Summary of Tasks

1. **Completed SETT framework (can be in a table format, matrix format or narrative).** Here you will **FIRST** utilize the same procedure you did back in week 4 with Josh—**each of you** will answer the questions based on your class experience (this depends on what role—teacher you decide to take on):
   a. What do I know about Ana? What do I still need to know? How will I find out?
   b. What do I know about the environment? What do I still need to know? How will I find out?
   c. What do I know about this student's tasks? What do I still need to know? How will I find out?
   d. What might be included in Ana's system of tools?

- **Then you will need to compile your answers –somehow indicating what items everyone lists –what items are duplicated (i.e. no reason listing Ana's name, age and gender 7 different times**

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 strategies you have tried, what works doesn't seem to work etc… in your class). **One of the attachments lists each "teacher roles" data i.e, the chemistry teacher has grades, attendance and an example of student work. Each of you will need to pull out the information that you need—creating a document with the information and indicating a few notes that you would be sharing at the committee meeting. The notes would relate to what you read in the narrative along with a list of strategies that perhaps you are considering using.**

3. A plan for implementing 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[1]:
- 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?

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

- 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.

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/exercise ==– 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 areas—it can not just list 4 specific goals from each of you (potentially leading to 28 different goals)—that would be too overwhelming for a student. Consider the question: what difficulties/strengths does this student have <u>in each</u> of our classes? What ==*similar strategies/techniques* can each of us work on that reinforces each others efforts and helps this student move forward?==**

4. **Convert your individual plans (item #3 above) to the "proper IEP language" 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 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 areas—it can not just list 4 specific goals from each of you —that would be too overwhelming for a student. Consider the question: **what difficulties/strengths does this student have in each of our classes? What similar strategies/techniques can each of us work on that reinforces each others efforts and helps this student move forward?**
5. **After you have agreed upon this student's "IEP", each of you will submit a mini activity/lesson plan (based on the content role you are playing) indicating the adaptation of the lesson to address this student's needs (as specified in the IEP).** 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).

==**So what gets submitted:**==
   1. ==**Each of you will submit your individual input to the SETT framework**==
   2. ==**One person will submit the consolidated/compiled SETT framework**==

3. **Each of you will submit your report about this student in your class – the report that you would take into a IST meeting**
4. **Each person will submit a plan for implementing 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).** This may be included in #2
5. **The group will decide on which 2-3 strategies they agree to utilize in all their classrooms. One person will submit the final copy *IEP Team Consensus* Plan via a formal IEP/ELL plan utilizing one of the on-line IEP generators. The plan should utilize the correct language wording meaning ti contains measurable objectives and timelines.**
   a. By March 2005, Anna will have her class average up at least ten percentage points and by April 2005 when the quarter ends, Anna will have increased her grade by twenty percentage points. These improvements will enable Anna to be better prepared for the final examination. Although a 'D' is technically passing, we expect Anna to finish with a minimum of a C in the course.

6. **Each person will submit a mini activity/lesson plan (based on what you teach) indicating the adaptation of the lesson to address this student's needs (as specified in the IEP).** 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).