Resource Program Sample Templates for Documenting Services

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SPECIALLY DESIGNED INSTRUCITONAL LESSON PLANNING CONSIDERATIONS

Directions: Below is an instructional planning tool that will support the resource program teacher in creating specially designed instruction for their students. This tool is not a lesson plan, but a guide to support the development of one.

Lesson Title:	**Course:**	**Date:**

Core Content and Process Standards:

Resources to View Prior to Teaching Theme:

Specially Designed Accommodations/Modifications Per IEP: *(Make sure to review students' required IEP accommodations/modifications under supplementary aids and services prior to planning).*

Lesson Objective(s): *What will you be teaching? (List content and language objectives).*
Example: Can be written in "I Can" statements.

IEP Goals and Objectives to Consider: *(Make sure to review students' required IEP G/Os prior to planning to ensure alignment to CCSS and Deficits).*

Big Ideas for Enduring Understanding	**Essential Questions (EQ):**
Identify which concepts you want your students to learn and master…i.e.… ✓ Have students identify how characters develop and change throughout the text. ✓ Have students identify the different ways characters respond to challenges. ✓ Having students summarize the text will increase comprehension and understanding.	An essential question frames a unit of study as a problem to be solved. It should connect students' lived experiences and interests to disciplinary problems in the world. EQ should connect what they learn back to the real world, where they can put their new understandings to work.

Anticipatory Set: Teach vocabulary for text you are using. Give some background information to help students begin to make connections and build knowledge. You can do a KWL chart on board as a large group of have students individually make a chart. What do I know about the topic? What do I want to know? What did I learn? On-line supports:

Skill Focus: Identify the skills students will need to master the content standards: *Example: Identifying Central Theme/Idea in a variety of texts*	**Vocabulary Focus:** Identify the vocabulary that will be used during the specific text.

Universal Design for Learning Considerations: *Provide multiple means of representation, expression, and engagement.*

- *Use advanced organizers (e.g., KWL methods, concept maps);*

- *Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom; Provide interactive models that guide exploration and new understandings;*

- *Embed prompts to "stop and think" before acting as well as adequate space*

- *Embed prompts to "show and explain your work" (e.g., portfolio review, art critiques)*

- *Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps*

Identify On-line Supports to Specially Designed Instruction:

Assessment (Traditional/Authentic): *How will you know students have learned the content?*

Ways to Gain/Maintain Attention: *How will you gain and maintain students' attention? Consider need, readiness, learning style, novelty, meaning, or emotion.*

Cognitive (Psychological) Deficit To Consider in Teaching and Learning: Identify your students' area of need and determine the impact the deficit (s) has on the mastery of the skill; determine the instructional approach that will be used to support each students acquiring of that skill (s), and identify the instructional strategies that work best to maintain or reinforce the newly emerging skill or concept.

IEP CCSS related Goal/Objective Sentence Starters for the development or revision of current G/Os.
By _____ when given a _____ at _____level the student will independently_____
by the _____ of the school year with _____accuracy.

Student Progress Report

Student:

Date:

Dear Educator:

The above student is in the Resource Program. In order to be in compliance with federal, state, and county special education rules, regulations, and guidelines, I will periodically ask that you evaluate this student's progress. Please indicate below your evaluation of the student. Thank you for your cooperation in returning this form.

Student progress is: (check one)

_____Satisfactory

_____Unsatisfactory

Student needs improvement in the following areas:

_____Attitude

_____Attendance

_____Test scores

_____Social skills

_____On time/on task behavior

_____Grasping concepts in class

_____Submitting homework or projects

_____Completing in-class assignments

_____Needing excessive individual attention

Comments_____

_

Continuum of Progress	**Check one** √	**On Target**	**Improved**	**Needs Improvement**

Memo to General Education Teacher

TO: _____

RE: _____

FROM: _____

The following student(s) have been scheduled into your class. I am their resource program teacher for this school year. It is important that we work together so that our students can be successful in your class's expectations. Feel free to ask for instructional approaches and strategies that will assist in your instruction of the student. My responsibilities include supplemental instructional supports (based on individualized IEP goals/objectives), monitoring their performance in your class, keeping their parents/guardians informed, and offering support to you. Please inform me at the first indication of an academic concern. My room # is _____, mailbox # is _____. I also ask that you keep this information confidential to protect the privacy of the student. Thank you for your cooperation and support.

1.	5.
2.	6.
3.	7.
4.	8.

Resource Monitoring/Support Times

Dear Parent or Guardian:

Because your child is a special education resource student with a schedule including general education classes, a weekly monitoring/ support session will be assigned to assist with your child's academic performance. Additional sessions may be added if necessary.

During this ___minute session, your child will receive one-on-one or group supports that will be used to complete education assignments/workloads, provided supplemental instruction, and/or to monitor their overall academic achievement. I will schedule most of these sessions during non- instructional periods when possible, to avoid or limit interruptions from the instructional day.

I would appreciate your continuous support at home so your child can be successful in his or her classes. Progress Reports will be brought home by your child each _____ and below is your child's monitoring/support schedule. If you have any questions, please notify me at _____ or email, _____

Sincerely,

Resource Membership Teacher: _____

Beginning the week of:	Your child:
Will attend Resource Tutoring:	Day of week:
Time:	Room:

NOTICE TO GENERAL EDUCATION TEACHER

(For Mainstreaming/Inclusion Purposes)

The students on the attached list are Resource Program students who are enrolled in your class for this semester. Our program emphasizes successful achievement, behavior, and attendance in all classes. The Resource Program Teacher is available to meet the individual needs of students on an as-needed basis during school hours. As resource program teachers, we will assist you in any way possible. If you would like us to administer tests, help with assignments, review or re-teach any lesson, just let us know. Room _____is designated as our Resource Program room.

The Resource Program student is entitled, per IEP requirements (a legal document), to have additional supplemental aids and supports to provide access and mastery of the common core academic standards. The Resource Program may also provide help for students to complete class assignments when necessary, but it's not the intent of the resource program to replace the authentic environment of the general education classroom setting. Student progress will be monitored on a _____ basis. Also, periodic conferences, observations and progress reports will be utilized to support the academic and behavior needs of each student.

Thank you in advance for your cooperation,

Name:

Date:

Sample PARENT CONTACT LOG

Parent: _____   **Phone:** _____

Student: _____

Date	Time	Mode of Contact (check one)			Reason for Contact	Response		Person Calling
		Letter	**Phone**	**School**		**Yes**	**No**	

Sample Resource Support Times Schedule

Starting Times & Dates	1st	2nd	3rd	4th	5th	6th	7th
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Key

1. Co-Teaching Assignment: CT

2. Preparation: P

3. Consultation: C

4. Direct Instruction: DI

Resource Program IEP Goals/Objectives Support Schedule

Checklist for goals / Short-term Objectives for Language Arts/Math

Student	Assignment	Time / Date

Resource Program Students' Homework Assignment Log

Class	Math	English	Science	Social Studies	Elective
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Completed (Check One)	**Yes** ☐	**No** ☐	**N/A** ☐	**Student:** _____ **Teacher:** _____ **Week of:** _____	

Supplemental Aids and Services: Accommodation Tracker

Student Name: _____ Week of:_____

Teacher Name: _____ Class/subject:_____

Examples	Monday	Tuesday	Wednesday	Thursday	Friday
Use of Calculator for Math assignments and tests					
Tests read to student in all subjects					
Additional one week for all homework and classroom assignments					
Alternate location for tests					
Other (s)					

Comments/Anticipated Needs:

Resource Program Service Hour Tracker

Name: _____

Week ending:						Service Provided….	Setting GE or SE
Times	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**		
8:00							
8:15							
8:30							
8:45							
9:00							
9:15							
9:30							
9:45							
10:00							
10:15							
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1:00							
1:15							
1:30							
1:45							

2:00						
2:15						
2:30						
2:45						
3:00						

Comments/Next Steps…..

Student: _____

Service Hours Required Per Most Current IEP Dated: _____

Day of the Week	Hours Provided/Dates	Setting (Gen. or Sp. Ed)	Comments
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Instructional Supports	Observed
Learning Targets:	Who: ___ individual student (s) (be specific) ___ small group (be specific) Notes/Reflection:
Instructional Strategies Used:	Notes/Reflection:
Instructional Materials Used:	Notes/Reflection:
Assessment Procedures and/or Tools:	Notes/Reflection:

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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:

Instructions for IEP and Accommodation Logs

Accommodations that are legally mandated (in an IEP) in order for a student to have access to a Free and Appropriate Public Education (FAPE) now require evidence that they are being implemented, in the form of documentation. The forms developed for this purpose have the following features:

- To prompt teachers about the specific accommodations a student requires
- The case coordinator or Special Education caseload manager are responsible for completing the top of the form where the accommodations are listed.
- Every teacher of a student (regular classroom, specials, special education, etc.) keeps a log for that student.
- The form is user friendly – requiring the date and only a √ (check) if an accommodation was utilized on that date.

IEP Accommodations Log

Student:_____ Grade:_____ School:_____

IEP Date:_____ Case Manager:_____

Teacher:_____

Accommodations

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Date	Accommodations								Other	Notes
	1	2	3	4	5	6	7	8	Yes	

Frequently Asked Questions

Q. Where do the accommodations come from?

A. Either from those listed or from the Supplemental Aids and services on the students IEP.

Q. Do ALL accommodations have to be tracked using a "log?"

A. No! Some (e.g., preferential seating) can be documented by attaching a document (e.g., seating chart).

Q. What if I don't keep track of accommodations provided?

A. Legally if it cannot be verified/documented, it never happened. The district could be cited and penalized for non-compliance. In specific instances, if a student suffers due to non-compliance, those who failed to implement could be charged with negligence.

Each professional providing accommodations should keep and maintain their logs throughout the school year. They are part of a student's "education record" and may be reviewed periodically by administrators, case coordinators/managers, and/or parents. Maintaining them protects the students – in that it provides accountability that their rights are being upheld, the school district – to document we are in compliance, and each teacher.

IEP Accommodations / Interventions Log

Student: _____ **Grade:** _____
School:_____
IEP Date: _____
Teacher: _____

Accommodations / Interventions

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

		Accommodations								Intervene?		Intervention Results
Date		1	2	3	4	5	6	7	8	Yes	No	Notes

IEP Accommodations Log

Student: _____ **Grade:** _____

IEP Date: _____

Teacher: _____

Hour: _____

Accommodation	Alternative Documentation
Reduced Assignments	Syllabus/Co-Taught Class
HCP	Plan
Braille/Cane/FM equipment	Daily usage
Individual Aide/Adult Support	Attendance of support person
Adjusted Grading Policy	Report card/progress reports
Repeat/Rephrase Directions	Daily classroom practice
Supported Class	Master schedule

Week of	Extended Time	Test Read	Small Group	Alternate Location	Word Processor	Calculator	Accommodated Assignments/ Tests	Study Guide/Teacher Notes	Breaks	Preferential Seating See Chart	Offered; Student Declined	NA: State Reason	BIP	Notes

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Individual Student Log

Student	Grade	Disability	Area(s)	Hours	Accommodations						
					Ext. Time	Alt. Setting	Sm. Grp.	Test Read	D/I Read	Calc Use	Frqnt Brks.
					Ancillary Services:						

Activity	Date	Practice or Assessment	PI/PO							

Key:

Ext. Time = Extended time on assignments

Alt. Setting = Alternate Setting (resource program room or other)

Sm. Grp. = Small group instruction

Tests Read = Tests read to student

D/I Read = Directions/Instructions read to student

Calc Use = Calculator Use

Frqt Brks = Frequent Breaks

RESOURCE PROGRAM COMPLIANCE CHECKLIST			
1. Have you conducted a data analysis for each individual student on your caseload? **Possible methods for implementation:** ➢ Identify and/or review current IEP goals/objectives. ➢ Review CCSS to establish the baseline functioning for each student. ➢ Review current progress reports. ➢ Read and analyze most current state and district assessment reports. ➢ Conduct any additional screening, diagnostic or progress monitoring tools to refine learning targets. ➢ Incorporate daily observations related to performance, learning style, attention, attitude and motivation. ➢ Get information about your students from general education teachers and others as appropriate.	Yes	No	Outcome
2. Have you developed your teaching/service plan based on the instructional needs and strengths of your students? **Possible methods for implementation:** ➢ Write a learning plan for each student based on the needs and strengths revealed by the data. ➢ Project a target for each of your students. Where will each be academically at the end of the month, card marking, semester year? ➢ Do not keep secrets! Share the targets with each of the students (in age appropriate ways), their parents and the administration. ➢ Use the learning plans to differentiate instruction through small and large groups. ➢ Schedule instruction and maintain the allotted language arts time while taking into consideration both the support staff schedules and mainstream schedules. ➢ Create a daily and weekly schedule. (instruction, preparation, co-teaching, tutoring, etc) ➢ Utilize the appropriate texts, teacher's editions and supplemental materials for the grade-levels. ➢ Identify co-teaching opportunities with special or general education teachers to address common needs. ➢ Collaborate and consult with general education teachers. Keep each other up to date on IEP goals and student progress. ➢ Post your schedule and always have lesson plans readily available.	Yes	No	Outcome

	Yes	No	Outcome
➢ Create a separate package related to your students' needs for a substitute teacher. Keep this material updated.			
3. Are you monitoring the effectiveness of your instruction? **Possible methods for implementation:** ➢ Expect your students to achieve from the instruction you design and deliver. ➢ Use daily and weekly assessments including teacher made tests, student folders, portfolios and informal assessments/observations. ➢ Testing supports begins day one! Infuse practice with various test formats as you plan and deliver instruction. ➢ Re-teach or change the lesson effectiveness. Regroup students if needed. ➢ Collaborate with other teachers about teaching difficult concepts. ➢ Participate in appropriate grade-level meetings to learn and share strategies. ➢ Seek additional help from the instructional specialists or the special education supervisor if you are not satisfied with you students' progress.	Yes	No	Outcome
4. Are you monitoring and documenting the students' progress? **Possible methods for implementation:** ➢ Maintain a record book for daily assignments, homework, tests and grades. ➢ Develop a system to monitor and share each student's progress. Share the progress with the student. Let the student know what "good work" looks like. ➢ If the student is attending general classes develop the progress monitoring in collaboration with the general education teacher. Resource Program Teachers keep a daily record of consultation or direct services. Share the system with parents.	Yes	No	Outcome

PROGRESS MONITORING CHECKLIST		
Questions to Ponder	**Yes with Evidence of "how"**	**No with Explanation of "why" not**
What assessment/ progress monitoring tool is used to establish baseline data and growth?		
Are the student's learning expectations clearly communicated?		
What are the strengths and weaknesses of what is being used?		
Does the progress monitoring tool gather data? Will it assist a teacher in knowing if instruction has been effective?		
Does the progress monitoring tool provide data about the student's growth in the general curriculum over time and across a wide range of skills?		
Which assessment / progress monitoring tool provides outcomes based information/data?		
Does the progress monitoring tool allow for parent input?		
Is the data provided easily communicated and teacher friendly for interpretation?		
Does the progress monitoring tool provide data to assist in measuring and reporting progress toward IEP goals and objectives?		

IEP Caseload Due Dates

Month	Student Name	Annual IEP Due Date	Re-evaluation Due Date
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			

IEP and Re-evaluation's Due Dates
At-a-Glance

September IEP's	September Re-evaluation's
October IEP's	October Re-evaluation's
November IEP's	November Re-evaluation's
December IEP's	December Re-evaluation's
January IEP's	January Re-evaluation's
February IEP's	February Re-evaluation's
March IEP's	March Re-evaluation's
April IEP's	April Re-evaluation's
May IEP's	May Re-evaluation's
June IEP's	June Re-evaluation's

IEP SUMMARY SHEET

To the teacher of:

_____ ID# _____ Date

_____

Student's Name

Disability Area(s): _____

Date of Current IEP: _____   Due Date for Next IEP: _____Type: Annual, Triennial, Supplemental (circle one)

This student has a disability and must receive specialized instruction, accommodations, modifications, and related services in accordance with his/her Individualized Education Program (IEP).

Federal law requires that all teachers providing instruction and services for students with disabilities must be aware of the needs of the student. As such, accommodations and modifications required by the IEP must be incorporated into classroom instruction and assessment.

The following information is CONFIDENTIAL and may only be shared with appropriate staff (or others with authorization from parents).

All Areas in Which Student Requires Special Education and Related Services, Curricular Modifications and/or Accommodations:

- ☐ Reading
- ☐ Motor/Sensory Motor
- ☐ Health/Medical

- ☐ Written Language
- ☐ Speech/Language
- ☐ Other _____

- ☐ Mathematics
- ☐ Social/Emotional
- ☐ Other _____

Student's Preferred Learning Style(s):

- ☐ Visual
- ☐ Tactile (manipulation by hand)
- ☐ Other

- ☐ Auditory
- ☐ Kinesthetic (whole body involvement

_____

Learning Challenges:

- ☐ Difficulty following directions
- ☐ Processes information slowly
- ☐ Short auditory attention span

- ☐ Distracted easily
- ☐ Trouble getting ideas on paper
- ☐ Other_____

Required Modifications and Accommodations for Instruction:

- ☐ Directions given in a variety of ways
- ☐ Reduce paper/pencil tasks
- ☐ Repeated review/drill
- ☐ Shorten assignments

- ☐ Increase verbal response time
- ☐ Preferential seating (where)_____
- ☐ AT or Communication device(s) (specify) _____
- ☐ Other _____

IEP Goals:

_____   _____

_____   _____

_____   _____

_____   _____

<u>Required Modifications and Accommodations for Standardized Testing:</u>

<u>Tests:</u> _____

☐ Simplify/clarify test directions	☐ Extra time within a testing day
☐ Use of calculator	☐ Student will test in separate location
☐ Other	☐ Other
_____	_____

<u>Behavior Support:</u>

☐ Student capable of following classroom rules without intervention	☐ BSP attached
☐ Extra Para support	☐ BIP attached

<u>Additional Comments (including relevant medical information for emergency purposes):</u>

STUDENT:		**TEACHER**:		**FOR THE WEEK OF**:	

Instructions: List the student's supplementary aids/supports (per the current IEP) in the left hand column. The teacher should mark an X or make a notation under the day of the week when the SAS was provided to the student. If the student declined the SAS or was absent, that should be noted as well. At the end of each week please return this form to:

SAS required by current IEP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Parent Communication Log

Student: Address:

Parent/Guardian:

Phone #:

Email:

	Reason
Date: • Called • Sent Note • Sent Email	
Date: • Called • Sent Note • Sent Email	
Date: • Called • Sent Note • Sent Email	
Date: • Called • Sent Note • Sent Email	
Date: • Called • Sent Note • Sent Email	
Date: • Called • Sent Note • Sent Email	

Parent Teacher Communications Log

Date :	Student :	Notes :
Phone / Email :	Parent / Guardian :	
Conference / Other:	Reason :	
Date :	Student :	Notes :
Phone / Email :	Parent / Guardian :	
Conference / Other:	Reason :	
Date :	Student :	Notes :
Phone / Email :	Parent / Guardian :	
Conference / Other:	Reason :	
Date :	Student :	Notes :
Phone / Email :	Parent / Guardian :	
Conference / Other:	Reason :	
Date :	Student :	Notes :
Phone / Email :	Parent / Guardian :	
Conference / Other:	Reason :	

IEP at a Glance

This information is CONFIDENTIAL

Student Name	Grade	Student #	School Year	Eligibility	Case Manager

An *IEP at a glance* is an abbreviated document that provides a quick reference to a student's Individualized Education Plan (IEP). An IEP is the full document that a special education team in collaboration with the parents meets to create each year.

Student's Strengths	Areas of Specially Designed Instruction

Accommodations/ Modifications for the Gen. Ed. Classroom	Testing Accommodations

Motivators/ Reinforcement	Areas of difficulty

Student's Goals/ Objectives

Additional Relevant Information (safety Protocols, behavior support plans, medical needs, etc)

This is a working document and should be changed and modified as the student's needs change

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