

UPIPS Interviews 2012–2013

Special Education Teacher

LEA: _____

Interviewer: _____

Interviewee: _____

Date: _____

What are the best things about your Special Education Program?

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General Supervision: Child Find

A2 Before making the decision to refer a student for a special education evaluation, list 4 types of documentation teachers keep to demonstrate that classroom interventions failed.

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General Supervision: Evaluation, Eligibility, and Confidentiality of Records

B1 Describe 4 ways in which you participate in the evaluation process.

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B2	Describe 3 ways that you or the team obtain parental input on the evaluation process.

FAPE in the LRE: IEP/Student Information to Educators

C1	Describe 4 of your responsibilities in the IEP process.
C2	How do you ensure that school teams are providing all the special education services and supports listed on the IEP?
C3	Describe 3 steps you would follow if a student transfers to your school with an existing IEP.

FAPE in the LRE: Assessment Data

D1	Describe 3 things you do when statewide tests (CRTs & others) are administered.

D2	Describe 2 ways you have utilized assessment data from CRTs and other assessments.
D3	Are there any LEA-wide assessments in place?
D4	How do you ensure accessibility for all students with disabilities (e.g., visual impairment, intellectual disability)?

FAPE in the LRE: Least Restrictive Environment/Access to General Curriculum	
E1	How does the IEP team determine the amount of special education and related services a student needs?
E2	How does the IEP team determine placement?

E3	List 3 ways you and the team ensure each student with disabilities participates with non-disabled peers to the maximum extent appropriate.
E6	Describe your actions when a student needs instructional materials in an alternate format (e.g., Braille, large print, etc.).

General Supervision: Caseloads/Paraeducators

F1	How is supervision provided for paraeducators when they are assigned to your program?
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General Supervision: Program Improvement/Preschool

G1	What are your priorities for improving your school's special education program?
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FAPE in the LRE: Student Progress	
H1	How often are parents given reports on their child's progress on IEP goals?
H2	What does the progress report include?
H3	What are 3 things you do if a student isn't making sufficient progress to achieve his/her IEP goals by the end of the IEP year?

FAPE in the LRE: LRBI/Discipline and Safe Schools	
I1	When should an IEP team conduct a Functional Behavior Assessment (FBA) and write a Behavior Intervention Plan (BIP)?
I2	When is it mandatory to conduct a manifestation determination?

Transitions	
J1	What are 4 things you do to facilitate transition planning for students age 16 and up, and earlier if appropriate?
J2	What are 3 things you do to involve adult service agencies such as Vocational Rehabilitation in the secondary transition planning process?
J3	What are 2 purposes of developing a school to post-school transition plan for students with disabilities?
J5	What are 2 things you do when a student is graduating or aging out of your special education program?

FAPE in the LRE: Extended School Year (ESY)	
K1	What are 2 things you consider to determine whether a student is eligible for extended school year services?

Parent Involvement: Procedural Safeguards	
L1	What are 5 of the IDEA Procedural Safeguards or parents' rights?

General Supervision: Professional Development and Highly Qualified Staff	
M1	What training have you received related to the State special education rules?

Parent Involvement	
N1	Describe 5 areas in the overall special education process in which parents are involved in determining the educational needs and provision of services for their child.

General Supervision: Resources

Q1 What additional resources and/or trainings do you need to improve the special education programs in the LEA?

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Do you have any additional comments?

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