



School District/Charter School Compliance Monitoring System

Teacher Interviews

Pennsylvania Department of Education
Bureau of Special Education



Teacher Interviews

General Education

LEA: _____ Monitoring Date: _____

Building Level: ___ Elementary School ___ Jr. High/Middle School ___ High School
___ Center-based ___ Other

Student's Name: _____ Teacher's Name: _____

Student's Program: _____ Student's Age: _____

Questions Specific to this Student

70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals? *(Use NA only if the student's IEP shows no involvement in general education; if teacher responds "No," follow up is required.)*
71. Do you adapt and modify the general education curriculum based on the student's current IEP? *(If teacher responds "No," follow up is required.)*
72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?
73. Are you and the special education personnel working collaboratively to implement this student's program? *(Use NA only if the student's IEP shows no involvement in general education.)*
74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input? *(If teacher was required to attend the IEP meeting and responds "No," follow up is required.)*
75. Did you recommend any needed supports to the IEP team to implement the current IEP for this student? *(If answer is "No," indicate "NA" for question 76.)*
76. Were those recommendations considered by the IEP team?
77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports? *(If teacher responds "No," follow up is required.)*
78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?
79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided? *(If teacher responds "No," follow up is required.)*
- 79a. In the most recent IEP meeting for (child's name), did you discuss whether (child's name) could be educated in a general education classroom for the entire school day? *(If teacher did not attend the IEP meeting, indicate NA on the tally sheet.)*
- 79b. In the most recent IEP meeting, did the IEP team recommend removal of (child's name) from the general education classroom for any part of the school day? *(If teacher did not attend the IEP meeting, indicate NA on the tally sheet.)*
- 79c. If yes, what reasons were discussed for recommending removal? *(If teacher did not attend the IEP meeting, indicate NA on the tally sheet.)*

- 79d. If yes, how was the amount of time that (child's name) would be removed from the general education classroom decided? ***(If teacher did not attend the IEP meeting, indicate NA on the tally sheet.)***
- 79e. In the most recent IEP meeting, did the IEP team discuss whether (child's name) could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services? ***(If teacher did not attend the IEP meeting, indicate NA on the tally sheet.)***
80. Is the student making progress within the general education curriculum?
- 80a. In your opinion, is (child's name) benefiting from participation in your general education classroom?
- 80b. If yes, in what ways?
- 80c. If no, what does (child's name) need that (he/she) is not receiving in your class?
81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?
82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs? ***(If teacher responds "No," follow up is required.)***
83. Is the current IEP appropriate to meet this student's educational needs? ***(If teacher responds "No," follow up is required.)***
84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP? ***(If teacher responds "No," follow up is required.)***
85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?

- 85a. Have you received sufficient training, technical assistance and other support to teach (child's name)?
- 85b. If no, what training or support would assist you?

General Questions

86. When a student with a disability is included in your class, do you have the opportunity to provide information to the IEP team? ***(If teacher responds "No," follow up is required.)***
87. Do you provide progress monitoring data as part of the IEP development process?
88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?
89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?
90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?
91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in general education classrooms?
92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP? ***(If teacher responds "No," follow up is required.)***
93. Do special education personnel work directly with you to help you reduce negative student behaviors?
94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?

Special Education

LEA: _____ Monitoring Date: _____

Building Level: ___ Elementary School ___ Jr. High/Middle School ___ High School
___ Center-based ___ Other

Student's Name: _____ Teacher's Name: _____

Student's Program: _____ Student's Age: _____

Questions Specific to this Student

95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible? *(If the teacher responds "No," follow up is required.)*
- 95a. In the most recent IEP meeting for (child's name), did you discuss whether (child's name) could be educated in a general education classroom for the entire school day? *(If teacher did not attend the IEP meeting, indicate NA on the tally sheet.)*
- 95b. In the most recent IEP meeting, did the IEP team recommend removal of (child's name) from the general education classroom for any part of the school day? *(If teacher did not attend the IEP meeting, indicate NA on the tally sheet.)*
- 95c. If yes, what reasons were discussed for recommending removal? *(If teacher did not attend the IEP meeting, indicate NA on the tally sheet.)*
- 95d. If yes, how was the amount of time that (child's name) would be removed from the general education classroom decided? *(If teacher did not attend the IEP meeting, indicate NA on the tally sheet.)*
- 95e. In the most recent IEP meeting, did the IEP team discuss whether (child's name) could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services? *(If teacher did not attend the IEP meeting, indicate NA on the tally sheet.)*
96. Has the student been given the opportunity to participate in non-academic and extra-curricular activities with children without disabilities? *(If the teacher responds "No," follow up is required.) (If answer is "No," indicate NA for question 97.)*
97. Have necessary supports been offered and/or provided to enable that participation? *(If the teacher responds "No," follow up is required.)*
98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as non-disabled students? *(If the teacher responds "No," follow up is required.)*
99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?
100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?
101. Do you hold the required certification to implement this student's program? *(If the teacher responds "No," follow up is required.)*
- 101a. Have you received sufficient training, technical assistance and other support to teach (child's name)?

- 101b. If no, what training or support would assist you?
102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?
103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?
104. If appropriate, are the student's annual goals based on functional performance?
105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided? *(If teacher responds "No," follow up is required.)*
106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?
107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?
108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the child, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?
109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP? *(If the teacher responds "No," follow up is required.)*
110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date? *(If the teacher responds "No," follow up is required.)*
111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports? *(If the teacher responds "No," follow up is required.)*
112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments? *(If the teacher responds "No," follow up is required.)*
113. If required, were the testing accommodations included in this student's current IEP implemented? *(If the teacher responds "No," follow up is required.)*
114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?
115. Did the IEP team have available information regarding use of the Supplementary Aids and Services Toolkit?
116. Were this student's desired post-school outcomes considered when the IEP team developed the annual goals? (age 14 or older)
117. Is this student making progress in meeting the annual goals of his/her current IEP?

117a. In your opinion, is (child's name) benefiting from participation in the general education classroom?

117b. If yes, in what ways?

117c. If no, what does (child's name) need that (he/she) is not receiving?

118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?

119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?

120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services? *(If the teacher responds "No," follow up is required.)*

121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting? *(If the teacher responds "No," follow up is required.)*

122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP? *(If the teacher responds "No," follow up is required.)*

Peer Monitor: If the student is being served in "other settings" (i.e., outside of a general education school district building or charter school building) ask questions 122a-122f. If not, indicate NA on the tally sheet for 122a-122f, and proceed to question 123.

122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition (child's name) back into the school district (or charter school if student

is enrolled in a charter school) with supplementary aids and services?

122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of (child's name)'s program?

122c. Does (child's name) go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?

122d. Does (child's name) need supplementary aids and services to participate in non-academic and/or extra-curricular activities?

122e. If yes, are needed supplementary aids and services being provided to (child's name)?

122f. Are there routine opportunities for (child's name) to interact with non-disabled peers that are planned and/or facilitated by school personnel?

General Questions

123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?

124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?

125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?

Commonwealth of Pennsylvania

Tom Wolf
Governor

Department of Education

Pedro Rivera
Secretary

Matthew S. Stem
Office of Elementary and Secondary Education
Deputy Secretary

Ann Hinkson-Herrmann
Director, Bureau of Special Education

