

A one-page and a longer teacher input form, a quick verbal check-in for the teacher who never returns paper, a cover note with a due date, a tracking page, a meeting-ready notes template, and a filled example. Fillable PDF.

EXAMPLE Three Teachers' Answers, Turned Into Notes

Jordan Alvarez and every teacher named here are invented, and so is every word on the forms. Notice that every line of the notes starts with a verb and is followed by a subject.

One-Page Teacher Input Form (page 5), as it came from — Ms. Ortiz, math, for Jordan Alvarez, grade 5 (invented)

Handwritten on page four days after it went out. Nothing was corrected or falsified before it was copied onto the notes page. Ms. Delgado (English) also returned forms; their words appear in the notes below wherever they match or add to what Ms. Ortiz wrote.

BOX 1 • WHAT THE STUDENT CAN DO ON YOUR CLASS
He can explain a word problem out loud, step by step. Better than he can write a 500 — and talked another student through one last week while his own paper stayed blank.

BOX 2 • WHAT HAPPENS WHEN THE WORK GETS HARD
He puts his pencil down and stares at the page, and will sit at the table for the rest of the block if I do not check in.

BOX 3 • WHAT YOU WANT THE STUD TO CHANGE OR ADD THIS YEAR
A way to answer out loud, at least for part of an assignment.

BOX 4 • WHAT YOU HAVE ALWAYS THOUGHT, AND WHAT HAPPENED

From now start and a half-hour warm-up instead of the full page. Both helped a little, neither helped the blank paper problem.

BOX 5 • WHAT'S WORKING RIGHT NOW
A checklist of the steps taped to his desk. He glances at it and gets moving again on his own.

BOX 6 • THE BEST WAY TO REACH YOU AND WHEN THIS STUDENT IS IN YOUR ROOM

During 2:45 periods. Best reached by email before 3pm or during any period 5-6.

Meeting-Ready Notes (page 10), built from it — 9 lines, three of them confirmed by more than one teacher

WHAT WE HEARD, IN THEIR WORDS

"He can explain a word problem out loud, step by step. Better than he can write a 500."

"He works other students through the same kind of problem out loud."

"He answers everything correctly out loud but the page stays blank."

"During work in the one place his mind isn't sometimes without being asked twice."

"He puts pencil down and stares at the page until someone checks in."

"A half-urp or start of a half-hour warm-up helps a little, but not the blank paper."

SOURCE TEACHER(S)

Ortiz

Ortiz + Delgado

Ortiz • Whitefield

Ortiz

Delgado

WHERE IT GOES, AND WHO ANSWERS

Present notes — often in a classroom example

Present notes — a strength across two classes

Present notes — the gap between opinion and written work

Present notes — social participation, one class does more

Present notes and the accommodation discussion

Confirms the pattern is not just math
Accommodations already tried — keep and

Which Form for Which Teacher, and When

Six situations, six answers. Pick the form once, send it with a due date, and copy what comes back onto the meeting notes page before anybody drafts anything.

IF THIS IS THE SITUATION	SEND	WHERE
An annual review, and every general education teacher who has this student needs to weigh in	One-Page Teacher Input Form to every teacher; the Full Teacher Input Form to the one with the most contact	Pages 5, 6
One teacher has by far the most contact — homeroom, a co-taught block, the largest share of the day	Full Teacher Input Form	Page 6
A form has been out for a week and it has not come back	Quick Verbal Check-In — five minutes in the hallway or a shared prep period	Page 7
You are ready to send the request	Cover Note and Quick Reply, with the due date and the meeting date filled in	Page 8
You need to know who still owes you a form	Teacher Tracking Page	Page 9
Several forms are back and it is time to write the present levels	Meeting-Ready Notes, grouped by what agrees and what only one teacher saw	Page 10

The classroom-only rule

Every question asks for something a teacher has actually watched happen in their own room — a task, a moment, a pattern across a week. No question asks for a label, a cause, or anything out of a health record. “What does it look like when the work gets hard?” gets an observation; “why does this happen?” gets a guess dressed up as a fact.

HOW FAR AHEAD OF THE MEETING A REQUEST MUST GO OUT WHERE YOU WORK, AND WHO FOLLOWS UP IF NOTHING COMES BACK

The three habits these forms assume

- ☐ Every form goes out with a due date on it and a way to reach you, not just a due date in your own calendar.
- ☐ What comes back is copied onto the meeting-ready notes (page 10) before the draft is written, not read for the first time at the table.
- ☐ A teacher’s words go onto the notes page as the teacher said them, in quotation marks, not translated into team language.

How to send it, and when

WHEN	WHAT MOVES
Three weeks out	The request goes out (cover note, page 8) with a due date on it. Send it however teachers on your team actually read things — paper mailbox, email, both.
Two weeks out	Nothing back yet? One short reminder, then switch to the quick verbal check-in (page 7) rather than waiting on paper that is not coming.
One week out	Copy what came back onto the Meeting-Ready Notes (page 10), and put any teacher questions on the agenda so somebody is ready to answer them.
At the table	Read the classroom evidence before the draft goals, not after. If a teacher never answered, say so on the notes page rather than leaving a silent gap.

One-Page Teacher Input Form

Send this to every general education teacher who has the student. Six boxes, five minutes, in the wording a busy content teacher will actually answer.

STUDENT

YOUR NAME, SUBJECT, AND ROOM

PLEASE RETURN BY

One page. Write as much or as little as you like — one line in each box changes how the meeting starts. If paper is not going to happen, hand this back blank and ask for the quick verbal check-in (page 7) instead.

What the student can do in your class

Concrete tasks, skills, or moments you have seen firsthand.
The things a grade never shows.

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What you have already tried, and what happened

Seating, a modified assignment, extra time, a check-in system — anything you tried on your own before this form landed on your desk.

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What happens when the work gets hard

What you actually see: shuts down, asks for help, gets up, rushes through it, acts out. Describe it; do not label it.

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What is working right now

Any support, routine, or approach that is currently helping, even a little.

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What you want the team to change or add this year

One or two things. Be specific about your classroom, not about the paperwork.

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The best way to reach you, and when this student is in your room

Email, a shared prep period, the best time of day, and the class period or block.

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Full Teacher Input Form

For the one teacher with the most contact — the homeroom, the co-taught block, the largest share of the day. More room, the same classroom-only questions.

STUDENT

YOUR NAME AND SUBJECT

CLASS PERIOD THIS
STUDENT IS IN WITH YOU

DATE

Academic and classroom performance

What the student does independently, what they do with support, and what they have not yet done in your class. Name the task, not a grade level.

A typical day or period in your room

Where the trouble spots usually fall, and what participation and engagement look like on a normal day.

What has already been tried, in detail

Supports or accommodations already in place, roughly when you started them, and what changed after.

When the work gets hard

What you see happen, and what helps the student get going again. Observable only — not a guess at why.

Peer relationships in your class

Who they work with, sit with, or avoid; whether that has changed this year.

What you want the team to know or change this year

The classroom-specific ask, not a paperwork ask.

STUDENT

MEETING DATE

[illegible]

Form sent: write Short (page 5), Full (page 6), or Verbal (page 7). **Returned:** write Y, N, or the date you switched to the verbal check-in. A blank row two weeks before the meeting is the thing this page exists to catch.

- ☐ Switch that row to the quick verbal check-in (page 7) instead of waiting on paper.
- ☐ Note the switch in the Follow-up column so next year you know which teachers to ask in person from the start.
- ☐ Bring the gap to the meeting rather than leaving it silent — “not returned” is still information.

One page, filled in by you from whatever came back. Grouped by what several teachers agreed on and what only one teacher saw, with a source for every line.

STUDENT

MEETING DATE

NOTES WRITTEN BY, AND WHEN

WHAT WE HEARD, IN THEIR WORDS	SOURCE: WHICH TEACHER(S) AND FORM	WHERE IT GOES, AND WHO ANSWERS
WHAT SEVERAL TEACHERS AGREED ON		
WHAT ONLY ONE TEACHER SAW		
WHAT HAS ALREADY BEEN TRIED, AND WHAT HAPPENED		
WHAT THE TEAM SHOULD CHANGE OR ADD		

Copy it, do not translate it

“He shuts down and puts his head down the second the worksheet has fractions on it” is what the teacher wrote. “Struggles with math” is what happens to it if you tidy it up, and it is no longer something anyone at the table has to answer. Keep the quotation marks.

If nothing came back

- ☐ Use the quick verbal check-in (page 7) and fill this in while the teacher talks.
- ☐ Write “asked in person” in the source column so next year is not a guess.
- ☐ Note on the tracking page (page 9) what you sent, when, and how, so the next request goes the way that worked.

Three Teachers' Answers, Turned Into Notes

Jordan Alvarez and every teacher named here are invented, and so is every word on the forms. Notice that every line of the notes names who said it.

One-Page Teacher Input Form (page 5), as it came back — Ms. Ortiz, math, for Jordan Alvarez, grade 5 (invented)

Handwritten, in pen, four days after it went out. Nothing was corrected or tidied before it was copied onto the notes page. Mr. Delgado (science) and Ms. Whitfield (English) also returned forms; their words appear in the notes below wherever they match or add to what Ms. Ortiz wrote.

BOX 1 · WHAT THE STUDENT CAN DO IN YOUR CLASS

He can explain a word problem out loud, step by step, faster than he can write it down — and talked another student through one last week while his own paper stayed blank.

BOX 2 · WHAT YOU HAVE ALREADY TRIED, AND WHAT HAPPENED

Front-row seat and a half-sheet warm-up instead of the full page. Both helped a little; neither fixed the blank-paper problem.

BOX 3 · WHAT HAPPENS WHEN THE WORK GETS HARD

He puts his pencil down and stares at the page, and will sit like that for the rest of the block if I do not check in.

BOX 4 · WHAT IS WORKING RIGHT NOW

A checklist of the steps taped to his desk. He glances at it and gets moving again on his own.

BOX 5 · WHAT YOU WANT THE TEAM TO CHANGE OR ADD THIS YEAR

A way to answer out loud or record his thinking instead of writing every step, at least for part of an assignment.

BOX 6 · THE BEST WAY TO REACH YOU, AND WHEN THIS STUDENT IS IN YOUR ROOM

Room 214, period 3, best reached by email before 3pm or during my period 5 prep.

Meeting-Ready Notes (page 10), built from it — 9 lines, three of them confirmed by more than one teacher

WHAT WE HEARD, IN THEIR WORDS	SOURCE: TEACHER(S)	WHERE IT GOES, AND WHO ANSWERS
"He can explain a word problem out loud, step by step, faster than he can write it down."	Ortiz	Present levels — strengths, in a classroom example
"He walks other students through the same kind of problem out loud."	Ortiz + Delgado	Present levels — a pattern across two classes
"He answers everything correctly out loud but the page stays blank."	Ortiz + Whitfield	Present levels — the gap between spoken and written work
"Group work is the one place he talks in full sentences without being asked twice."	Whitfield	Present levels — social participation, one class only
"He puts his pencil down and stares at the page until someone checks in."	Ortiz	Present levels; and the accommodation discussion
"A lab write-up stalls the same way a math page does."	Delgado	Confirms the pattern is not just math
Front-row seat and a half-sheet warm-up; helped a little, did not fix the blank page	Ortiz	Accommodations already tried — keep and build on
A step checklist taped to the desk; he restarts on his own after glancing at it	Ortiz	Accommodations — add to the plan
A way to answer out loud or record his thinking for part of an assignment	Ortiz + Delgado	Goal and accommodation target — spoken-to-written gap

Why the source column earns its width

Nine lines, three of them naming more than one teacher, because Mr. Delgado and Ms. Whitfield independently saw the same spoken-versus-written gap Ms. Ortiz did. Asked in March where the pattern came from, the answer is on the page: three classes, not one opinion.