

IEP Requirements for Student Teaching

Objective

The student teacher will demonstrate competence in preparing for an IEP, eligibility determination, parent teacher conferences and/or progress reporting the student teacher by:

- Reviewing formal and informal assessment data
- Identifying strengths and areas of needs
- Writing a PLAAFP, an IEP goal and at least 2 objectives. Link goal and objectives to areas of need
- Designing a data-tracking sheet for each objective, linked to the areas of need
- Discussing pupil schedule, accommodations, and any other additional instructional supports/arrangements

Directions

Student teachers will:

- Select one target student and complete the assignment below and submit it to their supervisor/district coach.
- Upload the completed form and artifact(s) to Canvas by the date specified in the Triad conference.
- Schedule a conference with the supervisor/district coach to review the IEP planning. It is expected that the student teacher will be able to describe their IEP with their supervisor/district coach through either a live conference or video conference.
- Share artifacts (IEP forms, testing results, copy of assessment results, observation data and graph related to the area of need addressed, data tracking forms, copy of student's schedule, lesson plan listing accommodations, IEP meeting, etc.) with supervisor/district coach and discuss the effectiveness and/or changes needed during the scheduled conference.

Assignment Requirements

Note: The expectation in student teaching is to have multiple experiences with the IEP process. This assignment is a snapshot of one experience that demonstrates your thought process and ability to reflect on IEP requirements.

1. Select one student and identify **three** specific areas of need within the Utah Core, Essential Elements or Early Learning Standards. List the appropriate standard. Areas of need are determined by assessments, referrals, and classroom data.
2. Select **one** of the specific areas of need listed above and write a PLAAFP associated with the identified specific area of need. Summarize the assessment information in the PLAAFP statement and reference the appropriate state standard. A statement of impact must be included.

May 2024

3. What did formal and informal assessment data report regarding the pupil's PLAAFP? If data is not available, conduct assessments to collect data needed.
4. What additional data if any were collected? If no additional data were needed explain why.
5. Write an IEP goal with at least two objectives associated with the PLAAFP. Include the Utah Core, Essential Elements and/or Early Learning Standards associated with the IEP goal.
6. Design a data-tracking sheet for each objective, linked to the areas of need.
 - a) Attach your data-tracking sheets as an artifact.
7. How is the IEP goal addressed within the pupil's daily schedule? List specifics about the pupil's schedule, accommodations, and any other additional instructional supports/arrangements.
8. Attend an IEP, eligibility determination, parent teacher conference and/or progress reporting and share the data collected, if able. Discuss the setting, the participants, the meeting and the conclusions of the data reporting meeting.
9. Reflect on the data reporting meeting. Discuss what went well and what you will do for improvement in future data reporting opportunities.

This assignment addresses:

- Items 8-20 on the midterm and final evaluation.
- Utah General Teacher Preparation Competency Instructional Clarity: Effective teachers exhibit knowledge, skills, and dispositions that demonstrate clarity regarding the content they teach and how to organize and sequence it to effectively facilitate learning and drive student engagement.
- Utah General Teacher Preparation Competency Instructional Practice: Effective teachers exhibit knowledge, skills, and dispositions that support instructional practices that drive high-quality instruction, demonstrate a data-driven and cooperative approach to teaching and learning, and meet the diverse needs of all learners.
- Council for Exceptional Children Initial Preparation Standard 4: Assessment. Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.