

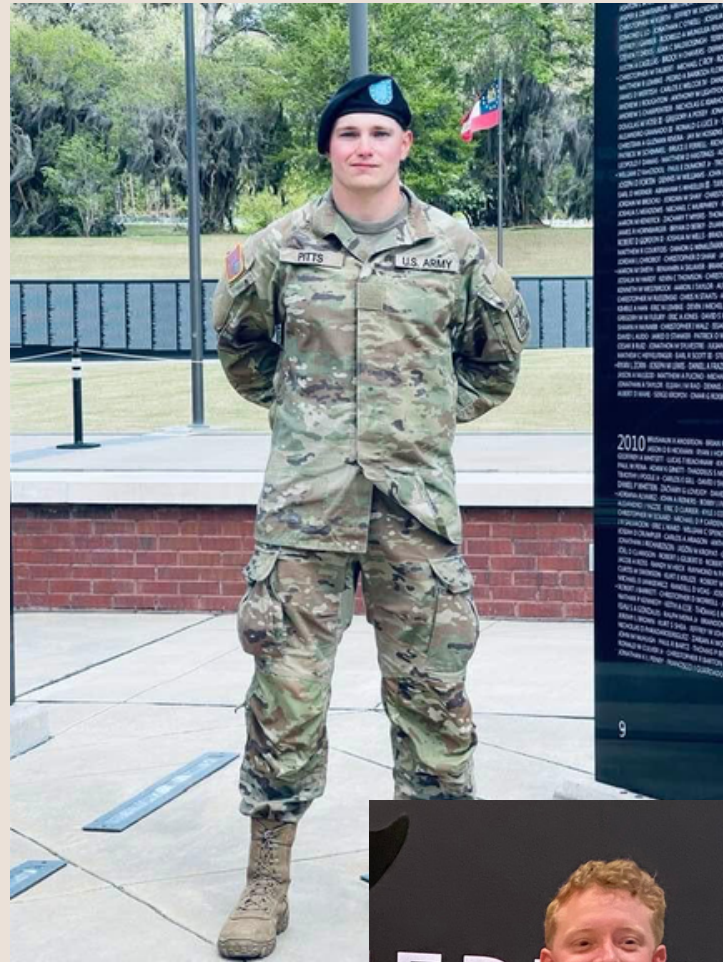


BE A TEAM PLAYER

Rita Cox, MA MEd

**To Receive Credit for this session,
make sure you complete the
survey at the end**





My Journey

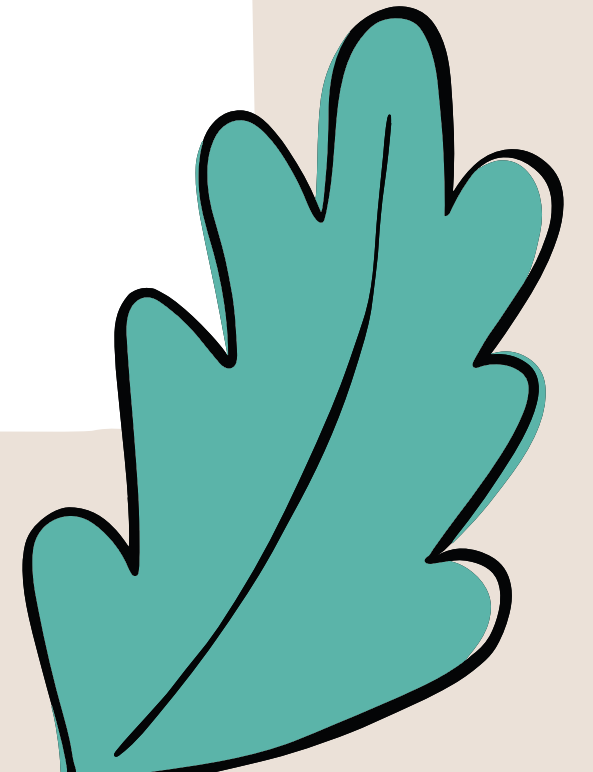
- Taught English and Theatre Arts for 15 years
- Went to SPED



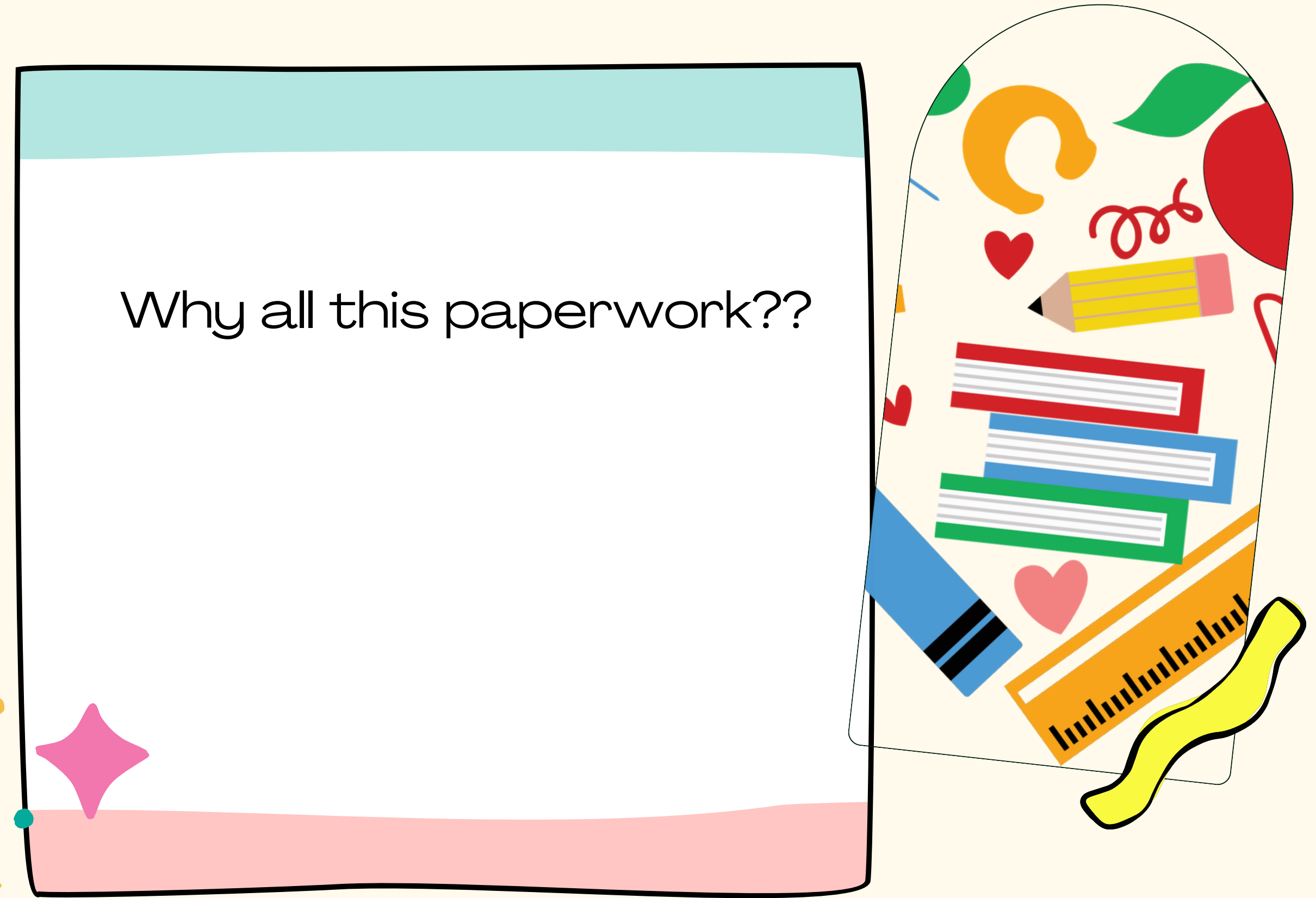


Objectives

- Build an understanding between general education and special education
- Understand the importance of filling out the paperwork
- Understand the specific information needed from the content you teach



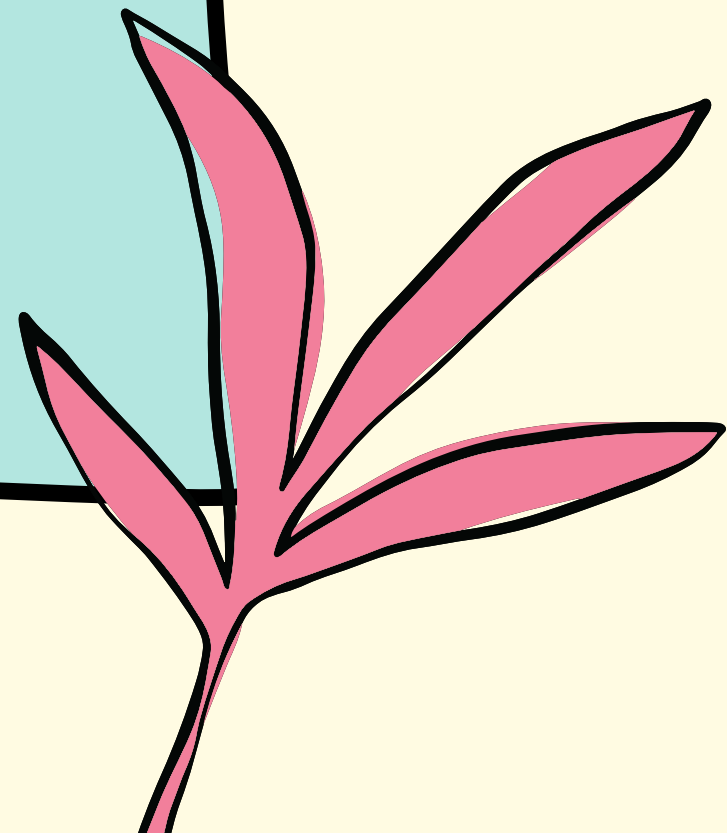
Why all this paperwork??





Why is it important?

- **Student**
- Data
- TEA/ Compliance
- Parents



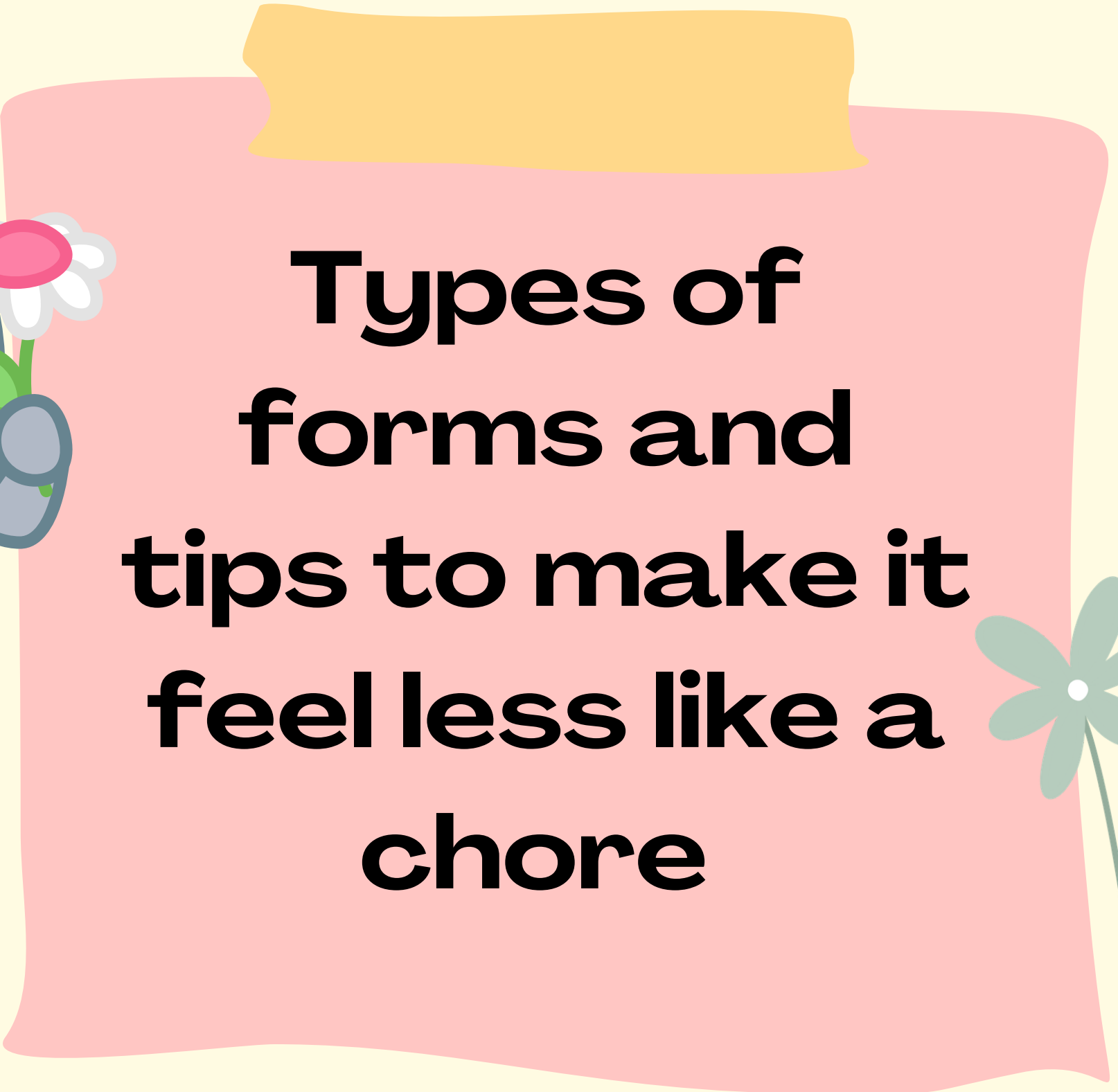


The Forms!!!!



Emails!!!



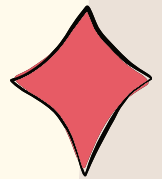
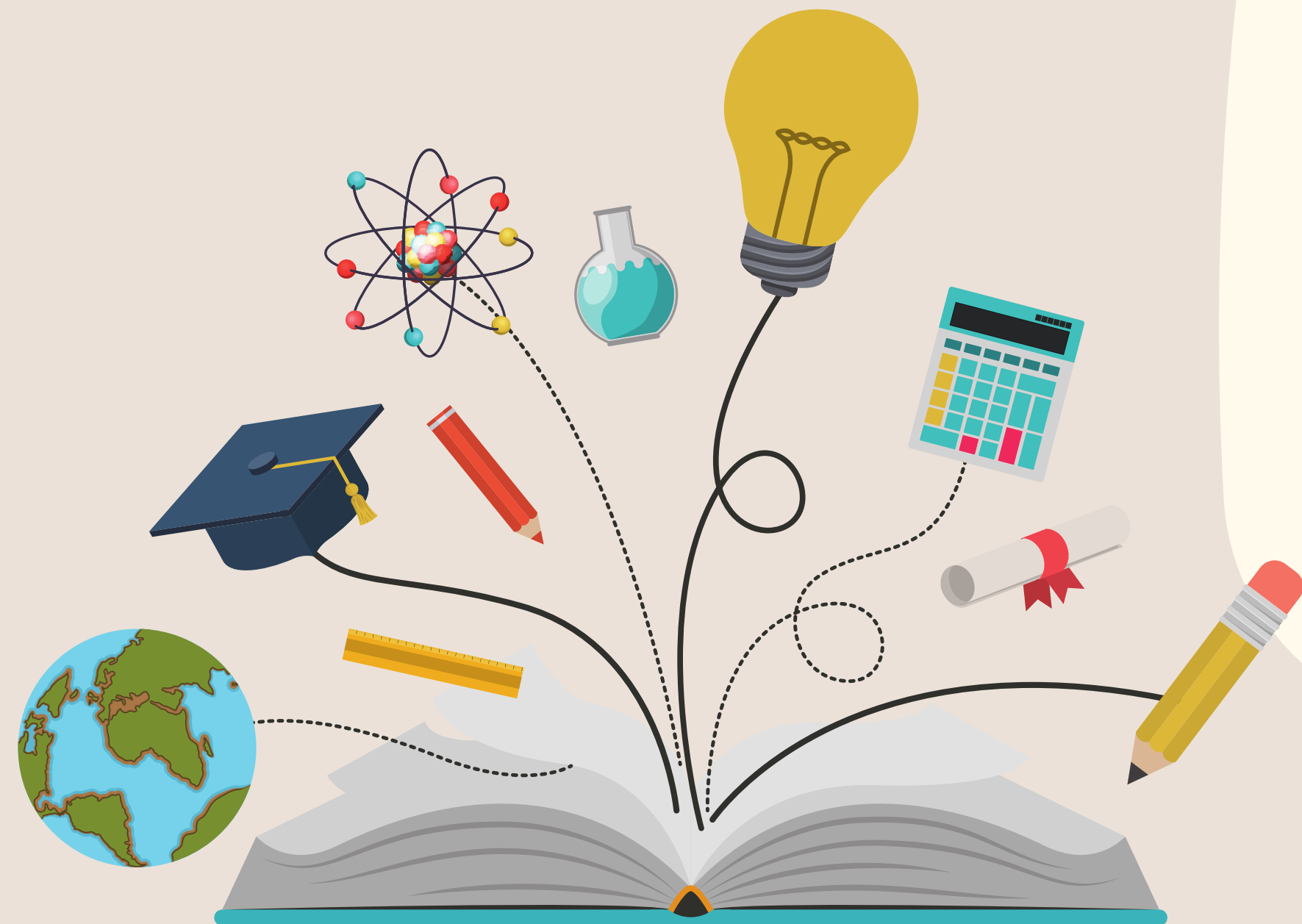


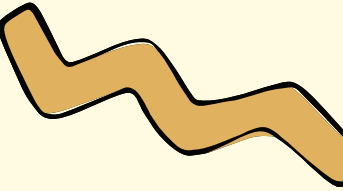
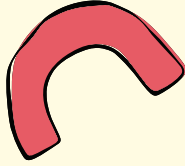
**Types of
forms and
tips to make it
feel less like a
chore**

General Education Input

- We need:
- content specific information
- any concerning behavior that keeps the student from performing
- any information you think would help us write goals

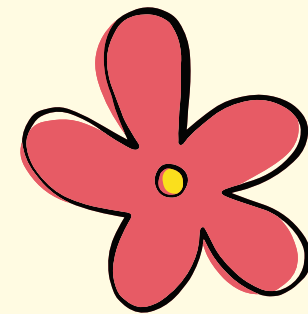
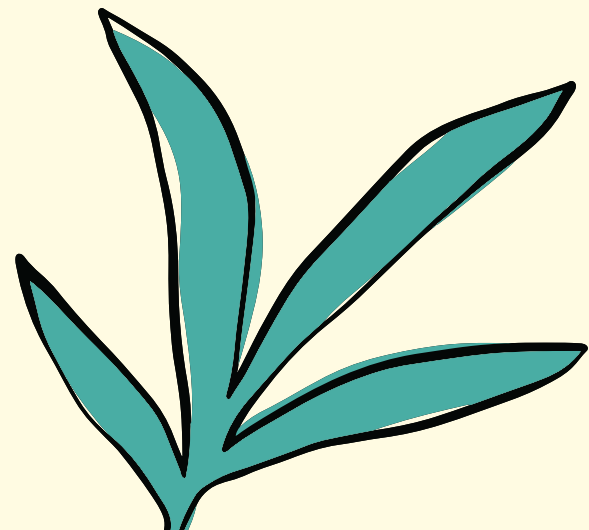
We love when you tell us they are great students, but if that's all we get we can't successfully help the students.





The Forms

These forms are what the district suggests but may look different according to the school. They all require the same information.



General Education Input Form



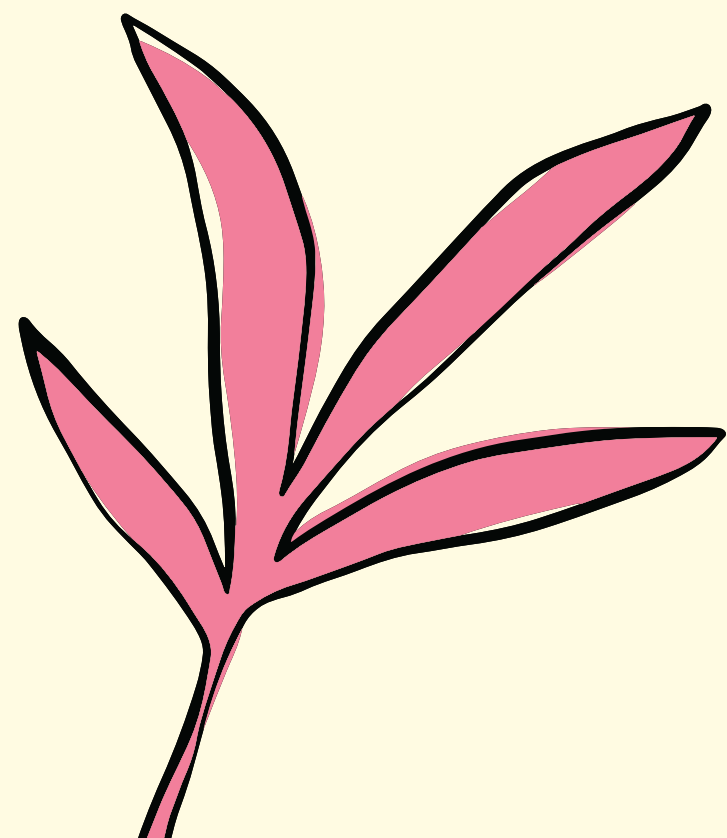
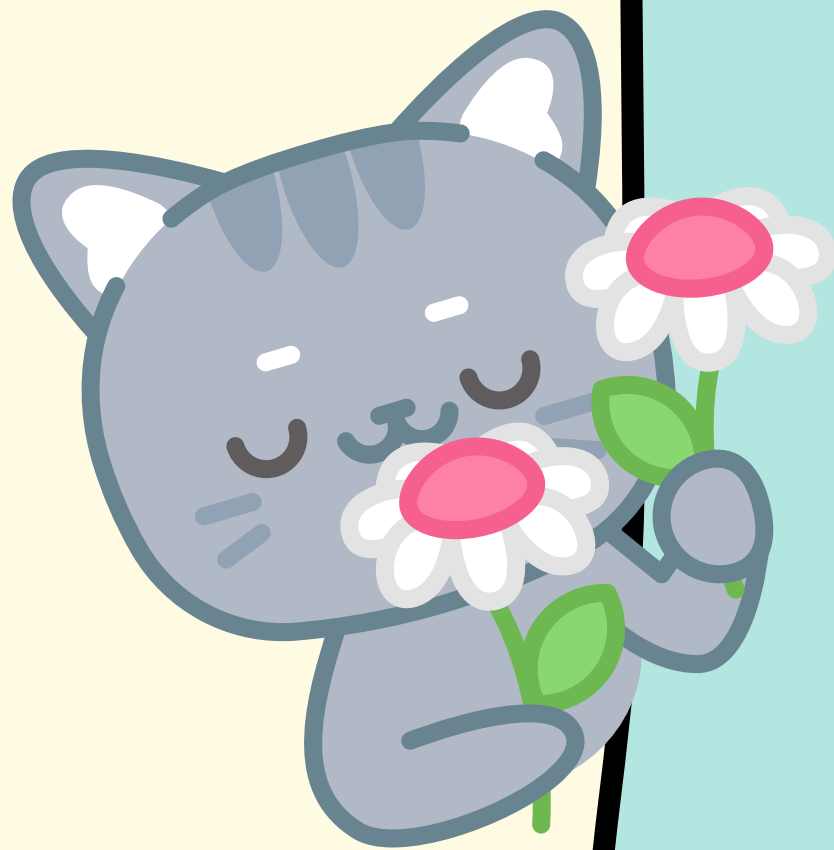
Example: **Math**- Strengths: Student is able to multiply 3 digit numbers with 2 digit numbers.

Weaknesses: Student struggles with dividing 3 digit numbers with 2 digit numbers

Reading- Strengths: Student is able to find textual evidence in a text that supports the answer to a prompt.

Weaknesses: Student struggles with writing commentary that supports a prompt.

How it all
ties
together



Goals

The information guides us directly to a student goal.

The goal helps us work with the student on a specific weakness that the student needs in order to grow.



Example:

Math- Strengths: Student is able to multiply 3 digit numbers with 2 digit numbers.

Weaknesses: Student struggles with dividing 3 digit numbers with 2 digit numbers.

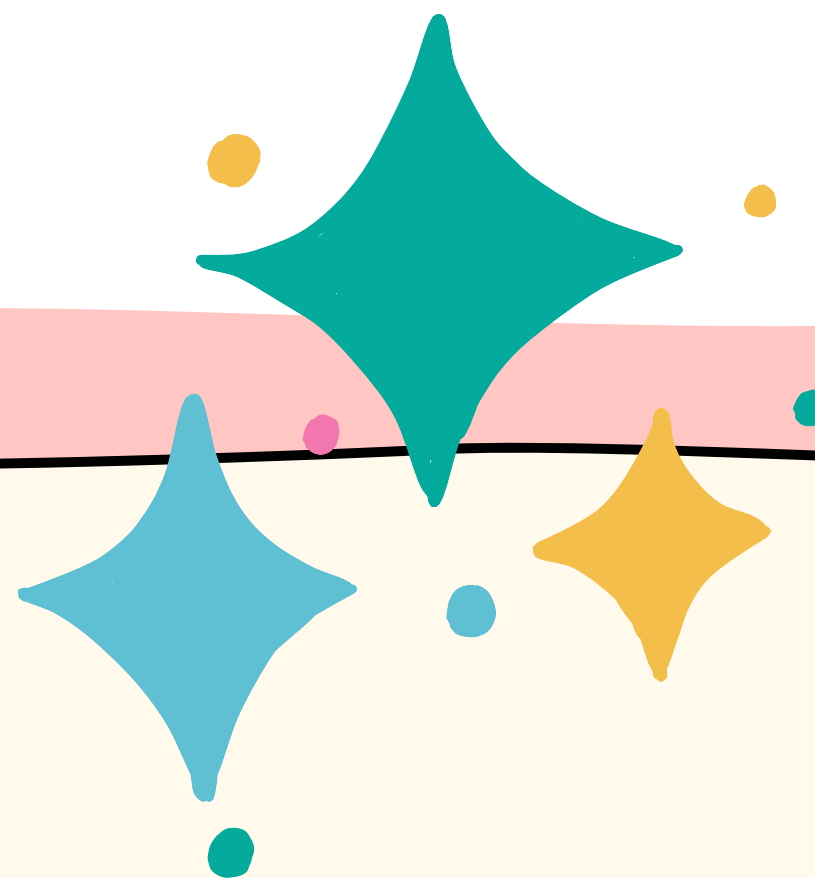
Reading- Strengths: Student is able to find textual evidence in a text that supports the answer to a prompt.

Weaknesses: Student struggles with writing commentary that supports a prompt.

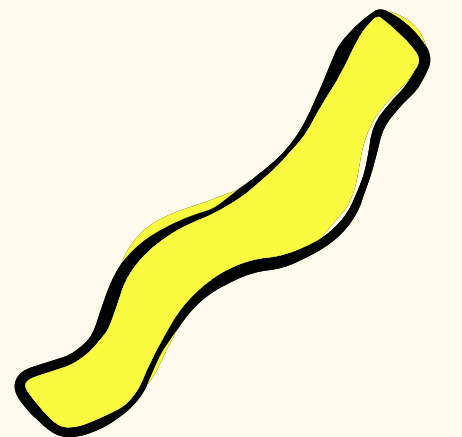
The Goals: In 36 instructional weeks, Student will be able to divide 3 digit numbers with 2 digit numbers in 3 out of four trials with a 70% accuracy rate.

In 36 instructional weeks, Student will be able to write one sentence of commentary that supports the answer to a prompt in 3 out of 4 trials with a 70% accuracy rate.

Accomodation Tracker



Example:



NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

The following accommodations address individual student needs and are necessary to enable the student to be involved in and to progress in the general education curriculum:

Duration of Special Education Services: From: 04/28/2025 To: 04/24/2026 Language of Delivery: English

SPECIAL LANGUAGE PROGRAMS None

BEHAVIOR INTERVENTION PLAN ASSISTIVE TECHNOLOGY

Duration of Grading Period:

Co-Teach Classroom Support

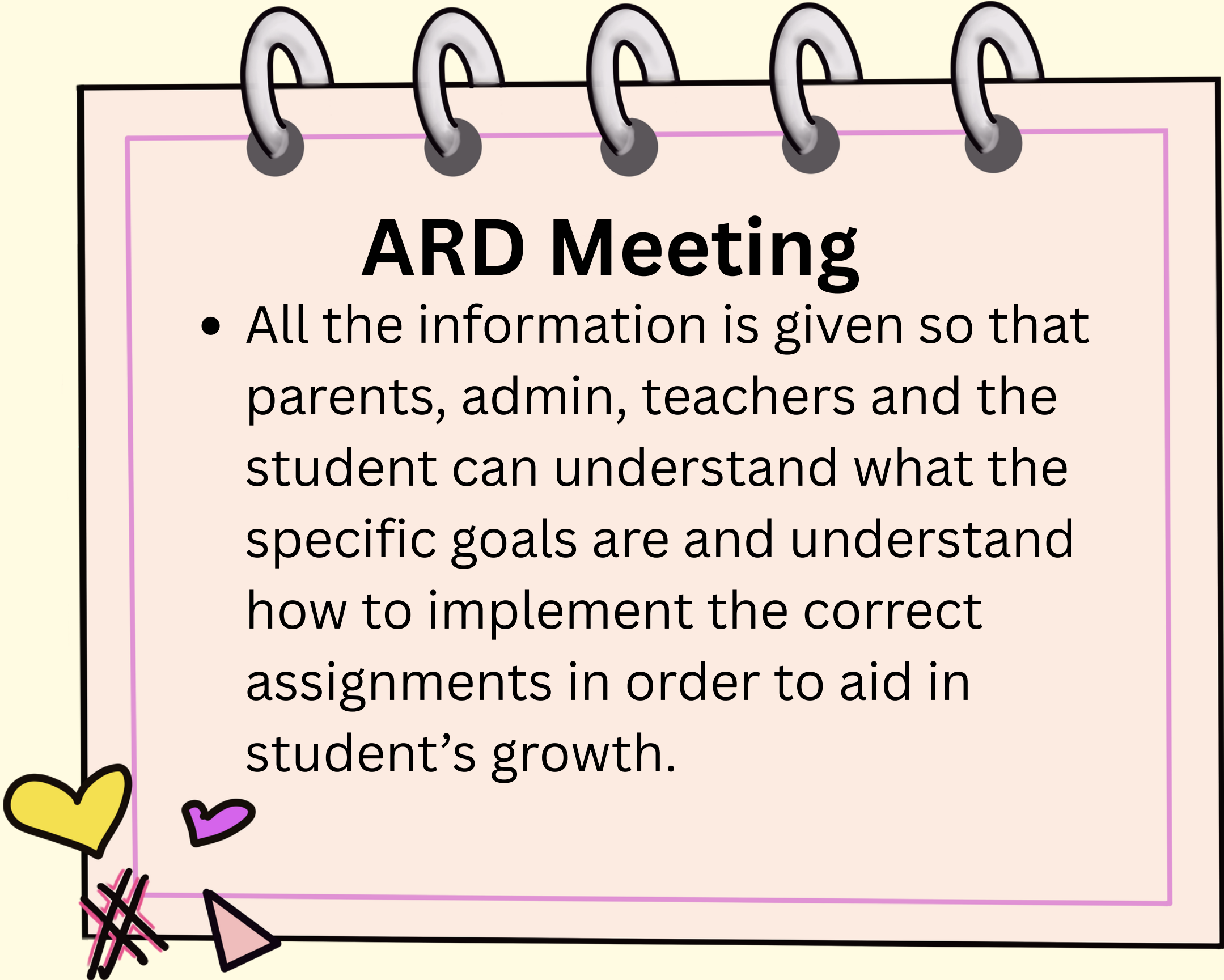
Grading Period: 1 2 3 4 5 6 7 8 9

Subject:

Total Weekly Minutes:

Staff:

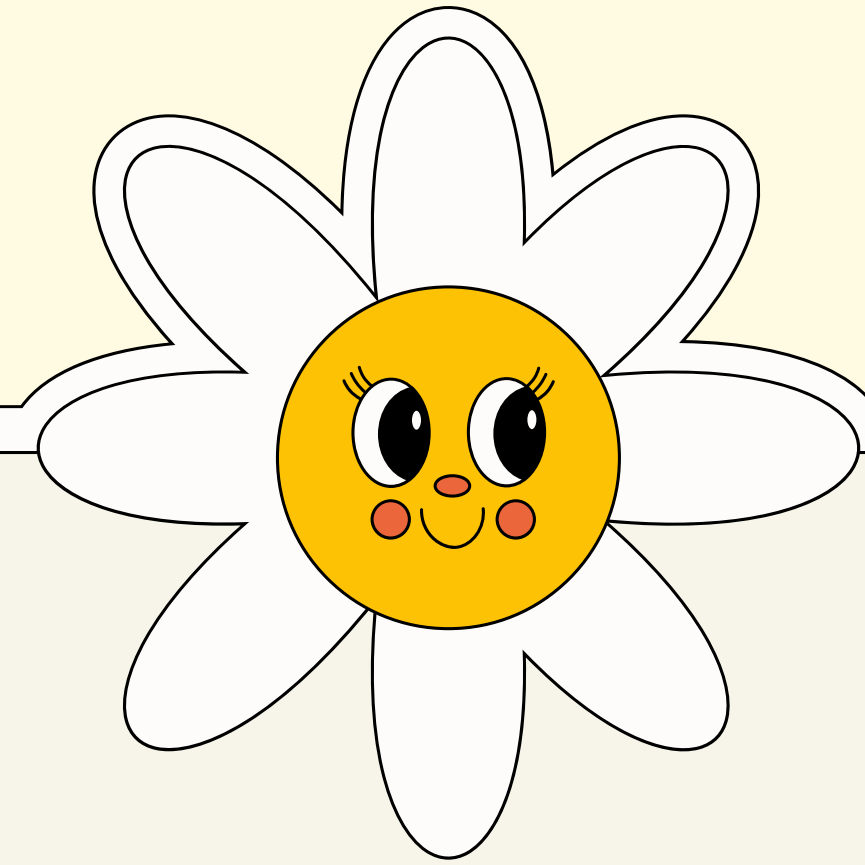
ACCOMMODATION	SUBJECT																
	Eng	Math	Sc	SS	Elec	PE	RL	✓ = Effective, X = ineffective									
Adapt Classroom Instruction								Enter dates on top row ->									
Clarification or rewording of vocabulary, complex sentences, and concepts	X	X	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Directions given in a variety of ways/simplified vocabulary	X	X	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Identification of formula(s) to use with specific questions		X	X														
Opportunity to leave class for individualized assistance			X	X	X		X	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Provide hard/ paper copies of notes			X	X	X			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Reading assistance on work upon student request	X	X	X	X	X		X	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Shortened instructions (reduce number of steps)	X	X	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Specialized curriculum	X	X						✓	✓	✓	✓	✓	✓	✓	✓	✓	
Adapted or Additional Materials								Enter dates on top row ->									
Access to electronic copy of class notes	X	X	X	X	X	X	X	Does not use									
Alter Assignments or Testing								Enter dates on top row ->									
Break down assignments into smaller chunks	X	X	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Extra time for completing assignments and tests (1 Day)	X	X	X	X	X		X	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Test: Oral Administration: read parts of test at student request	X	X	X	X	X		X			✓			✓			✓	



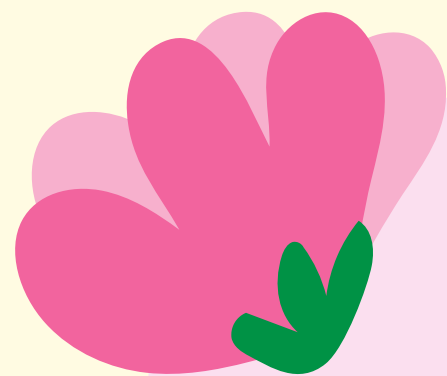
ARD Meeting

- All the information is given so that parents, admin, teachers and the student can understand what the specific goals are and understand how to implement the correct assignments in order to aid in student's growth.

Tracking Data



Are they growing?
What do teachers and
Case Managers need to know for next year?



Success!!!

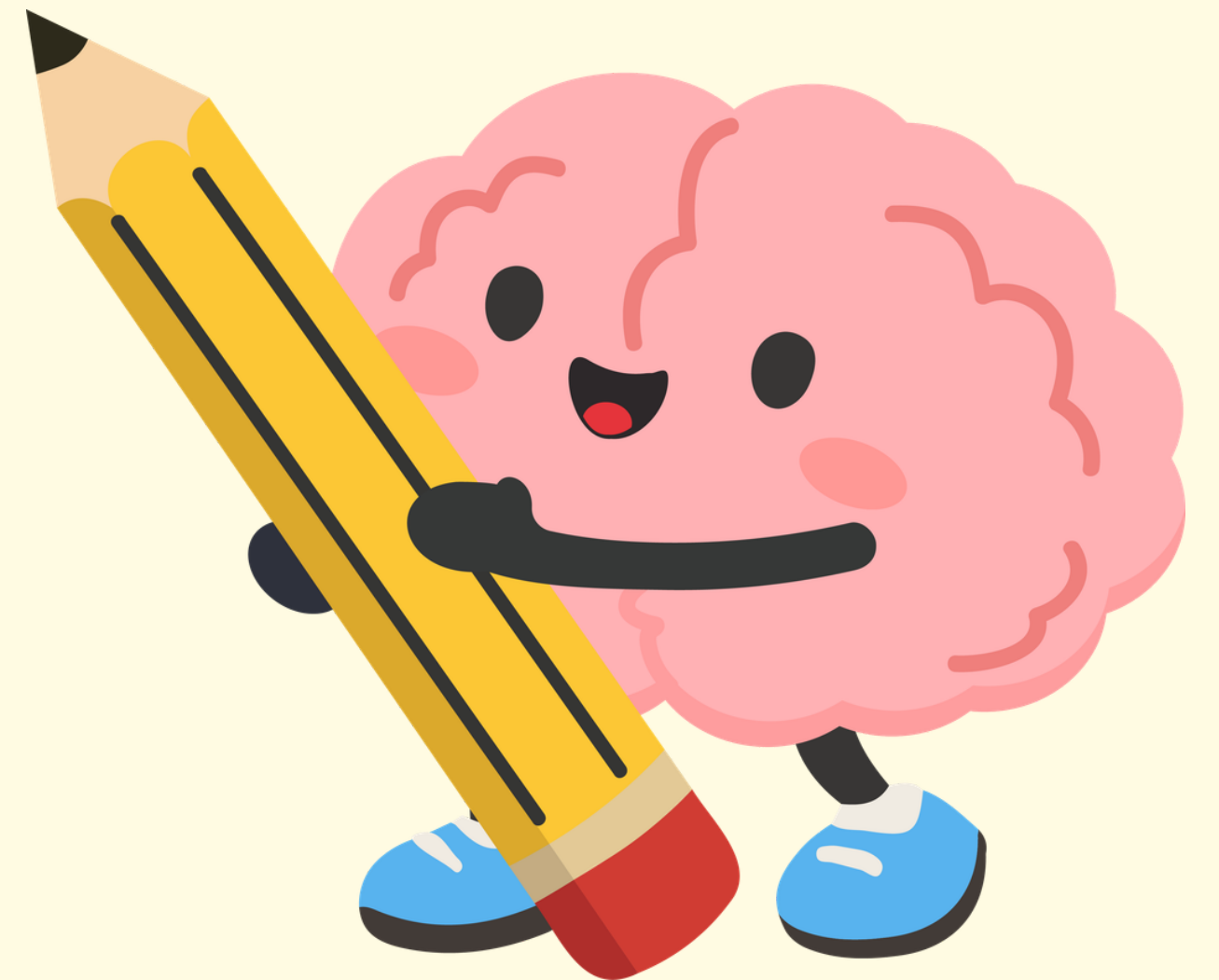
**Now we all are the same page for
student success!**

Not perfection, just progress!

Q and A

Is there anything I missed?

Are there any questions that can
give you a better understanding?



Want Attendance Credit?
<https://tinyurl.com/ENGAGE26FB>

To receive attendance credit for all sessions, you must fill out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. Save this for your records!

