

Teacher Input for the IEP

Your student, _____, is scheduled for an IEP meeting on _____.

You play a vital role as an IEP Team member. Your input and observations are important and required. Please take a few moments to complete this report and return it to _____; also be prepared to bring student work samples to the IEP meeting. The purpose of your participation is to get accurate, reliable data on the student's behavior and progress in the special and general education curriculum and on his/her goals and objectives.

If you need more space, please attach additional pages.

1. Describe the student's strengths (You may cite observations, teacher-made or standardized assessments and/or student work samples to determine strengths):

2. Describe the student's involvement and progress in the general education curriculum.

3. Describe any accommodations/modifications you have made to address the student's needs. For example: buddy-paired assignments, repeated/rephrased instructions, recorded books, high interest/low vocabulary reading, study guides, additional time for assignments/tests, preferential seating, access to technology (calculator, computer), etc.

4. Do you have any suggestions to increase or enhance the student's progress in your class? If so, please describe:

5. Describe any supports you need to help this student to attain his/her goals and participate in the general curriculum:

Current grade the student is receiving: Math _____; LGA _____; Sci. _____;
Soc. St. _____; etc. _____

Submitted by: _____ Date: _____

Printed Name

Signature