

Aurora Public Schools
ELA-Special Ed Instructional Intervention Process

ELA TEACHER RESPONSIBILITIES CHECK LIST

Student Name _____ **Teacher** _____ **Grade** _____

Concerns	_____ Provide referring teacher with copy of ELD Student Characteristics Form for review	Date completed _____
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Phase I		
_____	Collaborate with student's general education teacher to gather the following information:	Date completed _____
	<ul style="list-style-type: none"> ✓ Student's language proficiency ✓ Student's progress on ELD continuum ✓ Student's current language proficiency level and language proficiency scores over time 	
_____	Determine if language proficiency needs to be updated using alternate form or if it needs to be administered in Spanish	Date completed _____
_____	Provide supporting data and work samples if provide direct service to student	Date completed _____
_____	Collaborate with general education teacher to determine whether an interpreter is needed to assist with Cultural Environmental Influences interview	Date completed _____
_____	Review Cultural and Environmental Influences Interview to identify educational experiences that may have impacted learning	Date completed _____
_____	Provide data for Student Summary sheet	Date completed _____

Phase II Regardless of level of ELA assistance...		
_____	Actively participate in referral process	Date completed _____
_____	Review contents of Referral Packet from referring teacher	Date completed _____
_____	Referral Packet includes:	Date completed _____
	<ul style="list-style-type: none"> ✓ Cultural and Environmental Influences Interview ✓ Student Summary Sheet ✓ Any applicable student work samples and observations 	
_____	Assist team in determining whether sufficient time and instructional opportunities have been made available to the student	Date completed _____
_____	Assist team in determining whether the acquisition of language has negatively impacted the student's learning	Date completed _____
_____	Assist team in determining area of referral to address student's academic and/or behavioral concerns	Date completed _____

Phase III		
_____	Provide information requested by the special education assessment team	Date completed _____
_____	Ensure student's English language proficiency is considered during assessment	Date completed _____
_____	Collaborate with special education case manager re: language of assessment	Date completed _____

Phase IV		
_____	Actively participate in the student's special education initial meeting	Date completed _____
	<ul style="list-style-type: none"> ✓ Summarize student's academic current functioning based on ELA services 	
FYI	If student does not qualify -	
	<ul style="list-style-type: none"> ✓ Use data and instructional info from special education assessments to guide the ELA student's instructional programming within general education setting ✓ Continue instructional collaboration with general education teacher ✓ Determine and/or implement instructional accommodations and/or modifications 	
_____	If student does qualify -	Date completed _____
	<ul style="list-style-type: none"> ✓ Participate in the development and implementation of student's Individual Educational Program (IEP) ✓ Maintain collaborative ELA support/instruction 	