

Special Education Teacher Responsibilities for Monitoring Student Progress and Achievement

Task	Responsible Person(s)	Suggested Dates
<p>Teachers review the <u>Individual Student Report</u> from the most recent WESTEST and the permanent record student labels for previous years for students grades 4-12 for whom the special education teacher is responsible. Teachers will identify those students who did not achieve mastery on the most recent WESTEST R/LA and/or math.</p> <p>Note: Teachers will track and graph longitudinal data for the performance levels and scale scores for each student for whom the special education teacher is responsible.</p>	<p>County test coordinators ensure test data are distributed to the schools.</p> <p>County test coordinators ensure that all personnel acquire the necessary skills to analyze and utilize test data.</p> <p>Principal ensures that the data reports are distributed to the correct personnel.</p> <p>Special education teacher reviews records and graphs data.</p>	<p>On or before September 15</p>
<p>Review the <u>Individual Right Response Record</u> (IRRR) and, as available, Test Mate Clarity to identify deficiencies for students who did not achieve mastery on the most recent WESTEST R/LA and/or math</p>	<p>Special education teacher</p>	<p>On or before October 1</p>
<p>Compare identified deficiencies to IEP goals and adjust goals and/or services as appropriate.</p>	<p>Special education teacher/IEP team</p> <p>IEP Team may need to reconvene if adjustments to the IEP are indicated.</p>	<p>On or before October 1</p>
<p>Review the placement and staff utilization of special education teachers based on student needs. This will include the teacher's use of a progress monitoring cycle based on specialized instruction.</p>	<p>Principal</p>	<p>Fall</p>
<p>Teacher executes academic interventions consistent with the IEP. Begin the cycle of interventions and progress monitoring for non-proficient students.</p>	<p>Special education teacher and educators designated as appropriate by school administrator.</p>	<p>Fall</p>
<p>The first benchmark assessment will be conducted.</p>	<p>Determined by school and/or district</p>	<p>Fall</p>
<p>Generate a list of all students K-3 for whom the special education teacher is responsible who did not achieve proficiency on the benchmark assessment. Compare identified deficiencies to IEP goals and adjust goals and/or services as appropriate.</p>	<p>Special education teacher/IEP Team</p>	<p>Fall</p>

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<p>The special education teacher uses benchmark assessments and/or formative assessments on a progress monitoring schedule that documents progress toward the IEP goals.</p> <p>The special education teacher consults with an intervention team comprised of educators also providing services to the student to confirm the instruction deemed necessary, based on benchmark and/or formative assessments, is planned.</p>	<p>Special education teacher provides scientific research based interventions.</p> <p>Special education teacher progress monitors unless a decision is made for another educator on the intervention team to do this.</p> <p>Special education teacher adjusts her/his own instruction or coordinates adjustment to instruction provided by other educators based on progress monitoring results.</p> <p>IEP Team reconvenes if substantial changes in service delivery are determined to be necessary.</p>	<p>Fall and continuing throughout the year.</p>
<p>Continue the cycle of interventions and monitoring of progress for non-proficient students.</p>	<p>Special education teacher and educators designated as appropriate by the school administrator.</p>	<p>Ongoing</p>
<p>The second benchmark assessment will be conducted.</p>	<p>Determined by school and/or district</p>	<p>Mid-Year</p>
<p>The special education teacher uses benchmark assessments and/or formative assessments on a progress monitoring schedule that documents progress toward the IEP goals.</p> <p>The special education teacher consults with an intervention team comprised of educators also providing services to the student to confirm the instruction deemed necessary based on benchmark and/or formative assessments is planned.</p>	<p>Special education teacher provides scientific research based interventions.</p> <p>Special education teacher progress monitors unless a decision is made for another educator on the intervention team to do this.</p> <p>Special education teacher adjusts her/his own instruction or coordinates adjustment to instruction provided by other educators based on progress monitoring results.</p> <p>IEP Team reconvenes if substantial changes in service delivery are determined to be necessary.</p>	<p>Following the second benchmark test</p>
<p>Continue the cycle of interventions and monitoring of progress for non-proficient students.</p>	<p>Special education teacher and educators designated as appropriate by the school administrator.</p>	<p>Ongoing</p>
<p>The third benchmark assessment will be conducted.</p>	<p>Determined by school and/or district</p>	<p>Spring</p>
<p>The special education teacher uses benchmark assessments and/or formative assessments on a progress monitoring schedule that documents progress toward the IEP goals.</p>	<p>Special education teacher provides scientific research based interventions.</p> <p>Special education teacher progress monitors unless a decision is made for</p>	<p>Following the third benchmark test</p>

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<p>The special education teacher consults with an intervention team comprised of educators also providing services to the student to confirm the instruction deemed necessary based on benchmark/formative assessments is planned.</p>	<p>another educator on the intervention team to do this.</p> <p>Special education teacher adjusts her/his own instruction or coordinates adjustment to instruction provided by other educators based on progress monitoring results.</p> <p>IEP Team reconvenes if substantial changes in service delivery are determined to be necessary.</p>	
<p>Continue the cycle of interventions and monitoring of progress for non-proficient students.</p>	<p>Special education teacher and educators designated as appropriate by the school administrator.</p>	<p>Ongoing</p>
<p>WESTEST will be administered. Results will be available in July/August to review for the upcoming year.</p>		<p>May</p>

*Changes in goals must be made by the IEP team. The intervention team makes instructional decisions only.