

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-PT³ 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-PT³ 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 —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 “referred” IEP.** 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 knowledgeably participate in providing a direction and focus for this student’s learning –through our IST¹ (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.

- To help manage this activity will be broken down into parts over the next several weeks. Each “part” will be a different discussion thread spread out over several weeks. This will also allow us to explore more AT/UD strategies and tools that we may find helpful for this student.

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](#) 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).
2. Provide a well **organized report** (or set of mini reports) that you would take with you to a IST committee meeting (i.e., attendance, grades, samples of student work, write up of concerns with student work, behavior, what you have tried, what works doesn't seem to work etc... in your class-this information is provided in the Anna documentation)
3. **A plan for implementing 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 tasks²:
 - 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: 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.

4. **Convert your individual plans** (item #3 above) **into a team consensus plan** utilizing the “proper IEP language” and format by completing the appropriate section(s) of a student's IEP (choose one of the on-line IEP generators or use one

² From the MSDE PT³ Task Assessment; <http://www.smcm.edu/msde-pt3/TaskVI.htm>

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 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 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 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 [BLT lesson plan template](#)).