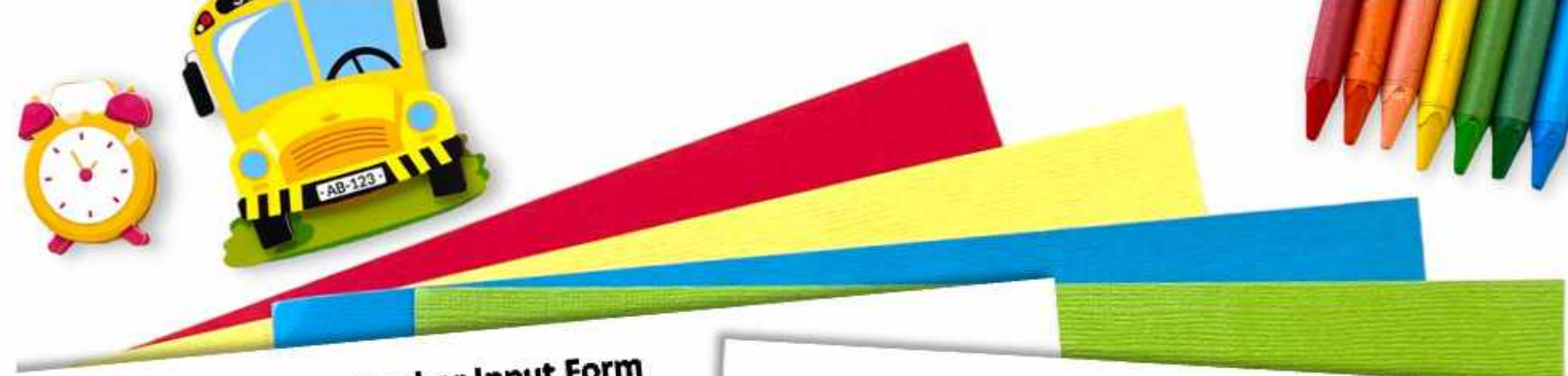


IEP PLAAFP INPUT FORMS



➤ 2 TYPE ON PDFS

➤ 2 GOOGLE FORMS

➤ SUMMARY TEMPLATE

➤ TIME SAVING TOOL

Teacher Input Form
for students who are being evaluated for or are currently receiving special education services

Student's name: _____ Date of completion: _____
Teacher's name: _____ Evaluator's title: _____

Directions: Complete the checklists below to provide classroom information for evaluation or ongoing IEP. Record all data in the white boxes. Add additional information in the yellow boxes.

Academics					
ELA Assessment Data (score & percentile)					
Math Assessment Data (score & percentile)					
Current Grades					
ELA	Reading	Math	Science	S.S.	
Additional:					

Functional Skills	
add O for often, S for sometimes, or R for rarely	
Adheres to classroom rules and routines	
Conveys needs and wants appropriately	
Demonstrates good listening skills	
Displays good problem-solving skills	
Follows directions independently	
Transitions between activities	
Additional:	

Additional Comments: _____

Teacher Input Checklist Form
for students who are being evaluated for or are currently receiving special education services

Student's name: _____ Date of completion: _____
Teacher's name: _____ Evaluator's title: _____

Directions: Complete the checklists below to provide classroom information for evaluation or ongoing IEP. Record all data in the white boxes. Add additional information in the yellow boxes.

Present levels of academic achievement and functional performance				
ELA Assessment Data (score & percentile)	Math Assessment Data (score & percentile)	Grades		
		ELA	Reading	Math
Additional:				

Academics - Add a check for each statement that is true for your student	
Is performing below their current grade level	Completes assignments in class
Is performing at their current grade level	Returns completed homework
Is performing above their current grade level	Is motivated to learn and succeed
Has skill deficits in reading comprehension	Actively participates in class
Has skill deficits in expressive writing	Seeks out help when needed
Has skill deficits in math applications	Displays good problem-solving skills
Additional:	

Behaviors - Add a check for each statement that is true for your student	
Academics suffer due to negative behavior	Demonstrates self-control
Works well independently	Interacts positively with peers
Gives their best effort in all areas	Regulates emotions easily
Receives behavior discipline referrals	Seeks attention appropriately
Adheres to classroom rules and routines	Shows others kindness and empathy
Follows directions independently	Understands and respects personal boundaries
Additional:	

Additional Comments: _____

Caroline Koehler

COMPILE DATA QUICKLY

NARRATION TEMPLATES

DIGITAL TOOLS

EMAIL TEMPLATES

Directions for Teacher Input Checklist Form

Choose either the pdf or Google Form option. To use the pdf, email the form as an attachment and ask the teacher to type their answers into the white boxes or print it off and deliver it to the teacher to write in their responses. When using the Google Form, keep the answers in your Drive. For both the PDF and Google Form, compile the information and record it within the present levels of academic and functional achievement section of the student's IEP. Place the original form in the student's file as a portfolio piece.

When compiling information, I use the following script to paste into IEPs:

On DATE, TEACHER recorded classroom information for STUDENT. Within in ELA, STUDENT given the ASSESSMENT on DATE with a score of SCORE in the PERCENT percentile for GRADE. When given ASSESSMENT for math on DATE, STUDENT obtained a score of SCORE placing them within the PERCENT percentile of GRADE grade. STUDENT'S current grades are ELA - GRADE, Reading - GRADE, Math - GRADE, Science - GRADE, and Social Studies - GRADE.

Within the area of academics, TEACHER noted that STUDENT is currently performing AT, ON, or below GRADE level. STUDENT currently has skill deficits in SUBJECT. HE/SHE (list statements

Emails for Input Forms

Editable PDF Email

As we prepare for STUDENT'S upcoming Individualized Education Program (IEP) meeting, I am reaching out for your input by completing the attached Teacher Input Form.

Your insights and observations are invaluable in helping us develop a comprehensive plan that addresses STUDENT'S unique needs and supports their academic and social-emotional growth. Your input regarding academic performance, behavior, and interactions in the classroom will greatly contribute to the development of meaningful goals and strategies.

Please take a moment to fill out the form and return it to me by DATE. If you have any questions or clarification on any part of the form, please do not hesitate to reach out to me.

Thank you in advance for your cooperation and dedication to supporting the success of all our students. Your commitment to collaboration is greatly appreciated.

Thanks,

YOUR NAME

Google Form Email

As we prepare for STUDENT'S upcoming Individualized Education Program (IEP) meeting, I am reaching out for your input by completing a brief Google Form.

Your insights and observations are invaluable in helping us develop a comprehensive plan that addresses STUDENT'S unique needs and supports their academic and social-emotional growth. Your input regarding academic performance, behavior, and interactions in the classroom will greatly contribute to the development of meaningful goals and strategies.



Caroline Koehler

QUICKLY SHARE AND EDIT

EDITABLE GOOGLE FORM

TYPE ON & PRINT PDF



Caroline Koehler

Teacher Input Form

for students who are being evaluated for or are currently receiving special services.

Student's name: John Doe	Date of completion: November 18
Teacher's name: Caroline Koehler	Evaluator's title: teacher

Directions: Complete the checklists below to provide classroom information for the student's evaluation or ongoing IEP. Record all data in the white boxes. Add additional notes as needed.

Academics					Behavior	
ELA Assessment Data (score & percentile)					add O for often, S for sometimes, or R for rarely	
state testing: 371, 39%					S	Gives their best effort in all areas.
Math Assessment Data (score & percentile)					S	Is on task and engaged in learning
state testing: 299, 31%					S	Participates in learning environment
Current Grades					O	Receives behavior discipline referrals
ELA	Reading	Math	Science	S.S.	R	Uses accommodations or modifications
C	D	D	C	D	R	Works well independently
Additional: Missing and incomplete homework is affecting John's overall grades					Additional: Different days seem to produce different behaviors. Mondays and Fridays are	

Functional Skills		Social Emotional	
add O for often, S for sometimes, or R for rarely		add O for often, S for sometimes, or R for rarely	
S	Adheres to classroom rules and routines	R	Demonstrates self-control
S	Conveys needs and wants appropriately	S	Interacts positively with peers and adults
R	Demonstrates good listening skills	S	Regulates emotions easily
R	Displays good problem-solving skills	S	Seeks attention appropriately
R	Follows directions independently	S	Shows others kindness and empathy
R	Transitions between activities	S	Understands and respects personal space
Additional: John struggles functionally especially if it is a non-preferred task.		Additional: I'd love to see John meet with the social worker weekly.	

Additional Comments:

Caroline Koehler

Teacher Input Form

for students who are being evaluated for or are currently receiving special services.

Student's name:	Date of completion:
Teacher's name:	Evaluator's title:

Directions: Complete the checklists below to provide classroom information for the student's evaluation or ongoing IEP. Record all data in the white boxes. Add additional notes as needed.

Academics

ELA Assessment Data (score & percentile)					
Math Assessment Data (score & percentile)					
Current Grades					
ELA	Reading	Math	Science	S.S.	
Additional:					

Behavior

add O for often, S for sometimes, or R for rarely

Gives their best effort in all areas
Is on task and engaged in learning
Participates in learning environment
Receives behavior discipline referrals
Uses accommodations or modifications
Works well independently
Additional:

Teacher Input Form
FOR SPECIAL EDUCATION SERVICES

Teacher Input Form

* Indicates required question

Academic skills

Add a check for each statement that is true for your student.

Academic skills *

- ☐ Is performing below their current grade level
- ☐ Is performing at their current grade level
- ☐ Is performing above their current grade level
- ☐ Has skill deficits in reading comprehension
- ☐ Has skill deficits in expressive writing
- ☐ Has skill deficits in math applications
- ☐ Completes assignments in class
- ☐ Returns completed homework on time
- ☐ Is motivated to learn and succeed
- ☐ Actively participates in class
- ☐ Seeks out help when needed
- ☐ Displays good problem-solving skills