



Special Education Teacher Perspective:

Special and General Educators Collaborate to Support Students with IEPs in Writing

Progress monitoring offers a solution to get a true snapshot of writing performance for all students, especially students with disabilities.

Special education teachers along with general education teachers meet to discuss shared student needs in writing. Comparing writing products using rubrics is inconsistent for scoring. Progress monitoring scores offer a common language among teacher teams in using data to set goals, plan instruction, and offer tools for improvement.

The Educator Dashboard and progress monitoring sessions provide measurable quantitative data in the form of Correct Writing Sequence (CWS) scores.

Correct Writing Sequence scores yield data for writing aspects such as spelling, grammar, punctuation, and productivity. Using this accuracy data, teams document baseline performance, develop IEP written language goals, and monitor progress in order to best meet student needs.

Individual Education Plan (IEP) goals based on progress monitoring data offer clear benchmark steps in meeting state and local writing standards.

Teams implement Co:Writer Universal and Inspiration Maps as tools to accomplish IEP written language goals for students with disabilities. CoWriter Universal includes word prediction, text-to-speech, and spell check.

Inspiration is an interactive graphic organizer, helpful for students struggling with getting ideas down smoothly. Progress monitoring data facilitates collaboration between specialist and content teachers, including the development of goals and tools for students with disabilities. The progress monitoring data guides teaching and planning together for team teachers.