# 20%   IEP/IST Exercise/Lesson Plan

The following activity will be a collaborative venture, acting as a "school-based problem-solving team".  This exercise reflects upon the MTTS—specifically focusing on Standard V— Assistive Technology.  To see how these standards relate to the National ISTE standards see the ETO matrix.  This activity is based on the MSDE-PT[3] Maryland Technology Performance Task Summaries. The summaries describe teacher candidate assessment tasks for each of the seven (7) Maryland Teacher Technology Standards. Here we focus on task VI Assistive Technology.  The Task summary for standard VI states (for pre-service teachers):

> *Candidate will create an implementation plan using the **SETT** Framework Guide to analyze a student's learning needs based on the S - Student, E - Environments, T - Tasks and T -Tools. The framework will guide decision making about technology tools that can address learning obstacles.*

Although based on the MSDE-PT[3] assessment task, several modifications were made to reflect a) that we are practicing educators; and b) the focus of the course emphasizes the general practitioner (therefore, I will provide much of the background information and scenario specifics needed for the write up that a general practitioner would not necessarily be privy to). Additionally, most of the input in this exercise will be coming from yourselves who will be taking on the role as a general content area teacher— therefore little "collaborative" input is coming from a special educator or ELL teacher — not very realistic if we were working on a referred student IEP.  **Therefore, we will be using this exercise to develop a student's "IEP" (Individualized Educational Plan)— but not a "formal" IEP or ELL Plan**.  As stated on page 22 of the MSDE SLD Guide:

> *Many students experience educational problems that can and should be resolved efficiently with resources readily available within the general education program, and without referral to an IEP team.*

- Portions of this activity are very similar to the earlier exercise done in week 4 where we worked through a SETT framework for a student named "Josh".

- What is different is that you will be asked to work through and complete a SETT framework, and now that we have a better understanding about what strategies and options are available and for what purposes we can also "actively" and knowledgably participate in providing a direction and focus for this student's learning –through our IST[1] (Instructional Support Team) efforts.

---

[1] One of the various terms used to describe a Student–Based Problem-Solving Team.  See the http://www.msde.state.md.us/SpecialEducation/SLDGuide/SLDGuide-Sig.pdf document for more information.

**Activity**

Please read the attached hypothetical case study and documentation about a student we will call "Anna" that we will use as the basis of this exercise. You will consult as a team on this particular case (readings from the *MSDE SLD Guide* and *MSDE Accommodations Handbook*(*sections 7-9)* will come in handy*). **Each** of you will **take the role of one content area classroom high school teacher** (you choose). Attached you will find information related to her classes: English, U.S. History, Chemistry, Algebra, Guidance Counselor, Health Education and P.E. This exercise will have the following components:

1. **Completed SETT framework** (can be in a table format, matrix format or narrative). Each person should complete the SETT framework categories and then as a group a consolidated framework will be compiled and posted. One person should be designated to compile and post.
2. Provide a well **organized report** (or set of mini reports) that you would take with you to a IST/ELL/IEP committee planning meeting (i.e., attendance, grades, samples of student work, write up of concerns with student work, behavior, what you have tried, what strategies have worked and what hasn't worked etc… in your class-**this information is provided in the Anna documentation**. Each person needs to develop a report. What else might you include? Consider what you would take to a parent meeting and or what you would want to see as a parent of a student.
3. **Complete a plan for implementing Universal Design (UD) strategies and assistive technology tools for this student in each of your content areas** (e.g., the content areas each of you have identified hypothetically). The plan must include consideration of the following identified learning environments and the instructional tasks[2]:
   - Identify all human resources and indicate their roles in supporting the student.
   - Develop a timeline for implementation including time required to assess effectiveness of this intervention.
   - How do you intend to use these tools and strategies to support student performance?
   - What training does the student and staff need for successful use of these tools?
   - How will the effectiveness of this intervention be measured?

***Note: some include this within their well organized report (#2). If you choose this option please indicate that item #3 can be found in the mini report.

**NOTE: Since this student has not yet been referred to an IEP team (COMAR 13A.05.01.04A (1) Identification: A student with a suspected disability who may need special education shall be referred, in writing, to an IEP team--for assessment, evaluation, identification and placement) don't go overboard with the assistive technology, since most likely resources will not be obtainable.**

---

[2] From the MSDE PT[3] Task Assessment; http://www.smcm.edu/msde-pt3/TaskVI.htm

4. **Convert your <u>individual plans</u>** (item #3 above) **into a <u>team consensus plan</u>** utilizing the "proper IEP language" or wording and format by completing the appropriate section(s) of a students IEP (choose one of the on-line IEP generators or use one you are familiar with). Remember this is an IEP based on the IST input not a legally binding IEP—but the importance of *Team Consensus* of the **measurable goals, objectives and outcomes and timelines** still remains the same. This is probably the hardest part of the experience -- for while each of you might try strategies and techniques out in your classroom and have specific goals and benchmarks --the overall plan must be clear, crisp but encompassing all the content areas—it can not just list 4 specific goals from each of you (which could potentially lead to 28 different goals/objectives —that would be too overwhelming for a student. Consider the question: **what difficulties/strengths does this student have in <u>each</u> of our classes? What <u>similar</u> <u>strategies/techniques</u> can each of us work on that reinforces each others efforts and helps this student move forward?**

5. After you have agreed upon and completed this student's "IEP", each of you will submit a mini activity/lesson plan indicating the adaptation of the lesson to address this student's needs (as specified in the IEP) for your assigned content area. You only need to show the lesson plan format not the detailed step by step lesson (e.g., see [DCPS lesson plan template or BLTlesson plan template](#)). Your lesson plan must be for the content area role you choose and your accommodation/s must match the ones listed in your agreed upon IEP/ELL plan.