

Supplementary Materials to Support the QAR Tool

The following guide/report has been designed to help school leaders and special education coordinators organize responses and provide required attachments. The guide follows PCSB's Quality Assurance Review (QAR) tool standards and offers examples of possible evidence to submit. Please note, not every QAR standard is represented in this document.

Most of the attached sample tools come from Special Education Start-Up and Implementation Tools for Charter Leaders and Special Education Managers found on the website of the National Charter School Resource Center.

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Sample Service Delivery Schedule

Times	King - Monday	King - Tuesday	King - Wednesday	King - Thursday	Junior - Friday			Fri. Times
	Resource	Resource	Resource	Resource	J1	J2	J3	
7:25 - 8:00	Behavior Check ins	Behavior Check ins	Behavior Check ins	Behavior Check ins	Homeroom			7:25 - 7:55
8:05 - 8:40	X Factor	X Factor	X Factor	X Factor	Writing (No St. 2)			8:00 - 9:10
8:45 - 10:05	Reading	Reading	Reading	Reading	Math			9:15 - 10:25
10:10 - 11:30	Writing	Writing	Writing- St.2 Only?	Writing	TBD			10:30 - 11:40
11:35 - 12:55	Math	Math	Math	Math				11:45 - 12:10
12:55 - 1:20	Lunch	Lunch	Lunch	Lunch	Lunch			12:15 - 12:40
1:20 - 1:30	Brain Break	Brain Break	Brain Break	Brain Break	TBD			12:45 - 1:30
1:35 - 2:55	Planning	Planning	Planning	Planning	Harambe			1:35 - 2:15
3:05 - 4:25	X Factor (3:30-4:15)	X Factor (3:30-4:15)	X Factor (3:30-4:15)	X Factor (3:30-4:15)	Homeroom			2:20 - 2:25
4:25 - 4:30	Homeroom	Homeroom	Homeroom	Homeroom	TL - Greisberger/Cullum			

<u>Student 1</u>	<u>Student 2</u>	<u>Student 2</u>	<u>Student 2</u>	<u>Student 2</u>
reading	reading	reading	reading	reading
science	writing	writing	writing	writing
mathematics	mathematics	mathematics	mathematics	mathematics
writing	science	science	music	science
	music	music	history	music

Academic Evidence of Collaboration

Date:

Student:

Circle persons at the meeting/involved in discussion:

English Teachers

Science Teachers

Math Teachers

College Readiness Teachers

Administrators (Discipline, Principal, Student Activities)

Student

Special Education Teacher

Other/Support Staff

Purpose is to discuss the student's academic performance. Brainstorm solutions that are available or needed and determine the best actions to take to help the student so that s/he can be more successful in school.

Student is failing/having difficulty in:

Suspected reasons for difficulty:

This team determined that the following actions must be implemented to assist this student with the above problems: Explain the action taken.

_____ Assigned X-Factor Tutoring _____

_____ Assigned peer/teacher mentor _____

_____ Change of class _____

_____ Change minutes of Special services: _____ increase minutes _____ decrease minutes

_____ Change in accommodations _____

_____ Change in modifications _____

_____ Referred to Health & Wellness for more rigorous Tier 2 Interventions or suspected new disability _____

_____ Other _____

Behavior Evidence of Collaboration

Date:

Student:

Circle persons at the meeting/involved in discussion:
English Teachers

Science Teachers

Math Teachers

College Readiness Teachers

Administrators (Discipline, Principal, Student Activities)

Student

Special Education Teacher

Other/Support Staff

Purpose is to discuss the student's behavior performance. Brainstorm solutions that are available or needed and determine the best actions to take to help the student so that s/he can be more successful in school.

Student is failing/having difficulty in:

Suspected reasons for difficulty:

Student has been suspended/disciplined for:

This group determined that the following actions must be implemented to assist this student with the above problems: Explain the action taken.

_____ Changes to the student's current behavior plan _____

_____ Wrote a new behavior plan that includes positive reinforcements that deal specifically with the following behaviors _____

_____ Change of class _____

_____ Request of a new FBA _____

_____ Change minutes of Special services: _____ increase minutes _____ decrease minutes

_____ Added related services (including counseling) _____

_____ Change in accommodations _____

_____ Change in modifications _____

_____ Change in LRE _____

_____ Request a reevaluation _____

_____ Other _____

IEP or SST Meeting Notes

Team Members Attending _____ Date of Meeting _____

Parent(s) _____

Student _____

Administrator(s) _____

General Education Teacher(s) _____

Clinical Provider(s) _____

Special Education Teacher _____

SEC _____

SST Chairperson _____

504 Coordinator _____

LEA Representative _____

Other(s) _____

Purpose of the Meeting (completed prior to the meeting)

Educational History (completed prior to the meeting)

Current Performance Information (completed prior to meeting)

Student Input (can be completed prior to meeting, especially if student is not attending)

Parent Input and Recommendations

Administrator Input

General Education Teacher Input and Recommendations

Review of Evaluations

Other Discussion Points

Review of Draft IEP and Completion of Final Document or Review of SST Intervention Plan

Discussion of Placement and Recommendations for Instructional Continuum

Next Steps and Persons Responsible for Follow-Up Actions

Signed,

Position_____

Copy of IEP and Meeting Notes Given to the Parent

Signed,

Parent

Student Grades Data Dashboard

Student Name	Grade	Case Manager	Q1 Grades					Q2 Grades					Q3 Grades					Q4 Grades				
			Reading	Writing	Math	NFS / Sci	SS	Reading	Writing	Math	NFS / Sci	SS	Reading	Writing	Math	NFS / Sci	SS	Reading	Writing	Math	NFS / Sci	SS
Overall Average																						
Student Name	K	Mgr. Name		F	D	D	A	A	B	C		D										
Student Name	1	Mgr. Name		B	B			D	B	C	B											
Student Name	2	Mgr. Name		F	C	D	C	D	NI	D	D											
Student Name	3	Mgr. Name		F	F			NI	NI	NI	B	NI										
Student Name	K	Mgr. Name	NI		B	NI	B	C	NI	D	C	B										
Student Name	1	Mgr. Name		F	D			NI	C	NI	B	C										
Student Name	2	Mgr. Name		C	A			NI	A	A	D											
Student Name	3	Mgr. Name		C	A	F		A	B	A	A											
Student Name	K	Mgr. Name		C	F	D	F	D	C	C	D											
Student Name	1	Mgr. Name	A	A	A	A		A	B	A												
Student Name	2	Mgr. Name		F	B			NI	D	A	B											
Student Name	3	Mgr. Name			E																	
Student Name	K	Mgr. Name		D	D			NI	B	NI	D	D										
Student Name	1	Mgr. Name		C	C			A	A	A	B											
Student Name	2	Mgr. Name		F	F	D	F	NI	NI	D	NI											
Student Name	3	Mgr. Name			E				D	C												
Student Name	1	Mgr. Name		F	D			NI	C	NI	B	C										
Student Name	2	Mgr. Name		C	A			NI	A	A	D											

Related Services Data Dashboard

Name	SPED Instruction	Counseling	Speech	OT	PT	APE
Student Name	X					
Student Name	X		X			
Student Name	X	X				
Student Name	X	X	X	X		
Student Name	X	X				
Student Name	X	X				
Student Name	X				X	
Student Name			X			
Student Name	X	X				
Student Name	X	X				
Student Name	X	X	X			
Student Name			X			
Student Name	X					
Student Name	X		X			
Student Name	X					X
Student Name	X	X				
Student Name			X			
Student Name		X				
Student Name	X					
Student Name	X		X	X		X
Student Name	X	X	X			
Student Name	X					
Student Name			X			
Student Name			X			
Student Name	X	X				
Student Name			X			
Student Name	X	X	X			
Student Name	X					
Student Name			X			
Student Name			X			
Student Name	X		X			
Student Name			X			
Student Name			X			
Student Name	X					
Student Name						
TOTAL:	24	12	19	2	1	2

IEP-at-a-Glance

Student Name: _____ Date: _____

Disability: _____ Case Manager: _____

Areas of Need	
Student's present level of functioning in area of need:	
Reading	
Written Expression	
Math Calculations	
Math Reasoning	
Motor Skills	
Social/Behavioral	
Speech Language	
Summary of Student Goals & Objectives:	

Checklist of Accommodations/Modifications that are required to be implemented in all general education instructional settings. Please contact the Special Education teacher/case manager for clarification, if needed.

INSTRUCTION:

- Simplified to instructional level
- Extra practice on lessons
- Peer tutoring
- Oral explanation of tasks
- Preferential seating
- 1:1 or pull-asides as needed
- Provide longer response time
- Break tasks into smaller sections
- Reduce the amount of copying from the board

TESTING:

- Prior notice of test content
- Open-book
- Study guide for tests
- Extra time for tests
- Simplified
- Alternative tests
- Tests read to student
- Retake tests
- Exact
- Same content
- Shortened test length
- Reduced choices on multiple choice tests
- Hands-on projects instead of tests
- Highlight directions

GRADING:

- Grades based on work & participation
- No spelling penalty on written work
- No handwriting penalty on written work
- Provide regular grade checks

ORGANIZATION:

- Give simple, clearly stated instructions
- Use agenda for assignments
- Review directions
- Provide notes
- Story outlines
- Use of Spell Checker
- Desktop list of assignments
- Extra time to complete assignments
- Extra time for projects determined by teacher and student when project is assigned
- Homework checks
- Reduced assignments
- Use notebook/folders to organize assignments
- Written schedule of daily routine

- Frequent agenda checks

MATERIALS:

- Copies of texts at home
- Modified worksheets
- Audio-visual aides
- High-interest materials
- Manipulatives
- Enlarged print
- Calculator for math
- Use of computer/word processor
- Use of tape recorder to record discussions
- Use of Alpha Smart

BEHAVIOR MANAGEMENT:

- Provide positive reinforcement
- Reinforcement program
- Model appropriate behavior
- Corrective behavior plan
- Contract
- Provide cues for expected behavior
- Consistent enforcement of school rules
- Collect data on behavioral changes
- Advance warning of when a transition is going to happen

OTHER:

I received this IEP-at-a-Glance

Signed,

Teacher _____ Date _____

Other _____ Date _____

FAPE REVIEW CHECKLIST for students ages 3-22

Student Name: _____ School: _____

Grade: _____ Date: _____

Check Y or N to indicate whether data is in IEP folder. Check other items on this form at opening of school and at every Progress Report Card date or more frequently, as needed. Turn in a copy weekly to chairperson and store original in the IEP folder.

	Yes	No	Criteria	Date	Data & Identified Needs/Support
C O M P L E T E W E E K L Y			Attendance		Total days missed this week: _____ this school year: _____ Contact family Social Work Referral Agency Referral _____ Develop Attendance Plan Revise Plan Discontinue Plan
			Out of School Suspension		Total days OSS this week: _____ this school year: _____ Actions/Needs: MDR New FBA/BIP Review Tracking Data Revise BIP Amend IEP Social Work Referral Agency Referral _____ * If any OSS< schedule meeting and complete Evidence of Collaboration
			In School Suspension		Total days ISS this week: _____ this school year: _____ Actions/Needs: MDR New FBA/BIP Review Tracking Data Revise BIP Amend IEP Social Work Referral Agency Referral _____
			Office Discipline Referrals (ODRs)		Total ODRs this week: _____ this school year: _____ Actions/Needs: MDR New FBA/BIP Review Tracking Data Revise BIP Amend IEP Social Work Referral Agency Referral _____
			Progress Monitoring for Behavior Instrument/Tool		Baseline Date: _____ Score: _____ Most Recent Progress Monitoring Date: _____ Score: _____ Adequate Progress: Y / N Intervention: _____ NA Continue Change/Revise Discontinue
			Family Contact Log		Most recent contact attempt date: _____ Contact Made? Y / N Action/Needs:
		Current Compliant IEP & Evaluation		Notes/Needs:	
		LEAP/iLEAP/GEE		Student participates in: LEAP LAA1 LAA2 Most Recent Test Date: _____ ELA: Unsatisfactory Approaching Basic Basic Mastery Advanced Math: Unsatisfactory Approaching Basic Basic Mastery Advanced SS: Unsatisfactory Approaching Basic Basic Mastery Advanced Science: Unsatisfactory Approaching Basic Basic Mastery Advanced	
		Assistive Tech / Accessible Instruction Materials(AIM)		Device / Materials in Use? Y / N If no, reason / needs:	
		Compliant Transition Goals Checklist		Notes/Needs:	
		Universal Screening		Reading Screening: _____ completed for: Fall, Winter, Spring Most Recent Screening Date: _____ Score(s): _____ At Risk: Y/N Math Screening: _____ completed for: Fall, Winter, Spring Most Recent Screening Date: _____ Score(s): _____ At Risk: Y/N Behavior Screening: _____ completed for: Fall, Winter, Spring Most Recent Screening Date: _____ Score(s): _____ At Risk: Y/N	
		Progress Monitoring for Reading Instrument		Baseline Date: _____ Score: _____ Most Recent Progress Monitoring Date: _____ Score(s): _____ Adequate Progress: Y / N Intervention: _____ NA Continue Change/Revise Discontinue	
		Progress Monitoring for Math Instrument		Baseline Date: _____ Score: _____ Most Recent Progress Monitoring Date: _____ Score(s): _____ Adequate Progress: Y / N	

				Intervention: _____ NA Continue Change/Revise Discontinue
		Benchmark Testing		
		Service Logs		Special Instruction Logs up to Date? Y / N All Related Service Logs up to Date? Y / N
		Special Education Nine Week Progress Report	10/22 1/7 3/18 5/19	Most recent report indicates adequate progress in all objectives? Y / N Actions / Needs: _____
		Report Card	10/22 1/7 3/18 5/19	Ds or Fs on most recent report card? Y / N Subjects: _____ If yes, complete Evidence of Collaboration. Reconvene IEP, if needed.
		General Education Progress Report	9/17 11/12 2/4 4/8	Ds or Fs on most recent progress report? Y / N Subjects: _____ If yes, complete Evidence of Collaboration. Reconvene IEP, if needed.
		Weekly Grades		Required only if Ds or Fs on Progress Report or Report Card Ds or Fs on most weekly grade report? Y / N Subjects / Assignments: _____ If yes, meeting held/scheduled (date): _____
		Evidence of Collaboration Form		Most recent Evidence of Collaboration date: _____ Form documents action steps? Y / N Action/Needs: _____

Notes: _____

Teacher of Record must sign each time this checklist is completed.

Teacher of Record Signature: _____ Date: _____ Chairperson Signature: _____ Date: _____
 Administration Signature: _____ Date: _____ Cluster Leader Initials: _____ Date: _____
 Other: _____ Date: _____ Other: _____ Date: _____

Job Description

Special Education Coordinator

Reports to the School Leader and is a member of the School's Management/Leadership Team

Ensures Academic Progress

- Advocates for special education students & staff
- Oversees delivery of both instruction and related services as stipulated on IEPs to ensure an integrated service delivery system
- Collaborates with School Leaders to develop and implement a school wide special education AYP plan
- Develops and implements a special education-specific performance management tracking system
- Serves as a link between School Leader and special education teachers/case managers
- Monitors service delivery in inclusion classes and resource setting
- Reviews all IEPs to ensure that they are based on quantitative present levels of performance, curriculum standards and content, and are relevant for the individual student
- Stays abreast of best practices
- Recommends strategies to enhance special education performance on standardized tests
- Ensures cooperative relationships with general education staff

Supports IEP Process

- Chairs initial eligibility/IEP conferences and adheres to eligibility categories and guidelines
- Monitors and supports IEP meetings chaired by teachers/case managers
- Promotes positive parent relationships and intercedes in complex cases
- Monitors teacher/case manager notifications to parents
- Collaborates with contract evaluators to ensure timely receipt of reports
- Takes comprehensive meeting notes at initial IEP meetings and monitors notes taken by teacher/case managers; records dissenting opinions; follows eligibility criteria and guidelines

Drives Compliance

- Ensures special education staff abide by IDEA, State & Local Special Ed. Regulations
- Ensures special education teachers maintain compliance and monitors academic tracking system
- Oversees the compliance of special education files
- Coordinates staff development/training in collaboration with school leaders
- Maintains shared school wide calendar of Annual, Triennial Review, 30-Day Review and Initial Eligibility/IEP meetings to monitor timeline compliance
- Provides monthly reports to school leaders

Performance Measures

Special Education Coordinator

Special Education Coordinator Responsibilities	Outcomes	Measures
Coordinate teachers and adjunct staff/contractors, promoting high expectations for teacher performance to ensure student achievement and growth, and serve as a link between school level-program, school leader and system-level management	<i>Increased student success in general education classes, creative continuum of options developed, and reduced student services</i>	Teacher and Staff Performance ratings, analysis of data on student movement within the special education continuum, and analysis of student performance measures
Promote best practice strategies, and encourage teachers to take creative risks in helping students succeed	<i>Report cards, grades, student self-report card and test scores</i>	Analysis of data collected on types and frequency of interventions, accommodations/modifications, and strategies implemented; Analysis of monthly reports to the school leader
Promote understanding of special education needs and issues, and facilitate collaboration among special and general education teachers, administrative staff, the IEP Team, and adjunct/contract staff	<i>Increased school wide sensitivity to and acceptance and knowledge of special needs students - "All teachers embrace all students."</i>	Special Education teacher/case manager survey
Oversee the IEP process and guide the team in including students, parents, contract specialists, teachers, and administrators as full partners when relevant; encourage the IEP to resolve problems, handle crises, and devise supportive interventions; convene initial IEP meetings	<i>Increased student support; improved parent involvement, more individualized service delivery; decreased suspensions and absenteeism</i>	Analysis of IEP meeting notes, observation of IEP meetings, analysis of attendance and suspension rates, and parent satisfaction tools
Monitor compliance with IDEA & State Regulations, oversee file maintenance and documentation, monitor current tracking data, and coordinate standardized testing	<i>Positive monitoring reports from school leader</i>	Performance review and RSD monitoring reports

Performance Review Special Education Coordinator

Name _____ Date: _____

Tasks	Rating (Good, Satisfactory, Needs Improvement)	Comments	Action
Special Education Teacher/Case Manager Supervision <ul style="list-style-type: none"> Activity logs reviewed & summarized in report to school leader Report Cards and quarterly progress reports reviewed & summarized in report to school leader Review of portfolios 			
Academic Support <ul style="list-style-type: none"> Promoting best practices—summary of new ideas Coordinates standardized testing based on accommodations/modifications for each student Reviews IEPs for adequacy & based on & curriculum standards 			
Clinical Oversight <ul style="list-style-type: none"> Activity logs, Progress notes and report cards reviewed & summarized in report to School Leader 			
General Education Collaboration Responsiveness to general education concerns—collects and reviews teacher surveys and forwards to special education director			
IEP Support <ul style="list-style-type: none"> Review and summary of PAT meeting notes for Director’s report Review and summary of suspension/truancy cases, rates and interventions for Director’s report Keeps school level monthly calendar of PAT/IEP meeting dates 			
Driving Compliance <ul style="list-style-type: none"> File management Tracking systems 			
Parent Relations <ul style="list-style-type: none"> Review of Parent Communication Log Collect and review of IEP meeting parent surveys & forward to Director Monitors tests scores & aggregate sped students 			

Parent Satisfaction Survey Tool

Student: _____ Grade: _____ Date: _____

Meeting Communications	Strongly Agree	Agree	Disagree	How can we improve our communication
Contact with me from school staff is friendly.				
I have been given the choice of picking a good time for me to meet.				
I have been given information before meetings to prepare for the meeting.				
I have been treated as an important part of all meetings.				
I look forward to attending meetings about my child.				
Attending the Meeting	Strongly Agree	Agree	Disagree	How can we make our meetings better?
I am a welcome and equal member of the IEP team; the tone of the meetings is positive.				
I am asked to share my views, opinions, and recommendations.				
I am comfortable discussing my child with all team members.				
I understood what has been reported about my child, and all confusing terms were explained to me.				

Attending the Meeting	Strongly Agree	Agree	Disagree	How can we make our meetings better?
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We discuss my child's strengths.				
I understand what has been written in the IEP and agree that it is a good plan for my child.				
I am satisfied with my child's progress.				
Clinical Services	Strongly Agree	Agree	Disagree	How can we make clinical services better?
The related service providers (speech/language, counseling, etc) keep me informed of my child's progress with progress notes and verbal feedback.				
I know how to contact clinical providers, who are available if I need to talk.				
I understand what services my child receives and the reason for these services.				
I have received recommendations from special educators about how I can work with my child at home.				
I have been able to make recommendations about my child's services.				

Clinical Services	Strongly Agree	Agree	Disagree	How can we make clinical services better?
--------------------------	-----------------------	--------------	-----------------	--

I have received copies of any and all evaluations and screening results, and they have been explained to me in clear language.				
I am satisfied with services.				

The best aspect of the special education program at school is:

I have concerns about:

My “wish list” for special education is:

Self-Reporting Report Card for Students

Student: _____ Grade: _____ Date: _____

My Class	My Teacher	The grade I give myself for this class	Why I give myself this grade My comments	The grade I give my teacher	Why I give my teacher this grade My comments
Special Education	My Teacher	The grade I give myself for this class	Why I give myself this grade My Comments	The grade I give my special education teacher	Why I give my special education teacher this grade My comments
My Related Services	My Therapist	The grade I give myself for this class	Why I give myself this grade My comments	The grade I give my Therapist	Why I give my Therapist this grade My Comments

Question No.	Question	My answer
1.	I have an IEP because...	
	I go to meetings when my teachers talk about what I need.	
	My parent goes to meetings with my teachers to talk about what I need.	
2.	My hardest subject is....	
3.	My best subject is...	
4.	I learn best when.....	
5.	The best way for a teacher to help me is.....	
6.	I do best in school when....	
7.	I don't like school when....	
8.	I need help to....	
9.	My biggest problem in school is....	
10.	My wish list for school	<ol style="list-style-type: none"> 1. 2. 3.

Job Description

Special Education Teacher

Classroom Tasks

- Assumes responsibilities for demonstrating achievement of IEP goals and improved academic performance of students with disabilities
- Develops an individual profile for each student using existing assessment data and informal testing and observation; ensures general education staff has copies of the IEP-at-a-Glance form listing goals, accommodations, and modifications
- Provides a continuum of special education instructional opportunities for students to work one-on-one, in small groups, and as a class within pull-out or push-in settings, as appropriate, in support of the general education curriculum
- Employs multisensory teaching strategies based on an understanding of student strengths and weaknesses and learning styles
- Monitors and supports implementation of goals in inclusion classes; collaborates with related services providers and monitors service delivery; monitors BIPs; provides accommodation/modification support
- Works in collaboration with all general education teachers as a technical expert
- Refers students to the IEP team to develop interventions for students demonstrating disciplinary concerns, truancy, and/or academic failure or to further assess struggling students in all areas of a suspected disability

IEP Tasks

- Encourages parent partnerships and maintains positive communication with parents/caregivers regarding student progress, success, and difficulties
- Assumes responsibility for writing both initial and updated IEPs based on present levels of performance and developing goals that relate to curriculum standards and content
- Reports achievement of goals and objectives at the end of every advisory period and issues quarterly progress reports
- Administers end-of-the-year academic testing in preparation for the annual IEP meeting
- Schedules, coordinates, and chairs requested and annual IEP Review meetings in collaboration with the Special Education Coordinator (SEC), parents/caregivers, related services providers, and general education teacher(s)
- Maintains a portfolio of student work samples, anecdotal data, and classroom observation information

Case Management Tasks

- Assumes responsibility for case compliance and student academic progress as documented through both academic and compliance tracking tools
- Assumes responsibility for reviewing and analyzing all student information and developing a corrective action plan for students who need additional testing and/or a change in services
- Assumes responsibility for conducting Triennial Reviews in collaboration with the special education coordinator and IEP Team; refers students in need of requested re-evaluations and/or Triennial Reviews to the IEP Team to develop a Student Evaluation Plan (SEP)
- Maintains special education files; ensures all evaluation recommendations are followed up and completed
- Ensures adjunct and related services are being delivered in an integrated way and practically applied in the classroom
- Provides requisite monthly data to special education coordinator

Performance Measures

Special Education Teacher

Teacher/Case Manager Responsibilities	Outcomes	Measures
Focus on high expectations for student achievement; focus on teaching, implementing IEPs, conducting annual performance testing, and convening annual IEP review meetings; write IEP goals and objectives based on evaluation findings; ensure that general education teachers receive and implement IEP-at-a-Glance forms and (BIPs)	<i>Achievement of IEP goals/objectives; improved benchmarks, grades and test scores; and accumulation of exemplary work samples</i>	Well written and curriculum based IEP goals, student grades (report cards), student annual performance measures, updated student file with work samples, weekly contact form, parent contact form, and quarterly progress notes on IEP goal/objective achievement
Identify student learning styles, strengths and weaknesses; reinforce learning styles; and build on learning strengths through targeted instruction	<i>Increased student motivation for learning</i>	Teacher (see self-reporting card); Improved student self-efficacy
Act as a technical expert, advocate for special education students, provide targeted and creative accommodations/modifications, and consult and coteach with general education teachers	<i>Increased student participation in the classroom and better student understanding of lesson content</i>	Student grades (report cards)
Perform ongoing case monitoring, secure supportive interventions as needed through the IEP Team, and conduct IEP and triennial reviews/re-evaluations, documenting meeting notes in conjunction with the IEP Team and service providers	<i>Teacher-driven multidisciplinary collaboration, including parent(s), to address all student needs</i>	IEP Team observations and comments, comprehensive meeting notes, parent participation & satisfaction
Manage and analyze case files/records to ensure case compliance with IDEA and state regulations, and develop corrective action plans for student cases when a need for additional testing or a change in service is indicated	<i>All student needs and recommended actions are addressed and well documented</i>	Updated special education file; corrective action plans and next-step actions; performance reviews; and quarterly, semi-annual, and annual review performance surveys

Performance Review

Special Education Teacher

Name: _____ Date: _____

Tasks	Rating (Good, Satisfactory, Needs Improvement)	Comments	Action
Special education teacher is providing technical support in general education classes (general education teacher survey)			
Special Education files are compliant and/or moving toward compliance (sped file compliance template)			
Case files are reviewed, summarized in a corrective action plan & brought into compliance			
Annuals and Triennials are scheduled and taking place (compliance tracker)			
IEPs have measurable goals and are written to curriculum standards and content			
Case Manager maintains academic tracker comparison chart (academic tracker)			
Student Portfolio contains representative work samples			
Summary of Student Report Cards indicates student success in all subject areas			
Instruction hours match IEPs (Student contact log)			
Quarterly progress reports on IEP goals are complete and meaningful			
Failing, truant, and disciplined students are presented before the IEP team			
BIPs, and accommodations/modifications are distributed & monitored in general education setting; related service delivery is integrated & monitored			
Standardized test scores and report cards indicate growth (annual)			
Provides requisite monthly information to SEC			

Special Education Service Delivery Survey for General Education Teacher

Teacher Completing Form: _____ Date: _____
 Teacher Being Evaluated: _____ Instruction Area: _____
 # Special Education Students in Class: _____

Tasks	Rating (Good, Satisfactory, Needs Improvement)	Comments
Special Education Teacher maintains frequent communication about special education students		
Special Education Teacher provided and reviewed IEP-at-a-Glance form for all special education students		
Number of Students with Behavior Intervention Plans (BIPs) _____ Special Education Teacher provided and reviewed BIPs		
Special Education Teacher reviews your lesson plans and helps modify assignments/tests		
Special Education Teacher provides technical expertise, consulting support and/or in-class instruction		
Special Education Teacher provides resource support (pull out) that helps special education students succeed in your classes		
Special Education Teacher follows up on concerns you have about special education student(s)		
Special Education Teacher gives ample notice of Pupil Appraisal Team (PAT)/IEP meetings and prepares you for meetings		
Other...		

Sample IEP Progress Report

Student: _____ Grade: _____

Special Education Teacher/Case Manager: _____

Language Arts Goal(s)—Reading and Written Expression

Mathematics Goal(s)

Other Academic Goals

Comments

Related Services Goal(s)

Comments:

Signed by Teacher/Case Manager: _____ Date: _____

Clinician Signature: _____ Date: _____

A Sampling of Scientifically Based Programs, Tools, & Remedial Resources

General Curriculum Tools

- BrainPOP: <http://www.brainpop.com/>
- Compass Learning—Odyssey: <http://www.compasslearning.com/why-compass-learning/>
- Direct Instruction Workbooks: <http://www.mcgraw-hill.co.uk/sra/directinstruction.html>
- Graphic Organizers: <http://www.eduplace.com/graphicorganizer/>
- Kurzweil: <http://www.kurzweiledu.com/educational-resources.html>

Reading Tools

- BURST: <http://www.wirelessgeneration.com/curriculum-instruction/burst-reading/overview>
- Collaborative Strategic Reading: <http://www.sedl.org/cgi-bin/mysql/buildingreading.cgi?l=description&showrecord=15>
- Earobics: <http://www.earobics.com/>
- Edmark Reading Program: <http://www.mayer-johnson.com/edmark-reading-program-software-level-1-school-version/>
- FCRR Phonics, Vocabulary, Comprehension & Phonemic Awareness: http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf
- Fountas & Pinnell: <http://www.fountasandpinnellleveledbooks.com/>
- Foundations! www.foundations.com
- Jolly Phonics: <http://jollylearning.co.uk/shop/>
- Jordan Dyslexia Assessment Reading Program: <http://www.proedinc.com/customer/productView.aspx?ID=1735>
- Junior Great Books: <http://www.greatbooks.org/programs-for-all-ages/junior/research-effectiveness/>
- Kidspiration: http://www.inspiration.com/sites/default/files/Kids3DataSheet_US.pdf
- LANGUAGE! : http://store.cambiumlearning.com/cs/Satellite?c=CLG_Product_C&childpagename=Store%2FStore_Layout&cid=1277940979351&pagename=Store_Wrapper
- Lindamood-Bell: <http://www.lindamoodbell.com/>
- Lucy Calkin's Reader's Workshop: <http://www.readersworkshop.org/>
- Phonics Blitz: <http://www.rgrco.com/phonics/2nd-edition>
- Phonics Boots: http://www.boots.com/en/V/tech-Playtime-Bus-with-Phonics_124170/
- Power Readers: http://www.soprislearning.com/cs/Satellite?c=CLG_Content_P&childpagename=Sopris%2FSopris_Layout&cid=1277942351184&pagename=Sopris_Wrapper
- Read Naturally Live: <http://www.readnaturally.com/products/readlive.htm>
- Reader Rabbit: www.readerrabbit.com
- Reading A-Z: <http://www.readinga-z.com/>
- Reading A-Z Kids.com: <http://www.readinga-z.com/book/animated-books.php>
- Reading Blaster: <http://www.amazon.com/Reading-Blaster-Ages-6-8/dp/B000761V44>
- Reading Resources: <http://www2.ed.gov/parents/read/resources/edpicks.jhtml>
- Six Minute Solutions (fluency): http://www.soprislearning.com/cs/Satellite?c=CLG_Content_P&childpagename=Sopris%2FSopris_Layout&cid=1277940903626&pagename=Sopris_Wrapper
- SRA Corrective Reading: <http://www.mcgraw-hill.co.uk/sra/correctivereading.htm>
- Sticky Bears (Reading Comprehension): www.stickybear.com

- Touchphonics: <http://eps.schoolspecialty.com/downloads/povs/s-touchphonics.pdf>
- Visualizing and Verbalizing for Language Comprehension and Thinking: <http://www.amazon.com/Visualizing-Verbalizing-Language-Comprehension-Thinking/dp/0945856016>
- Vocabulary through Morphemes: http://www.soprisslearning.com/cs/Satellite?c=CLG_Content_P&childpagename=Sopris%2FSopris_Layout&cid=1277941405467&pagename=Sopris_Wrapper

Writing Tools

- Expressive Writing: <https://www.mheonline.com/program/view/5/2/210/0076020428>
- Lucy Calkin’s Writer’s Workshop: [http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20\(Full\).pdf](http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20(Full).pdf)
- Writing Project: <http://tc.readingandwritingproject.com/>

Math Tools

- Accelerated Math: <http://www.renlearn.com/am/>
- Developing Number Concepts: Books 1-3: <http://www.amazon.com/Developing-Number-Concepts-Book-Comparing/dp/0769000584>
- DreamBox: <http://www.dreambox.com/>
- enVisionMATH: <http://www.pearsonschool.com/index.cfm?locator=PSZuQp&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=806&PMDbSubCategoryId=&PMDbSubjectAreaId=&PMDbProgramId=67741>
- Every Day Counts: Calendar Math: http://www.greatsource.com/store/ProductCatalogController?cmd=Browse&subcmd=LoadDetail&division=G01&&frontOrBack=F&sortProductsBy=SEQ_TITLE&level1Code=05&level2Code=050&level3Code=004
- Investigations: <http://investigations.terc.edu/>
- IXL.com: “Math for the Left & Right Brain” www.ixl.com
- MathFacts in a Flash: <http://www.renlearn.com/mf/>
- Practical Math: <http://search.barnesandnoble.com/Practical-Math-Applications/Sharon-Burton/e/9780538727723>
- Saxon Math: http://saxonpublishers.hmhco.com/en/sxnm_home.htm
- Stern Math Structural Arithmetic: <http://www.sternmath.com/items/workbooks/SA1.html>
- Transmath: <http://www.voyagerlearning.com/transmath/index.jsp>
- VMathlive: <http://www.vmathlive.com/>

Present Levels of Performance Tools

- AIMS Web Reading: <http://www.aimsweb.com/measures-2/reading-cbm/>
- Brigance: <http://www.curriculumassociates.com/products/detail.aspx?title=brigsemgt-la&topic=SBSPE0>
- Brigance Transition Skills Inventory: <http://www.curriculumassociates.com/products/detail.aspx?title=BrigTSI>
- Keymath: <http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Mode=summary&Pid=PAaKeymath3>
- RGRC Diagnostic Decoding Survey: <http://www.rgrco.com/resources/tools/diagnostic-decoding-surveys>
- RTI Toolkit: A Practical Guide for Schools: <http://www.amazon.com/RTI-Toolkit-Practical-Guide-Schools/dp/1934032050>

- STAR Math: <http://www.renlearn.com/sm/default.aspx>
- STEP Reading Assessment: <http://www.inquirium.net/portfolio/steptool/>
- The RTI Daily Planning Book: <http://www.heinemann.com/products/E01731.aspx>
- NWEA MAP Assessment: <http://www.nwea.org/products-services/computer-based-adaptive-assessments/map>

Life, Social, & Vocational Tools

- Alert Program for Self-Regulation: <http://www.alertprogram.com/>
- Cogmed Working Memory Training: <http://www.cogmed.com/program>
- MindUp Curriculum: <http://www.thehawnfoundation.org/curriculum>
- Pacemaker Skills for Independent Living (Transition Textbook): <http://www.wiesereducational.com/products/pacemaker-skills-for-independent-living.htm>
- Pre-Referral Intervention Manual: <http://www.amazon.com/Pre-Referral-Intervention-Manual-Second-Edition/dp/1878372114>
- Reading Free Vocational Interest Inventory: <http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8683-846n>
- Second Step: <http://cfc.secondstep.org/TeachingGuides/K5Guide/K5ProgramOverview/ProgramDescription/BullyingPrevention.aspx>
- Teacher's Guide to Behavioral Interventions: <http://www.amazon.com/The-Teachers-Guide-Behavioral-Interventions/dp/1878372130>
- Youth-in-Mind: <http://www.youthinmind.info/py/yim/Start.py?language=euk&country=usa>

Assistive Technology

- Deep Pressure Vest: <http://www.especialneeds.com/deep-pressure-vests.html>
- Folding Trampoline
- Fun Tube: <http://www.amazon.com/The-Fun-Tube-Red-Tunnel/dp/B0007YDC36>
- Hearphone
- Koosh Ball: <http://www.officeplayground.com/Koosh-Ball-P161.aspx>
- Mavis Beacon Keyboarding Kidz: <http://www.broderbund.com/p-121-mavis-beacon-keyboarding-kidz.aspx>
- Molded Pencil Grip
- Toobaloo Auditory Phone: http://www.mayer-johnson.com/toobaloo/?ctt_id=8955658&ctt_adnw=Google&ctt_ch=ps&ctt_entity=tc&ctt_cli=2x15381x64070x1648845&ctt_kw=toobaloo&ctt_adid=10034626624&ctt_nwtype=search&s_kwci_d=TC%7C16135%7Ctoobaloo%7C%7CS%7Cp%7C10034626624&gclid=COb0yoqR4rACFUyb7Qod-BZr2A
- Type to Learn: <http://ttl4.sunburst.com/>
- Whisperphone: <http://www.whisperphone.com/>
- Yuck-E-Balls: <http://www.sensorycraver.com/yuckeballs%C2%99-p-1280.html>

Job Description

Related Service Providers

Counseling, Speech/Language Pathology, Occupational & Physical Therapy

Related service delivery includes:

- Serving as a member of the in-school multidisciplinary team (MDT) for re-evaluations, initials (if evaluator), and to advise teacher/case manager on students who are truant, experiencing behavior difficulties, and/or failing
- Updates and communicates on an ongoing basis with special education coordinator (SEC); monthly updates with SEC
- Understands individual school's mission and delivers services to coincide with school's program
- Knows and applies best practices
- Conducts 30 group and individual sessions per year 1x weekly or 60 sessions 2x weekly
- Re-evaluates students receiving therapy as requested or warranted for triennial evaluation
- Creates behavioral assessments/plans as needed for students receiving counseling
- Consults on and implements services in inclusive settings to the maximum extent possible
- Extends good-faith effort to team with other providers and special education staff in school(s)
- Authors annual individualized education program (IEP) goals/objectives written to empower students to transfer intervention strategies to classroom and academic performance
- Participates at annual IEP meetings, as needed
- Participates at manifestation hearings, as needed
- Writes monthly progress notes as required by Medicaid regulations—treatment directly ties to IEP goals/objectives; willingness to be trained on and to use electronic encounter tracking system
- Writes advisory reports on progress toward achieving goals and objectives on IEPs to be sent home with report cards—responsible for demonstrating progress at end of year
- Maintains monthly contact sheets submitted to school
- Documents efforts to reach nonresponsive students, culminating in writing out of service on the IEP if necessary
- Maintains current certification

Evaluation Service

Assessment Standards for Clinicians Includes:

- Administers assessments based on the student evaluation plan (SEP) and/or parent's request for students needing initial, requested, and/or triennial evaluations
- Keeps abreast of diagnostic tests and materials and any changes in tests and materials
- Conducts only those tests necessary, but performs additional alternative evaluations if diagnosis is unclear, in order to ensure all areas of suspected disability are addressed
- Develops a summary template to translate test results into accommodations/ modifications and IEP-at-Glance documents
- Recommends Assistive Technology evaluations when necessary
- Hands in reports to the SEC 10 days in advance of a scheduled eligibility/IEP conference, attends MDT/IEP conferences with 10 or more days notice
- Writes reports using a reader friendly index and explains to parents and students evaluation findings in clear, understandable language with cultural sensitivity
- Works collaboratively as a multidisciplinary team member
- Stays abreast of IDEA and local regulations regarding the special education eligibility of a student
- Abides by a 30 day turn around time from date of receipt of referral packet and reports absentee students to the MDT chair after two attempts to test
- Abides by established standards of practice, processes and procedures of the MDT and collaborates with special education staff to streamline processes and procedures as needed
- Meets with the special education coordinator quarterly to discuss concerns, questions, complex cases, and random reviews of reports
- Maintains current certification

Performance Measures

Related Service Providers

Clinician Responsibilities	Outcomes	Measures
Focus on the delivery of related services in accordance with the IEP, stay abreast of best practices, find solutions for non-responsive students	<i>Improved student academic performance and/or behavior</i>	Student grades, weekly contact forms, student participation, quarterly IEP progress noted, and student self-assessment
Conduct initial and re-evaluations within (#) days of referral and in time to provide parent(s) with a copy of the report prior to the meeting, conduct evaluations in accordance with established guidelines for eligibility determination, and complete evaluation summary forms	<i>Comprehensive and holistic assessments summarized in well-written, user-friendly reports made available to parents in advance of MDT meetings</i>	Tracking data, evaluation summary forms, and parent satisfaction surveys
Consult with general education teachers on strategies to support special education student success, conduct observations of students in general education classes, and consult on struggling general education students	<i>Improved student academic performance and/or behavior</i>	Teacher surveys and student report cards
Identify global special education needs in area of expertise, and create and implement ways to deliver services that address global indicators	<i>Improved student academic performance and/or behavior</i>	Report cards, student participation, and student report cards
Develop a crisis response for schools, and provide crisis management	<i>Organized, responsive, and effective support during crisis situations</i>	SEC and school leader observations and student observations post-crisis
Participate on the MDT	<i>Improved support for case managers and more collaborative brainstorming about interventions for failing grades, discipline issues, and truancy</i>	Case manager survey, SEC observations, and meeting notes documenting MDT discussions
Engage parents in a collaborative way in support of student progress	<i>Improved parent relations</i>	Parent Satisfaction Survey
Write new and update IEP goals at least three days in advance of the IEP meeting, write curriculum based, practically applied goals and objectives	<i>More meaningful goals and objectives based on evaluation results, curriculum standards, and functional classroom performance</i>	Improved student academic performance and/or behavior
Write, distribute, implement, and monitor, user friendly behavior plans (psychologist)	<i>Improved student behavior</i>	Teacher surveys
Write clear and concise Medicaid encounter forms (progress noted) that relate to IEP goals and objectives and evaluations	<i>High percentage of reimbursement rate</i>	Quality assurance checklists and Medicaid acceptance

PROGRESS NOTE FOR RELATED SERVICE PROVIDERS

Service: _____

Student: _____ Clinician: _____

Date: _____ Beg./End Time: _____ Total Mins. _____

Goal(s)/Objective(s): _____

Narrative:

Signature, Credential _____

Date: _____ Beg./End Time: _____ Total Mins. _____

Goal(s)/Objective(s): _____

Narrative:

Signature, Credential _____

Date: _____ Beg./End Time: _____ Total Mins. _____

Goal(s)/Objective(s): _____

Narrative:

Signature, Credential _____

Clinician Performance Review

Clinician: _____ Position: _____

School: _____ Number of Students: _____

Clinical Supervisor: _____ Date: _____

Tasks	Rating (<i>Good, Satisfactory, Needs Improvement</i>)	Comments
Delivers related services; sessions are well planned, delivered consistently, and engage students		Attach weekly schedule
Hours on Activities Log match IEP Hours		Attach Activities Log Sample Note & Percentage of time on IEP that is delivered
Therapy session content is transferable back to the classroom in a practical, functional way; materials used are high interest and curriculum based		Describe materials and therapy session strategy
Non-responsive students have corrective action steps in place		List non-responsive students and actions
Clinician observes students in classroom and consults with general education teachers		List interactions with teachers and name students observed during the past two weeks
Progress notes are completed correctly, relate back to IEP goals/objectives, and describe varied activities		Review of progress notes
Realistic number of evaluations are completed monthly within the 30 day turn around time and given to the parent for review prior to the MDT/IEP meetings		List students evaluated and timelines for past quarter
Evaluations are written in user friendly language and translated onto a Summary Form to be attached to the IEP-at-a-Glance for general education teachers		Discuss random sampling of reports—list students whose reports were reviewed
IEP goals are curriculum based and objectives are evaluation based; Quarterly progress notes are completed and document progress made		Attach sample goals and objectives

Special Education files contain reports, goals, objectives, and quarterly progress notes		
Tasks	Rating <i>(Good, Satisfactory, Needs Improvement)</i>	Comments
School-wide crisis plan is in place and crisis management is effective		Attach plan and describe recent crisis
Progressive and innovative ways to deliver services are introduced based on data analysis of students needs		Describe innovation
Parents are involved in the IEP process and understand evaluation findings as well as treatment prescriptions		Review parent satisfaction survey
Other areas that are deemed relevant by clinical supervisor		
Overall Rating		

Additional Comments

Communication Log

To be maintained by the Provider in the student's Special Education File

Name of Student: _____ Name of Parent: _____

Special Education Teacher / Case Manager: _____

1. Person Making Contact _____

Date / Time / Form of Contact _____

Purpose of Conversation _____

Response _____

Follow Up _____

2. Person Making Contact _____

Date / Time / Form of Contact _____

Purpose of Conversation _____

Response _____

Follow Up _____

3. Person Making Contact _____
Date / Time / Form of Contact _____
Purpose of Conversation _____

Response _____

Follow Up _____

4. Person Making Contact _____
Date / Time / Form of Contact _____
Purpose of Conversation _____

Response _____

Follow Up _____

Student Evaluation Plan (SEP)

BLT Referral Date: _____ Meeting Date: _____

Student: _____ DOB: _____ Age: _____ Grade: _____

ADDRESS:

Street #	Street Name	Apartment #	City	State	Zip Code
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Parent(s) / Guardian(s): _____

Parent / Guardian Telephone Numbers (H): _____ (C): _____

Summarize Area(s) of Concern:

Pupil Appraisal Team Recommendations:

List Evaluation(s) needed to address all areas of suspected disability

Assessment	Assessor	Test Instrument	Timeline	
			Assigned	Due Date
Psychological				
Speech / Language				
Social History				
Audiological				
Vision Screening				
Medical				
Educational				
Hearing Screening				
Other				

Meeting Participants

Name:

Position:

Date referred to evaluation: _____

