

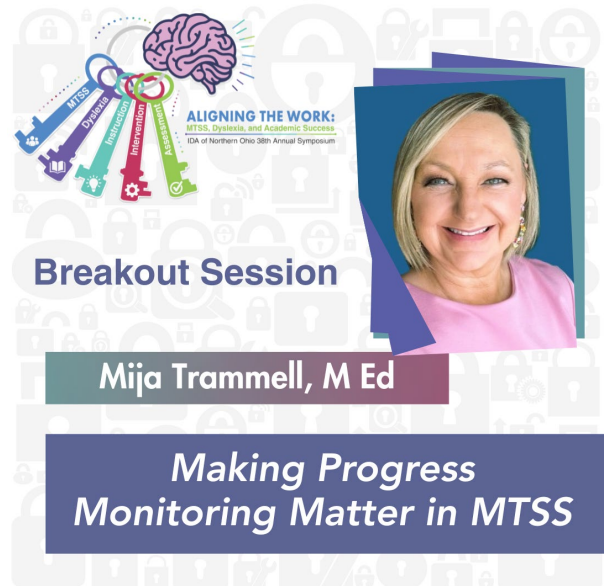
ABOUT THE PRESENTATION:

Progress monitoring is a cornerstone of Multi-Tiered Systems of Support (MTSS), yet too often data are collected, graphed, and discussed without leading to meaningful changes in instruction. This session moves beyond the basics of assessment administration and data collection to focus on what matters most: using progress-monitoring data to improve student outcomes. Grounded in the principles of Structured Literacy and evidence-based MTSS practices, participants will learn how to analyze student growth patterns, identify instructional hypotheses when progress is insufficient, and make informed decisions about instructional adjustments and intervention intensification.

Through authentic examples and practical decision-making frameworks, attendees will explore how to distinguish between issues related to instructional targets, explicitness of instruction, intensity, and implementation fidelity. The session will emphasize how progress-monitoring data can be used to guide responsive instruction rather than simply document student performance. Participants will leave with actionable strategies for conducting more productive data discussions, selecting meaningful instructional responses, and ensuring that progress monitoring serves its intended purpose—accelerating learning for students who need additional support. This session is designed for classroom teachers, interventionists, literacy specialists, dyslexia professionals, instructional coaches, and MTSS teams seeking to strengthen the connection between assessment and instruction.

ABOUT THE SPEAKER:

Mija Trammell serves as Assistant Director of the University of Akron Center for Structured Literacy. She is a CERI-certified Structured Literacy/Dyslexia Specialist (C-SLDS) and an adjunct professor teaching Assessment & Instruction in Literacy. She holds a B.S. in Elementary and Special Education from Texas Tech University and an M.A. in Elementary Education with a specialization in Literacy from The University of Akron. Her professional experience spans public, private, and virtual school settings, as well as private practice supporting students with dyslexia and other reading difficulties. Across a career in Texas, Florida, and Ohio, Mija has provided leadership in literacy assessment, structured literacy instruction, intervention, and educator coaching within K–5 general and special education settings.



The graphic features a background of faint icons including a brain, a key, and a person. In the top left, a cluster of colorful keys is shown, with labels: 'MTSS', 'Dyslexia', 'Instruction', 'Intervention', and 'Assessment'. To the right of the keys is a brain icon. Below the keys, the text 'ALIGNING THE WORK: MTSS, Dyslexia, and Academic Success' is visible, followed by '10th of Northern Ohio 36th Annual Symposium'. On the right side, there is a portrait of Mija Trammell, a woman with blonde hair wearing a pink top. Below the portrait, the text 'Breakout Session' is displayed in a blue box. Underneath that, 'Mija Trammell, M Ed' is written in a purple box. At the bottom, the title 'Making Progress Monitoring Matter in MTSS' is presented in a large, white, serif font on a dark blue background.