

Year One (First Year)

By the end of year one, teachers will be able to:

- **Independently facilitate an IEP meeting with all team members**
- **Independently write an IEP, Evaluation Plan, and an Evaluation (expand)**
- **Meet all Due Process Timelines**
- **Teach goals and objectives on IEPs for students you service**
- **Collect data on all goals and objectives for all students you service**
- **Write progress reports concurrent with district reporting of nondisabled peers**
- **Complete schedules for paraprofessionals they direct the work of**
- **Complete student schedules for students on their caseload**
- **Communicate with general education teachers**
- **Respond to emails in a timely manner**
- **Complete cooperative data forms**
- **Able to identify the need for a Behavior Intervention Plan and write collaboratively with the student's team (school psychologist, administration, outside agencies, parents, etc.)**
- **Complete Membership, Attendance, Service Time, and Preschool Contracts Accurately (ECSE and K Only)**
- **Willing to ask questions and accept feedback provided around due process and/or instructional practices in a positive and productive manner**
- **Is a positive team member who contributes in meetings**
- **Know who your MA Designee is in the district, being knowledgeable of MA required paperwork, obtain consent for MA billing at IEP meetings**

Benchmarks for Learning

By First Week of School:

- Create student, teacher, and paraprofessional schedules with support from building staff
- Introduce yourself to parents through a letter, phone call, email, or a meeting
- Begin providing special education services to students
- Identify key supports in your building that you can go to for help
- Plan out Due Process for the year (IEP's, Evaluations, etc)

By November:

- Have held at least one IEP meeting
- Have participated in CST
- Have written one IEP with support
- Completed an Evaluation Plan with support
- Have a data collection system in place in order to write progress reports with support (unless semester then Jan)
- Collected data on goals and objectives with support
- Able to identify students who require a Behavior Intervention Plan
- Have knowledge of appropriate progress monitoring tools available to the district (STAR, AIMS web, etc.)

By March:

- Have held additional IEP meetings within compliant timelines
- Completed present level, least restrictive environment and service pages of IEP independently
- Completed all or part of an Evaluation and Evaluation plan with support
- Able to write annual goals and objectives with support
- Able to plan out due process requirements for any new student referrals or students moving into the district
- Collected data on all goals and objectives with minimal support
- Able to write progress reports with minimal support
- Able to identify students who require a Behavior Intervention Plan and write that plan with the student's team

Support for Learning

- NLSEC New Staff Training
- Support from your Mentors and School Psychologist
- Support from your Special Education Coordinator

- Technology Support from Building Technology Staff and Cooperative Technology Coordinator

New Special Education Teacher/Case Manager Checklist*

August 2019

Year Two (Second Year)

By the end of year two, teachers will be able to:

- **Independently facilitate an IEP meeting with all team members**
- **Independently write an IEP, Evaluation Plan, and an Evaluation**
- **Meet all Due Process Timelines**
- **Teach goals and objectives on IEPs for students you service**
- **Collect data on all goals and objectives for all students you service**
- **Write progress reports concurrent with district reporting of nondisabled peers**
- **Complete schedules for paraprofessional they direct the work of**
- **Complete student schedules for students on their caseload**
- **Communicate with general education teachers**
- **Respond to emails in a timely manner**
- **Complete cooperative data forms**
- **Able to identify the need for a Behavior Intervention Plan and write collaboratively with the student's team (school psychologist, administration, outside agencies, parents, etc.)**
- **Complete Membership, Attendance, Service Time, and Preschool Contracts Accurately (ECSE and K Only)**
- **Willing to ask questions and accept feedback provided around due process and/or instructional practices in a positive and productive manner**
- **Know who your MA Designee is in the district, being knowledgeable of MA required paperwork, obtain consent for MA billing at IEP meetings**
- **Identify student skill gaps and determine appropriate intervention, with support**
- **Is a positive team member who contributes in meetings**
- **Support your administrators with paraprofessional growth plans, expectations, and evaluation**

Benchmarks for Learning

Throughout the Year:

- Items from year 1 should become more fluent and independent
- Communication skills and problem solving skills will become more apparent
- Willing to ask for help or clarification in difficult situations
- Continue to be willing to accept feedback on due process and instructional practices

Support for Learning

- Disability Specific Training
- Support from your Mentors and School Psychologist
- Support from your Special Education Coordinator
- Technology Support from Building Technology Staff and Cooperative Technology Coordinator
- Continue learning through various professional learning opportunities

Year Three (Third Year) or Year One (previously Tenured)

By the end of year three (year one for tenured), teachers will be able to:

- Open to continued professional learning and growth
- Independently facilitate an IEP meeting with all team members
- Independently write an IEP, Evaluation Plan, and an Evaluation
- Meet all Due Process Timelines
- Teach goals and objectives on IEPs for students you service
- Collect data on all goals and objectives for all students you service
- Write progress reports concurrent with district reporting of nondisabled peers
- Complete schedules for paraprofessional they direct the work of
- Complete student schedules for students on their caseload
- Communicate with general education teachers
- Respond to emails in a timely manner
- Complete cooperative data forms
- Able to identify the need for a Behavior Intervention Plan and write collaboratively with the student's team (school psychologist, administration, outside agencies, parents, etc.)
- Complete Membership, Attendance, Service Time, and Preschool Contracts Accurately (ECSE and K Only)
- Willing to ask questions and accept feedback provided around due process and/or instructional practices in a positive and productive manner
- Know who your MA Designee is in the district, being knowledgeable of MA required paperwork, obtain consent for MA billing at IEP meetings
- Identify student skill gaps and determine appropriate intervention, with support
- Is a positive team member who contributes in meetings
- Support your administrators with paraprofessional growth plans, expectations, and evaluation

Benchmarks for Learning

Throughout the Year:

- Items from year 1 and 2 should become more fluent and independent
- Communication skills and problem solving skills will become more apparent
- Willing to ask for help or clarification in difficult situations
- Continue to be willing to accept feedback on due process and instructional practices
- Be a Self Directed Learner

Support for Learning

(These supports are available to new previously tenured teachers or staff who are beginning year 3 and would still like to attend the training)

- Disability Specific Training
- Support from your Mentors and School Psychologist
- Support from your Special Education Coordinator
- Technology Support from Building Technology Staff and Cooperative Technology Coordinator
- Continue learning through various professional learning opportunities