Considerations for Appropriate Instruction Self-Assessment Tool

# Purpose

The following tool was developed to aid Educational Support Teams (EST’s) in the consideration of whether or not a student received appropriate instruction and whether or not a lack of appropriate instruction was the determinant factor in a student’s lack of, or in maintaining, adequate progress. Findings and data from this self-assessment can be used by Evaluation Planning Teams (EPT’s) in determining if the student referred for an initial evaluation had access to appropriate instruction prior to referral and that the student’s performance is not a result of inadequate instruction.

# Communication

1. Did school staff and/or faculty engage in outreach to re-engage the student if they were not engaged, attentive or in attendance for instructional activities? *Please describe type, duration, and frequency below*.

Yes  No

Description and Next Steps:

1. Did school staff/faculty communicate to the student and family changes or differences in student performance (e.g., assessment, etc.) and implications of those changes? Was it shared in a timely manner? *Please describe below.*

Yes  No

Description and Next Steps:

1. Did the school/faculty provide opportunities for parents and teachers to discuss student progress regarding the current learning model (general education)? *Please describe below.*

Yes  No

Description and Next Steps:

# Structures for Student Success

1. Did the student show any growth during periods of school closures and remote learning? What measures of progress have been used? *Please describe below.*

Yes  No

Description and Next Steps:

1. Did the student experience any emotional, behavioral, or environmental concerns that may have limited access to general education/universal/Tier 1 instruction? *Please describe below.*

Yes  No

Description and Next Steps:

1. Has the LEA collected data on student performance? (Both the student being evaluated and their classroom peers.) *If so, describe below how the student is performing in comparison to their peers in recoupment of skills.*

Yes  No

Description and Next Steps:

1. Were appropriate systemic structures made available to the student (e.g., layered/tiered instructional interventions through VTmtss, access to Educational Support Team to track student outcome data and recommend interventions, Local Comprehensive Assessment System, Coordinated Curriculum, etc.)? *Please describe below.*

Yes  No

Description and Next Steps:

# Instruction and Feedback

1. Did the student receive the same opportunity for universal/core/Tier 1 instruction as the general education population? *Please describe below.*

Yes  No

Description and Next Steps:

1. Did the student receive additional instruction or intervention outside of core subject time? *Please describe below.*

Yes  No

Description and Next Steps:

1. Was the instruction and intervention the student received

a. provided by a qualified teacher?

Yes  No

b. research or evidence-based and shown to be effective in the manner in which it was provided?

Yes  No

c. developmentally appropriate?

Yes  No

d. delivered consistently without gaps?

Yes  No

*If no, please describe the manner in which the student did receive support.*

Description and Next Steps:

1. Was the student assessed on district identified critical proficiencies and was that data used for evaluation referrals? *Please describe below the assessments used*.

Yes  No

Description and Next Steps:

# Ensuring Accessibility

1. Did the student utilize any accommodations, modifications, additional supports, or structures within the learning model in which they received their general education/universal/Tier 1 instruction? *Please describe below.*

Yes  No

Description and Next Steps:

1. Did the student experience any unaddressed barriers (technological or other emotional, behavioral, cultural, or environmental) that may have impacted their access to learning experiences and/or materials? *Please describe below*

Yes  No

Description and Next Steps: