**Understanding & Using IEPs-at-a-Glance**

**Facilitator:** SSLs

**Date and Time:** ATT (early August)

**Topic:** Understanding & Using IEPs-at-a-Glance

**Total Time:** 60 minutes

**Intended Audience:** All teachers

**Pre-Work Estimated Time:**  NA

**Pre-Work Instructions:** NA

**Supporting/Table Facilitators:** Special education teachers/learning specialists for each grade team

**Videos Used:**  NA

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| **Aims:** | | |
| Teachers will be able to:   * Articulate the purpose and components of an IEP-at-a-Glance. * Plan to implement key components of IEPs-at-a-Glance for scholars with IEPs in their classrooms, including required instructional and assessment accommodations. * Plan 2 – 4 strengths-based and support-based strategies for scholars with IEPs in the classroom. | | |
| **Session Description/Connection to PD Arc/Priorities**  *This session is to ensure all teachers (special education, general education and enrichment/specials) recognize, and are set up to provide, the legal supports outlined in their students’ IEPs. Teachers will leave the session with an understanding of the instructional and assessment accommodation requirements for each of their scholars, as well as a list of strengths-based and support-based strategies to help scholars with IEPs succeed.* | | |
| **Key Points**   * **KP #1:** An IEP is a legal document that articulates the services and supports a scholar needs to be successful. The IEP-at-a-Glance is a tool that distills this information and provides the most pertinent info for teachers’ use. * **KP #2:** It is my responsibility to be familiar with—and implement—the instructional accommodations and assessment accommodations for all scholars that I teach. * **KP #3:** I will set my scholars up for success if I plan supports that play to their strengths and accommodate for their weaknesses. | **Potential Misunderstandings**   * I don’t need to read or be familiar with the actual IEP document.   *(The IEP-at-a-Glance is a helpful tool for you to get the key points of an IEP, but it is still YOUR legal responsibility to be familiar with the IEP in its entirety.)*   * The accommodations and supports listed in the IEP-at-a-Glance are the responsibility of the special educator/learning specialist. *(EVERY teacher who works with a scholar with an IEP is legally required to provide the mandated supports and accommodations listed in the IEP – and it is also best practice to do so!)* | |
| **AGENDA AT A GLANCE**   * **Opening & Framing:** School-Specific Hook, Session Aims and Agenda (8 minutes) * **AA#1 & KPs:** Harry Styles and Mr. Modest (17 minutes) * **Application:** Deep Dive into IEPs-at-a-Glance for Scholars (25 minutes) * **Closing:** Commitments & Follow-Up (5 minutes) | | |
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| ***Materials*** | | ***Assessment & Follow-up*** |
| *I will need:*   * PPT and clicker * Session plan * IEPs-at-a-Glance for all scholars\*   *Participants will Need:*   * Guided Notes Tool w/Roadmap * IEPs-at-a-Glance for all scholars with IEPs and 504s (hard or soft copies of *each* scholar’s document for *all* teachers in the grade) | | **Follow-up by SSL:**   * Ensure all Roadmaps of Required and Suggested Supports are collected *(due date is customized; see PD for more info)* * Share Roadmap docs with all teacher coaches/LT members *(before scholars arrive)* * File Roadmap docs with your accommodation/modification walk-through materials *(before scholars arrive)* * Reference Roadmap docs when providing accommodation/modification walk-through batch feedback *(3x by December)* |
| **Grouping/Physical Space Notes**   * Teachers should sit divided by grade team * The special educator/learning specialist for each grade team sits with the team and serves as a resource during work time. * See notes in the PD about multi-grade staff (i.e: Enrichment/specials teachers, behavior specialists, etc.) | | **Additional Instructions/Notes for Facilitator**  *\*Prepping IEP-at-a-Glance documents and ensuring they are high quality will take some time! There will be work time/planning time given at ALT to think about how to get IEP-at-a-Glance docs ready for scholars. Some best practices include:*   * Re-using (with any necessary tweaks to improve quality) IEPs-at-a-Glance for all returning scholars * Delegating creation of these materials to special educators/learning specialists on each grade team * Getting old IEPs-at-a-Glance from your feeder school’s SSL * Key notes: Blue highlight = more facilitation information is coming at ALT in June * Key notes: Yellow highlight = a place to customize this PD for your school and context |

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| **Mins.**  **&**  **PPT Slide #s** | **Session Activity** |
| 8  (Slides  1 – 4) | **Opening & Framing:** School-Specific Hook, Aims & Agenda   1. *School-specific hook*  * **Customization**: Think about how you will engage teachers in this session that is unique to your school context/staff. For example, you might tell a personal story about a time when you were a first year teacher and didn’t know about the contents of the IEPs of scholars in your class and what the impact was. Or, for a largely returning staff, you could name this as a “WIN” area for this year – that you are all going to be 100% in compliance with supports outlined in our scholars’ IEPs and 504 plans. The sky is the limit here, as long as you keep this to 5 minutes and plan a hook that leaves teachers eager to dive into their IEPs-at-a-Glance!  1. *Share the Aims & Agenda*  * Review session aims and agenda for the time together  1. *Frame this session*  * “The purpose of this PD is for you to get familiar with the scholars who have IEPs and 504s in your classroom. It’s important for you to understand the legal supports that we are *required* to provide for scholars—that’s the compliance piece—but also for you to understand additional supports you can put in place that play to scholar strengths and support scholar areas of struggle—that’s the AUTHENTIC part.”  1. *Share how this fits in the arc of Special Education PD*  * “At our ‘Delivering on Equity’ PD, we reviewed your role (the “what”) in the special education process. Today, we’re going to do a deep dive into a piece of the “how” of one of your roles—providing services as outlined on IEPs and 504 plans.” |
| 17  (Slides  5 – 11) | **AA & KPs:** Harry Styles & Mr. Modest   1. *Frame legal obligations and documents*  * Explain definition of an IEP vs. an IEP-at-a-Glance: “An IEP is a legal document that articulates the services and supports a scholar needs to be successful. The IEP-at-a-Glance is a tool that distills this information and provides the most pertinent info for teachers’ use. IEPs-at-a-Glance are also used for scholars with 504 plans.” * “It is every teacher’s LEGAL responsibility to BOTH be familiar with and implement the instructional accommodations and assessment accommodations for scholars that you teach.” * Be sure to point out that we are also legally obligated to provide all supports in behavior improvement plans (BIPs), although this session focuses on IEPs and 504s. * **Customization:** Every school uses a slightly different template for their IEPs-at-a-Glance. In order to engage in the following section, **you will want to take the information from the sample used in this plan and put it into your school’s IEP-at-a-Glance format/template**. You can also customize the data and supports to be more appropriate for your context (i.e: high school), but note that you may then need to tweak the AA, as well.  1. *Review components of the sample IEP-at-a-Glance*  * On the PPT, point out where teachers can find basic scholar information, including name, next IEP review date, disability classification and special education services. This is a good place to remind people of the continuum of special education services, honing in on what we provide at AF (ICT/CTT, SETTS/pull-out/interventions, and related services like speech/OT/counseling).  1. *Explain Roadmap of Required Services and set up activity*  * Share the blank roadmap document. “The roadmap is a tool you will customize and use to plan for your incoming scholars with IEPs and 504 plans. It includes a space for you to note mandated testing and academic accommodations, as well as places for you to start to brainstorm additional supports. The purpose of this is to create a CHEAT SHEET for you to keep on your clipboard to remember which students have accommodations and to use when planning.” * Explain that teachers will be completing this document in grade teams for all scholars with disabilities in their classes, but first they are going to see how it’s done! “We’ve been fortunate enough to get insider access to a second grade literature teacher, Mr. Modest’s, brain as he read the IEP-at-a-Glance of one of his new students: Harry Styles.” * Provide teachers with clear directions for independent work time: First, read the sample IEP-at-a-Glance for Harry Styles. Then, read “Inside Mr. Modest’s Mind,” which provides his internal dialogue. Finally, you’ll read the Roadmap that Mr. Modest created for Harry as a result of his reading and thinking. * As teachers read the IEP-at-a-Glance, the teacher’s thinking and the Roadmap, they will consider the following questions:   a.      What questions does the teacher ask herself as he internalizes the IEP-at-a-Glance?  b.      What steps does the teacher take as he creates a roadmap for implementation?  c.       What will be the impact of the teacher taking time to internalize the IEP-at-a-Glance and create this roadmap for implementation?  d. How can this teacher proactively use the roadmap?   1. *AA #1 work time*  * Give teachers about 10 minutes to work on reading and answering the above questions. * As they do so, circulate and collect information with your data tracking tool. (Note: More information about this tool and its use will come at ALT!)  1. *Debrief the work time*  * Call teachers back together and open with a broad question: “What was effective about Mr. Modest’s planning?”(Note: More information about broad questions and BPQs will come at ALT!) * Tease out KPs #2 and #3 using scaffolded BPQ questions like: * Why is that important? * What could make this planning even more effective? |
| 25  (Slides  12 & 13) | **Application: Deep Dive into IEPs-at-a-Glance for Scholars**   1. *Set up application work time*  * Explain that every grade has a set of scholars who have IEP and 504 plans. Teachers will be working in grade teams to create a road map of supports for their scholars.   **Customization:** Think about your Enrichment/Specials and support staff (behavior specialists, etc.) There are two options for their work time: 1) Have them work as one team to engage with all scholars who have IEPs/504s in the school (most of these people will work with all scholars) – in this case, further split the team into pairs to tackle a couple of different grades. (i.e: P.E. and Dance teacher take kids in grades K – 2, Behavior Specialists take kids in grades 3 – 4), 2) Split the multi-grade staff among grade teams to have them support at the grade level (i.e: P.E. teacher works with K, Dance teacher works with 1, etc.). **Regardless of your choice for work time, you will need to have a follow-up plan to ensure that all teachers who work with scholars in multiple grades have access to the Roadmap for each grade**.   * Remind teachers that they are going to be doing exactly what Mr. Modest did. First, reading the IEP-at-a-Glance for each kiddo, then finding the basic child information on the IEP-at-a-Glance and noting the mandated supports (testing and academic) and finally taking the bulk of the time to create 1 – 3 supports for each scholar that are strengths-based and needs-based. * Explain that each table has a special education teacher/learning specialist, or someone who has been teaching for a long time, or someone who is a pro at accommodating, to serve as a support during this process (explicitly name who that person is at each table!). These people can ask/answer questions and serve as thought-partners during work time. Another resource is you as you circulate.  1. *Application work time*  * Give teachers about 25 minutes of work time to dive into their grade-level IEPs-at-a-Glance. * The outcome of this time is a Roadmap of Required and Suggested Supports for Scholars – each grade will create one that will include all scholars with IEPs and 504s. * During this time, start by ensuring multi-grade support staff have a clear plan for work time. * Then, circulate to tables, providing feedback and suggestions. |
| 5  (Slides 14 – 16) | **Close-Out & Commitments**   1. *Commitment share out*  * Call teachers back together and ask them to share out a couple of strength or needs-based supports that they are planning for their new scholars.  1. *Accountability and next steps*  * Share that each grade team will need to submit a completed roadmap to you within \_\_\_\_\_\_\_ weeks of this PD. * **Customization:** Plan for and share out the specific date when each grade team will email you their Roadmap. With your principal, decide on a time when people can finish their Roadmaps and share this with staff. This may be during grade team meetings within the first two weeks of school, during work time in the next several weeks of PD, or assigned to various individuals to complete and compile (i.e: one teacher finishes Student A, another tackles Student B, and the grade team leader compiles everything .) * **Customization:** Name other accountability measures, including a quick summary of accommodations walkthroughs, your plans to share the Roadmap with all other Deans/coaches, etc. |

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| **Harry Styles**  IEP at-a-Glance  **IEP Annual Review Date:** 1/30/17  **Disability Classification:** Other Health Impairment (ADHD plus Specific Learning Disability)  **Special Education Services:**   |  |  |  | | --- | --- | --- | | *Service* | *Frequency* | *Group Size* | | Counseling | 30 minutes / 1x per week | 3 | | ICT | All day (math, reading, writing) / 5x per week | 30 | | Occupational Therapy | 30 minutes / 2x per week | 1 |   http://img.wennermedia.com/article-leads-vertical-300/1351181573_harry-styles-290.jpg | | | |
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| **PRESENT LEVEL OF PERFORMANCE (PLOPs) HIGHLIGHTS** | | | |
| **Data**  IA 3 ELA: 55%  IA 3 Math: 67%  STEP Level: 7 | **Reading:**   * Strong at decoding and a fluent reader * Comprehension at a factual level is strong when asked specific questions * Struggles to effectively summarize a text (leaves out major events and includes less important details)   **Writing:**   * Communicates clearly and, when motivated by topic, enjoys writing stories and essays * Will sometimes get distracted during sustained writing blocks   **Math:**   * Strong number sense * Effectively solves addition one step story problems (first draws picture) * Struggles with stamina on multi-step story problems and/or those involving subtraction | | |
| **HOW TO SUPPORT** | | | |
| **STRENGTHS** | | | **STRUGGLES** |
| * Exceptional long-term memory * Responds well to repeated visual cues * Bonds with adults easily and quickly * Eager to please preferred adults | | | * Self-esteem can impact his academics * Has a hard time sustaining work for longer than 10 minutes without a focus break * Can be defiant if task is perceived as “too long” or “too hard” |
| **STUDENT INTERESTS** | | | **EFFECTIVE CLASSROOM STRATEGIES** |
| * Classroom jobs (any but make sure he earns them!) * Recess, especially when he can run! * Minesweeper * Occupational therapy (loves clay, manipulating objects, etc.) | | | * Check-in before starting a long tack to provide encouragement and to break the task into parts * Using a calm voice * Breaks as needed to reset and refocus * Check-ins after a consequence (reset the relationship and rebuild his confidence) * Prompts for focus during independent work (including checklist he can check off) |
| **MANDATED TESTING ACCOMMODATIONS** | | | **MANDATED INSTRUCTIONAL/CLASSROOM ACCOMMODATIONS** |
| * 10 minute breaks after every 45 minutes of testing | | | * Preferential seating in the front row on the carpet and at the front of class (preferably not directly in front of the teacher but slightly to the side) |

**Airtight Activity: Harry Styles & Mr. Modest**

Scenario: Mr. Modest has been teaching second grade literature for four years at AF Pretend. He is a strong teacher who truly embodies special services mindsets. Mr. Modest received an IEP-at-a-Glance for Harry Styles from Ms. Suzy, his SSL, during summer PD. Mr. Modest agreed to “open up his mind” and share his thought process as he reviewed Harry’s IEP-at-a-Glance document.

Directions: Read Harry’s IEP-at-a-glance, then the section labeled “Inside Mr. Modest’s Mind” and the resulting “Roadmap of Required and Suggested Supports” for scholars. As you read Mr. Modest’s thoughts, respond to the questions below.

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| * *What questions does Mr. Modest ask himself as he internalizes the IEP-at-a-Glance?* * *What steps does he take as he creates a roadmap for implementation?* * *Hypothesize: What will be the impact of the teacher taking time to internalize the IEP-at-a-Glance and create this roadmap for implementation?* * *Stretch your thinking: How can this teacher proactively use the roadmap?* |

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| http://johnprados.com/wp-content/uploads/2013/08/word.png**IEP-at-a-Glance Component** | http://static1.squarespace.com/static/514e08e7e4b0a337a812d9b7/t/51881e4ce4b032df75a35b9f/1367875149686/brain-loss-c.jpg**Inside Mr. Modest’s Mind** |
| **Scholar Strengths & PLOPs** | * What are Harry’s strengths? I like to start here to ensure that I am looking at my scholars with an assets-based lens. I also know I can build on and play off strengths to help kids succeed. * I see that Harry has a really strong long-term memory. It’s great that he can retain pieces of information for long periods of time! One way that I can tap into this strength of Harry’s is to break down behavioral tasks into concrete smaller steps which will be easy for him to remember. For example, when students SLANT, I’ll always say “feet, back, hands, eyes,” to remind scholars to calm their feet, straighten up, put their hands together and put their eyes on me. * I could also do this for other repeatedly-do academic tasks, like annotating a text, and breaking that task into smaller steps, like “summarize, question” to ensure scholars first summarize a paragraph into one . I know that these steps will likely be easy for Harry to remember and will free up brain-power to focus on important new information that he is getting through reading. * How will I make sure that this support lives in the classroom? In both cases—SLANT and annotating—I can use these steps every single time. If Harry is struggling, I can prompt him with a concrete reminder, like “What comes after feet?” or “What is the second annotation step?” Other students could benefit from this as well so I’ll put it on a poster up front. |
| **Scholar Struggles & PLOPs** | * I know that Harry will also have areas of relative weakness that I’ll want to account for when planning instruction. What are areas that aren’t strengths yet? * It says that Harry has a hard time focusing for longer periods of time, which I know may be more pronounced in my literature classroom. After all, literature this year requires more independent work than last year. * How can I help Harry with his tendency to get distracted? What has worked in the past? * I know! I can always explicitly name how long independent work-based tasks should take and then set a timer on his desk for that amount of time. I’ll implement this from day one of school so Harry is used to it. * I’ll check in with him first during independent time and write down TWO “5 min” tasks on a post it so he can check off the jobs as he does them (essentially breaking down the independent work into mini-tasks). * Then, when I circle back around, if he has been able to finish the first “5 min” task, I’ll ensure he gets a quick reward that will provide a break. I could do a stretch break with him, OR he could take a note to the office or do a quick “brain break” job (like sorting papers.) * I want to make sure I can de-scaffold this as Harry’s struggles become strengths. How could I de-scaffold this support? I could make the tasks bigger, or have him set his own timer after I name time expectations. My goal is for him to increase his amount of sustained worktime. * What other struggles do I see that could specifically be tricky in my content and classroom? I can look to the PLOPs for more detailed information here. Hmm… Harry struggles with retelling stories – this has likely kept him from passing higher STEP levels and probably contributes to comprehension struggles. * One way that I have had success with helping scholars who struggle with this skill is by teaching them to write a 1 – 2 sentence summary of each page on a post-it and sticking it in their book. This is a scaffold I can use for Harry at the beginning of the year, teaching him to put the post-its together to summarize a page or two of text. * Eventually, I’ll be able to encourage Harry to only do this at the end of a book chapter. |
| **Required Testing Accommodations** | * What are the legally mandated accommodations that Harry needs for testing? * Pretty straightforward here! He requires 10 minute breaks after every 45 minutes of testing. * How will this testing accommodation impact our testing setting? Honestly, this won’t be much of a concern for most of the year. Our weekly quizzes don’t last more than 20 minutes. The only thing I need to be aware of is Interim Assessments, which sometimes take an entire class period. If there is an IA assessment scheduled, I will proactively plan with Ms. Suzy, our SSL, to ensure that either she or our special education teacher will be available to facilitate his break and get him back into testing. |
| **Required Instructional Accommodations** | * What additional accommodations does Harry require in the classroom on a day-to-day basis? * Looks like we’re talking about preferential seating in the front of the classroom and carpet. This isn’t a problem – I’ll have Harry sit in the red row on the carpet and at the red table. * Is there anything else I can do to ensure Harry is successful on a day-to-day basis? * I feel like it could also help to have him seated next to a particularly focused scholar, for whom attention isn’t a struggle. I will ask the current first grade teachers if they have a recommendation of someone who might be a good “seat buddy” for Harry. |
| **Student Interests** | * What are interests of Harry’s that I could potentially leverage to get him engaged in me and my class from the outset? * He loves basketball and minesweeper– that’s good to know. I’ll make some basketball and minesweeper references in the first week and make sure to direct this toward him. * The other thing is that he seems to struggle with self-esteem so I’ll make sure to give him authentic, specific positive praise frequently in the first week. |



**Mr. Modest’s Roadmap of Required & Suggested Supports for Second Grade Students**

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| **Student Name** | **Required Instructional Accommodations** | **Required Testing Accommodations** | **Strengths-Based Strategies** | **Support-Based Strategies** | **Student Interest Strategies** |
| Harry Styles | -Preferential seating (red row and red table)  -Seating next to a focused scholar (TBD – follow up w/ first grade teachers) | -10 minute breaks after every 45 minutes of testing (coordinate w/ Ms. Suzy on all IAs) | -Utilize solid long-term memory by breaking repeatedly-do tasks into 2 – 4 consistent steps (i.e: 2 steps to annotate a text, 4 body parts of SLANT), use them every time and narrate their use if he is stuck (i.e: “Remember your 2 steps. What do you do first every time?”) | -Support struggle with focus by quietly sharing how long a task should take and setting the timer; follow up with a small break/reward for hard work the whole time.  -Help with retelling struggles by teaching him to use post-its to write a 1 – 3 sentence summary after each text “chunk” (work from paragraphs to whole chapters) | -Incorporate authentic positive praise into weeks 1 and 2  -Basketball and minesweeper references in first 6 weeks |