organization’s targets for performance, customizing reporting-style preferences, and other potential options needed to make AIMSweb® fit your implementation model. AIMSweb® Training services, materials, and support are available to assist you through this process.

Hierarchical View of AIMSweb® User Types



User-Type Categories

Reporters: Read-only access to reports within their hierarchical level of access.

Teachers: May be set up with either read-only access to reports at the classroom level and national levels, or with data entry capabilities included.

Managers: Editing, data entry, account management, and system setup/design capabilities within their hierarchical level of access.

Category 1: Managers

General Management-level User Type Permissions:

All Managers (i.e., AIMSweb®, District, or School) may conduct the following tasks within the breadth of access their user type allows:

- Add, edit, and delete student population & demographic information
- Add, edit, and delete users within AIMSweb®
- Add, edit, and delete Benchmark and Strategic Monitor Data
- Generate various reports
- Add, edit, or delete school “targets” for Benchmark data
- Transfer students within or between schools
- Toggle on/off teachers’ ability to add/edit Benchmark and Strategic Monitor Data

Additional permissions and scope of access vary by manager user-type.

→ **AIMSweb® Manager:** Manages subscription at the license-wide level, which may include one or more districts/organizations that are covered under the same AIMSweb® subscription (Customer ID). The AIMSweb® Manager user type offers the highest level of access-rights possible to manipulate data and settings across any number of districts/organizations within your AIMSweb® subscription.

AIMSweb® Managers also have additional permissions that include the ability to:

- Create/edit Benchmark Target Templates license-wide
- Customize the “defaults” for descriptor language in certain standard AIMSweb® reports
- Renew site license each year
- Customize RTI Software Templates

→ **District Manager:** Manages subscription at the district-wide level only, for a single (specified) district within the AIMSweb® subscription. District Manager offers the second highest level of access a manager may have within an AIMSweb® subscription, but the highest level of access-rights to manipulate data and settings across a single district, (unless there is also an AIMSweb® Manager assigned to that district). District Managers cannot access data or control AIMSweb® settings beyond their assigned district.

→ **School Manager:** Manages subscription at the school-wide level only, for single (specified) school within a specified district. This is the highest level of access a manager may have at a single school. School Managers cannot access data or control AIMSweb® settings beyond their assigned school.



Category 2: Reporters

General Reporter-level User Type Permissions:

All Reporters (i.e., AIMSweb®, Superintendent, or Principal) may conduct the following tasks within the breadth of access their user type allows:

- Generate and view individual student reports
- Generate and view demographics-based reports
- Generate and view local, regional, state, and/or National Aggregate Normative Reports
- Email or print any report

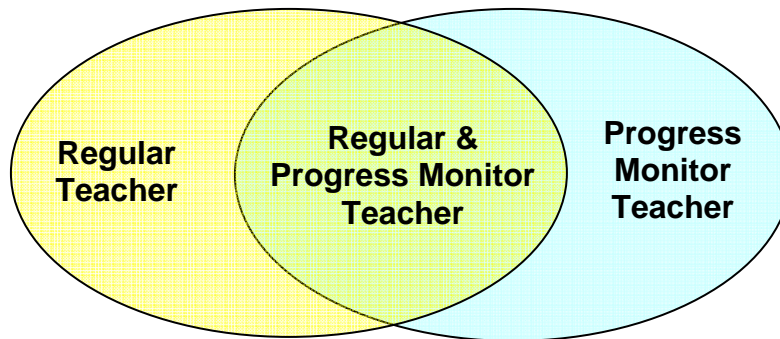
AIMSweb® Reporter: Views all reports within a subscription at the license-wide level, which may include one or more districts/organizations that are covered under the same AIMSweb® subscription (Customer ID). The AIMSweb® Reporter user type offers the highest level of report-viewing rights possible, allowing the user to view all data across any number of districts/organizations within your AIMSweb® subscription.

→ **“Superintendent”:** Views all reports within the district-wide level only, for a single (specified) district within the AIMSweb® subscription. The “Superintendent” User Type offers the second highest level of access a reporter may have within an AIMSweb® subscription, but the highest level of access-rights to view data across a single district, (unless there is also an AIMSweb® Reporter assigned to that district). “Superintendents” cannot access data or beyond their assigned district.

→ **“Principal”:** Views all reports at the school-wide level only, for single (specified) school within a specified district. This is the highest level of access a reporter may have at a single school. “Principals” cannot view data beyond their assigned school.

→ **“Student”:** Views all reports for an individual student (single student) only.

Category 3: Teachers



Regular Teacher:

- Add students into AIMSweb® System (optional)
- Add/edit Benchmark and Strategic Monitor scores on caseload**
- Cannot* manage a Progress Monitor caseload.
- Add/edit student demographic information (optional)
- Generate reports for all students in teacher's classroom(s)
- Email reports

Regular & Progress Monitor Teacher:

- Add students into AIMSweb® System (optional)
- Add/edit Benchmark and Strategic Monitor scores on caseload**
- Manages a Progress Monitor caseload for any/all students in assigned school**
- Add/edit student demographic information (optional)
- Generate reports for all students in teacher's classroom(s)
- Email reports

Progress Monitor Teacher:

- Add students into AIMSweb® System (optional)
- Manages a Progress Monitor caseload for any/all students in assigned school**
- Cannot* manage a Benchmark/Strategic Monitor caseload.
- Add/edit student demographic information (optional)
- Generate reports for all students in teacher's Progress Monitoring Group(s)
- Email reports



Section 5a: Selecting your AIMSweb® Managers

This section will help you clarify who will need to be trained to setup/design the parameters of your AIMSweb® account, as well as report AIMSweb® data at the district or multi-district level. These individuals do **not** need to be members of your Information Technology (IT) Department; however, it may be helpful to have at least one individual from your IT Department trained as a Customer-Level Manager so that the IT Team can work together effectively with your organization's implementation.

Quite often, AIMSweb® Managers are also assigned to dually serve as Team Leaders within your implementation. Please reference *Section 4: Determining your AIMSweb® Team Leaders* for information which may best help you select the proper staff to which these duties are assigned.

AIMSweb® software is designed to be hierarchical in nature with regard to user permissions to conduct various tasks and access to data. This section will help you estimate the number of managers that you may need for your organization's implementation of AIMSweb®.

TIP: Feedback from current AIMSweb® subscribers indicates that successful implementation in most organizations requires at least the following:

MANAGER Title of Access Level	Organization Size (number of students)	Quantity
Customer-Level Manager (highest access)	1-5,000	1-2
	5,000-40,000	2-3
	40,000-100,000	3-5
	100,000-200,000	5-8
	Per additional 100,000	+1-2
District-Level Manager (2 nd highest access)	1-5,000	1-2
	5,000-40,000	2-3
	40,000-100,000	3-5
	100,000-200,000	5-8
	Per additional 100,000	+1-2
School-Level Manager (3 rd highest access) Often, organizations assign one school manager per school.	School Population Size	1-2
	1-300	1
	300-600	1-2
	600-1000	2
	1000-1500	2-3
	1500-2000	3-4
	2000-2500	4-6
	2500-3000	6-8
	Per additional 500	+1-2

Estimate the following:

Enter number of Customer-Level Manager(s) you anticipate needing:	0
Enter number of District-Level Manager(s) you anticipate needing:	0
Enter number of School-Level Manager(s) you anticipate needing:	0
Enter total number of Managers you anticipate needing:	Enter Sum*

*Enter these numbers in Appendix A.



Section 5b: Determining Additional AIMSweb® Team Leaders

Determination and Identification of Key Team Leaders: A Solid Teams Help Prevent Common Implementation Pitfalls

AIMSweb® Managers and **Team Leaders** may or may not be one-in-the-same. You may decide that many, if not all of your **AIMSweb® Managers** will dually serve as **Team Leaders** for your implementation of RTI and AIMSweb®. Understanding the importance of Team Leaders within your organization may help improve your ability to select the appropriate staff for the tasks and responsibilities that ensues as part of your RTI implementation.

The Importance of Team Leaders (TLs):

A common problem that develops in school systems implementing AIMSweb® is that educators often initially lack their own expertise about AIMSweb® and Curriculum-Based Measurement (CBM). They may also often be skeptical, feel overwhelmed, and may add their own interpretations about policies, expectations, and protocol. At times, some of these traits may ultimately be positive additions to your efforts to build a system-wide Response to Instruction/Intervention (RTI) process in your schools; however, the “rumor mill” generated by false information and misconceptions about how things should be done typically results in distress for all involved. If left unchecked, this may result in obtaining faulty data and inaccurate reporting, ultimately producing misguided instruction and student failure.

Initially, your educators will need ready access to guidance and expertise with regard to understanding the importance of proper administration/scoring, data collection, inter-rater reliability, following standardized practices, and proper interpretation of CBM data. Properly trained **Team Leaders** are integral to keeping correct information readily available and quickly squelching misinformation “rumors” that materialize regularly.

Team Leaders should present themselves in the role of an approachable provider of accurate information, training, and be a general “go to” person at each implementation site (i.e., at the school and district-levels). The **Team Leader’s** role is quintessential to obtaining quality data, creating well-run RTI teams, and coaching staff through the steps toward successful implementation and integration of AIMSweb® at the local level.

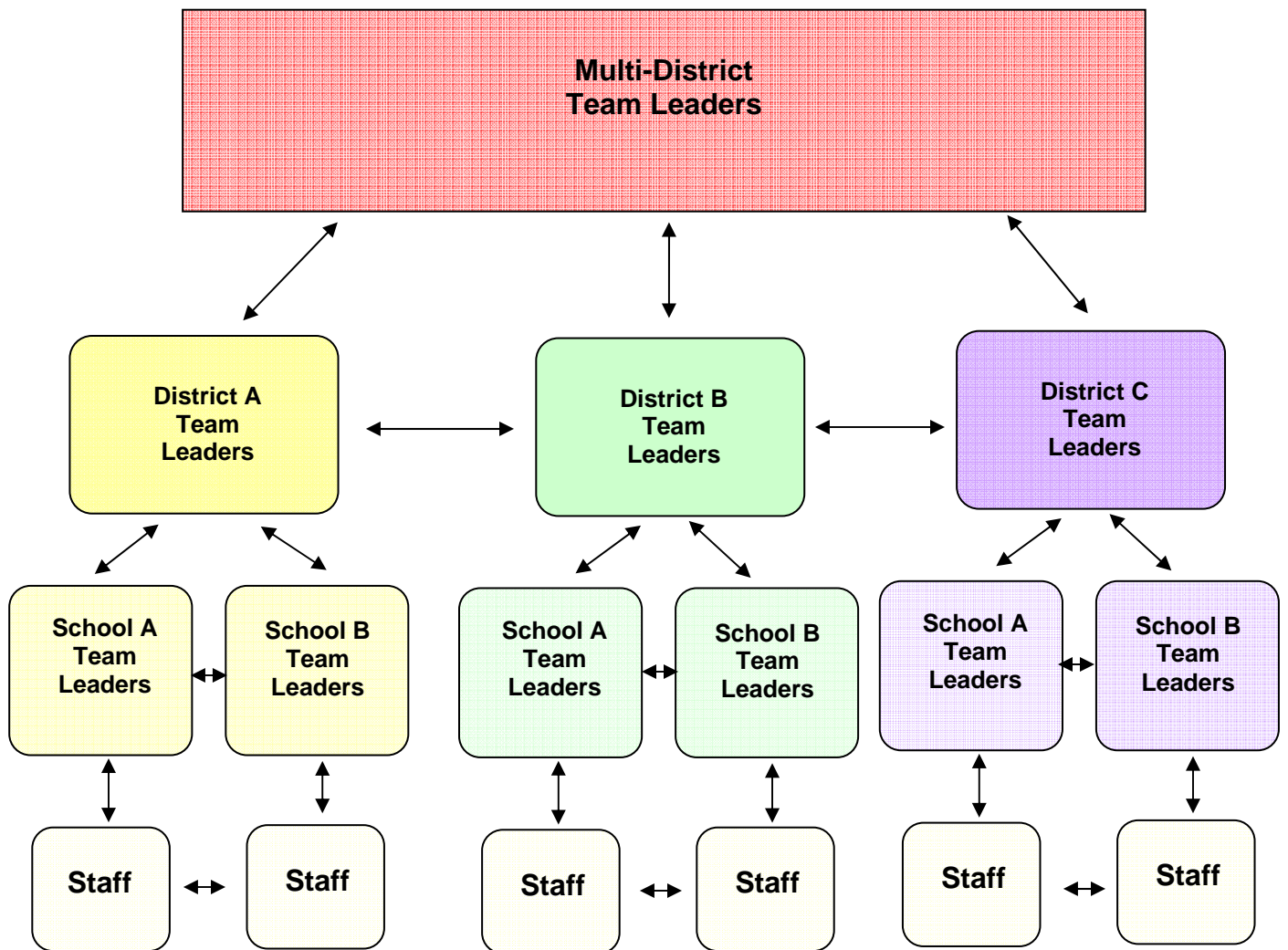
Qualities of a Strong Team Leader (TL):

- Ability and willingness to answers questions from staff and support them while they acquire knowledge about AIMSweb® and RTI.
- Team Leader** roles may be filled by individuals such as general education teachers, special education teachers, Title program specialists, curriculum specialists, reading specialists, administrators, school psychologists, social workers, counselors, speech pathologists, lead teachers, instructional support staff , and student service/RTI team members. The important part is the ability for the individual to offer positive support to staff and to do the job consistently well.
- Team Leaders** will be responsible for remaining well-informed, as well as for disseminating information to their staff.
- Time available in their schedule to aid in training, testing, event coordination, data meetings, planning, etc.
- Team Leaders** are typically the person(s) who are trained to have the highest levels of knowledge about your AIMSweb®/RTI implementation process within the schools. Typically, these individuals are trained, or will become trained, to be knowledgeable in administration/scoring of CBM, software/data entry, and interpretation of data. They should also be knowledgeable of your district’s AIMSweb® and RTI implementation plans.

- It is helpful when **Team Leaders** also have strong skills in areas such as: psychometrics, curriculum, interventions, CBM, etc; or, they are willing to receive training from the District Team Leader or outside sources to obtain this level of expertise over time.

District-level and School-Level **Team Leaders** should provide information to one another and become a hierarchy or “tree” of support throughout the implementation process and beyond.

Visualizing a Communication Model among Your AIMSweb[®] Team Leaders Organization-Wide (SAMPLE)





Section 5b: Identify your Team Leaders and AIMSweb® Managers at the License-wide and District-Wide Level:

	A	B	C	D	E	F	G	H	I	J	K
3	ASSIGNING AIMSweb® MANAGERS & DISTRICT TEAM LEADERS										
4	Organization Name:										
5	Indicate all tasks for which your team leaders will be responsible, below. Add additional columns and rows as needed.										
6	Staff Name	Provide AIMSweb Training **	Data Collection Responsibilities	1=Yes; Blank=No Strategic Monitor	1=Yes; Blank=No Progress Monitor	RTI/Data Review Meetings	Will Serve a Manager Role (AIMSweb)	Assigned Manager Account Type	Will Serve a Reporter- Only Role	Assigned Reporter Account Type	Other
7		1=Yes; Blank=No	1=Yes; Blank=No Benchmark	1=Yes; Blank=No Strategic Monitor	1=Yes; Blank=No Progress Monitor	1=Yes; Blank=No	1=Yes; Blank=No	AIMSweb® Manager District Manager School	1=Yes; Blank=No	Enter: AIMSweb® Reporter District Reporter School Reporter	Enter responsibility here
8	<i>Joe Smith (SAMPLE)</i>	1	1	1	1	1	1	<i>District Manager</i>		<i>n/a</i>	
9	<i>George Washington (SAMPLE)</i>		1	1	1	1	1	<i>na</i>		<i>School Reporter</i>	<i>Distributes probes to teachers</i>
10											
11											
12											
13											
14											
15											
16											
17											
18											
19		Total Providing Training	Total Collecting BM Data	Total Collecting SM Data	Total Collecting PM Data	Total Attending RTI Meetings	Total AIMSweb Managers				
20		1	2	2	2	2	2		0		

Sect 5a-b-- Managers & Leaders



Section 6: AIMSweb® Data Import / Export Tools & Your Student Information System

Most educational organizations maintain use of a Student Information System (SIS), which is a software program to manage student performance data, build student schedules, track student attendance, and manage many other student-related data needs across the organization. There are a wide variety of SIS programs available.

AIMSweb® web-based software provides a tool by which schools using an SIS may import student's names, demographic information, etc. into their AIMSweb® account on a regular basis. This reduces the manual involvement that would otherwise be required to add and modify student records in the system.

What the import will do

1. It will add any new districts and/or schools that are in the file.
2. It will add any new teachers.
3. It will add any new students.
4. It will transfer students from one school to another within the account **ONLY** if the Unique Identifier in the AIMSweb system matches the Unique Identifier in the import file.
5. It will change the grade of each existing student in the AIMSweb system to reflect what is shown in the import file. (In other words, it will graduate students in the import file).
6. It will change existing student demographic data in the AIMSweb system to reflex what is in the import file (NOTE: This will change demographic data for the student only and current score included in the import file, not for past scores, past score demographics can be change through the AIMSweb system).
7. It will create classes for the teachers listed in the import file.
8. It will add the students to the classes as shown in the import file.

What the import will not do

1. It will not remove any students who are no longer in the school.
2. It will not graduate any students who do not appear in the import file.
3. It will not create any user accounts for teachers or managers.

Student Demographic Reporting Categories Available with AIMSweb®:

Report Options expand

Match Type:
 Any Criteria or All Criteria

<p>Adequate Yearly Progress</p> <div style="border: 1px solid #ccc; padding: 5px; min-height: 200px;"> <p>Service Code</p> <p>Regular Ed</p> <p>Title I</p> <p>Special Ed</p> <p>ELL/ESL</p> <p>Yes</p> <p>No</p> <p>Gender</p> <p>Unknown</p> <p>Male</p> <p>Female</p> <p>Meal Status</p> <p>None</p> <p>Free</p> <p>Reduced</p> <p>Ethnicity</p> <p>Unknown</p> <p>African American</p> <p>American Indian/Alaska Native</p> <p>Asian</p> <p>Filipino</p> <p>Hispanic/Latino</p> <p>Pacific Islander</p> </div> <p style="font-size: small; color: blue;">(clear)</p>	<p>Federal Disability Categories</p> <div style="border: 1px solid #ccc; padding: 5px; min-height: 200px;"> <p>Federal Disability Categories</p> <p>Autism</p> <p>Deaf/Blindness</p> <p>Emotional Disturbance</p> <p>Hearing Impairment/Deafness</p> <p>Mental Retardation</p> <p>Multiple Disabilities</p> <p>Orthopedic Impairment</p> <p>Other Health Impairment</p> <p>Specific Learning Disability</p> <p>Speech/Language Impairment</p> <p>Traumatic Brain Injury</p> <p>Visual Impairment/Blindness</p> <p>Young Child with a Developmental Delay</p> </div> <p style="font-size: small; color: blue;">(clear)</p>	<p>Other Demographics</p> <div style="border: 1px solid #ccc; padding: 5px; min-height: 200px;"> <p>Section 504</p> <p>Yes</p> <p>No</p> <p>Behavioral Disorder</p> <p>Yes</p> <p>No</p> <p>After School</p> <p>Yes</p> <p>No</p> <p>Correctional</p> <p>Yes</p> <p>No</p> <p>Summer School</p> <p>Yes</p> <p>No</p> <p>IDEIA</p> <p>Yes</p> <p>No</p> <p>Gifted/Talented</p> <p>Yes</p> <p>No</p> <p>Intervention Level</p> <p>Tier 1</p> </div> <p style="font-size: small; color: blue;">(clear)</p>
--	---	--

Hold down the ctrl key to make multiple selections.

Show Numbers

Category:
Hold down the ctrl key to select multiple categories.

All Categories

Regular

Reading First

Title One

Special Education

Benefits of Using AIMSweb®'s Student Demographic Import Tools:

- Expand your data mining and analysis by including detailed demographics (as shown above)
- Increase accuracy and clarity about student categorization and demographical data changes over time
- Improve reliability and validity of data reporting
- Document student assignment and movement across to Intervention Tiers
- Reduce human-error (and labor) by avoiding manual entry and editing/updating demographical data

Locating and Downloading the AIMSweb® Data Import/Export File



Process for AIMSweb® Data Import:

1. Export your Student Information System (SIS) data
2. Send to data@edformation.com (Password Protected)
3. Call AIMSweb® with password—contact: 866-313-6194 and connect to “Support”
4. 2-3 business day average* turnaround (*Slightly longer turnaround times possible during peak request periods)
5. Complementary Service.
6. Ensures your student lists, class rosters, and demographics are current and accurate.
7. May be updated (appended) anytime.

	A	B
4	Column	Options
5	CustomerID	AIMSweb ID number
6	DistrictName	String, like 'My District'
7	SchoolName	String
8	TeacherFirstName	String
9	TeacherMiddleName	String
10	TeacherLastName	String
11	TeacherTitle	String
12	TeacherPhone	###-###-#### x####
13	TeacherEmail	String
14	ClassName	String
15	StudentFirstName	String
16	StudentMiddleName	String
17	StudentLastName	String
18	UniquelIdentifier	String
19	StudentEmail	String
20	Grade	P3-12
21	EnrollmentGrade	P3-12
22	Gender	M/F or Male/Female/Unknown
23	DOB	mm/dd/yyyy
24	MealStatus	Free/Reduced/None or F/R/N
25	ServiceCode	General Ed, Title I, Special Ed
26	Ethnicity	African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, "Multiple/No Response", Unknown, White
27	IDEA	Yes/No
28	ESL	Yes/No
29	Section504	Yes/No
30	GiftedTalented	Yes/No
31	BehavioralDisorder	Yes/No
32	Correctional	Yes/No
33	SummerSchool	Yes/No
34	AfterSchool	Yes/No
35	Mobility	Yes/No
36	RFEP	Yes/No
37	InterventionLevel	Intervention Level 1, Intervention Level 2, Intervention Level 3
38	FederalDisabilityCategories	Autism, Deaf/Blindness, Emotional Disturbance, Hearing Impairment/Deafness, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech Language Impairment, Traumatic Brain Injury, Visual Impairment/Blindness, Young Child with a Developmental Delay

To Download File: <http://www.aimsweb.com/training/downloads.php>



Planning for your Data Import Process:

The following is recommended:

- a. Your first data import should be conducted around the time of onset of your subscription and/or prior to your first instance of student assessment/data collection for AIMSweb®.
- b. If you are using AIMSweb® for Benchmarking (Universal Screening three times per year), it is strongly recommended that minimally, you update your AIMSweb® database with current demographical information via appending your data import just prior to each Benchmark Period.
- c. Larger organizations or those with a highly transient population may wish to update their AIMSweb® data via the data import process on a regular basis (e.g., weekly, monthly, etc.) to keep data current and reduce the load of conducting student transfers, demographical data updates, etc. manually via your AIMSweb® managers.
- d. Questions regarding the data import process, template, and results should be directed to: support@edformation.com or by calling 866-313-6194 and selecting the Support option.

Critical Questions

1. What is the software brand of your Student Information System?
2. Who in your organization is the primary operator/manager of your Student Information System? *(This individual may be the best choice for conducting the data import via our Excel template cited on the previous page.)*
3. By what date would your organization prefer to conduct its first Data Import? *(Prior to first Benchmark period and/or at onset of your school year is strongly recommended.)*

DATE: _____

4. How frequently does your organization wish to update the database? (Check any/all that apply)
 - At the onset of each school year
 - Prior to each benchmark period
 - Monthly
 - Twice monthly
 - Weekly
 - Other _____

Appendices



Appendix A: Deciding which Staff Members will Conduct Testing and Data Entry at Benchmark & Progress Monitoring Periods

Should we use a testing team? Or have teachers directly test students?

This is one of the most common questions AIMSweb® customers consider upon subscription. Identification of your staff that will complete AIMSweb® testing and data entry is essential at the preliminary stages of AIMSweb® implementation. Your decision how testing and data entry are completed in the schools will subsequently dictate the individuals who need training on administration and scoring of the AIMSweb® measures.

We will explore the potential advantages and drawbacks of having teachers or teams conduct testing and data entry below.

The Advantages and Drawbacks of using Teams or Teachers for Benchmark through Progress Monitor Testing:

Schools vary greatly in their approaches to “getting the testing done” for AIMSweb®. Some mandate that teachers do their own testing, while others use team-based approaches to collect data efficiently. Based on our experiences, along with feedback from current customers, here are the most commonly voiced advantages and drawbacks to these two most popular data-collection methodologies:

Potential advantages for requiring teachers to collect, enter, and report their own students’ data:

- Teachers are directly responsible for their students’ instruction; therefore, when seeing the student read aloud (using the example of Oral Reading measures), they are instantly able to have up to three minutes of private, one-on-one time with that student to *hear* and *see* them read. The experience, qualitative, and quantitative data obtained thus have increased meaning for both the teacher and student.
- As a result of the direct-connect with students when testing 1:1, a solid rapport may build, furthering the student’s likelihood of enjoying the experience and motivation for improvement.
- Student anxiety about testing is decreased (often) because of familiarity with the teacher over other lesser-known staff who may test students via the “cadre” or team approach.
- Teachers see the DIRECT connection between testing and the resulting graphic reports containing their student’s AIMSweb® scores. Making the connection to the student performance, resulting data, and instruction provided is often reported as being much easier for teachers who have tested their own students, versus those who have only been provided with after-the-fact reports based on student scores that were collected by an independent cadre.
- Teachers are able to note qualitative behaviors of students’ performance, as well as the equally important quantitative data CBM provides.
- Schools and staff often report that teachers are more likely to use the data when it is self-collected.
- Initially teachers may be resistant to collect data, due to a perceived time-constraint; however, it is reported that many teachers who were initially reluctant to collect their own data later advocate and express a strong desire to retain the privilege of collecting their own AIMSweb® data for their students.
- Teachers report feeling an increased sense of being active participants in the Response to Instruction (RTI) process.
- Teachers report feeling they have greater control over their student outcomes when they have the qualitative and quantitative data available to them, anytime.
- Teachers report enjoying a greater sense of empowerment and “ownership” over the assessment and interpretive process through AIMSweb® when given the opportunity to



assess their own students and make subsequent instructional decisions to suit their learning needs.

Are there any additional advantages you see to having teachers collect their own data in your school(s)?

1.

2.

3.

4.

5.

NOTES:

Potential drawbacks for requiring teachers to collect, enter, and report their own students' data:

- Teachers are initially reluctant to reorganize their daily planning in order to include testing time. Testing is perceived to be more cumbersome than it may actually be, realistically.
- Trainers of those using AIMSweb[®] must train a greater number of individuals (teachers) in how to administer and score CBM measures, versus training a smaller cadre which can complete testing for dozens of teachers. Direct teacher training may result in additional staff preparation/professional development time.
- The greater the number of participants in the testing process often results in greater variability in administration and scoring practices, despite solid training. Trainers may train staff well, but inter-rater reliability may diminish over time and as the number of testers increases and individuals inadvertently or intentionally deviate from standardized procedure. For those choosing to have teachers collect their own CBM data, refresher trainings and inter-rater reliability checks are recommended to ensure high inter-rater reliability is retained over time. (Even testing cadre members should receive refresher training and inter-rater reliability checks periodically.)
- Teachers may initially feel that the testing is pulling them away from instructional time. It is thus very important for the Team Leaders to help teachers understand the importance of this data and how *they* directly benefit from it by understanding how their instruction impacts students, on a regular basis.
- Assessment cadres obtain a great deal of practice via testing so frequently and by testing great numbers of students. It is reported that assessment cadres often retain high inter-rater reliability when using AIMSweb[®] because of the smaller number of testers and the increased practice afforded when testing large numbers of students.

Are there any additional drawbacks you see to having teachers collect their own data in your school(s)?

- 1.
- 2.
- 3.
- 4.
- 5.

NOTES:

Decision-making: Questions to consider

- a. Will your classroom teachers complete the benchmark testing for students? Y N
- b. Will you use a cadre or team-approach to testing, as opposed to relying upon each classroom teacher to conduct testing for his/her students? Y N
- c. Will you recruit other site-based staff for testing, such as paraprofessionals, ancillary staff, special educators, and other itinerant staff? Y N

Identify the groups that will participate in data collection for each circumstance below:
i. Tier 1:

- General education/classroom teacher
 Cadre member
 Special education teacher
 Intervention specialist
 Other:

ii. Tier 2:

- General education/classroom teacher
 Cadre member
 Special education teacher
 Intervention specialist
 Other:

iii. Tier 3:

- General education/classroom teacher
 Cadre member
 Special education teacher
 Intervention specialist
 Other:

iv. Special Programs/Services:

- General education/classroom teacher
 Cadre member
 Special education teacher
 Intervention specialist
 Other:

v. Summer School/After-School Programs:

- General education/classroom teacher
 Cadre member
 Special education teacher
 Intervention specialist
 Other:

vi. Other:

- General education/classroom teacher
 Cadre member
 Special education teacher
 Intervention specialist
 Other:

NOTES:



Appendix B: Training Staff Directly vs. a Local Train-the-Trainer (Local AIMSweb® Manager) Approach

Should we use a train-the-local-trainer approach? Or train all staff directly?

Based on your decisions and approaches to Section 4, it may become necessary to decide whether your Certified AIMSweb® Trainer (CAT) will train and consult with all of your staff directly, or work with key staff, team leaders, and identified AIMSweb® Managers via a train-the-local-trainer approach.

Our Certified AIMSweb® Trainers (CATs) are able to assist you in providing direct training, or working to develop a train-the-trainer model within your organization. Both will facilitate local capacity and autonomy, but there are strengths and compromises with each choice. For many large organizations, a local train-the-trainer model often becomes the most efficient and economical approach. Yet, there are many organizations that prefer the security and assurance that comes from our CATs training each member of your teaching, team leader, and management staff directly.

We will explore the parameters of this decision thoroughly in this section.

The benefits of training all staff directly via Certified AIMSweb® Trainers (CATs):

Schools vary greatly in their approaches to “getting the training done” for AIMSweb®. Some mandate that staff is trained directly, while others prefer a train-the-trainer approach. Based on our experiences, along with feedback from current customers, here are the most commonly voiced benefits and drawbacks to these two most popular training methodologies:

- Delivery of information consistency. Staff trained directly by our trainers hear the information and learn the information directly from a highly accurate, reliable source. This tends to reduce trainee drift and the “rumor mill” effect.
- Training is standardized and coverage of material is not compromised via “shortcuts” that are sometimes taken by local trainers who feel that our proven materials and content can be “cut” to get training done in a shorter time frame.
- CATs nearly always have accurate responses to challenging questions and case scenarios posed by those being trained. Local trainers may not have those answers immediately available. They may then feel a compelling need to “guess” or “respond” in a way that is neither accurate nor standardized.
- CATs are hand-selected, trained in-depth, and are constantly kept abreast of new developments and recommended practices within AIMSweb® and the research community surrounding Curriculum-Based Measurement. They are very comfortable with the learning materials designed for AIMSweb® and thus offer a comfortable, professional, and efficient training and consultation program for your staff.
- CATs, as invited and certified professional development providers typically offer the benefit of “expert” or “informational” power throughout your training. This commonly results in increased respect for—and adherence to—the standardized practices and procedures for AIMSweb® that CATs recommend to your staff.
- Direct training of staff by CATs often enables increased expediency with regard to the provision of training and consultation time for the initial benchmark start date. This may be especially helpful for organizations with short timelines in which to begin using AIMSweb® system-wide.



- For non-software-based portions of the AIMSweb® Training modules (e.g., Training on the administration and scoring of measures or training on our “overview” portions of AIMSweb® for Benchmarking and Progress monitoring), we do not typically have a seat-limit. This enables very large groups (e.g., 50-150 people) to be trained simultaneously by your CAT.
- CATs are able to offer National Association of School Psychologist (NASP) Continuing Professional Development (CPD) credits for much of the training they provide. We are continuing to enhance the CPD/CEU credits we offer via various organizations.
- CATs often share tips and strategies for your trainees, based on their own experiences from implementation of AIMSweb® within their own organization, as well as from what they have learned by consulting with dozens of other AIMSweb® customers.
- Assurance that all staff is trained properly across all areas of AIMSweb®, ensuring AIMSweb® “sticks” organization-wide.

What do you perceive as being additional benefits for having CATs directly train your staff in your school(s)?

- 1.
- 2.
- 3.
- 4.
- 5.

NOTES:



The potential drawbacks of training all staff directly via Certified AIMSweb® Trainers (CATs):

- Potentially (though not always) increases cost of training/consultation, depending on the size of the organization and its implementation/professional development needs.
- All staff may not be able to access the CAT trainer directly, due to time constraints. This may reduce the ability for the school system to have clear and consistent information dissemination at times when the CAT is not on-site.
- For software portions of AIMSweb® training, (e.g., Benchmark, strategic monitor, progress monitor, RTI, and Management related software tasks), the size of the group being trained is typically limited to the size of the organization's computer lab, with a recommended maximum seating arrangement of 30 participants per group. If there are very large numbers of individuals who need training on software (as is often the case in medium to large organizations), this will increase the time the CAT will spend with your staff on-site. This may result in an increased professional development cost for your organization because it requires the CAT to be on-site an additional amount of time until all staff are properly trained, directly.
- Consideration should be made as to how staff will be directly trained by the CAT. Hiring substitute teachers, contractual obligations to staff, and possibly paying for over-time may result in a "hidden" increase in the cost of your professional development services provided.

What are any perceived "drawbacks" for having CATs directly train your staff in your school(s)?

- 1.
- 2.
- 3.
- 4.
- 5.

NOTES:



The benefits of using CATs to assist your organization in implementing a local train-the-trainer approach to AIMSweb®:

- Cost-efficiency. Our CATs work with your pre-determined group of team leaders, cadre members, and AIMSweb® Managers to create a local network of expertise throughout your implementation. Rather than having a CAT on-site for a larger number of days so that he/she can train all AIMSweb® -involved staff (i.e., teachers, paraprofessionals, administrators, etc.) directly, our CATs work with your hand-chosen group of staff who demonstrate the willingness and commitment to learn AIMSweb® comprehensively—and subsequently train others to do the same within your organization.
- CATs are able to develop a closer rapport with your chosen leaders who will be your local trainers, rather than working in a “lighter” capacity system-wide.
- When a solid rapport is developed with the smaller cadre of the individuals you are entrusting to receive direct training from CATs—and subsequently turn around and apply those skills to train your staff—trust, comfort, a better understanding of the organization’s needs, strengths, and challenges emerges between the CAT and your team. The CAT is then able to provide consultative and training-related solutions directly to your team. Those solutions can then be delivered on an instant, as-needed basis via your team to your schools.
- Webinars, teleconferences, and other training solutions that do not always require on-site visitation by the CAT become easier to deliver. This increased “access” to the CAT will help your team improve their ability to train others in the schools AND receive quick, reliable information whenever questions arise that need accurate, timely responses from the CAT.
- You are building long-term capacity at the local level by having the CAT directly train your team leaders, cadre members, and AIMSweb® managers. These individuals will typically be available to train new hires, conduct refresher training, conduct inter-rater reliability checks, and facilitate AIMSweb® consistency of use across years. For organizations with high annual staff turnover, this may be an especially important asset.
- For large organizations, this may be an excellent option for those at the district or multi-district level. Having an inside team of local AIMSweb® experts will keep your system running more smoothly.
- Cost efficiency for ongoing learning: Your pre-determined group of team leaders, cadre members, and AIMSweb® managers are excellent candidates for participating in our advanced training workshops, special events, and webinars offered to the AIMSweb® Community. You will always have a select group of “approved” learners available to participate in these activities and subsequently share the information organization-wide.
- Some of those who are trained via this train-the-trainer approach, (Local AIMSweb® Managers), may go on to apply and be accepted into our Certified AIMSweb® Trainer (CAT) program.

What do you perceive as being additional benefits for having CATs work in a train-the-trainer type style to deliver content and instruction to selected team members within your organization?

- 1.
- 2.
- 3.
- 4.
- 5.

NOTES:



The potential drawbacks of training all staff directly via Certified AIMSweb® Trainers (CATs):

- Increased reliance on your internal staff to learn, retain, organize, schedule, and provide training to other staff across your organization.
- Your local train-the-trainer staff needs to be authorized and provided with sufficient time to conduct training and follow-up support to all staff. It is commonly observed across organizations who implement AIMSweb® that the amount of time the organization perceives as needing in order to provide thoughtful, well-designed training and support during the first year of implementation is typically underestimated.
- Risk that if your local-level trainers do not share accurate, consistent information across the organization, that the reliability of your data collected, as well as subsequent interpretation, can be decreased.
- Just as there is the phenomenon called “examiner drift,” where the respect for standardized procedures, knowledge and adherence to those procedures slowly drifts away from the correct form, “trainer drift” may also occur over time. Standardized procedures for training, accuracy of training content, and a tendency to “create one’s own rules” may grow as the connection with the CAT is gradually weaned during the autonomy-building process. Refresher training, periodic webinars, teleconferences, or on-site sessions with CATs over the long-term and careful adherence to the standardized practices is encouraged to prevent “trainer drift.”
- Reduced ability to remain updated on the latest information, software enhancements, training recommendations, research, etc. over time. As your local trainer becomes increasingly autonomous, the connection with the CAT lessens naturally. Efforts should be made to proactively ensure your local trainer remains current on all aspects of AIMSweb® via various opportunities offered via our ongoing training and consultation services.

What do you perceive are other potential “drawbacks” for having CATs work in a train-the-trainer type style to deliver content and instruction to selected team members within your organization?

- 1.
- 2.
- 3.
- 4.
- 5.

NOTES:



What is your decision?

- Conduct training directly via the CAT for all staff.
- Conduct training via a local train-the-trainer approach, using select staff within my organization. *(If you have chosen a local train-the-trainer approach, see **Implementation Spreadsheet** to identify your participants.)*

Train-the-Trainer participants may be different from, or the same as, your Team Leaders and/or AIMSweb® Managers. We recommend that these individuals be one in the same when possible.

Implementation Spreadsheet: Itemize staff members who will participate in the Train-the-Trainer model at the local level.