

Educational Support Team Self-Assessment

<i>Our EST has a good/effective...</i>	Strongly Agree		Strongly Disagree	
Referral Process				
Clear when to refer	1	2	3	4
Strategies already tried are documented	1	2	3	4
Assessment data included	1	2	3	4
Completed forms are submitted	1	2	3	4
<i>Please write specific comments for any ratings of 3 or 4</i>				
Forms/Documentation				
Referral Form Clear and concise information	1	2	3	4
Adequate information	1	2	3	4
Kept as part of student's permanent record	1	2	3	4
Plan Form Clear and concise information	1	2	3	4
Adequate information	1	2	3	4
Kept as part of student's permanent record	1	2	3	4
<i>Please write specific comments for any ratings of 3 or 4</i>				
Referral Processing Procedures and Responsibilities				
Referrals received and packets disseminated with adequate time to review	1	2	3	4
Clear who processes, copies and disseminates referral forms	1	2	3	4
Clear who collects any additional needed information/records	1	2	3	4
Clear student selection/prioritization process	1	2	3	4
Clear responsibility for notifying team of agenda/students to be reviewed	1	2	3	4
EST meeting held within reasonable time	1	2	3	4
<i>Please write specific comments for any ratings of 3 or 4</i>				
Meeting Procedures				
Meetings start/end on time	1	2	3	4
Clear roles and responsibilities during meetings	1	2	3	4
Stay on task	1	2	3	4
Efficient use of time	1	2	3	4
Clear procedures to ask questions	1	2	3	4
Clarification of problem before focusing on solutions	1	2	3	4
Adequate time to brainstorm needed supports	1	2	3	4
Adequate time to make data-based decisions and develop/write plan	1	2	3	4
Plan developed or referral for evaluation prepared	1	2	3	4
Follow-up mentor assigned	1	2	3	4
Confidentiality procedures followed	1	2	3	4
<i>Please write specific comments for any ratings of 3 or 4</i>				
(Please continue next page)				

<i>Our EST has a good/effective</i>	Strongly Agree		Strongly Disagree	
Review and Follow-up Process/Procedures				
Clear plan and appropriate time frame for review of plan effectiveness	1	2	3	4
Suggested support(s) shared with implementer(s) in timely manner	1	2	3	4
Written plan easy to understand/interpret/implement	1	2	3	4
Follow-up mentor provides support/information for implementer(s)	1	2	3	4
<i>Please write specific comments for any ratings of 3 or 4</i>				
EST Members Strengths, Qualifications				
Adequate knowledge of instructional strategies/accommodations	1	2	3	4
Represent a broad range of expertise, disciplines, views	1	2	3	4
Familiar with available resources/supports/services in school	1	2	3	4
Familiar with available resources/supports/services in community	1	2	3	4
Identify additional needed resources	1	2	3	4
Modify (add/delete) resources as needed	1	2	3	4
<i>Please write specific comments for any ratings of 3 or 4</i>				
Data				
Clear procedures for tracking data used	1	2	3	4
Data reviewed periodically to determine trends and systemic needs	1	2	3	4
Student data used to inform plan and any adjustments to the plan	1	2	3	4
<i>Please write specific comments for any ratings of 3 or 4</i>				
Communication with				
Referrers	1	2	3	4
Other staff members	1	2	3	4
Parents	1	2	3	4
School Action Planning	1	2	3	4
Community resources	1	2	3	4
Receiving schools and/or teachers (transition)	1	2	3	4
<i>Please write specific comments for any ratings of 3 or 4</i>				
Other Comments				
<i>Please write specific comments for any ratings of 3 or 4</i>				