

Morgan Schwarz

EDUC 370

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IEP Activity/Analysis

As Ivar Lovaas once said, “If a child cannot learn in the way we teach... we must teach in a way the child can learn...” Special education is something that many people overlook when placing their child in a school. During the Spring semester of 2016, I attended an IEP meeting at Park Elementary in Le Sueur, Minnesota. The special education teacher/educator who gave me the opportunity to attend was Megan Schwarz who has been in the Special Education department since before I was in elementary school at Park Elementary.

Before the IEP meeting, Megan made contact with the parents to find a day and time that works the best for them to have the meeting. If there are a lot of team members that would need to be present at the meeting, she would send out an email to them with a few options of dates and times so that everyone can be there. Two or three weeks before the meeting date, Megan sends out a team notice to all team members reminding them of the meeting and any information that they may need prior to the meeting.

During the IEP meeting, there is a sign in sheet for everyone in attendance to place their name on. However, if there is a team member that is not present (as there was in this meeting), then there is another sheet that the parents sign giving their permission to have the meeting without everyone there. Secondly, everyone present in the meeting was instructed to introduce themselves. This allowed everyone to get familiar with one another. Following these introductions, the student’s strengths are discussed including their present level and needs. With these, it transitioned into discussing the adaptations and modifications that have been in place and what needs to be added or what can be

removed. The following part of the meeting was essential. This was where each service provider was given the opportunity to share what their plan is for their next goals for the new IEP as well as talking about testing accommodations, LRE (Least Restrictive Environment), extended school year, assistive technology, and special transportation/paraprofessional support if it is relevant for the student. In this case, special transportation and paraprofessional support was not relevant.

After the meeting, Megan made changes to the IEP about dates, accommodations, service minutes, goals, etc. She will check in with the other service providers to ensure that they have their goals updated. She will also have to write out a PWN (Prior Written Notice) that acts as a summary of everything that was discussed at the meeting. To wrap it up, she will mail the IEP and PWN to the parents/guardians.

The participants in attendance were the parents of the students, a district representative, a special education teacher in the student's disability area (Megan), a general classroom teacher, and other service providers that work with the student such as the school nurse. Absent today was the school social worker. Other members that may be in attendance would include: an adaptive PE teacher, occupational therapist, physical therapist, speech clinician, or a member from an outside agency.

The outcome of the meeting is to have developed a new IEP that every team member had input in and is comfortable with. In this meeting, the outcome was successful and achieved. There were no issues that had to be addressed and all seemed to agree on common goals and accommodations.

Common goals in an IEP vary from level to level. However, academics is the founding ground of a child's education. Academic goals may include reading, math and written language. Speech goals may include articulation, social language, expression, Occupational Therapy (OT), Physical Therapy (PT), and Developmental Adaptive Physical Education (DAPE)- working on improving fine and gross motor

skills. Another area of goals that may be addressed in an IEP is behaviors. This may include goals of handling social situations, social skills, handling frustrations, outbursts, and emotions. In this particular meeting, the behavioral aspect of the IEP was addressed clearly and without hesitation. In addition to behavioral goals, reading goals were stressed.

Following the meeting, I met with Megan to discuss her personal opinion as a special education educator. Megan responded with, “For an IEP meeting, I make sure that the parents feel valued and listened to. I make sure that every team member has been able to share and I check with the parents throughout the meeting to make sure they are good with things that are being discussed to be added, changed, or taken out of the IEP. Before the meeting is over, I will do a summary of everything that was shared, so that all team members leave the room knowing what will happen next for the student. This ensures the family, my team members, and myself which is very important when dealing with an IEP.”

From what I got from the meeting and short interview with Megan is that she is a big parent advocate and believes that developing a good relationship with parents is important. She wants to make sure that they are feeling comfortable in the meeting and feel like their wants and wishes for their child are being taken care of during the school day. She also makes sure that the parents know she is always available for them if they have any concerns or questions throughout the school year. Building a positive relationship with everyone involved is vital.

Bethany Lesson Plan Template

Name: Morgan Schwarz

Date: May 2nd, 2016

Time allotted: 60 minutes

Grade level: 8th grade

Subject: Reading/Literature

Topic / Title: Of Mice and Men

Course: EDUC 370

Approved by Cooperating Teacher: N/A

Introductory Materials

A. Standards: N/A- Used for IEP Analysis

B. Objectives

(**Condition** + **Behavior** + **Criteria**) “*At the completion of this lesson, learners will be able to ...*” Use observable / measurable terms + strong verbs. **LABEL** the objective as cognitive, affective and/or psychomotor)

1. COGNITIVE: At the completion of this lesson, given the text, learners will be able to apply vocabulary skills to build reading comprehension.
2. COGNITIVE: During this lesson, learners will use context clues to determine the meaning of 75% unfamiliar words in reading materials.
3. AFFECTIVE: During this lesson, learners will accurately and appropriately identify issues that may lead to conflict and relate it to the book and/or their personal life.
4. PSYCHOMOTOR: At the completion of this lesson, learners will be able to appropriately name types of behaviors and language that are acceptable and unacceptable in the book and in reality.

C. Multiple Intelligences Addressed

Detail if the intelligence is addressed in content, process, and/or product.

 c verbal linguistic musical/rhythmic visual/spatial
 logical/mathematical p interpersonal intrapersonal
 p bodily/kinesthetic naturalistic

D. Assessment plan:

*How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? LABEL your assessments appropriately as: **Pre-Assessment, Formative, and/or Summative**. Be sure to answer how will you know when the learners have reached the objectives? What type of feedback is provided? How is assessment aligned with the objectives / skills? Will students be involved in assessment / reflection upon their own learning?*

- Observation
- Participation
- Discussions
- Graffiti exercise (Pre-Assessment)

- Verbal feedback
- Vocabulary Building (Formative)
 - Written feedback

Goal: 75% of the class will meet the objectives.

E. Accommodations & differentiation for learners:

Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge

of your students inform your planning, instruction, and assessment?

- Special Needs Student (IEP)
 - Reading: Vocabulary work, encouragement, organization
 - Behavioral: Recognize poor behaviors and language in a novel and relate to reality

F. Materials / equipment needed:

Teacher: *Of Mice and Men*, whiteboard, whiteboard markers, vocabulary definition sheet, quiz

Students: *Of Mice and Men*

Technology needed:

Teacher: N/A

Students: N/A

G. Academic language demands and support

- Vocabulary building
- Definitions
- Full class discussions

H. Connections to research, theory, and best practices

- Class discussions
- Active
- Engaged

I. Assumptions:

What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered?

- Right from wrong
- Classroom reading procedures
- Able to recognize and sound out unfamiliar words

J. Anticipated questions & misunderstandings:

- Why can the book say things that we can't say in school?
- Can I write a school inappropriate word on the board since it's in the book?

K. Collaboration:

What, if any, resources or cooperative efforts will be involved during planning and/or instruction?

- Special education teacher (IEP goals addressed)

Lesson planning of instructional activities & learning tasks

Detailed planning: Consider writing plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the statement of objective, transitions, the conclusion, and key questions. At the end of each section write the TIME allotted.

Anticipatory Set: (set induction / introduction / focusing event / activating prior knowledge)

1. Ask the students if they have heard of the word *graffiti* before. (5 minutes)
 - a. If so, call on a student to answer. If not, explain that graffiti is writing or drawings scribbled, scratched, or sprayed illicitly on a wall or other surface in a public place.
 - b. Right or wrong behavior?

Script the following elements

Statement of Objective: Today we are going to use context clues and build reading comprehension by discovering unknown words as well as build background knowledge to acceptable and unacceptable behavior and language in the book and on the streets.

Input: Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement)

Include what the teacher will do & what students will do. Script key questions.

1. Discuss chapters 5 and 6 of the book (*Of Mice and Men*) (10 minutes)
 - a. Ask probing questions
 - i. Why isn't Curley's wife named? Is she an evil woman?
 - ii. How does Lennie respond to right and wrong?
 - iii. Having finished the book, what are some examples of foreshadowing?
 - iv. What is George's tragic flaw?
 - v. How is Slim "the voice of reason"?
 - vi. What is the true meaning of friendship? How does George and Lennie's relationship fit this criteria?
 - vii. How is this tragedy related to the title of the book?
 - viii. Why did George lie to the others about what had happened?
2. Graffiti Activity (10 minutes)
 - a. Students must each write one thing on the board related to *Of Mice and Men*
 - b. It can be vocabulary, an observation, comment, question, etc.
 - c. Once every student has contributed to the graffiti, read them over and discuss.
3. Review vocabulary from novel. Visit each word on the page that it was on. Use context clues and discuss as a class. Is the definition hidden in the sentence? (20 minutes)
 - a. bundle
 - b. morosely
 - c. cat house

- d. anguish
 - e. jack
 - f. recumbent
 - g. apprehensive
 - h. bridled
 - i. complacent
 - j. liniment
 - k. mollified
 - l. ominous
 - m. pugnacious
 - n. tart
 - o. vicious
4. Discuss, along with vocabulary, the use of explicit and inappropriate words and behaviors in the story. Ask the students to make a list of inappropriate behaviors and words they can find in the novel. (10 minutes)

Guided Practice: Embedded in outline- See above

Closure & Independent Practice: (transfer of learning / assignment) *How does the assignment support mastery of the objectives / skills? How will the assignment be evaluated?*

- Able to relate to self/others (reality)
- IEP goals of behavior and reading skills addressed
- Evaluated based on quiz and discussions

Closing Statement (scripted): Use proper study skills to master the vocabulary words for the quiz tomorrow!

Evaluation & reflection of teaching / learning

How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?

1. As I reflect on the lesson, to what extent were students productively engaged?
2. To what extent did the students learn what I intended? Were my instructional objectives met?
3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?
4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?
5. To what extent did I provide closure to the lesson?

6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why?