

Western Montgomery CTC

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We have three Student Success Coordinators (Special Education Teachers) at WMCTC.

Each one takes one of the home schools that attends here (we only have three home schools that attend WMCTC). We then have direct contact with each of the home schools Special Education Teachers for all types of communication.

- We also provide updated grades (an excel sheet) every Friday to the liaison at each of the sending schools. If a student is not doing well in their lab area, we print out their progress report, scan it in, and then email it to the home school liaison to disseminate to all of the Special Education teachers so they are updated on what is missing and to take a team approach to get all missing work in, or to discuss a low grade and to make sure all the SDIs are in place and the student is using them for assistance.
- We have monthly Special Education meetings at WMCTC, we invite the three sending school district liaisons and each of the home school's Director of Special Education. We have an agenda and then type up the minutes after the meeting and then send them out to all who were invited.
- Each school district invites us to all IEP meetings with currently enrolled students and any IEP students who want to attend WMCTC.
- With our current IEP students, we send out the *IEP Feedback Form* to all CTE instructors to get feedback for the IEP meetings we are invited to by the home school case manager. We ask for feedback on how the student is doing in the lab area and we also visit each of the students to check on their progress as do our three Instructional Aides.

Demographics				
Student:	Grade:	School:	IEP Teacher:	
Student First & Last Name	9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	PG <input type="checkbox"/> SF <input type="checkbox"/> UP <input type="checkbox"/>	Name	
Technical Area:	Teacher:	Level:		
Name	Name	One <input type="checkbox"/> Two <input type="checkbox"/> Three <input type="checkbox"/>		

Information is needed for the above student for his/her IEP or re-evaluation documents. Please complete the charts below to the best of your ability and be as specific as you can. Your feedback is greatly appreciated and will be used in developing/revising the special education documents. Thank you in advance for your time and contribution!

Technical Instruction & Progress					
Current Classroom Grades: Q1: 0 Q2: % Q3: % Q4: % <i>In Danger of Failing?</i> Yes <input type="checkbox"/> No <input type="checkbox"/>					
Comprehension of Technical Material: On a scale of 1-5 (with 5 being strong understanding and 1 being little/none), please rate the student's <i>comprehension and grasp of content material.</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:					
Skills Task Progress: On a scale of 1-5 (with 5 being advanced, 3 being adequate, and 1 being little/no progress), please rate the student's <i>progress on the Skills Task List.</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Skill Strengths: Skill Areas of Improvement:					
Test Preparation: On a scale of 1-5 (with 5 being consistently and 1 being little/none), please rate the student's <i>test preparation.</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:					
Homework: On a scale of 1-5 (with 5 being consistently and 1 being little/none), please rate the student's <i>hw completion.</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:					
Classwork: On a scale of 1-5 (with 5 being consistently and 1 being little/none), please rate the student's <i>classwork completion.</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:					
<i>If applicable: Writing Skills</i> On a scale of 1-5 (with 5 being strong understanding and 1 being little/none), please rate the student's <i>writing ability as related to the technical area.</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<p>If applicable: Math Skills On a scale of 1-5 (with 5 being strong understanding and 1 being little/none), please rate the student's <i>math skills as related to the technical area.</i></p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Classroom Behavior and Self-Advocacy					
<p>Participation: On a scale of 1-5 (with 5 being consistently and 1 being little/none), please rate the student's <i>class participation.</i></p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:					
<p>Attentiveness/on-task behavior: On a scale of 1-5 (with 5 being consistently and 1 being little/none), please rate the student's <i>attentiveness and on-task behavior.</i></p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:					
<p>Self-advocacy: On a scale of 1-5 (with 5 being consistently and 1 being little/none), please rate the student's <i>self-advocacy skills.</i></p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:					
<p>Organizational skills: On a scale of 1-5 (with 5 being consistently and 1 being little/none), please rate the student's <i>organizational skills.</i></p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:					
<p>Ability to Follow Directions: On a scale of 1-5 (with 5 being consistently and 1 being little/none), please rate the student's <i>ability to follow directions.</i></p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:					
<p>Work ethic: On a scale of 1-5 (with 5 being consistently and 1 being little/none), please rate the student's <i>work ethic.</i></p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:					
<p>If applicable: Professional Dress/Uniform Does the student adhere to professional dress/uniform requirements? Yes <input type="checkbox"/> No <input type="checkbox"/> Inconsistent <input type="checkbox"/></p>					
<p>Behavioral Concerns: Do you have any behavioral concerns regarding the student? Comments:</p>					
Student Strengths:					
Student Needs:					
Other information you feel is relevant:					

Specially Designed Instruction and Modifications			
<i>Please describe the student's use of his/her current accommodations within your instructional area.</i>			
SDI #1	Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>
SDI #2	Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>
SDI #3	Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>
SDI #4	Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>
SDI #5	Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>
SDI #6	Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>
SDI #7	Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>
SDI #8	Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>
SDI #9	Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>
SDI #10	Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>
SDI #11	Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>
SDI #12	Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>