

VTAAP FORM 4: CURRICULUM ACCESS AND INSTRUCTION RECORD (CAIR)

Hard copy form (do not send to VTDOE)

READING MATH SCIENCE

SECTION A: IDENTIFICATION	
Name:	
Date Form Completed:	

SECTION B: GRADE-LEVEL GENERAL EDUCATION CURRICULUM CONNECTIONS	
1.	<p><i>In what ways do special and general educators collaborate to plan for instruction that provides the student with access to the General Education Curriculum?</i></p> <p><input type="checkbox"/> face-to-face meeting: co-plan whole-class activity; team (not IEP) meeting; planning meeting</p> <p><input type="checkbox"/> indirect meeting: phone conference; email exchange; video conferencing</p> <p><input type="checkbox"/> exchange of lesson materials: share specific lesson plans ahead of time</p> <p><input type="checkbox"/> exchange of content area activities and/or materials: share content area themes; access classroom website; observation of similar grade-level content area class</p> <p><input type="checkbox"/> no collaboration at this time</p>
2a.	<p>Content Area Instructional Time</p> <p><i>Please indicate the number of hours per week this student is scheduled to receive instruction in Reading within the general education classroom as part of the general education curriculum.</i></p> <p><input type="checkbox"/> 0 – no instruction</p> <p><input type="checkbox"/> less than 1 hour</p> <p><input type="checkbox"/> at least 1 but less than 2</p> <p><input type="checkbox"/> at least 2 but less than 3</p> <p><input type="checkbox"/> at least 3 but less than 4</p> <p><input type="checkbox"/> at least 4 but less than 5</p> <p><input type="checkbox"/> at least 5 but less than 6</p> <p><input type="checkbox"/> at least 6 but less than 7</p> <p><input type="checkbox"/> at least 7 but less than 8</p> <p><input type="checkbox"/> at least 8 but less than 9</p> <p><input type="checkbox"/> at least 9 but less than 10</p> <p><input type="checkbox"/> 10 or more</p>
2b.	<p><i>Please indicate the number of hours per week this student is scheduled to receive specialized instruction in Reading within the general education classroom or another learning environment.</i></p> <p><input type="checkbox"/> 0 – no instruction</p> <p><input type="checkbox"/> less than 1 hour</p> <p><input type="checkbox"/> at least 1 but less than 2</p> <p><input type="checkbox"/> at least 2 but less than 3</p> <p><input type="checkbox"/> at least 3 but less than 4</p> <p><input type="checkbox"/> at least 4 but less than 5</p> <p><input type="checkbox"/> at least 5 but less than 6</p> <p><input type="checkbox"/> at least 6 but less than 7</p> <p><input type="checkbox"/> at least 7 but less than 8</p> <p><input type="checkbox"/> at least 8 but less than 9</p> <p><input type="checkbox"/> at least 9 but less than 10</p> <p><input type="checkbox"/> 10 or more</p>

2c.	<p><i>Please indicate the number of times per week this student typically receives any instruction in the content area of reading.</i></p> <p><input type="checkbox"/> 0 times per week</p> <p><input type="checkbox"/> 1 time per week</p> <p><input type="checkbox"/> 2 times per week</p> <p><input type="checkbox"/> 3 times per week</p> <p><input type="checkbox"/> 4 times per week</p> <p><input type="checkbox"/> 5 times per week</p> <p><input type="checkbox"/> more than 5 times per week</p>
3.	<p>What is the current status of the Instructional Plan for the content area program?</p> <p><input type="checkbox"/> A written instructional plan is easily accessible to all instructors.</p> <p><input type="checkbox"/> A written instructional plan does not currently exist for the content area program.</p>

SECTION C: DATA COLLECTION AND INTERPRETATION

1.	<p>What is the current status of instruction and assessment in this content area program?</p> <p><input type="checkbox"/> Instruction is occurring for 4-3-2-1-0 strands in this content area.</p> <p><input type="checkbox"/> Performance data are being collected for 4-3-2-1-0 strands in this content area.</p>
2.	<p>How often is student performance data typically collected for any of the content area program strands?</p> <p><input type="checkbox"/> daily or weekly</p> <p><input type="checkbox"/> bi-weekly</p> <p><input type="checkbox"/> monthly</p> <p><input type="checkbox"/> greater than monthly</p>
3.	<p>What is the general pattern of student performance seen in the content area data?</p> <p><input type="checkbox"/> Achieved or close to achieved (possible interpretation: Mostly Achieved - work on maintenance, generalization, new task)</p> <p><input type="checkbox"/> Correct responses increasing, errors decreasing (possible interpretation: Steady Progress - continue current program)</p> <p><input type="checkbox"/> Correct response rate highly variable; error rate unpredictable (possible interpretation: Variable Progress - make adjustments in instructional strategies/practices as necessary)</p> <p><input type="checkbox"/> Correct response rate mostly flat: error rate is unchanged (possible interpretation: No Progress - make significant changes in instructional strategies/practices as necessary)</p> <p><input type="checkbox"/> Correct responses at or near zero, high error rate (possible interpretation: No Progress – make significant changes in instructional strategies/practices as necessary)</p>