**SAT Roles and Responsibilities**

**Possible Team Member Job Titles or Positions**

Presenting Teacher

Other building Teacher(s)

Counselor

Principal

Reading Interventionist

Teacher Associate

Focus Facilitator

Instructional Coach

Other

**Possible SAT Meeting Roles**

Time Keeper

Case Facilitator/Case Manager

Presenting Teacher

Recorder/Note-taker

Meeting Facilitator

Coordinator

Data Manager

Administrator

Consultant

Social Chair

Evidence-base questioner

Document Manager

Scheduling/Files Manager

**Individual Responsibilities for SAT process**

1. Inform building staff of SAT procedures, forms, and SAT members.

2. Set up SAT schedule.

3. Construct data grid or matrix of student assessment information.

4. Determine criteria requiring a student case to be brought to SAT.

5. Provide Initial SAT Referral form to classroom teacher.

6. Contact the parent for current information regarding concerns, behavior at home, medications, physicians involved, etc.

7. Assign Case Manager (or Case Facilitator).

8. Follow-up with teacher before the initial SAT meeting to make sure the

 referral form is complete, and all documentation is prepared.

9. Arrange for classroom coverage during the Presenting Teacher’s time away from the classroom.

10. Visit the Grade level team meeting as the team reviews information regarding the specific student’s case.

11. Remind/encourage Presenting Teacher to consult with Instructional Coach, Counselor, Focus Facilitator, Principal, and/or other resources available in addition to meeting with the Grade level team prior to the first SAT meeting.

12. Maintain allotted time frames during the SAT meeting.

13. Verbally summarize the student’s case at the beginning of the SAT meeting.

14. Ask guiding questions according to the SAT format (or outlined process), and make sure that the responses are kept on topic to the questions.

15. Provide support to Presenting Teacher as baseline data is collected, such as suggestions as to how it can be collected, how to document the data, etc.

16. Facilitate the identification of specific skill deficits with questions.

17. Make sure the goal identified is measureable and objective.

18. Make sure that the plan for implementation of the intervention is specific as to who, what, when, where, and how (steps involved.)

19. Make sure that the plan for monitoring the progress of the student is specific as to who, what, when, where, and how (pre-test/post-test, which AIMSWeb probe and at which grade level, etc.)

20. Make sure that any materials needed to implement the intervention or to monitor the progress are provided to the presenting teacher.

21. Set a date for the Presenting Teacher to come back to SAT to review the student’s progress.

22. Lead de-briefing discussion after the case is finished and the Presenting Teacher leaves.

23. After initial SAT meeting, follow-up with the Presenting Teacher in regard to the implementation of the intervention and progress monitoring, offering suggestions and support as needed.

24. During follow-up SAT meeting when data is reviewed, make sure that the team makes a decision based on the data and any pre-set criteria as to whether a student receives intervention that is a) more intensive, more specific, or more individualized; b) unchanged but continuing for a longer duration; c) less intensive or discontinued with the guaranteed and viable curriculum being sufficient to maintain progress; or d) continued with the goal is increased.

25. Document the discussions and decisions made during the SAT meetings.

26. Make sure that each person on the team contributes to the discussions.

27. Make sure that every intervention selected is evidence-based, and has procedural steps written down to describe how it is to be implemented.

28. Organize and maintain presented SAT information, including individual student files and history of data.

29. Maintain organized files of upcoming student cases for SAT.

30. Provide assistance as to use of AIMSWeb and data reports.

31. Check fidelity of intervention implementation between SAT meetings.

32. Assign SAT roles and specific responsibilities to specific team members.

33. Monitor follow-through of SAT member responsibilities.