

### 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 "Marigolds" 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 "Marigolds" and School Psychologist
- Support from your Special Education Coordinator

- Technology Support from Building Technology Staff and Cooperative Technology Coordinator

**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 “Marigolds” 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 "Marigolds" 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