

## Special Education Observation

- 1. Name of the observed meeting?** 504 Plan Annual Review
- 2. What was the purpose of the meeting?** To review the student's current plan, review the student's progress, and to set new goals for the student.
- 3. Who was the present at the meeting? Was the student involved in the process?** Student, parent, social studies teacher, special education teacher, math teacher, science teacher, and the special education director.
- 4. Who led the meeting and what was the agenda?** The special education director led the meeting and each teacher discussed the student's progress, addressed concerns, and made any necessary changes to the plan.
- 5. Describe what you observed during the meeting.** The meeting was very positive. The parent had quite a bit of input and all of the teachers had good things to contribute. The student took a relatively active role in the meeting and was offered a great deal of autonomy regarding her plan.
- 6. What was the classroom teacher expected to contribute? By way of discussion? By way of student work samples?** Teachers were expected to update the parent on student growth. The teachers had a discussion about what the student's current grade is, how she is behaving in class (student has ADHD), and what the student can do to improve. No student work samples were shown.
- 7. What did other participants contribute?** The special education teacher and director offered suggestions for a schedule change because the student tested out of special education English. They also offered suggestions for improvement in math. The parent felt that it would be good for the student to try to move up from C level math to B level, but the teachers had concerns about how long that would take and how, by the time she gets to high school, she may feel like she is barely keeping her head above water since the B level is about 15 lessons ahead at this time.
- 8. What was done to make all participants comfortable with the meeting and the process? As an observer, do you have suggestions or recommendations you might make in this regard?** Since it is a small school and a small community, the parent, student, and teachers were all very familiar with each other. The meeting had a very casual feel and because of that I have no suggestions.
- 9. What kind of preparation will you do as a teacher to be ready to be an active participant in similar kinds of meetings?** For this type of meeting, it would be essential to think carefully

about where the student is academically and how the student behaves in the classroom. Work samples may be beneficial, but a discussion works well too. The best thing a teacher can offer is how they think the student can improve and give very clear instructions as to how that can be done. Contributing positive things about the student to the conversation is also very important.

- 10. How did the meeting conclude? What will be done as follow up?** The meeting concluded with some final words about how well the student has done and how much she has improved. As a follow up, the student will have access to a “wiggly seat” to help with her ADHD. Teachers and the parent will also be looking to see that her work is done and that she is staying organized. She will be switched into a different english class to offer a challenge. She will also use WIN time and after school time to get ahead on her math so she can be better prepared for high school.
- 11. What questions, ideas, or thoughts did this observation raise? How will you follow up on what you learned or what you might need to learn?** This meeting was a very beneficial experience, as many teachers pointed out, because it was so positive. It was nice to see a success story and know that it is possible for students to meet their goals. This particular student has come a long way and is working very hard. Since this was such a good first experience, it should be known that not all meetings go in this direction. It will be important for me, in the future, to be aware of how other students may respond to certain plans and to create realistic and attainable goals for students. I also need to keep the mindset that certain plans may not be successful and may need extra time and consideration to help the student.