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**Supplemental Materials**

**Authentic Compliance:**

**Beyond the Playbook**

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| What’s in here: | Where to find it: |
| * *Delivering on Equity: Special Education for EVERY Educator* Session Plan | pgs. 2 – 9 |
| * *Understanding and Using IEPs and IEPs-at-a-Glance* Session Plan | pgs. 10 – 14 |
| * Facilitating Airtight Activities Feedback Cheat Sheet | pg. 15 |
| * Blank “Tactical vs. Authentic Compliance” Worksheets (2 sets for participant practice) | pgs. 16 – 19 |
| * Blank “Tactical vs. Authentic Compliance” Data Sheet (1 copy for facilitator practice | pgs. 20 – 21 |
| * Blank “Mr. Modest & Harry Styles” Worksheets (2 sets for participant practice) | pgs. 22 – 26 |
| * Blank “Mr. Modest & Harry Styles Data Sheet (1 copy for facilitator practice) | pgs. 27 – 28 |



**Delivering on Equity: Special Education for EVERY Educator**

**Facilitator:** SSLs

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

**Topic:** Special Education R & Rs for Every Teacher

**Total Time:** 90 minutes

**Intended Audience:** All teachers

**Pre-Work Estimated Time:**  NA

**Pre-Work Instructions:** NA

**Supporting/Table Facilitators:** NA

**Videos Used:**  Torrie Dunlap TedX Talk

<https://www.youtube.com/watch?v=UJ7QaCFbizo>

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| **Aims:** | | |
| Teachers will be able to:   * Reflect on when they have and have not applied a set of inclusive special services mindsets. * Articulate the difference between tactical and authentic special education compliance as it plays out in their roles, and name the impact on scholars. * Explain their role in special services – from intervention to referral to implementation – at your school. | | |
| **Session Description/Connection to PD Arc/Priorities**  *This session is meant to explain the role of EVERY educator in delivering on the promise of an excellent education to EVERY scholar. We will teach key mindsets about special education, including the difference between equality and equity, and we will discuss the difference between tactical compliance and authentic compliance, explicitly naming the impact of the latter on scholars. Finally, we will dive into special services at our school, and the role of every teacher in that process.* | | |
| **Key Points**   * **KP #1:** We believe strongly in a set of mindsets that ensure “special education” is not a code for “separate education.” Those mindsets are: * Fair is not always equal. Equality (where everyone is treated the same) is not the same as equity (where everyone gets the right supports at the right time in order to succeed.) * All educators are special educators. * All children can learn and succeed at high levels. * We align our actions to these mindsets in order to support all students to achieve at high levels. * **KP #2:** The difference between tactical and authentic compliance is the difference between delivery on equity and not doing so. * **KP #3:** At our school, we all have clear roles and responsibilities in the special education process, including: * Response to intervention * Referral for evaluation * Input into the IEP * Implementing the IEP | **Potential Misunderstandings**   * It is the job of the special educator/learning specialist to teach and support scholars with disabilities.   *(Every teacher is responsible for teaching every scholar in the classroom.)*   * If we are legally compliant, then we’re doing our duty by kids.   *(Legal compliance is the necessary, but not sufficient, to delivery on equity for all scholars. We are compelled to go beyond the basics of the law.)*   * Special education acronyms are confusing to new staff members.   *(Ensure that all acronyms are stated in full multiple times and encourage a setting where teachers feel comfortable asking when confused!)* | |
| **AGENDA AT A GLANCE**   * **Hook:** “Isn’t it a Pity? The REAL Problem with Special Needs” Video (12 minutes) * **Opening & Framing:** Session Aims and Agenda (3 minutes) * **AA & KP #1:** Shifting our Mental Model (10 minutes) * **Application #1:** Special Services Mindsets in Action(10 minutes) * **AA & KP #2:** Tactical vs. Authentic Compliance (22 minutes) * **Model & KP #3:** Special Services at \_\_\_\_ School (23 minutes) * **Closing**: Show What You Know! (5 minutes) | | |
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| ***Materials*** | | ***Assessment & Follow-up*** |
| *I will need:*   * PPT and clicker * Session plan * Video cued online * Speakers   *Participants will Need:*   * Guided Notes Tool (includes two supplements: “Special Services Mindsets in Action” and “Tactical vs. Authentic Compliance”) * Parking lot or question catcher to record questions | | **Follow-up by Principals & Deans (dates):**   * NA |
| **Grouping/Physical Space Notes**   * Teachers should be randomly mixed at tables, including general educators, special educators/learning specialists, deans, Enrichment teachers, etc. * Also take into account people’s years at AF/teaching and get a good mix at each table. | | **Additional Instructions/Notes for Facilitator**   * You’ll need a place for people to record questions. See the “Model and KP #3” section for suggestions. * 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** |
| 12  (Slides  1 – 3) | **Hook:** “Isn’t it a Pity? The REAL Problem with Special Needs” Video   1. *Set up/frame the video*  * Welcome people to the session Delivering on Equity: Special Education for EVERY Educator. * Explain that we’re going to start by watching a video clip and direct teachers to page 2 of their guided notes packet. * Instruct teachers to jot notes on the questions as they watch Torrie Dunlap, who is the CEO of Kids Included Together— a non-profit that teaches inclusive practices to people and organizations that serve kids—talk about shifting our mental model.  1. *Watch the video*  * https://www.youtube.com/watch?v=UJ7QaCFbizo * 3:37 – 9:35 (~6 minutes)  1. *Discuss the video*  * Give people 4 minutes to discuss the guided notes questions at tables: * What assumptions are we making when we employ the medical model of disability? What is the impact on kids? * How or when have you seen the environment be a disabling factor for a student or child you care about? What did this look like? * As people discuss, circulate to listen in and collect 1 – 2 insightful or impactful responses * Call teachers back together for group discussion for 2 minutes * Open the discussion by calling on a participant you noted during circulation |
| 3  (Slide 4) | **Opening & Framing:** Session Aims and Agenda   1. *Share the Aims & Agenda*  * Review session aims and agenda for the time together  1. *Frame this session*  * “The hoped for outcome of our time today is for every educator in the room to be able to articulate what *true* equity and authentic compliance mean for our scholars with special needs, including IEPs, 504s and BIPs. You will also learn the “what” of your role in the special education process at AF.” |
| 8  (Slides  5 – 10) | **AA & KP #1:** Shifting our Mental Model   1. *Frame the mindsets*  * “Before we dive into the nitty-gritty of special services and your role in them, let’s zoom out to talk about how we *think* about special education. Just as Torrie Dunlap explained in her Ted Talk, our mental models about special education will inevitably impact the way we work with, think about and talk to, children with disabilities. At AF, we want our mental models to be inclusive and asset-based, so special education is NOT a code for separate. To that end, we have three key mindsets that drive our actions.”  1. *Share the mindsets/key points*  * Review each of the three key mindsets and their corresponding graphics with your staff. * Fair is not always equal. – Additional framing: Some kids need more: more time, more individualization, more patience, or more attention. Equality (where everyone is treated the same) is not the same as equity (where everyone gets the right supports at the right time in order to succeed.) Fair is not always equal means that we give each child what they need – we don’t give them the same thing. * Every teacher is a special educator. – Additional framing: It is the job of every person in this room to support every scholar in his/her class. If you are unsuccessful with a scholar, it doesn’t mean that you always will be, but that you haven’t learned how to reach that child *yet*. * Growth mindset: All students can learn and achieve at high levels. – Additional framing: Growth mindset is the idea that every kid can “get smart” with the right supports in place. It means the brain is a muscle that grows all the time, if a student cannot do something, it’s because s/he hasn’t learned how to do it *yet.* Growth mindset is how we speak about and THINK about our students, families, and ourselves. * **Customization:** Think of one teacher at your school who has embodied each mindset with a concrete action. Share how he/she has embodied the mindset in his/her actions last year by clearly naming the mindset, the action(s) the teacher took and the impact of those actions. *You will do this for all three mindsets*. If you are new to the school, reach out to special educators and/or your Principal to get AF-specific examples. You can either share the teacher’s stories, or you have the option of asking them to speak about them. Hold each to no more than a 2 minute share. * **Example #1: Fair is not always equal.** Mycah H. is an Enrichment teacher at Achievement First Providence. He embodies “fair is not always equal” in his practice. Last year, Mycah had a scholar in his third grade drama class who was really struggling behaviorally. Mycah knew that this scholar had a diagnosis of anxiety, a 504 plan and a Tier II culture plan. He also knew that even with following all of the supports listed in the scholar’s documents, he continued to tantrum each day when he came into drama. Mycah realized that this friend needed more support and, as a result, he created a daily journal ritual. Each night, Mycah would write the child a note, explaining what exactly he was going to be doing in drama each day and also praising small moments of success from the previous day. Then, at the beginning of class, he’d let the scholar spend 5 minutes reading the journal and writing a quick response. Mycah encouraged him to write what he felt anxious about or his plan for having a great class. This ritual helped alleviate some of the scholar’s anxiety and behavioral concerns, and also formed a real bond between the two. This wasn’t an equal support – Mycah didn’t have time to journal to all 90+ kids he saw every day – but it was a fair one because it’s what this child needed to succeed. * **Example #2:** **Every teacher is a special educator.** Gelissa S. is a 2nd grade general education literature teacher at AF Providence. She embodies “Every teacher is a special educator” in her CTT classroom. Gelissa does not have a background in special education, but she is incredibly passionate about ensuring all scholars succeed at high levels. When her class began annotating in literature, she knew she had several scholars – one who has a visual impairment, one with dyslexia, and several who struggle with multi-step directions – who would have a hard time. Some of these scholars had IEPs and some did not, but it didn’t matter to Gelissa. She reached out to the Dean of SS at her school to ask for creative ways to support, maintaining that it was not an option for them NOT to learn to annotate. She engaged with all kinds of additional supports and time – from computer overlay software, to laminated “annotate with excellence cards” for students’ desks, to creating an after school tutoring group to support 100% of her scholars. Last year, her CTT lit class out-performed the others at PVD and also those in the rest of the network. * **Example #3:** **All scholars can learn and achieve at high levels.** Priscilla C. is a behavior specialist who believes in her heart that all scholars can achieve at incredibly high levels. Priscilla has a nephew with very severe special needs who, her aunt was told, would never be able to communicate. But Priscilla and her aunt’s family refused to believe this to be true and the entire family would spend hours with him, practicing non-verbal communication. Priscilla brings that dedication to the most struggling scholars—both behaviorally and academically—at AF Providence. Priscilla takes an active interest in the scholars who have the most restrictive settings on their IEPs. She has helped create behavior plans, mobility 504s and rigorous academic goals for kids who have disabilities ranging from non-communicative autism to cerebral palsy. Not only that, but she actively champions their successes with regular communication to school team and family members. She was even able to get one scholar to transition from a very restrictive alternative placement to a partial day plan at AFPMA. |
| 12  (Slides 11 & 12) | **Application #1:**  Special Services Mindsets in Action   1. *Set up the activity*  * Direct staff to the Special Services Mindsets in Action one pager (see supplement) * Review the three mindsets on the page, pointing out that there are additional examples of these mindsets in action underneath each.  1. *Engage in the activity*  * Participants will have about 4 minutes to independently reflect (for each mindset): * Think of a specific example of when you have personally embodied this mindset. What action did you take? What was the impact of that action? * When have you struggled to embody this mindset? Give an example. * Stress that this is independent and private work time – no one will be asked to share their reflections and the activity will be more meaningful if people are authentically reflecting.  1. *Set up turn and talk*  * Give clear directions about the next step. (Note: More information and the criteria for success for clear directions/activity set-up is coming at ALT!) * Teachers talk at their tables for about 4 minutes regarding additional concrete ways to embody each of the mindsets: they can share their own examples, times they have seen other teachers bring mindsets to life, non-examples (to facilitate brainstorming around examples), or ideas they came up with while reflecting. * The outcome here is for teachers to add additional examples to each “mindset in action” category (there are blank spaces to do this.)  1. *Engage in turn and talk*  * During this time, circulate to collect 1 – 3 solid examples of ways teachers have/could embody this mindset. Listen for examples that meet the following criteria.   + Teacher names action.   + Teacher names why that is example of embodying the mindset.   + Teacher actions are examples of actions we would want to see others’ replicate (e.g. not a specific example that was very contextual).  1. *Share whole group*  * Call everyone back together. Open the conversation by having someone share a strong example of mindset #1 in action (use the data you collected while circulating!) * Optional action: Have a helper chart people’s share-outs. * Take a few more examples of each mindset in action for about 4 minutes. Use BPQs (back pocket questions). (Note: More information about BPQs is coming at ALT!) * Why would that action be important? * How does that action show that a teacher believes x mindset? * Is that a replicable action in other contexts? * Tell the group that you are going to keep these mindsets front and center for all special services PD this year. |
| 22  (Slides  13 – 16) | **AA and KP #2**: Tactical vs. Authentic Compliance   1. *Frame activity*  * “Now that we have discussed the mindsets we need to embody to do special services well, let’s dive into what that looks like. Special education compliance is the set of safeguards that are put in place to ensure that schools serve students with disabilities. Procedural Safeguards are legal provisions that are designed to proactively plan for a student’s individual needs and then ensure a student’s needs are being met through collaborative decision making.” * “At their essence, quality special services are fundamentally proactive. When **reactive**, often a school has waited way too long to intervene. For example, it is the law to hold a meeting—a manifestation determination review— to look more closely at a scholar’s needs after 10 days of suspension…but by the time you suspend a scholar 10 different times and hold that MDR because you realize you may be breaking the law, you have already failed that child in some way and have most likely damaged the relationship with the family. To serve that child the right way – to achieve *authentic* compliance –you have to have the structures and systems that enable a **proactive** approach.” * Make this concrete for staff by showing them the guardrails metaphor. If the procedural safeguards are like guardrails that prevent the education of some scholars from careening off the road, then all the proactive measures implemented by a school that really gets the *authentic* piece of compliance are like anti-lock brakes, power steering, crash warning devices, etc. – all devices which prevent you from ever hitting the guardrails in the first place .  1. *Set up work time*  * Teachers work in partners to review the various roles of general educators in the special education process. * Each role has examples of tactical compliance (i.e: tactical compliance for providing accommodations and modifications is writing them into lesson plans) vs. authentic compliance (i.e: writing into lesson plan, regularly collecting data on their efficacy, asking for support from special educator/SSL if you need it, then trying something new if it isn’t working.) * Teachers name what the implications are for tactical compliance vs. authentic compliance on both students and their families.  1. *Work time*  * Teachers work in pairs for about 12 minutes on this activity. * Have a data tracking tool and use it to circulate while teachers work in pairs. (Note: More information about this tracking tool and its use is coming at ALT!)  1. *Share out*  * Call staff back together to discuss their thinking and work. * Open with a broad question: “Let’s dive in to the first role on your sheet, which is attending special education meetings. What is the implication of the authentic compliance teacher’s actions on students and on families?” * Continue discussion using BPQs as necessary: * Why is that important? * What does that mean for the scholar’s success at school?   Work through all 4 examples of authentic compliance in different teacher roles. If time is tight, deeply dive into 2 examples. |
| 23  (Slides 17 – 26) | **Model and KP #3: Special Education at \_\_\_\_\_\_ School**   1. *Frame purpose of this portion of PD*  * “We just talked about tactical versus authentic compliance by looking at our responsibilities and discussing what it would look like to implement those authentically while embodying our key mindsets. Now we are going to pivot to get super practical and answer the question: What does authentic compliance look like at our school?” * Explain that the next part of this PD will be a lot of information downloading from you with a chance for teachers to synthesize together. * **Customization:** Teachers will definitely have questions and taking a lot of them now will slow you down. Name for teachers that you have a lot to get through so you won’t be taking questions now, then create a way for staff to share questions with you, either via a parking lot poster (ensure that they write their names on their questions so you can respond later) or a question catcher in their guided notes.  1. *Share out information chronologically*  * **Customization:** This entire section is school-specific. Use your Special Services Playbook and your Director of Special Services to fill in slides 18 to 20, 22 – 23 and 25 – 26 with information that is relevant to your school. While you are reviewing special services at your school, staff should be filling in page 7 of their guided notes, which include blank spaces for them to jot down important information that they want to remember. An optional additional step for you is to take this page of the guided notes and create cloze notes with information from *your* slides. For example, if you write that teachers have 10 days to submit current levels of performance to you after you ask them, you might write, in the cloze notes, “After I receive a request for present levels of performance from my SSL, I know I have \_\_\_\_ days to submit them to \_\_\_\_.”) * Explain how RTI looks at your school—including reading, math and behavior RTI!—and the general educator’s role in this process. Note, this is a 20,000 feet overview, not an in-depth look at any system. You just need to give teachers the basics. * Explain how to make a referral for special education, and what to do if a parent asks for a referral. Note, this is a 20,000 feet overview, not an in-depth look at any system. You just need to give teachers the basics. * *PAUSE:* Facilitate a stop and jot, then partner turn and talk: “What is the connection between the RTI process and the referral process?” * Explain the teacher’s role in the IEP process, including filling out input forms and attending meetings. Note, this is a 20,000 feet overview, not an in-depth look at any system. You just need to give teachers the basics. * *PAUSE:* Facilitate a table turn and talk: “What is my role in the IEP process as a \_\_\_\_ teacher/dean/behavior specialist?” * Explain that the final role of the general educator in the special education process is actually implementing an IEP, 504 plan, and/or BIP that comes out of the process – more information on that topic will be coming at our “Understanding and Using IEPs-at-a-Glance” PD later this week, and in our “Accommodations and Modifications” one in the fall. |
| 5  (Slide 27) | **Closing: Show What You Know!**   1. *Thank teachers*  * Thank all staff for engaging with the first special services PD of a year. * **Customization:** Shout out any teachers who really embodied special services mindsets, showed particular enthusiasm for the content, etc.  1. *Quick quiz*  * Have teachers complete their “Quick Quiz” (true or false, make false statement true) on the final page of their packet, and turn it in as an exit ticket. |

**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. |

***Facilitating Effective Airtight Activities* Feedback Cheat Sheet**

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| **Priority Points (focus on the mastery of these points first):**   1. Leader clearly frames thinking/work participants will focus on during the AA. 2. Leader utilizes effective circulation and data gathering to plan for discussion. 3. Leaderuses back pocket questions to guide participants to clearly name the key points. |

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|  | **Constructive Feedback (“Next time try…”)** |
| **Framing an AA**  **(Clear Directions)** | * Including a starting cue * “I will set the timer…” “Four minutes, go!” * “ As you watch, I want you to focus on \_\_\_” * Specifying how (volume and individual/group) work should be completed * Including how long the work should take * Directing participants to the correct materials * “On page 4 of your guided notes…,” “On the pink page in your supplemental packet…” * Show a slide that presents a visual of the needed material. * Utilizing a CFU (check for understanding) * “X, to make sure I was clear, can you repeat back what we’re doing now?” * Clarify any misconceptions that a participants shares. |
| **Circulating Effectively during the AA (Hunt, Not Fish)** | * Circulating to a planned random selection of participants * Touch base with 2 people per table, check-in with 3 partners per question * Using a pre-planned CFS to evaluate the quality of participant responses and identify misconceptions * Using a data tool to collect information that will allow you to easily facilitate discussion * Collect bite-sized data points, ensure collection method is simple * Determining who will open your discussion * Targeting and revising BPQs based on participant need |
| **Discussing the AA (Leading Discussion)** | Crafting a broad opening question or statement   * What was effective about \_\_\_\_\_’s use of [technique]? * Pause one second after each person shares before calling on a new person. * For a lengthy answers, pre-frame the question, “Just share one thing you saw.” OR “Let me pause you there. What other things did we notice?”   Use Scaffolded BPQs to guide participants to clearly name the key points.   * Ask more evidence questions that point at a specific moments or data: * “What happened in [certain part of the video]?” * “Why is that important?” OR “What’s the purpose of that action?” * Ask More purpose/impact questions that probe for rationale: * What was the impact of that action? |
| **Framing Key Points** | * Encouraging participants to re-voice key points stated by other participants * i.e.” “X, can you rephrase what Y said and then add on?” * End with naming the key points with formal, precise language. * Pause for a few seconds after delivering a frame so that it sinks in. |

**Blank Worksheet – Tactical vs. Authentic Compliance**

Directions: With a partner, read the examples of tactical verses true compliance. Then, consider the implications of authentic compliance on the student and also on the student’s family. Do this for each General Educator role.

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| **General Educator Role** | **Tactical Compliance Example** | **Authentic Compliance Example** | **What is the implication of authentic compliance for the scholar? For the scholar’s family?** |
| Attending formal special education meetings (IEP, triennial, 504 plan, etc.) | The general education teacher attends the meeting, reads information (from the IEP) about the scholar’s current levels of performance and responds to parent questions and concerns as they are raised. | A week before the meeting, the teacher calls the parent and reminds him/her of the meeting, as well as asks the parent if there are questions or concerns about the meeting or the child’s progress. The general educator arrives early to the meeting, ready to share examples of the child’s strengths and areas of growth, including work samples. The teacher brings up parent concerns from the past and ensures they are addressed in the meeting. One week after the meeting, the teacher calls the parent to thank him/her for attending the meeting and to share a way in which the new IEP or 504 plan is living in the classroom. | *Implications for scholar:*  *Implications for scholar’s family:* |
| Providing input to formal special education meetings | The teacher provides input to the IEP in bullet form and turns it in on time to the special educator/learning specialist. | The teacher provides input to the child’s current strengths and areas of growth in advance of the deadline and uses concrete data (IA scores, in-class observations, work samples, etc.) to ensure that points are clear and accurate. The teacher does this not only for scholars s/he *currently* works with, but also for any other scholars for which s/he has insight into (previous scholars, scholars s/he sees in Enrichment…) | *Implications for scholar:*  *Implications for scholar’s family:* |
| Providing accommodations and modifications as outlined in an IEP | The teacher reads the IEP-at-a-glance document and writes legal modifications and accommodations into lesson plans. | The teacher reads the IEP-at-a-glance document, as well as the actual IEP or 504 plan. S/he reaches out to the SSL with questions about the document and the accommodations therein. The teacher writes thoughtful accommodations into lesson plans, ensuring that all legally mandated accommodations are accounted for. S/he also writes accommodations for scholars without formal plans who need additional support. The teacher regularly collects data on the effectiveness of supports and makes changes when they aren’t working. | *Implications for scholar:*  *Implications for scholar’s family:* |
| Collaborating with special education and related service providers | The teacher finds the special education teacher or related service provider in the hallway and asks a question about supports for a scholar. S/he then implements the advice of the provider. | The teacher has an Outlooked check-in with related service providers working with his/her students. During this quarterly check-in, the RS provider and teacher discuss student progress toward goals, talk about best practices for “living the learning” in the classroom and address any broken windows (i.e: scholar is being pulled during critical math lesson once a week.) The teacher also has a meeting Outlooked with the special educator in his/her room. During this weekly meeting, the two teachers share 2x2 feedback with one another to ensure that the classroom is serving scholars. They also review lesson accommodations for the upcoming week and discuss their own learning goals as relevant to the co-teaching rubric. The teachers also plan for family communication at this time. | *Implications for scholar:*  *Implications for scholar’s family:* |

**Blank Worksheet – Tactical vs. Authentic Compliance**

Directions: With a partner, read the examples of tactical verses true compliance. Then, consider the implications of authentic compliance on the student and also on the student’s family. Do this for each General Educator role.

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| Providing input to formal special education meetings | The teacher provides input to the IEP in bullet form and turns it in on time to the special educator/learning specialist. | The teacher provides input to the child’s current strengths and areas of growth in advance of the deadline and uses concrete data (IA scores, in-class observations, work samples, etc.) to ensure that points are clear and accurate. The teacher does this not only for scholars s/he *currently* works with, but also for any other scholars for which s/he has insight into (previous scholars, scholars s/he sees in Enrichment…) | *Implications for scholar:*  *Implications for scholar’s family:* |
| Providing accommodations and modifications as outlined in an IEP | The teacher reads the IEP-at-a-glance document and writes legal modifications and accommodations into lesson plans. | The teacher reads the IEP-at-a-glance document, as well as the actual IEP or 504 plan. S/he reaches out to the SSL with questions about the document and the accommodations therein. The teacher writes thoughtful accommodations into lesson plans, ensuring that all legally mandated accommodations are accounted for. S/he also writes accommodations for scholars without formal plans who need additional support. The teacher regularly collects data on the effectiveness of supports and makes changes when they aren’t working. | *Implications for scholar:*  *Implications for scholar’s family:* |
| Collaborating with special education and related service providers | The teacher finds the special education teacher or related service provider in the hallway and asks a question about supports for a scholar. S/he then implements the advice of the provider. | The teacher has an Outlooked check-in with related service providers working with his/her students. During this quarterly check-in, the RS provider and teacher discuss student progress toward goals, talk about best practices for “living the learning” in the classroom and address any broken windows (i.e: scholar is being pulled during critical math lesson once a week.) The teacher also has a meeting Outlooked with the special educator in his/her room. During this weekly meeting, the two teachers share 2x2 feedback with one another to ensure that the classroom is serving scholars. They also review lesson accommodations for the upcoming week and discuss their own learning goals as relevant to the co-teaching rubric. The teachers also plan for family communication at this time. | *Implications for scholar:*  *Implications for scholar’s family:* |

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| **BLANK Copy of Ms. Modest’s Data Collection Sheet**  **For all General Educator Roles, look for answers that…**   * Reflect an accurate understanding of compliance. * Are thoughtful (not vague). * Consider the specific impact on both families and students. | | | **While circulating…**   * Collect data from approximately 3 teacher pairs per role. * Rate each teacher pair on a scale of 1 – 5, with 1 = “completely confused/not thoughtful” and 5 = “thoughtful compliance expert.” * Select the 2 general educator roles that have the lowest average score and discuss/debrief these. * Determine who to call on first after the opening question. * Identify 1 – 2 partners to target with BPQs. | |
| **Question** | **Participants are doing heavy lifting if I see…** | **Participants are not doing the heavy lifting if I see…** | **Data Collection** | **Discussion Questions** |
| Attending formal meetings | -Scholar can discuss teachers at home with informed family  -Scholar receives consistent messaging from home and school  -Families authentically engage with the adults who work with their child each day  -Families feel genuinely comfortable voicing concerns and asking questions  -Families have a network of people (not just one!) they can go to | -Scholar is supported by teachers  -Families are partners  -Families get face time with teachers | Pair #1 (Names, Rating, Notes):  Pair #2 (Names, Rating, Notes):  Pair #3(Names, Rating, Notes): | **Opening Question:**  **BPQs:** |
| Providing input to formal meetings | -Scholar has a living document that truly outlines what s/he needs to be successful  -Families have a clear visual for where scholar is now vs. where he needs to be and will be  -Families have a network of teachers who support their scholar year after year | -Scholar gets the right supports  -Families know that all teachers provide input to IEP | Pair #1 (Names, Rating, Notes):  Pair #2 (Names, Rating, Notes):  Pair #3(Names, Rating, Notes): | **Opening Question:**  **BPQs:** |
| Providing accommodations and modifications | -Scholar receives targeted, scaffolded supports which are grounded in data, thus leading to academic and behavioral success  -Scholar is deeply aware of his teachers’ care for and commitment to him/her  -Scholar internalizes that s/he can learn and achieve at high levels  -Family feels the impact of scholar believing in him/herself and sees the data-driven results | -Scholar gets legally-mandated services  -Family knows that IEP is followed | Pair #1 (Names, Rating, Notes):  Pair #2 (Names, Rating, Notes):  Pair #3(Names, Rating, Notes): | **Opening Question:**  **BPQs:** |
| Collaborating with special education providers | -Impact of all special education is maximized for scholar because every support “lives” in every setting (i.e: speech services not silo-ed to one a week)  -Family deeply understands the supports scholar is receiving  -Family has a number of professionals providing support to reach out to with questions | -Scholar is more successful because teachers/RS providers talk  -Families get communication from teachers | Pair #1 (Names, Rating, Notes):  Pair #2 (Names, Rating, Notes):  Pair #3(Names, Rating, Notes): | **Opening Question:**  **BPQs:** |

**Blank Worksheet – 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 on page 8, then the section labeled “Inside Mr. Modest’s Mind” on the next page and the resulting “Roadmap of Required and Suggested Supports” (page 9) 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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| * *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:**

**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 |

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| **BLANK Copy of Data Sheet**  **For all questions, look for answers that…** | | | **While circulating…** | |
| **Question** | **Participants are doing heavy lifting if I see…** | **Participants are not doing the heavy lifting if I see…** | **Data Collection** | **Discussion Questions** |
| What questions does Mr. Modest ask himself as he internalizes the IEP-at-a-Glance? |  |  |  | **Opening Question:**  **BPQs:** |
| What steps can you infer he used to make his roadmap? |  |  |  | **Opening Question:**  **BPQs:** |
| Hypothesize: What will be the impact of his taking this time on the front end? |  |  |  | **Opening Question:**  **BPQs:** |
| How can he proactively use his roadmap? |  |  |  | **Opening Question:**  **BPQs:** |