

# How to Use an Individualized Education Program (IEP) to Accelerate Learning

2021 Learning Acceleration Resources



How can educators best utilize a student’s IEP to accelerate their learning and support the students’ long-term success? This resource works in tandem with the [Accelerated Learning Cycle](#) to provide a comprehensive guide to support teachers planning and/or co-planning lessons for students who have an **IEP or 504 plan**. By following the Accelerated Learning Cycle, teachers can address unfinished learning that directly aligns to both classroom learning outcomes and IEP or 504 goals.

Accelerated Learning Cycle and Key Steps for IEPs	Coaching Considerations and Guiding Questions	Student Ownership of the Process
<p style="text-align: center;"><b>Step 1:</b> <i>Analyze the Benchmark Data</i></p> <ol style="list-style-type: none"> <li>Identify the student’s IEP goal(s) and determine how their academic goal(s) align with the grade-level standards identified in the Accelerated Learning Cycle.</li> <li>Review the student’s recent academic performance that is connected to the standards that will be addressed during the Accelerated Learning Cycle.</li> </ol>	<p><b>Coaching Considerations</b></p> <ul style="list-style-type: none"> <li>Provide support to teachers unfamiliar with analyzing IEPs by reviewing the framework and clarifying content of the IEP.</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What are the student’s IEP goals?</li> <li>Is the student meeting the current benchmarks identified in the IEP goal?</li> <li>What are the student’s present levels of academic performance?</li> <li>How does the student’s IEP goal connect to the planned Accelerated Learning Cycle?</li> </ul>	<ul style="list-style-type: none"> <li>Encourage a growth mindset by creating manageable goals and discuss the expected actions to reach the goals.</li> <li>Model the process of self-reflection to support students in reflecting on their academic goals and to build their metacognitive skills.</li> </ul>
<p style="text-align: center;"><b>Step 2:</b> <i>Focus on Grade-Level Standards</i></p> <ol style="list-style-type: none"> <li>Identify areas of strength and possible challenges for the student in mastering the content to the depth intended by the standard.</li> <li>Develop lessons that provide opportunities to learn and reduce the student’s anticipated challenges to mastering the content and the IEP goal(s).</li> </ol>	<p><b>Coaching Considerations</b></p> <ul style="list-style-type: none"> <li>Co-plan with the teacher to determine how to best leverage the content to support the student’s IEP goal.</li> <li>Collaboratively analyze the student’s work to evaluate how the teacher’s planning and delivery of content impacted learning.</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>Which grade-level standards are the focus for this cycle of learning?</li> <li>What are the strengths and possible barriers for the</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with the student to help them determine how they learn best.</li> <li>Model for the student how to use the success criteria to determine if they are on the right track.</li> </ul>

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<p>3. Embed instructional practices within the lesson which meet the learning needs of your student.</p>	<p>individual student relative to these standards?</p> <ul style="list-style-type: none"> <li>● How does the student learn best?</li> <li>● How can I leverage the classroom content/lesson to support the student’s IEP goal(s)? <ul style="list-style-type: none"> <li>○ What connections can be made to the IEP goal(s) and the current content being taught?</li> <li>○ How can I embed instructional practices within the lesson to reinforce the IEP goal and make connections to the standard being taught?</li> </ul> </li> </ul>	
<p style="text-align: center;"><u>Step 3:</u> <i>Establish Groups for Accelerated Learning</i></p> <p>1. Intentionally group students to assist in mastering the content and moving towards meeting the goal(s) within the IEP. Use strategic grouping configurations that allow students with IEPs access to peers who can support their learning by clearly communicating ideas, providing ongoing feedback, and celebrating successes.</p> <p>2. Be prepared to support learning in groups by providing students with resources, repeated and scaffolded instruction, modified procedures, and opportunities to demonstrate mastery in various ways.</p>	<p><b>Coaching Considerations</b></p> <ul style="list-style-type: none"> <li>● Provide resources to support small group instruction and how to provide accommodations within small groups.</li> <li>● Engage with the teacher to determine the responsibilities of the student when participating in small group instruction and how they will be shared with the student.</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>● Does the IEP address ideal grouping situations for the student?</li> <li>● What does the student need in order to successfully engage in collaborative learning in groups?</li> <li>● What are the accommodations outlined in the IEP to support the student’s learning?</li> <li>● How will I communicate the roles and responsibilities for each member of the student’s group?</li> </ul>	<ul style="list-style-type: none"> <li>● Provide the student with visuals that reinforce their role as a learner within the group and as an individual (e.g., group responsibilities chart, pictorial representation of the group configuration, etc.).</li> <li>● Clarify why they are learning this content and ask how they will use the information learned.</li> </ul>

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<p style="text-align: center;"><u>Step 4:</u> <i>Monitor and Adjust for Impact</i></p> <ol style="list-style-type: none"> <li>1. Continuously monitor the IEP goal and use data to adjust instruction.</li> <li>2. Analyze student work and data within the scope of the entire class to determine if they are making sufficient progress along with their peers (specific to the daily lesson objectives).</li> <li>3. Adjust and monitor instructional practices to ensure the student has the greatest opportunity to learn.</li> </ol>	<p><b>Coaching Considerations</b></p> <ul style="list-style-type: none"> <li>● Support the teacher in identifying feedback they receive from the student and how to utilize it to make any necessary revisions or adjustments during lessons.</li> <li>● Collaborate with the teacher to review the student’s data and develop action steps based on the data.</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>● Are students with IEPs making progress toward classroom goals and IEP goals?</li> <li>● What strengths are revealed in the student’s work?</li> <li>● Is there evidence that the teacher’s instructional practices are impacting student performance?</li> <li>● How are students using the academic feedback they are provided?</li> </ul>	<ul style="list-style-type: none"> <li>● Prompt students to recognize strategies that help them learn or hinder their learning.</li> <li>● Prompt students to reflect on their progress towards their goals.</li> </ul>